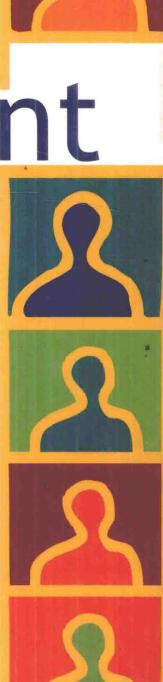


Third Edition

Gareth R. Jones

Jennifer M. George





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# For Nicholas and Julia

# McGraw-Hill Higher Education garage

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### CONTEMPORARY MANAGEMENT

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# Preface

The business world has changed dramatically in the three years since we last revised our book. There are increasing pressures on managers at all levels to integrate new information technology into all aspects of an organization's operations to improve efficiency and customer responsiveness. The increasing diversity of the workforce has made it imperative for managers to understand how and why people differ so that they can effectively manage diversity. The continuing need to innovate and improve the quality of goods and services to allow an organization to compete effectively, especially on a global level, has continued to confront managers. The tasks that managers must perform effectively have become more complex and challenging than ever before.

Encouraged by the favorable reception and high level of support that greeted the first two editions of *Contemporary Management* we set out to revise and develop the third edition of our book in significant ways based on the reactions and suggestions of both users and reviewers. Both users and reviewers were very supportive of our attempts to integrate contemporary management theories and approaches into the analysis of management and organizations. 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 which 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 both 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 who work inside them and people outside the organization, such as customers and shareholders.

The contemporary nature of our approach can be seen most clearly by examining our table of contents, and by perusing our treatment of management issues, especially with reference to the kinds of issues and organizations we discuss in our opening cases and many insights throughout the book. In keeping with this tradition, we've added many new and updated topics and issues throughout all of the chapters in the book. Some highlights include: fall of the dot-coms and problems and challenges encountered by dot-coms; moods and emotions; emotional intelligence; how managers create culture; attraction-selection-attrition framework; ethical organizational cultures; different kinds of diversity-age, gender, race and ethnicity, religion, capabilities/disabilities, socioeconomic background, sexual orientation; business case for diversity; schemas and gender schemas; gender discrimination; global supply chain management and its importance in light of increasing globalization; how IT is making the world smaller; designing global IT systems; B2Bnetworks and IT; knowledge management and IT; control systems and IT; Six Sigma quality improvement programs; 360-degree appraisals; cafeteria-style benefits; need for work-life balance; overpayment and underpayment inequity; equity and the dot-com bust; employee stock options; intellectual stimulation; development consideration; transformation leadership; gender and leadership; emotional intelligence and leadership; how virtual storefronts compare to traditional brick-and-mortar storefronts.

# Unique Coverage

As you will see, we have some chapters that are not contained in any other management book. Our new Chapter 3, for example, takes the former chapter on "The Manager as a Person," (which discussed managers as real people with their own personalities, strengths, weaknesses, opportunities, and problems) and now combines it with an indepth discussion of ethics and culture. This unique

chapter now shows students how managers shape all aspects of the way an organization works, and students will grasp that managers are people like themselves and subject to the same kinds of forces that govern their choices and actions. Another unique chapter for a management book, Chapter 16, "Organizational Conflict, Negotiation, Politics, and Change," discusses how managers can successfully manage organizational politics, conflict, negotiation, and change. Students will also appreciate the challenges managers face and how, as future managers, they can successfully meet them. The chapter gives students a hands-on look at managing crucial organizational processes. Similarly, our book has always had the greatest coverage of communication and information technology (IT) of any book in the market, and the practical, hands on significance of understanding IT is obvious today like never before. We show in every chapter in rich detail how IT is impacting the jobs or managers and employees alike.

# Emphasis on Applied Management

Our contemporary approach also is illustrated by the way we have chosen to organize and discuss contemporary management issues. We have gone to great lengths to bring the manager back into the subject matter of management. That is, we have written our chapters from the perspective of current or future managers to illustrate, in a hands-on way, the problems and opportunities they face and how they can effectively meet them. For example, in Chapter 3 we provide an integrated treatment of personality, ethics, and culture; in Chapter 4 a hands-on account of diversity, and sexual harassment that clearly explains their significance to practicing managers. In Chapter 7, on planning and strategy we provide an integrated treatment of highlighting the choices managers face as they go about performing the planning role. We emphasize important issues managers face and how management theory, research, and practice can help them and their organizations be effective. This chapter is one of our book's most popular chapters with both instructors and students.

This applied approach can also be clearly seen in the last three chapters of the book in which we cover the topics of managing information systems,

technology, and operations management, topics that have tended to be difficult to teach to new management students in an interesting and novel way. Our chapters provide a student-friendly, behavioral approach to understanding the management processes entailed in information systems, operations management, and innovation and entrepreneurship. As our reviewers noted, while most books' treatment of these issues is dry and quantitative, ours comes alive with its focus on how managers can manage the people and processes necessary to give an organization a competitive advantage. In fact, the management of information technology to create and sustain a competitive advantage has always been a major theme of our book, as discussed earlier. In the new edition, our communications chapter, information systems chapter, abundant IT examples, and Internet exercises continue to provide a stateof-the-art account of new developments in computer information systems that students will understand and enjoy.

# 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 4 with 12 through 16 and then do the more macro chapters. The more macro-oriented professor can follow Chapters 1 and 2 with 5 through 10, jump to 17, 18, 19, and then do the micro Chapters 2 and 3 and 11 through 16. Our sequencing of parts and chapters gives the instructor considerable freedom to design the course that best suits him or her. Instructors are not tied to the planning, organizing, leading, controlling framework, even though our presentation remains consistent with this approach.

# Acknowledgments

Finding a way to integrate and present the rapidly growing literature on contemporary management and make it interesting and meaningful for students is not an easy task. In writing and revising the several drafts of *Contemporary Management*, we have been fortunate to have had the assistance of several people who have contributed greatly to

Preface xxvii

the book's final form. First, we are grateful to Andy Winston, our 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 Spell, our developmental editor, for so ably coordinating the book's progress and to her and Ellen Cleary, our marketing manager, for providing us with concise and timely feedback and information from professors and reviewers that have allowed us to shape the book to the needs of its intended market. We also thank Artemio Ortiz for executing an awe-inspiring design, Mary Conzachi for coordinating the production process, and Alexander Ruiz (Rice University) for his research assistance, and Elaine Morris (Rice University) and Patsy Hartmangruber (Texas A&M) for providing excellent word-processing and graphic support. We are also grateful to the many colleagues and reviewers who provided us with useful and detailed feedback, perceptive comments and valuable suggestions for improving the manuscript.

Producing any competitive work is a challenge. Producing a truly market-driven textbook requires tremendous effort beyond simply obtaining reviews on a draft manuscript. Our goal 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 to exceed 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 over and over your reaction will be "they listened!"

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# GUIDED TOUR

# RICH AND RELEVANT EXAMPLES

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

Each chapter now opens with "A Manager's Challenge" which poses a chapter-related challenge and then discusses how managers in one or more organizations responded to that challenge. "A Manager's Challenge" helps demonstrate the uncertainty surrounding the management process.









### Nokia's Finnish Ways







In following these guidelines, managers need to remember why they are giv-ing performance feedback: to encourage high levels of motivation and perfor-mance. Moreover, the information that managers gather through performance appraisal and feedback helps them determine how to distribute pay raises and



# Tips for New Managers

## Performance Appraisal

- Be sure to provide frequent informal appraisals and give performance
- rectionack orten.

  Focus on results for performance appraisal and feedback when high performance can be reached by different kinds of behaviors and how employees perform their jobs is not important.
- Focus on specific behaviors or outcomes, when providing performance feedback, adopt a problem-solving mode, express confidence in employees, praise instances of high performance, and agree to a timetable for improvements.
- Avoid personal criticisms and treat employees with respect
- 5. Seek honest appraisals of, and feedback on, your own behavior and take steps to improve your performance.

Pay and Benefits Pay includes employees' base salaries, pay raises, and bonuses and is determined by a number of factors including characteristics of the organization and the job magnitude of the property between the property of the prope

### Pay Level

Pay level is a broad comparative concept that refers to how an organization's pay incentives compare, in general, to those of other organizations in the same industry employing similar kinds of workers. Managers must decide if they want to offer relatively high wages, average wages, or relatively low wages. High wages help ensure that an organization is going to be able to recruit, select, and retain high performers, but high wages also raise costs. Low wages give an organization a cost advantage but may undertime the organization's ability to select and recruit high performers and to motivate current employees to perform at a high level. Either of these situations may lead to inferior quality or inadequate customer service.

Additional in-depth examples appear in boxes throughout each chapter. "Management Insight" boxes illustrate the topics of the chapter, while the "Ethics in Action," "Managing Globally," "Focus on Diversity," and "Information Technology Byte" boxes examine the chapter topics from each of these perspectives. These are not "boxes" in the traditional sense, meaning they're not disembodied from the chapter narrative. These thematic applications are fully integrated into the reading. Students will no longer be forced to decide whether to read "boxed" material. It is also important to make these features interesting to students so that they engage students while illustrating the chapter material.

This edition also continues the feature "Tips for New Managers" which distills the lessons that students can take from the chapter and use to develop their management skills.

# EXPERIENTIAL LEARNING FEATURES

We have given considerable time and attention to developing state-of-theart experiential end-of-chapter learning exercises that we hope will also drive home the meaning of management to students. Grouped together at the end of each chapter in the section called Management in Action, they include:

**TOPICS FOR DISCUSSION AND ACTION** A set of chapterrelated questions and points for reflection some of which ask students to research actual management issues and learn first-hand from practicing managers.

**SKILLS** A self-development exercise that asks students to apply what they have learned to their own experience of organizations and managers or to the experiences of others.

**EXERCISE** This unique exercise is designed to allow instructors in large section classes to utilize interactive experiential exercises in groups of 3–4 students. The instructor calls on students to break up into small groups—simply by turning to people around them—and all students participate in the exercise in class, and a mechanism is provided for the different groups to share what they have learned with each other.

**EXPLORING THE WORLD WIDE WEB** Two Internet exercises are designed to draw students into the Web and give them experience of the new information systems, while applying what they have learned.



# Management in Action

# Topics for Discussion and Action

- Describe the three steps of planning. Explain how they are related.
- are related.
  4. How can scenario planning help managers predict the future?
- Ask a manager about the kinds of planning exercises he or she regularly uses. What are the purposes of these exercises, and what are their advantages or disadvantages?
- 4. What is the role of divisional and functional managers in the formulation of strategy?
- 5. Why is it important for functional managers to have a clear grasp of the organization's mission when developing strategies within their departments?
- 6. What is the relationship among corporate-, business-, and functional-level strategies and how do they create value for an organization?
- Ask a manager to identify the corporate-, business-, and functional-level strategies used by his or her organization.

# **Building Management Skills**

How to Analyze a Company's Strategy

Pick a well-known business organization that has received recent press coverage and for which you can get the annual reports or 10K filings from your school library for a number of years. For this organization do the following:

- From the annual reports or 10K filings identify the main strategies pursued by the company over a ten-year period.
- Try to identify why the company pursued these strategles. What reason was given in the annual reports, press reports, and so on?
- Document whether and when any major changes in the strategy of the organization occurred. If changes did occur, try to identify the reason for them.
- 4. If changes in strategy occurred, try to determine the extent to which they were the result of long-term plans and the extent to which they were responses to unforeseen changes in the company's task environment.
- What is the main industry that the company competes in?
   What business-level strategy
- does the company seem to be pursuing in this industry?

  7. What is the company's
- What is the company's reputation with regard to productivity, quality, innovation, and
- responsiveness to customers in this industry? If the company has attained an advantage in any of these areas, how has it done so?
- What is the current corporatelevel strategy of the company? What is the company's stated reason for pursuing this strategy?
- 9. Has the company expanded internationally? If it has, identify its largest international market. How did the company enter this market? Did its mode of entry change over time?

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# Small Group Breakout Exercise

### Low Cost or Differentiation?

ember as spokesperson who will nicate your findings to the class when called on by the instructor. Then discuss the following scenario.

You are a team or manage...

of a major national clothing You are a team of managers chain, and you have been assigned with finding a way to restore your organization's competitive advantage. Recently, your organization has been experiencing increasing competition from two sources. First, discount stores such as Wal-Mart and Target have been undercutting your prices because they buy their clothes from low-cost foreign manufacturers while you buy most of yours from high-quality domestic uppliers. Discount stores have

been attracting your customers who buy at the low end of the price range. Second, small boutiques opening in malls provide high-price designer clothing and are attracting away your customers at the high end of the market. Your company has become stuck in the middle, and you have to decide what to do: Should you start to buy abroad so that you can lower your prices and start to pursue a lowcost strategy? Should you focus on the high end of the market and become more of a differentiator?

Or should you try to do both and pursue both a low-cost strategy and a differentiation strategy?

- 1. Using scenario planning. analyze the pros and cons of each alternative.
- 2. Think about the various clothing retailers in your local malls and city, and analyze the choices they have made about how to compete with one another along the lowcost and differentiation dimensions

# Exploring the World Wide Web

earch for a website that contains a good description of a company's strategy. What is the company's mission? Use the concepts and terminology of this chapter to describe the company's strategy to achieve its mission.

## You're the Management Consultant •

group of investors in your city considering opening a new unscale supermarket to compete with the major supermarket chains that are currently dominating the city's marketplace. They have called you in to help them determine what kind of upscale supermarket they should open. In other words, how

advantage against existing supermarket chains?

### Questions

- 1. List the supermarket chains in your city and identify their strengths and weaknesses.
- can they best develop a competitive 2. What business-level strategies are these supermarkets currently pursuing?
  - 3. What kind of supermarket would do best against the competition? What kind of business-level strategy should it pursue?



### **Cases in the News**

Ford's Gamble on Luxury: Can It Make Its Portfolio of Acquired Brands Work Together?

profits from its pickup trucks and sport-utility vehicles. Last year, those trucks accounted for 80 per-

Over the past decade, Ford Motor Co. has grown fat on North America. But now that foreign auto makers have finally found their groove with light-truck vehicles that are truly competitive,

those earnings are in leopardy. Faced with such hot-selling mode as the Toyota Sequoia and the BMW X5, Ford could see its share of the light-truck market fall by as

# **NEW! YOU'RE THE** MANAGEMENT CONSULTANT

This exercise presents a realistic scenario in which a manager/organization faces some kind of challenge, problem, or opportunity and the student plays the role of a management consultant offering advice and recommending a course of action based on the chapter content. Because managers and organizations frequently need this kind of help either internally (from other members of the organization) or externally (from consultants), these exercises provide students a real, hands-on way to take an actionoriented approach to solving "real" problems by applying what they've just learned in the chapter.

# **BUSINESS WEEK CASES IN**

**THE NEWS** Each chapter has two cases for analysis (or sometimes one longer case), which are shortened versions of actual Business Week articles. The accompanying discussion questions encourage students to read about and to analyze how real managers deal with real problems in the business world. Some of these cases, especially the longer ones, are to be found on the *Contemporary* Management website at www.mhhe.com/jones3e. These cases give instructors the opportunity to explore issues in more depth if they choose.

Our idea is that instructors can select from these exercises and vary them over the semester so that students can learn the meaning of management through many different avenues. These exercises complement the chapter material and have been class tested to add to the overall learning experience, and students report that they both learn from them and enjoy them.

# INTEGRATED LEARNING SYSTEM

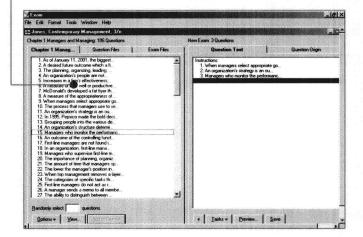
Great care was used in the creation of the supplemental materials to accompany *Contemporary Management*. Whether you are a seasoned faculty or a newly minted instructor, you'll find our support materials to be the most thorough and thoughtful ever created!

# Instructor's Manual

Prepared by Anne Cowden of California State University-Sacramento, each chapter contains an overview, learning objectives, key terms, list of resources, notes for opening case, lecture outline, three lecture enhancers (at least one per chapter is new to this edition), notes for small group breakout exercises and World Wide Web exercises, notes for management cases, and video teaching notes.

# Test Bank and Computerized Test Bank

The test bank has been thoroughly reviewed, revised and improved in response to customer feedback by a new author, Eileen Hogan, of Kutztown University. There are approximately 100 questions per chapter, including true-false, multiple-choice, and essay, each tagged with level of difficulty (corresponding to Bloom's taxonomy of educational objectives), correct answer, and page references to the text.



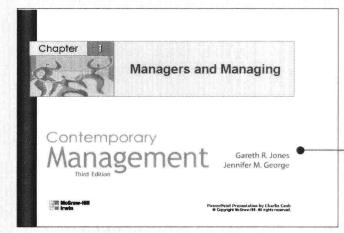


### **Sony's Organic Structure**



Sonny's Organic Structure

Product engineers at Sony turn out an average of four ideas for new products every day. Despite the fact that Sony is now a huge, diversified organization employing more than 115,000 engloyees worldwide, the company continues employing more than 115,000 engloyees worldwide, the company continues are part of the answer lies in the way the company uses its structure to organize and control its employees. First, a policy of self-promotion allows organize and control its employees. First, a policy of self-promotion allows organize and control its employees. First, a policy of self-promotion allows organize and control its employees. First, a policy of self-promotion allows the two respects to the temp into the new torsat. Sony has treen the company where they led they can make a contribution, their current houses are expected to let them jou the new tenas. Sony has tworsh three business people cross pollinates ideas throughout the organization. Song the self-product development of the property of the



# **Videos**

Two valuable sets of videos are now available with this text: a fresh lineup of case videos featuring programs from NBC and PBS news reports and a new series of management skills videos called the "Manager's Hot Seat." The case videos provide further coverage of topics, examples, and cases in each chapter that are identified with a distinctive video icon appearing in the book margins. New video titles include "Donna Dubinsky, Creator of Palm Pilot," "Dot Gone: Dot-Com Companies Failing," "MTV/Viacom China Manager Discusses the Changing Culture and Attitude in China," and "Daniel Goleman Discusses His Book, Emotional Intelligence." The Manager's Hot Seat videos show how real managers respond to simulated real-world scenarios that require the use of key management skills, including "Managing Personality Clashes/Conflict Resolution," "Self-Management: Disclosing Personal Information," "Using Active Listening to Resolve Issues," and "Managing Diversity: The Interview Process."

# Instructor's Presentation Manager CD-ROM

This presentation CD-ROM allows instructors to easily create their own custom presentations using resources on the CD, like the instructor's manual, video clips, and PowerPoint<sup>®</sup>, or from their own PowerPoint® slides or Web screenshots.

# PowerPoint® Presentation

Approximately 400 slides feature reproductions of key tables & figures from the text as well as original content, created by Charlie Cook of the University of West Alabama.

# FOR STUDENTS

# **Student Study Guide**

Prepared by Tom Quirk of Webster University, the study guide has been completely revised and updated with the goal of helping students master course content. Each chapter now includes learning objectives; chapter outline; and matching, true-false, multiple-choice, and essay questions, with answer keys including page references to the text.

## Student CD-ROM

Every new copy of the Third Edition is packaged with a free Student CD-ROM, featuring an integrative case study on Yahoo!, with accompanying video, plus self-scoring chapter quizzes, chapter reviews, Web links, and interactive self-assessments such as "Active Listening Skills," "Team Roles Preference Scales," "What Is Your Primary Conflict Handling Style?" "Sources of Power," "Maslow's Hierarchy of Needs."

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