

ACTIVE LEARNING GUIDE *M*ANAGEMENT

FIFTH EDITION

JOHN R. SCHERMERHORN, JR.



PREPARED BY MARILYN M. GARDNER
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ACTIVE LEARNING GUIDE
TO ACCOMPANY

*M*ANAGEMENT

FIFTH EDITION

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TABLE OF CONTENTS

INTRODUCTORY MATERIALS.....	1
General Philosophy and Design of the Text	2
Making Your Studies Pay	6
How to Use the Active Learning Guide	13
PART 1 -- INTRODUCTION	16
Chapter 1: Managers, Diversity, and Change	17
Key Study Questions	17
Learning Objectives	17
Overview	17
Outline	19
Key Terms	20
Active Learning	20
Self-Test	28
Answers to Self-Test	35
Chapter 2: Historical Views on Management	36
Key Study Questions	36
Learning Objectives	36
Overview	36
Outline	38
Key Terms	39
Active Learning	39
Self-Test	46
Answers to Self-Test	53
PART 2 -- THE MANAGER'S ENVIRONMENT	54
Chapter 3: Environment, Competitive Advantage, and Quality Operations	55
Key Study Questions	55
Learning Objectives	55
Overview	56
Outline	57
Key Terms	58
Active Learning	58
Self-Test	64
Answers to Self-Test	71
Chapter 4: International Management and the Global Economy	72
Key Study Questions	72
Learning Objectives	72
Overview	73
Outline	74
Key Terms	75
Active Learning	75
Self-Test	85
Answers to Self-Test	91

Chapter 5: Managing with Ethics and Social Responsibility	92
Key Study Questions	92
Learning Objectives	92
Overview	93
Outline	94
Key Terms	95
Active Learning	95
Self-Test	101
Answers to Self-Test	107
 PART 3 -- PLANNING	 108
 Chapter 6: Fundamentals of Planning	 109
Key Study Questions	109
Learning Objectives	109
Overview	110
Outline	111
Key Terms	112
Active Learning	112
Self-Test	120
Answers to Self-Test	127
 Chapter 7: Strategic Management and Entrepreneurship	 128
Key Study Questions	128
Learning Objectives	128
Overview	129
Outline	130
Key Terms	131
Active Learning	131
Self-Test	140
Answers to Self-Test	147
 Chapter 8: Managerial Decision Making	 148
Key Study Questions	148
Learning Objectives	148
Overview	149
Outline	150
Key Terms	151
Active Learning	151
Self-Test	160
Answers to Self-Test	167
 PART 4 -- ORGANIZING	 168
 Chapter 9: Fundamentals of Organizing	 169
Key Study Questions	169
Learning Objectives	169
Overview	170
Outline	171
Key Terms	171
Active Learning	172
Self-Test	177
Answers to Self-Test	183

Chapter 10: Organizational Design and Culture	184
Key Study Questions	184
Learning Objectives	184
Overview	185
Outline	186
Key Terms	187
Active Learning	187
Self-Test	194
Answers to Self-Test	200
Chapter 11: Work Designs for Individuals and Teams	201
Key Study Questions	201
Learning Objectives	201
Overview	202
Outline	203
Key Terms	204
Active Learning	204
Self-Test	209
Answers to Self-Test	214
Chapter 12: Human Resource Management	215
Key Study Questions	215
Learning Objectives	215
Overview	216
Outline	217
Key Terms	218
Active Learning	218
Self-Test	224
Answers to Self-Test	231
PART 5 -- LEADING	232
Chapter 13: Fundamentals of Leading	233
Key Study Questions	233
Learning Objectives	233
Overview	234
Outline	235
Key Terms	235
Active Learning	236
Self-Test	242
Answers to Self-Test	249
Chapter 14: Leading Through Motivation	250
Key Study Questions	250
Learning Objectives	250
Overview	251
Outline	252
Key Terms	252
Active Learning	253
Self-Test	260
Answers to Self-Test	269

Chapter 15: Leading Through Communication	270
Key Study Questions	270
Learning Objectives	270
Overview	271
Outline	272
Key Terms	272
Active Learning	273
Self-Test	278
Answers to Self-Test	284
Chapter 16: Leading Through Interpersonal Skills	285
Key Study Questions	285
Learning Objectives	285
Overview	286
Outline	287
Key Terms	287
Active Learning	288
Self-Test	295
Answers to Self-Test	301
Chapter 17: Leading Through Group Dynamics and Teamwork	302
Key Study Questions	302
Learning Objectives	302
Overview	303
Outline	304
Key Terms	304
Active Learning	305
Self-Test	312
Answers to Self-Test	318
Chapter 18: Leading Through Innovation and Planned Change	319
Key Study Questions	319
Learning Objectives	319
Overview	320
Outline	321
Key Terms	321
Active Learning	321
Self-Test	326
Answers to Self-Test	333
PART 6 -- CONTROLLING	334
Chapter 19: Fundamentals of Controlling	335
Key Study Questions	335
Learning Objectives	335
Overview	335
Outline	336
Key Terms	336
Active Learning	337
Self-Test	341
Answers to Self-Test	348

Chapter 20: Information Technology and Control	349
Key Study Questions	349
Learning Objectives	349
Overview	350
Outline	351
Key Terms	351
Active Learning	352
Self-Test	359
Answers to Self-Test	364

Introductory Materials

GENERAL PHILOSOPHY AND

DESIGN OF THE TEXT

.....

MAKING YOUR STUDIES PAY

.....

HOW TO USE THE

ACTIVE LEARNING GUIDE

GENERAL PHILOSOPHY AND DESIGN OF THE TEXT

Your textbook is designed to give you, the student, many interesting, varied and practical learning experiences. Indeed, the philosophy and design of this text reflects the author's commitment to providing learning experiences for students that are intellectually sound and practical.

Like its predecessors, the fifth edition of *Management* introduces the essentials of management as they apply within the contemporary work environment. Its first goal is to cover the appropriate topics in sufficient depth for the introductory student. Its second goal is to do so in an interesting and applied way -- one that holds your attention and stimulates you to relate actively to the material at hand. Moreover, as the author notes in the *Preface*, it strives for balance between research insights and introductory education, management theory and practice, present understandings and future possibilities, and what "can" be done with what is "right" to do. Importantly, this is done with special attention to the environment, quality operations, cultural diversity, the global economy, and ethics and social responsibility as paramount concerns of our day. In the spirit of these and related themes, *Management/5E* is offered as the management textbook for today...and tomorrow!

Management/5E also shows a healthy respect for the needs of practicing managers. Core theories, research insights, and key concepts are balanced with current trends and practical developments. Frequent real-world examples are used to help you clearly relate the subject matter to actual applications of both large and small, local and global, and manufacturing and service organizations.

DESIGN OF THE TEXT

The text consists of six parts with 20 chapters. Part 1, which includes the first two chapters, creates a solid introduction by examining the meaning and responsibilities of management in a diverse and dynamic environment, along with the historical foundations for these responsibilities. Part 2, which includes Chapters 3, 4 and 5, further delineates the context within which managers operate by examining the managerial implications of the dynamic environment, global economy, and ethics and social responsibility. Part 3, which includes Chapters 6, 7 and 8, covers the first management function -- planning -- by examining the fundamentals of planning, strategic management and entrepreneurship, and managerial decision making. Part 4, which includes Chapters 9-12, covers the organizing function by presenting the fundamentals of organizing, organization design, work design, and human resource management.

Part 5 includes Chapters 13-17 and covers the managerial function of leading. Leadership concepts and fundamentals are introduced in Chapter 13, and the following four chapters explain how managers lead through motivation, communication, interpersonal skills, groups, innovation and planned change. Part 6 includes Chapters 19 and 20 and covers controlling, the last of the functional

areas. The fundamentals of controlling are introduced followed by an examination of the role that information technology plays in providing control.

Part and Chapter Format

Each part and chapter of the text include several key features and study tools designed to help you learn. A brief description of these features follows.

- * **Management Today:** Today's students are tomorrow's managers -- the first managers of the year 2000. As we approach the beginning of a new century, new values and approaches to management are on the horizon; many are already upon us. The work arena of the twenty-first century will be different than it is today. Cultural diversity, ethics and social responsibility, the global economy, and quality are important watchwords of the workplace of the coming century. Organizations are changing, on both a technological and a human level. To emphasize the importance of learning as much as we can about the role of managers in this dynamic environment, each chapter opens with **Management Today** -- a short vignette or self-assessment that calls attention to timely issues relevant to the new workplace of the twenty-first century. The vignettes feature real-world companies; the assessments address managerial issues with which students must become familiar to succeed as managers in today's dynamic business environment. This mix of real-world vignettes and self-assessments provides a balanced view of the issues facing managers today and the skills necessary for the managers of tomorrow.
- * **Embedded Boxes:** Workforce diversity, the global economy, and quality -- today's managers must deal with these issues on a daily basis. To exemplify the importance of these three themes, in-depth examples are provided that are embedded -- by both content and design -- in the general text discussion. Each box is shaded in a call-out color: purple for diversity; tan for the global economy; and green for quality. The boxes provide concise and relevant examples without interrupting the flow of the text. The examples chosen range from large, multinational organizations to small, local businesses, representing both for-profit and nonprofit and manufacturing and service organizations. The embedded boxes are visually illustrated with engaging photographs that bring them to life.
- * **Margin Photos:** Additional, briefer real-world examples are called out in the margin of the text and illustrated with photos. The captions to these photos highlight the ways in which the concepts and theories presented in the text apply in day-to-day managerial practices in a wide selection of organizations. These dynamic, real-world examples of management in action add further applications to text discussion.
- * **Planning Ahead:** The chapter opener provides a brief **Planning Ahead** statement which helps orient you to the chapter topic. The statement is followed by a set of basic **study questions** that serve as learning objectives and create a framework for later chapter review.

General Philosophy and Design of the Text

- * **Chapter Summary:** The **chapter summary** is tied specifically to the study questions presented at the beginning of each chapter. The summary repeats each question and offers in-depth answers in a manageable bulleted outline format based on the material covered in the chapter.
- * **Manager's Notepads:** Concise lists of helpful hints -- the "do's and don't's" of managerial behavior -- are provided in the **Manager's Notepads** to assist managers in performing their functions and accomplishing their goals. The Manager's Notepads appear as boxed inserts throughout the text as appropriate.
- * **Margin List Notes:** Throughout the text, **margin list notes** are included to identify key bulleted or numbered lists of information. The margin notes provide a convenient outline for you to use in studying chapter content and reviewing for examinations.
- * **Running Glossary:** Boldfaced key terms from the text are called out and defined in the margin, forming a **running glossary** of the key concepts of the discussion.
- * **Chapter Review:** The **Chapter Review** sections are designed to be used as end-of-chapter study guides. Each contains a chapter summary, list of key terms, and a self-test. The **summary** section helps put the chapter content into overall perspective, providing answers to the study questions posed at the beginning of the chapter. The list of **key terms** allows you to double-check familiarity with basic concepts and definitions; page numbers are included for easy access to the textual reference.

One especially useful feature is the **self-test**, which provides you with a built-in study guide you can use to prepare for examinations. Multiple-choice, true-false, short-answer, and application questions reflect the type of questions you may be expected to answer on examinations. The author's answers to the self-test questions, including the short-answer and application questions, are found in the back of the book.

- * **Critical Thinking:** The **Critical Thinking** section found at the end of each chapter asks you to apply critical thinking to the management issues discussed in the chapter. The **Management Today Case Study** brings to life the decisions managers must make every day in these dynamic times, on both a national and global level. Sometimes these choices are wise; other times they have proven to be erroneous. The case studies describe both the benefits and consequences of managers' decisions. Each case concludes with a list of questions for you to answer concerning the in-depth scenarios they are given.
- * **Management Development Portfolio:** Each of the six parts of **Management 5/E** concludes with a **Management Development Portfolio** consisting of exercises, self-assessments, and research projects. These portfolios are presented in an easy-to-use format representative of professional management

development programs. Don't overlook these portfolios, because they can help you to evaluate your managerial capabilities.

Exercises relating to each chapter in the part are included in the Management Development Portfolio. The exercises present situations that provide the basis for group discussion or individual analytical exercises. Instructions are clear and self-explanatory; formats for group discussion and class interaction are provided.

Personal **assessments** relating to each chapter topic are also included in the Management Development Portfolios, asking you to test your knowledge of management issues and to assess your possession of the skills necessary to tackle these issues in daily life. Each assessment is broken down into instructions on how to complete the assessment; directions for scoring; and an interpretation of the score along with guidelines for its meaning in a larger context.

The Management Development Portfolios each include **research projects** relating to the chapters included in that part and addressing timely management issues. You are presented with a brief scenario or hypothetical situation. A question is then posed about that situation. Your instructor may use the scenario as the basis for a wide variety of course assignments, including individual and group work. The projects point you toward outside research sources that may help you to solve the managerial dilemma, including library sources, local case studies of nearby organizations, and comparative field research they can conduct on their own. Your responses could be used as the foundation for a professional individual research paper or group project.

Take full advantage of the breadth of learning features and study tools that are provided to you in this text book. The best way to learn is to become actively involved in the process. The **Management Today, Embedded Boxes, Margin Photos, Management Today Case Studies, and Management Development Portfolios** provide you with a wide array of learning mechanisms that can help you to *experience* course concepts, rather than just read about them. In addition, the **Planning Ahead, Manager's Notepads, Margin List Notes, Running Glossary, Chapter Summary, and Chapter Review** provide you with extremely useful study tools which you might normally develop on your own. In **Management 5/E**, these tools have already been created for you and are available to use at your convenience. We highly recommend that you do so.

In addition to the many learning features and study tools incorporated directly into the text, this **Active Learning Guide** is designed to facilitate your mastery of course concepts by helping you to become actively involved in the learning process. In the sections which follow, we provide you with some general study tips that you can use in any course, not just management, to learn more and earn higher grades. We then proceed to give you information on how to best use the **Active Learning Guide**. So read on; your about to discover the keys to *active learning*!

MAKING YOUR STUDIES PAY

Suggestions for Effective Studying

Want to get better grades? Read on.

Good students have a system to their studying. In the next few pages, we'll give you some guidelines that we think can help you improve the way you study --- not only for this course, but for any course. Once we've presented these general study tips, we'll also provide some specific instructions for using the **Active Learning Guide** to your best advantage. All in all, we'll look at:

- * How to Use a Textbook
- * How to Read a Chapter
- * How to Take Notes
- * How to Use a Study Guide (In General)
- * How to Take Tests
- * How to Use the **Active Learning Guide**

If you need more specific help, we suggest that you go to your instructor or your school's career counseling center.

And good luck in your college career!

HOW TO USE A TEXTBOOK

Textbooks often include material designed to help you study. It's worth your while to flip through a textbook to look for:

- o **The Preface.** The author's point of view can found here, along with notes on how the book is meant to be used.
- o **The Table of Contents.** Reading the table of contents will tell you how the book will be developed.
- o **Glossary.** The most important terms and ideas for you to know will be in a glossary, either at the end of each chapter or at the end of the book.
- o **Appendixes.** Found either after certain chapters or at the end of the book, appendixes contain such things as:
 - * More difficult material.
 - * Statistics or data, such as the present value of money. You may be able to use such data for most of the book.
 - * Answers to selected problems.

- o **Bibliography or References.** Again, found either after certain chapters or at the end of the book, these sources can be useful for further reading or term paper research.

HOW TO READ A CHAPTER

Before Class: Skim

Unless you're told to know a chapter completely by class time, it's a good idea just to skim an assigned chapter before class.

- o Become familiar with the main ideas so that the lecture will make more sense to you.
- o As you skim, ask yourself if you know something about the material.
- o Keep any questions you have in mind for the lecture, so that you can listen for the answers.

In particular, look for:

- o **Learning Objectives.** These are what your instructor will expect you to know -- and be able to do or explain -- by the end of the chapter.
- o **Chapter Introduction or Overview.** This section may or may not be titled "Introduction," but it will give you the main points of the chapter, in general terms.
- o **Boldface or Italic Terms.** These usually indicate important terms, people, or concepts.
- o **Headings.** Read the major headings to see how the material fits together. How are the ideas related to each other? Do they make sense to you?
- o **Summary.** A good summary will repeat the general ideas and conclusions of the chapter, but it won't explain them. It usually matches up well with the learning objectives and chapter introduction.

After Class: Read

After skimming the chapter and attending class, you are ready to read a chapter in detail.

- o **Read All the Assigned Material at One Stretch.** This way, you'll know how it all fits together and you can go back and read the tough parts again. (If you can't read the whole chapter at once, then read complete sections. Stopping in the middle will just confuse you.)
- o **Check for Meaning.** Ask yourself as you read if you understand what the material means.

Making Your Studies Pay

- **Don't Skip the Tables, Figures, and Exhibits.** These items usually contain important material and may all be on the test.
- **Read the "Sidebars."** These are features that are set off, usually in boxes or by color backgrounds. They can include real-world examples, amusing anecdotes, or additional material. The amusing anecdotes may not come up on a test, but the other kinds of sidebars probably will!
- **Review.** Read the chapter again, especially the parts you had trouble with. Review the learning objectives, chapter introduction, summary, and key terms to make sure you understand them.
- **End-of-Chapter Questions.** Do all the end-of-chapter questions, exercises, or problems. For the exercises and problems, make sure you have memorized what equations or rules apply, and why. (Do any practice problems that your instructor gives you, too. These will not only help you, but show you what kind of questions might be on the test.) If you have trouble with any,
 - * Review the part of the chapter that applies.
 - * Look for similar questions.
 - * Ask yourself what concept or equation should be applied.
- **Use the Study Guide.** After you've read and studied the chapter, use the study guide to find out what areas you need to review in the text.

HOW TO TAKE NOTES

The ability to take good notes is a skill, and one you can learn. First, a few practical tips:

- Arrive in class on time, and don't leave early. You might miss important notes or assignments.
- If you don't have assigned seating, sit close enough to your instructors so that you can hear them and read any overhead transparencies. (Transparencies can be difficult to read, especially in the back of large lecture classes.)
- If you don't understand, ask questions.
- Do not read the text during class -- you'll just miss what your instructor is saying. Listen, take notes, and ask questions.

Now, for the note-taking itself:

- **Listen for Ideas.** Don't try to write everything the instructor says. Instead, listen and take notes on the main ideas and any supporting ideas and examples. Make sure you include names, dates, and any new terms. In science, math, or accounting classes, take down all rules, equations, and theories, as well as every step in a demonstration problem.

- **Use Outlines.** Organize these ideas into outlines. You don't have to use a numbered outline if you don't want to -- just indent supporting ideas under the main ones.
- **Abbreviate.** Use any abbreviations you can, whether they're standard or ones you make up. (Leaving out vowels can sometimes help: Lvg out vwls can)
- **Leave Space.** Leave enough space in your notes so you can add material if the instructor goes back to a topic or expands a problem later.

HOW TO USE A STUDY GUIDE (IN GENERAL)

A study guide is devoted to the particular text you are using. It can't replace that text; it can only point out places where you need more work. To make a study guide most effective,

- Use it only after you've read the chapter and reviewed your class notes.
- Ask yourself whether you really understand the chapter's main points and how they relate to one another.
- Go back and reread the sections of your text that deal with any questions you missed. Chances are that a test will not ask the same questions the study guide does, and the text can help you understand the material better. If that doesn't work, ask your instructor for help.
- Remember that a study guide can't cover any extra material that your teacher may have lectured on.

HOW TO TAKE TESTS

Studying for a Test

Studying for tests is a process that starts with the first class and ends only with the last test. All through the semester, it helps to:

- Follow the advice we gave above on reading a chapter and taking notes.
- Review your notes:
 - * immediately after class. Clear up anything you can't read and circle important items while the lecture is still fresh in your mind.
 - * periodically during the semester.
 - * before the test.
- Use any videotapes that may be made of your lectures.

Now you're ready to do your final studying for this test. Leave as much time as you need, and study under the conditions that are right for you -- alone or with a study group, in the library or another quiet place. It helps to schedule several short study sessions rather than to study all at one time.