Contemporary Management

Second Edition

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Contemporary Management

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Irwin McGraw-Hill

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For Nicholas and Julia
G.R.J. J.M.G.

For Alexandra, Elizabeth, Charlotte,
and Michelle Hill
C.W.L.H.

McGraw-Hill Higher Education
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CONTEMPORARY MANAGEMENT
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This book is printed on acid-free paper.

domestic	5 6 7 8 9 0 VNH/VNH 9 0 9 8 7 6 5 4 3 2 1
international	5 6 7 8 9 0 VNH/VNH 9 0 9 8 7 6 5 4 3 2 1

ISBN 0-07-228147-2

Vice president/Editor-in-chief: *Michael W. Junior*
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Supplement coordinator: *Cathy L. Tepper*
Compositor: *Precision Graphics*
Typeface: *10.5/12 Baskerville*
Printer: *Von Hoffmann Press, Inc.*

Library of Congress Cataloging-in-Publication Data

Jones, Gareth R.
Contemporary management / Gareth R. Jones, Jennifer M. George, Charles W.L. Hill. -- 2nd ed.
p. cm.
Accompanying student CD-ROM contains interactive quiz for exam prep, the complete PowerPoint Presentation, and Video Clips.
Includes index.
ISBN 0-07-228147-2
1. Management. I. George, Jennifer M. II. Hill, Charles W.L. III. Title. IV. Title: Management.
HD31.J597 2000
658--dc21 99-30271
CIP

INTERNATIONAL EDITION ISBN 0-07117608-X
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The International Edition is not available in North America.
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Preface

Encouraged by the favorable reception and level of support that greeted the first edition of *Contemporary Management* we set out to revise and develop the second 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 which 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. The concepts and theories we discuss show how managers deal with the many new issues and challenges they face, such as promoting and sustaining a competitive advantage, managing new information technology, developing big global organizations, and managing a diverse workforce.

Unique Coverage

As you will see, we have some chapters that are not contained in any other management book. Chapter 11, for example, "The Manager as a Person," discusses managers as real people with their own personalities, strengths, weaknesses, opportunities, and problems. From this chapter, students will grasp that managers are people like themselves. Students will also appreciate the challenges managers face and how, as future managers, they can successfully meet them. Another unique chapter for a management book, Chapter 16, "Organizational Conflict, Politics, Negotiation, and Change," discusses how managers can successfully manage organizational politics, conflict, negotiation, and change. The chapter gives students a hands-on look at managing crucial organizational processes.

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 5 we provide an integrated treatment of ethics, 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 applied approach can be most 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 which 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. 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 to create a competitive advantage is a major theme of our book. Our communications chapter, information systems chapter, and internet exercises provide a state-of-the-art account of new developments in computer information systems that students will understand and enjoy.

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 opens with a feature called "A Case in Contrast" which contrasts the behaviors and actions of two managers and organizations to help demonstrate the uncertainty and challenges surrounding the management process. The chapters then contain various kinds of boxes; the boxes entitled Management Insights illustrate the topics of the chapter, but the "Ethics in Action," "Managing Globally," and "Focus on Diversity" boxes examine the chapter topic 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.

New to this edition is a new feature called "Tips for Managers" which distills the lessons that students can take from the chapter and use to develop their management skills.

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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 and 2 with 11 through 16 and then do the more macro chapters. The more macro-oriented professor can follow Chapters 1 and 2 with 3 through 7, jump to 17, 18, 19, and then do the micro Chapters 11–16. 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.

Experiential Learning Features

We have given considerable time and attention to developing state-of-the-art 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 chapter-related questions and points for reflection some of which ask students to research actual management issues and learn first-hand from practicing managers.

BUILDING MANAGEMENT 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.

SMALL GROUP BREAKOUT 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 designed to draw students into the web and give them experience of the new information systems, while applying what they have learned.

MANAGEMENT CASE A case for discussion, drawing on contemporary, real-world managers and organizations, which we have written to highlight chapter themes and issues.

MANAGEMENT CASE IN THE NEWS An actual article from a business publication like *The Wall Street Journal* or *Business Week* that shows students how practicing managers are facing the issues they have just learned about.

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.* The textbook authors were involved in the entire process to ensure quality and consistency with the textbook. 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!

Student Resources

STUDENT STUDY GUIDE written by Ernest King of the University of Southern Mississippi. A printed choice for those students unavailable to access the CD-Rom or the website. It includes an outline of each of the chapters, multiple choice, true/false, and application questions, a "Student Journal," and Video exercises.

STUDENT CD-ROM With each new book, there will be included a CD-ROM containing an interactive quiz similar to the exam prep disk of

the previous edition. Students can use these quizzes to prep for exams based on the content of each chapter. This CD will also include the complete PowerPoint Presentation, and Video Clips. Your students will value this special FREE CD with each new book.

WEBSITE AND ONLINE LEARNING CENTER at http://www.mhhe.com/jones2e with content by George Ruggiero of the Community College of Rhode Island. A resource for faculty and students, the CM website contains information for lecture and learning enhancement. Along with features of the text and author biographical information, you'll find Web exercises, outside research assignments, synopses of current articles relating to chapter material and related discussion questions, links to national and international news, a career area for student, and other course-enhancing materials.

Instructor Resources

INSTRUCTOR'S RESOURCE MANUAL Updated by Ellyn Brecher and Susan Hilbert from Temple University contains:

- Detailed chapter outlines
- Detailed answers on all the Management in Action, or end-of-chapter, material
- Notes on using PowerPoint Presentation and Acetates
- Notes on Video Cases and Profiles in Management Videos
- Two lecture enhancers per chapter
- Transparency Master for all significant figures from the text

TEST BANK by Thomas Quirk of Webster University. This volume contains over 100 test items per chapter, including multiple choice, true/false, applied, and essay. Each question is ranked in terms of difficulty and page-referenced to the textbook.

COMPUTEST TEST GENERATION SYSTEM An easy-to-use computerized version of the test bank available in two versions: Windows and Macintosh.

POWERPOINT CLASSROOM PRESENTATION SOFTWARE created by Richard T. Christoph, James Madison University. Over 300 images for use in the classroom or as handouts are packaged ready-to-run with Windows installation program and a slide viewer. No additional software is required, but can be modified with Microsoft PowerPoint for Windows.

PROFILES IN MANAGEMENT VIDEO SERIES Ten segments profiling the management styles and practices of real managers on the job. Students will get real insight into the job of managers at various levels within an organization, and among very different types of businesses. Companies profiled include: Second City, Handy Andy, Specialized Bicycle, Tellabs, Washburn Guitars, Southwest Airlines, and 1st Chicago Bank.

VIDEO CASES AND NOTES For 17 of 19 chapters, a 7–12 minute video segment is provided that ties concepts from the text directly to a real company profile. Cases and additional instructional material is provided in the Instructor's Manual allowing for ultimate flexibility for faculty.

INSTRUCTOR PRESENTATION CD-ROM This is state-of-the-art technology that provides a single resource for faculty to customize in-class presentations. This CD-ROM contains:

- Instructor's Resource Manual
- Test Bank and Computest
- PowerPoint Classroom Presentation Software
- Student CD-Rom Quiz
- Video Clips
- Special Presentation Platform that allows faculty to build classroom presentations in sequence using the resources from the CD.

WEBSITE AND ONLINE LEARNING CENTER at http://www.mhhe.com/jones2e, as detailed above, the website contains an Instructor Online Learning Center with materials and resources to enhance classroom instruction.

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 revising *Contemporary Management* we have been fortunate to have had the assistance of several people who have contributed greatly to the book's final form. First, we are grateful to John Biernat and Craig Beytien, our editor and publisher respectively, for their ongoing support and commitment to our project, and for always finding ways to provide the resources that we needed to improve and refine our book in its second edition. Second, we are grateful to Christine Scheid, our developmental editor, for her ongoing creative input into our project and 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. Third, we are grateful to Ellen Cleary, our marketing manager for her unflagging support in helping us to articulate the meaning and message of our book. We also thank Joanne Tinsley, our external developmental editor, for her many useful suggestions and for helping us to present the material in the chapters in a way that ensures its integrated flow within and between the book's chapters and Pat Herbst, our copyeditor, for her work in improving the flow and readability of our manuscript. Finally, we thank Kiera Cunningham for executing an awe-inspiring design, Mary Conzachi for coordinating the production process, and Patsy Hartmangruber for providing us with excellent 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. Well over 200 faculty took part in developmental activities ranging from regional focus groups to manuscript reviews and surveys–and that was just for the first edition. For the second edition, we obtained 13 more full book reviews, and sent out more than 100 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!"

Our thanks to those professors who gave their comments and suggestions by reviewing the entire text:

Dianne Coleman, *Wichita State University*
Suzanne Crampton, *Grand Valley State University*
George DeLodzia, *University of Rhode Island*
Pat Dickson, *University of Louisville*
Bonnie Fremgen, *University of Notre Dame*
Ronald Gordon, *Florida Metropolitan State University*
John Hughes, *Texas Tech University*
Rick Lester, *University of North Alabama*
Thomas Lloyd, *Westmoreland County Community College*
Dan Sherman, *Rose-Hulman Institute of Technology*
Roy Shin, *Indiana University*
Gary Weaver, *University of Delaware*
Jonathan Young, *Thomas College*

We would also like to specially thank all of those who took the time to complete our survey:

Dave Arnott, *Dallas Baptist University*
Hal Babson, *Columbus State Community College*

Peggy D. Brewer, *Eastern Kentucky University*
David Burnis, *Pennsylvania State University*
Jacob Cohen, *Syracuse University*
Dianne Coleman, *Wichita State University*
Lyle Courtnage, *Rocky Mountain College*
Frederick J. DeCasperis, *Siena College*
Dick Devlin, *University of New Hampshire*
Ceasar Douglas, *Grand Valley State University*
Bill Dow, *University of St. Francis*
Vincent Dragone, *Buffalo State College*
Karen Eboch, *Bowling Green State University*
Joseph Flowers, *Indiana Wesleyan University*
Normandie Gaitley, *York College of Pennsylvania*
Eric Goodman, *Fort Hays State University*
Janet Gillespie, *Elmhurst College*
Gwendolyn Jones, *The University of Akron*
Nancy Landrum, *New Mexico State University*
Thomas R. Lerra, *Quinsigamond Community College*
James C. McElroy, *Iowa State University*
Paul Mochella, *University of Hartford*
Paula Morrow, *Iowa State University*
Bev Pray, *Union University*
Barbara Ribbens, *University of Evansville*
Irving E. Richards, *Cuyahoga Community College*
Roy Simerly, *East Carolina University*
John T. Snyder, *St. Charles County Community College*
James Terborg, *University of Oregon*
Linda Tibbetts, *Sinclair Community College*
Gary Weaver, *University of Delaware*
James A. Wolff, *Wichita State University*

Our thanks to these faculty who contributed greatly to the creation of the first edition of *Contemporary Management:*

Fred Anderson, *Indiana University of Pennsylvania*
Jacquelyn Appeldorn, *Dutchess Community College*
Barry Armandi, *SUNY–Old Westbury*
Douglas E. Ashby, *Lewis & Clark Community College*
Barry S. Axe, *Florida Atlantic University*
Jeff Bailey, *University of Idaho*
Robert M. Ballinger, *Siena College*
Donita Whitney-Bammerlin, *Kansas State University*
Sandy Jeanquart Barone, *Murray State University*
Lorraine P. Bassette, *Prince George's Community College*
Gene Baten, *Central Connecticut State University*
Josephine Bazan, *Holyoke Community College*
Hrach Bedrosian, *New York University*
Jack C. Blanton, *University of Kentucky*
David E. Blevins, *University of Arkansas at Little Rock*
Karen Boroff, *Seton Hall University*
Barbara Boyington, *Brookdale Community College*
Charles Braun, *Marshall University*
Gil Brookins, *Siena College*
Patricia M. Buhler, *Goldey-Beacom College*
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Anthony A. Cioffi, *Lorain County Community College*
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Dianne Coleman, *Wichita State University*
Elizabeth Cooper, *University of Rhode Island*
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Kent Curran, *University of North Carolina*
Arthur L. Darrow, *Bowling Green State University*
Ron DiBattista, *Bryant College*
Thomas Duening, *University of Houston*
Charles P. Duffy, *Iona College*
Subhash Durlabhji, *Northwestern State University*
Robert A. Eberle, *Iona College*
Robert R. Edwards, *Arkansas Tech University*
William Eldridge, *Kean College*
Pat Ellsberg, *Lower Columbia College*
Stan Elsea, *Kansas State University*
Dale Finn, *University of New Haven*
Charles Flaherty, *University of Minnesota*
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PJeanie M. Forray, *Eastern Connecticut State University*
Ellen Frank, *Southern Connecticut State University*
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Neal Gersony, *University of New Haven*
Donna H. Giertz, *Parkland College*
Leo Giglio, *Dowling College*
David Glew, *Texas A&M University*

Carol R. Graham, *Western Kentucky University*
Matthew Gross, *Moraine Valley Community College*
John Hall, *University of Florida*
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Justin U. Harris, *Strayer College*
Allison Harrison, *Mississippi State University*
Eileen Bartels Hewitt, *University of Scranton*
Stephen R. Hiatt, *Catawba College*
Tammy Bunn Hiller, *Bucknell University*
Jerry Horgesheiner, *Southern Utah State*
Gordon K. Huddleston, *South Carolina State University*
John Hughes, *Texas Tech University*
Charleen Jaeb, *Cuyahoga Community College*
Richard E. Johe, Salem College
Jehan G. Kavoosi, *Clarion University of Pennsylvania*
Ken Lehmenn, *Forsyth Technical Community College*
Lianlian Lin, *California State Polytechnic University*
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Z. A. Malik, *Governors State University*
Mary J. Mallott, *George Washington University*
Reuben McDaniel, *University of Texas*
John A. Miller, *Bucknell University*
Thomas C. Neil, *Clark Atlanta University*
Brian Niehoff, *Kansas State University*
Judy Nixon, *University of Tennessee*
Cliff Olson, *Southern Adventists University*
Dane Partridge, *University of Southern Indiana*
Sheila J. Pechinski, *University of Maine*
Fred Pierce, *Northwood University*
Laynie Pizzolatto, *Nicholls State University*
Eleanor Polster, *Florida International University*
Paul Preston, *University of Texas–San Antonio*
Samuel Rabinowitz, *Rutgers University–Camden*
Gerald Ramsey, *Indiana University Southeast*
Charles Rarick, *Transylvania University*
Robert A. Reber, *Western Kentucky University*
Bob Redick, *Lincoln Land Community College*
Deborah Britt Roebuck, *Kennesaw State University*
Harvey Rothenberg, *Regis University*
George Ruggiero, *Community College of Rhode Island*
Cyndy Ruszkowski, *Illinois State University*
Michael Santoro, *Rutgers University*
Amit Shah, *Frostburg State University*
Richard Ray Shreve, *Indiana University Northwest*
Sidney Siegel, *Drexel University*
Raymond D. Smith, *Towson State University*
William Soukup, *University of San Diego*
H. T. Stanton, Jr., *Barton College*
Nestor St. Charles, *Dutchess Community College*
Lynda St. Clair, *Bryant College*
Gerald Schoenfeld, Jr., *James Madison University*
Michael Shapiro, *Dowling College*
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Carl J. Sonntag, *Pikes Peak Community College*
Charles I. Stubbart, *Southern Illinois University*
James K. Swenson, *Moorhead State University*
Karen Ann Tarnoff, *East Tennessee State University*
Jerry L. Thomas, *Arapahoe Community College*
Kenneth Thompson, *DePaul University*
John Todd, *University of Arkansas*
Thomas Turk, *Chapman University*
Linn Van Dyne, *Michigan State University*
Jaen Vanhoegaerden, *Ashridge Management College*
Stuart H. Warnock, *University of Southern Colorado*
Toomy Lee Waterson, *Northwood University*
Philip A. Weatherford, *Embry-Riddle Aeronautical University*
Ben Weeks, *St. Xavier University*
W. J. Williams, *Chicago State University*
Robert Williams, *University of North Alabama*
Shirley A. Wilson, *Bryant College*
Michael A. Yahr, *Robert Morris College*
D. Kent Zimmerman, *James Madison University*

Finally, we are grateful to our families for supporting us, and providing us with much fun, joy, and affection as we went about the hard work of writing our book. It is to them that we dedicate this book.

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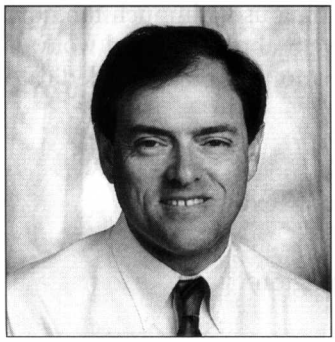

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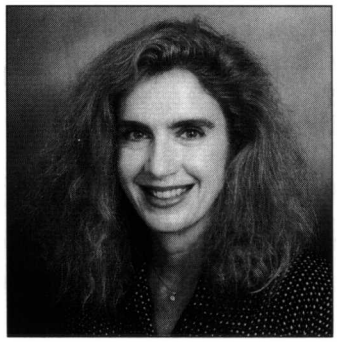
She specializes in Organizational Behavior and is well known for her research on affect and mood, their determinants, and their effects on various individual and group level work outcomes. She is the author of many articles in leading peer-reviewed journals, and her recent work has appeared in the *Academy of Management Review,* the *Journal of Management,* and *Human Relations.* One of her papers won the Academy of Management's Organizational Behavior Division Outstanding Competitive Paper Award. She is, or has been, on the editorial review boards of the *Journal of Applied Psychology, Academy of Management Journal, Journal of Management,* and *Journal of Managerial Issues* and was a consulting editor for the *Journal of Organizational Behavior.* She is a Fellow in the American Psychological Association, the American Psychological Society, and the Society for Industrial and Organizational Psychology.

With her husband, Gareth Jones, she has written a leading textbook in organizational behavior. They have also collaborated on two children, Nicholas, who is seven, and Julia, who is six.



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