

THE CONSUMPTION OF MANAGEMENT
PUBLICATIONS

José L. Alvarez*
Carmelo Mazza**

RESEARCH PAPER No 420
June, 2000

* Professor of General Management, IESE

** Research Associate, IESE

Research Division
IESE
University of Navarra
Av. Pearson, 21
08034 Barcelona - Spain

THE CONSUMPTION OF MANAGEMENT PUBLICATIONS

Abstract

This paper focuses on the consumption phase of the process of Production-Diffusion-Consumption of management knowledge. We argue that consumers play an important role in that process, a role we feel has been overlooked by most of the literature.

The first part of the paper is mostly theoretical. In it we first situate our contribution within the existing literature about management knowledge, and then address the issue of the selection of knowledge sources by knowledge consumers. We sustain that manager-consumers have a strong impact on the success or failure of management ideas (selection) and also shape their content.

The second part of the paper is mostly empirical, consisting of an analysis of a questionnaire designed to help understand knowledge consumers' behavior. Lastly, we offer our conclusions.

NOTE: We would like to acknowledge the financial support received from the CEMP Research Program for this research.

THE CONSUMPTION OF MANAGEMENT PUBLICATIONS

Introduction

Up to now, analysis of the organizational field of management publications has mostly focused on economic and institutional aspects. CEMP Report 5 (*The Management Publishing Industry in Europe*) focuses on the basic economic features and the institutional actors in the industry. CEMP Report 9 (*Contents and Influence of Influential Management Academic Outlets*) deals with academic journals. Both reports analyze how management knowledge is produced and diffused through publications, under the assumption that producers and diffusers know what their audience needs. In this report we adopt a different perspective on the issue: we investigate the process of management knowledge consumption by directly asking the consumers about their acquisition of management ideas and practices through publications.

Even though the issue of management knowledge consumption is well covered in the existing literature (Alvarez, 1997; Huczinski, 1993), it is seen mainly from the point of view of producers and diffusers. This means that consumption is implicitly considered as the passive acquisition of knowledge. Consumers are assumed to be a rather passive audience induced by the diffusers to adopt ready-made ideas and practices. According to this top-down view, the interaction among producers, diffusers and consumers concerns only the fine-tuning of knowledge for local application, and once the channels of diffusion are established, consumption is almost predetermined.

We believe that this perspective is to a great extent due to the role traditionally played by academics as producers and diffusers of management knowledge. The reputation of educational institutions has attracted the interest of researchers, who have described their own mode of knowledge transmission. In this case, it is assumed that the consumers play a passive role, even though new forms of interaction are now developing, such as learning alliances between business schools and large companies.

We argue that consumers play a far more active role in the case of publications. In publications, the variety of management knowledge in terms of forms or “genres” and contents is very wide. Accordingly, the selection made by consumers has a considerable impact on the success or failure of outlets and authors. Moreover, consumers’ preferences shape the content of management publications by signalling topics of interest. On the other side of the coin, ideas and practices channeled by publications may reach a wider audience. Through the support received from having a wide audience, ideas and practices come to be taken for granted and, later on, imitated.

Hence, consumption becomes particularly important in understanding how publications enhance the process of management knowledge diffusion. Analysis of consumers' decision making and behaviors may provide interesting clues as to how management knowledge affects managerial practices, and how management ideas and practices are selected for implementation. In this report, we address these issues by discussing data obtained from a questionnaire (see Exhibit 1) administered to a sample of managers with a graduate degree in management. Since previous data on these issues are not available, our aim is to develop clues for further interpretation and analysis. Consequently, we have not built the sample to derive statistically significant data on managers' current preferences.

The report is structured in four chapters. First, we introduce the theoretical premises of our research by placing it in the context of the existing literature on management knowledge. At the same time, we discuss in depth the research issues raised in this introduction by defining the main elements of the process of knowing and acting organizationally.

Second, we address the issue of the selection of knowledge sources by management knowledge consumers. We build on the findings of earlier CEMP reports to understand the links between knowledge consumers and knowledge carriers.

Third, we introduce the empirical part of the report. We present and discuss the data gathered through the questionnaire. The sample has been constructed with a view to obtaining meaningful clues that will help us understand knowledge consumers' behavior rather than generating statistically significant findings.

Finally, we draw some theoretical conclusions on the link between knowledge and action, based on the preceding sections. The concluding remarks are intended to pave the way for empirical research for the final CEMP reports.

Section one. Management Knowledge: From Diffusion to Consumption

As briefly outlined in the introduction, the aim of this report is to shed light on the consumption of management knowledge, especially that diffused through non-academic publications (on this point, see CEMP Report 9). In this area, consumers play a more active role in the selection of channels and contents. To approach the consumption issue, we need to displace theoretical attention from the study of the output (knowledge) to the description of the process (knowing). In much the same vein as many leading scholars (Weick, 1969; Van Maanen, 1988; Czarniawska, 1997), who have repeatedly argued the need to shift from "organization" to "organizing", we propose to focus on the process by which managers come to know of management ideas and practices. Our first objective, therefore, will be to describe the process of knowing as it affects managers. This description will also give us a clue about the actions undertaken by managers to acquire knowledge. In the case of publications, the main action is, of course, reading.

Analyses that focus on the output (management knowledge) tend to build a taxonomy of types of management knowledge. Types of knowledge vary by content (scientific vs. heuristic), mode of transmission (articulated or explicit vs. tacit), and channel of diffusion (academic-oriented vs. practitioner-oriented). Management scholars (Furner and Supple, 1989; Mazza, 1997) have tried to identify different processes of knowledge diffusion. The underpinning assumption is that each type of management knowledge circulates through specific channels of diffusion and has specific modes of transmission.

More recent studies (Czarniawska, 1999; Mazza and Alvarez, 2000) have adopted a different perspective. Actors in the diffusion field are all involved simultaneously in the diffusion of management knowledge, with no strict division of labor. They work like a network of actors, sharing activities in the diffusion of management knowledge. So, each type of knowledge may be transported by all the carriers. In the process, they shape their own actions and position in the network. For instance, the mass media have built their role in diffusing management knowledge by channeling, and sometimes recycling, contents already diffused by other carriers (Mazza and Alvarez, 2000).

The process of gaining knowledge about management may be statically defined as a chain linking knowledge to action. In truth, the process of knowing about management is one of translating a body of knowledge –acquired from the carriers of management knowledge already studied– into a mind-set and consistent courses of action. This viewpoint posits the analysis of the knowing process within the large theoretical debate on the translation of management ideas (Sahlin-Andersson, 1996; Czarniawska, 1997). In this debate, it is argued that ideas and practices are translated when they travel between different contexts. Moreover, as they are translated, ideas and practices assume new meanings and are endorsed by different actors, linking to other courses of action (Czarniawska, 1999; Mazza, 2000).

Moreover, consumers are taking an increasingly active role in shaping the production of management knowledge. From this there emerges the link between knowledge and action as a primary object of analysis. Action is the final outcome of the impact of ideas on practice. In managerial contexts, the impact of management knowledge on practical issues occurs through the actions which managers take to solve specific problems. So we hold that the process of knowing may be represented by the following sequence:

- 1) *selection* of knowledge sources
- 2) *knowledge acquisition*
- 3) *translation* of ideas into local practices and development of courses of action

The *selection* of management knowledge sources refers to the input of the process of knowing. By selecting the sources of management knowledge, managers relate to the existing knowledge carriers. The selection of sources is therefore linked to the legitimacy of the carriers and to the relations between carriers and managers. This report analyzes this process stage by focusing on the existing links between managers and knowledge carriers, so far as knowledge is contained in written texts.

The *acquisition* of knowledge concerns the way managers behave as consumers of management knowledge. This perspective is the opposite of that adopted in most of the current literature on management. The latter focuses on the knowledge produced and diffused by institutions. In contrast, we focus on the customers' side by analyzing "consumers' behavior" towards management knowledge. In other words, we switch from the diffusion view of management knowledge to the consumption view.

By introducing the consumption issue, we build the logical bridge between management knowledge and *management action*. Indeed, consumers' behavior may be described in terms of habits and attitudes. The next step is to outline why, and for what purpose, consumers decide to acquire a given set of knowledge out of the wide variety available, and why they look to particular knowledge carriers. In this sense, we hold that managerial action and decision making are the output of the process of knowing. By adopting this process view, we highlight the role of reading in the acquisition of knowledge from the consumers' viewpoint. In addition, we address the theoretical issues regarding the link between management knowledge and managerial action.

This approach is innovative when compared with the existing literature. Apart from a few studies (see Alvarez, 1997), existing research has presented managers as passive, though sometimes skeptical, receivers of management knowledge. Their capability to select sources and contents has been almost completely ignored. As a consequence, the carriers of management knowledge have implicitly been seen as “feeding” managers with supposedly necessary knowledge. Most research on management education institutions seems to share this view. By widening the focus of analysis to other carriers, a more interactive view has emerged: managers and carriers together define how knowledge is transmitted. Nevertheless, from this viewpoint, managers are still unable to autonomously select carriers and contents. When we adopt the consumption viewpoint, managers are seen as active decision-makers in the process of knowing. Their habits, lifestyles and personal tastes are all involved in knowing about management. Their choices are interpreted as part of the complex process of building competence and leadership for managerial action. In this sense we consider the link between knowledge and action as a key point in our analysis. In this report we derive clues for interpreting the link; more data and quantitative analyses will be required to give empirical support to the theoretical conclusion we draw.

Section Two. The Input to the Process: Selection of Knowledge Sources

Management knowledge consumers have many sources of knowledge available, within easy reach. Besides the universities, business schools, consulting firms, management publications and the popular press, managers may take advantage of the new carriers of management knowledge that have emerged in the last decade. TV broadcasting channels and new digital media (Internet and pay-TV channels) have increased the amount of management knowledge available. As a result, there is scope for managers to “shop around” for the knowledge they need in order to develop and upgrade their managerial skills.

The availability of many different sources raises the issue of selection among these sources. Increasingly, managers and companies consider knowledge as the key asset for competitiveness (Nonaka and Takeuchi, 1995). Accordingly, they are interested in finding ways to select the best sources. Sources may be classified according to their: 1) *scientific status*, 2) *practical relevance*, and 3) *social legitimacy*.

Scientific status is a basic requirement for knowledge sources. Although several scholars have spoken of management as a craft (Weick, 1982) and have pointed out the link between management and literature (Alvarez and Merchán, 1992; Czarniawska, 1999), scientific status is a strong legitimating factor for any source of knowledge. Of course, universities and business schools are at the center of the network of scientific sources. They are the institutional providers of scientific and academic knowledge.

Selection is becoming more and more complex as the range of educational offerings grows. This fosters the development of gatekeepers who inform and connect managers and companies with the educational institutions. Among them, publications and the press play a primary role in describing, classifying and ranking management education offerings so that selection is made easier. In addition, consulting firms have entered this business by offering on-the-job training and education. To do this they need to display scientific status as centers of managerial competence. The efforts of McKinsey Group and Andersen Consulting to develop reputed research centers are aimed at achieving this. As a result, stronger and denser ties between universities, business schools, and managers and companies have developed. Also, learning alliances are also being established between these actors in order to enhance knowledge transfers and transmission.

Practical relevance affects the selection of knowledge sources, too. Managers and companies select the sources best able to provide the practical, ready-to-use knowledge they need to solve their current managerial problems. Following the so-called "garbage can" approach (Cohen, March and Olsen, 1971; Levitt and Nass, 1989), it can also be argued that managers and companies select sources to acquire a stock of feasible solutions. Then they look for problems to apply the solutions to and show their managerial capabilities.

Practical relevance tends to orient the selection towards those carriers that are more closely linked to the business world. Thus, members of the professions and consulting firms play a major role. The professions are the carriers of normative changes to organizations. As "field experts" (Brint, 1993), they couple organizations' practices to social norms. Managers tend to refer to the professions when the knowledge they need is about legal or formal issues, since, in such cases, alignment with the social norms is the key factor in gaining organizational legitimacy (DiMaggio and Powell, 1983). Managers select consulting firms when they want to learn about the experiences of other organizations and find clues both for imitation and for local adaptation. In this case, managers take advantage of these external experiences (benchmarking) to acquire practical knowledge. Sometimes, practical knowledge about management comes ready "packaged" with predefined action plans. If this is the case, managers also use consulting firms to guide their action and ensure a consistent link between management knowledge and action. When managers select consulting firms only to find out about other companies' experience (without any commitment to further implementation), they effectively use consultants as educators, in the same way they might use universities or business schools. This explains, from the consumers' viewpoint, the overlap that has emerged, particularly in the last decade, between consulting and business education.

Social legitimacy provides strong arguments for the selection of knowledge sources. Legitimacy itself is an indicator for ranking institutions on practically untestable features such as trust, reputation, social acceptance, institutional linkages, and so on. Social legitimacy is therefore often used as the final justification for the selection of knowledge sources. It is very often confirmed by the mass media. In this sense, by reading management publications and the business press, managers find out who is legitimated in the field. As management publications and the business press become themselves producers and diffusers of management knowledge, they are also selected as knowledge providers.

The consumption of business publications may therefore be seen from three closely related points of view. First, managers select publications to obtain socially legitimated knowledge. In practice, the legitimacy of the management knowledge channeled by publications may be taken for granted, given the role the press has in today's society (Habermas, 1975). Second, managers select publications to get clues that will help them interpret the knowledge they need in order to align their action with social processes. In this sense, managers try to fine-tune their action to social demands, as part of an organizational strategy with respect to the external environment (Friedland and Alford, 1991; Mazza and Alvarez, 2000). Finally, managers select publications to get information on the legitimated knowledge providers. From this viewpoint, managers treat publications as true gatekeepers to the stock of available knowledge sources in the field.

So far we have sketched a set of motives that explain *why* managers select particular knowledge sources in the management knowledge diffusion field. Departing from most of the literature, we have implicitly assumed that managers do not see a clear division of labor between institutions and types of knowledge. Accordingly, they orient their selection on the basis of the nature of the sources and what they have to offer in each specific case. Next, we believe it is important to discuss how managers and companies select knowledge sources.

From the existing literature on management knowledge diffusion, as well as from previous CEMP reports, we derive three main modes of selection: 1) *company policy*, 2) *imitation*, and 3) *personal “discovery”*. As we will describe below, they belong to a continuum from more passive to less passive forms of knowledge consumption.

Since the stock of internal knowledge and competence is increasingly considered as the primary source of sustainable competitive advantage, *companies* are starting to develop complex methodologies and tactics to select knowledge sources and consume management knowledge. For instance, companies select providers and build relations in order to customize the management knowledge offering of human resources and career development programs. For example, in formal programs managed directly at company level, managers attend outside educational courses, in-house courses, on-the-job training and competence enrichment plans, in order to acquire the necessary management knowledge.

In this case, line managers behave as passive consumers, since the selection of sources and the decisions on content are made at top management level. Institutional linkages and legitimacy issues are critical in the company’s choice. Practical relevance may be important if a program is implemented to support major changes in the organization (e.g. technological change, corporate restructuring, and so on). The implicit assumption is that once managers are back in the actual job context (after a formal education program) they will be able by themselves to find a way to translate the formal knowledge they have acquired into local practices and courses of action. Companies also encourage managers to keep upgrading their competence by building on the personal relations they establish during these programs with peers and/or teachers. This leads us on to the second mode of selection: imitation.

Managers may *imitate* (and be encouraged by their organizations to imitate) those behaviors with regard to knowledge consumption that appear most highly legitimated and conducive to personal achievement and career success. Thus, publications place great emphasis on influential CEOs, who become models to imitate. Successful managers and “management heroes” may become “*maîtres à penser*” whose opinions on business issues as well as on politics and, increasingly, fashion, sport and entertainment, are taken as milestones for benchmarking. Their analyses of management trends and future market drivers may become indications for upgrading management knowledge and being up-to-date with the latest developments. Links between these influential CEOs and knowledge sources considerably increase their legitimacy.

From this viewpoint, we argue that managers look for successful examples and try to follow their guidelines for personal achievement. In doing this, they actively select areas of interest and, to a certain extent, knowledge sources. This is reinforced by peer imitation. Especially in large companies, managers’ interaction with peers may provide information about relevant knowledge and knowledge sources available in the field. Books and newspaper articles, but also educational institutions and courses, often become known by word-of-mouth diffusion. In this case, imitation occurs through the implicit pressure a group majority exerts on each of its members.

When managers imitate, they more actively select what they consume. However, even though consumption is not directly decided by external settings, it is strongly affected by external requests. In other words, the link between consumers and the knowledge source is still mediated by other actors in the role of advisors. From these advisors’ experience and storytelling, managers learn how to translate knowledge into practical action. Often, imitation occurs not only in the selection of knowledge sources but also when the consequential courses of action have to be undertaken.

Personal discovery is the tacit way to select knowledge sources. Like all consumers, managers are exposed to a large spectrum of information about products. Management knowledge sources and contents are widely advertised and debated in all the mass media. Special reports are published and news reports are dedicated to management information. Apart from this, bookstores and the Internet give a lot of space to management outlets. Interestingly, a growing number of novels and movies deal indirectly with managerial issues, either having managers as their main characters or describing company life.

Managers select within this wide range on the basis of personal tastes and attitudes. Very few analyses have been made to shed light on the way managers make this selection. In selecting a book to buy or an article to read, they behave as consumers triggered by covers, titles, headlines, and personal interests. In contrast, a considerable amount of attention has been devoted to this aspect by bookstores. For instance, airport stores and lounges present management books very carefully as they know that managers are among their most affluent customers.

Moreover, there is a missing link in existing studies on how managers turn what they read into courses of action. Like any other social group, managers build preferences and attitudes with respect to management knowledge also from activities unrelated to their profession. From this perspective, managerial action appears to be the result of the translation of many cultural and social knowledge inputs, not only those deriving from management knowledge. Thus, literature and painting may be important factors in building managerial attitudes (such as leadership) and, from there, purposeful managerial actions and interests. Inasmuch as management action implies political skills (Selznick, 1949; Alvarez, 1998; Fligstein, 1998), cultural and social interests, such as reading, are important to frame “good action.”

Personal discovery is the most active basis for selecting what to consume. In this case, publications and the mass media are more often the main channels of information than any other form of consumption. Personal discovery may direct managers towards any field; in fact, it is up to each consumer’s sensibility to reframe what is selected in order to transform it into management action. This tie between knowledge and action may be very weak and the result of chance. However, as it is tacit and mediated by personality and character, the tie may also be embedded and structural. This, of course, implies a methodological difficulty: how to investigate what may be unknown even to the actor who possesses it?

Table 1 provides a synthesis of the main points of the selection stage of the knowing process discussed in this section. In the next section we will focus on the acquisition stage by analyzing managers’ consumer behavior. We present the findings of a survey on managers’ reading habits. On the basis of the arguments presented above, we hold that reading habits are particularly important for the most active forms of selection (imitation and personal discovery). Moreover, imitation and personal discovery are more significantly affected by publications and the mass media. For these reasons, our survey focuses mainly on the consumer behavior of managers when they are actively engaged in selecting what they consume.

Table 1. Selection of Knowledge

	Consumer's Role in the Selection	The Role of External Actors	The Role of Publications in the Selection Process
Company Policy	Passive	Decision-makers	None (in principle)
Imitation	Mediated by peers or leaders	Advisors	Propagators of cases to imitate Gatekeepers
Personal Discovery	Active	None (in principle)	Information providers

Section Three: The Questionnaire

As we have said, most models of the way management knowledge is produced and diffused assume a one-directional flow of causality: from production, to transmission, to consumption. Each of these phases is considered to be discrete and the whole process sequential. Consumption is seen as the end of the process, and feedback from the consumption phase to earlier phases has very rarely been the object of academic attention. Consequently, reading as a quintessential consuming moment has not been well studied: very few academic studies have tried to understand the dynamics of reading, how decision-makers use what they read in their action, how they select texts, etc. This is ironic since the marketing departments of most publishing houses and newspaper and magazine publishers, etc., do have such studies. Unfortunately, but not surprisingly, apart from the official circulation figures, no studies by publishers of the business publications market are available.

Since we have not been able to find any previous questionnaires on business publications consumption specifically designed for academic research, our own questionnaire has been built ad hoc for the CEMP project. As we will explain, the reliability of some of the questions will have to be improved for future use of the questionnaire.

Our goal in building this questionnaire is not to confirm hypotheses, which are not available in the literature, nor to define the reading habits of European managers, or even of Spanish managers. It is intended to help scholars to focus on the most fruitful dimensions of the phenomenon, test a tool for further application in other European countries, and in general, start working empirically on an issue so far mostly dealt with on a speculative basis.

Moreover, as we will discuss, the data that we are about to present, gathered from the questionnaire, support the soundness of that conceptual argument.

Description of the Questionnaire

To obtain the data on which to base our study on the consumption of management publications, have we drawn up a questionnaire called "The Press and Management Practices", containing twenty-four questions. The objective is to find out about the reading preferences, practices, and habits of managers with regard to managerial books, the specialized and non-specialized daily press, non-daily publications, and journals (see Exhibit 1 for a copy of the questionnaire).

The first eleven questions elicit information about the demographic characteristics of the respondent, covering topics such as personal details, level of education, knowledge of European languages, and characteristics of the company where the person works. The following thirteen questions go into the respondent's reading habits in greater depth. First they deal with the respondent's preferences with regard to management books. Then they focus on what we call the popular business press, i.e. the daily newspapers (specialized and non-specialized economic and business information) and non-daily publications through which managers follow the business and economic news. Finally, the questionnaire deals with the management education publications and academic management journals (both being non-daily specialized publications) the respondent usually reads. It concludes by asking about the prestige and usefulness the respondent attributes to certain sources of information on new management practices.

The recipients of the survey were the students currently doing the MBA Program at IESE Barcelona, as well as the alumni who graduated from the Executive Education Programs, the MBA Program, and the International Executive Education Programs of IESE Barcelona and Madrid between 1994 and 1999. In short, the population of the survey consists of people who have either completed a Program at IESE or are still doing it (see Table 2).

IESE is a leading European business school, considered by "The MBA Career Guide" as one of the top ten business schools in the world, and the most influential business school in Spain. Participants in its executive programs come from a very wide range of firms as regards their size or type of ownership, and from a very wide range of hierarchical levels. IESE also offers programs in English for European managers, and around 60% of its MBA students are non-Spanish.

The questionnaire was also sent to Executive MBA of the Copenhagen Business School. However, due to late arrival of the filled-in questionnaires, these data have not yet been included in this report. They will be presented at upcoming academic meetings (e.g. EGOS 2000 in Helsinki), and in future reports.

A total of 4,925 copies of the questionnaire were sent from December 1999 to January 2000. Each was accompanied by a presentation letter and a pre-paid self-addressed envelope to encourage responses. The questionnaire was sent in Spanish when the recipient was living in Spain or in a Latin American country, and in English otherwise.

Technical Considerations

Data analysis was done by research assistants using descriptive and non-parametric techniques, supported by the SPSS for Windows 9.0 software, with Excel 97 as its main complement.

Table 2. Questionnaire recipients

	IESE-Barcelona			IESE-Madrid		
	Students	Destination	Quantity	Students	Destination	Quantity
ALUMNI from the past 5 years (1994 to 1999)	Executive Education Programs PDD PDG PADE	Europe only	1116	Executive Education Programs PDD PDG PADE	Spain only	
	MBA Program	Europe only	819	Executive MBA	Spain only	
	International Executive Education	Europe only	494			
Current Students	MBA Program		400			
		<i>TotalBCN</i>	2829		<i>TotalMadrid</i>	2096
Total IESE Recipients						4925

Many of the questions in the survey ask for rankings or reading lists of books, newspapers, journals, or other non-daily publications. In the rankings shown in the tables and figures we have not included publications that were mentioned by only a very small number of respondents.

A similar point to be taken into account is that some of the questions had low response rates (see Table 3. Response rates). For instance, 55 of the 261 people who answered the questionnaire (21.1%) did not give a response about the last five books they have read. Around 43% gave no response to the question about the books that have influenced them most. The lowest response rates were for the questions that asked about academic management journals (1.5%) and management education publications (54.0%).

All this has led us to take the group of people who answered the question as the reference sample in each case. Thus, for each question, the percentage results refer to the people who answered that particular question, not to the entire sample of those who responded to the questionnaire.

Table 3. Response rates

Questions	Rate of response*
Management books (Question 12)	78.9 %
Management books (Question 13)	57.1 %
Daily general information newspapers (Question 17)	83.1 %
Daily newspapers specialized in economic and business information (Question 18)	91.1 %
Non-daily national or international publications (Question 19)	78.2 %
Management education publications (Question 22)	54.0 %
Academic management journals (Question 23)	1.5 %

* Rate of Response = Number of answers to the question / 261 (Number of answers to the survey)

Comparing Subgroups within the Sample

The analysis of the responses to the thirteen questions that make up the body of the survey has been carried out according to the following guidelines. Besides analyzing the sample as a whole, we have opted to break it down using the following dimensions: nationality, firm size, program studied at IESE, and country of residence. By this means we obtained two subsamples for each division, and we compared the figures for the total sample with those for the subsamples in cases where there were significant differences.

With regard to nationality, we divided the sample into Spanish and non-Spanish respondents. This was done basically for two reasons: to use the non-Spanish responses as a control group for the Spanish responses, and to identify the main differences between the two groups. We found that 80% of the respondents were Spanish, so we expected the total sample to behave similarly to the Spanish subsample. The non-Spanish subsample was used as a control group to identify possible discrepancies. This also allowed us to identify and describe the most interesting differences between the reading preferences and habits of Spanish and non-Spanish managers.

The comparison with respect to firm size was based on the following criterion: one of the subsamples consists of small firms (fewer than 50 employees), and the other of medium and large firms (more than 50 employees). The purpose of this division was to pinpoint the distinctive reading characteristics of the managers of small companies. We assume that managers working in medium and large firms have similar reading preferences as well as similar practices and actions. We believe that the big differences are to be found in comparison with small firms. Our intention, therefore, was to single out the managers of small firms and compare their reading habits and preferences with those of other managers.

The third comparison is with respect to the program studied. The MBA students and alumni were separated from the rest. The aim was to identify patterns of reading behavior among managers who followed a general program of business administration compared with those who undertook a more focused program (such as the executive or international executive programs). Here again, our objective was also to carry out a control of the resulting information. Given that we asked for books read, the educational background could have some degree of influence on responses. We used the "program studied" variable to test for this kind of effect, though we agree that other educational variables may have been appropriate as well.

Finally, we broke the sample down by country of residence of the respondents in the questions that deal with newspapers, non-daily publications, and journals. We separated the managers who lived in Spain from those who did not. We assumed that the newspapers and non-daily publications that people read are mostly those that are published in their place of residence. By comparing the results for managers who lived in Spain with those for managers who lived elsewhere, we aimed to isolate the interesting results from those that we already expected. We expected that managers who lived in Spain would read Spanish publications, and that managers who did not live in Spain would read mostly non-Spanish ones, but we wanted to find out when (if ever) this implicit rule was broken.

In the questions about management books, the three key variables used to break down the sample were nationality, number of employees, and education program followed. In the questions concerning the press, non-daily publications, and journals, the sample was broken down only with respect to country of residence.

Sample Description (Questions 1-11)

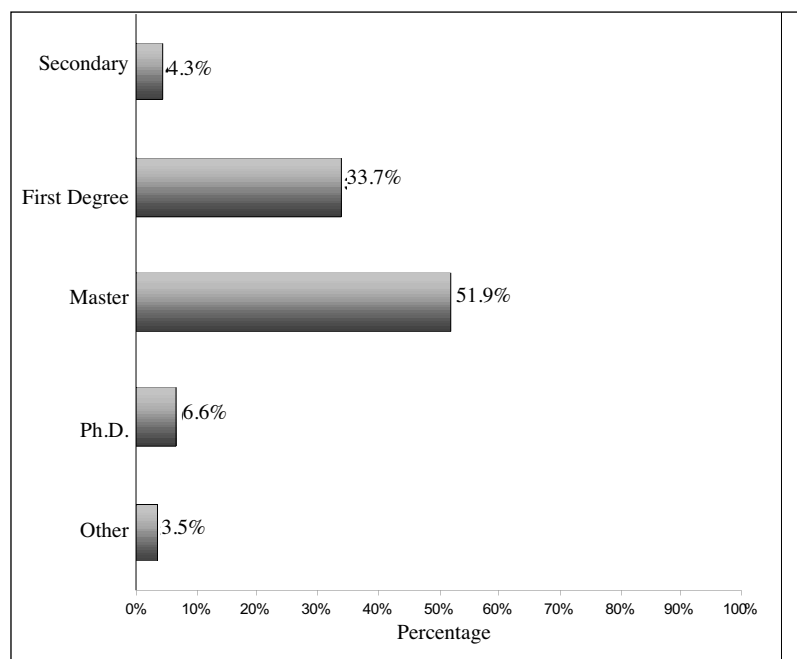
The response rate is 5.29%, given that of the 4,925 questionnaires sent, 261 valid filled-in questionnaires were received. This is in line with the response rate commonly reported for this kind of survey (5%-10%), though the following events and circumstances may have lowered our figure. The topic of the questionnaire, which is not directly connected to managerial practice, may not have interested enough of the recipients. The time when the survey was conducted, over the Christmas period, may have raised the level of passivity in potential respondents. And finally, the lack of later “response checking” has probably been a negative factor in terms of response rate.

The responses to the survey come mainly from Spaniards (80% Spanish against 20% non-Spanish), and less than one in ten are women. Obviously, we realise that responses from one country do not justify pan-European generalizations. But, as we already said, our intention is to start a process of comparison by testing a survey tool in one particular country.

The average age of the respondents is 38, with a sample range of 25 (youngest) to 61 (oldest). Note that 36 years is quite a large range. It could be taken to indicate heterogeneity of the sample with regard to age, but a closer look at the raw data shows that the majority is concentrated in the 30-45 age bracket. In other words, the 61-year-old response, and others close to it, are outliers in our study.

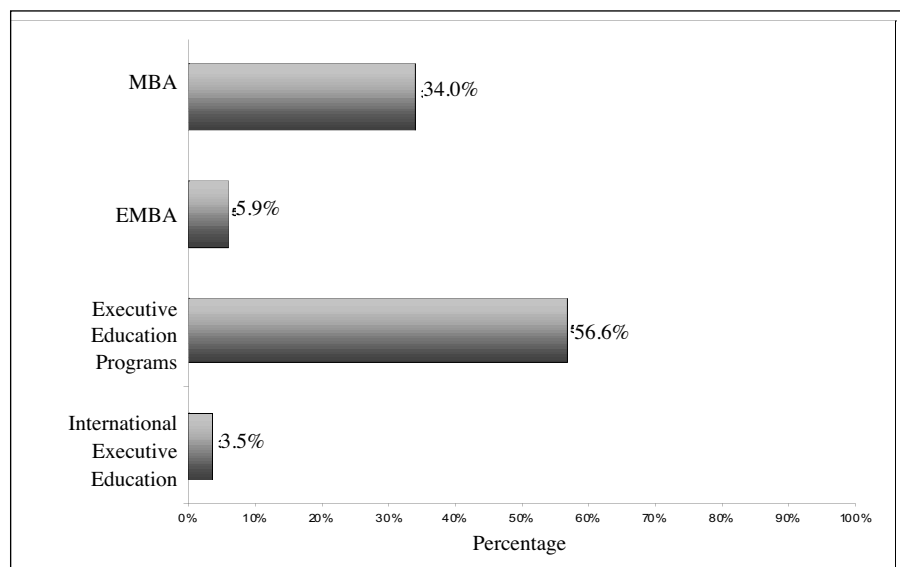
Half of the managers have a Master’s degree, while 33.7% have just a First Degree. Only 4.3% state that they only have Secondary education (see Figure 1. General Education Level). A large majority, around 70%, claims to be “fluent” at reading English. This quite high rate is unexpected given that the sample is predominantly Spanish. Responses may be biased by subjective perceptions, and this prompts us to be wary of their validity. Even so, 4% of the sample cannot read English, almost three quarters have some knowledge of French, and only 28% have some ability to read German.

Figure 1. General Education Level



With respect to their IESE background, that is, the program they followed at IESE, the response rate increases as the graduation year approaches 1999 (after 1999, i.e. for the people who will graduate in 2000 and 2001, it decreases very sharply to below 4%). Around 50% of the replies come from people who graduated in 1998 and 1999, which means that nearly half of the sample is concentrated in these two graduation years. It is worth noting that only 9 current MBA students answered the survey, even though this low figure may be due to their current lack of a job and may also be influenced by the fact that the questionnaire was distributed in a period of exams. More than half of our final sample comes from Executive Education Programs, mainly from the Executive Development Program (Programa de Desarrollo Directivo, PDD), which accounts for 37.1% of the total number of responses. The next program in number of responses is the MBA, since 34.6% of the managers who answered the survey have this degree. By contrast, only 3.6% of the respondents have taken International Executive Education Programs, and replies from the EMBA (Executive MBA) program represent the remaining 5.9% (see Figure 2. IESE Education Programs).

Figure 2. IESE Education Programs

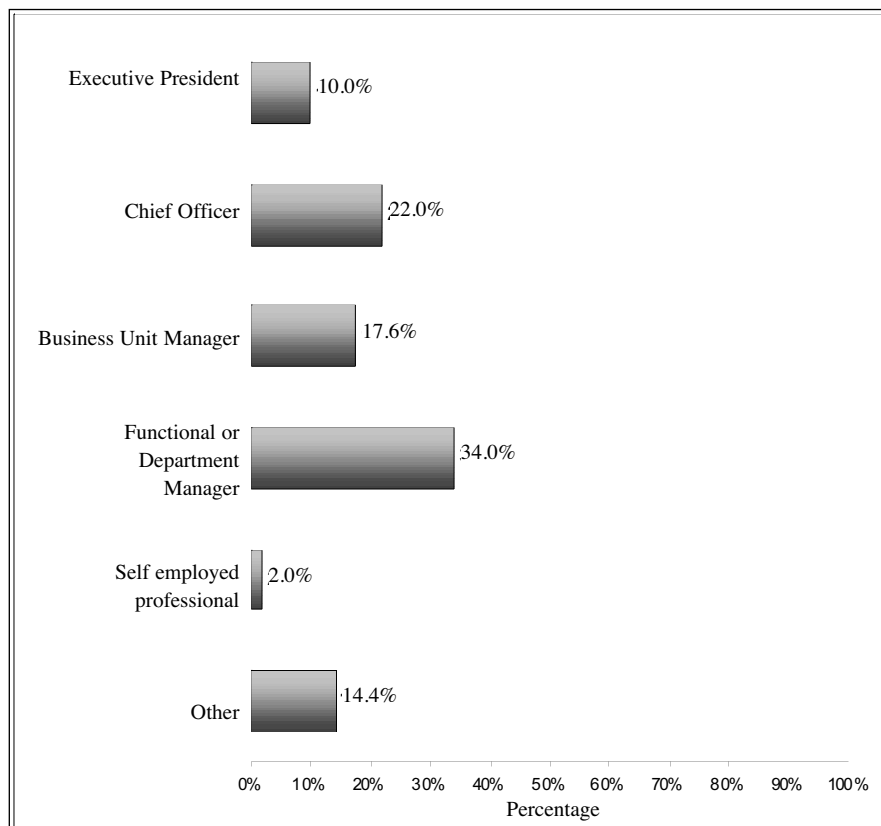


39.6% of the people who answered the survey are middle-to-top managers (Chief Officers and Business Unit Managers), and more than one third are Functional or Department Managers (thus holding middle manager positions). One out of every ten is Executive President of the firm, while only 2% are self-employed professionals (see Figure 3. Management Position). Given that more than 86% of the respondents hold middle or top manager positions, or are Executive Presidents of the firm, one might have expected an average age higher than 38 years old. But if we consider that the survey population is made up of IESE alumni or students, the low average age is more understandable. On the one hand, the high percentage of high level managers should perhaps give an older average age, given the average age of such managers in general, but on the other hand, their recent “business school background” makes it reasonable to expect them to be younger on average.

With respect to the characteristics of the company where the sample members work, a majority of the answers (50% of the total) are from managers of firms in the services sector. The next most important sector is manufacturing, with a response rate of around 20%. None

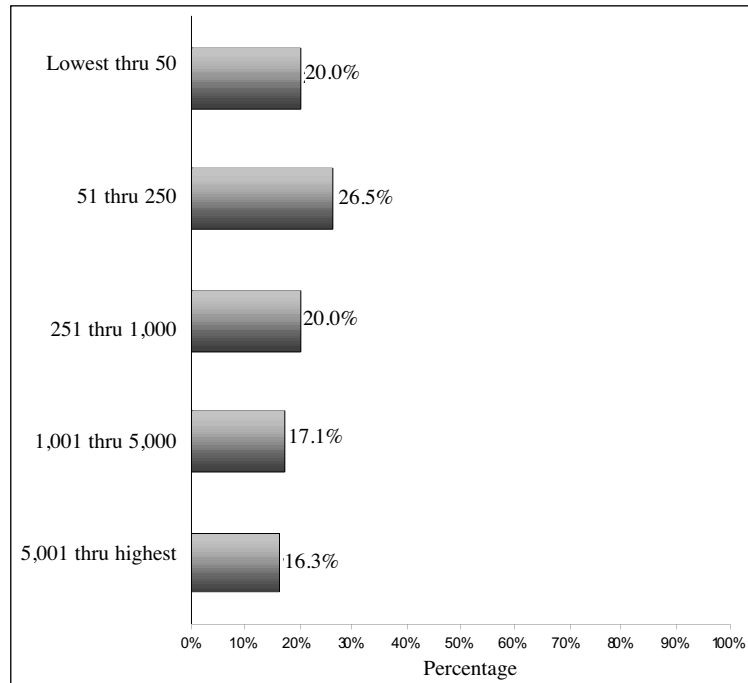
of the remaining sectors (finance, mining, and construction among them) reach 10% of the total number of responses, and only the financial sector is above 5%. These figures clearly show the leading role of the services sector in the current development of the economy, with information technologies and internet services at its head. There is a high degree of concentration with regard to the sector in which the respondents' companies operate, with two sectors accounting for almost 70% of the responses.

Figure 3. Management Position



Still on the subject of company characteristics, the number of employees is below 50 in around 20% of the cases. Twenty-six percent of the companies have between 50 and 250 employees, and the remaining 54% have more than 250. These figures yield the following company size classification with regard to number of employees: More than half of the managers who answered the survey work in large firms, and the other half in small or medium firms in almost equal measure (see Figure 4. Number of Employees).

To complete our description of the sample, we offer a profile of the typical manager who answered the survey. The typical respondent is a Spanish man in his late thirties with an MBA from IESE, having graduated in 1998 or 1999. He reads English quite fluently. Currently, he is working in a large firm in the services sector, where he holds a middle or middle-to-top management position. We find that this profile is not very different from that of an equivalent manager in other European countries.

Figure 4. Number of Employees

Management Books (Questions 12 and 13)

With regard to the last five management books that the respondents have read (see Table 4. Last management books managers have read), the most widely read book is *Servicios y Beneficios*, written by L. Huete (a professor at IESE). This book is mentioned by 14.6% of the total sample and is more than 5 points ahead of the next most popular title, S. R. Covey's *The Seven Habits of Highly Effective People*. In third place is *Emotional Intelligence* by D. Goleman, with 8.7% of the mentions. Another book by D. Goleman, *Working with Emotional Intelligence*, is sixth in the ranking. If we ranked authors instead of titles, Goleman would come out top along with Huete.

There is another Spanish author among the most widely read books. P. Nueno (also a professor at IESE) is in fifth position with his book *Emprendiendo*, which is mentioned by 6.3% of the respondents. This leads us to the following consideration: There are two Spanish authors in the top five, with L. Huete in first place. Since both are professors of the business school we have used to build the sample (IESE), this probably reflects a bias produced by the characteristics of the survey population, which consists of IESE alumni and students, and is dominated by Spaniards.

Table 4. Last management books managers have read

Ranking	Author	Title	Publication Year	Percentage
1	L. M. Huete	Servicios y beneficios	1997	14.6%
2	S. R. Covey	The seven habits of highly effective people	1989	9.2%
3	D. Goleman	Emotional intelligence	1996	8.7%
4	R. S. Kaplan	The balanced scorecard	1996	7.8%
5	P. Nueno	Emprendiendo	1994	6.3%
5	Hamel & Prahalad	Competing for the future	1994	6.3%

When we compare the responses according to nationality and program, we find that this suspicion is largely confirmed. Comparing with respect to firm size, however, adds no significant information (see Tables 5 and 10. Comparisons by nationality, firm size, and program studied). On the one hand, Huete's *Servicios y Beneficios* is not even mentioned by the non-Spanish managers while it is the book mentioned most frequently by the Spanish respondents. On the other hand, it is the most widely read book among non-MBA students and alumni, but does not appear in the MBA top five. This points to a bias produced by Spanish managers who completed a non-MBA program at IESE and were probably stimulated or recommended to read the book during the program. Excluding this point, there are no significant discrepancies between the books mentioned by the Spanish managers and those mentioned by the non-Spaniards.

Our conclusion is that while we should be cautious with regard to the book placed at the top of the ranking, and with regard to P. Nueno's *Emprendiendo*, the remaining classification is significant enough. Excluding the Spanish authors, it provides a classification that includes well-known best-sellers that are commonly read by managers around the world. All of them are written by authors from the USA, except one of the authors of *Competing for the Future*, Hamel, who is from the UK. Most of them deal with organizational behavior (*The Seven Habits..*, *Emotional Intelligence*), some with accounting (*The Balanced Scorecard*), and the rest mainly with strategy (*Competing for the Future*). The average publication year is 1994, which indicates that they are international modern classics. But note that the oldest one is S. R. Covey's *The Seven Habits of Highly Effective People*, published in 1989, which would be at the top of the list if we excluded *Servicios y Beneficios*.

Table 5. Spanish managers. Last management books they have read

Ranking	Author	Title	Publication Year	Percentage
1	L. M. Huete	Servicios y beneficios	1997	17.4%
2	S. R. Covey	The seven habits of highly effective people	1989	9.9%
3	D. Goleman	Emotional intelligence	1996	9.3%
4	R. S. Kaplan	The balanced scorecard	1996	7.5%
5	P. Nueno	Emprendiendo	1994	6.2%

Table 6. Non-Spanish managers. Last management books they have read

Ranking	Author	Title	Publication Year	Percentage
1	Hamel & Prahalad	Competing for the future	1994	8.9%
1	R. S. Kaplan	The balanced scorecard	1996	8.9%
2	D. Goleman	Emotional intelligence	1996	6.7%
2	P. Nueno	Emprendiendo	1994	6.7%
2	S. R. Covey	The seven habits of highly effective people	1989	6.7%

Table 7. Small firm managers. Last management books they have read

Ranking	Author	Title	Publication Year	Percentage
1	L. M. Huete	Servicios y beneficios	1997	20.0%
2	D. Goleman	Emotional intelligence	1996	15.0%
3	S. R. Covey	The seven habits of highly effective people	1989	7.5%
3	R. S. Kaplan	The balanced scorecard	1996	7.5%
3	D. Goleman	Working with emotional intelligence	1998	7.5%

Table 8. Medium and Large firm managers. Last management books they have read

Ranking	Author	Title	Publication Year	Percentage
1	L. M. Huete	Servicios y beneficios	1997	13.6%
2	S. R. Covey	The seven habits of highly effective people	1989	9.7%
3	Hamel & Prahalad	Competing for the future	1994	8.4%
4	D. Goleman	Emotional intelligence	1996	7.8%
4	R. S. Kaplan	The balanced scorecard	1996	7.8%

Table 9. MBA managers. Last management books they have read

Ranking	Author	Title	Publication Year	Percentage
1	P. Nueno	Emprendiendo	1994	13.2%
1	S. R. Covey	The seven habits of highly effective people	1989	13.2%
2	D. Goleman	Emotional intelligence	1996	8.8%
2	R. S. Kaplan	The balanced scorecard	1996	8.8%
3	E. M. Goldratt	The goal	1984	7.4%

Table 10. Non-MBA managers. Last management books they have read

Ranking	Author	Title	Publication Year	Percentage
1	L. M. Huete	Servicios y beneficios	1997	20.0%
2	D. Goleman	Emotional intelligence	1996	7.4%
2	S. R. Covey	The seven habits of highly effective people	1989	7.4%
2	R. S. Kaplan	The balanced scorecard	1996	7.4%
2	D. Goleman	Working with emotional intelligence	1998	7.4%

It is quite surprising that three of the books mentioned among the last five management books read also appear in the list of the seven books that have most influenced the respondents' management knowledge, ideas and practices (see Table 11. Books that have most influenced managers' knowledge, ideas and practices). We might conclude that there is some kind of "repetition of responses by recurrence", in other words, that the respondents have given almost the same answer to two different questions because both questions ask for a list of management books. If we don't believe this, however, the conclusion has to be that almost half of the books managers have read most recently fall into the category of books that have most influenced them. This could be because they do not read many books, or because no new influential books have been published recently (which we believe tends to be the case).

Table 11. Books that have most influenced managers' knowledge, ideas and practices

Ranking	Author	Title	Publication Year	Percentage
1	E. M. Goldratt	The goal	1984	12.8%
1	M. E. Porter	Competitive strategy	1980	12.8%
2	D. Goleman	Emotional intelligence	1996	10.7%
2	S. R. Covey	The seven habits of highly effective people	1989	10.7%
3	M. E. Porter	Competitive advantage	1985	10.1%
3	Hamel & Prahalad	Competing for the future	1994	10.1%
4	L. M. Huete	Servicios y beneficios	1997	9.4%

The books that have most influenced the managers in the sample as a whole are *The Goal* by E. M. Goldratt, and M. E. Porter's *Competitive Strategy*, both with 12.8% of the total number of responses. However, M. E. Porter is the author who has most influenced the respondents' management knowledge, ideas and practices, since he has another book in the ranking, *Competitive Advantage*. Together, *Competitive Advantage* and *Competitive Strategy* account for almost 23% (almost a quarter) of the responses. D. Goleman (*Emotional Intelligence*) and S. R. Covey (*The Seven Habits of Highly Effective People*) share second place, each with 10.7% of the responses. Again L. Huete's book *Servicios y Beneficios* appears in the ranking, but this time at the bottom. This is a bias caused by the majority of Spanish managers in the sample, so we believe that by again excluding this book from the ranking we will be able to elaborate more accurate conclusions.

The three comparisons (with respect to nationality, firm size, and program studied) reveal some other unexpected discrepancies (see Tables 12 and 17. Comparisons by nationality, firm size, and program studied). The book at the top of the ranking, *The Goal*, is mentioned

only by the Spanish managers, most of whom work in medium or large firms. Here we have a bias with regard to country of origin and firm size. We also notice that four out of ten managers working in small firms cite M. E. Porter's books as the most influential in terms of their knowledge and practices, which is double the rate found among managers of medium and large firms. They also mention P. Kotler's *Marketing Management*, which is not mentioned by managers working in medium and large firms and does not appear in the overall ranking. In contrast, Goleman's *Emotional Intelligence* is cited mostly by managers of medium and large firms and does not even appear in the ranking of small firm managers.

In short, while managers of small firms are more influenced by books that deal with strategy (Porter) or specific management areas such as marketing (Kotler), managers of medium and large firms are more influenced by books on motivation, organizational behavior, and total quality (Goldratt, Goleman). No further discrepancies arise with regard to the program studied.

Table 12. Spanish managers. Books that have most influenced their management knowledge, ideas and practices

Ranking	Author	Title	Publication Year	Percentage
1	E. M. Goldratt	The Goal	1984	16.4%
2	M. E. Porter	Competitive strategy	1980	14.7%
3	D. Goleman	Emotional intelligence	1996	12.9%
4	S. R. Covey	The seven habits of highly effective people	1989	11.2%
5	M. E. Porter	Competitive advantage	1985	9.5%
6	Hamel & Prahalad	Competing for the future	1994	8.6%
6	L. M. Huete	Servicios y beneficios	1997	8.6%

Table 13. Non-Spanish managers. Books that have most influenced their management knowledge, ideas and practices

Ranking	Author	Title	Publication Year	Percentage
1	Hamel & Prahalad	Competing for the future	1994	15.2%
1	P. Nueno	Emprendiendo	1994	15.2%
2	L. M. Huete	Servicios y beneficios	1997	12.1%
2	M. E. Porter	Competitive advantage	1985	12.1%
3	S. R. Covey	The seven habits of highly effective people	1989	9.1%
3	T. J. Peters	In search of excellence	1982	9.1%
4	M. E. Porter	Competitive strategy	1980	6.1%
4	P. Kotler	Marketing management	1984	6.1%

Table 14. Small firm managers. Books that have most influenced their management knowledge, ideas and practices

Ranking	Author	Title	Publication Year	Percentage
1	M. E. Porter	Competitive strategy	1980	37.0%
2	P. Kotler	Marketing management	1984	18.5%
3	S. R. Covey	The seven habits of highly effective people	1989	14.8%
4	M. E. Porter	Competitive advantage	1985	11.1%
4	T. J. Peters	In search of excellence	1982	11.1%
4	Hammer & Champy	Reengineering the corporation	1993	11.1%

Table 15. Medium and Large firm managers. Books that have most influenced their management knowledge, ideas and practices

Ranking	Author	Title	Publication Year	Percentage
1	E. M. Goldratt	The goal	1984	15.0%
2	D. Goleman	Emotional intelligence	1996	12.4%
3	Hamel & Prahalad	Competing for the future	1994	11.5%
4	S. R. Covey	The seven habits of highly effective people	1989	10.6%
5	L. M. Huete	Servicios y beneficios	1997	9.7%
6	M. E. Porter	Competitive advantage	1985	8.8%
7	M. E. Porter	Competitive strategy	1980	8.0%
7	T. J. Peters	In search of excellence	1982	8.0%

Table 16. MBA managers. Books that have most influenced their management knowledge, ideas and practices

Ranking	Author	Title	Publication Year	Percentage
1	E. M. Goldratt	The goal	1984	13.2%
2	P. Nueno	Emprendiendo	1994	11.3%
3	Hamel & Prahalad	Competing for the future	1994	9.4%
3	M. E. Porter	Competitive advantage	1985	9.4%
3	M. E. Porter	Competitive strategy	1980	9.4%
3	L. M. Huete	Servicios y beneficios	1997	9.4%
3	S. R. Covey	The seven habits of highly effective people	1989	9.4%

Table 17. Non-MBA managers. Books that have most influenced their management knowledge, ideas and practices

Ranking	Author	Title	Publication Year	Percentage
1	M. E. Porter	Competitive strategy	1980	15.4%
2	D. Goleman	Emotional intelligence	1996	13.2%
2	E. M. Goldratt	The goal	1984	13.2%
3	S. R. Covey	The seven habits of highly effective people	1989	12.1%
4	Hamel & Prahalad	Competing for the future	1994	11.0%
5	M. E. Porter	Competitive advantage	1985	9.9%
5	L. M. Huete	Servicios y beneficios	1997	9.9%

We conclude that books on organizational behavior and strategy are more or less equally represented in the final ranking of most influential books. Managers' preferences regarding these two topic areas are very much conditioned by the size of the firm they work in. Small firm managers prefer strategy topics, while medium and large firm managers go for organizational behavior topics. *The Goal*, a best-seller that deals basically with issues of managerial motivation as applied to total quality, is at the top of the ranking because Spanish managers working in large and medium firms, who are a dominant group within the sample as a whole, have a clear preference for it. Classic management books such as Porter's, and the work of Covey and Goleman, follow in the ranking. In summary, almost all the books in the ranking are best-selling management books with high prestige and recognition which would probably appear in any ranking of influential management books in Europe or the USA.

Sources of Information and Suggestions about Management Books. (Question 14)

Scholars following the neo-institutional school propose three mechanisms to explain the diffusion of management ideas and, as a consequence, the spread and homogenization of practices. The first mechanism is coercion: ideas are adopted because other powerful organizations (e.g., the governmental or business organizations upon which the focal organization is dependent) require that they be adopted. The second is mimesis or imitation: because of high uncertainty, organizations follow the example of successful or legitimated models. Third is normative isomorphism: professionals tend to adopt the same ideas because of shared education and socialization in, for instance, the same business schools.

Question 14 in the survey attempts to determine the sources from which the respondents obtain information and suggestions about reading material. It tries to determine the importance of the different sources of isomorphism as mentioned in the previous paragraph. Obviously, the question was not posed in strict academic terms.

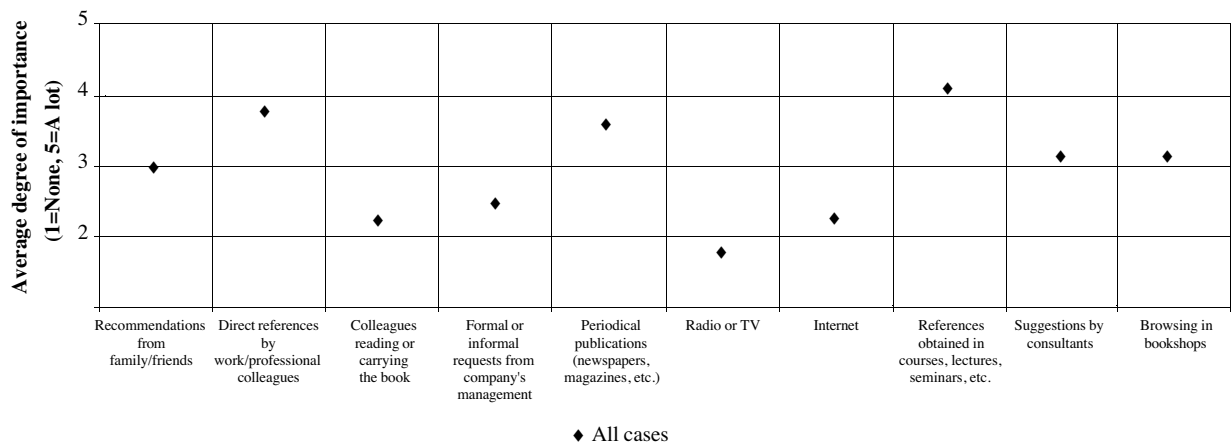
The answers, which do not vary significantly from the controls we performed for each question, seem to indicate (see Figure 5. Sources of Information and Suggestions about Management Books) that professional isomorphism is the most important factor in relation to management publications. It operates through professional organizations as well as through management education institutions. The most frequent response refers precisely to the latter: readings are prompted by suggestions given during courses, lectures, and other instances of formal education. The three next most frequent answers also reflect professional isomorphism: "direct references by work and professional colleagues", that is, through professional networks; and "newspapers, magazines and periodical publications", which is an

answer difficult to fathom, since it refers to pure channels. Fourth is “suggestions by consultants”, another clear source of normative isomorphism.

Coercive isomorphism seems to be negligible in this regard, as the poor ranking of the response “formal or informal request of the company” indicates. The poor ranking of the answer “I have seen other professionals reading or carrying the text” shows that individual mimetism is similarly unimportant.

In sum, the written media seem to support professional or normative isomorphism, operating together with other knowledge institutions such as consultants and business schools.

Figure 5. Sources of Information and Suggestions about Management Books

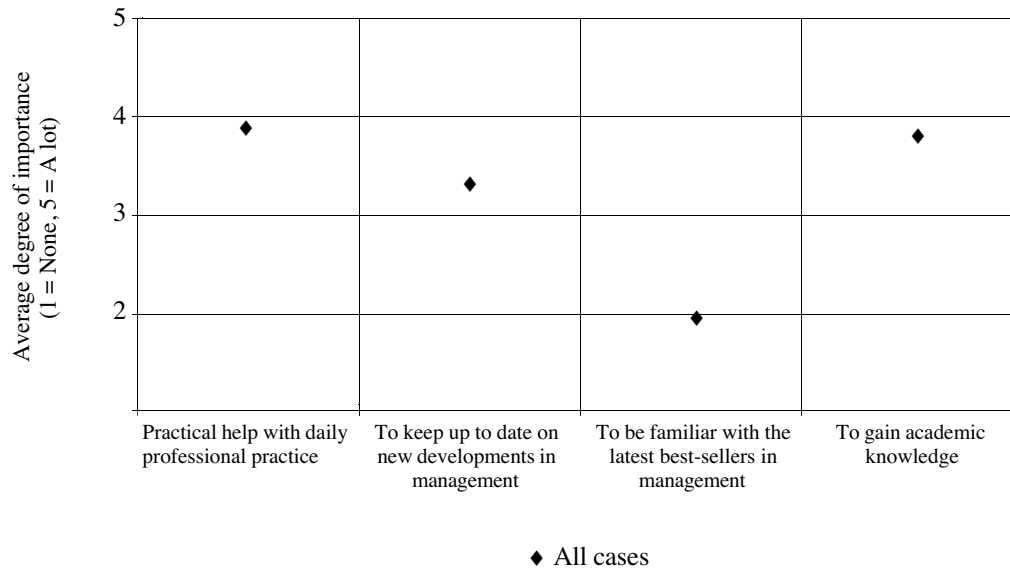


Reasons for Reading Management Books. (Question 15)

We took the risk of asking readers about the functionality of reading behaviors. Of course, we were aware of the differences between latent and manifest behavior, and the differential degrees of self-consciousness, and even frankness, about such behavior, as well as of other considerations that make this type of question suspect. However, since this was a “pioneer” questionnaire, we tried it, in search of clues for further research that could be carried out in the future using qualitative techniques.

The options we gave in the questionnaire as reasons for reading management books were: “practical help”, “knowledge of new developments”, “academic knowledge” and explicit legitimacy purposes, expressed as “familiarity with the latest best-sellers”.

As in most questions, there are no significant differences among control groups. “Practical help” is by far the most frequent answer (see Figure 6. Main reasons for reading management books). This underlines the notion of managers as pragmatists that emerges from this questionnaire (on this point, see also the comments on question 24). Often, discussion of the diffusion of management knowledge is disembodied from the actual challenges facing top decision-makers in organizations.

Figure 6. Main reasons for reading management books

The next two options, “gaining academic knowledge” and “keeping up to date with new management developments” also obtain high preferences. The option “familiarity with best-sellers” comes a very distant fourth: perhaps the expression “best-seller” has a negative connotation. Although new management developments may occasionally be so successful that they give rise to best-selling books, it seems that managers are skeptical about knowledge whose usefulness is not proven, and that they are –or like to think of themselves as– demanding, non-gullible consumers of knowledge. Pragmatism, not ideology or unrestrained enthusiasm for novelties, seems to be the picture we are getting.

Ideas Implemented (Question 16)

We also included a question about the management techniques that respondents had actually seen implemented in their organizations, after having read about them first in books. The answers of the sample as a whole are shown in Table 18. Main ideas, techniques or organizational policies implemented in companies. Interestingly, they do not coincide much with the ranking of books read most recently or most influential books (Table 11).

Table 18. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Frequency	Percentage
1	Total Quality Model	30	19.9
2	Reengineering	18	11.9
3	Knowledge Management	15	9.9
4	Balanced Scorecard	13	8.6
5	Management by objectives	11	7.3
6	Just in Time	10	6.6

Total Quality, Re-engineering, Just in time and others are techniques more likely to be implemented by middle managers and first-line managers than general management concepts or frameworks for action. We could hypothesize that these techniques will be transmitted through short courses, seminars and consulting engagements, while Organizational Behavior and Strategy is better spread through books. Moreover, we could hypothesize that Strategy, for instance, is something that most managers know about as part of their management education but do not practice (strategic action is limited to a select group of top managers). It seems, then, that books channel knowledge that is less immediately applicable than the knowledge spread through consultants or perhaps other means.

A comparison of the different subsamples does not provide any suggestive clues for discussion (see Tables 19-26).

Table 19. Spanish managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	Total Quality Model	20.8
2	Reengineering	13.3
3	Management by Objectives	9.2
4	Balanced Scorecard	7.5
4	Just in Time	7.5
5	Activity Based Costing (ABC)	5.8
5	Matrix Organization	5.8
5	Salaries Policies	5.8

Table 20. Non-Spanish managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	Total Quality Model	16.1
2	Project Management	12.9
2	Balanced Scorecard	12.9
3	EVA	9.7
3	HR Management	9.7
3	Leadership	9.7
3	Team Work	9.7

Table 21. Executive Presidents, Chief Officers and Business Unit Managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	Total Quality Model	21.3
2	Management by Objectives	8.8
2	HR Management	8.8
2	Matrix Organization	8.8
2	Reengineering	8.8
3	Customer Services	7.5

Table 22. Functional or Department Managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	Total Quality Model	21.4
2	Reengineering	16.7
3	Just in Time	11.9
4	Management by Objectives	9.5
4	Knowledge Management	9.5
5	EVA	7.1
5	Negotiations Practices	7.1

Table 23. Small firm managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	Empowerment	11.5
1	Total Quality Model	11.5
2	EVA	7.7
2	Knowledge Management	7.7
2	Matrix Organization	7.7
2	Reengineering	7.7

Table 24. Medium and Large firm managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	Total Quality Model	22.6%
2	Reengineering	13.0%
3	Knowledge Management	11.3%
4	Balanced Scorecard	9.6%
5	Management by Objectives	8.7%
6	HR Management	7.0%
6	Just in Time	7.0%

Table 25. MBA managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	EVA	14.6
2	Balanced Scorecard	12.5
2	Knowledge Management	12.5
3	Total Quality Model	10.4
4	360° Evaluation	8.3
4	Activity Based Costing (ABC)	8.3
4	Negotiations Practices	8.3
4	Project Management	8.3
4	Reengineering	8.3
4	Team Work	8.3

Table 26. Non-MBA managers. Main ideas, techniques or organizational policies implemented in companies

Ranking	Idea	Percentage
1	Total Quality Model	24.2
2	Reengineering	14.1
3	Management by Objectives	9.1
4	Balanced Scorecard	7.1
4	Just in Time	7.1
4	Knowledge Management	7.1

Daily Press (Questions 17 and 18)

Most of the daily general information newspapers through which the managers in our sample follow the business and economic news are Spanish newspapers (see Table 27. Daily general information newspapers). *El País* and *La Vanguardia* stand clearly apart from the rest of the newspapers. Both are read by more than 40% of the respondents, while the remaining newspapers do not even reach 30%. Among the first five newspapers mentioned, only the *International Herald Tribune*, ranked in fifth place (jointly with *El Periódico*), is a non-Spanish publication. But even this fifth position is not very significant, since there is a big gap between the top four and the rest. *El País* is read by 55.3% of the respondents and heads the list of the most widely read general newspapers. It is followed by *La Vanguardia*, which has 101 readers among the sample. *El Mundo* and *ABC* are third and fourth, respectively.

Table 27. Daily general information newspapers

Ranking	Idea	Country	Percentage
1	El País	Spain	55.3
2	La Vanguardia	Spain	41.1
3	El Mundo	Spain	29.3
4	ABC	Spain	26.4
5	El Periódico	Spain	3.3
5	International Herald Tribune	United Kingdom	3.3

This was the pattern of results we expected. It shows that managers mostly read the non-specialized daily newspapers published in the country where they live. The comparison of the responses of managers living in Spain and those of managers living outside Spain confirms this supposition (see Tables 28 and 29. Comparisons by country of residence). Managers who live in Spain do not mention any non-Spanish newspaper: they basically read non-specialized Spanish newspapers. In contrast, *El País* is read by 13.8% of the managers who do not live in Spain. Probably they are Spanish managers living abroad who read local newspapers but also newspapers from their home country. We believe that managers tend to read the non-specialized newspapers published in the country where they live, and that managers who live abroad also read some newspapers from their home country.

Table 28. Managers with residence in Spain. Daily general information newspapers

Ranking	Newspaper	Country	Percentage
1	El País	Spain	60.8
2	La Vanguardia	Spain	46.5
3	El Mundo	Spain	33.2
4	ABC	Spain	29.5
5	El Periódico	Spain	3.7

Table 29. Managers resident in the rest of Europe. Daily general information newspapers

Ranking	Newspaper	Country	Percentage
1	International Herald Tribune	United Kingdom	17.2
2	El País	Spain	13.8
3	Frankfurter Allgemeine	Germany	13.8

With regard to daily newspapers that specialize in economic and business information (see Table 30. Daily newspapers specialized in economic and business information), three publications stand out from the rest: *Expansión*, *Cinco Días* (both Spanish publications), and the *Financial Times* (from the UK). More than three quarters of the managers who answered this question mention *Expansión*, and nearly 41% cite *Cinco Días* and the *Financial Times*. Notice that one non-Spanish publication (*Financial Times*) is included in this subgroup, and that another, *The Wall Street Journal*, holds fourth position in the ranking with 12.1% of the responses.

The comparison between managers who live in Spain and managers who do not (see Tables 31 and 32. Comparison by country of residence) shows that not only managers living outside Spain read the *Financial Times* and *The Wall Street Journal*, but also a large percentage (more than 30% for the *Financial Times* and 10% for *The Wall Street Journal*) of those who live in Spain. By contrast, managers living outside Spain do not mention any Spanish publication. We find that managers living in Spain still rely on Spanish publications when it comes to the specialized daily press, but to a lesser extent than with general information newspapers.

Table 30. Daily newspapers specialized in economic and business information

Ranking	Newspaper	Country	Percentage
1	Expansión	Spain	77.8
2	Cinco Días	Spain	41.0
3	Financial Times	United Kingdom	38.5
4	The Wall Street Journal	USA	12.1
5	La Gaceta de los Negocios	Spain	10.5

Table 31. Managers resident in Spain. Daily newspapers specialized in economic and business information

Ranking	Newspaper	Country	Percentage
1	Expansión	Spain	88.9
2	Cinco Días	Spain	46.2
3	Financial Times	United Kingdom	31.7
4	La Gaceta de los Negocios	Spain	12.0
5	The Wall Street Journal	USA	10.1

Table 32. Managers resident in the rest of Europe. Daily newspapers specialized in economic and business information

Ranking	Newspaper	Country	Percentage
1	Financial Times	United Kingdom	83.9
2	The Wall Street Journal	USA	25.8

In summary, we believe that managers' nationality and country of residence influences their choice of specialized daily press, but not as strongly as in the case of the non-specialized daily press. Extrapolating these results to a larger population, we can assert that managers usually read non-specialized daily newspapers from their home country (or from the country they work in). For specialized daily economic and business information they still rely on local publications, but they also look for validation in international publications such as the *Financial Times* or *The Wall Street Journal*. Going one step further, we could point to precisely these two newspapers as the usual sources that managers use to complete the economic and business news they obtain from specialized newspapers published in their country of residence, whether it is their home country or not. This could be taken to suggest that the international business press will sooner or later have a major impact on the homogenization of management ideas and, consequently, of management practices.

Non-daily National and International Publications (Question 19)

Asked about non-daily national and international publications, the largest fraction of the sample reads *Actualidad Económica*, a Spanish publication similar in content and format to *Business Week*. It accounts for 60.3% of the responses. Only *The Economist* comes anywhere near the first position, with 34.8% of mentions. The other publications are left far behind. Notice that *Business Week*, ranked third, is 20 points behind *The Economist*. In summary, the list of non-daily publications is headed by a Spanish magazine, but well known and prestigious international publications (*The Economist*, *Business Week*, *Fortune*) are also among the most widely read publications (see Table 33. Non-daily national or international publications)

Table 33. Non-daily national or international publications

Ranking	Newspaper	Country	Percentage
1	Actualidad Económica	Spain	60.3
2	The Economist	USA	34.8
3	Business Week	USA	14.7
4	Fortune	USA	8.8
5	Dinero	Spain	4.9

The comparison of responses by country of residence shows that managers who live in Spain read the three non-Spanish publications that appear in the global ranking. By contrast, those resident outside Spain read the international publications, but they do not read *Actualidad Económica* (See Tables 34 and 5. Comparison by country of residence). We believe that in the case of non-daily publications the pattern is similar to that for the specialized daily press. Managers follow the economic news through magazines published in the country where they live, but many of them also read well-known and prestigious international (all published in the USA) publications to complete or validate their information. Again, these data suggest a degree of isomorphism of ideas and, to some extent, of practices.

Table 34. Managers resident in Spain. Non-daily national or international publications

Ranking	Newspaper	Country	Percentage
1	Actualidad Económica	Spain	70.5
2	The Economist	USA	29.5
3	Business Week	USA	10.4
4	Fortune	USA	6.9
5	Dinero	Spain	5.8

**Table 35. Managers resident in the rest of Europe.
Non-daily national or international publications**

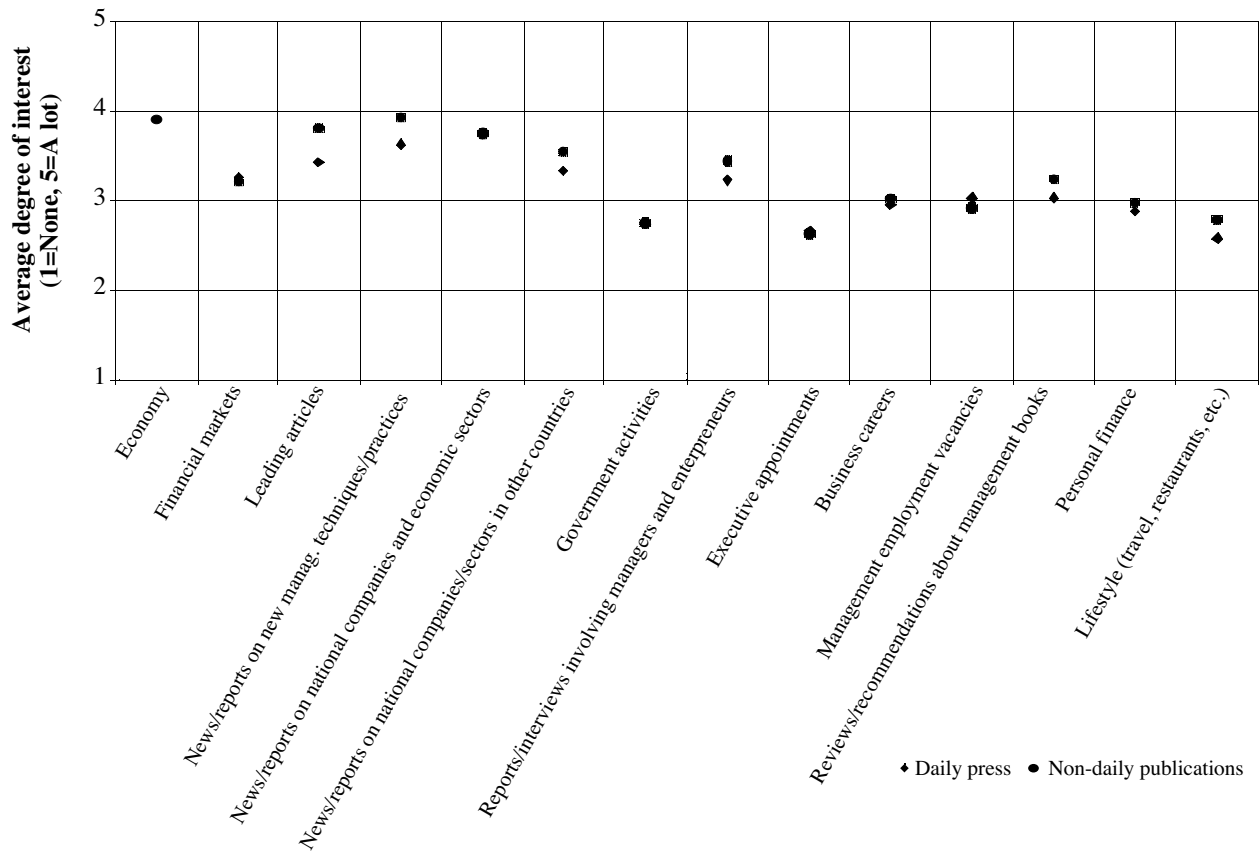
Ranking	Newspaper	Country	Percentage
1	The Economist	USA	64.5
2	Business Week	USA	38.7
3	Fortune	USA	19.4
4	Time	USA	9.7

Interest of Sections of Daily Press and Non-Daily Publications (Question 20)

With the diffusion of the specialized daily business press and weekly and monthly business and economic publications, these have become more heterogeneous and varied in content: that is, they carry many different sections, with differentiated content. An important task, therefore, is to try to find out which section elicits the interest of readers, and try to see if there is any difference, in regard to content, between the daily press and non-daily publications such as the weeklies or monthlies.

As in most other questions, it is not worth mentioning differences between the different groups in which we divided the sample for analysis. So, we shall comment on the aggregate data.

Figure 7. Interest of sections of daily press and non-daily publications



The readers' interest for the different sections mentioned in the questionnaire (see Exhibit 1) is, with minor variations, quite similar for daily newspapers and the non-dailies. For a comparison of average ratings, see Figure 7. Interest of Sections of Daily Press and Non-Daily Publications.

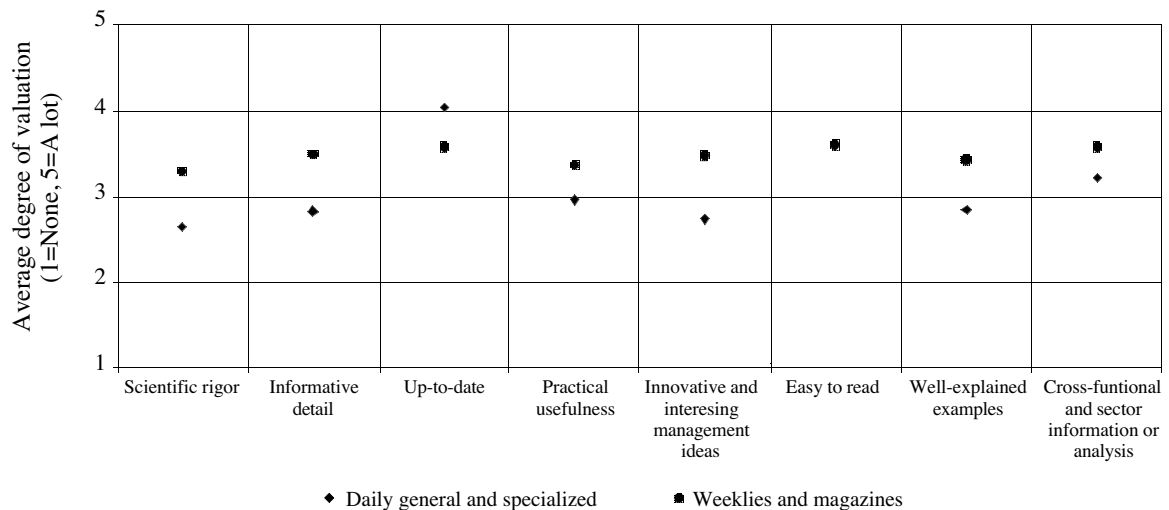
It is interesting to note that what we could call miscellaneous sections (on careers, lifestyle, appointments, etc.) are not ranked very highly. This is perhaps worth checking with the publishers, since it is our impression that these sections have grown in recent years.

Worth noting is that, with only minor variations in ranking, what attracts managers to these publications is economic and business novelties. Although obviously we expected that "news" would be the main appeal of these publications, it is an interesting confirmation of the view that, beyond macroeconomic and industry or sector news, information about innovations in management practices and techniques ranks high in both daily and non-daily publications. Thus, what we have called the popular business press does indeed seem to be an important channel for the diffusion of practices, and therefore a potential driver of the homogenization of management knowledge in Europe, since most of these publications belong to holdings that operate across Europe. Sooner or later we can expect this common ownership to be reflected in similar content of publications.

It is also worth mentioning that reports and interviews with managers and entrepreneurs, while not at the top of the list, are quite high in the ranking. This could suggest that normative ideas about the style, ideology and tasks of business people get widely

diffused. Since business is not just a technique but also involves skills and attitudes, the diffusion of such ideas is important for normative isomorphism.

Figure 8. Characteristics of Daily General and Specialized Press and Weeklies and Magazines dealing with management techniques and practices



Most valued characteristics of Daily General and Specialized Press, Weeklies and Magazines dealing with management techniques and practices (Question 21.)

No marked differences were found in the reasons respondents give for their interest in daily business newspapers vis-a-vis weeklies and other periodicals (see Figure 8. Most valued characteristics of Daily General and Specialized Press, Weeklies and Magazines dealing with management techniques and practices). The comparisons among subsamples yield no significant clues for discussion.

Overall, the data indicate the importance of these publications' being user-friendly and providing the latest news. And, as we pointed out in the comments on question 20, they confirm that respondents look for information on new practices, innovations, developments in particular industries and sectors, and so on. Also, the responses confirm that this is a completely different genre from academic outlets: scientific rigor is the last criterion readers seek in the popular press.

Management Education Publications and Academic Journals (Questions 22 and 23)

With regard to Management Education Publications, the most striking thing is that the *Harvard Business Review* is the publication most mentioned by all managers (64.2% of the managers living in Spain, and 95.2% of those living outside Spain). There is clear unanimity with respect to this publication. The only thing to be added is that 30.8% of managers mention IESE Publications, which may be another consequence of the educational background of the sample (see Tables 36-38. Management education publications. Comparisons by country of residence).

Table 36. Management education publications

Ranking	Management Education Publication	Country	Percentage
1	Harvard Business Review	USA	70.2
2	IESE Publications	Spain	27.7
3	Harvard Deusto Business Review	Spain	17.0
4	McKinsey Quarterly	USA	6.4
5	ESADE Publications	Spain	2.8

No significant conclusion can be drawn about the academic management journals most read by managers. All respondents who answered this question cite the *Strategic Management Journal*. No other publication is mentioned, but given that only four managers answered this question, this result lacks any significance. This shows that managers do not read academic publications. In other words, academic knowledge has to be translated into applied knowledge and spread through popular channels to reach a managerial audience.

Table 37. Managers resident in Spain. Management education publications

Ranking	Management Education Publication	Country	Percentage
1	Harvard Business Review	USA	64.2
2	IESE Publications	Spain	30.8
3	Harvard Deusto Business Review	Spain	20.0
4	ESADE Publications	Spain	3.3
4	McKinsey Quarterly	USA	3.3
4	Sloan Management Review	USA	3.3

Table 38. Managers resident in the rest of Europe. Management education publications

Ranking	Management Education Publication	Country	Percentage
1	Harvard Business Review	USA	100.0
2	McKinsey Quarterly	USA	23.8
3	Sloan Management Review	USA	19.0

Prestige and Usefulness of Sources of Information (Question 24)

The interest in organizational knowledge and its mechanisms of diffusion has come mostly from the neo-institutional school of organizational theory. The main tenet of this school is that there is more than just one logic of action at work in management. Specifically, besides a logic of efficiency (economic, technical or business rationality), there is another logic of action at work. Jim March calls this the “logic of appropriateness” –conformity to social and political rules or hegemonic ideas that at times can only be expressed symbolically.

To put it another way, the neo-institutional school assumes there could be a decoupling between use and social prestige. The last item in the questionnaire addresses this issue directly, in terms of the valuation of the sources of information on new management practices.

The results are enormously interesting. It turns out that there is indeed, in the case of some of the sources of information, a decoupling of prestige and usefulness.

Figure 9. Prestige versus Usefulness (general data) shows that:

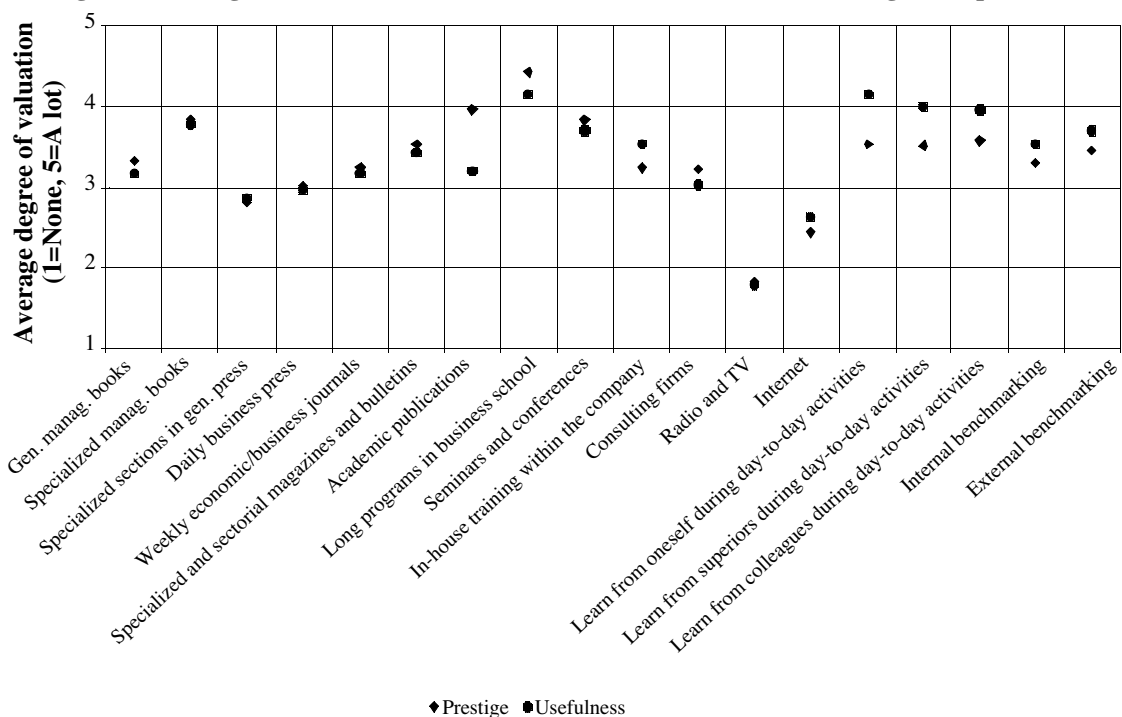
“Long programs in business schools” rank first both in prestige and in usefulness. However, considering that all the respondents are alumni of IESÉ, we must avoid drawing definite conclusions from this finding. Other sources bring more suggestive considerations.

Although “academic publications” and “specialized management books”, that is, the written media through which business school professors and “gurus” deliver their ideas, rank very high in prestige (2nd and 3rd place), they are valued less highly when it comes to usefulness: “academic publications” drop to 13th out of 18, and “specialized management books” drop to 15th place. The other type of book, “General Management Books”, falls from 10th place in prestige to 13th place in usefulness.

The first thing that catches our attention is the very big differences, particularly in the case of academic publications, reflecting the distance between academic output and the concerns of managers. Moreover, while careful observers of the diffusion of knowledge will readily agree on this point, the “added value” of this answer is precisely the fact that the point is “subjectively” recognized by managers themselves.

There are other data in the responses to this question that confirm this decoupling. According to the literature on managerial development (highly applied literature and therefore unconnected to theoretical concerns, such as Morgan McCall’s *High Flyers*, published in 1998 by Harvard Business School Press), on-the-job experience is the main source of learning. Revealingly, in our questionnaire, while 180° learning from people (oneself, peers, superiors) ranks high in prestige (5th, 6th and 8th), it holds top place in usefulness (2nd, 3rd and 4th).

Figure 9. Prestige and Usefulness of sources of information on new management practices



◆Prestige ●Usefulness

Of course, there is no doubt that on-the-job learning is influenced by readings, but this response seems to confirm and add weight to the main argument of this report: it is the act of consumption, or rather the moment of action, that holds the key to an understanding of the diffusion of knowledge.

It is also worth commenting on the lack of prestige and usefulness of the press, which we attribute to two reasons. First, the press provides general economic and business information that is not directly related to practice, and so is not considered as being immediately useful. Second, it provides legitimacy and ideological framing for business activities and so is either too “opaque” to the organizational actors or, again, not directly related to action.

Quite applied sources of information, such as internal and external benchmarking, specialized books and seminars and conferences (that is, specialized training), rank high.

Finally, we should underline the respondents’ poor opinion of consulting firms, both in prestige and in usefulness, as if the consultants were, so to speak, imposed on them (which, in many instances and for many managers, they are).

Only very minor differences, not worth elaborating upon, are found when we compare Spanish and non-Spanish managers, small and large firms, and lower-ranking and higher-ranking managers.

In sum, the picture is consistent with the framework of the neo-institutional school: there is a decoupling of prestige and use. Also, the key to this decoupling lies in consumers at the moment of action.

Of course, these considerations require further academic reflection and more focused empirical work, probably using methodologies such as focus groups and other techniques better known to marketing specialists than to social science scholars. In any case, an argument seems to be taking shape: contrary to the assumption of most existing research on the diffusion of business knowledge, managers seem to rely, for learning, mostly on themselves and their experience. They appear to be skeptical of consultants, using the press only for general information and consuming mainly applied knowledge such as benchmarking (that is, inputs for mimicking within or outside organizational boundaries), specialized management books, and seminars and conferences (usually very applied).

Section four: The Output of the Diffusion of Management Knowledge: Why Knowing?

Why are managers eager (and increasingly so) to consume knowledge? This apparently simple question opens the door to many, somewhat controversial, reflections and theories. The consumption of knowledge by managers has been studied in terms of the acquisition process. Only a few studies have sought to define the purpose of knowing. The basic hypothesis is that managers acquire knowledge to support their problem-solving activities. Thus, knowledge is understood to support managerial decision-making processes by providing arguments, rationales and solutions that can be applied to concrete management problems.

Knowledge acquisition is seen as being oriented towards solving problems. Managers are said to need knowledge in order to frame their courses of action. This argument is self-explanatory with regard to management knowledge. Managers learn new practices, improve the implementation of existing practices and benefit from other managerial

experiences by acquiring knowledge. They then apply this knowledge to their concrete business problems. This view reflects most of the existing approaches on managerial learning by doing. However, it neglects other important issues concerning the use of knowledge and the process of learning.

Managers also acquire knowledge in order to build organizational identity. All learning processes construct identity, as they impact both personal development and professional standing. Knowledge helps managers to face complex organizational challenges which have both professional and personal aspects. Managers build identity by coping with these challenges. In fact, constructing an interpretation of reality involves cognitive processes and cultural elements which frame the identity of decision-makers.

Challenges range from human resource management to the definition of justification and the construction of ex-post rationalizations of managerial actions. In broad terms, managers use knowledge to make sense of organizational phenomena and other relevant environmental events. As suggested by leading scholars (Pfeffer, 1981; Weick, 1995), sensemaking is one of the most important managerial tasks. Sensemaking needs knowledge in broad terms; managers who have to make sense of the external environment need the support of multifaceted knowledge open to non-managerial disciplines.

Sensemaking is becoming more and more important in current business contexts. Understanding the changes in the environment is, in fact, a primary competence, and a primary challenge, for managers. As managerial roles increase and social expectations of managers grow, outstanding environmental interpretation skills become more critical, as does the ability to express meaningful opinions on a broad range of topics. This role cannot be performed without acquiring knowledge beyond mere management technique.

When knowledge is required for dimensions other than “managerial technicalities”, then the channels of diffusion and the modes of acquisition will be different. Scientific status and practical relevance may be useful for applied management knowledge, but insufficient for other dimensions of management, such as sensemaking. The humanities, politics and philosophy may be more important for decision making in very uncertain contexts, because they can help reframe problems (Czarniawska and Jacobsson, 1995; Brunsson, 1989). Politics may prove central in solving complex negotiations, and philosophy may legitimate managers in debates on social issues and corporate responsibilities. Hot topics such as environmental protection, business ethics, technological innovation and its impact on labor may be purposefully addressed if managers show a knowledge of philosophy and sociology.

We argue that managerial tasks are becoming more complex as they become more embedded in political and social contexts. Large organizations are perceived as influential social actors not only in economic terms but also, perhaps even primarily, in terms of social achievement and expectations. This trend has been studied by various scholars in the 80s and 90s (Weick, 1995; Pfeffer, 1981; Nohria and Barkley, 1992). However, these authors do not address the issue of the transformation of the knowledge base required to support the new contents of the managerial task.

Managers need an increasingly complex knowledge base in order to accomplish their tasks. The overall cognitive scenario for managers is becoming more complex and populated. Managers need knowledge not only to accomplish the technical side of their task, but also to perform their institutional and social role. In this sense, they acquire knowledge for a variety of different goals. Recognizing this fact implies reconfiguring most of the existing analyses on the determinants of management knowledge and learning. As knowledge

is not acquired exclusively for problem solving, the social processes of legitimation and interaction, and the individual processes of organizational identity building, strongly affect managerial choices with respect to knowledge acquisition.

We hold that the reasons for which managers acquire knowledge may be classified according to four main determinants: reputation, legitimacy, solutions, and action.

As previous CEMP reports implicitly assume, reputation, for managers, means mastering the state of the art of management. It requires knowing about current practices and upgrading competences and capabilities. Personal reputation is therefore based on managerial competence. However, cultural and social standing is becoming increasingly important in performing the managerial role and meeting social expectations. Education is thus a key factor, as it is for the construction of any leading elite (Michels, 1915; Weber, 1922). Formal education is therefore the main source, along with consulting firms, for knowledge about “management technicalities”.

The current literature (Meyer and Rowan, 1977; Suchman, 1995; Hybels, 1994) argues that organizational legitimacy is obtained through alignment with the dominant worldview. In the same vein, managers secure legitimacy by aligning themselves with, and matching, social expectations about performance and role. As the language of management spreads through society, management knowledge is becoming key for the interpretation of political and social phenomena. Thus, managers’ social legitimacy is grounded on the available stock of knowledge. As what constitutes legitimated knowledge is defined at the level of society, managers are required to “read the right things” and “have the proper educational curricula” (business schools, universities, work experience, etc.) (Locke, 1989; Marceau, 1989).

The traditional view of the way managers use knowledge is that they acquire knowledge in order to find feasible solutions to existing or emerging problems. This view is linked to the definition of the learning process at the organizational level as “learning by doing” and to the identification of problem solving as the key element of the managerial task. Learning by doing and problem-solving skills have been widely studied in management literature. Among the different approaches, we consider that the Garbage Can Model (Cohen, March and Olsen, 1972; Levitt and Nass, 1989) may offer interesting clues to help understand the utilization of knowledge. According to this model, solutions are acquired on an ongoing basis and then applied to problems as they arise. In other words, solutions “look” for problems in order to show that they are successful. Managers, too, are successful when they show they can apply existing solutions to problems. Accordingly, managers try to gather together as many solutions as possible to apply to the widest range of problems. Consulting firms are the main actors in the dissemination of knowledge for managerial solutions. They define their role as being “to define the problem”, and (it may be said) to apply the solutions they have available.

From the above description, we can argue that managers acquire knowledge in order to find inspiration, guidelines, and cognitive bases for the courses of action they adopt. This implies that action, rather than rational decision making, is the main outcome of the accomplishment of managerial tasks. Since action is regarded as being central to the managerial role, we need an explanation of how courses of action are selected. Knowledge is the basis for this selection. Selecting courses of action is a typically “political” task since it involves selecting among means and ends. Moreover, the link between selected actions and actual management results is implicitly controversial, so that no clear cause-effect relation can be identified. Action can draw inspiration not only from technical knowledge but also

from non-managerial knowledge, which can be helpful in managing the political dimension of the selection of managerial actions. As managerial actions have both economic and non-economic aspects, the contents managers “buy” can range from economic models to literature, the arts, science, etc. (Czarniawska and Guillet de Monthoux, 1994; Czarniawska, 1999). This is the ultimate argument which links knowledge and managerial action. Research on management knowledge and the content of the managerial task (and the knowledge managers need to acquire) should move on from this point to derive evidence regarding the practical impact of knowledge on managerial practice.

Conclusions

In this section we summarize our interpretations of the theoretical propositions and empirical findings presented in the previous sections. We assume that the perspective of knowledge consumption bridges management knowledge and managerial action. As managers are knowledge consumers, our object of analysis becomes the process of knowing, its input, the logic of knowledge consumers’ behavior, and its output. The focus on the process of knowing allows us to find interpretative clues as to the links between management knowledge and managerial action. In fact, the research challenge to which this report contributes is that of interpreting how knowledge is translated into action, a process in which texts and readings are key.

The first step is to reconstruct the process of diffusion of managerial knowledge. We discuss how management knowledge sources are selected. Knowledge consumers select their sources of knowledge by relying on three main factors: scientific status, practical relevance, and social legitimacy. Scientific status and practical relevance are quite stable factors. Respectively, they identify educational institutions and consulting firms as important knowledge sources. Social legitimacy is a more unstable and ambiguous factor. More sources (the press and other media) have entered the field recently as new knowledge sources supported by social legitimacy. Their impact on the management knowledge that gets diffused is quite significant, as previous CEMP reports have pointed out.

In this report, we argue that these new actors also have a major impact on the way knowledge sources are selected. We identify three main selection modes: organizational policy, imitation, and personal discovery. The three modes are located in a continuum that goes from more passive (company policy) to more active (personal discovery). In fact, when selection is guided by company policy, managers act as passive consumers who accept pre-selected products. When personal discovery governs selection, managers act as consumers who are open to existing products and are influenced by advertising and external pressures. Thus, personal tastes, preferences, and attitudes are key issues in interpreting the basis of the knowing process among managers.

Furthermore, we look for clues to interpret managers’ reading habits. Using the results of a questionnaire, we put forward arguments about managers’ preferences and attitudes towards management publications. In the process, we build further arguments regarding the role of such publications in channeling management knowledge.

The most interesting results of the questionnaire are:

- 1) To our knowledge this is the first questionnaire that addresses the knowledge consumption habits of managers in Europe. It does not aim to confirm previous

studies, as there are none, nor to establish hypotheses, but rather to help the academic community to better address the most important topics in the diffusion of knowledge through written texts.

- 2) Since this is the first time that this type of questionnaire has been used, some questions have proved to be better designed than others. Use of this questionnaire in other European managerial groups would help to improve both the questionnaire itself and the reliability of the conclusions.
- 3) We have examined the data from four perspectives: aggregate data, and three comparisons (small firms versus mid and large size companies; Spanish versus non-Spanish managers; and type of program studied). Only on a few occasions did we find significant differences, which suggests a considerable degree of homogeneity.
- 4) Although the data come mostly from Spanish managers, we believe that they point to phenomena and causes that are widely applicable, though replicas of this survey would be very welcome.
- 5) The most widely read and most influential management books, as perceived by the respondents, are well known international best-sellers. There are very few local exceptions (most of them based on previous international academic work). These international bestsellers cover a wide range of managerial needs, from self-management, to marketing, to strategy. With two exceptions (Goldratt, Israel; and Hamel, UK), the authors work in the U.S. management education system. Therefore, we see very strong forces for the homogenization of basic business ideas, and for their US origin.
- 6) If to what has just been said we add the fact that most of the academic management knowledge produced in Europe (see CEMP Report 9) has its origin in the U.S., we can be quite certain that, whether we like it or not, there will be a convergence in the more widely popularized business knowledge.
- 7) Books are selected by managers mostly on the basis of suggestions made at educational institutions. Therefore, the model on which the CEMP project is based (co-operation of different channels in the diffusion of ideas) seems to work. Suggestions by other professionals (normative isomorphism) is key.
- 8) With respect to non-academic periodicals, the survey results confirm the conclusions of CEMP Report 5 on the management publishing industry. In Spain, as in many other European countries, one or two business and financial newspapers, and one or two weeklies, reach a wide readership. Impressionistic data, which were not part of the aim of this paper, seem to indicate that, because of joint ownership with similar outlets in other countries and the sharing of sources, most of these outlets will have similar content. This is another argument for high isomorphism in management ideas in Europe.
- 9) Information on new managerial ideas and practices is one of the most important reasons managers read periodicals. They are true channels for the diffusion of ideas.

- 10) Practical usefulness is what managers value most in readings.
- 11) Non-practical, academic publications are just not read by managers. Therefore, academic knowledge which is not translated into more applied genres is lost.
- 12) In line with the neo-institutional school of organizational theory, which posits two different logics at work in organizations, one of prestige and another of use, the managers in our sample consider that prestige and usefulness are indeed sometimes decoupled. As far as developing business knowledge is concerned, they assign the highest usefulness to learning from daily experience and show little enthusiasm for other sources such as consultants.
- 13) In sum, two basic ideas emerge strongly from our data: a) managers as consumers are practice-driven and consider their own experience the most important source, in other words, they do not seem to be the passive consumers most research assumes them to be; b) most of the knowledge spread most successfully through books and the popular press (academic publications are irrelevant) is of US origin, is known world-wide, and consists of practical translations of knowledge processed at academic institutions.
- 14) A convergence of practical knowledge seems to be the dominant dynamic.

Lastly, we describe the possible outputs of the process of knowing. Four main outputs emerge from our analysis: reputation, legitimacy, practical solutions, and action. Reputation is built on the ability to know more about best practices and upgrade managerial competence. In the so-called knowledge society, knowing generates reputation.

Legitimacy signals alignment with the social context. As the language of management spreads through society, managers need to signal that they know about management practices and fads in order to gain legitimacy in other fields, such as politics or entertainment. In fact, managers are increasingly expected to play the role of “*maîtres à penser*”. So, they need to obey the selection rules of the leading classes by “reading the right things” and “having the proper educational curricula”.

Practical solutions that can be applied to existing or emerging problems are the most widely analyzed output of the knowing process. As knowledge consumers, managers buy knowledge to increase their stock of feasible solutions. Consulting firms are the main actors in producing practical solutions. Since they define their role as being “to define the problem”, it may be said that they apply problems to the available solutions (Cohen, March and Olsen, 1972; Levitt and Nass, 1989).

Managers buy management knowledge in order to have ideas and guidelines for action. As managerial action involves both technical and non-technical aspects, the content managers buy may range from economic and business models to literature, the arts, science, etc. We argue that there are strong ties between management knowledge and managerial action, based on description of practices. We also argue that there are weak ties between other types of knowledge and managerial action. Action also takes place on the basis of models and attitudes developed in areas other than that of management knowledge and diffused by the mass media. This field deserves more research, as it addresses the issues of the management of tacit knowledge and learning processes at the organizational level.

In this report we have tried to address the main issues emerging from the adoption of the consumption perspective on management knowledge. The consumption perspective helps to shed light on the links between knowledge and action, which is our ultimate research focus. More research is required on this issue, building on management science and, increasingly, other disciplines within the social sciences. This report brings together various theoretical reflections and empirical findings, and points out areas worthy of further analysis at both the academic and the applied level. From this viewpoint, it may be a useful tool for reflecting on knowledge management policies in the context of EC institutions.

Bibliography

- Alvarez J. L. (1997). "The sociological tradition and the spread and institutionalization of business knowledge for action". In *The production and consumption of business knowledge in Europe*. J. L. Alvarez (ed.). London: Macmillan.
- Alvarez J. L. (2000). "Theories of managerial action and their impact on the conceptualization of executive careers". In *Conversations in career theory*. M. Peiperl et al. (eds.). Oxford: Oxford University Press.
- Alvarez J. L. and C. Merchán (1992). "Narrative fiction as a way of knowledge and its application to the development of imagination for action". *International Studies of Management and Organization*, Vol. 22.
- Brint S. (1993). *In an age of experts. The changing role of professionals in politics and public life*. Princeton, N.J.: Princeton University Press.
- Brunsson, Nils (1989). *The Organization of Hypocrisy*. New York: John Wiley.
- Cohen M., J. March and J. Olsen (1972). "A Garbage Can Model of Organizational Choice". *Administrative Science Quarterly*, Vol. 17.
- Czarniawska, Barbara (1997). *Narrating the organization: dramas of institutional identity*. Chicago: University of Chicago Press.
- Czarniawska, B. (1999). *Writing Management. Organization Theory as a Literary Genre*. Oxford: Oxford University Press.
- Czarniawska, B. and P. Guillet de Monthoux (1994). *Good Novels, Better Management: Reading Realities in Fiction*. Reading: Harwood Academic Press.
- Czarniawska, Barbara, and Bengt Jacobsson (1995). "Political organizations and Commedia dell'Arte". *Organization Studies*, vol. 16, pp. 375-394.
- DiMaggio, Paul, and Walter Powell (1983). "The iron cage revisited: institutional isomorphism and collective rationality in organizational fields". *American Sociological Review*, vol. 48: pp. 148-160.

- Fligstein, Neil (1998). "Social skills and institutional theory". *American Behavioral Scientist*, vol. 40, pp. 397-405.
- Friedland, Roger, and Robert R. Alford (1991). "Bringing Society Back In: Practices and Institutional Contradictions". In Walter W. Powell and Paul J. Di Maggio (eds.), *The New Institutionalism in Organizational Analysis*. Chicago, Ill.: University of Chicago Press.
- Furner, Mary, and Barry Supple (1989). *The state and the economic knowledge: the American and British experiences*. Cambridge, UK: Cambridge University Press.
- Habermas J. (1975). *Teoria e critica dell'opinione pubblica*. Bari: Laterza.
- Huczynski, Andrzej (1993). *Management gurus: what makes them and how to become one*. London: Routledge.
- Hybels, Ralph C. (1994). "On legitimacy, legitimation and organizations: a critical review and integrative theoretical model". *Proceedings of the Academy of Management Association*, pp. 241-245.
- Levitt, Barbara, and Clifford Nass (1989). "The Lid on the Garbage Can: Institutional Constraints on Decision Making in the Technical Core of College-Text Publishers". *Administrative Science Quarterly*, Vol. 34: pp. 190-207.
- Locke R. (1989). *Management and Higher Education since 1940: The Influence of United States and Japan on France, Germany and Great Britain*. Cambridge: Cambridge University Press.
- Marceau, Jane & Richard Whitley (1989). *A Family Business? The Making of an International Business Elite*. New York: Cambridge University Press.
- Mazza, Carmelo (1997). "The popularization of business knowledge diffusion: from academic knowledge to popular culture?". In *The production and consumption of business knowledge in Europe*. J. L. Alvarez (ed.), pp. 164-181. London: Macmillan.
- Mazza C. (2000). "Azioni, Parole ed Attori Istituzionali nella Privatizzazione della Centrale del Latte di Roma". *Rivista Trimestrale di Scienza dell'Amministrazione*.
- Mazza C. and J. L. Alvarez (forthcoming). "Haute Couture and Pret-a-Porter: Management knowledge Diffusion through the Popular Press". *Organization Studies*.
- Meyer, John and Brian Rowan (1977). "Institutionalized organizations: formal structure as myth and ceremony". *American Journal of Sociology*, vol. 83: pp. 340-363.
- Michels, Robert (1915). *Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy*. New York: Free Press.
- Weber, Max (1922). *Economy and Society*. Berkeley, Calif.: University of California Press.
- Nohria, Nitin, and James Berkley (1992). "What happened to the take-charge manager?" *Harvard Business Review*, vol. 72: pp. 123-137.

- Pfeffer, Jeffrey (1981). "Management as Symbolic Action: The Creation and Maintenance of Organizational Paradigms". In *Research in Organizational Behaviour*, L.L. Cummings and B. M. Staw (eds.). Vol. 3, pp. 1-52. Greenwich, CT: JAI.
- Sahlin-Andersson, Kerstin (1996). "Imitating by editing success: the construction of organizational fields". In *Translating organizational change*. B. Czarniawska and G. Sevon (eds.), pp. 69-92. Berlin: De Gruyter.
- Selznick, Philip (1949). *TVA and the Grass Roots*. Berkeley: University of California Press.
- Suchman, Mark (1995). "Managing legitimacy: strategic and institutional approaches". *Academy of Management Review*, Vol. 20: pp. 571-610.
- Van Maanen, John (1988). *Tales of the Field*. Chicago: University of Chicago Press.
- Weick, Karl E. (1969). *The Social Psychology of Organizing*, (2nd ed.), Reading, Mass.: Addison-Wesley.
- Weick, Karl E. (1982). "Enactment Processes in Organizations", in Barry M. Staw and Gerald R. Salancik (eds.), *New Directions in Organizational Behavior*, pp. 267-300. Malabar, Florida: Robert E. Krieger Publishing Company.
- Weick, Karl (1995). *Sensemaking in Organizations*. Thousand Oaks, Calif.: Sage.

Annex 1

Letter and questionnaire

Dear friend,

The European Union has commissioned IESE to perform a survey of the impact of written communication media on corporate management practices (*CEMP Project, Creation of European Management Practices*).

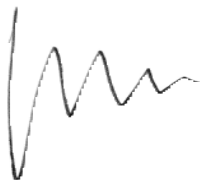
In a time of continual evolution in business knowledge, the contribution made by management texts - particularly newspapers, magazines, industry or specialist publications, etc. - demands more research

We would appreciate enormously your cooperation for this European Union project, which we will also replicate in other countries in order to study the degree of convergence of business practices in Europe.

Enclosed you will find a simple questionnaire with an envelope addressed to IESE. All data will be treated as strictly anonymous.

You may also send your questionnaire by fax to the following number: (34) 93 253 43 43.

Thank you very much for your help,

A handwritten signature in black ink, appearing to be 'J. Alvarez', written in a cursive style.

Professor José Luis Alvarez
General Management Department

THE PRESS AND MANAGEMENT PRACTICES
CEMP Project (The Creation of European Management Practices)
Prof. J. L. Alvarez (fax: +34 93 253 43 43)



1. Age: 2. Male Female 3. Nationality:

4. Education program at IESE and year graduated (e.g., PDD 1998):

5. General education level achieved:
 Secondary education Master Ph.D.
 First degree Other, please specify:

6. Are you owner, co-owner or partner of the company you work in? Yes No

7. Management position:
 Executive President Functional or Department Manager
 Chief Officer Self-employed professional
 Business Unit Manager Other (please specify):

8. Sector the company operates in: 9. Number of employees:

10. Predominant type ownership in the company (choose one of each pair):

Family Spanish national or multinational Public
 Non-family Non-Spanish multinational Private

11. In addition to Spanish, your reading abilities in other languages are?

	A little	Enough for work	Fluent
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Can you write the title (as accurately as possible and in the language you read them in) and author of the last 5 management books you have read?

	Title	Author
1:
2:
3:
4:
5:

13. Can you write the title (as accurately as possible and in the language you read them in) and author of the books that have most influenced your management knowledge, ideas and practices?

	Title	Author
1:
2:
3:
4:
5:
6:
7:

14. Rate from 1 to 5 the degree of importance that the following sources of information and suggestions about management books have for you. (1= None, 5= A lot).

	None	1	2	3	4	5	A lot
- Recommendations from family and friends	1	2	3	4	5		
- Direct references by work and professional colleagues	1	2	3	4	5		
- I have seen work or professional colleagues reading or carrying the book	1	2	3	4	5		
- Formal or informal requests from your company's management to read certain texts on specific subjects	1	2	3	4	5		
- Newspapers, magazines and other periodical publications	1	2	3	4	5		
- Radio or television	1	2	3	4	5		
- Internet	1	2	3	4	5		

THE PRESS AND MANAGEMENT PRACTICES
CEMP Project (The Creation of European Management Practices)
 Prof. J. L. Alvarez (fax: +34 93 253 43 43)



- References obtained in educational activities such as courses, lectures, seminars, etc.	1	2	3	4	5
- Suggestions by consultants	1	2	3	4	5
- Browsing in bookshops (in cities, airports, etc.)	1	2	3	4	5
- Others (please specify):	1	2	3	4	5

15. What are your main reasons for reading management books? (1= Not at all, 5= A lot).

	Not at all				A lot
- For practical help with daily professional practice	1	2	3	4	5
- To keep up to date on new developments in management	1	2	3	4	5
- To be familiar with the latest best-sellers in management	1	2	3	4	5
- To gain academic knowledge	1	2	3	4	5

16. What idea, techniques, business practices or organizational policies do you remember having read about in books and have subsequently seen implemented in your company or in organizations which you have direct knowledge about?

- 1:
- 2:
- 3:
- 4:
- 5:
- 6:

17. In which national or international daily general information newspapers (e.g., *International Herald Tribune*) do you follow the business or economic news? How often?

Newspapers	Daily	Weekly supplements	Occasionally
1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. In which national or international daily newspapers specialized in economic and business information (e.g., *Wall Street Journal*) do you follow the business or economic news? How often?

Newspapers	Daily	Occasionally
1:	<input type="checkbox"/>	<input type="checkbox"/>
2:	<input type="checkbox"/>	<input type="checkbox"/>
3:	<input type="checkbox"/>	<input type="checkbox"/>
4:	<input type="checkbox"/>	<input type="checkbox"/>
5:	<input type="checkbox"/>	<input type="checkbox"/>

19. In which non-daily national or international publications, such as weeklies or monthlies (e.g., *Business Week*) do you follow the business or economic news? How often?

Title	Weekly	Fortnightly	Monthly	Occasionally
1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Could you tell us how much interest the following sections of have for you? (1= None, 5= A lot).

	-- daily press ... ?					-- non-daily publications, such as weeklies and monthlies ... ?						
	None	1	2	3	4	5	None	1	2	3	4	5
- Economy	1	2	3	4	5	5	1	2	3	4	5	5
- Financial markets	1	2	3	4	5	5	1	2	3	4	5	5
- Leading articles	1	2	3	4	5	5	1	2	3	4	5	5
- News and reports on new management techniques and practices (e.g., total quality, stock options, etc.)	1	2	3	4	5	5	1	2	3	4	5	5
- News and reports on national companies and economic sectors	1	2	3	4	5	5	1	2	3	4	5	5
- News and reports on companies and sectors in other countries	1	2	3	4	5	5	1	2	3	4	5	5
- Government activities	1	2	3	4	5	5	1	2	3	4	5	5
- Reports and interviews involving managers and entrepreneurs	1	2	3	4	5	5	1	2	3	4	5	5
- Executive appointments	1	2	3	4	5	5	1	2	3	4	5	5
- Business careers	1	2	3	4	5	5	1	2	3	4	5	5
- Management employment vacancies	1	2	3	4	5	5	1	2	3	4	5	5
- Reviews and recommendations about books and other management texts	1	2	3	4	5	5	1	2	3	4	5	5
- Personal finance	1	2	3	4	5	5	1	2	3	4	5	5
- Lifestyle (travel, restaurants, cars, etc.)	1	2	3	4	5	5	1	2	3	4	5	5
- Others:	1	2	3	4	5	5	1	2	3	4	5	5

21. In the pages of the following, do you find: (1= None, 5= A lot).

	-- the daily general (e.g., International Herald Tribune) and specialized press (e.g., Wall Street Journal) on management techniques and practices ...					-- the weeklies and monthlies (e.g., Business Week) dealing with management techniques, practices and knowledge ...						
	None	1	2	3	4	5	None	1	2	3	4	5
- Scientific rigor	1	2	3	4	5	5	1	2	3	4	5	5
- Informative detail	1	2	3	4	5	5	1	2	3	4	5	5
- Up-to-date	1	2	3	4	5	5	1	2	3	4	5	5
- Practical usefulness	1	2	3	4	5	5	1	2	3	4	5	5
- Innovative and interesting management ideas	1	2	3	4	5	5	1	2	3	4	5	5
- Easy to read	1	2	3	4	5	5	1	2	3	4	5	5
- Well-explained examples	1	2	3	4	5	5	1	2	3	4	5	5
- Cross-functional and sector information or analysis	1	2	3	4	5	5	1	2	3	4	5	5
- Others:	1	2	3	4	5	5	1	2	3	4	5	5

THE PRESS AND MANAGEMENT PRACTICES
CEMP Project (The Creation of European Management Practices)
Prof. J. L. Alvarez (fax: +34 93 253 43 43)



22. Do you read national or international management education publications (e.g., *Harvard Business Review*)?
 How often?

Magazine	Regularly	Occasionally
1:	<input type="checkbox"/>	<input type="checkbox"/>
2:	<input type="checkbox"/>	<input type="checkbox"/>
3:	<input type="checkbox"/>	<input type="checkbox"/>
4:	<input type="checkbox"/>	<input type="checkbox"/>

23. Do you read national or international academic management journals (e.g., *Strategic Management Journal*)?
 How often?

Journal	Regularly	Occasionally
1:	<input type="checkbox"/>	<input type="checkbox"/>
2:	<input type="checkbox"/>	<input type="checkbox"/>
3:	<input type="checkbox"/>	<input type="checkbox"/>
4:	<input type="checkbox"/>	<input type="checkbox"/>

24. Rate from 1 to 5 the **Prestige and Usefulness** that the following sources of information on new management practices have for you. (1= None, 5= A lot).

	Prestige of the source	Usefulness of the contents
- General management books
- Specialized management books (function, sector, etc.)
- Specialized sections in the general daily press
- Daily business press
- Weekly economic and business journals
- Specialized and industry magazines and newsletters
- Academic publications
- Long programs in business schools
- Seminars and conferences
- In-house training within the company
- Consulting firms
- Radio and television
- Internet
- Learn from oneself during day-to-day activities
- Learn from colleagues during day-to-day activities
- Learn from superiors during day-to-day activities
- Internal benchmarking
- External benchmarking

Thank you very much for your cooperation.

Prof. José Luis Alvarez
 General Management Dept.
 IESE-International Graduate School of Management
 Ave. Pearson, 21
 08034 Barcelona (Spain)
 Phone: + 34 93 253 42 00
 Fax: + 34 93 253 43 43
 e-mail: alvarez@iese.edu

Figures and Tables List

- Figure 1. General Education Level.
- Figure 2. IESE Education Programs.
- Figure 3. Management Position.
- Figure 4. Number of Employees.
- Figure 5. Sources of information and suggestions about management books.
- Figure 6. Main reasons for reading management books.
- Figure 7. Interest of Sections of Daily Press and non-Daily Publications.
- Figure 8. Characteristics of Daily General and Specialized Press and Weeklies and Magazines on management techniques and practices.
- Figure 9. Prestige and Usefulness of Sources of Information on New Management Practices.
-
- Table 1. Selection of Knowledge.
- Table 2. Questionnaire recipients.
- Table 3. Response rates.
- Table 4. Last management books managers have read.
- Table 5. Spanish managers. Last management books they have read.
- Table 6. Non-Spanish managers. Last management books they have read.
- Table 7. Small firm managers. Last management books they have read.
- Table 8. Medium and Large firm managers. Last management books they have read.
- Table 9. MBA managers. Last management books they have read.
- Table 10. Non-MBA managers. Last management books they have read.
- Table 11. Books that have most influenced managers' knowledge, ideas and practices.
- Table 12. Spanish managers. Books that have most influenced their management knowledge, ideas and practices.
- Table 13. Non-Spanish managers. Books that have most influenced their management knowledge, ideas and practices.
- Table 14. Small firm managers. Books that have most influenced their management knowledge, ideas and practices.
- Table 15. Medium and Large firm managers. Books that have most influenced their management knowledge, ideas and practices.
- Table 16. MBA managers. Books that have most influenced their management knowledge, ideas and practices.
- Table 17. Non-MBA managers. Books that have most influenced their management knowledge, ideas and practices.
- Table 18. Main ideas, techniques or organisational policies implemented in companies.
- Table 19. Spanish managers. Main ideas, techniques or organisational policies implemented in companies.
- Table 20. Non-Spanish managers. Main ideas, techniques or organisational policies implemented in companies.
- Table 21. Executive Presidents, Chief Officers and Business Unit Managers. Main ideas, techniques or organisational policies implemented in companies.
- Table 22. Functional or Department Managers. Main ideas, techniques or organisational policies implemented in companies.
- Table 23. Small firm managers. Main ideas, techniques or organisational policies implemented in companies.
- Table 24. Medium and Large firm managers. Main ideas, techniques or organisational policies implemented in companies.
- Table 25. MBA managers. Main ideas, techniques or organisational policies implemented in companies.

- Table 26. Non-MBA managers. Main ideas, techniques or organisational policies implemented in companies.
- Table 27. Daily general information newspapers.
- Table 28. Managers resident in Spain. Daily general information newspapers.
- Table 29. Managers resident in the rest of Europe. Daily general information newspapers.
- Table 30. Daily newspapers specialized in economic and business information.
- Table 31. Managers resident in Spain. Daily newspapers specialized in economic and business information.
- Table 32. Managers resident in the rest of Europe. Daily newspapers specialized in economic and business information.
- Table 33. Non-daily national or international publications.
- Table 34. Managers resident in Spain. Non-daily national or international publications
- Table 35. Managers resident in the rest of Europe. Non-daily national or international publications.
- Table 36. Management education publications.
- Table 37. Managers resident in Spain. Management education publications.
- Table 38. Managers resident in the rest of Europe. Management education publications.