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当代管理精要（第4版）

（美）Gareth R. Jones Jennifer M. George 著

Essentials of Contemporary Management (Fourth Edition)

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清华大学出版社
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出版说明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进经济管理理论和管理经验的需要,清华大学出版社与国外著名出版公司 McGraw-hill 教育出版集团合作影印出版了一系列商科英文版教材。鉴于大部分外版教材篇幅过长,且其中部分内容与我国的教学需要不符,我们请专家学者结合国内教学的实际要求,对所选图书进行了必要的删节。我们所选择的图书,基本上是在国外深受欢迎,并被广泛采用的优秀教材的缩减版,其主教材均是该领域中较具权威性的经典之作。在选书和删节的过程中,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们在对原版图书进行删节的同时仍采用了原书的页码,因此读者在阅读过程中可能会发现有漏页、跳页的现象,而且文中提到的页码或内容有可能已被删掉从而无法找到,由此给读者带来的诸多不便,我们深表歉意。

我们期望这套影印书的出版对我国经济管理科学的发展能有所帮助,对我国商科的教学,尤其是商学本科的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议,也欢迎有关专业人士向我们推荐您所接触到的国外优秀图书。

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中国的学生要不要使用英文版的教材，一直有争议。有人认为，我们应该使用自己编写的教材，这样才能更准确地反映我们在课堂上所要表述的观点。用国外的原版教材，有些隔靴搔痒，不能解决中国的实际问题。持不同意见的观点认为，尽管各国在管理体制上有意识、制度、文化等差异，但管理本身是在国际环境下具有共同性的问题。特别是，中国的企业在经济全球化的环境下，需要更多地了解国外的管理理论与现状。在这种情况下，就需要引进一些外版的教材。一则，用于满足我们教学的部分需求；二则，更好地了解外版教材的教学服务体系；三则，为我们的师生创造英语教学的环境。

在进行 2004 年本科教指委的工作规划时，我曾特别谈及，要加强对本科教育中教书“育人”、服务于学生的使命的认识，继续优化专业课程设计，扩大精品课程建设，增加专业导向课程，尤其要加强对国际商科与经济管理学科教学进展的研究，并引进最新的教学成果，包括教材及教学资源。这一切都是为了更好地为国家与社会培养更好的人才。

为此，清华大学出版社与美国麦格劳-希尔教育出版公司的合作，引进出版这套“精编版”的英文工商管理教材，也是体现这一理念。这套教材吸收国际最新教学成果，提供全方位的教学资源，并借助英语的语言媒介，将会大力提升与发展中国工商管理教学水平，提高学生使用英语语言和网络手段获得长久的终生学习的能力和兴趣，进而提高我国工商界的国际竞争力。这是一件具有重大意义的工作。

讲到美国麦格劳-希尔教育出版公司，就要提到该公司的中国首席代表姜峰先生。我同他认识已经多年了。1995 年，他供职西蒙与舒斯特公司北京代表处。从那时起，他便开始来学校拜访，打破我们出版社坐等教师上门的惯例。他这种服务教学的理念就是直接同我们的教师见面，为教师提供教学资源，从早期的印刷版图书到磁盘、光盘，到在线资源、在线系统。这些年，姜峰先生尽管已经换到目前的公司工作，但他始终坚持着这一服务教学的理念，认真实践着他的教育出版观。

在同姜峰先生讨论引进国际上在工商管理教学的最新成果时，基本上确定了引进本套教材及教学资源的基本格调，即对“国际最新教学成果”的几个共同认识：一是国际上教学技术的进展究竟走到了哪一步，我们就引进到哪一步。二是要注意教学技术的发展给教学及教材带来的影响，我们要借鉴新的教学辅助手段。

最近几年，我在美国授课的过程中，注意到教学网络技术：CMS，课程管理系统。通过这个教学辅助系统，教师可以将所要讲授的课程内容简单地张贴到一个系统化的网页上，包括教学演示文件 PPT、章节提要 (Lecture Notes)、在线阅读资料，以及问答题、简答题还有课后大作业等，还可以很简单地开设自己课程的在线论坛 BBS。学生在注册后，便成为在线学生，通过该平台与教师交互，完成习题、在线提交作业，在线考试，自动出评测分析报告。这一切是以教师为中心，完全解决了教师对于自己教学内容，以及对学生及教学过程的网络化数字化管理的问题，并可多次复用、异地复用。

这个在线学习系统 (BlackBoard, WebCT, eCollege) 等不同于国内各高校自己研发的以学籍管理或居于录像、课件的远程教学为中心的校园管理平台, 直接解决大学的核心问题, 即“大师”们对课程教学内容的管理问题, 成为对教师授课最好的在线数字化辅助支持平台。

2003 年 12 月底, 从姜峰先生处得知 BlackBoard 在中国落地, 便通过他与赛尔毕博公司接触, 很快决定在中国人民大学商学院引进该平台支持教学。2004 年的春季学期, 我商学院 247 位教师, 所有 364 门课程全面上线, 2000 多名学生在线注册学习, 引发了人大商学院一场真正意义上的“教学革命”。教师与学生实现了很好地沟通与互动, 学生之间也有了很好地学习谈论的天地。目前, 我商学院的经验, 已经成为赛尔毕博支持国内院校教学上线发展的典范, 成为 BlackBoard 在国内的示范教学网站。

课堂教学同网络平台结合之后, 又给教学带来了新的挑战, 也给教材和教材的出版商们带来了新的机遇。历史悠久的麦格劳-希尔教育出版公司积极适应这种挑战, 在商科及经管教材的出版上做了战略性的调整: 即将教材本身做“薄”, 出版一批新型的、跨媒介的教材: 将研讨性、探索性、展开式的学习内容放到网上, 将动态交互性的内容放到网上; 印刷版的教材从过去强调各章节内容全面, 呈现教学过程、学习环节, 转向到注重概念性及引导性, 展现学习的核心内容。同时, 他们将教材配套的教学资源做得更“全”, 将更多的内容上线后全面依托网络, 更加动态地呈现教学内容及教学过程; 并为不同的教学平台提供完全解决方案, 提供跨平台的不同版本的内容“子弹”。无论采用 BlackBoard 或 WebCT 等平台, 教师们都可以从出版商处获得标准的教学资源包, 为自己采用的教材轻松搭建课程网站, 实现教学的在线革命。

总之, 教学在革命, 教学的手段也在革命。我们要看到工商管理教学在国际上的各种变化, 努力跟上时代的发展变化, 使我们的学生真正获得国际水准的教育。为此, 我衷心地感谢这批教材的国外作者们, 正是他们不懈的教学实践, 为给我们学科的发展带来源源的活力; 同时感谢国内外的出版界的人们, 感谢他们对教材、教材市场的永恒的追求, 不断地帮助我们提升教学的水准; 衷心希望这批适应新的教学需要的国际最新教材的出版能抛砖引玉, 再次带动整个工商管理教育无论是本科、高职高专教学还是 MBA、EMBA 教学的发展。

子曰: “学而时习之, 不亦说乎。”在这场教学革命中, 我们有更大的勇气面临新的教学的挑战, 将中国的工商管理教育推向世界一流的前列!

徐二明

中国人民大学

2004 年金秋于北京

Preface

In the fourth edition of our book, *Essentials of Contemporary Management*, we keep to our theme of providing students with the most contemporary and up-to-date account of the changing environment of management and management practices. In revising our book, we continue to strive to make our text relevant and interesting to students. And we know from feedback we have received from instructors and students that the text does engage them. It encourages them to make the effort necessary to assimilate the text material because they find it useful and relevant. We continue to mirror the changes taking place in management practices by incorporating recent developments in management theory into our text and by providing vivid, current examples of the way managers of well-known companies—large and small—have responded to the dramatic changes in the economy that have been taking place. Indeed, we have increased our focus on small businesses in the revised edition and have integrated many more examples of the problems these companies face into the text.

Of course, the number and complexity of the strategic, organizational, and human resource challenges facing managers and all employees have continued to increase since the economic recession that started in 2007. In most companies, managers at all levels are playing “catch-up” as they work toward meeting these challenges by implementing new and improved management techniques and practices just as they have been forced to downsize and lay off millions of employees. In today’s highly competitive business environment even relatively small differences in performance between companies—for example, in the speed at which they can bring new products or services to market or in the ways they motivate their employees to find ways to reduce costs or improve performance—can combine to give one company a significant competitive advantage over another. Managers and companies that utilize proven management techniques and practices in their decision making and actions increase their effectiveness over time. Companies and managers that are slower to implement new management techniques and practices find themselves at a growing competitive disadvantage that makes it

even more difficult to catch up. Thus, in many industries there is a widening gap between the most successful companies whose performance reaches new heights and their weaker competitors, because their managers have made better decisions about how to use a company’s resources in the most efficient and effective ways.

The challenges facing managers continue to mount as changes in the global environment such as increasing global outsourcing and rising commodity prices impact organizations, large and small. Moreover, the revolution in information technology has transformed the way managers make decisions across all levels of a company’s hierarchy and across all its functions and global divisions. This fourth edition of our book addresses these emerging challenges. For example, we extend our treatment of global outsourcing and examine the many managerial issues that must be addressed when millions of functional jobs in information technology, customer service, and manufacturing are being sent to countries overseas. Similarly, increasing globalization means that managers must respond to the effects of major differences in the legal rules and regulations and ethical values and norms that prevail in countries around the globe.

Other major challenges we continue to expand on in the new fourth edition include the impact of the steadily increasing diversity of the workforce on companies and how this increasing diversity makes it imperative for managers to understand how and why people differ so that they can effectively manage and reap the performance benefits of diversity. Similarly, across all functions and levels, managers and employees must continuously search out ways to “work smarter” and increase performance. Using new information technology to improve all aspects of an organization’s operations to enhance efficiency and customer responsiveness is a vital part of this process. So too is the continuing need to innovate and improve the quality of goods and services, and the ways they are produced, to allow an organization to compete effectively. We have significantly revised the fourth edition of *Essentials of Contemporary Management* to address these challenges to managers and their organizations.

Major Content Changes

We have not altered the organization of our chapters in this new edition; they follow the same sequence. Instructors tell us that they like the chapter changes we made last time and that they improved the learning experience. For example, instructors approve of the way we integrated our coverage of entrepreneurship into Chapter 5, “Decision Making, Learning, Creativity, and Entrepreneurship,” because it complements the discussion of creativity and allows us to discuss the many different issues involved in effective decision making over time. At the same time, our three-chapter sequence on strategy, structure, and control systems to improve competitive advantage was well received. But once again, encouraged by the increasing number of instructors and students who are using our book with each new edition, and based on the reactions and suggestions of both users and reviewers, we have revised and updated our book in the following ways:

CONTINUALLY UPDATED RESEARCH CONCEPTS

First, just as we have included pertinent new research concepts in each chapter, so we have been careful to eliminate outdated or marginal management concepts. As usual, our goal has been to streamline our presentation and keep the focus on the changes that have been taking place that have the most impact on managers and organizations. Our goal is not to have students study too many, too long chapters just for the sake of including all outmoded management theory. In today’s world of video downloads, sound bites, and text messaging less is often more—especially when students are often burdened by time pressures stemming from the need to work long hours at paying jobs. Second, we have added significant new management content in most of the chapters and have reinforced their importance by using many new relevant small and large company examples that are described in the all-new chapter opening cases, “Management Snapshots,” in the many boxed illustrations inside each chapter, and in the new (mainly from 2009) “*BusinessWeek* Case in the News” closing cases.

We feel confident that the major changes we have made to the fourth edition of *Essentials of*

Contemporary Management reflect the changes that are occurring in management and the workplace; we also feel they offer an account of management that will stimulate and challenge students to think about their future in the world of organizations.

EMPHASIS ON APPLIED MANAGEMENT Our contemporary approach also is illustrated by the way we have chosen to organize and discuss contemporary management issues. We have gone to great lengths to bring the manager back into the subject matter of management. That is, we have written our chapters from the perspective of current or future managers to illustrate, in a hands-on way, the problems and opportunities they face and how they can effectively meet them. For example, in Chapter 6, we provide an integrated treatment of planning, strategy, and competitive advantage, highlighting the crucial choices managers face as they go about performing the planning role. Throughout the text, we emphasize important issues managers face and how management theory, research, and practice can help them and their organizations be effective.

This applied approach can also be clearly seen in the last two chapters of the book that cover the topics of managing information systems, technology, and operations management, topics that have tended to be difficult to teach to new management students in an interesting and novel way. Our chapters provide a student-friendly, behavioral approach to understanding the management processes entailed in information systems and operations management. As our reviewers noted, while most books’ treatment of these issues is dry and quantitative, ours comes alive with its focus on how managers can manage the people and processes necessary to give an organization a competitive advantage.

FLEXIBLE ORGANIZATION Another factor of interest to instructors is the way we have designed the grouping of chapters to allow instructors to teach the chapter material in the order that best suits their needs. Instructors are not tied to the planning, organizing, leading, controlling framework, even though our presentation remains consistent with this approach.

Acknowledgments

Finding a way to integrate and present the rapidly growing literature on contemporary management and make it interesting and meaningful for students is not an easy task. In writing and revising the several drafts of *Essentials of Contemporary Management*, we have been fortunate to have had the assistance of several people who have contributed greatly to the book's final form. First, we are grateful to Michael Ablassmeir, our executive editor, for his support and commitment to our project, and for always finding ways to provide the resources that we needed to continually improve and refine our book. Second, we are grateful to Kelly Pekelder, our developmental editor, for so ably coordinating the book's progress, and to her and Anke Braun Weekes, our marketing manager, for providing us with concise and timely feedback and information from professors and reviewers that have allowed us to shape the book to the needs of its intended market. We also thank Cara Hawthorne for executing an awe-inspiring design and Bruce Gin for coordinating the production process. We are also grateful to the many colleagues and reviewers who provided us with useful and detailed feedback, perceptive comments, and valuable suggestions for improving the manuscript.

Producing any competitive work is a challenge. Producing a truly market-driven textbook requires tremendous effort beyond simply obtaining reviews on a draft manuscript. Our goal behind the development of *Essentials of Contemporary Management* has been clear-cut: to be the most customer-driven essentials of management text and supplement package ever published! The favorable reception that our book has received from its users suggests that our thorough product development plan did lead to a book that has met the expectations of both faculty and students. For the new edition, we have continued to add new reviewers to the over 200 faculty who originally took part in developmental activities ranging from regional focus groups to manuscript reviews and surveys. Consequently, we're confident that the changes we have made to our book and its excellent support package will even more closely meet your expectations and needs.

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Finally, we are grateful to two incredibly wonderful children, Nicholas and Julia, for being all that

they are and for the joy they bring to all who know them.

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He specializes in strategic management and organizational theory and is well known for his research that applies transaction cost analysis to explain many forms of strategic and organizational behavior. He is currently interested in strategy process, competitive advantage, and information technology issues. He is also investigating the relationships between ethics, trust, and organizational culture and studying the role of affect in the strategic decision-making process.

He has published many articles in leading journals of the field, and his recent work has appeared in the *Academy of Management Review*, the *Journal of International Business Studies*, and *Human Relations*. An article on the role of information technology in many aspects of organizational functioning was published in the *Journal of Management*. One of his articles won the *Academy of Management Journal's* Best Paper Award, and he is one of the most prolific authors in the *Academy of Management Review*. He is or has served on the editorial boards of the *Academy of Management Review*, the *Journal of Management*, and *Management Inquiry*.

Gareth Jones has taken his academic knowledge and used it to craft leading textbooks in management and three other major areas in the management discipline: organizational behavior, organizational theory, and strategic management. His books are widely recognized for their innovative, contemporary content and for the clarity with which they communicate complex, real-world issues to students.



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Professor George specializes in organizational behavior and is well known for her research on mood and emotion in the workplace, their determinants, and their effects on various individual and group-level work outcomes. She is the author of many articles in leading peer-reviewed journals such as the *Academy of Management Journal*, the *Academy of Management Review*, the *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, *Journal of Personality and Social Psychology*, and *Psychological Bulletin*. One of her papers won the Academy of Management's Organizational Behavior Division Outstanding Competitive Paper Award, and another paper won the *Human Relations* Best Paper Award. She is, or has been, on the editorial review boards of the *Journal of Applied Psychology*, *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Journal of Management*, *Organizational Behavior and Human Decision Processes*, *Organizational Science*, *International Journal of Selection and Assessment*, and *Journal of Managerial Issues*; was a consulting editor for the *Journal of Organizational Behavior*; and was a member of the SIOP *Organizational Frontiers Series* editorial board. She is a Fellow in the American Psychological Association, the American Psychological Society, and the Society for Industrial and Organizational Psychology and a member of the Society for Organizational Behavior. Professor George recently completed a six-year term as an associate editor for the *Journal of Applied Psychology*. She also has coauthored a widely used textbook titled *Understanding and Managing Organizational Behavior*.




Guided Tour

Rich and Relevant Examples An important feature of our book is the way we use real-world examples and stories about managers and companies to drive home the applied lessons to students. Our reviewers were unanimous in their praise of the sheer range and depth of the rich, interesting examples we use to illustrate the chapter material and make it come alive. Moreover, unlike boxed material in other books, our boxes are seamlessly integrated into the text; they are an integral part of the learning experience, and not tacked on or isolated from the text itself. This is central to our pedagogical approach.

A **Management Snapshot** opens each chapter, posing a chapter-related challenge and then discussing how managers in one or more organizations responded to that challenge. These vignettes help demonstrate the uncertainty and excitement surrounding the management process.

Our box features are not traditional boxes; that is, they are not disembodied from the chapter narrative. These thematic applications are fully integrated into the reading. Students will no longer be forced to decide whether or not to read boxed material. These features are interesting and engaging for students while bringing the chapter contents to life.

Trader Joe's, the nation's largest specialty supermarket chain, was started in 1967 by Joe Coulombe. Joe owned a few convenience stores that were fighting an uphill battle against the growing 7-11 chain. 7-11 was able to offer customers a wider selection of lower-priced products than Joe's stores. Joe had to find a new way to manage his small business if it was going to survive. He began brainstorming new strategies. There might be a niche for supplying specialty products, he thought, such as wine, drinks, and gourmet foods, which were more profitable to sell. He would no longer be competing against giant 7-11. He changed the name of his stores to Trader Joe's and stocked them with a wide variety of brands of California wine. He began to offer fine foods, fresh bread, cheese, fruits, and vegetables to complement wine sales.



MANAGEMENT SNAPSHOT
Joe Coulombe Makes Trader Joe's a Small Business Success Story

What Is High-Performance Management?

His plan worked. Customers loved his new upscale supermarket concept. The premium products he had chosen to stock sold quickly. Realizing that he needed to capitalize on his success to protect his growing business, Joe continually expanded the variety of premium foods and drinks he sold. Taking advantage of the popularity of the name Trader Joe's, he began to offer his own store label products. Today over 60% of the products Trader Joe's sells sport its own label.

To compete in the premium-quality segment of the supermarket business and keep customers buying high-priced gourmet products, Trader Joe's needed to provide excellent customer service. Joe had to motivate his salespeople to perform at a high level. His approach was to decentralize authority, empowering salespeople to take responsibility for meeting customer needs. Joe created a store environment in which employees were treated as individuals and felt valued as people. Rather than forcing employees to follow strict operating rules, Joe gave employees autonomy to make decisions and provide personalized customer service. The result is that employees feel they "own" their supermarkets. They provide excellent customer service and develop personal relationships with customers, who are often on first-name terms.



MANAGEMENT INSIGHT

Different Ways to Compete in the Soft-Drink Business

"Coke" and "Pepsi" are household names worldwide. Together, Coca-Cola and PepsiCo control over 70% of the global soft-drink market and over 75% of the U.S. soft-drink market. Their success can be attributed to the differentiation strategies they developed to produce and promote their products—strategies that have made them two of the most profitable global organizations. There are several parts to their differentiation strategies. First, both companies bulk global brands by manufacturing the soft-drink concentrate that gives cola its flavor but then selling the concentrate in a syrup form to bottlers throughout the world. The bottlers are responsible for producing and distributing the actual cola. They add carbonated water to the syrup, package the resulting drink, and distribute it to vending machines, supermarkets, restaurants, and other retail outlets. The bottlers must also sign an exclusive agreement that prohibits them from bottling or distributing the products of competing soft-drink companies. This creates a barrier to entry that helps prevent new companies from entering the industry.

Second, Coca-Cola and PepsiCo charge the bottlers a *premium fee* for the syrup. The money they spend on advertising to build and maintain brand awareness. The money they spend on advertising to build and maintain brand awareness. The money they spend on advertising to build and maintain brand awareness.



ETHICS IN ACTION

Johnson & Johnson's Ethical Culture

Johnson & Johnson is so well known for its ethical culture that it has been judged as having the best corporate reputation for two years in a row, based on a survey of over 26,000 consumers conducted by Harris Interactive and the Reputation Institute at New York University.³⁹ Johnson & Johnson grew from a family business led by General Robert Wood Johnson in the 1930s to a major maker of pharmaceutical and medical products. Attending to the role of managers in creating ethical organizational cultures, Johnson emphasized the importance of ethics and responsibility to stakeholders and wrote the first Johnson & Johnson Credo in 1943.³⁴

The credo continues to guide employees at Johnson & Johnson today and outlines the company's commitments to its different stakeholder groups. It emphasizes that the organization's first responsibility is to doctors, nurses, patients, and consumers. Following this group are suppliers and distributors, employees, communities, and, lastly, stockholders.³⁵ This credo has served managers and employees at Johnson & Johnson well and guided some difficult decision making, such as the decision to recall all Tylenol capsules in the U.S. market after cyanide-laced capsules were responsible for seven deaths in Chicago.

True to its ethical culture and outstanding reputation, Johnson & Johnson always has been and will continue to be a company that is known for its ethical culture and outstanding reputation. Johnson & Johnson always has been and will continue to be a company that is known for its ethical culture and outstanding reputation.

Additional in-depth examples appear in boxes throughout each chapter. Management Insight boxes illustrate the topics of the chapter, while the Ethics in Action, Managing Globally, Focus on Diversity, and Technology Byte boxes examine the chapter topics from each of these perspectives.



MANAGER AS A PERSON

How Judy Lewent Became One of the Most Powerful Women in Corporate America

With annual sales of over \$45 billion, Merck is one of the largest developers and marketers of advanced pharmaceuticals. In 2008, the company spent more than \$3 billion on R&D to develop new drugs—an expensive and difficult process fraught with risk. Most new drug ideas fail to emerge from development. It takes an average of \$300 million and 10 years to bring a new drug to market, and 7 out of 10 new drugs fail to make a profit for the developing company.

Given the costs, risks, and uncertainties of new drug development, Judy Lewent, then director of capital analysis at Merck, decided to develop a decision support system that could help managers make more effective R&D investment decisions. Her aim was to give Merck's top managers the information they needed to evaluate proposed R&D projects on a case-by-case basis. The system that Lewent and her staff developed is referred to in Merck as the "Research Planning Model."³⁶ At the heart of this decision support system is a sophisticated model. The input variables include data on R&D spending, manufacturing costs, selling costs, and demand conditions. The relationships between the input variables are modeled by means of several equations that factor in the probability of a drug's making it through development and to market. The outputs of this modeling process are the revenues, cash flows, and profits that a project might generate.

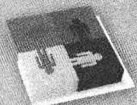
The Merck model does not use a single value for an input variable, nor does it compute a single value for each output. Rather, a range is specified for each input variable (such as high, medium, and low R&D spending). The computer repeatedly samples at random from the range of values for each input variable and produces a probability distribution of values for each output. So, for example, instead of stating categorically that a proposed R&D project will yield a profit of \$500 million, the decision support system produces a probability distribution. It might state that although \$500 million is the most likely profit, there is a 25% chance that the profit will be less than \$300 million and a 25% chance that it will be greater than \$700 million.

Merck now uses Lewent's decision support system to evaluate all proposed R&D investment decisions. In addition, Lewent has developed other decision support system models that Merck's managers can use to help them decide, for example, whether to enter into joint ventures with other companies or how best to hedge foreign exchange risk. As for Lewent, her reward was promotion to the position of chief financial officer of Merck. She became one of the most powerful women in corporate America.



Judy Lewent, chief financial officer at Merck, convenes with managers of Georgia-Pacific Pharmaceuticals as they work out the details of their global venture.

Further emphasizing the unique content covered in Chapter 2, Values, Attitudes, Emotions, and Culture: The Manager as a Person, the **Manager as a Person** boxes focus on how real managers brought about change within their organizations. These examples allow us to reflect on how individual managers dealt with real-life, on-the-job challenges related to various chapter concepts.



Small Business

NEW! Expanded Use of Small Business Examples To ensure that students see the clear connections between the concepts taught in their Principles of Management course and the application in their future jobs in a medium or small business, Jones and George have expanded the number of examples of the opportunities and challenges facing founders, managers, and employees in small businesses.

Experiential Learning Features

We have given considerable time and effort to developing state-of-the-art experiential end-of-chapter learning exercises that drive home the meaning of management to students. These exercises are grouped together at the end of each chapter in a section called "Management in Action." The following activities are included at the end of every chapter:



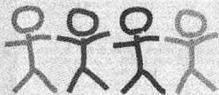
- **Topics for Discussion and Action** are a set of chapter-related questions and points for reflection. Some ask students to research actual management issues and learn firsthand from practicing managers.



- **Building Management Skills** is a self-developed exercise that asks students to apply what they have learned from their own experience in organizations and from managers or from the experiences of others.



- **Managing Ethically** is an exercise that presents students with an ethical scenario or dilemma and asks them to think about the issue from an ethical perspective to better understand the issues facing practicing managers.



- **Small Group Breakout Exercise** is designed to allow instructors in large classes to utilize interactive experiential exercises.



- **Be the Manager** presents a realistic scenario where a manager or organization faces some kind of challenge, problem, or opportunity. These exercises provide students with a hands-on way of solving "real" problems by applying what they've just learned in the chapter.

Each chapter has at least one

BusinessWeek

- **BusinessWeek Case in the News** that is an actual or shortened version of a *BusinessWeek* article. The concluding questions encourage students to think about how real managers deal with problems in the business world.

Assurance of Learning Ready Many educational institutions today are focused on the notion of assurance of learning, an important element of some accreditation standards. *Essentials of Contemporary Management, Fourth Edition*, is designed specifically to support your assurance of learning initiatives with a simple, yet powerful solution.

Each test bank question for *Essentials of Contemporary Management* maps to a specific chapter learning outcome/objective listed in the text. You can use our test bank software, EZ Test and EZ Test Online, or *Connect Management* to easily query for learning outcomes/objectives that directly relate to the learning objectives for your course. You can then use the reporting features of EZ Test to aggregate student results in similar fashion, making the collection and presentation of assurance of learning data simple and easy.

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