

◆ 国际通用MBA教材 ◆

加拿大毅伟管理学院
清华大学经管学院

共同策划、推荐

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管 理 学

理查德 L. 达夫特 / 著

Management

Richard L. Daft

5th Edition

英文版 · 第5版



机械工业出版社
China Machine Press



DRYDEN

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管 理 学

(英文版·第5版)

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(FIFTH EDITION)

(美) 理查德L. 达夫特 著

Richard L. Daft



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序 言 1

此次首批专为中国影印的系列教材直接配合中国工商管理硕士课程的各门必修课程，而且是由加拿大西安大略大学毅伟管理学院的任课教授专门选择的。

毅伟管理学院是加拿大西安大略大学(UWO)所属的一所专业学院。而西安大略大学是加拿大历史最悠久的大学之一，毅伟管理学院的本校在安大略省伦敦市，同时在多伦多的密西桑戈设有分校，而且最近在香港也建立了分校。

历史地看，毅伟管理学院一直是管理学界的领导者，现将部分成就列后，标示毅伟管理学院日新月异的发展：

- 1922年，创立了加拿大第一个培养本科生的商学系。
- 1932年，开始出版杂志《毅伟商学季刊》。该杂志发行到25个国家，发行量多达10 000册，受到学术界和管理界读者的喜爱。
- 1948年，在加拿大首次设立行政管理人员培训计划以及工商管理硕士课程。
- 1961年，首创了加拿大的第一个商学博士课程。
- 1974年，被联邦政府正式指定为加拿大第一个(现在已发展到8个)国际商业研究中心(CIBS，即美国CIBERS的前身)，联邦外交部对该中心持续提供财政支援。
- 1975年，毅伟管理学院成立了自己的出版社。该部门目前拥有2 000个加拿大的案例档案，并成为哈佛案例的加拿大资料交换所。1998年，毅伟管理学院的案例已分销至20多个国家的100多所学院和100多家企业。毅伟管理学院是全世界管理学案例研究的第二大制作者，每年向校外读者分销案例教材超过100万册案例教材。
- 1978年开始实施第一项国际学生交换计划，目前该交换计划已增至20余项。
- 1984年毅伟管理学院在加拿大联邦政府的支持下，在伦敦市组建国家管理学研究与开发中心的过程中发挥了主导作用。
- 1984年，是毅伟管理学院和清华大学连续合作开始的第一年，全作内容包括：交换访问学者、教材编写与出版以及各种培训活动。
- 1992年，毅伟管理学院被选为主导性的国际商学刊物，即《国际商学研究杂志》在1993年至1997年间的编辑总部。
- 1993年，《加拿大商学》杂志根据由各大聘用公司首席执行官、人力资源管理人员和求职顾问等人士组成的所有评选组得出的全方位评比结果，将毅伟管理学院列为加拿大培养工商管理硕士的最佳学院，并且这一结论被逐年的评比一再肯定。1994年《亚洲企业》杂志又将毅伟管理学院列于亚洲公认的25所世界最佳商学院的行列中。
- 1997年，《国际管理学杂志》将毅伟管理学院评为全世界国际战略管理学文献的主要贡献者，并领先于哈佛大学与西北大学凯洛格商学院。《商业周刊》将毅伟管理学院列为全世界最佳国际商学院之一，和欧洲管理学院(INSEAD)及伦敦商学院(LBS)并列，而且《美国新闻与世界报导》将毅伟管理学院选为全世界在行政管理人员培训计划方面最佳的15所商业学院之一。

至1998年，毅伟管理学院拥有65名全职教授，他们每年负责教授600名普通课程的和在职行政管理人员课程的工商管理硕士生、300名本科生、40名博士生，以及范围广泛的非学位课程。

负责挑选这批MBA通用教材的教师们均具有著名商学院(如：哈佛、沃顿、密西根、麻省理工学院和毅伟管理学院等)的博士学位，每位教授都对大批现有教材进行了仔细筛选，确保为中国市场提供最佳教材。相信您会对他们的选择表示满意。

加拿大西安大略大学毅伟管理学院

序 言 2

中国的改革开放事业催生了中国的现代管理教育，社会主义市场经济体制的确立，为中国管理教育开辟了广阔的发展空间，使中国的管理教育，尤其是工商管理硕士(Master of Business Administration, MBA)的教育进入了一个全新的发展。1991年，国务院学位令刚刚批准在部分高校中试办MBA教育，只有九所院校得到授权，当年只招收了86名学生；到1994年，授权院校增加到26所，招生规模扩大为1230名；而在不久前结束的1998年招生工作中，已有56所院校得到了授权，这些院校共招收了4000名MBA学生。这一事实生动地说明了MBA教育在我国正方兴未艾。根据美国的经验，MBA学位占每年士学位授予人数的四分之一，中国目前这一比例只占到百分之五，因此，从发展的前景看，MBA教育在中国前程远大。

然而，也应看到，中国的MBA教育还刚刚起步，在培养人的各个环节：师资、课程与教材方面还很落后，难以适应经济发展的需要，与发达国家的情况相比差距是十分巨大的。加强国际使用与交，大胆地借鉴、引进世界上一切优秀的MBA教育方面的教学内容、方法和手段，特别是系统地引进国外优秀的MBA教材，在此基础上坚持贯彻“以我为主，博采众长，融全提炼，自成一家”的指导方针，是逐步提高师资水平、更新专业知识、不断改进课程结构与内容、努力改革教学方法、引进案例教学、从而大大缩小中国与发达国家的差距、迅速提高中国MBA教育水平的重要步骤。

为此，清华大学经济管理学院与加拿大西安大略大学毅伟管理学院(Richard Ivey School of Business, The University of Western Ontario)合作，联合大学的经管学院成立于1984年，是国务院学位办首批授权举办MBA教育的九所院校之一，1997~1998学年度招收MBA学生400名，现拥有全国最大规模的MBA教育项目；毅伟管理学院成立于1948年，是加拿大最好的商学院，拥有很高的国际声誉，在MBA的培养方面具有丰富的经验和很强的力量，它所培养的12000名毕业生中有六分之一成为其所在机构的董事会主席、副主席、总裁、副总裁，首席执行官或经理。

两院推出的这套MBA教材共十八种，大致可分为四部分。第一部分是反映管理主要内容的《管理学》(Richard L. Daft)、《战略管理》(Arthur A. Thompson, Jr. and A. J. Strickland III)、《市场营销学基础：全球管理》(Paul W. Beamish, Allen Morrison and Philip M. Rosenzweig)、《经理人员的沟通》(Norman B. Sigband and Arthur H. Bell)与《管理沟通：原理与实践》(Michael E. Hattersley and Linda McJannet)；第二部分是反映企业资产负债管理、投融资与财务活动和企业会计理论与实践的《公司财务原理》(Richard A. Brealey and Stewart C. Myers)、《投资学精要》(Zvi Bodie, Alex Kane and Alan J. Marcus)、《财务会计》(Clyde P. Streckney and Roman L. Weil)与《管理会计》(Ronald W. Hilton)；第三部分是反映企业管理技术方面的《管理科学导论》(David R. Anderson, Dennis J. Sweeney and Thomas A. Williams)、《信息时代的管理信息系统》(Stephen Haag, Maeve Cumming and James P. Dawkins)、《商务与经济统计》(David R. Anderson, Dennis J. Sweeney and Thomas A. Williams)与《生产与运作管理》(Richard B. Chase, Nicholas J. Aquilano and F. Robert Jacobs)；最后一部分是反映管理基础内

容的《经济学原理》(N. Gregory Mankiw)《商业伦理学》(David J. Fritzsche)和《商法与监管环境》(Ronald A. Anderson, Davi P. Twomey, Ivan Fox and Marianne Moody Jennings)。

在这套MBA教材的挑选中,在版权允许的范围内,既照顾了课程的结果,又考虑了MBA的特点。反映最新成果、理论结合实际、突出案例分析、作者知名度高是挑选中注意教材可以做教师的教学参考书,教师可以运用书中的原理与国情相结合,逐渐发展出有中国特色的MBA教材;它也可以做MBA学生的教科书,帮助学生掌握市场经济的原理与规律以便分析、解决中国的实际问题。另外,所有具有英文新闻记者能力的企业界与经济界人士、对经济管理有兴趣的高校学生,都可以把它作为系统学习经济管理知识、了解市场经济的规范的学习材料,以便更好地理解经济管理问题,增长分析、处理经济管理问题的才干。

朱镕基总理在1994年写给清华大学经济管理学院建院十周年的贺信中曾明确指出“建设有中国特色的社会主义,需要一大批掌握市场经济的一般规律、熟悉其运行规则、而又了解中国企业实情的经济管理人才。”他在1996年提出“管理科学、兴国之道”,希望在中国“掀起一股学习管理、加强管理、发展管理科学、加强管理培训的热潮”。我们联合推出这套书,就是希望能在普及市场经济的一般规律与运行规则的知识、促进管理教育在中国的发展、提高中国企业的管理水平方面做一点实际的工作。

清华大学经济管理学院

1998年6月16日

Preface

Taking the Lead

The field of management is undergoing a revolution. Demands on today's managers go well beyond the techniques and ideas traditionally taught in management courses. The traditional management paradigm assumes the purpose of management is to control and limit people, enforce rules and regulations, seek stability and efficiency, design a top-down hierarchy to direct people, and achieve bottom-line results. The emerging paradigm recognizes that today's managers need different skills to engage workers' hearts and minds as well as take advantage of their physical labor. The emerging management paradigm focuses on *leadership*, on harnessing people's creativity and enthusiasm, finding shared vision and values, and sharing information and power. Teamwork, collaboration, participation, and learning are guiding principles that help managers and employees maneuver the difficult terrain of today's complex business environment. Managers focus on developing, not controlling, people to adapt to extraordinary environmental shifts and achieve total corporate effectiveness.

Both the new and the traditional paradigm are guiding management actions in the world today. My vision for the fifth edition of *Management* is to explore the new paradigm in a way that is interesting and valuable to students, while retaining the best of traditional management ideas. To achieve this vision, I have included the most recent management thinking and research, as well as the contemporary application of management ideas in organizations. The combination of established scholarship, new ideas, and real-life applications gives students a taste of the energy, challenge, and adventure inherent in the dynamic field of management. The Dryden Press and I have worked together to provide a textbook better than any other at capturing the excitement of organizational management.

I revised *Management* to provide a book of utmost quality that will create in students both respect for the changing field of management and confidence that they can understand and master it. The textual portion of this book has been enhanced through the engaging, easy-to-understand writing style and the many in-text examples and boxed items that make concepts come alive for students. The graphic component has been enhanced with several new exhibits and a new set of photo essays that illustrate specific management concepts. The well-chosen photographs provide vivid illustrations and intimate glimpses of management scenes, events, and people. The photos are combined with brief essays that explain how a specific management concept looks and feels. Both the textual and the graphic portions of the textbook help students grasp the often abstract and distant world of management.

Focus on the Future

The fifth edition of *Management* is especially focused on the future of management education by identifying and describing emerging elements and examples of the new management paradigm. New materials in the book include the following:

Chapter 1 introduces the emerging management paradigm, including the growing importance of leadership and new management competencies needed to thrive in today's business world. The chapter also explores the forces affecting today's organizations and managers.

Chapter 2 has been significantly revised to describe the *learning organization* and examine it as an extension of the historical development of management and organizations.

The foundations of organizational behavior have been expanded into a new Chapter 15, with topics including personality types, job satisfaction and organizational commitment, the effects of stress, and person-job fit.

Chapter 21, "Information Systems and Technology," has been completely revised to keep pace with the rapid changes in this area. The chapter includes new or expanded material on such topics as intranets and extranets, geographic information systems, data mining, enterprise resource planning, and knowledge management.

In recognition of the role of technology in today's world, each chapter of the text integrates coverage of the Internet and emerging technology into the various topics covered in the chapter. In addition, most chapters contain a *Leading the Revolution: Technology* box that features a technologically savvy company or highlights a trend that is impacting today's organizations. Topics include online shopping, push technology that delivers data to desktop PCs, paperless office systems, Internet recruiting, and cross-cultural traps to avoid when building a Web page. The book's technology emphasis is also reflected in new *Surf the Net* exercises at the end of each chapter.

Each chapter includes a *Leading the Revolution* box that focuses on either *Leadership* or the emerging *Learning Organization*. These examples include leaders at companies such as Interface, Inc., British Petroleum, Hewlett-Packard, Nissan Design International, Monorail, the Girl Scouts, NEXC, Lucent Technologies, Cisco Systems, and the U.S. Army.

Information on recent trends toward empowerment and participation in organizations has been strengthened in the content of chapters on planning and goal setting, leadership, teamwork, communication, decision making, and motivation, among others.

The chapters on structure have been updated to include more information on innovations such as network and virtual organizations and to compare and contrast characteristics of traditional organizations with those of the emerging learning organization.

Chapter 8, "Strategy Formulation and Implementation," includes a new discussion of cooperative strategies, reflecting the trend toward collaboration among organizations rather than competition.

Chapters from the previous edition on "Quality Control" and "Management Control Systems" have been combined to reflect the integration of these topics, resulting in more concise, streamlined coverage highlighting important topics.

Chapter 22, "Operations and Service Management," has been revised to provide information on supply chain management and the growing importance of logistics.

- A section has been added to the chapter on “Human Resource Management” to examine the changing social contract between people and organizations and the ways it is affecting the nature of careers.
- The chapter, “Managing Diverse Employees,” places greater emphasis on the challenges faced by minorities and also includes a discussion of the potential benefits and difficulties of emotional connections in the workplace.
- A brief discussion of personal decision style has been added to the chapter on “Managerial Decision Making” to give students a better understanding of how an individual’s style interacts with other factors when managers make decisions.
- Because leadership plays a significant role in the emerging management paradigm, there is a strong emphasis on leadership throughout the entire text. Specific topics include leading the learning organization, changing culture through symbolic leadership, leading change, and using persuasion and influence.

In addition, Dryden has brought together a team of experts to create and coordinate color photographs, video cases, beautiful artwork, and supplementary materials for the best management textbook and package on the market.

Organization

The chapter sequence in *Management* is organized around the management functions of planning, organizing, leading, and controlling. These four functions effectively encompass both management research and real-life characteristics of the manager’s job.

Part One introduces the world of management, including the nature of management, the emerging management paradigm, the learning organization, and historical perspectives on management.

Part Two examines the environments of management and organizations. This section includes material on the business environment and corporate culture, the global environment, ethics and social responsibility, the natural environment, and the environment of entrepreneurship and small business management.

Part Three presents three chapters on planning, including organizational goal setting and planning, strategy formulation and implementation, and the decision-making process.

Part Four focuses on organizing processes. These chapters describe dimensions of structural design, the design alternatives managers can use to achieve strategic objectives, structural designs for promoting innovation and change, the design and use of the human resource function, and the ways managing diverse employees are significant to the organizing function.

Part Five is devoted to leadership. This section begins with a chapter on organizational behavior, providing a grounding in understanding people in organizations. This foundation paves the way for subsequent discussions of leadership, motivating employees, communication, and team management.

Part Six describes the controlling function of management, including basic principles of total quality management, the design of control systems, information technology, and techniques for control of operations management.

Special Features

One major goal of this book is to offer better ways of using the textbook medium to convey management knowledge to the reader. To this end, the book includes several special features.

Chapter Outline and Objectives. Each chapter begins with a clear statement of its learning objectives and an outline of its contents. These devices provide an overview of what is to come and can also be used by students to see whether they understand and have retained important points.

Management Problem/Solution. The text portion of each chapter begins with a real-life problem faced by organization managers. The problem pertains to the topic of the chapter and will heighten students' interest in chapter concepts. The questions posed in the Management Problem are resolved in the Chapter Summary at the end of the chapter, where chapter concepts guiding management's actions are highlighted.

Photo Essays. Another feature of the book is the use of photographs accompanied by detailed captions that describe management events and how they relate to chapter material. While the photos are beautiful to look at, they also convey the vividness, immediacy, and concreteness of management events in today's business world.

Contemporary Examples. Every chapter contains a number of written examples of management incidents. They are placed at strategic points in the chapter and are designed to demonstrate the application of concepts to specific companies. These in-text examples—indicated by an icon and shading in the margin—include well-known companies such as McDonald's, General Electric, Hewlett-Packard, and Motorola, as well as less-well-known companies and not-for-profit organizations such as Plastic Lumber Company, Katzinger's Delicatessen, General Stair Corp., and Northwestern Memorial Hospital. These examples put students in touch with the real world of organizations so they can appreciate the value of management concepts.

Leading the Revolution Boxes. These boxes, two in each chapter, illustrate three major themes of the fifth edition: Leadership, Technology, and the Learning Organization. The Technology boxes explore topics of current interest or companies on the cutting edge of today's fast-paced technological business world. Learning Organization boxes examine companies that are using new paradigm ideas to cope with the turbulent environment. The Leadership boxes focus on real-life managers who exemplify the qualities of effective leadership for the 21st century. The book also includes occasional boxes highlighting diversity issues.

Manager's Shoptalk Boxes. These boxes address topics straight from the field of management that are of special interest to students. They may describe a contemporary topic or problem that is relevant to chapter content or they may contain a diagnostic questionnaire or a special example of how managers handle a problem. These boxes will heighten student interest in the subject matter and provide an auxiliary view of management issues not typically available in textbooks.

Video Cases. The six parts of the text conclude with video cases that illustrate the concepts presented in that part. The 22 videos enhance class discussion because students can see the company and more directly apply the management theories they have learned. A detailed description of each video, classroom activities, and discussion questions and answers are provided in the *Instructor's Manual*.

Exhibits. Many aspects of management are research based, and some concepts tend to be abstract and theoretical. To enhance students' awareness and understanding of these concepts, many exhibits have been included throughout the book. These exhibits consolidate key points, indicate relationships among variables, and visually illustrate concepts. They also make effective use of color to enhance their imagery and appeal.

Glossaries. Learning the management vocabulary is essential to understanding contemporary management. This process is facilitated in three ways. First, key concepts are boldfaced and completely defined where they first appear in the text. Second, brief definitions are set out in the margin for easy review and follow-up. Third, a glossary summarizing all key terms and definitions appears at the end of the book for handy reference.

Chapter Summary and Discussion Questions. Each chapter closes with a summary of key points that students should retain. The discussion questions are a complementary learning tool that will enable students to check their understanding of key issues, to think beyond basic concepts, and to determine areas that require further study. The summary and discussion questions help students discriminate between main and supporting points and provide mechanisms for self-teaching.

Management in Practice Exercises. End-of-chapter exercises called "Management in Practice: Experiential Exercise" and "Management in Practice: Ethical Dilemma" provide a self-test for students and an opportunity to experience management issues in a personal way. These exercises take the form of questionnaires, scenarios, and activities, and many also provide an opportunity for students to work in teams.

Surf the Net. Each chapter contains three Internet exercises to involve students in the high-tech world of cyberspace. Students are asked to explore the Web for research into topics related to each chapter. This hands-on experience helps them develop both Internet and management skills.

Case for Critical Analysis. Also appearing at the end of each chapter is a brief but substantive case that provides an opportunity for student analysis and class discussion. Many of these cases are about companies whose names students will recognize; others are based on real management events, but the identities of companies and managers have been disguised. These cases allow students to sharpen their diagnostic skills for management problem solving.

Supplementary Materials—Leading by Example

Another market innovation from Daft, the fifth edition's ancillary package is loaded with powerful resources for students and instructors alike.

Combining the latest technology with proven teaching tools, the package enables students to put chapter concepts into action and gain valuable insight into real-world practices. In addition, an expansive collection of supplemental teaching material offers support to instructors—from the novice to the most seasoned professor.

Completely integrated with the text, this comprehensive package continues to lead the market with its innovation and real-world management application. Many new cutting-edge features have been added to create an unrivaled support system.

- **NEW! Daft Home Page:** *Management*, fifth edition, has crossed the line to online. Students and professors can tap into countless business and education resources with this leading-edge tool.

Completely integrated with the fifth edition, this interactive Web site gives students hands-on experience using the Internet as a business tool. Through online exercises, students can review chapter material and explore the vast resources available online. A time management section features strategies for avoiding procrastination, getting organized, and setting goals and priorities. A reading room section links users to business journals, daily newspapers, and magazines across the country and around the world.

An online case library includes an extra collection of cases of varying lengths and levels. In addition, the site links instructors to teaching resources, bibliographies of articles related to text material, ideas on incorporating the Internet into the classroom, and Dryden staff members. Dryden's Teaching Tips Module is also available online, offering insights from instructors nationwide, including teaching tips, cases, exercises, supplemental lecture topics, and more. Most of the resources and Internet-based interactive exercises are organized by chapter.

This site is a reservoir of management information. In fact, the Daft Web site includes so many resources for each chapter that it could be used as the foundation for a distance-learning course.

- **NEW! Web Instructor's Manual:** Created to help instructors integrate the Daft Web site into the course with ease. Includes detailed outlines of the Daft Web site, instructor's teaching notes for company profiles and exercises, and detailed notes on how the instructor can integrate the Web site into the course.
- **Instructor's Manual:** Designed to provide support for instructors new to the course, as well as innovative materials for more experienced professors, the *Instructor's Manual* (IM) includes detailed "Lecture Outlines" that offer information and examples not in the text, "Class Starter" suggestions, and a "Lecture Illustration File" with real-world examples of management concepts in practice. Annotated learning objectives, changes to the fifth edition, answers to chapter discussion questions, and teaching notes for the end-of-chapter cases and exercises offer additional support to instructors.

In addition, the video notes are available to help instructors integrate video segments directly with classroom discussion. Support materials

include a video outline, references to concepts within the chapter that are discussed in the video, answers to video case discussion questions, individual and group exercises, and a multiple-choice quiz about the video.

- **Computerized Instructor's Manual:** Most elements of the IM are available on disk in a Windows format, enabling instructors to electronically cut and paste custom lecture outlines with ease.
- **Test Bank:** The newest edition—ExaMaster99—is a cross-platform version available on CD-ROM that works with the latest versions of the Macintosh, Windows, and Windows NT operating systems. ExaMaster99 includes online testing capabilities, a grade book, and much more. Scrutinized for accuracy, the *Test Bank* includes more than 2,000 true/false, multiple-choice, short-answer, and essay questions, which have been rated for difficulty and designated as factual or application. The *Test Bank* is available in printed, DOS, Windows, and Macintosh formats.
- **Study Guide:** Packed with real-world examples and additional applications, this learning supplement is an excellent resource for students. For each chapter of the text, the *Study Guide* includes a summary and completion exercise; a review with multiple-choice, true/false, and short-answer questions; a mini-case with multiple-choice questions; management applications; and an experiential exercise that can be assigned as homework or used in class.
- **IMPROVED AND UPDATED! Acetates/Masters:** Created from artwork in the text, as well as outside materials, the full-color acetates and masters are available separately and both include detailed teaching notes.
- **NEW AND UPDATED! Videos:** A complete set of videos featuring the management practices of actual companies and their executives supports the end-of-chapter case materials. Numerous videos have been updated for the fifth edition, and many are new to this edition, such as Hard Candy, Holigan Group, J.C. Penny, Southwest Airlines, Yahoo!, and more.
- **Discovering Your Management Career CD-ROM:** Included free with each new copy of *Management*, fifth edition, by the Dryden Press, is a CD-ROM entitled "Discovering Your Management Career." It contains three programs, each of which may be used in conjunction with your course: *Discovering Your Management Career*, *Career Design*, and *Management at Sea*.
Discovering Your Management Career helps students learn about and assess their compatibility with four major management career areas. They were selected not only to represent the diversity of management opportunities available but also for the number of jobs in these fields.
 - Corporate Financial Management
 - Marketing Management
 - Retail Bank Management
 - Store Operations

For each career, students receive broad guidance and practical advice on everything from clarifying the depth of their interest in that management career to preparing and implementing an effective job search strategy.

Also included on the *Discovering Your Management Career* CD-ROM is a free copy of the student version of *Career Design*, the landmark career

planning software program that is based on the work of John Crystal, the major contributor to the most widely read career book of all time, *What Color Is Your Parachute?* by Richard N. Bolles. *Career Design* has received worldwide coverage and praise from both the business and computer press, including *BusinessWeek*, *Fortune*, *The Wall Street Journal*, *The Financial Times*, *The London Times*, *PC Magazine*, and *PC Computing*. The student version provides general career exercises and a wealth of other resources.

Management at Sea offers students a realistic and exciting view of management in action. Through commentary on actual footage from major sailing races, students will learn how effective management can lead to better results. Sailing is a metaphor for this key theme: If management can make a difference in a sport such as sailing, it can clearly make a difference in the business world where a rapidly changing environment and intense competition are also the norm rather than the exception. Footage of boat construction and race preparation are used to illustrate planning and organizing principles, while videos of sailing races demonstrate leading and controlling.

- **NEW AND IMPROVED! PowerPoint CD-ROM Presentation Software:** This innovative presentation tool enables instructors to customize their own multimedia classroom presentations. The package includes figures and tables from the text, as well as outside materials to supplement chapter concepts. Material is organized by chapter. Instructors can use the material as is or expand and modify it for individual classes. The software is available in two formats: PowerPoint 95 and PowerPoint 97. The PowerPoint 97 version allows instructors to simply click on links to move from the PowerPoint presentation to Web sites. PowerPoint Slides are also saved on the CD in a form without color so that professors can easily print the presentation into Transparency Masters.
- **NEW! Web Support:** The Dryden Press has partnered with WebCT to assist adopters with Web-based education materials. Your local Dryden sales representative can provide you with details.
- **NEW! Performance Module:** In the real world, the bottom line is performance. Employees, managers, top-level executives, entire companies—everything—is evaluated on performance. This unique new module takes an in-depth look at performance issues. It provides insightful material to reinforce class discussions and gives students practice with performance issues.
- **Multicultural Diversity Module:** This module offers an inside look at the broad topic of cultural, ethnic, and gender diversity in today's workplace.
- **Quality Module:** This publication covers the history of the quality movement up to present practices and developments, spotlighting such quality pioneers as W. Edwards Deming, Joseph M. Juran, and Philip Crosby.
- **Management and the Natural Environment Module:** This module addresses issues of the natural environment with each functional management topic. The module includes a separate video, as well as instructor's notes.

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