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**m a n a g e m e n t**

# management

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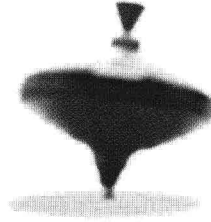
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**management**



# *Achieve balance.*

*When we set out to write this text, we were guided by*

## **THREE KEY INFLUENCES**



**Our personal experiences in teaching business students and what we've learned from a great set of colleagues around the world regarding this challenge**



**Our direct involvement with and understanding of the vast wealth of academic research on the topic of management**



**Our experiences working with actual organizations and managers on practical problems**

**Our goal was to channel these influences and create a text that added value for students and instructors alike. To help achieve this goal, we included the following key features...**

# achieve

## key features

### 1. Strategic Overview

This text is different from most in that it offers a comprehensive and balanced presentation of strategic management and organizational behavior concepts. The reality is that practicing managers need to use both in order to address the current challenges they face and to exploit the future opportunities they identify; it is not an either/or choice. The unique, but interdependent, specialties of three co-authors not only helps to balance the treatment of strategic management and organizational behavior across the chapters, but also to integrate these concepts within chapters. Each chapter begins with a discussion of the strategic importance of the primary concepts within that chapter.

#### strategic overview

In the minds of many, decision making is the most important managerial activity. Management decisions may involve high-profile issues such as acquiring or selling assets, moving into or out of product segments, leaving or entering markets, or launching national or international ad campaigns. In the case of Shih's strategic decision to withdraw from the U.S. market and divide Acer into two separate businesses, the implications for the organization are significant. For example, leaving the U.S. market enabled competitors to take Acer's abandoned market share, strengthen their positions, and make it more challenging and costly for Acer to reenter later. Obviously, at the time Shih decided to leave the U.S. market, if he could have known that he would later have an opportunity to reenter, he might have never decided to leave. This illustrates one of the key challenges of managerial decision making at any level—making decisions with limited resources. These limited resources could be informational, financial, technical, or human. These constraints and pressures create some of the most powerful challenges in managerial decision making. Consequently, managers need to understand the basic processes of decision making in organizations and the factors that influence them. Several frameworks are available to help explain managerial decision making. Each framework is based on different assumptions about the nature of people at work. So, as an informed manager, you need to understand the models and the assumptions underlying each.

Shih's decision to separate the businesses will require high-level

decision to withdraw from the U.S. market caused other managers lower in the organization to make subsequent decisions. As an example, someone had to decide to sell or lease Acer's U.S. facilities. Someone else had to decide how to secure and maintain the facilities until they were sold or leased. Although it is relatively easy to see how the impact of decisions made at the higher levels of an organization can cascade down through the lower ranks, the reverse can also be true. For example, if managers in Acer consistently had not hired engineers with a solid understanding of China, then Shih's decision to focus on China would have been limited in its immediate effectiveness. Managers must incorporate information beyond that immediately associated with the problem or task at hand to ensure that the impact is consistent with and supportive of the direction of the organization overall.

Not all managerial decisions are as visible or as important as those described at Acer. Many managerial decisions involve behind-the-scenes issues such as hiring a new employee or changing a production process. In addition, in many situations you must determine the level of involvement of others (e.g., subordinates, peers) in decisions. When are group decisions superior (or inferior) to individual ones? How much participation is realistic in organizations in which managers still assume responsibility for group actions? For example, Stan Shih had to decide how many and which of his managers to involve. As a new manager, you might have to decide how many people to involve in a new hire decision. In making these choices you need to understand how various factors affect the quality of



## 2. A Manager's Challenge

We worked hard to ground the management knowledge presented in up-to-date research, while at the same time placing this discussion in the context of practicing managers. To do this, we included examples of managers facing real challenges at the opening of each chapter, in dedicated space several times throughout (called "A Manager's Challenge"), and at the end of each chapter. The managers discussed in these examples represent all managerial levels in different types of organizations (private profit-oriented and public not-for-profit).



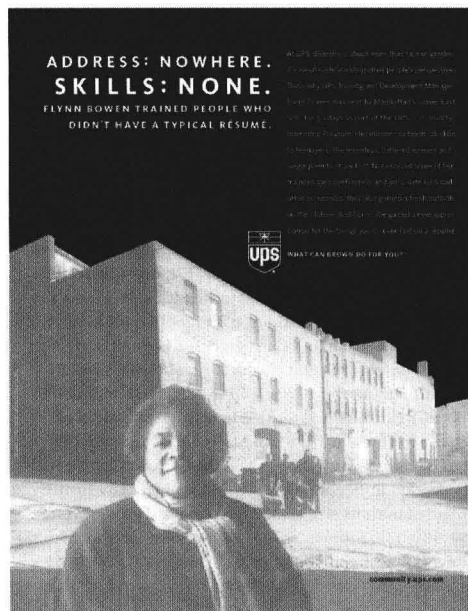
### Gaining a New Perspective on Decisions at UPS

**M**anaging diverse perspectives for enhanced decision making is a tough balancing act for managers at United Parcel Service (UPS). On the one hand, UPS has built a successful global delivery business by developing standard procedures for nearly all routine decisions, including how drivers should carry their keys when making deliveries. Yet every year, senior managers send 50 middle managers on a program that is designed to add diversity to the "brown" perspective (i.e., typical UPS perspective) so that these middle managers can make better decisions. The program involves managers spending 30 days in communities far from home that have significant poverty and other problems. UPS founder James Casey initiated the Community Internship Program in 1968. Since then, UPS has invested more than \$14 million to send 1,100 middle managers through the program, at a cost of \$10,000 per participant (plus the manager's regular salary).

Whether managers spend the month cleaning up dilapidated apartments or working with migrant workers, participants say the experience drives home new lessons about diversity. For example, during a month of working with addicts in New York City, division manager Patti Hobbs was impressed by the thoughtful suggestions they offered for keeping teenagers off drugs. Back on the job, she broadened her use of group decision making to involve all staff members in problem-solving discussions rather than only the highest-level managers. "You start to think there's no one person, regardless of position, who has all the answers," she explains. "The answers come from us all."

The program sharpens participants' decision-making skills by taking them out of their comfortable daily work routine. According to Al Demick, UPS's learning and development manager, it "puts people in situations that call on them to use new skills or to use their skills in new ways. Sometimes those are life-and-death situations. People are never quite the same when they come back."

Annette Law, an African American UPS manager from Utah, worked with tenement dwellers in New York City. "I thought I knew



Since 1968, UPS has invested more than \$14 million to send 1,100 middle managers like Flynn Bowen to communities that suffer from poverty and other problems. Initiated by UPS founder James Casey, the Community Internship Program is designed to add diversity to the "brown" perspective.

inmates and changed the way he approaches decisions at UPS. "I'm much more sensitive to the fact that we must make decisions on a case-by-case basis," he says. "Things are no longer black and white for me."

Because half of all UPS's new employees are not white, senior managers believe that the program is an important training ground for the mostly white management team.

### 3. Part-Ending Cases

Even though by necessity we cover specific managerial concepts in separate chapters, the reality for practicing managers is that they often face challenges that are multidimensional in nature. As a consequence, at the end of each part, we take the unique step of providing a concise but integrative case, of no more than six pages, that deals with concepts covered in several or all of the chapters in the part. The cases are written by professionals and designed for use in teaching management concepts. While short vignettes used in the chapters are useful in providing illustrations of specific management concepts, the cases at the end of each part provide students and instructors with the opportunity to explore the integrated nature of many challenges practicing managers face.

## PART ONE integrative case

### Clifford Chance—Update



By Callum Campbell

Ten years after Geoffrey Howe gazed from the window of his new offices, Clifford Chance had outgrown its Aldersgate headquarters, and the firm had had to retain additional City of London offices. The current managing partner, Peter Cornell, now surveyed a different firm in a very different legal market.

Throughout the 1990s, Clifford Chance continued to add offices to its network (Prague in 1995, Bangkok in 1996, São Paulo in 1998), and to increase the number of staff in its existing offices. By 2002, Clifford Chance had succeeded in becoming the world's largest law firm, by virtue of both its size (3,322 lawyers) and gross revenue (\$1,409,032,200). In 1993, 80 percent of the firm's lawyers had been based in its London office. Howe's

outcasts or willing exiles from large mergers, continued to thrive. The most profitable law firms in the world, such as Wachtell Lipton Rosen & Katz, were based almost exclusively in New York. But the number of national firms able to compete for high-end corporate, corporate finance, and banking work was dwindling in step with the expansion of large international networks, like Clifford Chance.

Geoffrey Howe's ambition for his firm in 1993 had taken it to the top of the league tables. But getting there had necessitated a change in strategy. Organic growth could put an office anywhere on the planet, but could not provide critical mass. Nor could it satisfy the firm's aspirations in the key markets of the United States or Germany. On January 1, 2000, Clifford Chance announced the legal industry's most ambitious merger to date, simultaneously joining forces with the 400-lawyer, New York-based law

- Part I** Clifford Chance - Update, London Business School and ECCH, 2003
- Part II** Xerox - People Problems, ICFAI Center for Management Research, 2002
- Part III** Paragon Information Systems, Richard Ivey School of Business - The University of Western Ontario, 2002
- Part IV** Ste. Basil Hotel-Moscow: Struggling with Values in a Post-Communist State, Barry University and ECCH, 2003
- Part V** HR Restructuring - The Coca-Cola and Danbur Way, ICFAI and ECCH, 2002





## 4. Managerial Perspectives Revisited

We have included another unique feature in this text that reflects the fact that the actual challenges managers face do not come in neat packages. In Chapter 1, we explain a set of four general “Managerial Perspectives” that are relevant to all aspects of management. They are (1) managing in an organizational context, (2) managing through people, (3) managing paradoxes, and (4) managing with an entrepreneurial mindset. We subsequently highlight how these perspectives relate to the chapter content at the end of each chapter in a feature called “Managerial Perspectives Revisited.”

### managerial perspectives revisited

1

**PERSPECTIVE 1: ORGANIZATIONAL CONTEXT** No doubt by this point you see the importance of the organizational context in both individual and group decision making. However, it is worthwhile making the links explicit. For example, as we discussed, time pressures in an organization can significantly affect decision making. On the one hand, the nature of your business may be high velocity and require quick decisions. On the other hand, the culture of your company or just your immediate boss can put pressure on you to make a quick decision when one is not actually needed. Failure to recognize the organizational context could cause you to be late in making a decision in the first situation and unduly early in the second. The cultural diversity of your organization presents both challenges and opportunities. Clearly, when the group and

decision making processes are more diverse perspectives could present challenges in group setting with superiors influence the degree to which decisions. In general, managers programmed decisions than those within a given industry the degree to which you face people, in the oil and gas industry to deal primarily with programmed push nonprogrammed decisions

2

**PERSPECTIVE 2: THE HUMAN ELEMENT** When a manager encounters decisions that are not programmed completely on your

when facing situations in which you believe the benefits of involving others in decision making outweigh any disadvantages, you will have to decide the extent to which you involve others in the formulation and solution phases. For example, as the complexity and ambiguity of the problems you face and the decisions you have to make increase, so does the likelihood that you will need to involve others in decisions. Will you work through people with higher involvement primarily in formulation phase, the solution phase, or both? Clearly, to the extent that you involve others in decision making, the decision formulation and implementation success becomes a function of working effectively with and through others.

3

**PERSPECTIVE 3: MANAGING PARADOXES** Managers are likely to encounter paradoxes in decision making. On the one hand, utilizing the rational approach to make and implement decisions can help you avoid common pitfalls of bounded rationality or retrospective decision making.

On the other hand, too rigid an adherence to the steps outlined could lead you to fall into the analysis-paralysis trap and miss important timing elements of the decision or ignore valuable and accurate heuristics you have developed over time and with experience or your intuition. You will also have to master the potential paradox that is at the heart of Gresham's law. On the one hand, you cannot ignore or simply delegate away all programmed decisions whether they are urgent or not. At the same time, if you allow them to dominate your time and energy, you will be less likely to address nonprogrammed decisions, which often have a bigger impact on your job performance and overall results for the organization. Diversity presents another element of duality. On the one hand, as a manager you get paid in part for your judgment and ability to make decisions. On the other hand, never checking with others as to how they see a situation or never taking into account the diverse perspectives, experience, and capabilities of those around you can lead you to less creative and effective decisions.

4

**PERSPECTIVE 4: ENTREPRENEURIAL MIND-SET** Managers' entrepreneurial mind-set is reflected in the decisions that they make and by the degree of their commitment to those decisions and the processes by which they are made. Overall, an entrepreneurial mind-set in decision making is reflected by being creative and flexible along with a willingness to take some risks. A manager can enrich entrepreneurial activities in the organization by searching for new information and encouraging others to express diverse

## 5. Helpful Pedagogical Features

The book has a full set of other helpful pedagogical devices in each chapter, including learning objectives, key terms, questions to test comprehension, a set of questions focused on applying the knowledge from the chapter, a short exercise for students to practice their managerial capabilities, and an actual case to be analyzed by students to develop their critical thinking skills.

### key terms

bounded rationality (administrative man) model 308	groupthink 323	prospective rationality 328
brainstorming 331	heuristic 309	rational (classical) model 303
cross-functional teams 318	intuitive decision making 311	retrospective decision (implicit favorite) model 310
decision making 301	multiple advocacy 331	satisficing 309
delphi technique 332	nominal group technique 332	solution 302
devil's advocate 325	nonprogrammed decision 311	standard operating procedure (SOP) 311
dialectical inquiry 331	opportunity 303	structured debate 331
escalating commitment 326	perception 303	subjectively expected utility (SEU) model 305
formulation 302	perceptual distortion 310	
Gresham's law of planning 312	problem 303	
	programmed decision 311	

### test your comprehension

1. What are the two fundamental stages in decision making?
2. What is the basic premise of the rational (classical) model of decision making?
3. How does the rational (classical) model differ from the bounded rationality model?
4. How can information bias negatively affect decision quality?
5. When are SOPs (standard operating procedures) most often used?
6. Describe Gresham's law of planning.
7. Why is analyzing the decision situation a key step in making better decisions?
8. What are the key assets of group decision making?
9. What are the key liabilities?
10. What is an implicit favorite?
11. How does the retrospective decision model work?
12. Describe programmed and nonprogrammed decisions.
13. When is it appropriate for a manager to be more participative in decision making? Describe the phenomenon of groupthink. What are its symptoms? How can we overcome groupthink? How can managers work to overcome the effects of escalating commitment to past decisions?
14. Compare and contrast the nominal group technique and the delphi technique of decision making.
15. How can cultural values affect decision making?

### apply your understanding

1. If your subordinates expect you to be consistent in your decision-making style, but you believe that different decision-making styles (e.g., high involvement of others versus low involvement) are appropriate for specific situations, how can you *change* your decision-making approach but not seem inconsistent to your employees?
2. Think of someone you know personally who is an effective decision maker. What key characteristics would you use to describe this person?
3. What are the strengths and weaknesses of a manager with "good instincts" who seems to make effective decisions but whose approach is more like the retrospective than rational model?
4. Japanese and Korean managers tend to spend considerably more time on and involve more people in the problem formulation stage of decision making than American managers do. What are the pros and cons you see with this?

### practice your capabilities

While sitting in your office, you get a call from the plant supervisor that a request has come in from a major customer that would require you to adjust your product line for a custom run of this client's rush order. The plant supervisor has delegated the decision of whether you should stop your current run and meet the customer's request. He needs the decision by tomorrow morning.

vast majority of your midsize customers chose you because of your lower prices. You maintain your profitability with these customers through keeping your costs low. Your principal means of achieving this is through running a high volume of standard products through your product line. Many of your large customers appreciate your low price but are willing to pay a premium for customized service and



## resources

As described in the previous pages, this book provides new insights into the world of management and presents those insights in unique ways. The book has been designed specifically to support the instructor teaching the course and to be user-friendly for the students. To this end, the package accompanying this new book includes the following resources:



### OneKey Online Courses

OneKey offers the best teaching and learning online resources all in one place. OneKey is all instructors need to plan and administer their course. OneKey is all students need for anytime, anywhere access to online course material.

Conveniently organized by textbook chapter, these compiled resources help save time and help students reinforce and apply what they have learned. OneKey for convenience, simplicity, and success. *OneKey is available in three course management platforms: Blackboard, CourseCompass, and WebCT.*

#### For the student:

##### ■ Author Q&A Video Interviews

In this unique resource, we queried faculty from across the country and identified those topics that students find difficult to understand. These brief video clips feature each of our authors speaking in their area of expertise. Some topics include: emotional intelligence, transformational leadership, competitive advantage, and core competencies.

##### ■ Learning Modules which include section reviews, learning activities and pre- and post-tests

##### ■ Student PowerPoints

##### ■ Research Navigator—four exclusive databases of reliable source content to help students understand the research process and complete assignments

#### Instructor's Resource Center available online, in OneKey or on CD-ROM

The Instructor's Resource Center, available on CD, at [www.prenhall.com](http://www.prenhall.com), or in your OneKey online course, provides presentation and other classroom resources. Instructors can collect the materials, edit them to create powerful class lectures, and upload them to an online course management system.

Using the Instructor's Resource Center on CD-ROM, instructors can easily create custom presentations. Desired files can be exported to the instructor's hard drive for use in classroom presentations and online courses.

With the Instructor's Resource Center, you will find the following faculty resources:

##### ■ PowerPoints

Two PowerPoint packages are available with this text. The first is a fully developed, non-interactive set of instructor's PowerPoints. The second is an enhanced, interactive version of the first with video clips and Web links in each chapter. Both versions contain teaching notes.

(Continued)

### ■ TestGen test-generating software

The printed test bank contains approximately 100 questions per chapter including multiple-choice, true/false, short-answer, and scenario-based questions. Short-answer questions are questions that can be answered in one-to-five sentences. Scenario-based questions are essay type questions developed around a short scenario. (*Print version also available.*)

### ■ Instructor's Manual

This Instructor's Manual offers much more than just the traditional, but limited, chapter outline and answers to the end-of-chapter materials. In addition to these basic items, you will find suggested teaching strategies for 45-, 90-, and 180-minute sessions, chapter coverage suggestions for semester- and quarter-length courses, and modular suggestions for courses focused on general management, strategy, and/or organizational behavior. The coverage for each chapter includes a variety of resources such as exercises, critical-thinking assignments, debate topics, and research assignments. Two appendices contain complete PowerPoint slides and an in-depth Video Guide. (*Print version also available.*)

### ■ Test Item File (*Word file*)

### ■ Art files from the text

## Transparencies

A set of color transparencies is available to instructors upon request. The acetates highlight text concepts and supply facts and information to help bring concepts alive in the classroom and enhance the classroom experience. (*In print only.*)

## Student Study Guide

This study guide includes a chapter outline, review questions, and study quizzes. Page references to the review questions and quizzes are included.

## Video

Video clips highlight management issues at a variety of companies including Patagonia, Ernst & Young, the WNBA, The Golf Network, and more.

## Companion Web Site

The text Web site [www.prenhall.com/hitt](http://www.prenhall.com/hitt) features chapter quizzes and student PowerPoints, which are available for review or can be conveniently printed three-to-a-page for in-class note taking.



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