

MANAGEMENT

15E

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*To my wife, Laura
Steve*

*To my husband, Ron
Mary*



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Preface

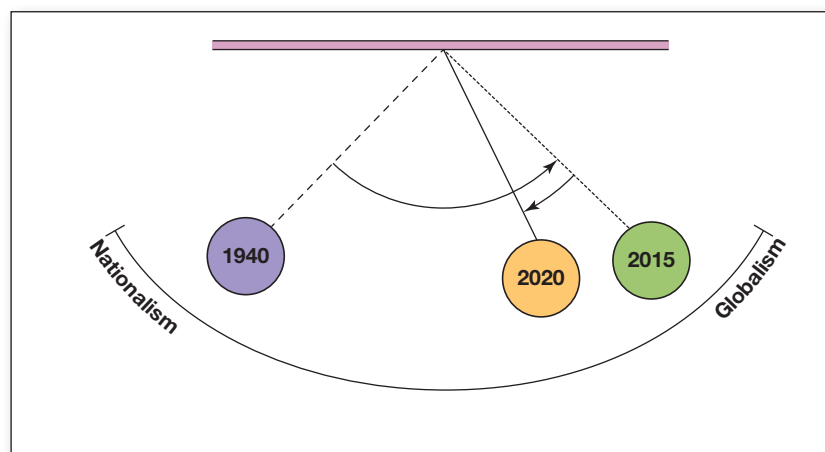
Welcome to the 15th edition of *Management*. First published in 1984, this book has become one of the world's most popular introductory management textbooks. It's used by hundreds of US colleges and universities; it's translated into Spanish, French, Russian, Dutch, Bahasa, Korean, and Chinese; and there are adapted editions for Australia, Canada, India, and the Arab World.

New to This Edition

We've added a number of new topics to this 15th edition of *Management*. The following overview highlights some of those topics.

Rethinking Globalization

Globalization has long been promoted by economists and the media as a win-win proposition for all countries. However, recent developments have challenged this belief and indicate signs of growing anti-globalization attitudes. Chapter 4 provides a history of globalization and the growth of a nationalism movement.



The recent “me-too” movement has drawn global attention to gender inequities in the workplace.⁴⁰ It essentially began in 2017, when more than a dozen women accused film producer Harvey Weinstein of sexual harassment, assault, or rape. What began as a trickle, soon became a flood of accusations. The movement ended Weinstein’s reign at his film studio, but also brought to light abuses of power by dozens of prominent men, including *Today* co-host Matt Lauer, TV journalists Bill O’Reilly and Charlie Rose, Pixar head John Lasseter, and casino magnate Stephen Wynn.

The “Me-Too” Movement

The recent “me-too” movement has drawn global attention to gender inequities in the workplace and revealed organizational cultures that are hostile to women. In Chapter 5, gender inequities in the workplace are reviewed.

The Widespread Impact of Social Media

This edition provides insights into how social media is reshaping management practices—including ethical behavior, communication, motivation, and control.

Focus on Social Media

You probably can't imagine a time when employees did their work without smart devices, email, apps, or internet access. Yet, some twenty-five years ago, as these tools were becoming more common in workplaces, managers struggled with the challenges of providing guidelines for using the internet and email in their organizations. Today, a tool that nearly all organizations use is **social media**, forms of electronic communication through which users create online communities to share ideas, information, personal messages, and other content. And employees don't just use these on their personal time, but also for work purposes. That's why managers need to understand and manage the power and peril of social media.

There is also a downside to social media. As noted by Berkshire Hathaway CEO Warren Buffet, "It takes twenty years to build a reputation and five minutes to ruin it."²³ Internally, social media also becomes problematic when it becomes a way for boastful employees to brag about their accomplishments, for managers to publish one-way messages to employees, or for employees to argue or gripe about something or someone.

In the remainder of the book, we'll look at how social media is impacting how managers manage, especially in the areas of ethics, communication, motivation, and strategy.

Big Data and Artificial Intelligence

As the Cleveland Clinic found, IBM's supercomputer, Watson, can do things faster and more accurately than many professionals. For instance, it can diagnose cancers four times more accurately than doctors and can provide legal advice in seconds with 90 percent accuracy, compared to 70 percent accuracy by lawyers.³² The secret to Watson's talents? Big data and artificial intelligence.

Big data is a term that refers to huge and complex sets of data.³³ These data sets are composed of so much information that traditional data-processing application software is unable to deal with them. For instance, cloud-computing capacity now can allow a room full of legal opinions to be put online. What used to take a lawyer several days or even weeks to find relevant cases to support a client's case can now be done in seconds. Similarly, even football and basketball coaches and managers are using big data to guide drafting decisions and even play calling.

Big data has opened the door to widespread use of **artificial intelligence (AI)**. As noted in Chapter 1, AI is using the power of computers to replicate the reasoning functions of humans.³⁴ It goes well beyond the simple "if-then" processing of computer software. AI has the ability to learn and solve complex problems.

You already know how big data and AI are changing the lives of consumers with products like Siri, Google Maps, Uber, and the rapid advancements being made toward self-driving cars. But big data and AI, along with machine learning, deep learning, and analytics are rapidly changing how managers make decisions.

How Big Data, Analytics, and AI Are Changing the Manager's Job

Big data, analytics, and artificial intelligence are changing how managers make decisions and design their organizations. The topic is addressed in several chapters of this edition.

Additional Chapter-by-Chapter Changes in This Edition

Chapter 1

- Rewrote Why Are Managers Important?
- New Managerial Challenge: Focus on Disruptive Innovation
- New Managerial Challenge: Focus on Ethics
- New Managerial Challenge: Focus on Political Uncertainty
- New: Employability Skills
- Added Learning from Failure box: Successful Managers Learn from Their Failures

History Module

- Updated to Include Technology/Computerization Era

Chapter 2

- New: Decision Styles
- New: Big Data, AI, Analytics
- New: Machine Learning, Deep Learning
- Added Learning from Failure box: James Dyson: A Man of a Thousand Failures

Chapter 3

- Expanded Discussion of Environmental Uncertainty
- Expanded Discussion of Elements in the Specific Environment
- Added Learning from Failure box: A Corrupt Culture at Wells Fargo

Chapter 4

- Total Rewrite to Reflect Growing Anti-Globalization Movement
- Added Learning from Failure box: Disney Learns That France Isn't Florida

Chapter 5

- New: "Me-Too" Movement and Gender Diversity
- New: Critical Questions About Diversity
- Added Learning from Failure box: Denny's Answer to Its Diversity Problem

Chapter 6

- New: Social Responsibility and Economic Performance
- New Current Issues: Protecting Whistle-Blowers
- New Current Issues: Social Media and Social Responsibility

Chapter 8

- New: Virtual Reality as a Planning Tool
- Added Contingency Factors in Planning
- Added Learning from Failure box: US Army Corps of Engineers and Hurricane Katrina

Chapter 9

- New Competitive Advantage: Mass Customization
- New Competitive Advantage: Social Media
- Added Learning from Failure box: Coke Panics After the Pepsi Challenge

Chapter 10

- New: A Hybrid Path to Entrepreneurship
- Added Learning from Failure box: The Third Time Is a Charm for Vera Wang

Chapter 11

- Added Learning from Failure box: Working at Home Doesn't Work at IBM

Chapter 12

- New: Bullying in the Workplace
- New: Material on Socialization
- New: Career Development
- Rewrote Compensation and Benefits section
- Added Learning from Failure box: Forced Rankings Bomb at Microsoft

Chapter 14

- New: Cybersecurity
- Added Learning from Failure box: GM's Catastrophic Communication Breakdown

Chapter 15

- New: Dark Triad Personality

Chapter 16

- Added Learning from Failure box: NSPS: Pay-for-Performance Gone Bad

Chapter 17

- New: Servant Leadership
- New: Followership
- New: Comparing Leadership Theories for Their Validity
- Added Learning from Failure box: The Firing of Steve Jobs at Apple

Chapter 18

- New: Social Media as a Control Tool
- New: Compliance Offices and Positions

POM Module

- New: Robotics

Our Three Guiding Principles

What has allowed this book to flourish for thirty-five years? We think the answer is in our three guiding principles: (1) offer cutting-edge topic coverage, (2) ensure that the writing is readable and conversational, and (3) make certain the presentation is relevant to students.

Cutting-Edge Topic Coverage

This book has always sought to provide the *latest topic coverage*. It was, for instance, the first introductory management book to discuss organizational culture, the symbolic view of management, behavioral decision making, sustainability, and value-chain management. This edition continues in that tradition, with cutting-edge topics like the changing attitudes toward globalization, the “me-too” movement, disruptive innovation, decision analytics, and the effects of social media. And, of course, the entire research base for this edition has been fully updated.

High Readability

Every textbook author claims his or her books are *highly readable*. The reality is that few actually are. Most appear to be written more for professors than for students. From the first edition of this book, we were determined to make the field of management interesting and engaging for students. How did we do this? First, we committed to a conversational writing style. We wanted the book to read like normal people talk. And second, we relied on an extensive use of examples. As your senior author learned early in his teaching career, students often forget theories but they remember stories. So you’ll find a wealth of current examples in this book.

Relevance

Since this book’s inception, we have subjected every theory and concept to our “So What?” test. We ask ourselves: Why is a specific concept relevant? Why should a student need to know this? This test has guided us in deciding what to include and exclude over these many editions, as well as reminding us to explain the importance and relevance of concepts when it might not be obvious.

Solving Learning and Teaching Challenges

Speaking of relevance, if there is one component of this book that instructors will find important, it’s our focus on providing job-relevant skills for students.

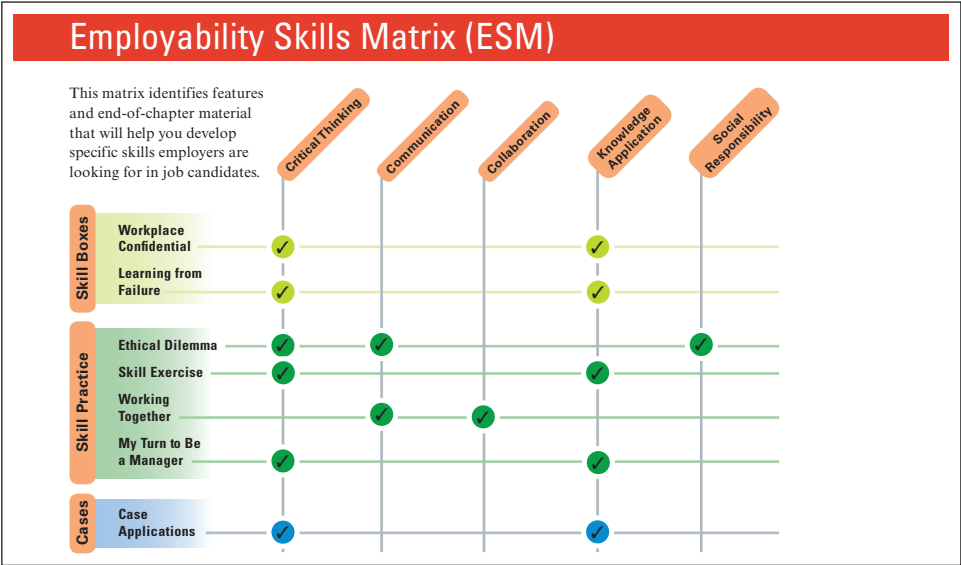
In the typical introductory management class, only about 20 percent of students are management majors. The rest are majoring in accounting, finance, marketing, information systems, or some other business discipline. As a result, instructors tell us that one of their most challenging obstacles in teaching the introductory management class is convincing these non-management majors of the course’s importance. These non-management majors often question the course’s relevance to their career goals. As one accounting student put it, “Why do I have to take this class? I have no interest in being a manager. My time would be better spent taking another course in tax or auditing.”

We have an answer for those students: This book and your management class are relevant to anyone who plans to work in an organization. How? In addition to describing what effective managers do and offering insights into how organizations work, we include features that will help students develop the specific skills employers

are looking for in job candidates and provide guidance to help students survive and thrive in the workplace. Let’s highlight what those features are.

Specific Employability Skills

Research studies have identified five specific skills that employers are looking for in job candidates. These are critical thinking, communication, collaboration, knowledge application, and ethics/social responsibility. So in this edition, chapters 2 through 18 each begin with an Employability Skills Matrix. The matrix identifies how components in the chapter build on one or more of the five employability skills.



WORKPLACE CONFIDENTIAL Adjusting to a New Job or Work Team

Almost all of us have made transitions in our lives. Maybe your parents moved and you had to make new friends and adjust to a new school. Or you joined a new church, social club, or sports team. As a result, you’d think that most of us would be pretty confident and successful in making the transition into a new job. This is often not the case, especially for younger employees.

For our discussion, we’ll focus on the outsider-to-insider transition and both external (between organizations) and internal (between horizontal departments or vertical promotions) adjustments.

The importance of this issue is underlined by research that tells us that the typical individual changes jobs 10.2 times over 20 years—so you need to be prepared to do a lot of adjusting to new work situations.

One of your goals in any new job situation should be to make the adjustment successful. What does that entail? You’ve made a successful transition if, after six months in your new position, you can say that you feel comfortable, confident, and accepted by your peers. And the evidence tells us that this is most likely to occur where you know what is required to function in your job, you have confidence that you have the knowledge and skills to perform it, and you know what the job demands are in terms of relationships with others. Moreover, successful adjustment should result in satisfaction with your job and a minimal degree of anxiety and stress.

Successful adjustment should begin by assessing the new situation. Assuming you have concluded that the job is a good fit for you, you need to determine the following: What’s the history of the organization or work unit? Which individuals are held in high esteem, and what factors have led to their influence? And what does the culture value? Learning to read the organization’s culture (see the earlier “It’s Your Career” box) can provide you with answers to many of these questions.

Organizations have a variety of socialization options that they use to shape employees and help them adjust to the organization. Let’s briefly review some options and consider their impact on you:

Formal vs. Informal. Specific orientation and training programs are examples of formal socialization. The informal variety puts new employees directly into the job.

Individual vs. Collective. When you’re grouped with others and processed through an identical set of experiences, it’s collective. Most small organizations socialize new members individually.

Fixed vs. Variable. A fixed schedule establishes standardized time targets for transition, such as a six-month probationary period or a rotational training program. Variable schedules have no advance notice of transitions; for instance, you’ll be promoted when you’re “ready.”

Serial vs. Random. In serial socialization, you’ll have a role model who will train and encourage you.

Apprenticeship and mentoring programs are examples. In random socialization, you’re left on your own to figure things out.

Investiture vs. Divestiture. When the organization wants to affirm and support your qualities and qualifications, they basically leave you alone. But in divestiture, the organization will attempt to strip away certain characteristics. For instance, fraternities and sororities use divestiture rites when they put “pledges” through rituals to shape new members into the proper role.

As you move into your new job, be aware that the socialization programs, or lack of such programs, you’ll be exposed to will have a significant influence on your adjustment. For instance, if you see yourself as a conformist and want a job that fits you, choose a job that relies on institutional socialization—one that is formal, collective, fixed, serial, and shapes you through divestiture rites. In contrast, if you see yourself as a “wave-maker” who likes to develop your own approaches to problems, choose a job that focuses on individualized socialization—one that is informal, individual, variable, and random and affirms your uniqueness through investiture.

The evidence indicates most people end up more satisfied with, and committed to, their job when they go through institutional socialization. This is largely because its structured learning helps reduce the uncertainty inherent in a new situation and smooths the transition into the new job.

An additional insight on new-job adjustment is the value of organizational insiders as a valuable resource for information. Colleagues, supervisors, and mentors are more useful as sources for accurate information about your job and the organization than formal orientation programs or organizational literature. People give you a better and more accurate reading of “the ropes to skip and the ropes to know.”

Finally, don’t forget the power of first impressions. A positive first impression on your transition. Think about can both speed up and smooth your transition. Think about the image you want to convey and make sure your clothes, posture, attitude, and speech fit that image.

So what are the specific implications of all this? How can you use this information to increase the probability that you’ll have a successful adjustment in a new job? The answer is to focus on those things you can control. First, to summarize, choose a job where the socialization process matches up well with your personality. And, based on the evidence, choosing a job with institutionalized socialization will reduce uncertainty, lessen stress, and facilitate adjustment. Second, use insiders to provide background information and to reduce surprises. Lastly, start off on the right foot by making a good first impression. If colleagues like and respect you, they are more likely to share with you key insights into the organization’s values and culture.²²

Advice for Surviving and Thriving in the Workplace

Regardless of whether one is working in an organization employing three people or 300,000, there are common challenges that employees will encounter. We provide students with guidance for dealing with these challenges in our “Workplace Confidential” features.

IT'S YOUR CAREER

Learning Your Strengths and Weaknesses

Do you know your personal strengths and weaknesses? You need to for at least two reasons. The first is that job interviewers commonly ask what you consider your strengths and weaknesses, and you want to be prepared to answer those questions. Second, by knowing your strengths and weaknesses you can size up where you stand in your career and make good decisions about what you need to do to keep advancing.

Here are some suggestions to help you learn your strengths and weaknesses:

1. **Identify your strengths.** Your strengths are your individual personal positive attributes and characteristics. As you look at your strengths, assess the following: skills (what you are good at), interests (what you enjoy doing), educational background (what qualifications you have), your values (what things are important to you), and your personality (what characteristics you have). As you evaluate these, think in terms of what sets you apart. What things do you like to do? What things do you do well? What things do you do better than others? It's also helpful to ask others you trust what they see as your strengths.

2. **Take a look at your weaknesses.** It's sometimes hard to admit, but we all have weaknesses. What things could you improve about

yourself? What are your negative personal/work habits? What things do you not like to do? What skills, training, or qualifications are you lacking, the possession of which would make you a more valuable employee? Are you lacking career direction or focus? What things do others do better than you do? Again, it's helpful to ask others you trust what they see as your weaknesses.

3. **As discussed later in this chapter's "Workplace Confidential," develop a strategy to do something about your strengths and weaknesses.** What actions can you take to get the job you want or to best meet the requirements of your current job or a promotion you're seeking? Accentuate your positives! You want to leverage, emphasize, and capitalize on your strengths.

Here's an insight that many young people don't realize: You can go a long way on just a few strengths. In school, to be an outstanding student, you have to be a generalist. You have to be good at everything: math, science, history, geography, languages, the arts, and so forth. But "the real world" pays off for specialization. You only have to excel in one or two areas to have an amazing career. So find your niche and exploit that strength.

4. **Update your list of strengths and weaknesses periodically.** As you gain new experiences and as your life circumstances change, you'll want to revise your list of strengths and weaknesses. Sharpen your self-awareness so you can craft the kind of life—professionally and personally—you want to live.

Career Guidance

We've found that students appreciate career guidance. Toward that end, we included "It's Your Career" boxes that address skills that will enhance career progress. These include identifying your strengths and weaknesses, managing your time, developing your negotiation skills, and learning to read an organization's culture.

Developing Resilience

In this edition of *Management*, we added "Learning From Failure" boxes to illustrate how people like Steven Spielberg, J. K. Rowling, and Vera Wang, as well as companies like Apple, Disney, and GM, have encountered setbacks, assessed what went wrong, gained new insights from their experience, and bounced back.

Resilience is a valuable quality for students and employees. These boxes can help students see the positive side of failures and how individuals and organizations have learned from their mistakes.

Learning from FAILURE

Disney Learns That France Isn't Florida

The Walt Disney Company had a proven record of creating and operating highly successful theme parks in southern California and Orlando, Florida. So how difficult would it be to transfer that success to Paris? What worked in Florida should work in France, right? Unfortunately, Disney found out that success doesn't necessarily transfer when they opened Euro Disney Resort (now called Disneyland Paris) in 1992.

The French aren't like Americans in a number of ways. For instance, Americans typically travel to theme parks in their cars. The French tend to use buses. The result was large, empty parking lots while facilities for bus drivers to park their buses and rest were inadequate.

Disney parks in the US don't serve alcohol. But the French consider wine a part of their daily life and a glass of wine for lunch a necessity. Visitors were astonished that no wine was available at the park and complained en masse.

Not only was the lack of wine a problem at lunch, so was the time when the French want their midday meal. There is no fixed time for Americans to each lunch. And Americans are comfortable grabbing something on the go and eating while they wander around the park. In contrast,

the majority of European visitors would converge on restaurants at 12:30 p.m., expect to be seated, and treat the meal as a leisurely event. Disneyland Paris's managers failed to properly staff their restaurants for the one- or two-hour "rush hours."

Disney executives also failed to understand that, while American park visitors' average stay was four days, the French typically arrived early in the morning, spent the day at the park, checked into their hotel late at night, then checked out early the next morning. The difference was largely due to the multiple theme parks—SeaWorld, Knott's Berry Farm, Universal Studios—near the Florida and California parks. There were no such options in Paris. The result was long lines in the hotel lobbies with people all checking-in and checking-out at the same time.

In response to these mistakes, Disney executives initiated a number of changes in Paris. Bus areas were expanded, corporate policy was modified to make wine and beer available, restaurant staffing was adjusted, and additional computer stations were installed at park hotels to reduce waiting lines.

What did Disney learn from their failures at Euro Disneyland? Culture matters!²⁴

Continued Focus on Practical Applications

This edition of *Management* continues our commitment to provide instructors with a comprehensive set of in-text exercises that allow students to translate what they’ve learned into practical applications. These include, for example, end-of-chapter cases, ethical dilemmas, and team-building exercises, plus a part-ending integrative case. Here’s a brief summary of these applications.

CASE APPLICATION 1

Environmental Uncertainty at HBO

HBO is one of those company names everyone knows. It’s the oldest and second-largest pay TV station in the US. Since the early 1990s, it has been developing original programming. That’s much longer than Netflix and Amazon. HBO shows like *Game of Thrones*, *The Sopranos*, and *Westworld* have won Emmy and Golden Globe awards. HBO includes seven 24-hour channels as well as the streaming service HBO Now. It has about 130 million subscribers worldwide.²⁵

That all sounds like HBO is doing well, right? Looking more deeply, though, there is a lot happening in HBO’s environment.

Over a million households got rid of their cable TV subscriptions during a three-month period in 2017. That’s much faster change than experts expected. By 2030, the cable and satellite TV market is estimated to shrink by 26 percent. That would leave only 60 percent of American households as subscribers to pay TV.²⁶

Meanwhile, smart phone usage keeps climbing worldwide each year. The number of smart phone users in 2018 was estimated at 2.53 billion. By 2020, that number is expected to climb to 2.87 billion.²⁷

Case Applications

There are two new case applications at the end of each chapter.

Starbucks Integrative Case

Each of the six parts of this book concludes with the Starbucks integrative case. This case helps students see how concepts can be applied in an organization with which most are familiar as well as see the integrative nature of management. The case has been totally updated from the previous edition.

Continuing Case

Starbucks—Introduction

Community. Connection. Caring. Committed. Coffee. Five Cs that describe the essence of Starbucks Corporation—what it stands for and what it wants to be as a business. With nearly 30,000 stores in 77 countries, Starbucks is the world’s number one specialty coffee retailer. The company also owns Seattle’s Best Coffee, Teavana, Starbucks VIA, Starbucks Refreshers, Evolution Fresh, La Boulange, Verismo, and Torrefazione Italia brands. It’s a company that truly epitomizes the challenges facing managers in today’s globally competitive environment. To help you better understand these challenges, we’re going to take an in-depth look at Starbucks through these continuing cases, which you’ll find at the end of every part in the textbook. Each of these six part-ending continuing cases will look at Starbucks from the perspective of the material presented in that part. Although each case “stands alone,” you’ll be able to see the progression of the management process as you work through each one.

Skill Exercises

It's not enough to "know" something. Students need to be able to apply that knowledge. Skill Exercises at the end of each chapter are designed to help achieve that goal. Some of these exercises include developing your skills at politicking, creativity, collaboration, building trust, interviewing, motivating others, and acquiring power.

SKILLS EXERCISE
 Developing Your Collaboration Skill

About the Skill

Collaboration is the teamwork, synergy, and cooperation used by individuals when they seek a common goal. In many cross-cultural settings, the ability to collaborate is crucial. When all partners must work together to achieve goals, collaboration is critically important to the process. However, cultural differences can often make collaboration a challenge.

Steps in Practicing the Skill

- **Look for common points of interest.** The best way to start working together in a collaborative fashion is to seek commonalities that exist among the parties. Common points of interest enable communications to be more effective.
- **Listen to others.** Collaboration is a team effort. Everyone has valid points to offer, and each individual should have an opportunity to express his or her ideas.
- **Check for understanding.** Make sure you understand what the other person is saying. Use feedback when necessary.
- **Accept diversity.** Not everything in a collaborative effort will "go your way." Be willing to accept different ideas and different ways of doing things. Be open to these ideas and the creativity that surrounds them.

- **Seek additional information.** Ask individuals to provide additional information. Encourage others to talk and more fully explain suggestions. This brainstorming opportunity can assist in finding creative solutions.
- **Don't become defensive.** Collaboration requires open communications. Discussions may focus on things you and others may not be doing or need to do better. Don't take the constructive feedback as personal criticism. Focus on the topic being discussed, not on the person delivering the message. Recognize that you cannot always be right!

Practicing the Skill

Interview individuals from three different nationalities about the challenges of collaborating with individuals from different cultures. What challenges do different cultures create? How have they dealt with these challenges? What advice do they have for improving collaboration across cultural differences? Based on your interviews, what are some general ideas you learned to improve your ability to collaborate?

ETHICS DILEMMA

In many ways, technology has made all of us more productive. However, ethical issues do arise in how and when technology is used. Take the sports arena. All kinds of technologically advanced sports equipment (swimsuits, golf clubs, ski suits, etc.) have been developed that can sometimes give competitors/players an edge over their opponents. We saw it in swim meets at the Summer Olympics and on the ski slopes and ice rinks at the Winter Olympics.

- 3-8. What do you think? Is this an ethical use of technology?
- 3-9. What if your school (or country) were competing for a championship and couldn't afford to outfit athletes in such equipment and it affected your ability to compete? Would that make a difference?
- 3-10. What ethical guidelines might you suggest for such situations?

Ethics Dilemmas

Each chapter presents students with an ethical dilemma and encourages them to practice their skills in ethical decision making and critical decision making.

Team Exercises

Work in today's organizations is increasingly being done in groups and teams. And being a "team player" has become an important quality in the hiring process. To help students build their collaboration skills, we have included team exercises at the end of each chapter.

WORKING TOGETHER
 Team Exercise

Almost a third of employees who leave their companies within the first ninety days say they left because they didn't fit into the company's culture.²⁴ This suggests that learning about a company's culture before you accept a job could save you a considerable amount of grief. To increase the chances that you'll fit with the culture of the company you next work for, form groups of three or four and share the characteristics of an organizational culture each wants

(and don't want) in an employer. Compare your lists for common factors. Now choose one of the group member's lists and discuss: What could you do when visiting a company for an interview to find out whether it has the characteristics on the list? What questions could be asked during the interview? What clues could be looked for when walking around the company to understand what the culture is like? Be ready to share your analysis with the class.

“My Turn to Be a Manager” Exercises

Additional opportunities for students to apply management concepts introduced in each chapter are the “My Turn to Be a Manager” exercises.

MY TURN TO BE A MANAGER

- Find current examples in any popular business periodical of both the omnipotent and symbolic views of management. Write a paper describing what you found and how the examples you found represent these views of management.
- Consider a business that you frequent (for example, a restaurant or coffee shop) and review the six aspects of the external environment discussed in the text. Create a list of factors in the external environment that could affect the management of the business you selected.
- Choose an organization with which you’re familiar or one you would like to know more about. Create a table identifying potential stakeholders of this organization. Then indicate what particular interests or concerns these stakeholders might have.
- If you belong to a student organization, evaluate its culture by answering the following: How would you describe the culture? How do new members learn the culture? How is the culture maintained? If you don’t belong to a student organization, talk to another student who does and evaluate it using the same questions.

For more information and resources, visit www.pearson.com.

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Writing and publishing a textbook is a team effort. While there are only two names on the cover, there are dozens of people who helped to create the book you have before you.

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STEPHEN P. ROBBINS received his Ph.D. from the University of Arizona. He previously worked for the Shell Oil Company and Reynolds Metals Company and has taught at the University of Nebraska at Omaha, Concordia University in Montreal, the University of Baltimore, Southern Illinois University at Edwardsville, and San Diego State University. He is currently professor emeritus in management at San Diego State. A full bio is available at stephenrobbs.com.

Dr. Robbins's research interests have focused on conflict, power, and politics in organizations, behavioral decision making, and the development of effective interpersonal skills. His articles on these and other topics have appeared in such journals as *Business Horizons*, the *California Management Review*, *Business and Economic Perspectives*, *International Management*, *Management Review*, *Canadian Personnel and Industrial Relations*, and *The Journal of Management Education*.

Dr. Robbins is the world's best-selling textbook author in the areas of management and organizational behavior. His books have sold more than 12 million copies and have been translated into 20 languages. His books are currently used at more than 1,500 U.S. colleges and universities, as well as hundreds of schools throughout Canada, Latin America, Australia, New Zealand, Asia, Europe, and the Arab World.

Dr. Robbins also participates in masters' track competition. Since turning 50 in 1993, he's won 23 national sprint championships and 14 world sprint titles. He was inducted into the U.S. Masters Track & Field Hall of Fame in 2005.



MARY COULTER received her Ph.D. from the University of Arkansas. She held different jobs including high school teacher, legal assistant, and city government program planner before completing her graduate work. She has taught at Drury University, the University of Arkansas, Trinity University, and Missouri State University. She is currently professor emerita of management at Missouri State University. In addition to *Management*, Dr. Coulter has published other books with Pearson including *Fundamentals of Management* (with Stephen P. Robbins), *Strategic Management in Action*, and *Entrepreneurship in Action*.

When she's not busy writing, Dr. Coulter enjoys putting around in her flower gardens, trying new recipes, reading all different types of books, and enjoying many different activities with husband Ron, daughter Sarah and her husband, James, and son-in-law Matt, and most especially with her two grandkids, Brooklyn and Blake, who are the delights of her life!