



Angelo Kinicki
Arizona State University
Kent State University

Denise Breaux Soignet
University of Arkansas

Chad Hartnell
Georgia State University

management

A PRACTICAL INTRODUCTION

2024 RELEASE

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MANAGEMENT: A PRACTICAL INTRODUCTION, 2024 RELEASE

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about the authors



Angelo Kinicki

Angelo Kinicki is an emeritus professor of management and held the Weatherup/Overby Chair in Leadership from 2005 to 2015 at the W. P. Carey School of Business at Arizona State University. He joined the faculty in 1982, the year he received his doctorate in business administration from Kent State University. He was inducted into the W. P. Carey Faculty Hall of Fame in 2016. Angelo currently is the Dean's Scholar in Residence at Kent State University. He is conducting seminars on the implementation of active learning in the classroom and publishing scholarly research. He also serves on the Dean's National Advisory Board.

Angelo is the recipient of six teaching awards from Arizona State University, where he taught in its nationally ranked undergraduate, MBA, and PhD programs. He also received several research awards and was selected to serve on the editorial review boards for four scholarly journals. His current research interests focus on the dynamic relationships among leadership, organizational culture, organizational change, and individual, group, and organizational performance. Angelo has published over 95 articles in a variety of academic journals and proceedings and is co-author of eight textbooks (37 including revisions) that are used by hundreds of universities around the world. Several of his books have been translated into multiple languages, and two of his books were awarded revisions of the year by McGraw Hill. Out of 15,317 scientists in the field of Social Sciences and Humanities, Angelo was ranked as the 984th (top 6%) best scientist in the United States by Research.com in 2023. He also was identified as being among the top 100 most influential (top 0.6%) Organizational Behavioral authors in 2018 out of a total of 16,289 academics.

Angelo is a busy international consultant and co-founder of Kinicki and Associates, Inc., a management consulting firm that works with top management teams to create organizational change aimed at increasing organizational effectiveness and profitability. He has worked with many Fortune 500 firms as well as numerous entrepreneurial organizations in diverse industries. His expertise includes facilitating strategic/operational planning sessions, diagnosing the causes of organizational and work-unit problems, conducting organizational culture interventions, implementing performance management systems, designing and implementing performance appraisal systems, developing and administering surveys to assess employee attitudes, and leading management/executive education programs. He developed a 360-degree leadership feedback instrument called the Performance Management Leadership Survey (PMLS) that is used by companies throughout the world.

Angelo and his wife of 42 years, Joyce, have enjoyed living in the beautiful Arizona desert for 41 years. They are both natives of Cleveland, Ohio. They enjoy traveling, hiking, watching movies, and walking Gracie, their adorable golden retriever. Angelo also has a passion for golfing.

Denise Breaux Soignet is an associate teaching professor of management and director of the Tyson Center for Faith-Friendly Workplaces at the Sam M. Walton College of Business at the University of Arkansas. She joined the University of Arkansas faculty in 2010 after receiving her PhD in business administration from Florida State University. Denise has received awards both for her teaching and her work to promote inclusion and diversity within the university and professional communities. She has taught courses in the Walton College's nationally ranked undergraduate and MBA programs, has developed multiple online undergraduate courses, and sees active learning as a key component of all of her courses, both face-to-face and online. Denise's research interests include dysfunctional workplace behavior, inclusion and diversity, leadership, social influence, and job stress, and her work has been published in multiple premier management journals.

Denise is a Certified Professional for the Society for Human Resource Management, and she consults with public- and private-sector organizations. Her expertise includes diagnosing the causes of interpersonal problems in the workplace, implementing management solutions that enhance the quality of supervisor–subordinate relationships, assessing workplace religious inclusion and tolerance, and designing and delivering organizational learning and development programs. She also has specialized expertise in resolving the unique interpersonal challenges that arise in poultry production and has years of experience working with managers and technicians at some of the industry's largest firms.

Denise lives in Northwest Arkansas with her husband, Joe, and their two children. She is also the lucky stepmom of two bonus adult children. Denise and her family are natives of South Louisiana and Cajuns at heart. They enjoy watching their two favorite football teams—the New Orleans Saints (WHO DAT!) and the Nicholls State University Colonels—and can often be found making food and cocktails for friends, gardening, listening to jazz, and traveling.



Cydney A Soignet

Chad Hartnell is an Associate Professor of Management in the J. Mack Robinson College of Business at Georgia State University (GSU). He joined the GSU faculty in 2012 after receiving his PhD in Business Administration from Arizona State University. Chad has received 16 Certificates of Recognition for Outstanding Teaching Performance at GSU and consistently earns among the highest teaching ratings in the business school. He has taught courses at the undergraduate and doctoral levels in topics such as organizational behavior, leadership, and teams. He is passionate about developing strong relationships with his students, challenging them to grow their critical thinking and problem-solving skills, and equipping them to learn, improve, and ultimately succeed at a high academic level.

Chad currently serves on the editorial review board for *Personnel Psychology*. His current research interests focus on leadership, organizational culture, and team dynamics. Chad has published over 15 peer-reviewed articles in premier management journals. His work has been cited over 6,000 times according to Google Scholar. His work has gained attention in popular press outlets like *Harvard Business Review*, *Talent Quarterly*, *Wall Street Journal*, *Forbes*, *Financial Times*, and *Atlanta Business Chronicle*.

Chad lives in Atlanta, Georgia, with his wife, Sandy, his four children, and his playful golden retriever, Tucker. He cherishes his role as a husband and father. He enjoys making memories with his family at professional soccer matches (Atlanta United) and baseball games (Atlanta Braves). He also loves to play tennis, hike, and tell dad jokes.



Chad Hartnell

dedication



To Joyce Kinicki, the love of my life, best friend, and the wind beneath my wings.

—Angelo

To Joe, my snug harbor.

—Denise

To Sandy Hartnell, the one who adds beauty to life and rhythm to my step. You are my heart's beat, my encourager, and my best friend.

—Chad



new to the 2024 release

It Begins with a New Member of the Author Team

Denise and I are very excited to introduce our new co-author, Dr. Chad Hartnell. I recommended Chad as a new co-author because of what I learned about him from our long-standing relationship that began as his advisor in the doctoral program at Arizona State University. Through many years of working together on research projects, I learned that Chad, like Denise, possesses all the skills and traits I desire in a co-author. His content knowledge is vast, and his work ethic and values are similar to mine. Chad is an outstanding teacher and cares deeply about developing students and assisting them in achieving well-being and success. Most importantly, Chad is a friend and he and Denise are well suited for each other. They like each other, love their families, believe in integrity and doing things for the greater good, and are equally committed to maintaining the long-standing tradition of excellence within our product. In conclusion, Denise and Chad are my “dream team” and I look forward to working with them for years to come.

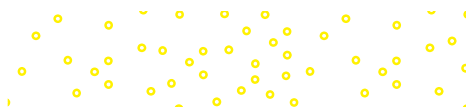
We are Pleased to Share these Exciting New Additions and Updates!

All of our changes were based on the goal of providing the most up-to-date theory, research, and practical examples.

The 2024 Release incorporated five major changes. The first involved writing a new chapter on diversity, equity, and inclusion (DE&I). The second concentrated on updating and expanding our strategic theme of career readiness. The third entailed a concerted effort to discuss leading edge hot topics such as hybrid work schedules and artificial intelligence (AI). Fourth, we enhanced our Teaching Resource Manual 2.0 (TRM) to facilitate ease of use and added guidance for using Application-Based Activities (ABAs) and Manager’s Hot Seat videos to foster higher-levels of learning. Finally, we reduced the length of the product while still covering the fundamentals and the most recent theory and concepts.

Diversity, Equity, and Inclusion

The first change you’ll notice in the 2024 Release is a new chapter on diversity, equity, and inclusion right up front. As you can imagine, adding a chapter to an already packed textbook is not a light decision. We believed that a full chapter on DE&I was incredibly important, and we are grateful for the reviewers and users who pushed us to add this chapter over the years. Our chapter begins with a discussion of the true meaning behind the term *DE&I*—we explore each component in depth and introduce the term *DE&I management* to ground the research, theory, examples, and advice we provide throughout the chapter. We challenge readers to think beyond single identifiers of diversity and instead consider the intersection of various diverse identities. In the second section of the chapter, we describe how DE&I management has evolved over time and explore emerging concepts that modern organizations are currently grappling with. The third section of the chapter presents research, theory, and examples to help readers understand why many organizations have such a difficult time getting DE&I right. We next describe what it takes for DE&I management practices to be successful at the managerial and organizational levels. We conclude with a Career Corner that provides practical advice to help readers build several important career readiness competencies related to DE&I management.



Updated and Expanded Coverage of Career Readiness

Our ninth edition was the first textbook to introduce a strategic theme on career readiness, with the goal of helping students develop their career readiness competencies so that they would be more employable upon graduation. This was an important theme because research shows that employers believe college graduates are not career ready. We have expanded this theme in the 2024 Release.

Our first change involved refining our model of career readiness in Chapter 1 based on recent research findings. The new model starts with eight core competencies—a set of competencies that are vital across jobs, occupations, and industries. We then categorize 19 additional career readiness competencies into four categories: knowledge, soft skills, attitudes, and other characteristics (KSAOs, see Figure 1.4). McGraw Hill also conducted a series of executive interviews from global managers across a variety of industries asking them to comment on the importance of developing various career readiness competencies. Our second change involved integrating these video interviews within the developmental guidance provided in the Career Corner for every chapter.

“*[This] book is widely adopted, strongly supported, . . . and comprehensive. [The] integrated career readiness component to the materials bolsters what already is a strong product.*”

—Michael Shane Spiller,
Western Kentucky University

Integrated Coverage of Hybrid Work Schedules and Artificial Intelligence

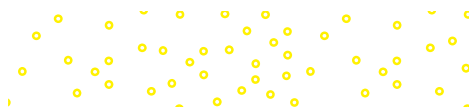
The additive effects of the Great Resignation, quiet quitting, and the pandemic have created the need to consider how management theories apply to today's workers. For example, the associated labor shortages and preferences for hybrid work schedules have spawned a new psychological contract between employers and employees. Consider that employers are having to offer higher pay, better working conditions, and improved benefits to attract and retain employees. Today's work environment has fundamentally changed, and we desired to reflect these changes in our product. In recognition, we integrated the discussion of a new psychological contract and hybrid work schedules within 10 chapters.

Moreover, the management functions of plan, organize, lead, and control are being impacted by the growth of AI applications. Some believe that AI will usher in a completely new way of working. Although the impacts of AI are being realized on a real-time basis, we decided to integrate a discussion of AI's managerial implications and applications across 10 chapters.

“*(Management) provides insights on a wide range of micro and macro management topics with an emphasis on practical application to students' lives and careers.*”

—Zahir Latheef,
University of Houston—Downtown





Enhanced Teaching Resource Manual 2.0 (TRM)

This is the third edition in which we focused on improving our Teaching Resource Manual (TRM). Our goal continues to be one of providing instructors with a turnkey solution for implementing active learning with their students. Feedback on the TRM has been extremely positive, but a few changes were suggested. The first was to provide some type of onboarding for how best to use our vast repertoire of teaching resources. We responded by creating a new chapter entitled the “TRM Orientation Guide.” It is structured around a five-step class planning process model that guides the process of creating an overall chapter-level lesson plan. It also provides instructions for using ABAs and Hot Seat Videos to foster higher levels of learning, thereby developing students’ career readiness competencies.

The second suggestion pertained to ease of navigation within the many chapter-level resources we provide. We thus developed a navigation process built on hot links across various sections of teaching resources within a chapter. The Orientation Guide explains and demonstrates how to use this navigation system.

The third request was for more resources that foster higher levels of learning that develop students’ core career readiness competencies. We met this request in two ways. First, we selected our favorite ABA and Manager’s Hot Seat Video for every chapter and then created teaching guides for using these Connect assets with techniques associated with active learning. Our approach is based upon engaging students in critical thinking and problem solving by having them apply the four steps within a generalized rational decision-making model: define the problem, determine the causes, develop alternative solutions, and decide on a solution. Second, we created an AI group exercise for each chapter that provides ideas and instructions to help students interface with and think critically about AI-based applications like ChatGPT.

“ I have found that this TRM is the very, very best of all (Instructor’s Manuals) provided across publishers and management courses. Well done. Even (without) Connect, we would choose this textbook based on the strength of the TRM. This course often has adjuncts and new faculty teaching it, so th(e) TRM is a real value-added aspect to this textbook. ”

—Gerald Schoenfeld,
Florida Gulf Coast University

“ I manage 16–18 sections of Principles of Management taught by adjuncts, lecturers, etc. The TRM is an invaluable resource that provides me with a detailed guide and vault of activities other instructors can benefit from. Without the TRM, I would be spending countless hours creating one so this has saved me a lot of time! It is one of the primary reasons for using Kinicki. ”

—Zahir I. Latheef,
University of Houston—Downtown

“ (The) TRM is an excellent tool to plan and implement active learning in my management classes; it . . . increase(s) student engagement in the classroom learning environment. ”

—Jessie Lee Bellflowers,
Fayetteville Technical Community College





Reduced the Length of the Product

We received feedback that the product was too long and that all topics could not be covered. We heard you! We made a concerted effort to reduce the length of each chapter by about five pages. This was accomplished by covering the fundamental principles of management as well as the most recent theory and concepts.

Completely Revamped, Revised, and Updated Chapters

In each chapter, we refreshed examples (we replaced or updated 281 of them to illustrate the principles of management), research (approximately 50% of our citations are from 2022 and 2023), figures, tables, statistics, and photos, as well as modified the design to accommodate new changes to the 2024 Release. We also have largely replaced topics in such popular features as Example boxes and Practical Action boxes. To make the most of certain cornerstone features—the Management in Action cases and Legal/Ethical Challenge cases—we have fully updated or created them anew and moved them into Connect, making them fully assignable for students. We linked these two cases by focusing them on the same company or issue. This enables instructors to link ethical considerations within the broader context of a Management in Action Case.

“You are the leader in the field for the Principles of Management course by a far margin. Your work in soliciting feedback help[s] to ensure that you retain your advantage. Angelo and now with Denise, along with everyone at McGraw Hill, are to be commended for all of their efforts to continually enrich this textbook. A true example of continuous improvement.”

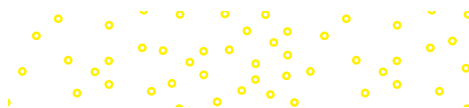
—Gerald Schoenfeld,
Florida Gulf Coast University

While the following list does not encompass all the updates and revisions, it does highlight some of the more notable changes.

CHAPTER DEI

This material is new to the 2024 Release:

- Fourteen new timely examples woven throughout the chapter to illustrate various concepts in DE&I management.
- Manage U: Using Inclusive Language.
- Section DEI.1—Introduces the concepts of DE&I. Defines diversity, equity, and inclusion, and describes how these interrelated parts form the whole of a concept called DE&I management. Introduces a figure of the diversity wheel and discusses the idea of intersectionality as it relates to the multiple dimensions of diversity contained in the wheel. Presents a new table of the qualities of fair and unbiased HR procedures. Describes the hallmarks of inclusion and presents the concept of inclusion climate.
- Section DEI.2—Summarizes how DE&I in organizations has evolved over many years. Presents a table with a timeline of key legislation related to protected class status in modern organizations. Describes the emerging concepts of neurodiversity and gender identity in DE&I. Discusses the ever-present tensions related to the evolution of DE&I in organizations.
- Section DEI.3—Describes key challenges of effective DE&I management in organizations. Categorizes challenges as either person factors or environmental factors. Discusses person factors including fear, misperceptions (including stereotypes), and expectations and attributions. Discusses environmental factors including leadership, HR practices, and organizational culture.
- Section DEI.4—Describes effective DE&I management practices at the managerial and organizational levels. Managerial practices discussed include those that facilitate belongingness and value employees' uniqueness. Organizational practices discussed include making DE&I a part of business strategy, encouraging meaningful conversations, and effectively tracking and using data.
- Section DEI.5—Illustrates how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Introduces the concept of perspective taking and provides practical advice for seeing things from others' perspectives. Introduces the concept of an ally and provides practical advice for being a better ally in the workplace. Introduces the concept of being a “good-ish” person and provides practical tips for engaging in these behaviors.



CHAPTER 1

- Seven new or updated examples and/or boxes.
- Updated Manage U: Using Management Skills for College Success
- Section 1.1—Updated Example box on effectiveness vs. efficiency in the lab-grown meat industry. Updated statistics on managers' salaries and formal mentoring programs.
- Section 1.3—Revised discussion of the importance of middle managers. New examples of nonprofit general managers. Updated discussion of nonprofit organizations.
- Section 1.4—Reconfigured discussion of how managers spend their time to enhance readability and focus on connections between Mintzberg's classic work and the modern work of Porter and Nohria. New example of how CEO Sundar Pichai plays an informational role at Google.
- Section 1.5—Updated the running example on Mary Barra.
- Section 1.6—Updated management challenge #1, Managing for Competitive Advantage—Staying Ahead of Rivals, with the addition of being responsive to employees in light of the new psychological contract that has emerged in the employment relationship. Introduced *psychological contract* as a new key term. Updated the Example box on direct-to-consumer genetics testing. New example of the Russia–Ukraine war to illustrate management challenge #4, Managing for Globalization. Updated discussion of managing for globalization. Updated example of the Houston Astros ethical scandal. Updated the Practical Action box on doing the right thing when you're tempted to cheat. New example of the Salesforce Citizen Philanthropy program to illustrate managing for happiness and meaningfulness.
- Section 1.7—Updated Figure 1.3 on the gap between employers' and new college graduates' perceptions of new college graduates' career readiness. Updated Figure 1.4 (Model of career readiness) to better align with the most recent NACE research and the career readiness competencies desired by today's employers. Added "diversity, equity, and inclusion" as a core career readiness competency. Updated Practical Action box on developing your soft skills (formerly located in Section 1.5).

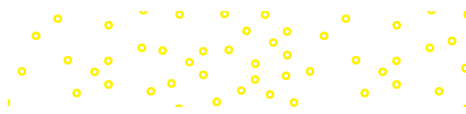
CHAPTER 2

- Twelve new or updated examples and/or boxes.
- New Manage U: Using Theory as Your Guide to Solve Problems.
- Section 2.1—Revised Figure 2.1 "Progression of management perspectives" to include focal outcome (people/processes) for each management perspective.
- Section 2.2—Streamlined coverage of the classical viewpoint of management. New example to illustrate how scientific management principles are being used in today's businesses.
- Section 2.3—New examples to illustrate Theory X and Theory Y.

- Section 2.4—New examples of the Houston Astros, General Motors, and Novartis to illustrate the concept of quantitative management.
- Section 2.5—Consolidated discussion of the systems viewpoint. New example of Peloton to describe a closed system view of management.
- Section 2.6—Updated Example box on the contingency viewpoint and the creative steps manufacturers are taking to recruit future talent.
- Section 2.7—Updated Example box on examples of high-performance work practices.
- Section 2.8—Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video.

CHAPTER 3

- Nine new or updated examples and/or boxes.
- Updated Manage U: Being Courageous at Work.
- Section 3.1—Revised introduction to enhance the focus and readability of the chapter by presenting the dilemma businesses face when considering what it means to do the "right" thing. Revised discussion of the triple bottom line. Updated section on younger workers' search for meaning with recent data on Gen Z workers.
- Section 3.2—Updated introduction to focus readers on how the organization's environment relates to the central dilemma posed in Section 3.1 (i.e., what does it mean for businesses to do the "right" thing?). Updated statistics on Hilton hotels.
- Section 3.3—New example of the grocery delivery wars between Amazon, Walmart, and Target to illustrate competitors in an organization's environment. New example of the auto industry's current semiconductor chip shortage to illustrate suppliers. New example of Warner Music and Rothco to illustrate the concept of strategic allies. Updated statistics regarding unions, unemployment, and interest rates. Updated example of governmental regulation of drones. New example of changing work arrangements to illustrate technological forces. Updated figure showing states where marijuana is legal. New example of TikTok bans to illustrate international forces.
- Section 3.4—Various updates to streamline content and better connect discussion with broader chapter content. Updated discussion of MIT donations in introduction to better align with the central dilemma posed in Section 3.1. Revised definition of ethical dilemma. New example of the Walt Disney Company to illustrate organizational values. New statistics on white collar crime. New example of pandemic relief fraud to illustrate white-collar crime. New example of ExxonMobil to illustrate SarbOx. Updated example of and statistics on workplace cheating.
- Section 3.5—Revised introduction to align with the central dilemma posed in Section 3.1. Updated statistics on CSR.



Updated statistics on philanthropy and the Giving Pledge. Updated research in Table 3.2 on how being ethical and socially responsible pays off.

- Section 3.6—Revised introduction and streamlined text in entire section for enhanced readability and connection to chapter content.
- Section 3.7—Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Updated discussion of fostering positive emotions in yourself and others.

LEARNING MODULE 1: SHARED VALUE AND SUSTAINABLE DEVELOPMENT

- Seven new or updated examples and/or boxes.
- Section LM 1.1—Updated statistics on CSR initiatives. Revised discussion of traditional CSR to connect with the central dilemma (what does it mean for businesses to do the “right” thing?) posed in Chapter 3. Updated example of how Reliance Jio creates shared value. Updated example of Novartis Pharmaceuticals used to illustrate discovery of new products, markets, and opportunities. New example of Flex Ltd. used to illustrate transformation of the value chain. Updated Example box on CSV at Campbell Soup.
- Section LM 1.2—Updated statistics on poverty, access to safe drinking water, and air pollution in the introduction. New example of the UN COP Meetings to illustrate the SDGs as an opportunity for CSV. Updated example of Merck to illustrate how big businesses are engaging in CSV. New example of Zipline to illustrate small businesses engaging in CSV. Updated section on the approaches business schools are taking to teach the concept of shared value. Updated statistics on job searchers' interest in organizations' commitment to sustainability.
- Section LM 1.3—Revised introduction for enhanced readability and connection to chapter content. Updated statistics on corporate engagement with the SDGs throughout section. Updated statistics on progress toward SDG #5 (Gender Equality) to be more inclusive. Updated statistics on progress toward SDG #15 (Life on Land). New statistics on progress toward SDG #17 (Partnerships for the Goals). Revised discussion of areas of concern regarding the SDGs to account for the deleterious impacts of the COVID-19 pandemic on progress toward the goals.

CHAPTER 4

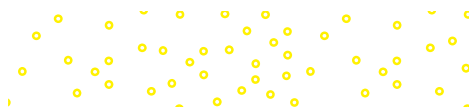
- Nine new or updated examples and/or boxes.
- Section 4.1—Updated statistics on U.S. imports. Redesigned section on competition and globalization with a discussion of the four facets of competitiveness in global business. Updated statistics on the world's most competitive countries. Updated statistics on Internet use, social media use, and U.S. e-commerce sales. New Example box on globalization and

supply chain vulnerabilities that discusses the vulnerability of supply chains in the context of international events.

- Section 4.2—Revised introduction to enhance connection between career readiness competencies and international management. Updated list of the 10 largest American multinational corporations. Revised discussion of ethnocentric managers to include new example of the 2022 Clean Vehicle Credit. Updated discussion of polycentric managers to include advantages and disadvantages.
- Section 4.3—Revised the iPhone example in the introduction to better illustrate international business. Updated discussion of new markets as a reason for international expansion. Updated statistics on the China Investment Corporation, reshoring, and overseas franchises. Updated table on the world's leading export countries. New examples of joint ventures and wholly owned subsidiaries.
- Section 4.4—Updated table on the top U.S. trading partners in goods. Revised discussion of the U.S.–China trade war to illustrate the concept of tariffs. Revised discussion of sanctions and embargoes including updated and new examples. Updated the current events in table on organizations promoting international trade. Updated discussion of trade across North America, including the USMCA. Revised section on the European Union to include a discussion of the significance of BREXIT and the EU's dependence on Russia. Updated Example box on dealing with currency. Revised discussion of the BRICS countries, including new statistics on the economies of India, China, and Brazil.
- Section 4.5—Revised introduction to enhance connection between career readiness competencies and the value of understanding cultural differences. Revised discussion of cultural dimensions including a new example of video games to illustrate high context cultures. Reconfigured discussion of Hofstede's model of four cultural dimensions for enhanced readability. Updated statistics on the world's most spoken languages. Revised section on cultural differences in religion to enhance connection between religious culture and global business. New figure illustrating the world's major religions by geographic area. New example of French labor protests to illustrate political instability. Updated statistics on global corruption. Completely revamped section on U.S. managers on foreign assignments to include issues related to expatriate selection, ongoing adjustment, and repatriation.
- Section 4.6—Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Revised section to align with the core career readiness competency of diversity, equity, and inclusion.

CHAPTER 5

- Nine new or updated examples and/or boxes.
- Updated Manage U: Start Your Career Off Right by Planning.



- Section 5.1—Revised figure on planning and strategic management. The figure is now the same as Figure 6.2. This change shows the similar processes involved with planning and strategic management. It creates more continuity between Chapter 5 and Chapter 6 and reinforces student learning by using the same figure in Chapter 6.
- Section 5.2—Revised figure about making plans to vertically depict three levels of management. Updated Example box on the mission, vision, and values of Coca Cola. Updated Example box on Coca-Cola's strategies.
- Section 5.3—New example of Walker & Dunlop to illustrate long-term and short-term goals. New example of Air France/KLM to describe an organization's contingency plans.
- Section 5.4—Updated Practical Action box on how small businesses can set goals.
- Section 5.5—Revised figure on the planning/control cycle to be the same as Figure 6.8. This change creates more continuity between Chapter 5 and Chapter 6 in the discussion of maintaining strategic control. It also reinforces student learning by using the same figure in Chapter 6.
- Section 5.6—Expanded set of career readiness competencies that are used in planning. Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video.
- Section 6.6—Revised figure on strategic implementation at Kroger. Updated Kroger running example. New figure on the planning/control cycle. It is the same as Figure 5.5 introduced in Section 5.5. This change creates more continuity between Chapter 5 and Chapter 6 in the discussion of maintaining strategic control. It also reinforces student learning by using a familiar figure to describe the planning/control process.
- Section 6.7—Expanded set of career readiness competencies that are used in strategic decision making. Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video.

CHAPTER 6

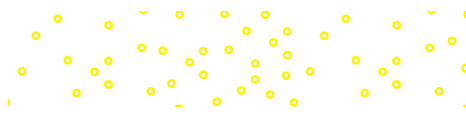
- Fifteen new or updated examples and/or boxes.
- Updated Manage U: Your Personal Brand Requires a Strategy.
- Section 6.1—Updated Neutrogena example to illustrate trade-offs associated with a strategy. Updated Dunkin' example to illustrate the concept of functional-level strategies.
- Section 6.2—Updated Microsoft running example. Revised figure on the strategic management process to be the same as Figure 5.1. This change shows the similar processes involved with planning and strategic management. It creates more continuity between Chapter 5 and Chapter 6 and reinforces student learning by using a familiar figure to describe the strategic management process.
- Section 6.3—Revised figure on the SWOT analysis to expand the discussion of opportunities and threats to include the external general environment. Revised table on SWOT characteristics applicable to a college to include the external general environment. Introduced new content using PESTEL to analyze macro opportunities and threats from six societal forces. Revised end of section content to focus on scenario analysis rather than contingency planning, a topic discussed in Section 5.3. Updated statistics in figure on airline benchmarks.
- Section 6.4—Revised figure on the BCG matrix to streamline the content and enhance applicability.
- Section 6.5—Updated examples from Warby Parker to illustrate the differentiation strategy and Viking Cruises as an application of the focused-differentiation strategy.

LEARNING MODULE 2: ENTREPRENEURSHIP

- Eleven new or updated examples and/or boxes.
- Updated Manage U: So You Want to Start a Business?
- Section LM 2.1—New section introduction using *Shark Tank* to create an example students can role play and relate to throughout the LM. New table on the difference between being self-employed and being an entrepreneur. Introduced new definition and description of social entrepreneurship. New table on the five types of social entrepreneurship organizations. Introduced new figure outlining research-based characteristics of entrepreneurs. Organized seven entrepreneur characteristics within three categories: entrepreneurial mindset, entrepreneurial orientation, and entrepreneurial confidence. Updated table listing valuable facts about small businesses.
- Section LM 2.2—New section introduction with a *Shark Tank* pitch competition scenario. Introduced new content using the Business Model Canvas template to communicate nine building blocks of writing a business plan with associated questions.

CHAPTER 7

- Twenty-four new or updated examples and/or boxes.
- Updated Manage U: How to Make Good Decisions.
- Section 7.1—Updated Example box on getting the most from intuition.
- Section 7.2—Updated research on ethical lapses in organizations and how companies are responding to them.
- Section 7.3—Expanded linkage to career readiness competencies in section opening. Introduced new figure integrating evidence-based decision making, big data, artificial intelligence, and analytics. Introduced new definitions for descriptive analytics, machine learning, and predictive analytics. New figure on the 5 V's of big data. New content on big data's core characteristics.
- Section 7.4—New figure on the four functions of artificial intelligence. New content on four types of AI: automate,



analyze, advise, and anticipate. New Example box on how ChatGPT is ushering in a new era. Updated figure on the benefits of AI. Updated Practical Action box on how career readiness competencies can enhance collaboration with robots.

- Section 7.5—Introduced new running example of decision-making styles using HR professionals handling sexual harassment claims in their companies.
- Section 7.6—Updated examples and research on decision-making biases.
- Section 7.7—New table on the symptoms and attitudes associated with groupthink and the preventative measures to avoid it. Changed project post-mortems to the more contemporary concept of after action reviews, and updated research on the topic.
- Section 7.8—Expanded set of career readiness competencies that are used in decision making. Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video.

CHAPTER 8

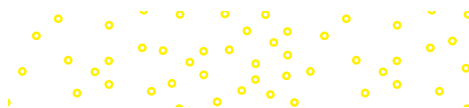
- Twenty-nine new or updated examples and/or boxes.
- Updated the Manage U to situate recommendations within the context of modern work arrangements.
- Section 8.1—Updated Southwest example illustrating how culture can support strategy. Updated P&G example illustrating how structure can support strategy. Updated In-N-Out Burger example of how HR practices can support strategy. Updated UPS example illustrating how leadership can align culture, structure, and HR practices.
- Section 8.2—Revised introduction for enhanced readability, relevance, and connection to the modern work environment. New example of Gitlab to illustrate observable artifacts. New example of Cadence to illustrate espoused values. New Red Robin example to illustrate enacted values. New restaurant industry example to illustrate basic assumptions. New example of Nelly Cheboi to illustrate heroes. New example of McKinsey & Company to illustrate rites and rituals. Reformatted content on the three phases of organizational socialization for enhanced readability. Updated example of NYU to illustrate socialization. Updated example of Wegmans to illustrate clan culture. Updated example of Baxter International to illustrate adhocracy culture. Updated example of Tyson Foods to illustrate market culture. Updated example of McDonald's to illustrate hierarchy culture. Reconfigured section on P–O fit by breaking content into two smaller sections—the first focusing on how organizations use interviews to assess candidates' levels of P–O fit (and recommendations for doing so correctly), and the second focusing on helping students understand how to assess their own fit with potential employers.
- Section 8.3—Updated example of HubSpot illustrating formal statements. New example of companies that have changed

their slogans. Updated example of Pinterest illustrating rites and rituals. New example of the UNHCR to illustrate stories, legends, and myths. New example of Adidas to illustrate leader reactions to crises. Updated example of companies that use reverse role modeling. New example of companies using the physical design of neighborhoods in the new world of hybrid work. New example of Ford to illustrate organizational goals and performance criteria. Updated example of employee monitoring to illustrate measurable and controllable activities. Updated example of Zappos to illustrate organizational structure. Updated example of Google to illustrate organizational systems and procedures. Revamped section on P–O fit to account for two important issues: (1) what happens when poor P–O fit causes dysfunctional turnover and the implications for culture change, and (2) what happens when high P–O fit hinders DE&I efforts, leads to homogeneity, and engenders a resistance to organizational change.

- Section 8.4—Updated Practical Action box on how to delegate effectively.
- Section 8.5—Streamlined introduction for enhanced readability and connection with chapter content. Revised discussion of ExxonMobil's organizational structure. Updated example of Boeing to illustrate modular structure. New example of Zapier to illustrate virtual structure.
- Section 8.6—Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. New example of taking ownership and accepting responsibility to illustrate how readers can become more adaptable.

CHAPTER 9

- Twenty-four new or updated examples and/or boxes.
- Updated Manage U: How to Prepare for a Job Interview.
- Section 9.1—Streamlined introduction for enhanced readability and clarity. Revised figure on human resource practices to better reflect how HR practices fit together to form an effective HRM strategy. New examples of organizations leading the way with the HR practices. Revised discussion of internal and external HR fit for enhanced clarity and connection to the overall goals of the chapter. New example of IBM to illustrate internal HR fit. Updated example of Airbnb to illustrate external HR fit. New example of Rocket Companies to illustrate how companies generate competitive advantage through their HR practices. New example of the U.S. Marine Corps to illustrate talent management. New example of P&G to illustrate high performance work systems.
- Section 9.2—Revised introduction for increased clarity and readability. New statistics on skills gaps in today's workplace. Introduced the concept of talent marketplaces as part of internal recruiting. New example of Schneider Electric to

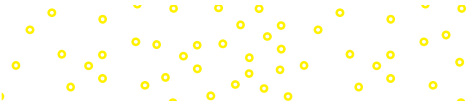


illustrate talent marketplaces. New example of the U.S. Air Force to illustrate external recruiting. Updated example of UKG (formerly Kronos) to illustrate boomerangs. New example of George Santos to illustrate dishonesty on resumes. New example of Accenture to illustrate skills-based hiring. Streamlined section on employment tests for enhanced readability.

- Section 9.3—Streamlined introduction for enhanced readability and connection with modern compensation and benefits issues. New example of Goldman Sachs to illustrate compensation packages. Revised incentives section to focus on the new world of hybrid work. New data on the pros and cons of hybrid work arrangements. Updated discussion of the benefits preferred by Gen Z workers.
- Section 9.4—Streamlined discussion of the outcomes of onboarding. Updated content on practices for onboarding. New example of Carrefour to illustrate L&D. Streamlined discussion of L&D for enhanced readability.
- Section 9.5—Updated data on performance feedback in the introduction. Updated example of Adobe illustrating frequent feedback. New example of Synchrony to illustrate future-oriented feedback. Updated example of patient experience surveys illustrating performance information. Revised discussion of 360-degree performance assessments including risks when used incorrectly and likelihood of use. New example of Cox Communications to illustrate 360-degree assessments. Streamlined discussion of forced ranking and updated example of GE.
- Section 9.6—Streamlined introduction for enhanced readability and connection to chapter content. Revised discussion of the importance of fairness in promotions. New example of how various companies use transfers. Introduced the concept of a performance improvement plan (PIP) as part of disciplining and demotion. New example of the technology sector to illustrate layoffs. Revised discussion on firings. Enhanced content on exit interviews, including when they are likely to be used.
- Section 9.7—Updated statistics on minimum wage and workplace discrimination. Introduced discussion of new laws banning workplaces from inquiring about applicants' prior salaries. New example of AI-based selection tools to illustrate workplace discrimination. Updated Harvard example illustrating affirmative action. Streamlined content on workplace bullying and updated statistics.
- Section 9.8—Updated statistics in table on today's U.S. labor union movement. Updated statistics on right-to-work laws. Revised discussion of two-tier wage contracts and included a new example using multiple companies. New example of the Ending Forced Arbitration of Sexual Assault and Sexual Harassment act to illustrate arbitration.
- Section 9.9—Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Streamlined introduction. Revised content on learning how to listen.

CHAPTER 10

- Thirty-one new or updated examples and/or boxes.
- Updated Manage U: How Can I Be More Creative at Work?
- Section 10.1—Revised introduction to enhance understanding of chapter content. Added a sixth supertrend shaping the future of business to account for today's shifting employment landscape. Updated discussion of today's increasingly segmented marketplace, including new data on consumer expectations and a new example of custom clothing. Updated discussion of speed-to-market, including new data on firm performance and a new example of lithium-ion batteries. Updated Example box on radical change in the movie industry. Revised discussion of how offshore suppliers are changing the way we work. Updated statistics on knowledge work. New example of robotic surgery to illustrate how AI can assist knowledge workers. New discussion of the shifting employment landscape, including the implication of the new psychological contract between employers and employees and an illustrative example using Dropbox. New example of solar power to illustrate reactive change. New example of Microsoft to illustrate proactive change. Multiple new and revised examples illustrating the various forces for change originating inside and outside the organization.
- Section 10.2—Updated examples of adaptive and innovative change. New example of radically innovative change using the shift to remote work during the COVID-19 pandemic. New example of Diligent Robotics woven throughout the discussion of the three stages in Lewin's model of change.
- Section 10.3—Revised introduction to enhance readability and understanding of organizational development. New example of USC to illustrate how OD can be used to improve individual, team, and organizational performance. New example of Aramis Group to illustrate how OD can be used to transform organizations. Updated statistics on mergers. Revised and updated discussion on recommendations for using OD successfully.
- Section 10.4—Revised introduction and updated statistics on American spending patterns. Updated example of food delivery to illustrate process innovation. New examples to illustrate product, improvement, and new-direction innovation. New example of ChatGPT to illustrate the risks of innovation going too far. Clarified innovation as the product of all the elements in an innovation system working together. New example of Ambow Education to illustrate commitment from senior leaders. Updated data in table on the most innovative companies. Updated Practical Action box (formerly an Example box) on IDEO's approach to innovation to provide practical advice for readers wishing to improve their ability to generate creative and innovative ideas. Updated example of innovation competitions to illustrate crowdsourcing. Revised discussion on developing the necessary human capital, including content from recent global surveys indicating the most important competencies that organizations seek in prospective



employees. New example of Nestlé USA to illustrate developing the necessary human capital. Updated CarMax example illustrating HR policies, practices, and procedures. New statistics on upskilling and new example of Guild to illustrate how organizations develop the appropriate resources.

- Section 10.5—Revised content on the reasons employees resist change, including a new table developed for enhanced readability and understanding.
- Section 10.6—Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Revised introduction to enhance connection to openness to change. Revised discussion of self-affirmation theory.

CHAPTER 11


- Six new or updated examples and/or boxes.
- Updated Manage U: Making Positive First Impressions.
- Section 11.1—Updated statistics on the use of personality tests in Fortune 500 companies. Enhanced connection of content with career readiness competencies. New example of how personality testing can aid team-building efforts. Updated discussion of emotional intelligence. Updated Practical Action box on using technology to develop emotional intelligence.
- Section 11.2—Revised introduction to enhance connection to and understanding of how values, attitudes, and behavior relate to managing individual differences. Revised discussion of values. Updated example of generational differences to illustrate attitudes. New example of cognitive dissonance.
- Section 11.3—Revised entire discussion of distortions in perception for brevity and enhanced readability. New statistics on workplace stereotypes and implicit bias. Revised discussion of the recency effect for enhanced clarity. Revised discussion of the fundamental attribution bias and the self-serving bias. Revised discussion of the Pygmalion effect.
- Section 11.4—Updated table with recent statistics on global employee engagement. New example of Nordstrom to illustrate employee engagement. Updated statistics on how managers can increase employee engagement. New statistics on job satisfaction. Updated Example box on rudeness in the workplace. Revised material on absenteeism and turnover, including a new discussion of the difference between functional and dysfunctional turnover.
- Section 11.5—Completely new, with a revised introduction to clarify the importance of learning about workplace stress. New statistics on stress in the workplace. Enhanced discussion of burnout as a result of too much work stress. Introduced new model and discussion of the stress process. Updated content on the sources of job-related stress, including revised discussions of stress arising from work roles and group demands, and a new section discussing the demands created by remote and hybrid work schedules.

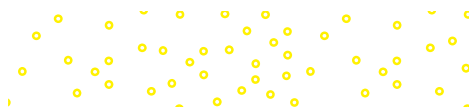
- Section 11.6—Completely new, illustrating how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Enhanced discussion of “good attitude” behaviors with new material on gratitude.

CHAPTER 12

- Twenty-nine new or updated examples and/or boxes.
- Updated Manage U: Managing for Motivation: Building Your Own Motivation.
- Section 12.1—Added relational job characteristics to the discussion of job design theories.
- Section 12.2—Revised figure on Maslow's hierarchy of needs. The updated figure and subsequent discussion organizes Maslow's five needs into three buckets: basic, psychological, and self-fulfillment needs. Expanded discussion of need for managers to be attentive to employees' different and changing needs. Updated discussion of employee benefits programs as they relate to two-factor theory.
- Section 12.3—Consolidated discussion of cognitive dissonance. Revised figure on equity theory to clarify equity as a ratio of outcomes to inputs. Updated Example box on Dr. Anne-Marie Imafidon.
- Section 12.4—New opening statistics related to engagement and quiet quitting. New discussion of relational job design that covers prosocial motivation, research explaining its benefits, and ways to increase it. New figure on prosocial motivation and how it impacts employee outcomes.
- Section 12.5—Streamlined introduction. Added example of ghosting to the discussion of extinction.
- Section 12.6—Updated research-based conclusions about money and motivation. Added new example on healthcare providers to illustrate the concept of gainsharing. Changed the term *flex-time* to *flexible work arrangements*. Updated Practical Action box on how managers can encourage gratitude. Added new research linking flourishing to quiet quitting.
- Section 12.7—Expanded set of career readiness competencies that are used in motivation. Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video.

CHAPTER 13

- Twelve new or updated examples and/or boxes.
 - Updated Manage U: Managing Team Conflict Like a Pro.
 - Section 13.1—Streamlined introduction to focus on outlining the learning objectives for the section. Expanded discussion of the benefits of and challenges associated with virtual work. Introduced a new section with a new figure that presents an organizing framework for understanding team
- 



functioning. The figure outlines the content in the remainder of the chapter and provides a framework to define several key terms.

- Section 13.2—Revised figure on the five stages of group and team development to enhance readability and recall. Illustrated punctuated equilibrium using AI's impact on business.
- Section 13.3—Reduced eight team effectiveness competencies to seven: moved content under “Effective Team Processes” to new section (Section 13.6) called “Managing Team Dysfunction.”
- Section 13.4—New examples using MetroHealth and Pixar to illustrate dysfunctional and functional conflict, respectively. New examples using the former and current Disney CEO to illustrate personality conflict, Manny Machado to illustrate envy-based conflict, and Meta to illustrate cross-cultural conflict. Focused discussion on how to stimulate constructive conflict with programmed conflict. Revised figure on the five common styles for handling conflict to enhance its descriptiveness and usability.
- Section 13.5—Expanded set of career readiness competencies that are used in teams. Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video.
- Section 13.6—Introduced a new a-head called “Managing Team Dysfunction.” Introduced new figure on five team dysfunctions that lists the major team dysfunctions, how to recognize them, and how to manage them. This section features a practical running example about a typical student team to illustrate each dysfunction.

CHAPTER 14

- Twenty-five new or updated examples and/or boxes.
- Updated Manage U: Improving Your Leadership Skills.
- Section 14.1—Included new and updated examples in the table on nine common influence tactics. New discussion of the outcomes of influence tactics that focuses on three common outcomes of influence attempts: commitment, compliance, and resistance.
- Section 14.2 – Updated table on key task-oriented traits and interpersonal attributes by adding proactive personality to positive task-oriented traits, and adding collectivism, trait empathy, and moral identity to positive interpersonal traits. Updated research on gender differences in leadership. Introduced a new discussion of changing gender stereotypes and more equitable HR practices that support equitable access to leadership development.
- Section 14.3—New examples to illustrate task-oriented and relationship-oriented leadership using CEOs from Adidas and TIAA, respectively.
- Section 14.4—Revised figure on the general representation of House's revised path-goal theory by organizing eight

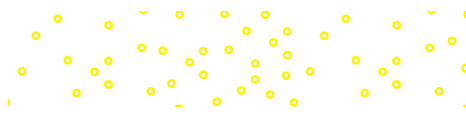
leader behaviors into two categories: task-oriented and relationship-oriented. Introduced new example of path-goal leadership. Updated Practical Action box on the application of situational leadership theories.

- Section 14.5—Updated Example box on leaders who are both transactional and transformational. Introduced a new running example of Coach Pat Summitt to illustrate four key behaviors of transformational leaders.
- Section 14.6—Updated example of FEED to illustrate leading for autonomy. Added new discussion on the effects of empowering leadership on employees and key research on empowering leadership's effectiveness. Introduced new material on research related to the effectiveness of ethical leadership. Updated Practical Action box on how to be a good leader by being a good follower.
- Section 14.7—Expanded set of career readiness competencies that are used in leadership. Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video.

CHAPTER 15

- Eleven new or updated examples and/or boxes.
- Updated Manage U: Improving Your Use of Empathy
- Section 15.1—Streamlined section on the definition of communication, including new data on the importance of the career readiness competency of communication. New example of multilingual signage to illustrate eliminating semantic noise. New example of your authoring team to illustrate selecting the right medium. Enhanced discussion of media richness.
- Section 15.2—Enhanced discussions of downward and upward communication, including new examples. Revised material on horizontal communication, including new Example box on internal communication in the modern work environment. New example of Wendy's illustrating external communication. Updated statistics on the grapevine as a communication system. Updated discussion of basic principles for making the most of face-to-face communication at work. Updated Practical Action box on improving meetings.
- Section 15.3—Enhanced discussion of variations in the way we process and interpret information. New statistics on generational differences in communication. Updated example of Dutch communication to illustrate style differences. Updated Example box on improving your cross-cultural communication fluency. Streamlined content on gender differences to increase inclusion.
- Section 15.4—Updated statistics on the use of social media. New example of National Geographic to illustrate an organization embracing social media. Updated figure on age distribution across social networks. Streamlined discussion of social media and managerial and organizational effectiveness. Revised discussion of social media in





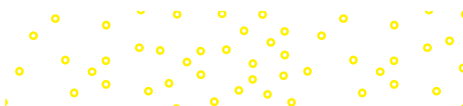
employment recruiting. New example of Burger King UK to illustrate corporate reputation and social media. New example on microaggressions in social media. Updated statistics on privacy. Revised discussion of false information, including new example of searching for statistics and new recommendations for defending against being fooled by false information. Updated table on effective social media policy.

- Section 15.5—Updated table on the antecedents of defensive and nondefensive communication. Updated example of Danish schools illustrating empathy.
- Section 15.6—Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Updated statistics on networking. Revised discussion of building personal connections.

CHAPTER 16

- Twenty new or updated examples and/or boxes.
- New Manage U: Managing Your Personal and Professional Satisfaction.
- Section 16.1—This section begins with an overview of a new three-part series of Practical Action boxes that helps students apply what they learned in the section to their own goals. The three-part series helps students to (1) set long-term career goals, (2) develop short-term SMART goals needed to accomplish the long-term career goals, and (3) define behaviors to measure progress toward the SMART goals and make adjustments as needed to ensure they achieve their goals. Revised figure on controlling for effective performance to illustrate the connection between controlling and planning. New Practical Action box on determining your overall career objective.
- Section 16.2—New table summarizing the different performance standards among nonprofit, for-profit, and service organizations. Reframed three types of controls around their time-related focus: future, present, and past.

- Section 16.3—Revised table on popular financial ratios. Expanded discussion of differences between benchmarking and best practices. New Practical Action box on developing your career management competency. Updated strategy map for Keurig Dr Pepper.
- Section 16.4—New Practical Action box on using the PDCA model to control your career management action plan. New table that presents an action plan to help readers measure progress toward goals. Created new example on Hyundai Genesis to illustrate the concept of people orientation. Revised and updated Example box on Trader Joe's service excellence. New discussion of Lean Six Sigma 4.0. Moved content from "Reducing Errors and Defects" in Section 16.5 to Lean Six Sigma 4.0. Updated the number of ISO 9000 standards from eight to seven.
- Section 16.5—Moved "Reducing Errors and Defects" discussion to Section 16.4 under Lean Six Sigma 4.0. Updated content on how AI can improve productivity. Updated discussion of employee tracking and monitoring to focus on flexible work arrangements and added state of the science research conclusions about its effectiveness. New table on the top non-work activities that hybrid and remote workers reported engaging in during work hours. Summarized text discussion of pros/cons of employee tracking in new table on the advantages and disadvantages of employee tracking and monitoring. New research-based recommendations to effectively deploy employee tracking and monitoring.
- Section 16.6—Expanded set of career readiness competencies that are used in the control process. Illustrated how the career readiness competencies discussed in the section connect with the chapter's Executive Interview Series video. Updated section that explains how to apply the control process to career management. New figure presenting a model of continuous self-improvement that describes the connection between the control process and the process of continuous self-improvement. The section concludes with recommendations for students' career management formerly found in the epilogue.



Walkthrough Preface

Kinicki, Breaux Soignet, and Hartnell's *Management: A Practical Introduction 2024 Release* empowers students to develop the management career skills necessary in everyday life through the practical and relevant application of theory. Developed to help students learn management with a purpose, Kinicki, Breaux Soignet, and Hartnell's 2024 Release takes a student-centered approach. **The revision includes a new chapter on DE&I, expanded coverage of its strategic career readiness theme, and new coverage of practical, leading edge hot topics.** The hallmark strengths that have made it the market best-seller have been maintained and include:

- A student-centered approach to learning.
- Imaginative writing for readability and reinforcement.
- Emphasis on practicality.
- Resources that work.

Our product covers the principles that most management instructors have come to expect in an introductory text—planning, organizing, leading, and controlling—plus current issues that students need to be to be aware of to succeed: career readiness, DE&I, hybrid work schedules, customer focus, globalism, ethics, sustainability, social media, entrepreneurship, teams, innovation, artificial intelligence, big data, and person–organization fit.

“*This book and its ancillary materials (are) vastly superior to any other management textbook on the market. The text coverage and rich examples, colorful pages, and visuals enhance its readability and engagement for students.*”

—Gerald Schoenfeld,
Florida Gulf Coast University

“*Management is an excellent textbook. It is easy to read, interesting, and relevant.*”

—Maureen Sutton,
County College of Morris

“*(Management) is easy to read and follow; there is no escape from learning if a student is truly motivated to learn! Examples and illustrations are excellent and aid in learning. SmartBook questions are of superb quality and help students to learn in the most effective way. This is one of the very few textbooks in the market that is a joy to read! Connect homework package is excellent and included self-assessments, mini-simulations, and Hot Seats. Based on student feedback, students truly enjoy doing their homework.*”

—Elina Ibrayeva,
University of Nebraska—Lincoln

Based on a wealth of instructor feedback and blending Angelo's scholarship, teaching, publishing, and management-consulting with Denise's and Chad's academic backgrounds and writing ability, we have worked tirelessly to create a research-based yet highly readable, practical, and motivational product for the introductory principles of management course. Our goal is to make a difference in your life and the lives of your students.

Focus on Career Readiness

Global research shows that employers struggle to find college graduates who possess the skills needed to be successful. These employers want colleges and universities to do a better job making students career ready. Our goal in the 2024 Release is to contribute to solving this problem in two ways. First, we refined our model of career readiness (first presented in Chapter 1) to better align with the latest research. Second, we incorporated a new series of executive interviews conducted with global managers across a variety of industries into each chapter's Career Corner. As always, we provide activities for both online and face-to-face teaching that professors can use to develop students' career readiness competencies in our novel Teaching Resources Manual (TRM).

Building Your Career Readiness

Chapter 1 contains a section devoted to explaining the need, value, and process for becoming career ready. It includes a model of career readiness along with a table of competencies desired by employers.

1.7 Building Your Career Readiness

THE BIG PICTURE

Companies want to hire *career ready* college graduates. In this section we describe a model of career readiness and offer tips for building your readiness.

About 49,000 undergraduate students from 317 universities across the United States rated 2023's most attractive employers. The top 10 were (1) Google, (2) Apple, (3) JPMorgan Chase, (4) The Walt Disney Company, (5) Goldman Sachs, (6) Netflix, (7) Tesla, (8) Nike, (9) Spotify, and (10) Amazon.¹⁰⁰ Would you like to work at these companies or others like them? If so, you need to be career ready.

Career readiness represents the extent to which you possess the knowledge, skills, and attributes desired by employers. How ready do you believe you are? Recent surveys of college students and employers reveal a big gap in the degree of readiness each group perceives in students. Figure 1.3 shows some key results of a study of 157 employers and 2,140 graduating seniors. The majority of students rated themselves as career ready on all eight skills, whereas the majority of employers perceived students to be well prepared on only four of the skills. The three largest gaps were in leadership, professionalism, and communication, skills that are very important to employers.¹⁰² Other studies have similarly demonstrated that employers see a major gap in college students' career readiness skills.¹⁰³

LO 1-7

Define the core competencies, knowledge, soft skills, attitudes, and other characteristics needed for career readiness and discuss how they can be developed.

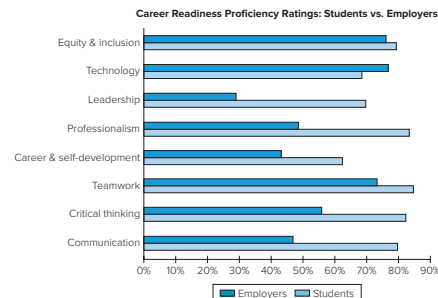


FIGURE 1.3

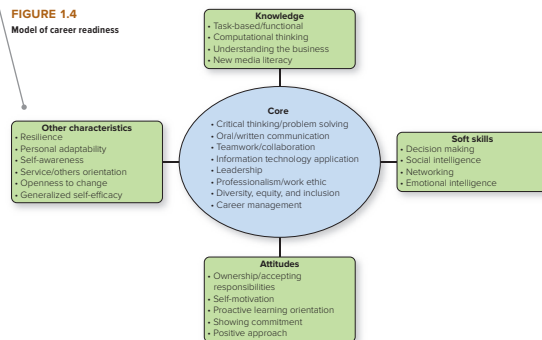
Employers and college grads disagree about levels of career readiness

The good news is that merely acknowledging the existence of these gaps will impress potential employers because companies prefer to hire people with realistic self-perceptions. This underscores the need to obtain information about your strengths and weaknesses throughout your career.

More importantly, we think your awareness that employers expect more from you in these areas will be valuable for at least two reasons:

1. **You will be motivated to learn.** Studies of human behavior reveal that people won't spend time on personal development unless they feel the need. Overinflated perceptions of career readiness will not motivate you to develop the

FIGURE 1.4
Model of career readiness



SELF-ASSESSMENT 1.2 CAREER READINESS

To What Extent Do You Accept Responsibility for Your Actions?

This survey is designed to assess the extent to which you accept responsibility for your actions. Please complete Self-Assessment 1.2 if your instructor has assigned it in Connect.

Self-Assessments

Of the 65 Self-Assessments in this text, over 35 of them allow students to assess the extent to which they possess aspects of the career readiness competencies desired by employers.

Career Corner

Each chapter concludes with a section entitled “Career Corner: Managing Your Career Readiness.” The material provides students with practical tips for developing targeted career readiness competencies and links with the advice of modern global executives and managers. It also explains the linkage between the content covered in the chapter and the career readiness competencies desired by employers.

1.8 Career Corner: Managing Your Career Readiness

The goal of this section is to help you apply what you learn to building your career readiness. Let's begin with three keys to success:

1. It's your responsibility to manage your career. Don't count on others.
2. Personal reflection, motivation, commitment, and experimentation are essential.
3. Success is achieved by following a process. A **process** is defined as a series of actions or steps followed to bring about a desired result.

LO 1-8

Describe the process for managing your career readiness.

A Process for Developing Career Readiness

Figure 1.5 illustrates a process to guide the pursuit of managing your career readiness. We recommend the following four steps:

Step 1 The first step entails examining the list of career readiness competencies in Table 1.3 and picking a few that impact your current performance at school, work, or other activities. Then, assess your skill level for these competencies. This product contains 64 self-assessments you can take for this purpose. The first two were presented earlier in this chapter.

“The examples and cases are relevant and engaging. I especially like the self-assessments and the career readiness focus. I think anytime students use experiential learning is time well spent, and can be eye opening for all.”

—Sandra Ryan,
Texas Tech University

Concept Mastery

New exercises in Connect allow students to demonstrate lower levels of learning regarding career readiness. The TRM provides opportunities for higher levels of learning for career readiness competencies.



connect®

Student-Centered Approach to Learning

Our writing style and product design is based on neuroscience research showing that greater learning occurs when information is “chunked” to keep students’ attention. We break down topics into easily digestible portions with purposeful pedagogy to make theories and concepts easier to learn and apply. We are intentional in our use of color, images, bulleted lists, and headings to appeal to the visual sensibilities, time constraints, and diverse learning styles of today’s students.

Chapter Openers

Each chapter begins with a list of key learning objectives to answer students’ question of “what’s in it for me?” and to help them read with purpose.

2.1 Evolving Viewpoints: How We Got to Today’s Management Outlook

THE BIG PICTURE

This section provides an overview of management history, starting with an overview of Peter Drucker’s four fundamental principles of management. We also review six reasons for studying management theory.

Chapter Sections

Within each chapter, sections are organized according to the major learning objectives. Generous use of headings and bulleted lists provide students with bite-sized chunks of information to facilitate retention. Each section begins with a recap of the **Learning Objective** and includes **The Big Picture**, which presents an overview of how the section addresses the stated objective.



Forecast

Following the learning objectives, the forecast provides a high-level summary of what is covered in the chapter.

“Out of all the management textbooks on today’s market, the textbook is the very best package to support active student learning in today’s classroom learning environment. The textbook clearly supports the student-learning approach to learning and [I] strongly recommend any instructor to use the book in both face-to-face and online management classes.”

—Jessie Lee Bellflowers,
Fayetteville Technical Community College

Imaginative Writing for Readability and Reinforcement

Research shows that products written in an imaginative, story-telling style significantly improve students' ability to retain information. We employ numerous journalistic devices to make the material engaging and relevant to students' lives.

Example boxes

Our Example boxes emphasize the practical applications of business. These mini cases use snapshots of real-world companies to explain the concepts in the text. "Your Call" questions stimulate class discussions and help students develop their critical thinking skills.

EXAMPLE

Coca-Cola's Mission, Vision, and Values

The Coca-Cola Company is one of the world's largest beverage companies. It has more than 500 brands and nearly one out of four dollars spent on nonalcoholic drinks worldwide are spent on a Coca-Cola brand. Headquartered in Atlanta, the company is more than 135 years old. It employs about 700,000 people worldwide and had more than \$42.3 billion in revenues in 2022. Some of its best-known brands include Coke, Coke Zero, Sprite, Dr Pepper, Fanta, Schweppes, Minute Maid, Powerade, Dasani, Honest Tea, and Smart Water. Many of its beverages are available in low-calorie or no-calorie versions.²⁶

The company's chair and CEO, James Quincey, describes Coca-Cola's mission, vision, and values as follows.

Our Mission²⁷

Our purpose: **"Refresh the world. Make a difference."**

Our Vision

Our vision for our next stage of growth has three connected pillars:²⁸

- **Loved Brands.** "We craft meaningful brands and a choice of drinks that people love, enjoy, and that refresh them in body and spirit."
- **Done Sustainably.** "We grow our business in ways that achieve positive change in the world and build a more sustainable future for our planet."
- **For a Better Shared Future.** "We invest to improve people's lives, from our employees, to all those who touch our business system, to our investors, to the communities we call home."

Core Values

Our values represent our compass and the conscience we follow:²⁹

- **Courage and a Growth Mindset:** Learn continuously and adopt a broader perspective of what's possible.
- **Curiosity:** Explore, imagine, and wonder how our products, service, or our impact on the world could be better or different.

- **Empowerment:** Be accountable. Be proactive.
- **Inclusion:** Draw on the diversity of talent and experiences to generate better ideas and make better decisions.
- **Agility:** Learn quickly and continuously improve.
- **Honesty:** If we make mistakes, we own them and act quickly to correct them.
- **Integrity:** Do the right thing. Always.

YOUR CALL

What do you think of Coca-Cola's mission, vision, and values? Are they explicit enough to guide employee behavior and company actions? Why or why not? Could any of them apply equally well to other businesses? Why or why not?



Heavy consumption. Coca-Cola has hundreds of brands, including Coca-Cola Classic, Sprite, and Fanta. Alignment among its mission, vision, and values isn't just important for employees, it's also important for the brand as the company has millions of customers around the world. Did you know that over 1.9 billion servings of Coca-Cola beverages are consumed in more than 200 countries every day? Chones/Shutterstock

“Very practical (and) easy to follow.... A good foundation for later management courses. The examples are relevant and enjoyable.”

—Kelli Crickey,
University of North Georgia

“Very practical, well-suited for undergraduates at the introductory level, suitable for various levels of academic preparedness and ability. Highly structured in a way that rewards the student for study effort and helps the student make efficient use of their study time. Avoids an overly academic and abstract approach.”

—Edward B. Hubbard,
Rutgers Business School

“Excellent, easy to read textbook with great company examples.”

—Elena Ibrayeva,
University of Nebraska—Lincoln

Extended Emphasis on Practicality

Students are more engaged and motivated when they connect with the material being taught. This means that the examples and illustrations we use must be relevant to our readers. The 2024 Release includes more than 280 new or updated practical examples of management concepts. Of these, more than 30 related to the management opportunities and challenges presented by the seismic shift to hybrid and remote work, and more than 40 related to how businesses and managers are adjusting to modern applications of artificial intelligence.

We want this 2024 Release to be a cherished resource that students keep as they move into future courses and their future careers. We give students a great deal of practical advice in addition to covering the fundamental concepts of management.

Practical Action Boxes Practical Action boxes offer students practical and interesting advice on issues they will face in the workplace.

PRACTICAL ACTION

Setting Goals for a Small Business

Goal setting can seem like an intimidating process, but it's both a necessary and a helpful one for the millions of small businesses (defined as having 500 or fewer employees) in the United States. In fact, a research study of 231 small businesses found that goal setting had a positive impact on the firm's performance.⁵³ These findings are important, particularly because small businesses account for 44% of U.S. economic activity and 62% of the nation's new jobs.⁵⁴

The Great Lakes Brewing Company, Ohio's first craft brewery, is a good example of goal setting in small businesses.⁵⁵

1. **Break large goals down into smaller ones:** Growth is a key indicator in the craft brewing industry. Great Lakes faced declining beer production for seven years from its peak in 2014. The company's CEO, Mark King, identified innovation as the strategic key to the company's turnaround. He focused on three smaller goals to achieve his strategic objective: rebranding the core brands, new products, and a new canning line. We'll focus on rebranding the core brands, which the brewery breaks down into areas such as redesigned labels, marketing via new platforms, and leveraging key partners—like the Cleveland Guardians—to build brand recognition and strengthen brand reputation. Rebranding the core brands is then broken down into a more specific measurable goal, which is sales growth at grocery stores, a critical distribution channel during the pandemic, at or above the industry average for any given year.

2. **Track progress toward goals:** The company monitors its sales growth/decline from its core brands at grocery stores annually. It then compares the sales figures to the industry average to determine if it is meeting its goal.

3. **Keep the goal in sight:** The brewery's management knows it must take action to ensure its sales goals are met. For example, Great Lakes redesigned the labels for its core brands using bright, colorful imagery with designs inspired by significant events in the company's and its founding city's (Cleveland, Ohio) history. In addition to redesigning the packaging to attract consumers' attention in a grocery store, the brewer created point of sale display pieces to entice new customers to try their product.

4. **Celebrate success:** Great Lakes stopped its decline and celebrated achieving 18% sales growth in grocery stores in 2021 compared to 2020. Regarding the company's turnaround performance, King commented, "We're the best-performing top-25 craft brewery in the U.S. And we are only one of two that is in positive numbers. That's really exciting."

YOUR CALL

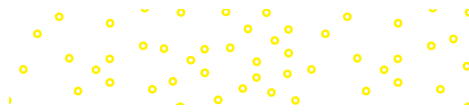
What major goal of your own have you broken into smaller parts? If you have never done this, for what future goal do you think it would be an effective strategy for you?

SELF-ASSESSMENT 5.2

What Is the Quality of Goal Setting within a Current or Past Employer?

This survey is designed to assess the quality of goal setting in a company. Please complete Self-Assessment 5.2 if your instructor has assigned it in Connect.

Self-Assessments Self-Assessment evaluations help students relate what they are learning to their own experiences and promote self-reflection, engagement, and development of their career readiness. Of the more than 65 total Self-Assessments included, over 35 of them pertain to a career readiness competency. For each of these, students are asked to consider how they might display the competency in an employment interview.



Management in Action Cases (Available in Connect) Rather than using stories about companies, the new Management in Action cases now focus on higher levels of learning by asking students to solve real organizational problems using relevant management concepts. These cases develop students' core career readiness competencies of critical thinking and problem solving.

Legal/Ethical Challenge Cases (Available in Connect) Legal/Ethical Challenge cases ask students to resolve real ethical challenges faced by managers and organizations. They help develop students' critical thinking and problem-solving skills around ethical issues. The Management in Action and Legal/Ethical Challenge cases are linked. This enables instructors to integrate ethical issues within the broader context of the Management in Action case.

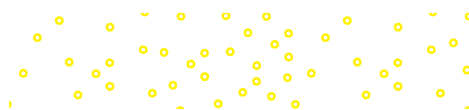
Boeing Continuing Case (Available in Connect) The updated continuing case asks students to synthesize and apply what they've learned across the course to recent events occurring at Boeing. Based on reviewer feedback, we present the continuing case at the part level within Connect.

“ Provides students a well-written text with comprehensive topic coverage, includes real-world examples, is geared toward helping students understand the connection between coursework and career. It provides many applicable exercises (Manage U, Management in Action, Legal/Ethical Challenges, Practical Action, Self-Assessments and Application-Based Activities, and group exercises for each section of the chapter). As the title states, it takes a very practical approach to the course material. ”

—Suzanne Clinton,
University of Central Oklahoma

“ Management covers the basic concepts required for a Principles of Management course in an engaging way for students that allows them to not only learn theory but also how to apply it in their lives now and as their careers progress. ”

—Kirk Silvernail,
University of Nevada—Las Vegas

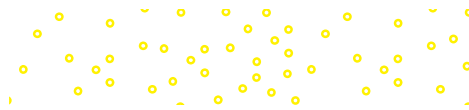


No matter how you teach your course—face-to-face, hybrid, or online—you’re in the driver’s seat. We offer the most robust set of resources to enhance your Principles of Management course. In addition to our unique Teaching Resource Manual 2.0 (TRM), packed with additional activities and supplemental teaching tools, PowerPoint presentations, and Test Bank questions, we have a wealth of assignable resources available in Connect®.

Connect®

The 2024 Release continues to build on the power of Connect and furthers our quest to help students move from comprehension to application. McGraw Hill Connect® is a personalized teaching and learning tool powered by adaptive technologies so your students learn more efficiently, retain more, and achieve better outcomes. We used this platform to create exercises that are auto-graded in order to assist students in developing their career readiness. Here you will find a wide variety of learning resources that develop students’ higher-order thinking skills, including:

- **SmartBook®** An adaptive learning and reading tool, SmartBook prompts students with questions based on the material they are studying. By assessing individual answers, SmartBook learns what each student knows and identifies which topics they need to practice. This technology gives each student a personalized learning experience and path to success. SmartBook provides students with a seamless combination of practice, assessment, and remediation.
- **Matching and Multiple Choice** These activities help make the connection between theory and application through matching, ranking, or grouping. Every Career Corner has an exercise to help you assess students’ understanding about how to improve targeted career readiness competencies.
- **iSeeIt Animated Videos** These brief, contemporary videos offer dynamic student-centered introductions, illustrations, and animations to guide students through challenging concepts. Ideal for before class as an introduction, during class to launch or clarify a topic, or after class for formative assessment.
- **Self-Assessments** Designed to promote student self-awareness and self-reflection, these research-based activities also provide personal and professional development. For this edition, five new assessments were created to measure different career readiness competencies. In addition, new structured feedback explains how students should interpret their scores.
- **Case Analyses and Video Cases** Our assortment of written and video cases challenge students to analyze concepts as they manifest in scenarios related to a real-life product or company, fostering students’ ability to think critically in lecture and beyond. Thought-provoking questions check the students’ application of the course material and develop their workplace readiness skills.
- **Manager’s Hot Seat videos** These actor-portrayed videos depict real-life situations where a manager is faced with a dilemma that needs to be analyzed based on management concepts. These videos enable students to see how managers in realistic situations deal with employees and complex issues. Students use their critical thinking skills to apply, analyze, and evaluate these managerial challenges while learning from the manager’s mistakes. Each Hot Seat includes follow-up multiple-choice questions that are assignable and auto-gradable.
- **Boeing Continuing Case** Students understand the application of and relationship between different concepts by applying them to the same company throughout the semester. Instructors can use the continuing case on Boeing as a summary case for each part. Each part-ending case includes multiple-choice questions that are assignable and auto-gradable, as well as essay-based questions.
- **Application-Based Activities** McGraw Hill’s Application-Based Activities are highly interactive, automatically graded online exercises that provide students with a safe space to practice using problem-solving skills to apply their knowledge to realistic scenarios. Each scenario addresses key concepts and skills that students must use to work through and solve course-specific problems, resulting in improved critical thinking and relevant workplace skills. Students progress from understanding basic concepts to using their knowledge to analyze complex scenarios and solve real-life problems. Along the way, students see the implications of their decisions and are provided with feedback on how management theory should be informing their actions. They also receive detailed feedback at the conclusion of the activity.
- **Writing Assignments** Available within McGraw Hill Connect®, the Writing Assignment tool delivers a learning experience to help students improve their written communication skills and conceptual understanding. As an instructor you can assign, monitor, grade, and provide feedback on writing more efficiently and effectively.

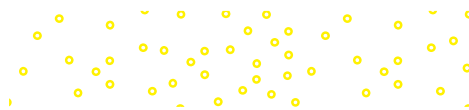


“ When I first started teaching this course, the size and scope of the TRM seemed daunting. I was also concerned about the recommended timing for each chapter’s sections, as it seemed to require much more time than I had available. I finally settled on using the TRM’s recommended lesson plan for each chapter as a starting point which I then modified to fit the particular constraints of my course. I’ve also found it to be a useful tool for developing a different approach in the classroom when I perceive that the level of student engagement has been less than desired. ”

—Christopher Mann,
Clemson University

“ Management and its associated Connect materials have everything your management students need to develop a sound foundation. We all know that management is a learned skill. This text and Connect duo will give them all they need to step into the rigors of management. I’d say, these students will have an advantage that others could only wish to have. ”

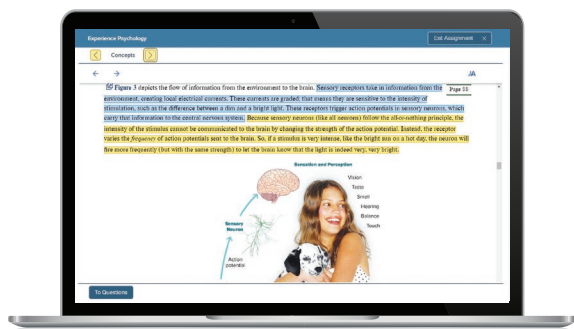
—Ed Drozda,
Bryant University



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***"I really liked this app—
it made it easy to study
when you don't have your
textbook in front of you."***

Jordan Cunningham, a student at
Eastern Washington University

Effective tools for efficient studying

Connect is designed to help students be more productive with simple, flexible, intuitive tools that maximize study time and meet students' individual learning needs. Get learning that works for everyone with Connect.



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A product isn't a solution. Real solutions are affordable, reliable, and come with training and ongoing support when you need it and how you want it. Visit supportateverystep.com for videos and resources both you and your students can use throughout the term.



Updated and relevant content

Our new Evergreen delivery model provides the most current and relevant content for your course, hassle-free. Content, tools, and technology updates are delivered directly to your existing McGraw Hill Connect® course. Engage students and freshen up assignments with up-to-date coverage of select topics and assessments, all without having to switch editions or build a new course.

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Candace Esken,
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Tracy Ethridge,
Tri-County Technical College

Edward B. Hubbard,
Rutgers Business School

Elina Ibrayeva,
University of Nebraska–Lincoln

James Latham,
Northern Arizona University

Zahir Latheef,
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K. Doreen MacAulay,
University of South Florida

Cheryl Macon,
Butler County Community College

Christopher Mann,
Clemson University

Vivianne Moore,
Davenport University

John Olotewo,
Essex County College

William Paczkowski,
Florida Atlantic University

Ken Ross,
University of Kansas

Sandra Ryan,
Texas Tech University–Rawls College
of Business

Gerald Schoenfeld,
Florida Gulf Coast University

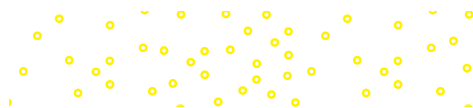
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University of Nevada–Las Vegas

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Western Kentucky University

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Maureen Sutton,
County College of Morris

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M. Ruhul Amin,
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William Scott Anchors,
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Ohio University

Darlene Andert,
Florida Gulf Coast University

Joel Andexler,
Cuyahoga Community College

John Anstey,
University of Nebraska at Omaha

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University of Phoenix

Lindy Archambeau,
Warrington College of Business,
University of Florida

Maria Aria,
Camden County College

Mihran Aroian,
University of Texas at Austin

Shelly Arneson,
Colorado State University

Lisa Augustyniak,
Lake Michigan College

Mona Bahl,
Illinois State University

Tanya Balcom,
Macomb Community College

Pamela Ball,
Clark State Community College

Amy S. Banta,
Ohio University

Valerie Barnett,
Kansas State University

Lynn Becker,
University of Central Florida

William Belcher,
Troy University

James D. Bell,
Texas State University–San Marcos

Michael Bento,
Owens Community College

Victor Berardi,
Kent State University

George Bernard,
Seminole State College of Florida

Patricia Bernson,
County College of Morris

David Bess,
University of Hawaii

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William Paterson University

Jim Bishop,
New Mexico State University

Randy Blass,
Florida State University

Audrey Blume,
Wilmington University

Larry Bohleber,
University of Southern Indiana

Alison Bolton,
Solano Community College

Melanie Bookout,
Greenville Technical College

Robert S. Boothe,
University of Southern Mississippi

Susan M. Bosco,
Roger Williams University

Scott Boyar,
University of Alabama–Birmingham

Anne Brantley,
Central Piedmont Community College

David Allen Brown,
Ferris State University

Roger Brown,
Northwestern Oklahoma State
University

Reginald Bruce,
University of Louisville

Marit Brunsell,
Madison Area Technical College

Jon Bryan,
Bridgewater State University

Becky Bryant,
Texas Woman's University

Paul Buffa,
Jefferson College, Missouri Baptist
University

Mark David Burdsall,
University of Pittsburgh

Neil Burton,
Clemson University

Regina Cannon,
Tarrant County College

Barbara A. Carlin,
University of Houston

Shari Carpenter,
Eastern Oregon University

Tara Carr,
University of Wisconsin–Green Bay

Pamela Carstens,
Coe College

Julie J. Carwile,
John Tyler Community College

Daniel A. Cernas Ortiz,
University of North Texas

Glen Chapuis,
St. Charles Community College

Rod Christian,
Mesa Community College

Mike Cicero,
Highline College

Jack Cichy,
Davenport University

Anthony Cioffi,
Lorain County Community College

Deborah Clark,
Santa Fe Community College

J. Dana Clark,
Appalachian State University

Dean Cleavenger,
University of Central Florida

Sharon Clinebell,
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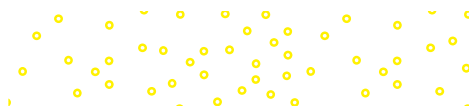
Loretta Fergus Cochran,
Arkansas Tech University

Glenda Coleman,
South University

Ron Cooley,
South Suburban College

Melissa M. Cooper,
School of Management,
Texas Woman's University





Gary Corona,
Florida State College

Susie Cox,
University of Louisiana—Monroe

Keith Credo,
University of Louisiana—Lafayette

Derek E. Crews,
Texas Woman's University

Daniel J. Curtin,
Lakeland Community College

Ajay Das,
Baruch College

Tom Deckelman,
Owens Community College

Linda I. DeLong,
University of La Verne

Margaret Deck,
Virginia Tech

Kate Demarest,
University of Baltimore

E. Gordon DeMeritt,
Shepherd University

Kathleen DeNisco,
Erie Community College

Anant R. Deshpande,
SUNY Empire State College

John DeSpagna,
Nassau Community College

Carrie L. Devone,
Mott Community College

Pamela A. Dobies,
University of Missouri—Kansas City

David Dore,
Pima Community College

Lon Doty,
San Jose State University

Ron Dougherty,
Ivy Tech Community College/
Columbus Campus

Scott Droege,
Western Kentucky University

Ken Dunegan,
Cleveland State University

Steven Dunphy,
Indiana University Northwest

Linda Durkin,
Delaware County Community College

Subhash Durlabhji,
Northwestern State University of
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Northern Arizona University

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Ray Eldridge,
Lipscomb University

Bob Eliason,
James Madison University

Valerie Evans,
Kansas State University

W. Randy Evans,
University of Tennessee at
Chattanooga

Paul A. Fadil,
University of North Florida

Crystal Saric Fashant,
Metropolitan State University

Jud Faurer,
Metropolitan State University of
Denver

Bennie Felts,
North Carolina Wesleyan College

Judy Fitch,
Augusta State University

Carla Flores,
Ball State University

Christopher Flynn,
University of North Florida

David Foote,
Middle Tennessee State University

Lucy R. Ford,
Saint Joseph's University

Charla Fraley,
Columbus State Community College

Gail E. Fraser,
Kean University

Dana Frederick,
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Tony Frontera,
Binghamton University

Dane Galden,
Columbus State Community College

Patricia Galitz,
Southeast Community College

Michael Garcia,
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Evgeniy Gentchev,
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Lydia Gilmore,
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Reggie Hall,
Tarleton State University

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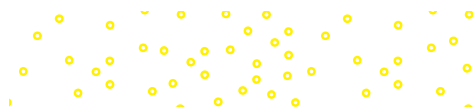
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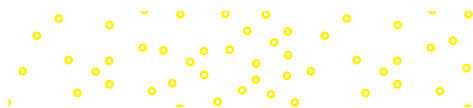
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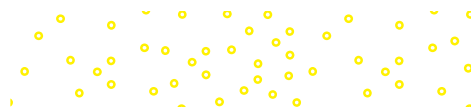
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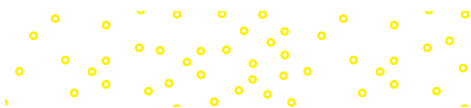
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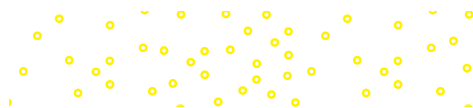
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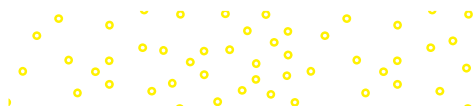
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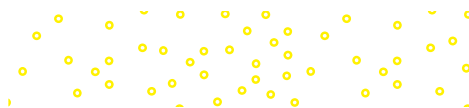
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University of Georgia

Mark Zarycki,
Hillsborough Community College
(Brandon)

Mary E. Zellmer-Bruhn,
University of Minnesota

Mark Zorn,
Butler County Community College





From Angelo –

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From Denise –

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From Chad –

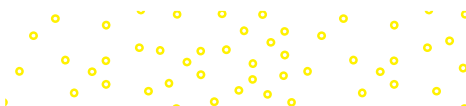
I would like to thank my parents, brother, and two sisters who shaped my character, sharpened the questions I ask, and supported me through the highest and lowest seasons in life. To my wife, Sandy—you continually amaze, inspire, and captivate me with your unconditional love, patience, wisdom, and support. This revision was possible because of your sacrifices and encouragement. To my four children: Emily, Richard, Marie, and Clark—you bring joy to my life and inspiration to my writing. The future is exceedingly bright because of the gifts that are blossoming within you. I'm proud to be your Dad.

We hope you enjoy reading and applying the product. Best wishes for success in your career.

Angelo Kinicki

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Chad Hartnell



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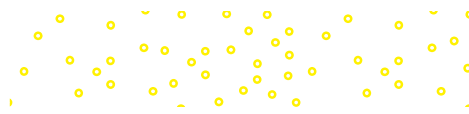
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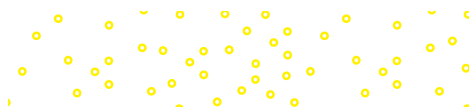
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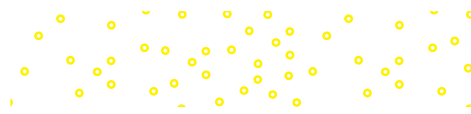
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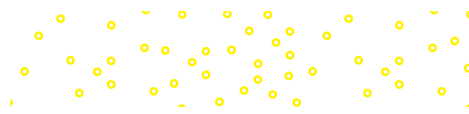
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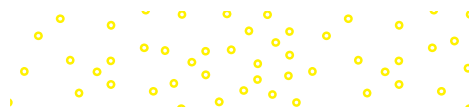
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