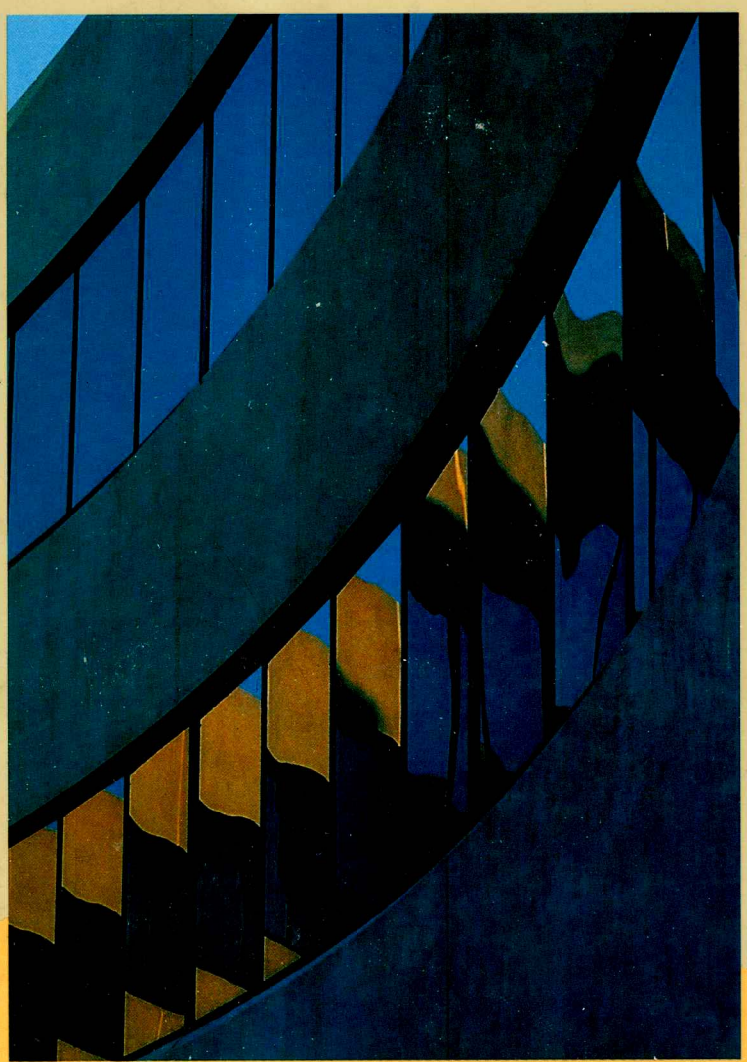
Fourth Edition

Management for Productivity

John R. Schermerhorn, Jr.



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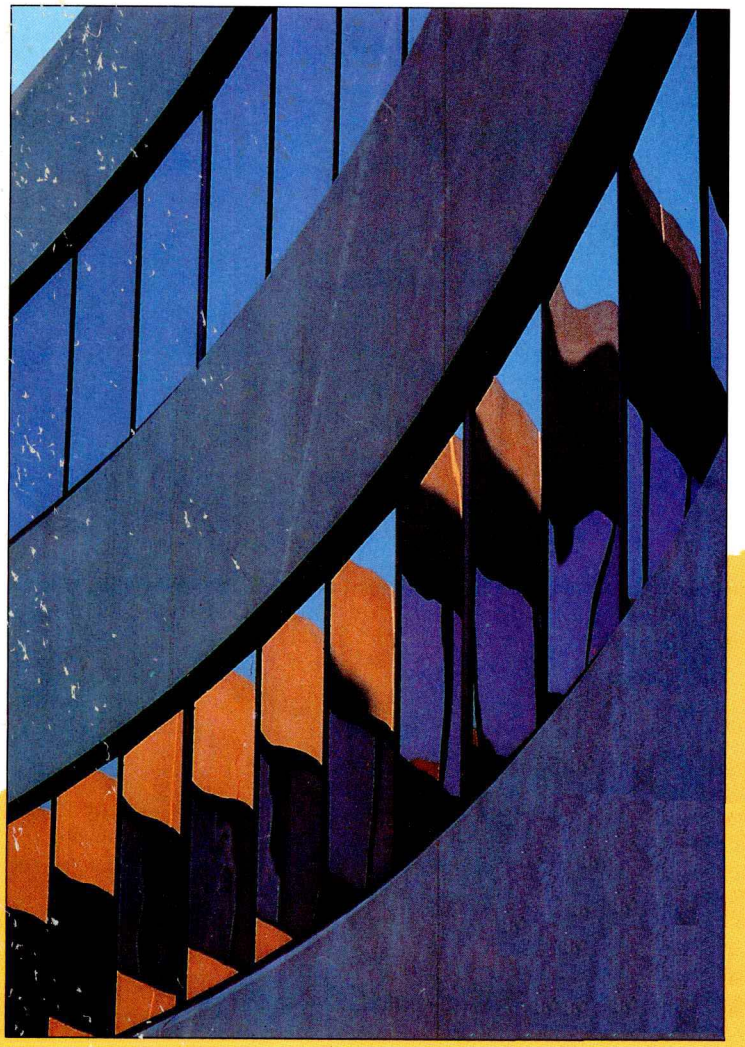

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This book was set in 10/12 Baskerville by York Graphic Services and printed and bound by Von Hoffmann Press. The cover was printed by Lehigh Press.

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Library of Congress Cataloging in Publication Data:

Schermerhorn, John R.
Management for productivity / John R. Schermerhorn, Jr.,—4th ed.
Includes bibliographical references and indexes.
ISBN 0-471-52497-2
1. Management. I. Title.
HD31.S3326 1993 92-4676
658—dc20 CIP

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

To my sons John Christian and Charles Porter

While you played
I wrote.
But always,
I was listening
and loving
you.

1984

It's later now.
Don't worry.
Time
means love shared,
by you
and me.

1986

Think
of all the fun
we have.
Here, there, everywhere,
doing things
together.

1989

Home,
now and forever,
will always be
wherever
I can be
with you.

1992

About the Author

John R. Schermerhorn, Jr. is the Charles G. O'Bleness Professor of Management in the College of Business Administration at Ohio University, where he teaches graduate and undergraduate courses in management. Dr. Schermerhorn earned a Ph.D. in organizational behavior from Northwestern University, an M.B.A. (with distinction) in management and international business from New York University, and a B.S. in business administration from the State University of New York at Buffalo. He has taught at Tulane University, the University of Vermont, and Southern Illinois University at Carbondale, where he also served as Head of the Department of Management and Associate Dean of the College of Business Administration.

Highly dedicated to serving the needs of practicing managers in all types of organizations, Dr. Schermerhorn has written *Management for Productivity 4/E* to help others bridge the gaps between theory and practice of management. He has had prior work experience in business and hospital administration, and serves actively as a consultant and management trainer. His extensive international experience includes work in China, Egypt, Indonesia, Thailand, Malaysia, the Philippines, Poland, Hungary, Venezuela, and Tanzania. He has also served as a Visiting Professor of Management at the Chinese University of Hong Kong.

Dr. Schermerhorn is committed to instructional excellence and curriculum innovation. He serves as a guest speaker at colleges and universities, lecturing on developments in higher education for business and management, and on academic administration. A member of the Academy of Management, where he served as chairperson of the Management Education and Development Division, he is known to educators and students alike as senior coauthor of *Managing Organizational Behavior 4/E* (Wiley, 1991). He has also published numerous articles in the *Academy of Management Journal, Academy of Management Review, Academy of Management Executive, Organizational Dynamics,* and the *Journal of Management Development,* among other scholarly journals.

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Preface

A lot has happened in the world since the last edition of *Management for Productivity* went to press. We have witnessed dramatic political events, complex changes in the global economy, and major advances in information and technology. It is very likely that such developments will continue in the days and years ahead. Yet, even as we step toward the future, important social issues of human rights, consumer awareness, environmental protection, health, and education remain of pressing concern.

The strains of growth and change are present in the workplace as well. Past economic pressures have taken their toll. A wave of corporate downsizings, restructurings, and layoffs has helped erode employee loyalty at the very time that employers are reawakening to the true value of "human resources" as the building blocks of organizational performance. Today, the quest for productivity remains a major focus of any enterprise. But consumers now demand more: They want a commitment to total quality of goods produced and services delivered, and they will settle for nothing less.

As students reading *Management for Productivity 4/E,* you have little room for error as you prepare for a career in turbulent and difficult times. You must use all the advantages of a college education to build the foundations for continued life-long learning and professional development. This book has been completely rewritten in its fourth edition to help set the stage for you to participate fully and successfully in Workplace 2000—the managerial forum of the twenty-first century and beyond.

Management for Productivity 4/E has its own character. It remains my personal and professional contribution to today's students and tomorrow's managers. It contains my feel for the issues of the day and the challenges of the future. It also contains my appeal to you, as a student, to apply your greatest energies and intellect to the study of management and to use this knowledge to make a real difference in the workplace.

John R. Schermerhorn, Jr.
Charles G. O'Bleness Professor of
Management
College of Business Administration
Ohio University

BOOK AT A GLANCE

Like its predecessors, the fourth edition of *Management for Productivity* introduces the essentials of management as they apply within the contemporary work environment. Its first goal is to cover the right topics in sufficient depth for the introductory student. Its second goal is to do so in an interesting and applied way—one that holds the students' attention and stimulates them to relate actively to the material at hand.

Positive feedback from faculty and students alike has attested to the success of past editions. Yet, *Management for Productivity 4/E,* in keeping with the dra-

matic changes of the decade, has been rewritten for the student of the 1990s and beyond. This is not yesterday's management book—it is tomorrow's. The book focuses on achieving productivity through good management. The essentials of management are presented in a systematic and thorough way; the discussion emphasizes substance, combined with application; examples are numerous and are integrated into the text presentation; and the text has been written in an interesting style similar to that of the professional literature.

Three important topics—cultural diversity, the global economy, and ethics and social responsibility—have been given special attention in this edition. These topics are integrated throughout the book, but they are introduced right where they need to be—as the first three text chapters. No one should study management without these major topics as his or her frame of reference. Businesses in the twenty-first century will be different than they are today. Organizations and their managers are already facing the challenges of a new workplace—one that emphasizes diversity, ethics, and economic and political globalization. These are the signatures of business and management in a changing world. And as the managers of the future, students of today must be well prepared for the great demand of tomorrow. After all, today's students will be the first managers of the twenty-first century—the first managers of Workplace 2000.

Too many employers have yet to learn these important lessons, whereas progressive managers empower, involve, and support people in the workplace. They try to tap the rich potential of diversity by allowing and helping others to work together in self-managing groups, task forces, and teams. They also understand both the wonders and limits of technology. *Management for Productivity 4/E* is written to meet the needs of the introductory student. At the same time, it shows a healthy respect for the needs of practicing managers. Core theories, research insights, and key concepts are balanced with current trends and practical developments.

Pedagogical Design

The design of *Management for Productivity 4/E* has been created specifically to benefit the student and to support the pedagogical goals of the author. With a clean and open look in a four-color format, the design is our attempt to provide introductory management students with a book that is consistent in style with the professional literature they can and should begin reading. The design incorporates several text features that have been carefully chosen to communicate the subject matter and to do so in a way that facilitates learning. Each chapter of *Management for Productivity 4/E* contains the following pedagogical features:

- *Planning Ahead*—the chapter introduction—provides a broad overview that helps orient the reader, as well as a set of basic study questions that both establishes learning objectives and creates a framework for later chapter review.
- *Workplace 2000* is a thought-provoking chapter-opening vignette in which progressive managers and organizations deal with timely issues relevant to the new workplace of the twenty-first century, such as environmental awareness and affirmative action. The organizations featured here range from large, well-known companies, such as Kodak and Levi Strauss, to smaller local organizations, such as the Center for Creative Leadership in Greensboro, North Carolina. These organizations are also used as in-chapter examples and serve as the basis for the first end-of-chapter case, *In the Workplace,* which refers back to the opening vignette and expands on it in a managerial situation.
- *Margin Notes* are provided to highlight key terms and to identify key lists in the text presentation. By using the margin terms as a study guide, the student has

a convenient outline for studying chapter content and for reviewing the material for examinations.

- *"At" Examples* are used frequently as part of ongoing text discussion to show clearly how key concepts and theories are being applied in day-to-day managerial practices in a wide selection of organizations—small or large, domestic or global. For instance, to see how managers make extra investments to insure communication effectiveness, see the "at General Electric" example in Chapter 14. There you'll learn how CEO Jack Welch encourages the flow of accurate information among his GE employees.
- Colorful *Embedded Boxes* provide in-depth examples of how managers in progressive organizations deal with important issues. The boxes focus on three primary topics—workforce diversity (the participative management program at AT&T's Reading Works plant), the global economy (a Ford plant in Hermosillo, Mexico), and ethics and social responsibility (Subway Sandwiches' use of recyclable containers)—and are embedded, by both content and design, in the general text discussion to facilitate their use.
- *Manager's Notepads* are boxed lists of useful hints to help managers perform their functions or accomplish their goals. These lists offer advice on the "do's" and "don't's" of managerial behavior. For example, as a manager, *do* focus on positive work when conducting a performance appraisal, but *don't* generalize problem behavior.
- The *Chapter Review* is an all-new section at the end of each chapter, that is specifically designed to help students review chapter content and prepare for examinations. The section includes a *chapter summary* tied specifically to the study questions presented in the opening Planning Ahead section; a list of *key terms;* and *essay questions* on each major chapter topic.
- The *Critical Thinking* section at the end of each chapter asks the student to apply critical thinking to management issues discussed in the chapter. Two cases—*In the Workplace* and *Global Perspective* require an analysis of real-life managerial behavior and decisions. The *Research Project* requires additional library work.
- *In the Workplace Cases* chronicle the same companies that are depicted in the chapter-opening Workplace 2000 vignettes. The questions included at the end of the case ask students to apply the concepts discussed in the chapter to the circumstances presented in the detailed case study.
- A *Global Perspective Case* appears at the end of every chapter, in addition to the workplace case that is based on the chapter-opening Workplace 2000 vignette. These cases bring to life the dynamic decisions global companies must make, such as Honda's decision to change its Japanese headquarters operations to the more rapid decision-making style of American corporations, and the restructuring of McDonnell Douglas Corporation (an aerospace manufacturer) as a result of improved relations with the former Soviet Union.
- A *Research Project* concludes every chapter by addressing a timely management topic that can be used as the basis for a wide variety of course assignments, including individual and group work. Students are advised of outside research references that may help them solve the managerial dilemmas, which include how to give and take criticism and how to manage your boss.
- Part-ending *Management Development Portfolios* include selections of *personal assessments and exercises* and are presented in a professional format representative of formal management-development activities in actual work settings. These portfolios ask students to evaluate their managerial capacities and decision-making skills; they are suitable for either in-class or out-of-class assignments and are available for either individual or group use.

SUPPORT PACKAGE

Management for Productivity 4/E is supported by a comprehensive learning package that assists the instructor in creating a motivating and enthusiastic environment and provides the student with additional instruments for understanding and reviewing management concepts and with the opportunity to see these concepts in practice.

- New to this edition is the *Annotated Instructor's Edition,* which includes nearly 900 marginal notations covering four categories of information—teaching tips, questions for class discussion, examples, and quotables—along with transparency acetate and teaching transparency notations near the appropriate figures.
- The *Instructor's Resource Guide* is a unique, comprehensive guide to building a system of customized instruction. The manual offers helpful teaching ideas, advice on course development, sample assignments, and chapter-by-chapter text highlights, learning objectives, lecture outlines, class exercises, and lecture notes. The Instructor's Resource Guide is also available on disk.
- The *Active Learning Guide* is a study guide that has been designed to get students more actively involved in their learning by helping them learn, understand, and apply course concepts, not just memorize them. Each text chapter is broken down into learning objectives, an overview, an outline, key terms, active learning questions, and self-tests.
- The *Test Bank* consists of approximately 3,000 multiple choice, true-false, and essay questions categorized by pedagogical element, page number, and type of question. The Test Bank is also available in a computerized version, called MICROTEST.
- One hundred full-color *Transparency Acetates* visually highlight the key figures found in the text. An additional 100 *Teaching Transparencies* highlight the margin notes found throughout the text.
- A comprehensive *Video Package* offers audiovisual supplements that tie directly to the theme of Workplace 2000 and bring to life many of the cases found in the text as well as from other outside sources. A *Video Guide* is also available.

ACKNOWLEDGEMENTS

Management for Productivity 4/E was made possible through the extraordinary efforts of many people. The project was initiated with the support of my former editor, Cheryl Mehalik, and I am forever indebted to her as a source of insight and great encouragement. It was completed under the guidance of Tim Kent, who contributed unique strength as we strove together to create the best possible textbook for today's management students.

At John Wiley & Sons, a unique team worked together to build and complete the many facets of this book. Special thanks go to the following superb group of Wiley personnel who worked tirelessly on the project: William Oldsey (publisher), Whitney Blake (executive editor), Karin Gerdes Kincheloe (design director), Edward A. Butler (text design), Jennifer Atkins (photo research), Sylvia Weber and Rachel Nelson (development), Katherine Rubin and Sandra Russell (production), Marjorie Shustak (copyediting), Andrea Bryant (supplements), Ellen Ford (editorial assistance), and Carolyn Henderson (marketing and promotion). I also wish to thank Ed Starr for his beautiful illustration program, and Elsa Peterson for her work compiling the permissions.

In this edition, we wanted to offer the best possible selection of cases, both end of chapter and end of part. To do that, we turned to William Naumes and

Margaret J. Naumes of the University of New Hampshire. They responded with just what we'd hoped for, and their "mark" is now indelibly inscribed in the book's learning value. We also wanted unique and appropriate applications, and Frances Minters provided the lively embedded boxes that appear throughout the text.

We also wanted a truly useful annotated instructor's edition. For that, we turned to William Gardner of the University of Mississippi and to Karen McKenzie. Together, they provided a valuable collection of marginal teaching tips, class discussion questions, examples, and insightful quotes to aid in the instruction of management concepts. William Gardner—along with the coauthorship of his wife Marilyn Gardner—also provided top-quality products in the instructor's resource guide and study guide. We wanted a substantial test bank. To do that we relied on the skills of Marcia J. Kurzynski of Cleveland State University. Finally, we wanted a stimulating and relevant video package. For that, we turned to Aaron King of the New Technology Group of John Wiley & Sons.

As always, writing and revising a book takes a great toll on one's personal life. My wife, Ann, and my sons, Christian and Porter, have made their own special contributions and sacrifices in behalf of this project. I now publicly thank them for making it possible for me to write—and endlessly revise—the pages that eventually became this book. I sincerely hope that the results of my efforts meet their expectations.

I offer this final word of thanks to the following colleagues whose willingness to review and critique parts of this book in various stages of its life, including previous editions, added immensely to my understanding. Always, I tried to listen and deal constructively with your suggestions. Every point was considered and appreciated. I hope that you, too, feel the final product justifies your fine efforts.

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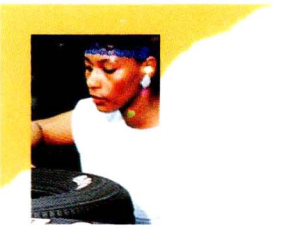

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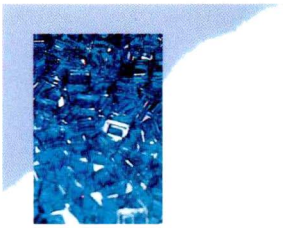

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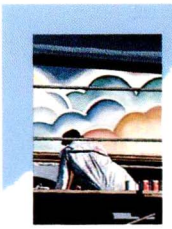

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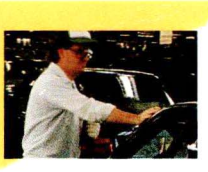

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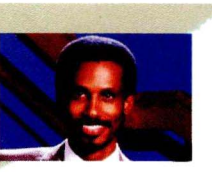

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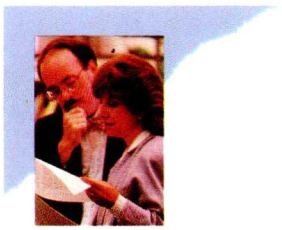

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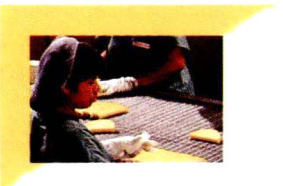

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