

Sixth Edition

Jones  
George

# CONTEMPORARY MANAGEMENT

双语教学版

# 当代管理学

[美] 加雷思·琼斯 珍妮弗·乔治 著

李建伟 严勇 周晖 等译注

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# 当代管理学

(第6版, 双语教学版)

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## 内容提要

本书是国际著名的管理学家加雷思·琼斯（Gareth Jones）与珍妮弗·乔治（Jennifer George）的《当代管理学》第6版的双语教学版。这是当代管理学领域中的一本宝贵教学用书，着力于培养学生解决管理问题能力，在运用案例陈述管理职能的方式上具有鲜明的特色和独到的创新之处。

最新的第6版与前一版相比有了很大的突破，本版本更新了最新的理论、研究及案例，整合精炼了原有章节，并增添了最新的主题，力求缩小理论与实践之间的鸿沟，并将各具特色的专栏贯穿其中，完美地整合了当今管理中的一些关键的基本问题，这些专栏包括聚焦多元化、实践中的伦理、管理透视以及全球化管理等。本书共分6编共18章，第一编介绍管理；第二编分析管理的环境；第三编关注管理决策、计划与策略；第四编关注组织与控制；第五编分析管理个人与组织；第六编关注管理关键的组织过程。

本书区别于该领域其他教材的独到之处在于，每章均以得到良好反馈的特色案例开篇，案例以两个个人或公司为焦点，揭示在一个相似的环境中，不同的方法怎样导致不同的结果。本书还将新的内容或者成为检查点加在各章中，以指导学习者怎样行动。这种理论与实践的完美结合使得本书既适合课堂教学中的学生和教师使用，也适合管理实践者自学研修之用。

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# Preface

In the sixth edition of our book, *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 have continued our focus on making our text relevant and interesting to students; something that we know from instructor and student feedback engages them and encourages them to make the effort necessary to assimilate the text material. We continue to mirror the changes taking place in management practices by incorporating recent developments in management theory and research into our text and by providing vivid, current examples of the way managers of companies large and small have responded to the changes taking place. Indeed, we have increased our focus on small businesses in the sixth edition; many more examples of the opportunities and challenges facing founders, managers, and employees in small businesses are integrated into the text.

The number and complexity of the strategic, organizational, and human resource challenges facing managers and all employees has continued to increase throughout the 2000s. 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. Today, 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 labor and commodity prices impact organizations, large and small. Moreover, the revolution in digital 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 edition of our book continues to address 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. Many companies and their managers, for example, have been accused of ignoring “sweatshop” working conditions under which the products they sell are manufactured abroad.

Other major challenges we continue to expand on in the new 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 improve 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 sixth edition 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 edition; they follow the same sequence as the fifth edition. Instructors tell us they like the chapter changes we made last time and that they have improved the learning experience. For example, they approve of the way we integrated our coverage of entrepreneurship into Chapter 7, “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 two-chapter sequence on strategy—Chapter 8 discusses business- and corporate-level strategies, and Chapter 9 focuses on functional-level strategies—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. First, just as we have included pertinent new research concepts in each chapter, so too 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 to avoid presenting students with excessive content in too many and 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, providing the best content is much more important than providing excessive amounts of content—especially when some of our students are often burdened by time pressures stemming from the need to work long hours at paying jobs and personal commitments and obligations.

Second, we have added significant new management content, and have reinforced its importance by using many new relevant small and large company examples that are described in new chapter opening cases entitled “A Manager’s Challenge,” in the many boxed examples featuring managers and employees in companies both large and small inside each chapter, and in the new (mainly from 2007–2008) “*BusinessWeek* Case in the News” closing cases.

Chapter 1, for example, includes a discussion of crisis decision making and the managerial implications of crises that are the result of natural causes, man-made causes, or geopolitical conflicts. Now, it includes additional material on crisis and turnaround management, which is especially relevant in today's economy for a variety of reasons, including the effects of the subprime mortgage crisis on many managers and companies. Turnaround management is also discussed in other chapters, such as Chapter 11. Chapter 1 also has an expanded discussion of ethics and diversity to prime students to consider the importance of understanding the implications of these complex, personal, and value-laden issues in later chapters. Chapter 2 has new coverage of the historical ethics of business, and how fortunes were made and lost by making management decisions that increased business performance but which eventually led to the passing of antitrust legislation to preserve fair competition and protect the public.

Chapter 3 has updated coverage of the manager as a person and how personal characteristics of managers (and all members of an organization) influence organizational culture and effectiveness as well as how they view and treat others. New and updated material on,

for example, changing work attitudes, the importance of handling layoffs in a compassionate manner, and emotions and moods and their implications, highlight the contemporary landscape of management today.

Public concern over the ethical behavior of managers continues to increase as a result of the subprime mortgage problems that have led to huge crisis management issues in large financial companies, and that have subsequently affected many kinds of small businesses. We have expanded our coverage of the many issues involved in acting and managing ethically throughout the book and especially in Chapter 4, which focuses on “Ethics and Social Responsibility.” For example, we discuss new issues in ethics and ethical dilemmas, and provide more conceptual tools to help students understand better how to make ethical decisions. We have expanded coverage of contemporary issues such as CEOs being convicted of rigging the time at which stock options are granted to managers to maximize the profits they can make when they sell those options. Also, we discuss new issues relating to the high pay of CEOs and the growing public concern that there need to be controls over how CEO pay is set—especially when compared to the way changes to the minimum wage low-paid workers receive are considered. New material on the effect of stock options on company performance that suggests that overuse of options can reduce performance is also described. As a final example, we have new coverage of the ethics of nonprofits, whose managers must also be scrutinized to ensure that they do not spend organizational resources on their own personal goals rather than those of the people and causes they are meant to help. Additionally, the ethical exercise at the end of every chapter continues to be a popular feature of our book.

Chapter 5, “Managing Diverse Employees in a Multicultural Environment,” focuses on the effective management of the many faces of diversity in organizations for the good of all. Among the new issues we discuss are the increasing diversity of the population and workforce and ways to reap the benefits of diversity; how to ensure that all employees are treated fairly and are not discriminated against; and the implications of disabilities, sexual orientation, and religion in the workplace. To address current issues, in an era when many companies are facing discrimination lawsuits involving hundreds of millions of dollars, we discuss ways to effectively manage diversity and eliminate discrimination and sexual harassment.

Chapter 6, which contains an integrated account of forces in both the domestic and global environments, has also been revised to reflect continuing changes impacting organizations. For example, the chapter describes how increasing global competition and free trade as well as the growth of many global regional



free trade associations, have changed the global value-creation process. At the same time, it describes how the rise of powerful new distributors, such as U.S. beer and wine distributors, can change competitive forces inside just one country. In addition, more coverage is given to the need for global customization, such as the need to customize food to suit the tastes of different cultures, and the way IKEA excels in making furniture to fit the needs of customers in different countries as it expands around the world.

Chapter 7, “Decision Making, Learning, Creativity, and Entrepreneurship,” includes a discussion of new developments in these important areas. For example, we include a discussion of social entrepreneurs who seek to find creative ways to address social problems and needs in order to improve society and well-being by, for example, reducing poverty, increasing literacy, and protecting the natural environment. We discuss the challenges social entrepreneurs face in striving to achieve their social goals and how they can meet these challenges. More generally, we discuss how managers in organizations large and small can improve decision making, learning, and creativity in their organizations.

Reacting to reviewer comments, we have continued to refine our approach to our two strategy chapters. Chapter 8 has been rewritten and focuses on corporate-, global-, and business-level strategy. In Chapter 9, we have expanded our coverage of functional strategies for managing value-chain activities, incorporating the material on innovation from Chapter 19. These changes have allowed us to increase the links between the different levels of strategy making while still maintaining a strong focus on managing operations and processes.

In Chapter 8 we have an expanded focus on using strategies to build competitive advantage. We begin to discuss this issue in our new opening case, which contrasts the performance of electronics retailers Best Buy and Circuit City, and the chapter addresses the question of why different kinds of strategies result in different levels of company performance. We continue the theme with a new look at the changing fortunes of the toy industry, and why Mattel lost ground. Then we look at how Campbell Soup’s dynamic CEO is reshaping the company into one with a new focus on health and nutritious foods to improve the company’s competitive advantage. In Chapter 9, we continue to explore how companies can develop new functional-level strategies to improve efficiency, quality, innovation, and responsiveness to customers. We have more coverage of TQM, including the Six Sigma approach, which involves creating teams of expert change agents, known as “green belts and black belts,” to take control of the problem finding-solving process and then train other employees in how to implement solutions. Then, in a new box we describe how the Starwood

Hotel chain is implementing Six Sigma to improve its hotels’ performance. We also discuss new material on the need to maintain value-chain management over time and the problems involved in getting managers to commit to work toward continually increasing performance standards.

In Chapters 10 and 11, we offer new coverage of organizational structure and control and discuss the ways that companies are confronting the need to reorganize their hierarchies and way of doing business as the environment changes and competition increases. In Chapter 9, for example, we discuss how companies such as Liz Claiborne and Pier One have reorganized to improve their domestic performance—just as Nokia has reorganized its global operating structure to increase its global sales. In Chapter 11, we continue this theme by looking at how companies are changing their control systems to better motivate employees, such as how Microsoft and Walt Disney are working to find the right rewards and evaluation systems to maintain their global competitive edge.

We have updated and expanded our treatment of the many ways in which managers can effectively organize, manage, and lead employees in their companies. For example, Chapter 12 includes a discussion of how treating employees well can lead to satisfied customers, the steps small companies like Fog Creek Software take to recruit outstanding employees, the use of background checks, the role of mentoring in organizations, pay differentials, and family friendly benefits. As another example, Chapter 13 opens with the case of Enterprise Rent-A-Car, one of the largest employers of new college graduates, and the steps Enterprise takes to effectively train and motivate employees. This chapter also includes a discussion of prosocially motivated behavior and examples of people who are prosocially motivated to benefit others by a variety of factors, including protecting the natural environment and, more generally, includes an updated treatment of the many steps managers and organizations can take to have a highly motivated workforce.

Chapter 14 highlights the critical importance of effective leadership in organizations and factors that contribute to managers being effective leaders, includes a discussion of servant leadership with an example of servant leadership in action at Zingerman’s, includes an updated discussion of transformational leadership illustrated with a running example of Sue Nokes’s transformational leadership at T-Mobile, and includes a discussion of how emotional intelligence may help leaders respond appropriately when they realize they have made a mistake. Expanded and updated coverage of the effective management of teams, including virtual teams, is provided in Chapter 15. Chapter 16 includes updated coverage of effective communication and how, given the multitude of advances in information technology and the new ways in which they

support and facilitate collaboration, managers and organizations can use these advances in ways that help, rather than inadvertently detract from, organizational effectiveness and innovation. Chapter 17 includes an updated discussion of the critical task of effectively managing conflict and politics in organizations and how to negotiate effectively on a global level.

We feel confident that the major changes we have made to the sixth edition 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.

## Unique Emphasis on Contemporary, Applied Management

In revising our book, we have kept at the forefront the fact that our users and reviewers are very supportive of our attempts to integrate contemporary management theories and issues into the analysis of management and organizations. As in previous editions, our goal has been to distill new and classic theorizing and research into a contemporary framework that is compatible with the traditional focus on management as planning, leading, organizing, and controlling but that transcends this traditional approach.

Users and reviewers report that students appreciate and enjoy our presentation of management, a presentation that makes its relevance obvious even to those who lack exposure to a real-life management context. Students like the book's content and the way we relate management theory to real-life examples to drive home the message that management matters both because it determines how well organizations perform and because managers and organizations affect the lives of people inside and outside the organization, such as customers and shareholders.

Our contemporary approach has led us to discuss many concepts and issues that are not addressed in other management textbooks and is also illustrated by the way we have chosen to organize and discuss these 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 3 we provide an integrated treatment of personality, attitudes, emotions, and culture; in Chapter 4, a focus on ethics from a student's and a manager's perspective; and in Chapter 5, an in-depth treatment of effectively managing diversity and eradicating sexual harassment. In Chapters 8 and 9, our integrated treatment of strategy highlights the multitude of decisions managers must make as they go about performing their most important role—increasing organizational efficiency, effectiveness, and performance.

Our applied approach can also be clearly seen in the last three chapters of the book, which cover the topics of promoting effective communication; managing organizational conflict, politics, and negotiation; and using information technology in ways that increase organizational performance. These chapters provide a student-friendly, behavioral approach to understanding the management issues entailed in persuasive communication, negotiation, and implementation of advanced information systems to build competitive advantage.

## Flexible Organization

Another factor of interest to instructors concerns 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. For example, the more micro-oriented instructor can follow Chapters 1 through 5 with Chapters 12 through 16 and then do the more macro chapters. The more macro-oriented professor can follow Chapters 1 and 2 with Chapters 6 through 11, jump to 16 through 18, and then do the micro chapters, 3 through 5 and 12 through 15. Our sequencing of parts and chapters gives instructors considerable freedom to design the course that best suits their needs. Instructors are not tied to the planning, organizing, leading, and 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 various drafts of *Contemporary Management*, we have been fortunate to have the assistance of several people who have contributed greatly to the book's final form. First, we are grateful to Michael Ablassmeir, our senior sponsoring editor, for his ongoing 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 Laura Griffin, our developmental editor, for so ably coordinating the book's progress; and to her and Anke Braun Weekes, our senior 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 JoAnne Schopler and Pam Verros for executing an awe-inspiring design; Kathryn Mikulic for coordinating the production process; Margaret Richardson de Sosa (Rice University) and Patsy Hartmangruber (Texas A&M University) for providing excellent word-processing and graphic support; and Iliya Atanasov (Rice University) for his assistance with research. We are also grateful to the many colleagues and reviewers who provided us with useful and detailed feedback and 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 of a draft manuscript. Our goal was simple with the development of *Contemporary Management*: to be the most customer-driven principles-of-management text and supplement package ever published! With the goal of exceeding the expectations of both faculty and students, we executed one of the most aggressive product development plans ever undertaken in textbook publishing. Hundreds of faculty have taken part in developmental activities ranging from regional focus groups to manuscript and supplement reviews and surveys. Consequently, we're confident in assuring you and your students, our customers, that every aspect of our text and support package reflects your advice and needs. As you review it, we're confident that your reaction will be, "They listened!"

We extend our special thanks to the faculty who gave us detailed chapter-by-chapter feedback during the development of the sixth edition:

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Jesse H. Jones Graduate School of Management  
Rice University

# Guided Tour

**Early Coverage of Manager as a Person** Chapter 3 “Values, Attitudes, Emotions, and Culture: The Manager as a Person” discusses the nature and significance of organizational culture. The early coverage of these topics motivates students and allows them to apply the concepts to themselves and connect to the materials via in-text self-assessment instruments.

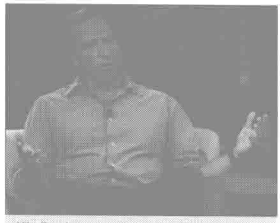
**MANAGER AS A PERSON THROUGHOUT THE TEXT:** This feature, provided in every chapter, focuses on how a real manager brought about change to his or her organization. These examples give students the opportunity to see and understand how individual real-life managers dealt with real on-the-job challenges related to various chapter concepts and help them understand how chapter concepts are applied in the real world.



**Manager as a Person**

**Who Would Have Thought *Dirty Jobs* Would Be a Hit?**

Mike Rowe is hardly the person you would have thought would have created a hit TV show like the Discovery Channel's *Dirty Jobs*.<sup>25</sup> Not the most ambitious of types, and as an actor in the business for over two decades who never made it big, his work experiences have ranged from performing with the Baltimore Opera to selling fake simulated diamonds on QVC on TV to appearing in Tylenol commercials.<sup>26</sup> While cohosting a local TV show on CBS-5 in San Francisco, Rowe hit upon the idea behind *Dirty Jobs*. Rowe did a segment on the show called “Somebody’s Gotta Do It,” viewers liked it, and it really struck a cord with him personally.<sup>27</sup>



His openness to experience led him to try to develop a TV show featuring him working as an apprentice to men and women performing the kinds of hard, dirty work we all depend on and no one wants to do (think bat cave scavenger, worm dung farmer, roadkill cleaner, sewer inspector, pig farmer . . .).<sup>28</sup> As he puts it, his show features “men and women who do the kinds of jobs that make civilized life possible for the rest of us.”<sup>29</sup> While he originally had a hard time finding a home for *Dirty Jobs* (the Discovery Channel turned him down twice before agreeing to air a pilot series in 2003), the show has become a bona fide hit, aired 700 times in 2007, and is the Discovery Channel's number-one show, according to David Zaslav, the CEO of Discovery Communications.<sup>30</sup>

Rowe's openness to experience enables him to get down and dirty with the best of them, try his hand at all sorts of dirty jobs, and thoroughly enjoy it. As would be expected, all sorts of mishaps occur and that is part of the fun. And, Rowe has come to appreciate the earnestness of the workers he profiles—the celebration of work, and the mixing of pain and fun.<sup>31</sup> Interestingly enough, as one who never had embraced the value of too much hard work in the past, *Dirty Jobs* has instilled in Rowe a healthy respect and admiration for the people who perform all sorts of dirty jobs, work hard at them, and are happy when the work is done.<sup>32</sup>

## New! Completely Updated

This text presents the most current coverage of the latest developments in management today. Every chapter of the sixth edition has been thoroughly updated to ensure students learn from the latest research and practice.

## NEW! EXPANDED USE OF SMALL BUSINESS EXAMPLES:

To ensure students see the clear connection between the concepts taught in their principles of management course and the application in their future job 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.



Small Business



**RICH AND RELEVANT EXAMPLES:** Our reviewers were unanimous in their praise of the sheer range and depth of the rich, interesting, real-world 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.

**NEW! 25 OF 37 BUSINESSWEEK CASE IN THE NEWS ARE NEW TO THIS EDITION:** Each chapter contains two cases for analysis that are actual or shortened versions of BusinessWeek articles. The accompanying discussion questions encourage students to think about and analyze how real managers deal with real problems in the business world.

## BusinessWeek

## Case in the News [LO 2, 5]

### Young and Impatient in India

Ravikiran's parents took the safe route. In post-colonial India, even though they had college degrees, they chose low-paying but secure government jobs. Today, they live with their three sons in a modest concrete house in a working-class section of Bangalore. While colorful paintings of Hindu gods adorn their walls, the furniture is mostly plastic chairs and steel cots. For Ravikiran M.S., their eldest son, security and stability simply aren't enough. The 24-year-old programmer is brimming with ambition. He rides a motorbike to work and hopes to buy a car. And he expects quick promotions, dreaming of becoming a CEO. "I want the posh life," he declares.

Ravikiran is typical of India's in-a-hurry younger generation. With the tech-services boom, the country's college grads are coming of age in a time of economic optimism, and unlike their parents and grandparents, this group has vibrant job prospects and high hopes. The challenge for companies is to harness their

energy while reining in inflated expectations. If these young people feel they're being short-changed in terms of either salary or advancement, the best and brightest will find work elsewhere, shift careers, or leave the country. "It's a very different generation," says S. Gopalakrishnan, chief executive of Indian tech giant Infosys Technologies. "They want immediate rewards."

#### Proving Ground

This pattern will be repeated in other emerging nations as prosperity spreads. So India is becoming a proving ground for managing the global workforce, with companies developing new schemes to keep the younger generation engaged. The likes of MindTree Consulting, Infosys, and IBM have revamped their orientation programs to better engage young people, tapped men and women under 30 to serve on management committees, and launched mini-MBA programs for eager young managers. "India is going to be a lab for lessons that we'll apply to other countries," says Lyndon Rego, manager of innovation at the Center for Creative

Leadership in Greensboro, N.C., which develops leadership training programs in emerging markets.

The challenge for companies is to address both the desires and frustrations of the younger generation. These become abundantly evident in the cafés and bars of Bangalore. As the city has developed into India's Silicon Valley, it also has become the country's bar-hopping capital. "We need capitalism with a human face," says P.B. Devaliah, a 20-year-old industrial engineering major at a local college. Sitting with friends at Java City, a crowded coffee shop, he complains that much of the programming in India is the equivalent of sweatshop labor, where new hires are expected to spend as much as 12 hours a day writing code. "We're being used as machines," Devaliah says.

When the conversation turns to social issues, India's young people are likely to erupt in grousing about arranged marriage, the caste system, and interactions with Westerners—all of which should concern employers. Caste attitudes, for instance, clash with merit-based corporate values, and young techies sometimes feel

**NEW! ALL A MANAGER'S CHALLENGE OPENING MINI CASES ARE NEW OR UPDATED:** Challenge your students to think like real managers. Every chapter opens with "A Manager's Challenge" posing a chapter-related issue and a discussion on how managers in one or more organizations responded to that challenge. These challenges demonstrate the uncertainty and excitement surrounding the management process.

## A MANAGER'S CHALLENGE

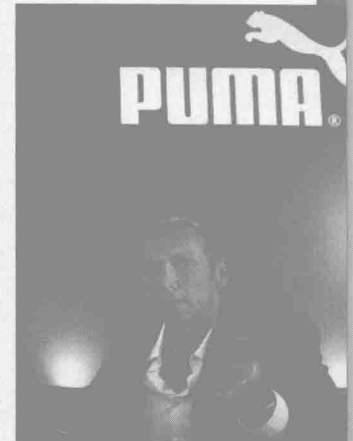
### Making Good Decisions at PUMA

[www.puma.com](http://www.puma.com)

#### Why is decision making of a paramount importance in organizations?

When Jochen Zeitz took over as CEO of PUMA AG in 1993 at the age of 30, the company was facing major threats.<sup>1</sup> PUMA AG, based in the small German sneaker-producing town of Herzogenaurach,<sup>2</sup> had lost money for the past eight years and PUMA North America was facing imminent bankruptcy. The company's cash levels were very low and it was no match for major industry leaders like Adidas (Adidas and PUMA were both founded in Herzogenaurach by two brothers who have long competed with each other), Reebok, and Nike.<sup>3</sup>

Facing tough decisions about how to turnaround the company's fortunes, Zeitz decided that rather than trying to compete based on the performance capabilities of its athletic shoes and equipment, PUMA would focus more on style, colors, and lines of shoes. Essentially, Zeitz saw a potential opportunity in trying to start up a new division focus on experimental fashion and sport





## Management Insight

### SHARPER IMAGE



Struggling retail chain Sharper Image faces major competition from Amazon.com and Dell in providing niche-market items. Can new CEO Ron Conway pull off the turnaround magic that he knows?

### Sharper Image Is No Longer in Focus

Sharper Image Corp. was started in 1977 by Richard Thalheimer to sell a lightweight watch for joggers. The store quickly became popular as a supplier of state-of-the-art innovative, quirky products that claimed to offer customers a better experience or higher quality. The specialty retailer grew to 183 stores, and in 2004 its sales had soared to over \$726 million as customers proved willing to pay high prices for its innovative offerings. Things changed in 2005, however, as other companies such as Apple, Dell, and other specialty retailers began to offer state-of-the-art products. And, because Internet stores such as Amazon.com, BarnesandNoble.com, and BestBuy.com offered these products at

## NEW! EXPANDED AND UPDATED COVERAGE OF ETHICS, DIVERSITY, CULTURE, AND GLOBAL ISSUES:

The authors have updated and, where necessary, expanded the coverage of ethics, diversity, and culture to support student understanding of these crucially important topics. See additional in-depth boxes throughout chapters—"Management Insight," "Ethics in Action," "Managing Globally," "Focus on Diversity," "Manager as a Person," and "Information Technology Byte."



## Ethics in Action

### Telling the Truth at Gentle Giant Moving



At Gentle Giant Moving Co., employees are given leadership training, access to company outings, and the opportunity to advance to management positions.

Gentle Giant Moving Company, based in Somerville, Massachusetts, was founded by Larry O'Toole in 1980 and now has over \$28 million in revenues and offices in multiple states.<sup>43</sup> While moving is undoubtedly hard work and many people would never think about having a career in this industry, Gentle Giant's unique culture and approach to managing people have not only contributed to the company's success but also provided its employees with satisfying careers. For example, when Ryan Libby was in college, he worked for Gentle Giant during one of his summer vacations to make some extra money. Now the Assistant Manager for the Providence, Rhode Island, Gentle Giant Office, Libby is contemplating opening an office of his own. As he puts it, "First it was just a paycheck, and it kind of turned into a long-term career."<sup>44</sup>

Libby is just the kind of employee O'Toole seeks to hire—employees who start out driving moving trucks and eventually move into management positions running offices. While some moving companies hire a lot of temporary help in the summer to meet seasonal demand, 60% of Gentle Giant employees are employed full time.<sup>45</sup> Since the demand for moving services is lower in the winter, Gentle Giant uses this time to provide employees with training

## A Wealth of Experiential Exercises

The creative and flexible Management in Action end-of-chapter material provide instructors with a wealth of exercises that will challenge students to learn by doing. These activities and exercises are designed to be used in either large or small classes and each chapter include:

### TOPICS FOR DISCUSSION AND ACTION:

A set of chapter-related questions and points for reflection.

## Management in Action

### Topics for Discussion and Action

#### DISCUSSION

1. Discuss why managers who have different types of personalities can be equally effective and successful. [LO1]
2. Can managers be too satisfied with their jobs? Can they be too committed to their organizations? Why or why not? [LO2]
3. Assume that you are a manager of a restaurant. Describe what it is like to work for you when you are in a negative mood. [LO3]
4. Why might managers be disadvantaged by low levels of emotional intelligence? [LO4]

#### ACTION

5. Interview a manager in a local organization. Ask the manager to describe situations in which he or she is especially likely to act in accordance with his or her values. Ask the manager to describe situations in which he or she is less likely to act in accordance with his or her values. [LO2]
6. Watch a popular television show, and as you watch it, try to determine the emotional intelligence levels of the characters the actors in the show portray. Rank the

characters from highest to lowest in terms of emotional intelligence. As you watched the show, what factors influenced your assessments of emotional intelligence levels? [LO4]

7. Go to an upscale clothing store in your neighborhood, and go to a clothing store that is definitely not upscale. Observe the behavior of employees in each store as well as the store's environment. In what ways are the organizational cultures in each store similar? In what ways are they different? [LO5]



### BUILDING MANAGEMENT SKILLS:

Each chapter provides a number of activities specifically geared toward providing students the opportunity to gain important managerial skills.

**MANAGING ETHICALLY:** An exercise that presents students with an ethical scenario or dilemma and asks them, either individually or in a group, to think about the issue from an ethical perspective to better understand the challenges facing practicing managers today.

### SMALL GROUP BREAKOUT

**EXERCISE:** This feature ensures that students learn the importance of collaboration and teamwork in solving business challenges. It can be used in *small or large classes*.

### EXPLORING THE WORLD WIDE

**WEB:** requires students to actively search the Web to find the answers to a problem.

**BE THE MANAGER:** presents a realistic scenario in which a manager or organization faces some kind of challenge, problem, or opportunity. The student plays the role of a manager offering advice and recommending a course of action based on the chapter content.

**CHOOSING EXERCISES:** We offer a wide array of exercises so instructors can pick and choose from them over the course of the semester. Not only do they teach the meaning of management through different avenues but they further promote the learning experience. The Instructor's Manual provides guidance and solutions for implementing these activities in your classroom.

### Building Management Skills [LO5]

#### Diagnosing Culture

Think about the culture of the last organization you worked for, your current university, or another organization or club to which you belong. Then, answer the following questions:

1. What values are emphasized in this culture?
2. What norms do members of this organization follow?
3. Who seems to have played an important role in creating the culture?
4. In what ways is the organizational culture communicated to organizational members?

### Managing Ethically [LO 1, 2]

Some organizations rely on personality and interest inventories to screen potential employees. Other organizations attempt to screen employees by using paper-and-pencil honesty tests.

Implications of using personality and interest inventories to screen potential employees. How might this practice be unfair to potential applicants? How might organizational members who are in charge of hiring misuse it?

relatively trustworthy people "fail" an honesty test given by an employer. What are the implications of trustworthy people "failing" honesty tests and what obligations do think employers should have when relying on honesty tests for screening purposes?

#### Questions

1. Either individually or in a group, think about the ethical implications of using personality and interest inventories to screen potential employees.
2. Because of measurement error and validity problems, some

### Small Group Breakout Exercise [LO 2, 3, 4, 5]

#### Making Difficult Decisions in Hard Times

Form groups of three or four people, and appoint one member as the spokesperson who will communicate findings to the whole class when called on by the instructor. Then discuss the following scenario:

You are on the top-management team of a medium-size company that manufactures cardboard boxes, containers, and other cardboard packaging materials. Your company is facing increasing levels of competition for major corporate customer accounts, and profits have declined significantly. You have tried everything you can to cut costs and remain competitive, with the exception of laying off employees. Your company has had a no-layoff policy for the past 20 years, and you believe it is an important part of the

organization's culture. However, you are experiencing mounting pressure to increase your firm's performance, and your no-layoff policy has been questioned by shareholders. Even though you haven't decided whether to lay off employees and thus break with a 20-year tradition for your company, rumors are rampant in your organization that something is afoot, and employees are worried. You are meeting today to address this problem.

1. Develop a list of options and potential courses of action

to address the heightened competition and declining profitability that your company has been experiencing.

2. Choose your preferred action, and justify why you take this route.
3. Describe how you will communicate your decision to employees.
4. If your preferred option involves a layoff, justify why. If it involves a layoff, explain

### Exploring the World Wide Web [LO 1, 2, 5]

Go to IDEO's Web site ([www.ideo.com](http://www.ideo.com)) and read about this company. Try to find indicators of IDEO's culture that are provided on the Web

site. How does the design of the Web site itself, and the pictures and words it contains, communicate the nature of IDEO's organizational culture? What

kind of people do you think would be attracted to IDEO? What people do you think would be dissatisfied with a job at

### Be the Manager [LO 1, 2, 3, 4, 5]

You have recently been hired as the vice president for human resources in an advertising agency. One of the problems that has been brought to your attention is the fact that in the creative departments at the agency, there are dysfunctionally high levels of conflict. You have spoken with

members of each of these departments, and in each one it seems that there are a few members of the department who are creating all the problems. All of these individuals are valued contributors who have many creative ad campaigns to their credit. The very high levels of conflict

are creating problems in the departments, and negative moods and emotions are much more prevalent than positive feelings. What are you going to do to both retain valuable employees and alleviate the excessive conflict and negative feeling these departments?

# For Instructors

**Completely Updated Resources That Work** Whether you are looking for new ways to engage your students and motivate them in your course, trying to ensure students are able to see the relevancy of the management concepts, or teaching critical thinking about the issues so they are able to apply them right away, McGraw-Hill Management has you covered! Jones/George is supported by a wealth of unique resources to support your on-campus, hybrid, and online courses. The accompanying Instructor's Resource CD-ROM (IRCD) includes the following, which are also available on the Online Learning Center (OLC).

**POWERPOINT® PRESENTATION:** 40 slides per chapter feature reproductions of key tables and figures from the text as well as original content—prepared by Brad Cox of Midlands Tech. Lecture enhancing additions such as additional examples, quick polling questions, and slides featuring “Movie Examples” from Video Cases and Management in the Movies can be used to generate discussion and to illustrate management concepts.

**INSTRUCTOR'S MANUAL (IM):** The IM supporting this text has been completely updated by Adrienne Hinds of Northern Virginia Community College and Kimberly Jaussi of SUNY Binghamton in order to save instructors time and support them in delivering the most effective course to their students. For each chapter, this manual provides chapter overview, lecture outline with integrated PowerPoint® slides, lecture enhancers, notes for end-of-chapter materials, video cases and teaching notes, and more.

## Big Five Personality Traits

### ➤ Openness to Experience

~tendency to be original, have broad interests, be open to a wide range of stimuli, be daring and take risks

