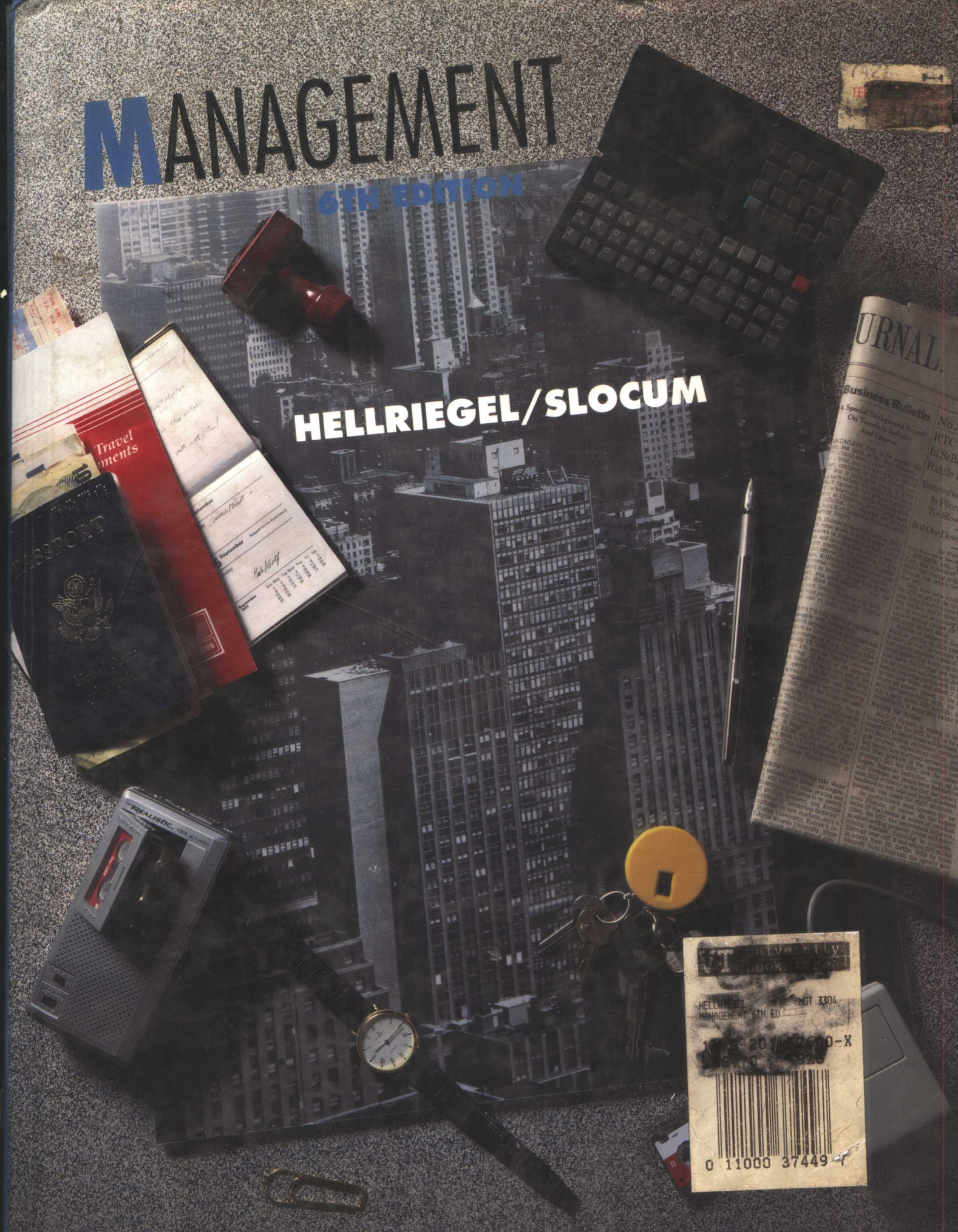
MANAGEMENT

6TH EDITION



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MANAGEMENT

6TH EDITION

Don Hellriegel

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Texas A&M University

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PREFACE

Our vision for the sixth edition of *Management* is to create a sense of excitement for problems and actual choices experienced by managers of the 1990s, to achieve lasting learning by our primary audience: the student. **We wanted to create the experience of managing and of being managed in the nineties.** This vision drove every aspect of the revision—from content to pedagogical features to design to the learning package that accompanies the text. With this vision, we have created the conditions for learning management competencies and skills, as well as given readers the experience of being a manager and of being managed. This vision addresses the call for management educators to both "teach it like it is" and "teach it like it should be" in the real world. The authors, the editorial team at Addison-Wesley, and all of the reviewers were committed to achieving these goals.

We will try to capture the reasons for our excitement in this revision in the following sections. In a sense, this is like trying to capture a striking piece of artwork by describing it in a memo. Our enthusiasm can only truly be captured by engaging yourself in one of the chapters.

What's New in the Sixth Edition?

Our preface would go on for many pages if we attempted to list everything that's new in the sixth edition. Here are a few highlights:

- Every chapter has been thoroughly revised, including the deletion and addition of content, to give students the experience of being a manager and of being managed with respect to the focus of that particular chapter.
- The organization of the book is sufficiently flexible to allow the instructor to cover chapters in various sequences. For specifics, please see Chapter 1. It presents the strategy and organization of the whole book.
- There is a complete new chapter on entrepreneurship and small business. Of course, issues and examples related to entrepreneurship and small business are also introduced throughout the book. The management information systems chapter has been completely recast as a chapter on information management technologies.
- A variety of topics have been either introduced in this edition or more consistently presented in a variety of chapters—including creativity, innovation, organizational cultures, teams, diversity in the workplace, ethical decision making, global management, quality management, services management, total quality control, network organizations, employee empowerment, transformational leadership, and the list goes on.
- A new, unique section called *Experiencing Management* provides four competency-building features at the end of each chapter. In contrast, the fifth edition typically had one management case at the end of each chapter. With 22 chapters, the Experiencing Management section literally creates 88 opportunities for students to solve real problems and to make real choices for enhancing their learning.

Features

To give students the experience of managing and of being managed in the nineties, each chapter includes a set of special features.

Design In its design, the book conveys state-of-the-art management for today and the future. For example, the state-of-the-art presentation graphics in the text demonstrate some of the possibilities for managers with new information management technologies. The book cover and other in-text design features help to create the feeling of a manager's desktop. And the photos, with their extended captions, are an additional source of real-world applications.

Experiencing Management Each chapter ends with a section called *Experiencing Management*. It provides four separate competency-building activities:

- *Skill-Building Exercise* A diagnostic instrument or a quiz that helps the student evaluate his or her current skills, behaviors, and knowledge. Some of the skill-building exercises ask students to draw upon their observations or experiences in organizations.
- *Manager's Memo* An in-basket exercise, a simulated memo, or a letter to which the reader must respond by answering some challenging questions.
- *In the News* Helps prospective managers to appreciate and learn to interpret the way the media

present current management events or issues. This competency-building exercise involves analyzing a clipping from the *Wall Street Journal* or *New York Times*. All but one appeared in 1991 issues.

- *Management Case* A broader perspective is taken in the management cases. They deal with larger situations and sets of problems. Questions are presented to guide discussion toward the specific learning goals associated with the case.

Video Case Each part opens with a story based on the MacNeil/Lehrer Business Reports video that relates to that part's topics. These stories make for good reading whether or not readers have seen the video.

Chapter Opener The chapter opener provides a roadmap for the chapter. Each chapter begins with a statement of *What You Will Learn*. This includes the five to seven learning goals of the chapter and a concluding Skill Development goal, which indicates the managerial competencies that should be developed through the chapter. A complete chapter outline follows.

Manager's Viewpoint At the beginning of each chapter, there is a profile of a manager or organization, written and designed to capture the theme of the chapter. The first paragraphs after the Manager's Viewpoint specifically link it to the topics of the chapter. Often, the Manager's Viewpoint is referred back to within the body of the chapter.

Insight Each chapter includes more than 30 real-world examples of organizations, managers, and problem situations. About five of these per chapter—the *Insights*—are of substantial length, to provide a deeper appreciation of the real-world situation. Insights portray service, manufacturing, large, small, mom-and-pop, multinational, and for profit or not-for-profit organizations.

Global Link It has become commonplace to speak of the "global village." Yet, this expression aptly describes the new world today's managers inhabit. In addition to an early chapter on global management (Chapter 4), each chapter has a *Global Link* to provide international examples throughout the book. Global and international issues are also woven into the text itself, as indicated by the global icons in the margins.

Ethics In addition to a major revision of Chapter 5 on ethics and social responsibility in management, we introduce ethical issues and dilemmas in a number of chapters, again highlighted with a marginal icon.

Summary A reader-friendly summary is provided for each chapter. This summary is organized to match the sequence of learning goals presented at the beginning of the chapter.

Questions for Discussion and Application Most of the discussion and application questions that appear at the end of each chapter are new or rewritten to capture the vision of developing managerial competencies and skills. Within this section, we've added questions from the perspective of *From Where You Sit*. These questions require the reader to use his or her own experiences to answer a question related to the chapter content.

Manager's Vocabulary An understanding of certain key terms and concepts is essential to the development of management competencies. Together, they form an indispensable vocabulary for managers. Within the text, we identify key terms and concepts with boldface type and define them. In addition, we fully define the terms in the text's margins. We list them in the new Glossary at the end of the book.

Complete Supplements Package

The supplements have been designed to be consistent with the vision of creating the experience of being a manager and of being managed. The supplements carry out the goal of providing real problems and managerial choices for effective learning.

For the Student

Student Resource Manual with Media Guide and Integrative Cases This supplement contains the following elements for each chapter:

- Chapter objectives and outline
- Chapter highlights
- Matching exercises and answers
- Completion questions and answers
- Multiple-choice questions and answers

It also includes a special feature: the Media Guide—a field guide to popular business and management media, including periodicals, television, and emerging electronic sources. The Integrative Cases are a selection of longer cases that bring together many concepts.

Experiencing Management Experiential exercises prepared by Marshall Sashkin on perforated worksheets for the student's convenience.

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How to Pack Your Career Parachute This free supplementary booklet is designed to help students prepare for the job market.

For the Instructor

Annotated Instructor's Edition The Annotated Instructor's Edition (AIE), contains all of the same material as the student edition, as well as annotations in the margins to help busy instructors prepare for and conduct class:

- Learning objectives
- Real-world examples
- Chapter-end questions
- Teaching tips
- Video cross-references
- Enrichment modules
- Ethics and international examples
- Classroom questions
- Transparencies
- Software cross-references

The front section of the AIE provides a description of each annotation, suggestions for using the AIE in the classroom, a detailed overview of the pedagogical features, detailed descriptions with sample pages of each supplement, a general review of teaching tips, and chapter-by-chapter outlines.

Instructor's Resource Manual The Instructor's Resource Manual (IRM) provides tips on using each supplement, suggestions for using the IRM, a lecture note converter to guide instructors through Hellriegel/Slocum, chapter-by-chapter lecture notes with enrichment modules, chapter-by-chapter answers/responses to all questions in each chapter, film and video suggestions, and 150 transparency masters from both the main text and other sources.

Transparencies A set of 125 full-color acetates—some from outside the text—is provided free upon adoption. A set of 150 transparency masters is included in the Instructor's Resource Manual.

Printed Test Item File The printed Test Item File contains 2300 test items, all of which include the correct answer and a page reference to the textbook. Each chapter contains approximately 50 multiple-choice, 20 matching, 30 true/false, and 5 essay questions.

Computerized Test Item File All questions from the printed test item file are contained in the computerized version for the the IBM-PC. Users may add/edit questions on screen, create multiple versions of exams, and instantly generate make-up tests. Answer keys are included.

Software/Video Library

The MacNeil/Lehrer Business Reports Video Library The MacNeil/Lehrer Business Reports Video Library provides adopters with a collection of current MacNeil/Lehrer Business Reports keyed to part-opening cases in the text and designed to enhance the classroom learning experience. The video library is provided free to each adopting school.

The Video Guide Along with recommendations for how to integrate the videotapes with specific chapters or topics, the Video Guide provides for each videotape:

- Recognizable companies and people featured
- A brief overview
- Key objectives for students
- Detailed summary that reviews the content of each videotape
- Relevant essay questions with answers
- Activities that include either group exercises or a brief quiz on issues covered

The Complete Manager Software The Complete Manager, an in-basket simulation for IBM-PC computers, is currently used by numerous Fortune 500 companies for management training and executive development programs. Our edition of The Complete Manager, produced by Strategic Management Group, Inc., has been specifically developed to accompany Hellriegel/Slocum. It is designed as a management development tool intended to educate students on leadership, teamwork, quality control, strategic issues, ethics, social responsibility, and other management issues. All topics are page-referenced to the textbook, and students can request on-line assistance with decisions.

Acknowledgments

Authors don't simply go off to their islands to write textbooks. Without the help, cajoling, and diverse perspectives of many individuals, this book would not have achieved its vision. This vision and its implementation were in turn nurtured by the strategic and chapter-by-

chapter insights of two superb faculty members and teachers: David S. Fearon of Central Connecticut State University and Peggy A. Golden of the University of Louisville. In addition to their numerous suggestions, they challenged us with probing questions to make us rethink issues.

We would like to give special thanks to Dean A. Benton Cocanougher of the College of Business Administration and Graduate School of Business at Texas A&M University as well as President Ken Pye and Provost Ruth Morgan at Southern Methodist University for their personal support and encouragement. Our thanks to them for creating an environment that made this incredible book project possible. For their outstanding help with many critical tasks and manuscript preparation, we would like to express our gratitude to Argie Butler of Texas A&M University and Billie Boyd of Southern Methodist University.

Many individuals at Addison-Wesley worked hard with the goal of making this a better book. Because of them, it is a much better book than it would have been. Those most directly involved at Addison-Wesley include: Beth Toland, the sponsoring editor for this project; Sue Gleason, the development editor whose astute insights, professionalism and personal care are woven into the entire book; Mary Beth Jones, who kept the flow of correspondence and feedback loops on track; Jane Hoover and Connie Day, whose copy editing improved the flow and readability of the manuscript while preserving technical accuracy; Peter Petraitis, who orchestrated the production process to obtain a finished product on time; John Cornell and Dick Morton, who are chiefly responsible for this edition's state-of-technology art program; Darcy Lanham, who obtained the many photos that tell interesting stories; Christine O'Brien and Jason Jordan, who primarily orchestrated and coordinated the many supplements to this textbook; Ann Hall, who researched and developed the questions for the *In The News* feature included in the *Experiencing Management* section; Marshall Henrichs, who directed the development of the forward looking design; Michael A. Kirkpatrick, who wrote the video cases that appear between each major section; and Mary Dyer, who guided and helped us with the permissions.

Of course, we want to express a special debt to our colleagues and friends at Texas A&M University and Southern Methodist University for creating the community of colleagues that encourages and sustains our professional development. We give special thanks to our families for their empathy and understanding in "letting us go" for over a year to devote evenings and weekends on our "authors' islands." With the completion of this text, we can almost sense the thrill of once again being able to spend a weekend with our families. If we had known what would be involved in developing this edition, we are not sure we would ever have undertaken it. Because ignorance is bliss, we engaged in an odyssey to create a book, with others, that achieves its vision of giving students the experience of being a manager and of being managed.

Many reviewers also made numerous suggestions and comments on one or more chapters. Although there were different views about what to include, modify, or delete, their comments and suggestions resulted in substantial improvements in this edition. In fact, the improvements and changes are so significant that we considered, at one point, calling this a first edition. In any event, we are grateful to each of them. They are:

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