

· · 战略管理与组织专业 · · ·

中国人民大学工商管理学院策划

MBA专业精品教材

世界经济
管理文库



管理

Management Control Systems

(NINTH EDITION)

控制系统

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/著

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出版者的话

在全球经济一体化的激烈竞争格局中，中国正处于前所未有的经济与产业结构调整与转型的关键时期。飞速发展的社会与错综复杂的变革要求我们的经济与管理水平有一个飞跃。

为了能让读者系统地学习、借鉴国际上先进的管理理论、方法和手段，机械工业出版社从一些世界著名出版公司引进了一批一流品质的经济管理名著，组成了这套《世界经济管理文库》。其中所选图书均为当前国际上最为流行和权威的教材，大部分多次修订重版，有的多达十几版。作者都是哈佛、芝加哥、斯坦福等著名商学院的教授，使您足不出国，便可领略世界知名学府的文化精粹。

为了给中国的MBA教学提供一套完整的MBA系列教材，继与清华大学经管学院、加拿大毅伟管理学院合作共同策划出版的《国际通用MBA教材》与《国际通用MBA教材配套案例》丛书之后，近期，我社又和中国人民大学工商管理学院联手，共同策划本套《MBA专业精品教材》丛书。《国际通用MBA教材》涉及了所有的MBA核心课程，而本套《MBA专业精品教材》包括了MBA各个不同专业方向的全部课程及选修课程，它为各类工商管理学院培养更适

合社会需要的专门管理人才提供了丰富的教材资源库。全套丛书按专业分类,包括经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销、商务技能等7大系列、60多个品种。

为了保持原作的原汁原味,这套丛书是以英文原版的形式出版的。这样可以避免因翻译而造成的歧义和出版时间的滞后,以便让读者能亲身体味原作者的精彩文风,并在第一时间洞悉经济管理学科各个领域的最新学术动态。

由于作者所处的社会、政治环境的不同,书中所述难免有不妥之处,请读者在阅读时注意比较和鉴别,真正消化吸收其中的精华,这也就达到了出版者出版本套丛书的目的。我们真诚地希望这套《世界经济管理文库》的出版,能为提高中国的MBA教学水平、推动中国的改革开放事业尽点绵薄之力。

机械工业出版社

1998年8月

序 言

当前，我国正处于知识经济初露端倪的时代，管理科学已经成为兴国之道，这给我国工商管理教育带来新的机遇与挑战。今年9月，又将有4000余名工商管理硕士生满怀着理想与希望进入各大学学习。一大批机关分流干部与经贸委系统的管理人员也要经过入学考试，在职学习并申请工商管理硕士学位。如何办好工商管理硕士（MBA）项目，为国家和社会培养出一批又一批符合市场需求的高质量的工商管理硕士，是全国可以授予工商管理硕士学位的56所院校所共同考虑与研究的问题。

在这里，MBA课程设计是成功的关键环节之一。记得在1984年的夏天，在加拿大国际开发总署的资助下，加拿大蒙特利尔大学、麦吉尔大学、康克迪亚大学以及魁北克大学蒙特利尔分校的教授们为中国人民大学的年轻教师讲授了管理经济学、会计学、管理学以及管理信息系统等MBA课程。在1985年夏天，加拿大的教授们又讲了另外4门MBA课程。当时，我并没有真正了解这些MBA课程与我过去所学的管理课程在实质上有多大的区别，也没有理解这些课程之间的内在联系，对于MBA核心课与选修课以及专业的主修与副修的区别与联系更是知之甚少，只是感

到加拿大教授的教学在内容和手段上与我们传统方式有较大的区别。1988年初，我到加拿大麦吉尔大学管理学院研修后，才真正对MBA的课程设计有所了解。此后，我先后到美国布法罗纽约州立大学管理学院与澳大利亚悉尼科技大学管理学院任教，又对MBA课程之间的内在联系有了更切身的体会。为了更好地了解美国MBA教育的新潮流，今年6月，我又随中国管理学院院长代表团考察了美国著名管理学院，出席了在芝加哥举办的“全球管理教育论坛会”。

综观北美的工商管理教育，在全球化、信息化与整合化的挑战下，实在是强调其实用性。纵然有的教授学者看重自己的象牙宝塔，勾画着纯理论的模型与理论。但在MBA的教育上，美国现有的750余所管理学院，特别是为美国管理学院联合会（The American Assembly of Collegiate School of Business, AACSB）所承认的300余所管理学院，培养目标明确，课程设计体现出其为社会需求与市场服务的宗旨，没有半点的含糊。美国著名的管理院校明确自己的教育使命，把视野放在全球与创新上，不断地迎接新的挑战，将所授的知识与社会的实际需求密切地结合起来，期望培养出真正的高质量的管理人才。例如，哈佛商学院明确地提出，该院的使命是“影响企业的实践”，培养全面的管理者（general managers），指出“我们要对企业的领导人在如何完成他们的工作上，即在他们如何提出与解决问题、确定战略方向和采取行动上施加重大的影响。同时，我们鼓励从实践中获得反馈，以便了解这些领导人如何在实践中应用我们的思想与知识，从而进一步发展与提炼我们的理论与知识。”麻省理工学院斯隆管理学院的使命“尊重有用的工作”，“为产业提供服务”，提出“作为管理教育与研究的世界领导者，麻省理工学院斯隆管理学院要培养能在快速发展与高度竞争的全球企业环境中获得成功的管理者。当前持续不断的技术创新已成为每个产业各个方面生产力和增长的关键，因此，这正是我们的时机。”伯克利加利福尼亚大学商学院从学院的成立始，就将教育的重点放在国际与企业家的舞台上，研究迅速发展的全球经济，为学生提供创新的学习机会。

根据上述的使命，美国著名的管理学院教育模式基本上有三大流派：一是以哈佛商学院为代表的培养全面管理人员的模式。斯坦福商学院的培养方式也是属于这种模式。他们培养的是全面的MBA，而不是专业化的MBA，通过

为学生提供必要的专业知识，使之毕业以后成为企业或其他组织中高层的有效的全面管理者，而不是职能部门的管理人员。二是以芝加哥大学管理学院为代表的培养专业管理人员的模式，其方向是为企业和组织培养专业的管理人员。斯隆商学院亦属于这种类型。三是介于两者之间的模式。美国多数管理院校采用的是这种培养目标，如伯克利商学院、西北大学的凯洛格商学院、洛杉矶加州大学、康乃尔大学管理学院以及杜克大学管理学院等。因此，各个管理学院在其课程设计上有着不同的战略重点。

哈佛商学院MBA课程设计的思路是“在日益增长的全球商务环境中，提高学生进行战略性与关键性思考的能力。”斯坦福商学院MBA课程设计的思路是“确保学生获得管理运行的知识，了解企业运行的经济、政治和社会环境，以及掌握作为管理者所必须的行为技能。”同时，“MBA项目也要设计成为一种可以终身学习的模式。这样，今天的学生将在今后贯穿其事业的复杂而快速变化的管理世界中有能力自如地作出调整。”斯隆管理学院MBA课程设计的思路是“对日益增长的市场全球化和密集的竞争正在改变工作性质的这一事实作出反映。”哥伦比亚商学院MBA课程设计的思路是“让学生掌握作为管理者能够在全全球经济中进行有效竞争所需的基本学科与应用的职能领域。”

总之，这些学院在设计MBA课程时，首先，考虑的是学生要了解全球的竞争环境。其次，考虑学院所在的地域和环境。例如，哥伦比亚商学院极其强调该院处于纽约这个金融中心，其战略重点是国际、金融和纽约，培养出的学生要适合在国际大城市从事金融工作。因此，该学院在课程设计上就对财务与金融等相关课程有所侧重。再次，考虑学院自身资源的特点，如斯隆管理学院在技术管理上设置较多的课程，而哈佛商学院则在全面管理与竞争战略课程上有所突出。最后，要使学生获得相关的专业知识，了解研究与实践的前沿，如企业伦理、领导精神、创新、以及企业与政府关系等。

在课程设计的内容上，美国管理学院根据自己的情况，多按传统划分为核心课程与选修课程。课程内容上并不划一，门数上也多少不等。在学习核心课之前，学生要预先学习计算机应用和技能、商务沟通以及基本数量分析方法等课程。在核心课上，各学院基本上开设了经济学、统计或数据分析、会计、财务、市场营销、运作管理、组织行

为、人力资源管理、战略管理以及公共管理等课程。当然,也有例外。芝加哥大学管理学院就不设置核心课。在选修课程上,除哈佛商学院外,各学院基本上设置了专业,如管理经济学 (Managerial Economics)、会计 (Accounting)、财务管理 (Financial Management)、税收 (Taxation)、管理科学 (Management Science)、信息系统 (Information Systems)、市场营销 (Marketing)、组织行为学 (Organization Behavior)、人力资源管理 (Human Resource Management)、国际商务 (International Business)、战略管理 (Strategic Management) 以及公共管理 (Public Management) 等。最具特色的是斯隆管理学院的课程设计。该学院除了设计出体现管理基础原理和技能的六门核心课以外,根据学生今后所要从事的工作方向,创造性地设计自我管理模块 (Self Managed Track) 与管理模块 (Management Track)。自我管理模块包括应用宏观与国际经济学、财务管理或财务理论、信息技术、产业关系与人力资源管理、运作管理导论和市场营销导论等六门课。如果学生希望将来从事较为全面的管理工作,则可以选择自我管理模块。而学生希望成为更专业的管理人员,则可以选修管理模块。在这个模块中,有六个分模块,即战略管理与咨询 (Strategic Management and Consulting)、新产品与风险开发 (Product and Venture Development)、信息技术与企业变革 (Information Technology and Business Transformation)、金融工程 (Financial Engineering)、财务管理 (Financial Management) 以及制造与运作 (Manufacturing and Operations)。这种设计打破传统职能性课程的框架,切实反映市场的声音,力图符合具体职业领域的要求,使学生能在今后的工作中更快地进入某个具体的管理角色。

我国工商管理硕士教育总体来说,还处在试点阶段之中。在课程设计上,全国工商管理硕士教育指导委员会规定了核心课的指导大纲。经过多年的建设,MBA核心课的教材已经初步满足教学的需求。当然,在质量上还有待进一步完善。随着MBA教学的深入发展,一些院校在培养全面管理人员的基础上,进一步根据自己院校的区域环境和办学条件,探索开设专业方向,以便培养出更适合社会需要的专门管理人才。这就对课程设计提出了新的要求,希望有更专门化的课程支持不同的专业方向。这不仅对教师的科研提出了更高的要求,而且对教材的建设也提出新的

需求。教材不足便是当前工商管理教育中最大的困惑之一。

为了满足工商管理专业方向的发展以及相应的课程设计,在中国人民大学工商管理学院的策划下,机械工业出版社推出了英文版的《MBA专业精品教材》,填补教学用书中空白,力图缓解MBA各专业教学上的急需。在这套丛书中,我们精心选择了北美在经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销以及商务技能等7个专业的英文版教材,期望对国内各管理学院所开设的管理专业有所帮助。同时,有志于学好MBA某个专业的管理人员、研究生甚至本科生也可以通过系统地学习该专业所列的教材,掌握个中三昧。

当然,在学习西方的管理理论与经验时,需要认真对待其内在的文化底蕴。正如同样是绘画,西方的绘画注重光线与颜色,体现出一种形象思维,而中国画则注重线条,体现出内在的逻辑思维,从而表现出中国文化与西方文化的差异。本世纪初以来,我国知识分子一直在研究与吸收西方文化,力图西学中用。正如有人所讲,学习的方法有三种形式,一是鸟瞰的方法,二是仰视的方法,三是平视的方法。鸟瞰者,持才傲物,看不起其他民族的文化,更看不起其他民族的管理理念与方法。仰视者,自卑自弃,看不起自己民族的文化,盲目追求其他民族的管理理念与方法。要真正作到西学中用,而不是仅仅学到一些皮毛的话,则需要运用平视的方法,拉开距离,去观察与学习世界上一切优秀的管理理念与方法。今天,我们利用西方的管理理论与实践,是为了更合理地推动中国的管理教学与科研,促进中国的管理实践,切不可邯郸学步,而是真正做到“以我为主、博采众长、融合提炼、自成一家”。

徐 = 明 博士

中国人民大学管理学教授
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1998年盛夏于北京

About the Authors

Robert N. Anthony is the Ross Graham Walker Professor Emeritus of Management Control at Harvard Business School. Harvard has been his home base, except between 1940 and 1946 when he was in the Navy Supply Corps, and between 1965 and 1968 when he was Assistant Secretary of Defense, Controller.

Professor Anthony is the author or coauthor of 27 books; they have been translated into 14 languages. He has been an Irwin author since 1956 and consulting editor of Irwin's Robert N. Anthony/Willard J. Graham series in Accounting. His *Essentials of Accounting* (Addison-Wesley), now in its sixth edition, is a widely used programmed text.

Professor Anthony has been a director of Carborundum Company and Warnaco, Inc., both Fortune 500 companies, and for 25 years has been a trustee of Colby College, including five years as chairman of the board. He has been a consultant to many companies and government agencies, including General Motors Corporation, American Telephone & Telegraph Company, the General Accounting Office, and the Cost Accounting Standards Board. He has also participated in short educational programs in North America, South America, Europe, Australia, and Asia.

Among Professor Anthony's awards are honorary MA and LHD degrees from Colby College,



election to the Accounting Hall of Fame, the Distinguished Accounting Educator Award from the American Accounting Association, the Accounting Educator of the Year Award from Beta Alpha Psi, the Meritorious Service Award from the Executive Office of the President, the Distinguished Public Service Medal of the

Department of Defense, Comptroller General's Award of the U.S. General Accounting Office, and Distinguished Service Award of the Harvard Business School Association.

Most recently, Professor Anthony has won the Institute of Management Accountants' prestigious R. Lee Brummet award. This award is given to recognize outstanding educators in the field of Management Accounting who have had a significant impact on academia and the business world.

Vijay Govindarajan is the Earl C. Daum 1924 Professor of International Business at the Amos Tuck School of Business Administration at Dartmouth College. Prior to joining the faculty at Tuck, he was on the faculties of The Ohio State University, Harvard Business School, and the Indian Institute of Management (Ahmedabad, India). He has also served as a visiting professor at INSEAD (Fontainebleau, France), the International University of Japan (Urasa, Japan), and Helsinki School of Economics (Helsinki, Finland). Professional credits include Outstanding Teacher of the Year, voted by MBA students during several academic years; Outstanding Faculty, named by *Business Week* in its Guide to Best B-Schools; and a Top Ten Business School Professor in Corporate Executive Education, cited by *Business Week*.

Professor Govindarajan's major teaching and research interests are in the areas of global strategy and organization, strategy implementation, management controls, and strategic cost management. His paper on differentiated controls for differentiated strategies was ranked the number-one-cited journal article in the field of strategic management between 1980 and 1985 in a 1986 survey by Professor Donald Hambrick (Columbia University). Current research examines coordination and control mechanisms within multinational organizations; a paper based on this project received the Glueck Best Research Paper Award from the Academy of Management.

More than 40 articles by Professor Govindarajan have appeared in journals such as *Academy of Management Journal*; *Academy of Management Review*; *The Accounting Review*; *Ac-*



counting Horizons; *Accounting, Organizations and Society*; *Decision Sciences*; *Issues in Accounting Education*; *Journal of Cost Management*; *Journal of Management Accounting Research*; *Management Accounting*; and *Sloan Management Review*. He has published, with Professor John K. Shank, *Strategic Cost Management* (The Free Press, 1993). This book won the Notable Contribution to Management Accounting Literature Award from the Management Accounting Section of the American Accounting Association.

Professor Govindarajan has served as consultant to various organizations, including Abbott Laboratories, AT&T, Champion International, Digital Equipment Corp., Eastman Kodak, B.F. Goodrich, GTE, IBM, Hewlett Packard, Motorola, Price Waterhouse, and Weyerhaeuser.

Professor Govindarajan received his MBA with distinction from the Harvard Business School where he was included in the Dean's Honor List. He also received his doctorate from the Harvard Business School and was awarded the Robert Bowne Prize for the best thesis proposal. Prior to this, Professor Govindarajan received his Chartered Accountancy degree in India. He was awarded the President's Gold Medal for his outstanding performance in obtaining the first rank.

Foreword

The first edition of this book was published 30 years ago. The publisher has asked me to comment on the changes that have been made in this period.

The first edition, written with my colleagues John Dearden and Dick Vancil, consisted of short readings, rather than coherent text material. It had 42 cases, compared with 80 in the eighth edition.

Nevertheless, our approach to the subject was similar to the approach we use now. We focus on management control systems, which are systems intended to help implement strategies. Management control is the middle one of three types of planning and control processes. It is bounded on one side by strategy formulation, which is essentially unsystematic, and on the other side by task control, which can be highly structured. The focus is on management, and the criteria for judging management actions are efficiency and effectiveness. This was the first text with such a focus.

The first edition described what are still the most important ideas: responsibility accounting, expense centers, profit centers, investment centers, transfer pricing, key variables, discretionary expenses, and budgets. We had some

material on behavioral considerations, but nowhere near the emphasis that we now give to this subject. We had scarcely anything about differences in management control systems associated with different types of companies (e.g., focus on product differentiation contrasted with a focus on low costs; single business, related businesses, and conglomerates; multinational companies; service companies; financial institutions; non-profit organizations; governments). Banks and other financial institutions have made tremendous progress in their management control systems in the last 30 years; so have hospitals. By contrast, governments, especially the federal government, have a long way to go. We did not even mention executive compensation as a motivating device, nor the management control of projects. We did not discuss goal congruence as such. In recent editions there is much material on these important topics.

The most important change in substance has been the emphasis on what we now call *strategic planning*, which is chronologically the first step in the management control process. In the first edition, there was a short reading and one case on this topic, reflecting the fact that few companies had formal strategic planning systems.

Beginning in the 1970s, more companies began to use this process, then called *programming* or *long-range planning*. The first attempts were generally unsuccessful. Cases in editions published in the 1970s and early 1980s described these efforts; in general they involved too much paperwork and not enough rigorous thinking about the future. Currently, the process is working well in many companies.

The next most important changes were associated with the development of computers. In the first edition, we had two cases in which the issue was whether the company should acquire a computer. The facts in one of these are interesting: the proposed UNIVAC equipment required 1,400 square feet of space, including air conditioning of 60 tons and 75 KVA of current (compared with 3 square feet, no air conditioning and trivial power requirements for today's desk-top computers); 23 instructions (compared with an unlimited number in desk-top computers today); storage of 1.8 million characters (compared with 120 million); and memory of 10 thousand characters (compared with 1 million or more). The price of the UNIVAC was \$488,000 (compared with about \$2,000 for an excellent desk-top system). Our first edition had two readings that warned against going overboard on computers: "Can Management Information be Automated?" and "Seven Deadly Dangers in EDP."

We did not foresee the implications of the electronic interchange of information within a company and among companies. Magnetic character recognition was used for checks, a tiny forerunner of the widespread use of bar codes. We did not even imagine that prices of security transactions originating in stock exchanges throughout the world would be available to users everywhere in decision-assisting form in a matter of seconds, and that in some cases they would automatically trigger buy or sell decisions. There were no computer-controlled machines.

We expanded the material on information processing in several succeeding editions, but

we now say very little about this topic. We simply assume that all companies have computers.

New, useful techniques and ideas have been developed: satisfactory profits, computer models for companies and specific problems, expert systems, net present value, risk/reward trade-offs, benefit/cost analysis, learning curves, decision trees, sensitivity analysis, linear programming, even nonlinear programming.

But we also described several techniques that at one time were hot topics but that now have disappeared. Human resource accounting—treating employees as assets in the accounts—was much talked about in the 1970s, but was rarely practiced and is now scarcely even mentioned. Many books have been written about zero-based budgeting, a technique now generally believed to be impractical. Similarly for PERT cost and statistically significant analysis of variances.

We also use new terms found in the literature and in practice for old ideas: business units for certain types of profit centers; activity-based costing for job-order costing; cost drivers for bases of allocation; total quality management and value-chain analysis for any organized effort to improve operations; "empowerment" for delegating authority.

There have been two other coauthors. Norton Bedford made significant contributions to concepts. Vijay Govindarajan brings a deep understanding of the relationship between strategy formulation and management control, based on his own practical experience and outstanding research.

Inferences

Many educators and critics of education maintain that the knowledge that students learn in a business school will be obsolete within a few years. The above review suggests that such a conclusion is overly pessimistic. The management control framework that students learned decades ago is still generally valid today. "Life-long learning" is important, but it consists of

fitting detailed improvements into the overall framework, which is a lot easier than learning a subject from scratch. Admittedly, a new framework will be developed some day; we developed ours in the 1950s. Faculty must be aware of this possibility, and adopt it if it comes, but until then they need not worry that the framework they now teach will shortly be irrelevant.

Thus, two implications for the future emerge from this review. First, technology will lead to

improvements in the effectiveness and efficiency of the management control function in ways not now foreseen. But, second, although the ideas will be articulated more clearly, the framework is unlikely to change; it is grounded on human nature.

Robert N. Anthony
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Preface

This book provides concepts, text, and cases for a course in management control systems. It is designed to allow students to gain knowledge, insights, and analytical skills related to how a firm's managers go about designing, implementing, and using planning and control systems to implement a firm's strategies. It does not deal extensively with topics such as cost accounting and budgeting procedures, which are discussed in separate accounting courses. The book gives roughly equal emphasis to (1) the techniques of the management control process (e.g., transfer pricing, budget preparation, management compensation), and (2) the behavioral considerations involved in the use of these techniques (e.g., motivation, goal congruence, relative roles of superiors and subordinates).

The book is organized into three main parts. Chapter 1 introduces the overall conceptual framework for the book. Part One (Chapters 2 to 7) describes the environment in which management control takes place (responsibility centers). Part Two (Chapters 8 to 12) describes the sequential steps in the typical management control process (strategic planning, budget preparation, operations, analysis of operations). Part Three (Chapters 13 to 18) describes

variations in management control systems (controls for differentiated strategies, service organizations, multinational organizations, and project control).

Changes to Text Material

While retaining the strengths of the eighth edition, we have made a number of changes in both text and case material that we hope will increase their usefulness. In undertaking this revision, we surveyed users of the eighth edition. This revision has benefited from their constructive comments and suggestions.

Several improvements have been made to assist student learning. These include: expanded chapter introductions, more diagrams and exhibits, real-world examples, consistent terminology, expanded chapter summaries, and an up-to-date reference list in each chapter. In particular, we have made the following changes to the text:

- (a) We have re-organized the chapters so that Chapter 2 now discusses the strategy formulation process which provides the context for the design of management control systems that is the subject matter of the book;

- (b) In Chapter 7, we have re-labeled "residual income" as "economic value added" to be consistent with current practice;
- (c) Chapter 11 is new to this edition. In the first part of this chapter, we discuss the *balanced scorecard*, which blends financial information with nonfinancial information, as an aid in strategy implementation. In the second part, we discuss *interactive control*—the use of a subset of management control information in developing new strategies.

We are confident that you will find the text material in this ninth edition well organized, concisely written, laden with current examples, and consistent with the current theory and practice of management control.

Changes in Cases

A key strength of this book is the collection of cases that emphasize actual practice. The cases come from Harvard Business School, The Tuck School at Dartmouth, and from a number of other schools, both in the United States and abroad. The cases not only require the student to analyze situations, but they also give a feel for what actually happens in companies, a feeling that cannot be conveyed adequately in the text. In this sense, the cases can be viewed as extended examples of practice.

The cases are not necessarily intended to illustrate either correct or incorrect handling of management problems. As in most cases of this type, there are no right answers. The educational value of the cases comes from the practice the student receives in analyzing management control problems and in discussing and defending his or her analysis before the class.

We have retained those cases that users have found most helpful in accomplishing the objective of their course. Of the 68 cases in this edi-

tion, 47 are retained from the eighth edition. We have 21 (30 percent) new cases in this edition.

The following cases are new to the ninth edition (viz., they were not in the eighth edition):

- Case 2-1 T&J's (a re-write of South American Coffee Company)
- Case 2-3 DairyPak
- Case 3-2 National Tractor and Equipment
- Case 4-4 Grand Jean Company
- Case 5-1 Profit Center Problems
- Case 7-2 Investment Center Problems (B)
- Case 7-4 Industrial Products Corporation (an update of Diversified Products Corporation)
- Case 8-3 Allied Stationery Products, adapted from Allied Stationery Products (A), (B), and (C)
- Case 9-2 Pasy Company (a re-write of Empire Glass Company)
- Case 9-3 Boston Creamery (a re-write of Midwest Ice Cream Company)
- Case 10-2 Solartronics
- Case 11-1 Analog Devices
- Case 11-2 Warren Insurance Company
- Case 11-3 General Electric Company (B)
- Case 12-3 Anita's Apparel
- Case 12-4 Wayside Inns, Inc.
- Case 12-5 Mary Kay Cosmetics
- Case 13-2 Nucor Corporation
- Case 13-4 Texas Instruments
- Case 13-5 3M Corporation
- Case 15-1 Cookie, Inc. (a re-write of Harley Associates, Inc.)

We are confident that instructors will find that this case collection does an excellent job of meeting classroom needs for several reasons:

- Many cases are based on major corporations such as General Electric, Champion International, Xerox, ITT, Skandia, 3M, Texas Instruments,

Hewlett-Packard, General Motors, Johnson & Johnson, Nestlé, Motorola, Mary Kay Cosmetics, Lincoln Electric, Nucor, Citibank, Chemical Bank, Richardson-Merrill, Nordstrom, and Emerson Electric.

- The collection offers a rich diversity of domestic, foreign, and international companies.
- The cases expose students to varied contexts: small organizations, large organizations, manufacturing organizations, service organizations, and nonprofit organizations.
- The collection presents contemporary, interesting situations that students will recognize, enjoy, and learn from.
- We have given significant attention to case length. A major effort has been made to ensure that a majority of the cases are short. We still include a few medium to long cases, “two-day” cases, and “two-part” cases.
- The case collection is flexible in terms of course sequencing, and the cases are comfortably teachable.

We have now included the following cases and their teaching notes in the *Instructor's Manual*. (These cases were part of the eighth edition of the book but are no longer part of the ninth edition of the book.)

Cummins Engine Company
International Telephone and Telegraph
PC&D
American Can Company
Quaker Oats Company
Disctech
Binswanger & Steele
Pullen Lumber Company
Corning Glass Works
Lex Services PLC (A)

Lex Services PLC (B)
Metropolitan Museum of Art
Bulova Watch Company
Eli Lilly and Company
VDW, AG
Siemens Electric Motor Works
Star Industrial Contractors

The above noted cases, included in the *Instructors Manual*, provide additional flexibility for instructors in course sequencing and selecting cases for examinations.

Target Audience

This book is intended for any of the following uses:

- A one-semester or one-quarter course for *graduate* students who have had a course in management accounting and who wish to study management control in greater depth.
- A one-semester or one-quarter course for *undergraduate* juniors or seniors who have already had one or two courses in management accounting.
- *Executive development* programs.
- A *handbook* for general managers, management consultants, computer-based systems designers, and controllers—those who are involved in or are affected by the management control process.

Acknowledgments

We have benefited from the help of many people in the evolution of this book over nine editions. Students, adopters, colleagues, and reviewers have generously supplied an untold number of insightful comments, helpful suggestions, and contributions that have progressively enhanced this book.

The course from which the material in this book was drawn was originally developed at the Harvard Business School by the late Ross G.