

◆ 国际通用MBA教材 ◆

加拿大毅伟管理学院
清华大学经管学院

共同策划、推荐

世界经济
管理文库

管 理 学

理查德 L. 达夫特 / 著

Management

Richard L. Daft

FOURTH EDITION

英文版·第④版

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序 言 1

此次首批专为中国影印的系列教材直接配合中国工商管理硕士课程的各门必修课程，而且是由加拿大西安大略大学毅伟管理学院的任课教授们专门参予选择的。

毅伟管理学院是加拿大西安大略大学（UWO）所属的一所专业学院，而西安大略大学是加拿大历史最悠久的大学之一。毅伟管理学院的本校在安大略省伦敦市，同时在多伦多的密西沙加设有分校，而且最近在香港也建立了分校。

历史地看，毅伟管理学院一直是管理学开发领域的领导者，现将部分成就列后，标示毅伟管理学院日新月异的发展：

- 1922 年，创立了加拿大第一个培养本科生的商学系。
- 1932 年，开始出版杂志《毅伟商学季刊》。该杂志发行到 25 个国家，发行量多达 10 000 册，深受学术界和管理界读者的喜爱。
- 1948 年，在加拿大首次设立行政管理人员培训计划以及工商管理硕士课程。
- 1961 年，首创了加拿大的第一个商学博士课程。
- 1974 年，被联邦政府正式指定为加拿大第一个（现在已发展到 8 个）国际商业研究中心（CIBS，即美国 CIBERS 的前身），联邦外交部对该中心持续提供财政支援。
- 1975 年，毅伟管理学院成立了自己的出版社。该部门目前拥有 2 000 个加拿大的案例，并成为哈佛案例的加拿大资料交换所。1998 年，毅伟管理学院的案例已分销至 20 多个国家的 100 多所学院和 100 多家企业。毅伟管理学院是全世界管理学案例研究的第二大制作者，每年向校外读者分销案例教材超过 100 万册。
- 1978 年开始实施第一项国际学生交换计划，目前该交换计划已增至 20 余项。
- 1984 年毅伟管理学院在加拿大联邦政府的支持下，在伦敦市组建国家管理学研究与开发中心的过程中发挥了主导作用。
- 1984 年，是毅伟管理学院和清华大学连续合作开始的第一年，合作内容包括：交换访问学者、教材编写与出版以及各种培训活动。
- 1992 年，毅伟管理学院被选为主导性的国际商学刊物，即《国际商学研究杂志》在 1993 年至 1997 年间的编辑总部。
- 1993 年，《加拿大商学》杂志根据由各大聘用公司首席执行官、人力资源管理人员和求职顾问等人士组成的所有评选组得出的全方位评比结果，将毅伟管理学院列为加拿大培养工商管理硕士的最佳学院，并且这一结论被逐年的评比一再肯定。1994 年《亚洲企业》杂志又将毅伟管理学院列于亚洲公认的 25 所世界最佳商学院的行列中。
- 1997 年，《国际管理学杂志》将毅伟管理学院评为国际战略管理学文献的主要贡献者，并领先于哈佛大学与西北大学凯洛格商学院。《商业周刊》将毅伟管理学院列为全世界最佳国际商学院之一，和欧洲管理学院（INSEAD）及伦敦商学院（LBS）并列，而且《美国新闻与世界报导》将毅伟管理学院选为全世界在行政管理人员培训

计划方面最佳的 15 所商业学院之一。

至 1998 年，毅伟管理学院拥有 65 名全职教授，他们每年负责教授 600 名普通课程的和行政管理人员培训课程的工商管理硕士生、300 名本科生、40 名博士生，以及范围广泛的非学位课程。

负责挑选这批 MBA 通用教材的教师们均具有著名商学院（如：哈佛、沃顿、密西根、麻省理工学院和毅伟管理学院等）的博士学位，每位教授都对大批现有教材进行了仔细筛选，确保为中国市场提供最佳教材。相信您会对他们的选择表示满意。

加拿大西安大略大学毅伟管理学院

PREFACE 1

The texts in this initial series of books were selected to directly correspond to each of the required courses in China's MBA programs. The books were selected for reprinting by faculty members at the Ivey Business School, The University of Western Ontario, Canada.

The Richard Ivey School of Business is a professional School within The University of Western Ontario (UWO), one of Canada's oldest universities. Although Ivey is based in London, Ontario, it also has campuses in Mississauga (Toronto), Ontario and most recently, in Hong Kong.

Historically the School has been a leader in management development. A partial list of achievements follows.

- In 1922, the first undergraduate business department in Canada was established.
- In 1932, the school began to publish its own journal. Known as *Ivey Business Quarterly*, it reaches out to both academic and management audiences and enjoys a circulation of 10 000 in 25 countries.
- In 1948, Canada's first executive development program and first MBA program were established.
- In 1961, Canada's first Ph. D. program in business was introduced.
- In 1974, official designation was received by the Federal Government as Canada's first Centre for International Business Studies (CIBS).
- In 1975, Ivey opened its own case and publications office. This office now holds an inventory of 2 000 cases. In 1998, Ivey cases were being distributed to over 100 teaching institutions and 100 corporations in over 20 countries. Ivey is the second largest producer of management case studies in the world (and the largest producer of Asian cases), with over 1 000 000 copies studied each year by people outside the university.
- In 1978, commencement of its first international student exchange program took place. Over twenty such exchange programs are now in place.
- In 1984, the School took a leading role in establishing the National Centre for Management Research and Development in London with support from the Canadian Federal Government.
- 1984 also marked the beginning of a continuing linkage with Tsinghua University, one

which has involved visiting scholars, materials development and publication, and various training initiatives.

- In 1992, Ivey was selected to be the editorial home for the 1993-1997 period for the *Journal of International Business Studies*, the leading international business journal.
- In 1993, *Canadian Business* magazine's survey rated Ivey as the top MBA School in Canada, according to all groups: CEOs, human resources executives, and placement consultants. This ranking has been re - confirmed every year. In 1994, *Asia, Inc.* rated Ivey among the World's Top 25 Business Schools for Asians.
- In 1997, the *Journal of International Management* named Ivey the world's leading contributor in the previous decade to the international strategic management literature, ahead of Harvard & Kellogg. *Business Week* magazine ranked Ivey as one of the top international business schools in the world, alongside INSEAD and LBS; and *US News* and *World Report* selected Ivey as one of the top 15 business school in the world for executive development programs.

As of 1998, the School had 65 full - time faculty who annually taught 600 regular and executive MBA, 300 undergraduate, and 40 Ph. D. students, plus executives in a wide range of non - degree programs.

The faculty members who selected each book for reprinting all have Ph. D. s from major business schools such as Harvard, Wharton, Michigan, M. I. T., and Ivey. Each professor carefully reviewed the various books available to ensure the best possible choices of material for the China market. We are confident you will be pleased with their selection.

Richard Ivey School of Business
The University of Western Ontario

序 言 2

中国的改革开放事业催生了中国的现代管理教育,社会主义市场经济体制的确立,为中国的管理教育开辟了广阔的发展空间,使中国的管理教育,尤其是工商管理硕士(Master of Business Administration, MBA)的教育进入了一个全新的发展阶段。1991年,国务院学位办刚刚批准在部分高校中试办 MBA 教育时,只有九所院校得到授权,当年只招收了 86 名学生;到 1994 年,授权院校增加到 26 所,招生规模扩大为 1230 名;而在不久前结束的 1998 年招生工作中,已有 56 所院校得到了授权,这些院校共招收了 4000 名 MBA 学生。这一事实生动地说明了 MBA 教育在我国正方兴未艾。根据美国的经验, MBA 学位占每年硕士学位授予人数的四分之一,中国目前这一比例只占到百分之五,因此,从发展的前景看, MBA 教育在中国前程远大。

然而,也应看到,中国的 MBA 教育还刚刚起步,在培养人的各个环节:师资、课程与教材方面还很落后,难以适应经济发展的需要,与发达国家的情况相比差距是十分巨大的。加强国际合作与交流,大胆地借鉴、引进世界上一切优秀的 MBA 教育方面的教学内容、方法和手段,特别是系统地引进国外优秀的 MBA 教材,在此基础上坚持贯彻“以我为主,博采众长,融合提炼,自成一家”的指导方针,是逐步提高师资水平、更新专业知识、不断改进课程结构与内容、努力改革教学方法、引进案例教学、从而大大缩小中国与发达国家的差距、迅速提高中国 MBA 教育水平的重要步骤。

为此,清华大学经济管理学院与加拿大西安大略大学毅伟管理学院(Richard Ivey School of Business, The University of Western Ontario)合作,联合推出一套能反映当代水平、体现国际规范、可供中国借鉴的 MBA 核心课程的教材。清华大学的经管学院成立于 1984 年,是国务院学位办首批授权举办 MBA 教育的九所院校之一,1997~1998 学年度招收 MBA 学生 400 多名,现拥有全国最大规模的 MBA 教育项目;毅伟管理学院成立于 1948 年,是加拿大最好的商学院,拥有很高的国际声誉,在 MBA 的培养方面具有丰富的经验和很强的力量,它所培养的 12000 名毕业生中有六分之一成为其所在机构的董事会主席、副主席、总裁、副总裁,首席执行官或经理。

两院推出的这套 MBA 教材共十八种,大致可分为四部分。第一部分是反映管理主要内容的《管理学》(Richard L. Daft)、《战略管理》(Arthur A. Thompson, Jr. and A. J. Strickland III)、《市场营销学基础:全球管理》(William D. Perreault, Jr. and Jerome McCarthy)、《人力资源管理》(Lawrence S. Kleiman)、《国际管理》(Paul W. Beamish, Allen Morrison and Philip M. Rosenzweig)、《经理人员的沟通》(Norman B. Sigband and Arthur H. Bell)与《管理沟通:原理与实践》(Michael E. Hattersley and Linda McJannet);第二部分是反映企业资产负债管理、投融资与财务活动和企业会计理论与实践的《公司财务原理》(Richard A. Brealey and Stewart C. Myers)、《投资学精要》(Zvi Bodie, Alex Kane and Alan J. Marcus)、《财务会计》(Clyde P. Stickney and Roman L. Weil)与《管理会计》(Ronald W. Hilton);第三部分是反映企业管理技术方面的《管理科学导论》(David R. Anderson, Dennis J. Sweeney

and Thomas A. Williams)、《信息时代的管理信息系统》(Stephen Haag, Maeve Cummings and James P. Dawkins)、《商务与经济统计》(David R. Anderson, Dennis J. Sweeney and Thomas A. Williams)与《生产与运作管理》(Richard B. Chase, Nicholas J. Aquilano and F. Robert Jacobs);最后一部分是反映管理基础内容的《经济学原理》(N. Gregory Mankiw)、《商业伦理学》(David J. Fritzsche)和《商法与监管环境》(Ronald A. Anderson, David P. Twomey, Ivan Fox and Marianne Moody Jennings)。

在这套 MBA 教材的挑选中,在版权允许的范围内,既照顾了课程的结构,又考虑了 MBA 的特点。反映最新成果、理论结合实际、突出案例分析、作者知名度高是挑选中注意把握的基本原则。毅伟管理学院还特意组织了 17 名教授专为这套教材编配了案例集。这套教材可以做教师的教学参考书,教师可以运用书中的原理与国情相结合,逐渐发展出有中国特色的 MBA 教材;它也可以做 MBA 学生的教科书,帮助学生掌握市场经济的原理与规律,以便分析、解决中国的实际问题。另外,所有具有英文阅读能力的企业界与经济界人士、对经济管理有兴趣的高校学生,都可以把它作为系统学习经济管理知识、了解市场经济的规范的学习材料,以便更好地理解经济管理问题,增长分析、处理经济管理问题的才干。

朱镕基总理在 1994 年写给清华大学经济管理学院建院十周年的贺信中曾明确指出:“建设有中国特色的社会主义,需要一大批掌握市场经济的一般规律、熟悉其运行规则、而又了解中国企业实情的经济管理人才。”他在 1996 年提出“管理科学、兴国之道”,希望在中国“掀起一股学习管理、加强管理、发展管理科学、加强管理培训的热潮”。我们联合推出这套书,就是希望能在普及市场经济的一般规律与运行规则的知识、促进管理教育在中国的发展、提高中国企业的管理水平方面做一点实际的工作。

清华大学经济管理学院

1998 年 6 月 16 日

ABOUT THE AUTHOR

Richard L. Daft, Ph.D., holds the Ralph Owen Chair in Management and is Director of the Center for Leadership and Organizational Transitions at Vanderbilt University, where he specializes in the study of organization theory and leadership. Dr. Daft is a Fellow of the Academy of Management and has served on the editorial boards of *Academy of Management Journal*, *Administrative Science Quarterly*, and *Journal of Management Education*. He is the Associate Editor-in-Chief of *Organization Science* and served for three years as associate editor of *Administrative Science Quarterly*.

Professor Daft has authored or co-authored six books including *Organization Theory and Design* (West Publishing, 1995) and *What to Study: Generating and Developing Research Questions* (Sage, 1982). He is currently finishing *The Fourth Way: Harnessing the Forces of Fusion Leadership* (with Robert Lengel). He has also authored dozens of scholarly articles, papers, and chapters. His work has been published in *Administrative Science Quarterly*, *Academy of Management Journal*, *Academy of Management Review*, *Strategic Management Journal*, *Journal of Management*, *Accounting Organizations and Society*, *Management Science*, *MIS Quarterly*, *California Management Review*, and *Organizational Behavior Teaching Review*. Professor Daft has been awarded several government research grants to pursue studies of organization design, organizational innovation and change, strategy implementation, and organizational information processing.

Dr. Daft also is an active teacher and consultant. He has taught management, organizational change, organizational behavior, organizational theory, and leadership. He has been actively involved in management development and consulting for many companies and government organizations including the American Banking Association, Bell Canada, NL Baroid, Tenneco, the United States Air Force, The U.S. Army, J. C. Bradford & Co., Central Parking System, and the Vanderbilt University Medical Center.

PREFACE

REVEALING THE NATURE OF MANAGEMENT

The field of management is undergoing a revolution. The traditional paradigm assumes the purpose of management is to control and limit people, seek stability and efficiency, use rules and regulations, design a top-down hierarchy to direct people, and achieve bottom-line (profit) results. The newly emerging paradigm assumes the purpose of management is to harness peoples' enthusiasm and creativity; find shared vision, norms, and values; share information and power; encourage teamwork, collaboration, and participation; and develop people to adapt to extraordinary environmental changes and achieve top-line (total sales) effectiveness. Both paradigms are guiding management actions in the world today.

My vision for the fourth edition of *Management* is to introduce the new paradigm in a way that is interesting and valuable to students, while retaining the best of traditional management ideas. To achieve this vision, I have included the most recent management thinking and research as well as the contemporary application of management ideas in organizations. The Dryden Press and I have worked together to provide a textbook better than any other for capturing the excitement and adventure of organizational management.

Any textbook is limited as a medium for teaching management. A textbook about management is like a music video of the Boston Pops Orchestra—the listener isn't really there and much of the music's impact is lost. I revised *Management* to provide a visual recording of utmost quality that will create in students both respect for the changing field of management and confidence that they can understand and master it.

The "audio" or textual portion of this book has been enhanced through the easy-to-understand writing style and the many in-text examples and boxed items that make the concepts realistic and relevant to students. The "visual" or graphic component has been enhanced with a new set of photo essays that illustrate specific management concepts. The well-chosen photographs provide vivid illustrations and intimate glimpses of management scenes, events, and people. The photos are combined with brief written essays that explain how a specific management concept looks and feels. Both the audio and visual portions of the textbook help students grasp the often abstract and distant world of management.

The fourth edition of *Management* is especially focused on the future of management education by identifying and describing emerging elements and examples of the new management paradigm. New materials in the book include the following:

- Chapter 1 introduces the *management revolution*, and explains how the management paradigm shift contributes to the concept of a *learning organization*.
- Each chapter contains a boxed item called *Leading the Management Revolution* that describes real examples of people and companies that are taking the lead toward new paradigm management. Examples of leadership are drawn from companies that include Hewlett-Packard, Eastman Kodak, Rykodisc, Taco Bell, Globe Metallurgical, General Electric,

Nucor Steel, Texas Instruments, Nu Skin International, and the U.S. Army.

- A new Chapter 23 has been added that explains in detail the elements of a *learning organization* and ties together many of the ideas introduced throughout the book. The implication of the learning organization for individual *careers* and *stress* are also covered in this chapter.
- Chapter 21, "Information Systems and Technology," has been completely redone and updated.
- Chapter 20, "Management Control Systems," has new material on *open-book management*, *economic-value added*, and *activity-based costing*.
- New material on *creativity* has been added to Chapter 9 on decision making, and a discussion of *interactive leadership* and *servant leadership* has been added to Chapter 15 on leadership.
- New concepts such as *chaos theory* have been added to explain the need for the management revolution toward the learning organization.
- The content of the chapters on *teamwork*, *communications*, and *organization structure* has been updated to reflect the trend toward empowerment and participation in organizations.
- Additional material on *total quality management* has been added to Chapter 2 on management history as well as Chapter 19 on quality control.
- End-of-chapter discussion materials have been enriched with the addition of an *ethical dilemma* and *experiential exercise* to every chapter.
- Chapter 6 on *small business* has been moved to the second section of the book about the environment of organizations.
- Updated material on *NAFTA*, the *EU*, and *GATT* has been added to Chapter 4 on the global environment.
- The appendix on *organizational behavior* has been retained to increase the coverage of OB and show students how OB concepts apply to them personally.

In addition, Dryden has provided the resources necessary to bring together a team of experts to create and coordinate color photographs, video cases, beautiful artwork, and supplementary materials for the best management textbook and package on the market.

ORGANIZATION

The chapter sequence in *Management* is organized around the management functions of planning, organizing, leading, and controlling. These four functions effectively encompass both management research and characteristics of the manager's job.

Part I introduces the world of management, including the nature of the manager's job, the revolution in management, and historical perspectives on management.

Part II examines the environments of management and organizations. This section includes material on the business environment and corporate culture, the global environment, ethics and social responsibility, the natural environment, and the environment of small business and entrepreneurship.

Part III presents three chapters on planning, which include organizational goal setting and planning, strategy formulation and implementation, and the decision-making process.

Part IV focuses on organizing processes. These chapters describe the dimensions of structural design, the design alternatives managers can use to achieve strategic objectives, structural designs for promoting innovation and change, the design and use of the human resource function, and how managing diverse employees is significant to the organizing function.

Part V is devoted to leadership. This section begins with a description of leadership and paves the way for the subsequent topics of employee motivation, communication, and management of teams.

Part VI describes the controlling function of management, including basic principles of total quality management, the design of control systems, management information systems, and techniques for control of operations management.

Part VII focuses on the learning organization. This is the culmination of ideas about the new management paradigm described throughout the book.

The appendixes include supplementary material on organizational behavior and management science aids for decision making. Appendix A, "Insights into Individual Behavior," provides material for instructors who like to expand the amount of OB used in the management course. Moreover, Appendix A shows students how concepts apply specifically to them, giving them a more intimate feeling for the concepts. Appendix B, "Management Science Aids for Planning and Decision Making," contains the quantitative material that many instructors use to expand on the more qualitative decision approaches described in Chapter 9. The quantitative approaches of linear programming, breakeven analyses, forecasting, PERT charting, and decision tree analysis are all covered in Appendix B.

SPECIAL FEATURES

One major goal of this book is to offer better ways of using the textbook medium to convey management knowledge to the reader. To this end, the book includes several special features.

CHAPTER OUTLINE AND OBJECTIVES. Each chapter begins with a clear statement of its learning objectives and an outline of its contents. These devices provide an overview of what is to come and can also be used by students to see whether they understand and have retained important points.

MANAGEMENT PROBLEM/SOLUTION. The text portion of each chapter begins with a real-life problem faced by organization managers. The problem pertains to the topic of the chapter and will heighten students' interest in chapter concepts. The questions posed in the Management Problem are resolved in the Chapter Summary at the end of the chapter, where chapter concepts guiding the management's actions are highlighted.

PHOTO ESSAYS. Another feature of the book is the use of photographs accompanied by detailed captions that describe management

events and how they relate to chapter material. While the photos are beautiful to look at, they also convey the vividness, immediacy, and concreteness of management events in today's business world.

CONTEMPORARY EXAMPLES. Every chapter of the text contains a large number of written examples of management incidents. These are placed at strategic points in the chapter and are designed to demonstrate the application of concepts to specific companies. These in-text examples—indicated by an icon in the margin—include well-known companies such as Marriott, Coca-Cola, Corning Inc., Chrysler, and Hewlett-Packard, as well as less well-known companies and not-for-profit organizations such as Parsons Fine Products, Producers Gas and Transmission, Solar Press Inc., and Zeneca Agricultural Products. These examples put students in immediate touch with the real world of organizations so that they can appreciate the value of management concepts.

LEADING THE MANAGEMENT REVOLUTION BOXES. These boxes illustrate a major theme of the fourth edition: the learning organization in practice. This feature explores how companies, when faced with chaotic environments, use new paradigm ideas to compete successfully in both the domestic and global marketplace.

MANAGER'S SHOPTALK BOXES. These boxed items contain issues of special interest to management students. They may describe a contemporary topic or problem that is relevant to chapter content or they may contain a diagnostic questionnaire or a special example of how managers handle a problem. These boxes will heighten student interest in the subject matter and provide an auxiliary view of management issues not typically available in textbooks.

FOCUS ON . . . BOXES. These boxed items highlight topics such as ethics, global competition, diversity, and entrepreneurship. Their purpose is to help students integrate these topics with other concepts in the book. Too often such topics are presented in separate, discrete chapters that have no connection with other materials. Yet concepts in almost every chapter have implications for these topics. The focus boxes are referenced in the chapter to help students understand the relevance of the chapter material for these important management concepts.

VIDEO CASES. The first six parts of the text conclude with video cases that illustrate the concepts presented in that part. The sixteen videos enhance class discussion because students can see the company and more directly apply the management theories they have learned. A detailed description of each video, classroom activities, and discussion questions and answers is provided in the *Instructor's Manual*.

EXHIBITS. Many aspects of management are research based, and some concepts tend to be abstract and theoretical. To enhance students' awareness and understanding of these concepts, many exhibits have been included throughout the book. These exhibits consolidate key points, indicate relationships among variables, and visually illustrate concepts.

They also make effective use of color to enhance their imagery and appeal.

GLOSSARIES. Learning the management vocabulary is essential to understanding contemporary management. This process is facilitated in three ways. First, key concepts are boldfaced and completely defined where they first appear in the text. Second, brief definitions are set out in the margin for easy review and follow-up. Third, a glossary summarizing all key terms and definitions appears at the end of the book for handy reference.

CHAPTER SUMMARY AND DISCUSSION QUESTIONS. Each chapter closes with a summary of key points that students should retain. The discussion questions are a complementary learning tool that will enable students to check their understanding of key issues, to think beyond basic concepts, and to determine areas that require further study. The summary and discussion questions help students discriminate between main and supporting points and provide mechanisms for self-teaching.

MANAGEMENT IN PRACTICE EXERCISES. End-of-chapter exercises called "Management in Practice: Experiential Exercise" and "Management in Practice: Ethical Dilemma" provide a self-test for students and an opportunity to experience management issues in a personal way. These exercises take the form of questionnaires, scenarios, and activities, and many also provide an opportunity for students to work in teams.

CASE FOR CRITICAL ANALYSIS. Also appearing at the end of each chapter is a brief but substantive case that provides an opportunity for student analysis and class discussion. Many of these cases are about companies whose names students will recognize; others are based on real management events but the identities of companies and managers have been disguised. These cases allow students to sharpen their diagnostic skills for management problem solving.

SUPPLEMENTARY MATERIALS

Dryden has once again spared no expense to make *Management* the premier textbook in the market today. Many instructors face large classes with limited resources, and supplementary materials provide a way to expand and improve the students' learning experience. The learning package provided with *Management* was specifically designed to meet the needs of instructors facing a variety of teaching conditions and to enhance management students' experience of the subject.

INSTRUCTOR'S MANUAL/VIDEO TEACHING NOTES. This *Instructor's Manual* has been prepared to provide fundamental support to new professors teaching the course and innovative new materials for experienced professors. Prepared by Cliff Barbee, Our Lady of the Lake University, the manual features detailed "Lecture Outlines" that include additional information and examples not found in the text. A "Lecture Illustration File" includes timely newspaper and magazine article

summaries for additional classroom support. The manual also contains annotated learning objectives, answers to chapter discussion questions, and teaching notes for the end-of-chapter cases and exercises.

Prepared by Carol Cirulli, the *Video Teaching Notes* provide a video outline, references to concepts within the chapter that are discussed in the video, answers to video case discussion questions, individual and group exercises, and a multiple-choice quiz about the video.

COMPUTERIZED INSTRUCTOR'S MANUAL. A disk will be available to instructors that contains most elements of the Instructor's Manual. Teachers can electronically cut-and-paste together the parts of the manual they desire for customized lecture outlines.

TEST BANK. Another important part of the teaching package is the *Test Bank*. This ancillary was given special attention during the preparation of the fourth edition because instructors desire test questions that accurately and fairly assess student competence in the subject material. The Test Bank provides over 1,600 true/false, multiple-choice, short answer, and essay questions. Each question has been rated for level of difficulty and is designated either as factual or application so that instructors can provide a balanced set of questions for student exams. The Test Bank was prepared by Amit Shah, Frostburg State University, and Ken Anderson, Gonzaga University.

COMPUTERIZED TEST BANK. The *Computerized Test Bank* is available for Windows- and DOS-based and Macintosh computers and is free to adopters. This item allows instructors to select and edit test items from the printed Test Bank as well as add an unlimited number of their own questions. Up to 99 versions of each test can be custom printed.

STUDY GUIDE. This guide is invaluable for helping students master management concepts. Prepared by Stephen Hiatt, Catawba College, the Study Guide provides a summary and completion exercise for each chapter; a chapter review with multiple-choice, true/false, and short-answer questions; and a mini-case with multiple-choice questions. Each chapter also contains management applications and an experiential exercise that can be assigned as homework or used in class.

TRANSPARENCY ACETATES AND MASTERS. Seventy-five full-color acetates are available to adopters. The acetates are bound and three-hole punched for easy removal and organization in a binder. The 100 Transparency Masters are comprised of selected art from the textbook for effective display and discussion. Detailed teaching notes accompany the acetates and masters, and include summaries of key concepts and discussion questions for in-class use. The transparencies and notes were developed by Charles Beem, Bucks County Community College.

LASER DISC. The laser disc from the third edition of *Management* is still available to adopters. The disc includes graphic and textual elements from the textbook and support materials integrated with video and animation sequences to provide a dynamic, easy-to-use multimedia presentation of the principles of management.

The Dryden Press will provide complimentary supplements or supplement packages to those adopters qualified under our adoption policy. Please contact your sales representative to learn how you may qualify. If as an adopter or potential user you receive supplements you do not need, please return them to your sales representative or send them to:

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