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Inspire and engage … with Management, 8e!

Welcome to the eighth edition of Management! In these dynamic and challenging times, there is a need to look for inspiration in how managers and organisations can change the way they operate to meet their economic, environmental and social responsibilities. No successful organisation, or its managers, can operate and engage its employees in what the organisation is trying to achieve without understanding and dealing with the dynamic environment that surrounds them. One of the biggest mistakes managers make today is failing to adapt to the changing world. With the challenges of dealing with the aftermath of the Global Financial Crisis (GFC), as well as the looming future threat of global warming and climate change, there is a need to find inspiration in how some of the more successful managers and organisations are tackling these issues and engaging their employees in their organisations’ operations.

There is no doubt that management is a dynamic discipline. This means that a textbook on the subject must constantly undergo significant changes to prepare you to manage in increasingly dynamic conditions. Therefore, we have written this eighth edition of Management to provide you with the best possible understanding of what it means to be a manager who confronts change, and tries to inspire and engage employees in order to meet these challenges and improve the overall performance of the organisation.

Our approach to management is simple: management is about people. Managers manage people. Managers are the one thing that all organisations – whatever their size, kind or location – need. This book will introduce you to a wide range of real managers and organisations, from the stories that open each chapter to the numerous boxes and case applications that aim to provide you with interesting and thought-provoking examples of management in action. No other textbook has so successfully blended management theory with management practice. We are confident that this eighth edition of Management will continue both to make management concepts meaningful to you and to excite you about the possibilities of a career in management.

Overview of the new content in this edition

The workplace and the field of management have changed a lot since the first edition of this book appeared in 1997. This book, of course, has changed along with them. As new theories and research have been published, expanding our knowledge about what makes an effective manager, we changed the book to reflect it. What you have before you, then, is a summary of the latest knowledge on effective management. But students have also changed a lot since 1997. Today’s students want more relevance from their management textbook. They want both knowledge and skills. Students want to leave class knowing what management is all about, but also with the skills necessary to help them succeed in today’s workplaces . . . whether in an accounting firm, a manufacturing organisation, a retail business, a marketing services company, a high-tech firm, a not-for-profit organisation or a government agency.

We have listened to what students, university lecturers and employers are saying. In response, we have focused this revision of Management on emphasising the knowledge and work skills that both future managers and successful employees need. To get a good job, it is no longer enough to ‘have a university degree’ or ‘have good grades’. Today’s graduates
need to be able to hit the ground running. This means that students have to acquire the appropriate level of knowledge and the right skills to prepare themselves for that good job! We believe that this new edition of Management is truly a textbook for students in today’s dynamic world.

One reason for this book’s success, we believe, is that it has developed a reputation for continually introducing new content. This new edition aims to continue that tradition. In preparing this eighth edition, we have been mindful of significant recent research activities and have attempted to reflect their findings within both the main text material and the illustrative examples. Current and timely topics have therefore been added.

Underpinning the presentation of the material are six important principles that have guided our approach to the subject matter. These principles are:

- **The need for ethical managerial behaviour:** Managers do face ethical issues and dilemmas, and it is important for future managers to understand the moral foundations, rules and implications that are vital to rebuilding the trust that has been eroded due to recent scandals. Acting ethically in those grey areas where right and wrong are not easily defined is of crucial importance. Managers must be good ethical role models, both in words and, more importantly, in actions.

- **The need for more sustainable management practices:** In 2008, we were one of the first general management textbooks in the world to integrate the issue of sustainability throughout the text. While there has been some progress in this area, it should also be said that the GFC saw many managers and organisations take their eyes off the long-term environmental challenges in order to deal with the more immediate concerns raised by the global financial instability. As the GFC is now receding, we believe it is again time to refocus on one of the greatest challenges – the risk of global warming and climate change.

- **The need for innovation and change:** Innovation is necessary to solve many of the challenges we are facing. It is clear that organisations all around the globe will need to change, because *business as usual* is no longer an option. The continued uncertainty after the GFC, increased extreme climatic conditions, world population growth, environmental degradation and resource depletion highlight the need for radical changes in order to avert major economic, environmental and social problems.

- **The challenges of globalisation:** Globalisation has created both challenges and opportunities for many organisations. Expansion into new markets operating under quite different influences and regulations is not without its problems. Managers need to be sensitive to cultural differences and local customs and to take them into account, or even make adjustments for them, when operating in any foreign culture.

- **Workforce diversity and inclusion:** As the Australian and New Zealand workforces evolve to reflect the growing diversity of our communities and the global marketplace, the need to understand and value these differences becomes increasingly important. If organisations can create a more inclusive organisational culture, they will play an important role in promoting positive social change by offering job opportunities for Indigenous people, recent migrants and many other minorities in our societies.

- **Good management practice is not just applicable in large corporations:** Many textbooks seem to focus mainly on management practices in large corporations. This textbook features many small and medium-sized organisations that may not be well known, but which are very well managed. This focus is important, as these types of enterprises are the predominant business structure in Australia and New Zealand. In addition, examples are drawn from not-for-profit and public sector organisations. After all, it is in these last two categories of organisations that some of the most inspirational business and management practices are occurring.
New to this edition …

You might think that there could not be too much that is new to put in an eighth edition of a textbook. But that is the great thing about a book that discusses managers and management. It is always easy to find new material just by paying attention to what is happening in the news! (Paying attention to the news is another good habit for you to develop.) There are always new issues and ideas confronting managers. Take a look at some of the new topics we have included in this book:

**Chapter 1 – Managers in the workplace:** In this edition, you will find that we have expanded on why managers are important in our organisations as they face an increasingly challenging business environment. We have also further highlighted the importance of innovation in creating growth, jobs and successful organisations.

**Chapter 2 – Management history:** We have continued our focus on diversity issues where organisations can aim to increase employment opportunities for disadvantaged or marginalised groups in our societies. Two important issues – robots in the workplace and the pressures from the global growth of population/consumption – are also highlighted in relation to how they are likely to affect future workplace practices.

**Chapter 3 – Managing the external environment and organisational culture:** In this edition, we have drawn attention to how advancements in digital technology are now increasingly disrupting all types of industries. In this increasingly challenging external environment, it is important that managers understand both the changes that occur in their external environment and how their organisational cultures affect the behaviour of their employees.

**Chapter 4 – Managing in a global environment:** In this edition, we have continued to draw attention to Australia’s and New Zealand’s expanding free trade agreements and alliances. There are also discussions about global corruption, the ongoing political, social and economic problems in the European Union, and the impact that the 2015 UN Paris Climate Agreement may have on organisations.

**Chapter 5 – Social responsibility and managerial ethics:** We have rewritten the sections about social responsibility and green management to better reflect where we are today. We have also drawn attention to corporate tax avoidance, insider trading and other corporate misbehaviours as examples of what is ailing in ethical behaviour.

**Chapter 6 – Managers as decision makers:** Making the right decisions is of outmost importance to managers, because they will ultimately be judged on the outcomes of those decisions. In this edition, we have included new material on the role of evidence-based management, design thinking and big data in the decision-making process.

**Chapter 7 – Managing change and innovation:** In this edition, we have highlighted the challenge of dealing with and responding to change in many organisations. We have also expanded the discussion of how today’s still uncertain economic environment has caused increased stress levels for many employees, which many organisations need better ways to address.

**Chapter 8 – Foundations of planning:** We have focused more on the challenges for managers of planning and setting goals in an increasingly uncertain environment. In fact, during uncertain times, planning and goal setting becomes even more important in reducing ambiguity and creating a common understanding about what needs to be done.

**Chapter 9 – Strategic management:** In this edition, you will find more focus on the importance of organisations developing new strategies to deal with changing trends in their markets. Strategies are rarely effective forever, and a critical aspect of strategic management is to know when new strategies are needed. We have also introduced design thinking and organisations’ use of social media to gain a competitive advantage.

**Chapter 10 – Managerial controls:** Things do not always go as planned. That is why we have highlighted the importance of control in averting problems that can result in public relations disasters. By having proper controls in place, such problems can be prevented. We also discuss issues arising from developments in technology and privacy concerns, as well as the risk of hacking.
Chapter 11 – Managing operations: There is now a greater use of technology in managing operations for both manufacturing and service organisations. In today’s organisations, it is the manager’s job to more effectively manage the value chain to better serve the needs of their customers.

Chapter 12 – Organisational structure and design: In this edition, we have further illustrated the move, in many of our modern organisations, to more flexible and organic organisational structures that use internal or external collaboration. We also explore the use of increasing levels of flexible work arrangements and of a contingent workforce. However, we have also given authority more attention in those organisations that still rely on the traditional concepts of organising.

Chapter 13 – Managing teams: Because of the increasing reliance on team-based structures in organising work, we have focused more on the importance of managers understanding what influences performance and satisfaction so that they can build effective teams.

Chapter 14 – Managing human resources: A major challenge for managers is ensuring that their company has a high-quality workforce able to adapt to changing and challenging markets. In this edition, we have paid more attention to how an organisation’s human resource management process is influenced by the external environment, such as the economy, governmental regulations and demographic trends.

Chapter 15 – Understanding and managing individual behaviour: It is important for all managers to have good people skills, and we have addressed this when it comes to the increasing impact of Millennials and Gen Y employees on organisations and how they need to change how they operate and engage with these employees.

Chapter 16 – Managers and communication: In this edition, we have given more attention to communication and crisis management, as well as to today’s 24/7 media environment. There is also a discussion about the value of personal interaction and social media in getting employee input and increasing employees’ engagement in today’s organisations.

Chapter 17 – Motivating employees: Because motivation is an important topic in management, we have addressed how organisations are becoming more willing to use new approaches, such as more flexible policies, to motivate and reward their employees. More than ever, managers need to show employees that, whatever their role might be, their contribution matters.

Chapter 18 – Managers as leaders: It is not easy being a manager in today’s challenging environment. Managers are under a lot of external and internal pressures. In this edition, we have paid more attention to charismatic leadership and ethics.

Many of the endnotes in this eighth edition have been updated. Every chapter has also been updated with numerous new examples from a diverse set of organisations. We think you will be fascinated and captivated by the challenges of managing organisations in today’s dynamic global environment. By giving you numerous examples that provide insights into the challenges and rewards of becoming a manager, we hope to inspire and engage you to consider a future career in management.

Getting the most out of your textbook during your studies

It is simple! Read the book. Come to class. Do your assignments. And … study for your exams. If you want to get the most value from the money you have spent on the course and this textbook, that is what you need to do. In addition to writing this book, we also teach. Between the three of us, we have taught for nearly 100 years, so we personally understand the challenges of getting a classroom of students engaged and enthusiastic about coming to class to study a subject such as management. What worked exceptionally well for us was showing students that management is not just some dry, boring subject that you learn about in a book, but something vital that real people do in organisations every day. That is why we have always incorporated ‘real organisational and management’ examples into our textbook. Students can see how managers actually use the theories and approaches discussed in the chapters. We think these will help get students excited about studying management and provide many avenues for class discussion.
To help you in your studies, we have included several learning tools in this edition that are designed to help you in your learning so that you can do well in your studies. Each chapter starts with a list of ‘Learning outcomes’. Pay attention to these as you work through the material in the chapter. Use the ‘Review questions’ scattered throughout the chapter to synthesise information that will help you to achieve each of the learning outcomes. At the end of each chapter, you will find a ‘Learning summary’, which provides you with a brief overview of the chapter material organised by the chapter learning outcomes. In addition to this review, you will find options for applying what you have learned – reinforcing the concepts and seeing how they are relevant to you right now. The end-of-chapter material is a great way for you to see if you really do understand the chapter material. For example, by coming to class you may be able to discuss the more challenging ‘Thinking critically about management issues’ with other students in small groups and then in the whole class. In doing so, you will be able to further build your understanding of some of the more critical issues that managers have to deal with in today’s organisations. ‘Becoming a manager’ provides some suggestions for simple, practical action steps you can take to prepare yourself better for becoming a manager. Then there are the ‘Personal inventory assessments (PIAs)’ which are online exercises designed to promote self-reflection and engagement, enhancing your ability to connect with the concepts covered in the text. There is also an ‘Ethical dilemma’ in the end-of-chapter material, where we use a current practical example to give you the opportunity to assess the ethical issues involved and to explain your position in relation to the situation and how it should be dealt with. Then, finally, there is the ‘Case application’. These cases, which are built around real organisations or events, ask you to apply the theories and concepts that you have studied in the chapter in analysing the content in the case. Your instructor may even assign some of these activities as homework or group work. All of these learning tools have been designed to help you learn and understand the management concepts covered in this book and in your class, so make the best use of them. Try out some of these activities, even if they are not assigned. We know that by engaging with the material in this way, you will also get much more out of your studies. After all, we are also interested in inspiring and engaging you in your studies so that you can be successful in the pursuit of your ultimate goal – achieving your degree!
A good textbook should teach, as well as present ideas. To that end, we have tried to make this book an effective learning tool. Pedagogical features are designed to help readers better assimilate the material presented. Further to this, we believe that one of the strengths of this book is its strong applications orientation. It not only describes management theories, but also includes many practical examples and cases that illustrate the theories in action.

**Learning framework**

**Learning outcomes, review questions and learning summary**

While most textbooks have learning objectives and a chapter summary, there is often no clear link between these and the chapter material. Here is a solution. The chapter-opening ‘Learning outcomes’ combines a chapter outline and the learning objectives, so that students can see what material they will be covering in the chapter. Then, at the end of each major chapter section, students will find ‘Review questions’ where they can review the material they have just read. Finally, at the end of the chapter, the ‘Learning summary’ summarises the important chapter material, with critical thinking questions, a self-reflection ‘Becoming a manager’ section, and an ethical dilemma. This approach helps students to focus their attention on the main issues within each chapter, and to hone their teamwork, leadership and problem-solving management skills.
Case studies/applications

Chapter-opening stories

Each chapter opens with a real case example about a manager or organisation that relates to the particular content in that chapter. The featured managers, organisations, come from a broad and varied spectrum, and each example is selected specifically to help students link management concepts to management practice. To see the variety of managers and companies on which the cases are based, check out the case matrix starting on page xxiv.

Themed boxes

Throughout the book, we have aimed to make use of a number of themed boxes. All of these boxes feature interesting examples that help to reinforce and highlight some of the concepts and theories covered in the chapter material. Themes retained from the previous edition include:

- Thinking critically about ethics
- Managing for sustainability
- Managing workforce diversity and inclusion
- Managers who made a difference
- Managing from a global perspective

All of these themed boxes consist of examples taken from a variety of industries, service organisations, major manufacturers, entrepreneurial ventures and not-for-profit organisations, and include many well-known companies and managers. They have been selected to enrich students' understanding of the applied nature of the management concepts covered in this book. In addition, the ‘Thinking critically about ethics’ boxes pose some ethical questions for students to consider, to enhance their understanding of the problems associated with managing ethically in today's challenging business world.

Case applications and questions

Each chapter includes a case application featuring a real-life situation, and questions for analysis. By reading and analysing the case and then answering the questions, students can see if they understand and can apply the management concepts discussed in the chapter. Some case applications are about global companies, while others are about Australian businesses.
In-text revision tools
At the end of each chapter, you will find these popular and proven study tools:

Thinking critically about management issues
These questions are designed to get you to think critically about management issues. They require you to demonstrate not only that you know the key facts, but that you can apply them in dealing with more complex issues.

Becoming a manager
This self-reflective feature encourages students to question and enhance their own management skills by applying the chapter’s key content and theories.

Personal Inventory Assessments (PIA)
Students learn better when they can connect what they are learning to their personal experience. PIA (Personal Inventory Assessments) is a collection of online exercises designed to promote self-reflection and engagement in students, enhancing their ability to connect with concepts taught in principles of management, organisational behaviour and human resource management classes. Assessments are assignable by instructors who can then track students’ completions. Student results include a written explanation, along with a graphic display that shows how their results compare to the class as a whole. Instructors will also have access to this graphic representation of results to promote classroom discussion.

Ethical dilemma exercise
Highly publicised ethics scandals of recent years have re-emphasised the importance of managerial and organisational ethics. In addition to our ‘Thinking critically about ethics’ boxes found in most chapters, we have added end-of-chapter ethics exercises that introduce students to current and real ethical dilemmas faced by managers.

Key terms
Every chapter highlights a number of key terms you will need to know. These terms are highlighted in bold print where they are first explained, and these are also listed in the margin of the text. They are also listed at the end of the book in the glossary section, to make finding and studying them easier.
Auto-generated tests and assignments

Each MyLab™ comes with pre-loaded assignments, all of which are automatically graded.

Assignable content

Educators can select content from the Study Plan and/or Test Bank and assign to students as homework or quizzes.
Learning resources

To further reinforce understanding, Study Plan problems link to additional learning resources, such as relevant sections of the eText. Videos and simulations are also available for students.

Study Plan

A personalised Study Plan is generated from each student’s results on assignments or sample tests. The Study Plan indicates learning outcomes where the student needs more practice, and helps them work towards mastery.

Educator resources

To assist the educator, a suite of additional supplementary materials is provided with this textbook. The educator resources include a variety of useful features, including:

Instructor’s Manual

Includes teaching tips and answers to all the questions contained in the text. For each chapter, it provides the learning outcomes, solutions to all end-of-chapter review questions, thinking critically about management issues, and case application questions, as well as practical suggestions for becoming a manager, case studies and ethical dilemma scenarios.

Test Bank

The Test Bank provides a wealth of accuracy-verified testing material. Updated for the new edition, each chapter offers a wide variety of true/false, scenario-based multiple-choice and essay-type questions featuring problems of varying complexity and structured by learning outcome for the educator’s convenience. Each question has been tagged by AACSB standards, as well as by difficulty level and the topic it relates to. The Test Bank is also available as a Word document and in Blackboard- and Moodle-compatible formats.

PowerPoint lecture slides

A comprehensive set of PowerPoint slides can be used by educators for class presentations or by students for lecture preview or review. They include key figures and tables, as well as a summary of key concepts and examples from the text.

PowerPoint slides

All the diagrams and tables from the text are available for lecturer use.