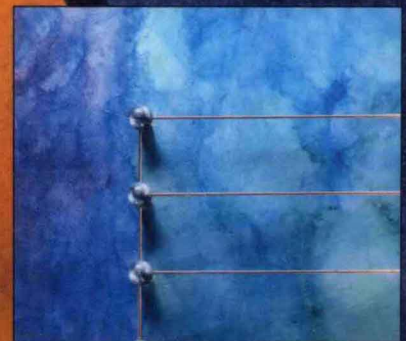
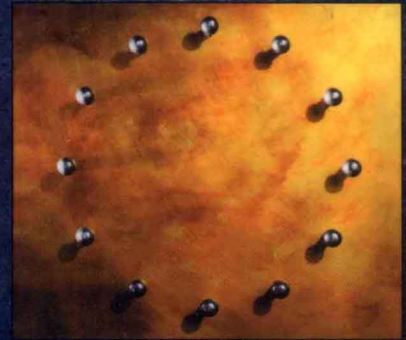


MANAGEMENT

**PRINCIPLES
AND PRACTICES
FOR
TOMORROW'S
LEADERS**

THIRD EDITION



Gary Dessler



Management

*Principles and Practices
for Tomorrow's Leaders*

EDITION

3

GARY DESSLER

Florida International University



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*To the Management, 3 team:
Jeff, Jeannine, Judy, Jennifer, Cindy,
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ABOUT THE AUTHOR

GARY DESSLER (Ph.D., business administration, Bernard Baruch School of Business) is Professor of Business at Florida International University. In addition to *Management: Principles and Practices for Tomorrow's Leaders*, he is the author of a number of other books including, most recently, *Human Resource Management*, 9th edition (Prentice Hall), *Framework for Human Resource Management* (Prentice Hall), and *Winning Commitment: How to Build and Keep a Competitive Workforce*. His books have been translated into Chinese, Russian, Indonesian, French, Malaysian, Lithuanian, Spanish, and Portuguese, and are being used by students and managers all over the world. He has written numerous articles on employee commitment, organizational behavior, leadership, and quality improvement, has consulted for businesses in the U.S. and abroad, and for ten years wrote the syndicated "Job Talk" column for the *Miami Herald*.

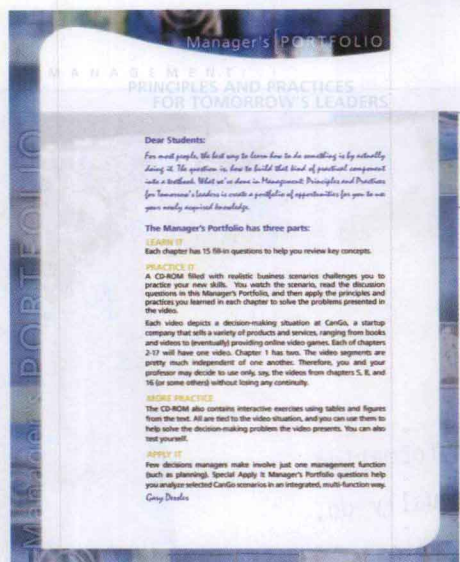
PREFACE

"This book is more than words.
It's more than just a way to get new facts and information.
It's a window into the world of what managers actually do,
and a place to start learning new management practices."

You can't master something just by reading about it, you've got to do it. That's why I emphasize the practical and applied nature of business management in my books. Things today are moving too fast and are too competitive for new managers to spend months on the job figuring out how to transfer what they learned in a book to the real world. As managers, they have to hit the ground running. They have to make decisions, write plans, reorganize employees, lead teams, and keep things under control from day one.

That is why carefully studying this book is so important. This edition cuts through the fads and jargon. That is why this edition takes you back to basics. It provides you with the basic management principles and practices you'll need to succeed as a manager, and to succeed, not just today but tomorrow.

Gary Desler



■ ■ ■ HOW DOES GARY DO THIS?

He accomplishes this in three basic ways. First, this management text is like no other, in that it integrates management principles with management applications and techniques. Every chapter contains practical applications, models, checklists and forms that all managers can use every day.

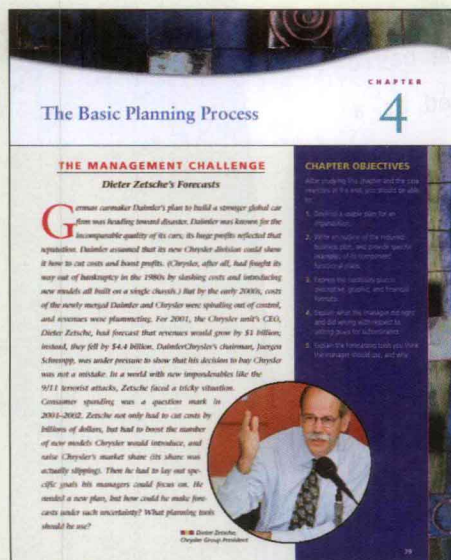
Second, he's included a *Manager's Portfolio*, a special section containing a wealth of realistic exercises to reinforce concepts learned in the chapters. Once you learn the concepts, it's important to practice applying them in real management situations, so he created a series of video-driven scenarios that allow students to practice their new management skills. Students can view the specially designed video clips on the accompanying CD-ROM and act as a consultant to solve the company's problem.

Third, he's filled every page (and just about every paragraph) with *illustrative, real-life examples* of how managers are actually using the concepts and ideas on that page—how they're putting them into practice. Readers will never have to stop and say, "What does he mean by that?" or "How could I use that in practice?" Instead, he shows you how to apply it, each step of the way.

Management: Principles and Practices for Tomorrow's Leaders provides students in basic Management/Organization courses with a complete and highly applied review of essential management concepts and techniques in a very readable and understandable form. The book blends traditional management process coverage with a practical and applied management skills emphasis that is totally unique in management textbooks today.

In addition to the new and distinctive applied-skills theme, there are other significant changes in this third edition.

- Unlike most books, *Management, 3e* gets you into the core course material right away. By moving the management principles chapters forward, students focus on the fundamentals.
- Entrepreneurship is a key topic: Every manager is an entrepreneur. Strategically placed to follow the principles chapters, this new chapter will teach students how entrepreneurs really use management principles and practices to manage their companies.
- Consolidation of operations management appendices into a new managing World Class Operations chapter.



■ ■ ■ KEY PEDAGOGICAL FEATURES OF THE THIRD EDITION

New Management Challenge Every chapter begins with a description of a management dilemma at a well-known company. Within the chapter, readers learn how the management principles introduced in the chapter were used to resolve this management challenge.

New Checklists Ranging from self-assessments to management guidelines, this new feature provides quick reference to the fundamental principles and practices successful managers possess. These include:

- How to develop a business plan
- How to be a better listener
- How to rate the adequacy of an organization structure
- How to conduct a new business feasibility study
- and much more

New Management in Action Feature 70+ Management in Action features are included, giving students a birds-eye view into well-known companies and the management challenges key managers have faced.

New Global Manager Feature Similar to Management in Action, the Global Manager focuses on well-known international or multi-national companies.

New Managing Without Boundaries This new feature provides vivid examples of how managers use technology to strip away the boundaries between themselves and their customers, vendors, and the company's internal activities.

Webnotes This well-received feature reappears in the new edition. Webnotes provide students with illustrated sources for related information on important topics.

CHECKLIST 4.1 ■ How to Develop a Plan

- ✓ **Set an objective.** "Where do we want to end up at the end of the planning period?" Do we want to own a successful consulting firm by 2005? Cut costs next year by \$3 billion? Making this decision—setting these goals—means the manager must address the right problem ("Is cutting costs the problem?"). Always ask, "Are we sure we've defined the problem correctly?"
- ✓ **Develop forecasts and planning premises.** This situation analysis provides the information you need to decide how you're going to get from where you are now to where you want to be (and may even help you fine-tune your objectives).
- ✓ **Determine your options.** Every plan consists of a goal and a course of action for getting there. For any goal, there are usually several options or alternative courses of action for getting there. DaimlerChrysler could save that \$3 billion in many ways. It could sell Chrysler, for instance, cut costs across the board, or just cut costs at

Chrysler or just at Daimler. Use your creativity and decision-making skills to produce several options.

- ✓ **Evaluate alternatives.** A plan is a decision you make today for how you're going to do something tomorrow. Therefore, apply all your decision-making skills to evaluating your options. Think through the consequences of each possible course of action.

- ✓ **Choose your plan, and start to implement it.** Remember, in making this decision: Increase your knowledge, use your intuition, weigh the pros and cons, don't overstress the decision's finality, and make sure the timing is right.

- ✓ **Go to level 2.** As at Sunbeam, plans tend to be multilayered. For your career plan, setting an overall goal—for instance, start your own consulting firm—is just the beginning. You'll also need supporting plans. These will include your program of studies, your plans for summer internships, your job search plans for that first consulting job, and a budget.

■ **The Global Manager: Wal-Mart** Deciding how much authority each manager in the chain of command should have is especially tricky when managing a global business. Trying to tell someone 10,000 miles away how to run his or her store can mean ordering that person to do something—like selling the wrong products—that his or her customers don't like. Thus, when Wal-Mart first expanded abroad, it reportedly tried to simply transplant its way of doing business. Some of Wal-Mart's German managers objected to being told how to do things by Wal-Mart "mentors" who couldn't even speak German.² Today, Wal-Mart's new head of international operations is working hard to make sure that Wal-Mart's local managers abroad have the authority they need to make decisions that make sense for their stores.

MANAGING WITHOUT BOUNDARIES

Planning and the Boundaryless Supply Chain

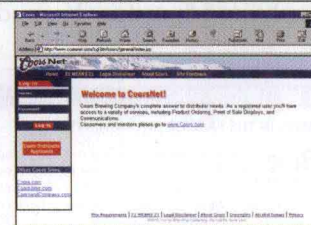
Wal-Mart needs to know how many size 30 Levi's jeans it needs to order for each of its stores. Dell needs to know how many laptops to produce next week, and Prentice Hall needs to know whether to reprint this book for the fall. Anticipating and forecasting supply and production requirements is a big part of the manager's job. Traditionally, managers use qualitative and quantitative sales forecasting tools like those above to make these decisions. For example, Prentice Hall might use sales reps' estimates of probable sales to help predict fall semester demand for a book. Coors Beer uses a new Internet-based forecasting tool to estimate future sales. The idea is to ensure that the company

exactly the PC you want, and then you click "go." That information then speeds via the Internet to all the participants in Dell's supply chain. Dell's suppliers (including the firm that makes the computer display you ordered) instantaneously know when and to whom to ship their products. Dell production sees instantaneously what PC to assemble for you and when. UPS sees when to pick up your PC and where it goes. And you can actually monitor your PC's progress on Dell's order processing Web site.

With a system like this, Wal-Mart would not need to keep large quantities of Levi's jeans in the store or local warehouse. Levi's would know, on a real-time basis, how many size 30 jeans

Internet-based Systems Other firms use the Internet to improve their forecasts by expediting the collection of sales estimates. For example, Coors Brewing Company's distributors can use the firm's new **CoorsNet.com** to place orders, and to help analyze the impact of advertising and other promotional activities. Because it takes about four weeks from wholesaler forecast to the shipment of product from the brewery, one supply chain consultant says, "Forecasting demand is a huge problem for these folks. So many times, they are reacting instead of planning ahead. What happens is that they make distributors order too far in advance, and they aren't ready to quantify how much they need to order."¹⁹

Coors expects its new Internet-based system to improve performance. Coors will be able to receive real-time orders. Its distributors should be able to predict more accurately how advertising campaigns and other promotional events will affect sales. Wal-Mart also uses sophisticated technology to forecast sales; the "Managing @ the Speed of Thought" feature provides an example.



needed in each laptop: it would be orders were considered. Think of how, in fact, (do) save by costly inventories. ted demand means any simply ties up ems "just-in-time" asked when they're

tain systems Inte- components of the manufacturer, and Wal-Mart, and Dell de forecasts. They can be based on actual

▲ WEBNOTE ■■■

Coors Brewing Company's new Internet helps the company improve forecasts and lets distributors place orders over the Net.

MANAGING @ THE SPEED OF THOUGHT

Demand Forecasting at Wal-Mart

When it comes to retailing, Wal-Mart is larger than its three closest competitors combined, and that's not just because it buys its merchandise inexpensively. Wal-Mart has what is probably the most sophisticated information technology system in all of retailing, and it uses that system's power to give its customers what they want, while squeezing every bit of extra cost from its operation.

Wal-Mart's data warehouse is a good example of how the company does this. The data warehouse collects information on things like sales, inventory, products in transit, and product returns from Wal-Mart's 3,000 stores. These data are then analyzed to help Wal-Mart's managers analyze trends, understand customers, and more effectively manage inventory. As one example, Wal-Mart is implementing a new demand-forecasting system. Its data warehouse tracks the sales by store of 100,000 products. This powerful system lets Wal-Mart managers examine the sales of individual items for individual stores, and it also creates seasonal profiles for each item. Armed with this information, managers can more accurately plan what items will be needed for each store and when.

Wal-Mart is also teaming with vendors like Warner-Lambert to create an Internet-based collaborative forecasting and replenishment (CFAR) system. Wal-Mart collects data (on things like sales-by-product and by-store) for Warner-Lambert products. Managers at Wal-Mart and Warner-Lambert then collaborate to develop forecasts for sales by store for Warner-Lambert products such as Listerine. Once Warner-Lambert and Wal-Mart planners decide on mutually acceptable forecast figures, a purchase plan is finalized and sent to Warner-Lambert's manufacturing planning system. So far, CFAR has helped cut the supply-cycle time for Listerine from 12 weeks to 6. That means less inventory, lower costs, and better buys for Wal-Mart customers.⁴⁰

Managing @ the Speed of Thought This feature illustrates how managers are using the Internet to manage organizations today.

Margin Glossary Key terms appear in bold-face within the text, and with their definitions in the margin. For added reinforcement, readers will also find the terms at the end of the chapter. In addition, a complete Glossary appears at the end of the book.

END OF CHAPTER FEATURES

Chapter Summaries Each chapter contains a concise chapter summary students can use to quickly refresh their memories and get a synopsis of what they've read in that chapter.


Skills and Study Materials

Experiential Exercises Individual and team exercises provide an opportunity for students to reinforce their understanding of the principles and practices introduced in the chapter. Using exercises (written for this edition by Gary Dessler) students get an opportunity to apply what they learned in the chapter.

Case Studies These short cases provide students an opportunity to apply the principles learned in the chapter to a common management situation.

SKILLS AND STUDY MATERIALS

COMPANION WEBSITE

 We invite you to visit the Dessler Companion Website at www.prenhall.com/dessler for this chapter's Internet resources.


EXPERIENTIAL EXERCISES

1. It is probably safe to say that your career plan is one of the most important plans you'll ever create. Unfortunately, most people never lay out such a plan, or they don't realize they need one until it's too late. Using the concepts and techniques in this chapter, develop an outline of a career plan for yourself, one that is sufficiently detailed to provide direction for your career decisions over the next five years. Make sure to include an executive assignment action plan and measurable goals and/or milestones.
2. You are the chancellor of the California State University system, which has 23 campuses. California has a population of about 37 million people, who represent a microcosm of the world's population. You know that with an increasing birthrate and continuing immigration into the state, your college system could be swamped by the year 2010. Many of the campuses are already filled to capacity. There have been limited funds allocated for introducing technology into every classroom. Some faculties are not as computer literate as their students. This situation may worsen as the years go by. The freshmen of 2010 are likely to be more sophisticated than the current freshmen. The world of technology seems to grow geometrically in terms of the knowledge you need to understand in order to effectively use computers. You have quite a planning challenge. Working as a 4-5 person team,

New "You Be the Consultant" Case Featuring JetBlue These provide students with actual challenges facing managers at JetBlue Airways. They give students an opportunity to act as a consultant, applying what they learned in the chapters to the problem at hand.

YOU BE THE CONSULTANT

PLANNING IN THE FACE OF UNCERTAINTY

 David Neeleman attributes much of JetBlue's initial success to the fact that he and his team stuck closely to his original concept and plan. As Neeleman says, "We're Southwest with seat assignments, leather seats, and television."⁶⁰ The foundations of his original plan called for strong financing, fleet homogeneity (so maintenance people and pilots and flight service crews could easily switch from plane to plane), high fleet utilization, attractive pricing, and experienced management.

To a large extent, things are working out according to plan. JetBlue is flying about 80% full, versus an industry average of about 68%. JetBlue is also profitable, an impressive feat given the fact that virtually all of its competitors are racking up losses.⁶¹ While its fleet of brand new Airbus A-320 jets meant higher purchase and/or leasing costs, they are also much less expensive to fly; they burn less fuel and require virtually no expenditures on heavy maintenance (since Airbus warranties them for the first few years). As Mr. Neeleman says, "The way to have low-cost is to buy brand new airplanes."⁶²

However, any plan is only as good as the assumptions it's based on, and no manager is ever dealing with an entirely predictable future. On the one hand, some things have worked in JetBlue's favor. For example, right after JetBlue began flying out of JFK, LaGuardia was hit with months of record delays, making JFK a more attractive alternative. Furthermore, Neeleman's most basic assumption—that there was a huge, pent-up demand for flights from places like Fort Lauderdale to JFK on a low-cost airline with new planes and top-quality service—proved very accurate.

On the other hand, many other things were impossible to predict. No one, for instance, expected the 9/11 attacks or the decline

MANAGER'S PORTFOLIO...LEARN IT, PRACTICE IT, APPLY IT: An Integrated Learning Package

In addition to the in-chapter learning features, the third edition includes an exciting new learning tool—the *Manager's Portfolio*—at the end of the book. To enhance your student's understanding of the key principles of management, we provide a three-tiered skills mastery program.

Learn It With these fill-in-the-blank exercises, students can check their knowledge of each chapter's concepts and management principles.

Practice It Let's go to the video! The accompanying customized CD-ROM contains 18 special video clips. These illustrate for each chapter specific management scenarios, and thus give students a chance to apply their new knowledge and skills in solving real-life managerial problems. Gary Dessler wrote special questions and exercises to guide students in addressing the issues in the scenarios. Questions and activities are provided to guide students' understanding of how using management principles would affect this company.

In-chapter self assessments and management checklists are included in the CD-ROM for additional practice.

Apply It The next "layer of learning" challenges students to view the process of management as a whole. Drawing on cases and exercises throughout the book, these special exercises challenge students to apply what they learned in an integrated, cross-functional way. For example: How did the leader's style inadvertently influence the plan his or her team came up with? And, how did JetBlue's plan influence how it decided to organize?

MANAGING GROUPS AND TEAMS

CHAPTER 13

LEARN IT

Test Your Understanding

1. I was surprised to learn that many managers rate _____ programs as their biggest productivity boosters.
2. A _____ is distinguished by the fact that its members are committed to a common purpose or set of performance goals, while a _____ is two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person.
3. Members of our work group always "cover" for each other when someone is having a bad day, but members of Chaz's group tend to stick to more rigidly defined roles. The behavior of either group could be labeled a group _____.
4. _____ competition, such as bowling tournaments between teams, tend to boost cohesiveness, whereas _____ competition among team members tends to undermine it.
5. Our work team has a lot of influence in the activities in our own work area, such as setting our own goals and scheduling our work, but we know that Tom is still the supervisor. We are a _____ team.
6. Five of us have been assigned to the task of identifying workable alternatives for increasing productivity by 15 percent. We could be called a _____ team.
7. I wish that I were a member of Farah's team. They set their own work schedule, establish their own goals, hire and train team members, and deal with vendors on their own. They are obviously a _____ team.

13. One or two members of Lisa's group will inevitably try to dominate a group. Lisa has decided that in order to avoid this situation, she will appoint one person to defend the proposed group solution, and another person to argue against the proposed solution. Lisa is using the _____.
14. Our organization discovered the hard way that although social support is important, _____ such as timely information, resources, and rewards that encourage group, rather than individual, performance are more important in ensuring cohesiveness.
15. Perhaps the most important determinant in producing cohesive and effective teams isn't demographic similarity, but creating teams whose members share _____.

PRACTICE IT

Video for Managing Groups and Teams

CanGo is preparing for an IPO. If the IPO is successful, CanGo will have the funds it needs to expand. Before an IPO can happen, it is important that potential investors have a good understanding of what CanGo does and why it will be successful as a publicly owned company. The video revolves around an early stage in the process of taking CanGo public. It involves developing a presentation which makes the case that CanGo is ready for an IPO. Management needs to provide detailed information about all aspects of the business. This is a huge and immensely important task, because if the presentation fails, so may CanGo's IPO. It is not a project for just one person. The task is too big, the timing is too tight, and it requires integrating different areas of expertise. It calls for the work of a cohesive team. The video is focused on the formation of a work team to develop CanGo's presentation. As you watch, pay close attention to how the team is formed and to the directions and guidance the team gets.

Watch the video, and answer the following questions:

1. Based on what you learned in Chapter 13, analyze this team situation and discuss at least eight reasons why the team does or does not have the necessary building blocks to function effectively.
2. List at least six specific reasons why the team is not performing effectively.
3. List and discuss at least five reasons why you believe Nick (as usual, the funny man at CanGo) is or is not a team player.
4. Use the two checklists in Chapter 13, How To Build a Productive Team and How To Improve a Team's Performance, to suggest how you would improve the CanGo team's performance.

APPLY IT

As is often the case, few decisions that managers have to make involve a single function. The manager's actions in this video, for example, seem to reflect widespread inadequacies in how she plans, organizes, and gives orders. Pinpoint at least 4 non-teamwork-related managerial principles or practices she seems to be failing to apply effectively.

and creative ideas and that has its
within broad guidelines, is a
useful to utilize _____
d, they rely upon information
with a cocktail party at which we
expectations for the team. I'm
enthusiastic about our goal. All
ers of our team are notably less
sport to on a daily basis. Yet our
ge of team creation."
of group decision-making by

MANAGEMENT: PRINCIPLES AND PRACTICES FOR TOMORROW'S LEADERS, 3E SUPPLEMENTS

Instructor's Resource Manual In the new edition of the Instructor's Resource Manual, instructors will find chapter summaries, learning objectives, lecture outlines with space for instructors' notes, answers and suggestions for all in-chapter elements, answers to all end-of-chapter materials, as well as video guide material for the BusinessNOW segments. Also includes instructor's materials for the *Manager's Portfolio*.

Test Item File Over 100 questions per chapter including multiple choice, true/false, short answer, and essays. Every question includes a page reference that ties the question to the text and level of difficulty (easy, moderate, or challenging).

PowerPoint Presentation Included on the Instructor's Resource CD-ROM, and available for faculty download on the Companion Website, this comprehensive set of PowerPoints contains over 500 color slides. The presentation contains lecture content, as well as all of the tables and figures found in the text.

Instructor's Resource CD-ROM On a single CD, professors can find the Instructor's Manual, PowerPoint presentation, and the Win/PH Test Manager. Containing all of the questions in the printed Test Item File, Test Manager is a comprehensive suite of tools for testing and assessment and allows educators to easily create and distribute tests for their courses.



BusinessNOW Video Series Brand new to this edition, Prentice Hall is pleased to offer exciting BusinessNOW video cases. BusinessNOW is a fast-paced television news magazine that takes viewers on location and behind closed doors to look at America's most interesting companies and the corporate executives who run them. These videos offer interesting up-to-date content pertaining to the topics raised in *Management: Principles and Practices for Tomorrow's Leaders, 3e*.

Management Skills Video Video segments offer dramatizations that highlight various management skills. They allow students to see what it's like to conduct an interview, make management decisions, and more. The videos provide excellent starting points for classroom discussion and debate.

MyCW Companion Website The format of our website has been updated, and includes the same great features in a more user-friendly format. Here you will find password-protected instructor's resources, as well as a student section, which features true/false, multiple-choice, and Internet essay questions. The website for Dessler's *Management: Principles and Practices for Tomorrow's Leaders, 3e* can be found at www.prenhall.com/dessler.

WebCT, Blackboard, and Course Compass Online Courses This edition offers a fully developed online course for management.



ACKNOWLEDGMENTS

This book is, like all others, a team effort, and I especially want to emphasize that fact. I have been very fortunate to have had the benefit of truly insightful reviewer comments and suggestions. I particularly want to thank the 19 reviewers who made suggestions for this third edition, and without whose help the book would not have its theme or current form. They are:

John Bigelow	Boise State University
Richard Chrchman	Belmont University
Dan Cochran	Mississippi State University
Ron England	The Medical College of Ohio
Bernard Erven	Ohio State University
Ernest Friday	Florida International University
David Gerth	Nashville State Tech
David Glew	University of Tulsa
Richard Hodgetts	Florida International University
Jim Hoffman	Texas Tech University
Avis Johnson	University of Akron
Laynie Pizzolatto	Nicholls State
Oswald Richards	Lincoln University
Dan Sherman	University of Alabama
Randi Sims	Nova Southeastern University
Richard M. Steers	University of Oregon
Thomas Tang	Middle Tennessee State University
Les Vermillion	Florida International University
Harry Waters, Jr.	California State University-Hayward
Phyllis Webster	Metropolitan State University

Their suggestions and insights helped me build on those from the reviewers of the first and second editions, including:

Second edition:

Ron Beaulieu,	Central Michigan University
Peggy Brewer	Eastern Kentucky University
Mason Carpenter	University of Wisconsin-Madison
Roger Dunbar	New York University
Earnest Friday	Florida International University
Richard Hodgetts	Florida International University
David J. Lemak	Washington State University at Tri-Cities
Bill Price	Howard Payne University
Annette Ranft	West Virginia University
Jeff Tschetter	University of Sioux Falls

First edition:

Clarence Anderson	Walla Walla College
James Bell	Southwest Texas State University
Aleta Best	Texas A&M University
Barbara Boyington	Brookdale Community College
Monica Briedenbach	DeVry Institute of Technology
James H. Browne	University of Southern Colorado
Dr. John Carmichael	Union County College
Bonnie Chavez	Santa Barbara City College
R. J. Dick	Missouri Western State

Paul Fadil
Janice Feldbauer
Kevin McCarthy
Mike Peng
Preston Probasco
Rajib Sanyal
Tim Weaver

Valdosta State University
Austin Community College
Baker University
University of Hawaii
San Jose State University
The College of New Jersey
SVP Corporate Banking

I am also grateful for the wisdom, efforts, and creativity of the Prentice Hall team for *Management*, 3rd edition. Development Editor Jeannine Ciliotta made hundreds of organizational and content recommendations for the book, and to the extent that this edition improves on the last, she deserves much of the credit. Editor-in-Chief Jeff Shelstad coordinated the team's effort and provided decisive direction, along with Management Editor Jennifer Simon, who joined the team to manage the project's successful completion and introduction to the market. Melissa Steffens, the second edition's management editor, also helped give this edition its new direction. Managing Editor Jessica Sabloff did a superb job of coordinating the reviews and the supplements package; she also helped in countless ways to keep the project moving.

I'm grateful as always to Managing Editor Judy Leale for working tirelessly to keep this project on track, to Production Editor Cindy Spreder for managing its production, and to Art Director Janet Slowik for creating such a beautiful book. The book's evolution and marketing effort benefited greatly from Marketing Manager Shannon Moore's market knowledge, creativity, and hard work. Media Project Manager Michele Faranda produced the innovative media supplement.

I am again deeply grateful to all the professionals in the Prentice Hall sales force, who have enthusiastically promoted the previous editions of this and my other books. The success of this new edition of *Management: Principles and Practices for Tomorrow's Leaders* now rests in their capable hands, and I thank them for their efforts.

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This edition's all new continuing cases feature JetBlue Airways, which could not have happened without the enthusiastic response and assistance I received from members of the JetBlue management team. I especially want to thank Gareth Edmondson-Jones, Holly Nelson, and Vincent Stabile for taking the time to tell me about JetBlue. After speaking with them and reading dozens of articles and filings about their company, it's easy to see why so many airlines today seem to be trying to imitate JetBlue's way of doing things.

Closer to home, I again want to acknowledge the support of my wife, Claudia, and her willingness to tolerate my disappearance for more evenings and weekends than I should have been gone while working on this book. However, when all the acknowledgments are said and done, if there can be a single inspiration for a book entitled *Management: Principles and Practices for Tomorrow's Leaders* it is again my son Derek, for whom I wrote this book in as practical and useful a way as I could, and whose unwavering support was the only motivation I needed.

Gary Desler

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