

10th
Edition

Introduction to Management

John R. Schermerhorn

INTERNATIONAL STUDENT VERSION

Introduction to Management

International Student Version

JOHN R. SCHERMERHORN, JR.



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10_e



To my sons, John Christian and Charles Porter

While you played
I wrote.
But always,
I was listening
and loving
you.
■ 1984

It's later now.
Don't worry.
Time
means love shared,
by you
and me.
■ 1986

Think
of all the fun
we have.
Here, there, everywhere,
doing things
together.
■ 1989

Home,
now and forever,
will always be
wherever
I can be
with you.
■ 1992

Time
has its ways,
doesn't it?
Not enough,
not enough,
I often say.
■ 1996

Hurry home
when you can.
Come laughing, sons.
Tell us
your
wonderful stories.
■ 1999

Songs riding winds.
Mimi,
Uncle George,
Uncle Nelson.
Whispers and choirs.
Silence speaks.
■ 2002

On the mountain,
by Irish lakes,
find beauty and
peace.
Fairies dance
there.
■ 2004

Mom loves
us, cats
and rainy days.
Nana and Poppy
loved us
too.
■ 2007

Bookstores, museums,
stories, paintings.
And dreams.
We travel,
we laugh,
joined in life.
■ 2010

ABOUT THE AUTHOR

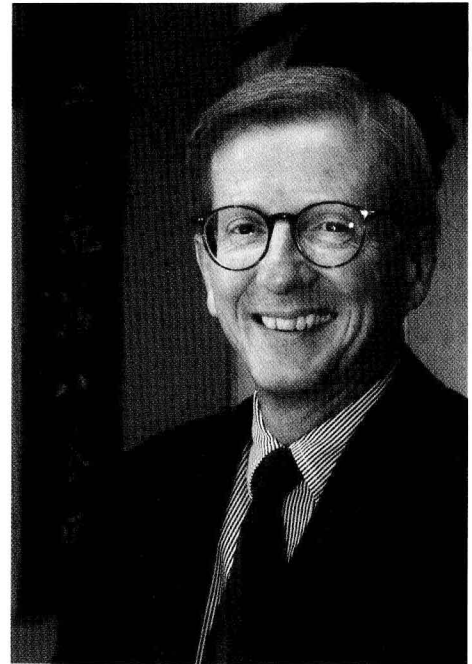
Dr. John R. Schermerhorn, Jr. is the Charles G. O'Brien Professor of Management Emeritus in the College of Business at Ohio University, where he teaches graduate and undergraduate courses in management. Dr. Schermerhorn earned a Ph.D. in organizational behavior from Northwestern University, an MBA (with distinction) in management and international business from New York University, and a BS in business administration from the State University of New York at Buffalo. He previously taught at Tulane University, the University of Vermont, and Southern Illinois University at Carbondale, where he also served as head of the Department of Management and associate dean of the College of Business Administration.

Dr. Schermerhorn focuses on bridging the gap between the theory and practice of management in both the classroom and in his textbooks. Because of his instructional excellence and teaching innovations, Ohio University named Dr. Schermerhorn a University Professor. This is the university's highest campus-wide honor for excellence in undergraduate teaching.

International experience also adds a unique global dimension to Dr. Schermerhorn's teaching and textbooks. He holds an honorary doctorate from the University of Pécs in Hungary. He has served as a visiting professor of management at the Chinese University of Hong Kong, as on-site coordinator of the Ohio University MBA and Executive MBA programs in Malaysia, and as Kohei Miura visiting professor at the Chubu University of Japan. Presently he is adjunct professor at the National University of Ireland at Galway, a member of the graduate faculty at Bangkok University in Thailand, and advisor to the Lao-American College in Vientiane, Laos.

An enthusiastic scholar, Dr. Schermerhorn is a member of the Academy of Management, where he served as chairperson of the Management Education and Development Division. Management educators and students alike know him as author of *Exploring Management* (Wiley, 2008), *Management* 9e (Wiley, 2008) and senior co-author of *Organizational Behavior* 10e (Wiley, 2009) and *Core Concepts of Organizational Behavior* (Wiley, 2004). Dr. Schermerhorn has also published numerous articles, including ones in the *Academy of Management Journal*, *Academy of Management Review*, *Academy of Management Executive*, *Organizational Dynamics*, *Asia-Pacific Journal of Management*, the *Journal of Management Development*, and the *Journal of Management Education*.

Dr. Schermerhorn is a popular guest speaker at colleges and universities. He is available for student lectures and classroom visits, as well as for faculty workshops on manuscript development, textbook writing, and instructional approaches and innovations.



PREFACE

Just as artists find inspiration in all the senses that bring our world to life, managers find inspiration in daily experiences, from the insights of management scholars, through relationships with other people, and among the goals that guide organizations in service of an ever more demanding society. And like artists, managers must master challenges as they strive to create the future from the resources of the present.

We live at a time rich with the forces of cultural pluralism, globalization, high technology, economic stress and significant change. But just as a beautiful formation of natural stone can offer the beholder a mix of forms balanced together in a compelling masterpiece, so too does a well managed workplace build, mix, and integrate with great success the beauties of human talent and organizational understanding. This capacity for positive impact is the goal bound into the pages of *Introduction to Management, Tenth Edition*. It is an opportunity to gain knowledge, find inspiration, and engage practices that can prepare each of us to help build the organizations we need to forge a better world.

INTRODUCTION TO MANAGEMENT, TENTH EDITION, PHILOSOPHY

Today's students are tomorrow's leaders and managers. They are our hope for the future. And just as the workplace is rapidly changing, so too must our teaching and learning environments change from the comforts and successes of days gone by. Management educators must confidently move students forward on paths that, although at times uncertain and even troublesome, will be full of promise and great opportunities. New values and management approaches are appearing; the nature of work and organizations is changing; the age of information is a major force in our lives; and the intricacies of globalization are not only proving complex, they are presenting major organizational and economic challenges.

Our students, well prepared, can be leaders and major players in organizations during this time of continuing social transformation. *Introduction to Management, Tenth Edition*, was written to help center students' attention on the usefulness of what they are reading and to find significance in the study of management. The focus is on helping them to understand their personal responsibilities for developing management skills and competencies, and then using them for positive social impact. The goal is to enhance our students' career readiness, help make them attractive as intern and job candidates, and inspire them toward life-long learning of essential career and life skills.

PEDAGOGICAL FOUNDATIONS

The pedagogical foundations of *Introduction to Management, Tenth Edition*, are based on four constructive balances. I believe each remains essential to the agenda of higher education for business and management.

- **The balance of research insights with formative education.** As educators we must be willing to make choices when bringing the theories and concepts of our discipline to the attention of the introductory student. We cannot do everything in one course. The goal should be to make good content choices and to set the best possible foundations for lifelong learning.
- **The balance of management theory with management practice.** As educators we must understand the compelling needs of students to learn and appreciate the applications of the material they are reading and thinking about. We must continually bring to their attention good, interesting, and recognizable examples.
- **The balance of present understandings with future possibilities.** As educators we must continually search for the directions in which the real world of management is heading. We must select and present materials that can both point students in the right directions and help them develop the confidence and self-respect needed to best pursue them.
- **The balance of what “can” be done with what is, purely and simply, the “right” thing to do.** As educators we are role models; we set the examples. We must be willing to take stands on issues such as managerial ethics and corporate social responsibility. We must be careful not to let the concept of “contingency” betray the need for positive “action” and “accountability” in managerial practice.

Today, more than ever before, our students have pressing needs for direction as well as suggestion. They have needs for application as well as information. They have needs for integration as well as presentation. Our instructional approaches and materials must deliver on all of these dimensions and more. My goal is to put into your hands and into those of your students a learning resource that can help meet these needs. *Introduction to Management, Tenth Edition*, and its supporting online resources are my contributions to the future careers of your students and mine.

INTRODUCTION TO MANAGEMENT, TENTH EDITION, HIGHLIGHTS

Introduction to Management, Tenth Edition, introduces the essentials of management as they apply within the contemporary work environment. The subject matter is carefully chosen to meet AACSB accreditation guidelines, while still allowing extensive flexibility to fit various course designs and class sizes. There are many new things to look for in this edition. Along with updates of core material, *Introduction to Management, Tenth Edition*, offers a number of changes in organization, content, and design that respond to current themes and developments in management theory and practice.

Chapter Organization

The six parts of *Introduction to Management, Tenth Edition*, remain as in the last edition. Within each part you will notice the following chapter realignment that is designed to make the new edition as useful and flexible as possible

in meeting your course objectives. All chapters have also been updated and enriched with new materials and examples from the latest current events.

- **Part 1: Introducing Management**—Shortened to include two chapters that introduce management in terms of both present day dynamics and historical foundations—The Management Process, and History of Management Thought.
- **Part 2: Management Environment**—Now includes three chapters that set the environmental context—External Environment and Organizational Culture, Ethical Behavior and Social Responsibility, and International Management.
- **Part 3: Planning**—Retains a three-chapter sequence—The Decision Making Process, Fundamentals of Planning, and The Strategic Management Process.
- **Part 4: Organizing**—Rearranged three chapters for an improved flow—Fundamentals of Organizing, Organizational Change and Development, and Human Resource Management.
- **Part 5: Leading**—Rearranged five chapters into a building block sequence—Foundations of Individual Behavior, Motivation Theory and Practice, Teams and Teamwork, Communication, Conflict and Negotiation, and Essentials of Leadership.
- **Part 6: Controlling**—Retains two chapters—Fundamentals of Control, and Operations Management and Control.

**Appendix—An added appendix on Entrepreneurship and Small Business Management.*

Integrated Learning Model

An important foundation of *Introduction to Management, Tenth Edition*, is the use of an integrated learning model. From the chapter opener, through chapter content, to end-chapter support, this integrated learning model (a) helps guide students as they read and study for exams, (b) encourages students to engage in self-reflection about personal development of management skills and competencies, (c) challenges students to engage in critical thinking and active learning, and (d) informs students of how management issues and themes apply both in our careers and in current events that affect everyday living. Look for the following chapter features that bring the learning model alive.

Reading and Studying

Each chapter begins with *Study Questions* that are linked to the major headings in the chapter. These headings and their major contents are highlighted in a *Visual Chapter Overview* that precedes the text discussion. Well designed *Figures* provide back-up to solidify student comprehension as concepts, theories, and terms are introduced. Where appropriate, *Small Boxed Figures and Summaries* are embedded with the discussion to help summarize and clarify major points. A *Learning Check* follows each major section as a point of self-assessment prior to continuing with the reading. A *Study Question Summary* and a *Chapter Self-Test* tie things together at the end of the chapter.

Critical Thinking and Active Learning

Within the chapter are special features that not only introduce students to examples, current events, and applications of chapter material, but also engage them in critical thinking and active learning opportunities. *Real*

Ethics challenges students to respond to an ethics problem or dilemma. *Issues & Situations* raises questions about personal behavior in common organizational situations. *Research Brief* both summarizes recent research on a chapter topic and suggests how the students might pursue further research of their own.

At the end of the chapter, a *Case Study* asks students to answer questions relating the case to chapter content. It also proposes *Further Research* to follow-up on the case, find current information, track the latest developments, and refine understanding of the case and chapter content in a dynamic context. The cases are useful for in-class discussions, and their *Further Research* questions offer additional opportunities for both individual and team writing and presentation assignments.

Practical Applications

Learning from Others opens each chapter with an example that places chapter content in the context of real people and organizations. The examples are chosen to both capture student interest in the chapter and remind them that many insights into chapter topics and themes can be found in everyday experiences. Included in the opening is an embedded *Benchmark* that summarizes a management lesson or question based on the example used.

Within a chapter, *Management Smarts* offers a bullet list summary of applications for a chapter concept or theory to support the focus on practical applications. Chapter discussions also include frequent *Embedded Examples* that introduce or highlight a content issue or theory. Many of these examples carry small photos to attract the attention of student readers. And at the end of the chapter, the *Team Exercise* and *Case Study* have been carefully chosen to further extend the students' understanding and abilities in applying chapter content to real situations.

Self-Reflection

Each chapter also opens with *Learning About Yourself*, a feature that focuses on a critical personal skill or characteristic relevant to chapter content—such as “self-awareness”—in Chapter 1. Students are provided information and insight on the topic, but are also asked to engage in a process of self-reflection. An integrated “Get to Know Yourself Better” box sets forth a further personal development challenge and directs students toward self-assessment instruments at the end of the chapter and in the online resources.

Each chapter ends with a *Self-Assessment* section with three components to further help consolidate the self-reflection process. *Back to Yourself* reminds students about how chapter discussion relates back to the chapter opening *Learning About Yourself* segment. *Further Reflection* provides a self-assessment instrument, along with scoring and interpretation, for additional personal insights relevant to the chapter. And, students are also reminded about additional *Online Self-Assessment* resources.

INTRODUCTION TO MANAGEMENT, TENTH EDITION, TEACHING AND LEARNING RESOURCES

Companion Website

The text's Web site at <http://www.wiley.com/go/global/schermerhorn> contains myriad tools and links to aid both teaching and learning, including resources described below.

Instructor's Resource Manual

Prepared by Francis Green of Pennsylvania State University, Brandywine, the Instructor's Resource Manual offers helpful teaching ideas; advice on course development; sample assignments; and chapter-by-chapter text highlights, learning objectives, lecture outlines, class exercises, lecture notes, answers to end-of-chapter material, and tips on using cases. Available only to adopting instructors.

PowerPoint Presentation Slides

Prepared by Jim LoPresti of the University of Colorado at Boulder, this robust set of slides for each chapter will enhance your students' overall experience in the management classroom. The PowerPoint slides can be accessed on the instructor portion of the Schermerhorn, *Introduction to Management, Tenth Edition*, Web site and include lecture notes to accompany each slide.

Web Quizzes

An online study guide with quizzes of varying levels of difficulty is designed to help your students evaluate their individual progress through a chapter. It is available on the student portion of the Schermerhorn, *Introduction to Management, Tenth Edition*, Web site.

Student Portfolio Builder

This special guide to building a student portfolio is complete with professional résumé and competency documentations. It can be found on the student Companion Web site.

WileyPLUS

WileyPLUS provides an integrated suite of teaching and learning resources, along with a complete online version of the text, in one easy-to-use Web site. WileyPLUS will help you create class presentations; create assignments; and automate the assigning and grading of homework or quizzes, track your students' progress, and administer your course. It also includes MP3 downloads of the key chapter topics, providing students with audio chapter overviews, team evaluation tools, experiential exercises, student self-assessments, flashcards of key terms, and more! For more information, contact your Wiley representative.

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