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MBA专业精品教材



Strategic Management (THIRD EDITION)

战略管理

亚历克斯·米勒
(Alex Miller) / 著

(英文版·第3版)



机械工业出版社



McGraw-Hill

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Alex Miller Strategic Management 3rd ed

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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，使您足不出户，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，则可以选择管理模块。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，掌握个中三味。

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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全国MBA教育指导委员会委员
1998年盛夏于北京

About the Author

Alex Miller is the William B. Stokely professor of management at the University of Tennessee at Knoxville. He earned an M.B.A. from Amos Tuck School of Business at Dartmouth College, where he was a Tuck Scholar, and a Ph.D. from the University of Washington. In 1989 he was a visiting research scholar at the Cranfield Institute of Technology in England. He is on the editorial board of the *Journal for Business Venturing*, and his research has been published in such journals as the *Academy of Management Journal*, *Corporate Environmental Strategy*, *Journal of Business Research*, *Journal for Business Venturing*, *Journal for High Technology Management Research*, *Journal of Management Studies*, and *Strategic Management Journal*. Professor Miller is an active consultant whose clients have included Citibank, Dover Corporation, Eastman Chemical, Freddie Mac, Internal Revenue Service, Lockheed Martin, Mercy Healthcare Systems, Navistar, Philips Consumer Electronics, Rockwell International, Sea Land, Tennessee Valley Authority, and Union Carbide, as well as a number of smaller firms. He was a member of the faculty teams responsible for designing and team-teaching Tennessee's unique M.B.A. and executive M.B.A. programs. He has received five teaching awards and was the first two-time winner of the Faculty Accomplishment Award from students in the Tennessee Organization of M.B.A.s. In addition to his academic and business careers, Professor Miller is also a professional cattleman. Alex Miller can be contacted through his home page at:

<http://funnelweb.utcc.utk.edu/~amiller2>

Instructor's Preface

FOR NEW ADOPTERS

What Is Different About This Book?

Welcome! Strategy textbooks abound, and the last thing you need is another book that looks just like the last three you reviewed. The following features make this strategic management book unique

Level of Integration

In an age that stresses being politically correct, textbooks are written to avoid taking a clear stand in order to evade criticism from any sector, but this text clearly takes a stand. From its beginning to its end, this text emphasizes developing a competitive advantage for the purpose of achieving superior financial performance. This central focus forms an integrating theme throughout the book. It is demonstrated from the start by the "Architecture of Strategy" framework, used as a road map throughout the text, right through to the teaching notes that accompany the cases. Every chapter was written to explain another set of concepts critical to developing strategies that establish competitive advantages and yield superior economic performance, and every case was selected because it illustrates these concepts in practice.

Blend of Cutting Edge Versus Tried and True

As an offspring of general management and strategy, strategic management benefits from the hybrid vigor that comes from having parents with very different lineages. General management traces its roots back to the practice of organizational leadership and has provided many tools and concepts that are valuable for their ability to combine simplicity with power. Who would want to teach a course on strategic management that did not cover such tried and true concepts as SWOT analysis or did not illustrate the integration of different functional areas? Such contributions from general management nicely complement concepts produced from the study of strategy as a topic in its own right. The newest concepts that have resulted from the study of strategy as an academic discipline include hypercompetition, the resource-based view of the firm, and the learning organization. When we combine the best of the concepts from general management and strategy, the result is strategic management as it is explained in this text.

Balance Between Formulation and Implementation

No doubt about it, it's far easier to write about strategic analysis and strategy formulation than it is to write about strategy implementation. Yet, virtually any experienced manager will tell you that the real challenge in strategic management lies in implementation. This text provides the most comprehensive discussion on this difficult topic of any available text designed for a strategic management course. Four beefy chapters are devoted to the topic, with the first presenting an overview of the issues involved in strategic change, and the subsequent three detailing how three different categories of change levers can work both for and against desired changes. Students often complain that they cannot see the value of the "touchy-feely" stuff that too often makes up a discussion of strategy implementation. However, experience shows that students appreciate the practical, results-oriented material in the implementation section of this text.

"Digestibility" for Students

Given the wide range of topics to be covered, the high-level thinking required, and the blend of theory and practice entailed, strategic management typically is not an easy course for students. Two approaches are used to deal with this issue. One is to "dummy down" the text by avoiding challenging material, but this approach runs the risk of undereducating students on practices they will encounter in real-world organizations. The approach taken here is to include all concepts considered essential to a student's well-rounded understanding of strategic management as it is currently practiced, but to make these concepts as accessible as possible for students. The text uses an inviting, student-friendly style of writing. Concepts are carefully explained in a logical, classroom-tested sequence. Countless illustrations are used to drive home critical points. The goal of this text is to present all the concepts critical to your course and to do so in a manner that makes your student's study time as productive as possible.

Quality of Ancillaries

While the challenges facing students in this course are significant, so are those facing its instructors. Strategic management is arguably the most rapidly evolving business discipline, so remaining current on concepts is an unending responsibility. And beyond the concepts, every incoming class of students expects cases that are the subjects of today's headlines instead of yesterday's history books. The most common approach to addressing these challenges results in a sort of "arms race" that textbook salespeople judge using the "thud factor." This is a race to see whose ancillary package can produce the loudest thud when a salesperson plops it down on your desk. Contrary to this trend, development of the ancillary package for this text has emphasized quality, not quantity. Rather than being diverted by whistles and bells of marginal utility, development has focused on producing teaching notes and teaching aids for the chapters (Volume I) and cases (Volume II) that are genuinely useful.

Volume I, prepared by Ram Subramanian (Grand Valley State University), contains chapter outlines, teaching tips, examples and illustrations not found in the text, and a great test bank. Volume II, which I edited, contains all the case notes, presenting a case synopsis, a discussion on the case's pedagogy, suggestions on how to use the cases in conjunction with specific text chapters, thorough discussion of each discussion question, transparency masters presenting key points from the case analysis, and a case update. This material is also supplemented with sidebars highlighting the case's key features and others summarizing its central topics. Every case note also comes with a board plan and wherever applicable, they identify outside resources such as articles and videos. If you never look at teaching materials because they are never any good, I hope you will make an exception and look at the two-volume *Instructor's Manual* accompanying this text. It's different from all the rest. See for yourself.

If you are a new adopter and are interested in more details about the text, you may be interested in the following section, which offers previous adopters' discussion about changes made between the second and third editions.

FOR PREVIOUS ADOPTERS:

What Is Different About This Edition?

Welcome back. Here's what's different about the third edition.

- Based on surveys, interviews, and suggestions from a number of past users, this edition has several new learning aids for students. Each of the five major parts to the text has a concise part overview that shows how the upcoming materials are integrated and how they should be approached. Each chapter has a three-part opener presented as a two-page spread. These openers contain a chapter outline, a chapter overview, and a list of key learning points. Following these openers, students are given a strategic vignette presenting a real-world example of how the issues covered in the upcoming pages were critical to the success of a recognizable firm. Back by popular demand, the chapters still end with a bulleted list of managerial practices to adopt from this chapter. However, I have added study/discussion questions to the chapter closings.
- The former Chapter 1 is gone. Some of the material that was in it, specifically the motivational material that explains the course to students, has been moved to a Student's Preface that immediately follows this one. This is followed by two chapters that combine to form a unique two-chapter opening part, entitled Perspectives on Strategic Management. The perspectives to which this part title refers are the **content perspective** and the **process perspective** commonly used to organize our discipline's work.
- The new Chapter 1 focuses on the content of strategy. This chapter explains the text's central premise—strategies should create competitive advantages that yield superior financial performance—and introduces the Architecture of Strategy framework that shows how topics covered in subsequent chapters contribute to

building and maintaining competitive advantages. In explaining fundamental concepts such as **economic value added (EVA)** and **competitive advantage**, the focus throughout this chapter is on “the what” of strategy, that is, what works in producing desired outcomes. This makes it a good complement to the second chapter in Part I.

- The new **Chapter 2** focuses on the process of strategic management. This chapter views strategic management as a series of interlinked processes. It takes a detailed look at **strategic planning** and discusses its strengths and weaknesses. In this chapter, students are encouraged to look for descriptions of **strategic processes** that are presented alongside discussion of strategic content throughout the upcoming chapters. In keeping with this opener, I give new emphasis to covering content and process perspectives in an integrated fashion throughout all subsequent chapters.
 - **Part II** of the text treats external and internal analysis as two sides of the same coin. Chapters 3 and 4 are presented as essential to understanding the sources of competitive advantage, **structural position** and **process execution**, respectively.
 - **Chapter 3** on external analysis has been extensively revised. It still includes a discussion of five forces analysis, but it supplements this with coverage of newer concepts such as **hypercompetition** and **competition**. There is also more extensive discussion of how strategy is shaped by the competitive environment and vice versa.
 - **Chapter 4** on internal analysis places far greater emphasis on the **resource-based view** of the firm. The **balanced scorecard** is presented as a useful way to analyze a firm from a number of important and mutually supporting perspectives.
 - **Part III** of the text is devoted to exploring strategy formulation at four different levels: operations, business, corporate, and global. Because material on competitive advantage was moved to Chapter 1, I was finally able to implement a change that several of you have been requesting. The chapter on strategy formulation at the operations level has been moved to precede the chapter on business-level strategy, making a more logical sequence of coverage from the more narrow (operations) to the broadest (international). Thanks for bearing with me while I figured out a way to accomplish this change!
 - **Chapter 6** now presents the material on business-level strategy. This is a major revision from the second edition. The **market life cycle model** popular with many users is still there. But, several instructors have asked for more coverage of **business positioning** and **competitive maneuvering**. Consequently, extensive new material has been added that draws on game theory but presents it in a more intuitive fashion rather than taking the traditional quantitative approach to this topic. I think you will find the new **PARTS** framework (for Players, Added Value, Rules, Tactics, and Scope) to be a useful addition to your repertoire of strategy models. This chapter also introduces **complementors** as an increasingly important competitive force to be added to Porter's list of five forces. It also integrates material on defining the business and the **business mission** into the broader subject of business positioning.
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- **Part IV** of the text remains focused on organizational change and strategy implementation. The biggest change in this part of the text is that the concepts on different planning and implementation processes were moved forward to the new chapter on the process perspective, the new Chapter 2. This makes for a cleaner, more manageable set of four chapters on strategy implementation, without loss of any critical material.
- **Chapter 9** explains why strategy implementation and organizational change are more difficult than many students might expect, and it presents **organizational learning** as one of the most promising approaches to successfully altering how organizations work. This chapter also explains that successfully changing an organization requires the use of a broad variety of change levers rather than dependence on one or two “magic bullets.”
- **Chapters 10, 11 and 12** present rich discussion on three broad categories of change levers: **contextual levers**, **system levers**, and **action levers**. I recognize that the amount of information in these chapters presents challenges for you—especially if you are teaching under the quarter schedule rather than the semester. However, the field continues to call for more meaningful teaching material on the critical topic of strategy implementation, and I see no realistic means of covering this complex topic adequately in only one or two chapters. Look at Volume 1 of the *Instructor's Manual* for some ideas on how to address this in planning your next course.
- **Part V** presents the cases for this edition. I've moved some student material on case analysis to the opener for this part, so look for it there rather than in its past location as an appendix to the first chapter. A related web site is provided at the end of each case. The case selection for this edition is the best ever thanks to input from an army of reviewers who attacked this issue. More on that later, but at this point let me summarize their results by saying that this edition includes 36 cases, three of which are holdovers from the second edition, with the rest being updated versions of earlier cases or all new cases.

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A book such as this represents a tremendous group effort, and I have been fortunate to have the opportunity to work with an outstanding blend of experts from business, academe, and publishing.

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Selecting cases is a difficult task, and I was aided in my search by the following colleagues who responded with helpful comments and useful suggestions for timely engaging, and well-written cases for this edition

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 John Clarry, Montclair State University
 Jerilyn Coles, Arizona State University West
 David Deeds, Temple University
 Victor Doherty Wayne State University
 Richard Fabris Jersey City State College
 James F. Fairbank, The Smeal College of Business Administration
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 Neil Humphreys, Longwood College
 Helaine J. Korn Texas Tech University
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Case writing is a labor intensive activity that is critical to the study and research of strategic management, and the authors who engage in it can never be adequately thanked for their vital contributions. I am absolutely delighted to be able to publish cases prepared by the following group of outstanding case authors