

清华管理学系列英文版教材

PEARSON

# 管理学

Management Ninth Edition

(美) 斯蒂芬·P·罗宾斯 (Stephen P. Robbins) 著  
玛丽·库尔特 (Mary Coulter)

第9版



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# 出 版 说 明

为了适应经济全球化的发展趋势，满足国内广大读者了解、学习和借鉴国外先进的管理经验和掌握经济理论的前沿动态，清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书，基本上已是再版多次、在国外深受欢迎、并被广泛采用的优秀教材，绝大部分是该领域中较具权威性的经典之作。

由于原作者所处国家的政治、经济和文化背景等与我国不同，对书中所持观点，敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助，对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议；同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社

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# 总序

世纪之交，中国与世界的发展呈现最显著的两大趋势——以网络为代表的信息技术的突飞猛进，以及经济全球化的激烈挑战。无论是无远弗界的因特网，还是日益密切的政治、经济、文化等方面的国际合作，都标示着21世纪的中国是一个更加开放的中国，也面临着一个更加开放的世界。

教育，特别是管理教育总是扮演着学习与合作的先行者的角色。改革开放以来，尤其是20世纪90年代之后，为了探寻中国国情与国际上一切优秀的管理教育思想、方法和手段的完美结合，为了更好地培养高层次的“面向国际市场竞争、具备国际经营头脑”的管理者，我国的教育机构与美国、欧洲、澳洲以及亚洲一些国家和地区的大量的著名管理学院和顶尖跨国企业建立了长期密切的合作关系。以清华大学经济管理学院为例，2000年，学院顾问委员会成立，并于10月举行了第一次会议，2001年4月又举行了第二次会议。这个顾问委员会包括了世界上最大的一些跨国公司和中国几家顶尖企业的最高领导人，其阵容之大、层次之高，超过了世界上任何一所商学院。在这样高层次、多样化、重实效的管理教育国际合作中，教师和学生与国外的交流机会大幅度增加，越来越深刻地融入到全球性的教育、文化和思想观念的时代变革中，我们的管理教育工作者和经济管理学习者，更加真切地体验到这个世界正发生着深刻的变化，也更主动地探寻和把握着世界经济发展和跨国企业运作的脉搏。

我国管理教育的发展，闭关锁国、闭门造车是绝对不行的，必须同国际接轨，按照国际一流的水准来要求自己。正如朱镕基同志在清华大学经济管理学院成立十周年时所发的贺信中指出的那样：“建设有中国特色的社会主义，需要一大批掌握市场经济的一般规律，熟悉其运行规则，而又了解中国企业实情的经济管理人才。清华大学经济管理学院就要敢于借鉴、引进世界上一切优秀的经济管理学院的教学内容、方法和手段，结合中国的国情，办成世界第一流的经管学院。”作为达到世界一流的一个重要基础，朱镕基同志多次建议清华的MBA教育要加强英语教学。我体会，这不仅因为英语是当今世界交往中重要的语言工具，是连接中国与世界的重要桥梁和媒介，而且更是中国经济管理人才参与国际竞争，加强国际合作，实现中国企业的国际战略的基石。推动和实行英文教学并不是目的，真正的目的在于培养学生——这些未来的企业家——能够具备同国际竞争对手、合作伙伴沟通和对抗的能力。按照这一要求，清华大学经

济管理学院正在不断推动英语教学的步伐，使得英语不仅是一门需要学习的核心课程，而且渗透到各门专业课程的学习当中。

课堂讲授之外，课前课后的大量英文原版著作、案例的阅读对于提高学生的英文水平也是非常关键的。这不仅是积累相当的专业词汇的重要手段，而且是对学习者思维方式的有效训练。

我们知道，就阅读而言，学习和借鉴国外先进的管理经验和掌握经济理论动态，或是阅读翻译作品，或是阅读原著。前者属于间接阅读，后者属于直接阅读。直接阅读取决于读者的外文阅读能力，有较高外语水平的读者当然喜欢直接阅读原著，这样不仅可以避免因译者的疏忽或水平所限而造成的纰漏，同时也可以尽享原作者思想的真实表达。而对于那些有一定外语基础，但又不能完全独立阅读国外原著的读者来说，外文的阅读能力是需要加强培养和训练的，尤其是专业外语的阅读能力更是如此。如果一个人永远不接触专业外版图书，他在获得国外学术信息方面就永远会比别人差半年甚至一年的时间，他就会在无形中减弱自己的竞争能力。因此，我们认为，有一定外语基础的读者，都应该尝试一下阅读外文原版，只要努力并坚持，就一定能过了这道关，到那时就能体验到直接阅读的妙处了。

在掌握大量术语的同时，我们更看重读者在阅读英文原版著作时对于西方管理者或研究者的思维方式的学习和体会。我认为，原汁原味的世界级大师富有特色的表达方式背后，反映了思维习惯，反映了思想精髓，反映了文化特征，也反映了战略偏好。知己知彼，对于跨文化的管理思想、方法的学习，一定要熟悉这些思想、方法所孕育、成长的文化土壤，这样，有朝一日才能真正“具备国际战略头脑”。

以往，普通读者购买和阅读英文原版还有一个书价的障碍。一本外版书少则几十美元，多则上百美元，一般读者只能望书兴叹。随着全球经济合作步伐的加快，目前在出版行业有了一种新的合作出版的方式，即外文影印版，其价格几乎与国内同类图书持平。这样一来，读者可以不必再为书价发愁。清华大学出版社这些年在这方面一直以独特的优势领先于同行。早在1997年，清华大学出版社敢为人先，在国内最早推出一批优秀商学英文版教材，规模宏大，在企业界和管理教育界引起不小的轰动，更使国内莘莘学子受益良多。

为了配合清华大学经济管理学院推动英文授课的急需，也为了向全国更多的MBA试点院校和更多的经济管理学院教师和学生学习上的支持，清华大学出版社再次隆重推出与世界著名出版集团合作的英文原版影印商学教科书，也使广大工商界人士、经济管理类学生享用到最新最好质优价廉的国际教材。

祝愿我国的管理教育事业在社会各界的大力支持和关心下不断发展、日进日新；祝愿我国的经济建设在不断涌现的大批高层次的面向国际市场竞争、具备国际经营头脑的管理者的勉力经营下早日中兴。

赵纯钧 教授

# Preface

This book is the number-one selling basic management textbook in the United States and the world! It has been translated into Spanish, Russian, Dutch, Thai, Bahasa Indonesian, Czech, and Chinese, and reprinted in English in the Philippines and China, with special adapted editions for Canada, Australia, and India. If there's such a thing as a "global" management textbook, this book probably has earned that distinction.

There's no doubt that the world managers confront has changed, is changing, and will continue to change. The dynamic nature of today's organizations means both rewards *and* challenges for those individuals who will be managing those organizations. Management is a dynamic discipline and a textbook on the subject should reflect those changes to help prepare you to manage under those conditions. Thus, we've written this ninth edition of *Management* to provide you with the best possible understanding of what it means to be a manager confronting these changes.

## Hallmark Features

We want students to "put on their management hat" and see what being a manager is about. Adopters continually praise this book for its strong applications orientation. This book doesn't just describe management theories. In addition to including explanatory examples throughout the chapters (which most other textbooks do), we go out and talk with real managers and bring their experiences to our readers. No other textbook has so successfully blended management theory with management practice. We're confident that the ninth edition will continue to make management concepts meaningful and to excite readers about the possibilities for careers in management. We'd like to describe some of the features we have retained in this edition.

# “A Manager’s Dilemma” and “Managers Respond to a Manager’s Dilemma”

Each chapter opens with a dilemma that a real-life manager is facing. These managers come from a wide variety of companies—including (among others) UPS, Nike, Ubisoft, the National Football League, Bank of Nova Scotia, and MTV—and eight of the chapter openers are global in nature. Each dilemma ends with the statement “What would you do?” encouraging students to “put on their management hat” and to think about what they actually would do in this situation. Then, at the end of the chapter, we give students a real-life dose of management as real, practicing managers provide a short discussion of what they’d do if they were faced with the opening dilemma, drawing on the management concepts and tools presented in the chapter.

### A Manager's Dilemma

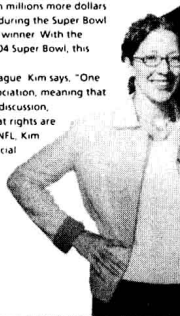
Cash flow Revenue sharing Double digit growth Leverage Metrics That's the language that Kim Williams speaks. As senior vice president of finance for the National Football League (NFL), she may not use the language of play-action pass, pitch sweep, reverse, or quarterback draw in her job, but it's certain that the 32 teams that make up the NFL do. Now she wants them to communicate with—and understand—her language.

The NFL is the organization that oversees professional football, the United States' most popular spectator sport. In its role as a trade association for the member teams, the NFL's primary business units are NFL Properties, which generates billions of dollars through merchandising and licensing deals and NFL Enterprises, which negotiates national broadcasting rights for the teams. Its other subsidiaries include NFL Charities and NFL Films. And in 2003, the league launched its own television channel, the NFL Network, a round the clock football network, which football junkies consider a godsend. And then, of course, there's the Super Bowl—the NFL's extremely popular championship game, which draws in millions of viewers and even millions more dollars. With the average going rate for a 30 second commercial shown during the Super Bowl in the millions (in 2006, it was \$2.5 million), the NFL has scored a winner. With the exception of the “wardrobe malfunction” scandal during the 2004 Super Bowl, this annual event highlights the competitive strength of the NFL.

The NFL is considered financially the best run professional league. Kim says, “One of the underlying strengths of the NFL is that we are a trade association, meaning that the [32 team] clubs are independent entities. So there is a lot of discussion, financially, legally, and from a community standpoint, about what rights are maintained nationally.” And as the chief financial officer of the NFL, Kim must communicate regularly with the owners regarding all financial issues.

Put yourself in Kim's shoes. What can she do to improve the effectiveness of her communications with team owners about sometimes complicated and sensitive financial matters?

what would you do?

### Managers Respond to a Manager's Dilemma

**Faith Tsao, CFA**  
Director of Traditional External Investments,  
Atlantic Trust Private Wealth Management,  
Boston, MA

**F**irst, I would not be too concerned about communicating with team owners using football language. Team owners are business people first and football fans second. Here is what I would do in my communications with the team owners:

- Work closely with each team to establish reasonable near-term and long-term financial goals for the team. Make sure each team uses the same financial terminology throughout the NFL organization; is equally responsible for setting its own revenue and profitability goals; and understands and agrees what needs to be done to achieve them.
- Share the big picture. Football team owners understand the importance of teamwork. Specify what collaborative efforts are needed among teams to achieve organizational goals.
- Communicate frequently. Since football is a contact sport, face-to-face communications will work best with team owners. I would organize nationwide conferences every quarter to share progress, ask for feedback, and modify plans when needed.

**James W. Buhler**  
CFO, Clement Publishing Group, Concordville, PA

**K**im should make sure that she and all 32 owners have a crystal clear understanding of all the financial terms and language that they will discuss. One way to do this is to develop a list of standard terms and distribute it to all the owners. It will be a lot easier for her to communicate if all involved parties are using a common language base.

The next step for Kim to undertake is to break down these complicated financial matters to their simplest forms. Because Kim has many years of complex accounting experience behind her, she must remember that her audience may or may not be as financially astute as she is in every situation. By breaking down complex financial matters to their simplest forms, it will allow more of the owners to possess a greater understanding of the communicated message.

Kim should also hold follow-up communications with the owners to make sure that the message she was trying to communicate was received clearly and that all involved parties understood it.




### Managers speak out

**Ted V. Schaefer**  
Partner  
PricewaterhouseCoopers  
Denver, CO


*Describe your job*  
I am a partner in PricewaterhouseCoopers' Denver office, and I work in the System & Process Assurance group. I provide our clients with internal control and process improvement services.

*Why are controls important to your organization?*  
Controls are critical to the quality delivery of PricewaterhouseCoopers' audit, tax, and advisory services. We have many professional, regulatory, and internal controls that help to ensure that we meet our goals. Controls provide staff with a clear road map to follow for client service delivery, human resources, career development, client independence, code of conduct, and regulatory and professional rules. Our industry is based on controls that provide staff with the ability to carry out their jobs in an orderly fashion.

*What control issues do you think are particularly important to managers today?*  
Continuing business scandals have raised the bar for strong internal controls. The government took a major

step in regulating internal control through the enactment of Sarbanes-Oxley, which requires public companies to implement an effective internal control structure that must be externally audited. However, even if Sarbanes-Oxley wasn't law, internal controls are just good business for several reasons. Controls allow companies to manage regulatory compliance and financial and operational activities to meet business goals. They also provide for an orderly environment so management can focus their time on strategic issues. Companies with poor controls are constantly putting out fires, taking away from more important activities. Companies need to align controls with the goals of the organization and ensure they provide a cost benefit.

*What skills do you think managers need to be effective?*  
Due to the fast-paced business environment, managers must be lifelong learners to maintain their edge. Soft skills like communication, creativity, and the ability to motivate and challenge employees are equally important for success. Knowing when employees need help or when to stay out of their way is a skill necessary to manage people. It is important to be a good mentor and provide career-enhancing opportunities to employees, so they can continue to grow and advance in their careers.




## “Managers Speak Out”

In selected chapters, you'll find this theme box in which real managers are interviewed and answer a broad range of questions. Some of these managers include the CEO of a large global media company and the finance director of a video game and entertainment retailer based in Germany. The managers profiled in these boxes provide a diverse perspective of managerial philosophies and reinforce that this textbook truly links management theory and practice.

## “Becoming a Manager”

To reinforce our already strong applications orientation and to further encourage students to “put on their management hat,” we retained and updated this box theme in every chapter. The “Becoming a Manager” boxes provide suggestions for students on things they can do right now to help them prepare to be managers.

## becoming a Manager

- ✓ Learn as much as you can about other countries.
- ✓ Familiarize yourself with current global political, economic, and cultural issues.
- ✓ If given the opportunity, try to have your class projects or reports (in this class and other classes) cover global issues or global companies.
- ✓ Talk to professors or students who may be from other countries and ask them what the business world is like in their country.
- ✓ If you have the opportunity, travel to other countries.
- ✓ Go see a foreign film.
- ✓  Go to the Self-Assessment Library found on [www.prenhall.com/rolls](http://www.prenhall.com/rolls) and complete S.A.L. #III.B.5—Am I Well-Suited for a Career as a Global Manager?

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### Appendix B: Skill-Building Modules

In this section of the textbook, you will have the opportunity to learn about, practice, and reinforce specific management skills. We have included 22 skills that encompass the four functions of management: planning, organizing, leading, and controlling. (See the matrix that follows.)

- For each of the skills, we provide the following:
1. A short introduction discusses some basic facts about the skill and defines it, if necessary.
  2. A section called “Learning About” describes the suggested behaviors for doing that skill. These behaviors

are presented in numbered lists to illustrate the specific actions associated with that skill.

3. A section entitled “Practice” presents a short scenario designed to provide you with an opportunity to practice the behaviors associated with the skill. Your professor may have you do different things with the practice scenarios.
4. A section entitled “Reinforcement” is designed to present additional activities that you could do to practice and reinforce the behaviors associated with the skill.

#### Management Skills and Management Functions Matrix

Skill	Function			
	Planning	Organizing	Leading	Controlling
Acquiring power		✓	✓	
Active listening				✓
Budgeting	✓			✓
Choosing an effective leadership style			✓	
Coaching			✓	
Creating effective teams		✓	✓	
Delegating (empowerment)		✓	✓	
Designing motivating jobs		✓	✓	
Developing trust			✓	
Disciplining				✓
Interviewing		✓	✓	
Managing conflict			✓	✓
Managing resistance to change		✓	✓	✓
Mentoring			✓	
Negotiating			✓	
Providing feedback			✓	✓
Reading an organization's culture		✓	✓	
Running productive meetings	✓	✓	✓	✓
Scanning the environment	✓			✓
Setting goals	✓			✓
Solving problems creatively	✓	✓	✓	✓
Valuing diversity	✓	✓	✓	✓

#### ACQUIRING POWER

Power is a natural process in any group or organization, and to perform their jobs effectively, managers need to know how to acquire and use power—the capacity of a leader to influence work actions or decisions. We discussed the concept of power in Chapter 17 and identified five different sources of power for leaders including legitimate, coercive, reward, expert, and referent. Why is having

power important? Because power makes you less dependent on others. When a manager has power, he or she is not as dependent on others for critical resources. And if the manager-controlled resources are important, scarce, and non-substitutable, her power will increase because others will be more dependent on her for those resources.

## Skills Modules

Management students need to learn *how to do* management tasks as well as to learn *about* management. Today, the “hows” of being a manager have become just as important as the “whats.” To reflect the importance placed on skills, we retained our in-book Skills Modules. The 22 key skills found in the Skill-Building Modules following the Managing Entrepreneurial Ventures appendix encompass the four management functions and provide an excellent way for students to “put on their management hat.”

## Writing Style

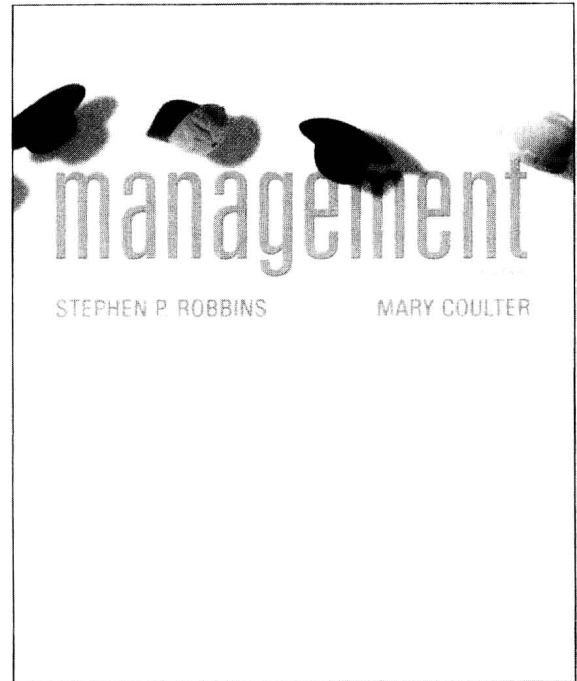
This revision continues both authors’ commitment to presenting management concepts in a lively and conversational style. Our goal is to present chapter material in a way that’s interesting and relevant without oversimplifying the discussion. We think you’ll find our writing style and numerous examples make our book very readable.



# New to This Edition

We are very excited about the innovations incorporated into *Management 9e*! This is truly a textbook for students in today's changing world. We think one of the reasons this book is the market leader is that it has developed a reputation for continually introducing new content. Some of our new topics include:

- Anticapitalism backlash (Chapters 2 and 4)
- Global outsourcing (Chapters 2 and 4)
- Born globals (Chapter 4)
- Global political risk categories (Chapter 4)
- CAFTA (Chapter 4)
- Social investing funds (Chapter 5)
- Global Reporting Initiative (Chapter 5)
- ISO 14001 (Chapter 5)
- Social entrepreneurship (Chapter 5)
- Cultural differences in decision making (Chapter 6)
- Framing issues (Chapter 7)
- Business models (Chapter 8)
- Corporate reputations (Chapter 8)
- Strategic flexibility (Chapter 8)
- Strategic leadership (Chapter 8)
- Rolling forecasts (Chapter 9)
- Early warning indicators (Chapter 9)
- Keeping employees connected (Chapter 10)
- Global structural issues (Chapter 10)
- Blogs/wikis/Web conferencing (Chapter 11)
- Impact of demographic trends on human resource management (Chapter 12)
- Workplace romances (Chapter 12)



- Controlling HR costs (Chapter 12)
- Global organizational development (Chapter 13)
- Employee stress in different countries (Chapter 13)
- Workplace misbehavior (Chapter 14)
- Impression management (Chapter 14)
- Managing generational differences (Chapter 14)
- Managing negative behaviors in the workplace (Chapter 14)
- Managing global teams (Chapter 15)
- Understanding social networks (Chapter 15)
- Distributed workforce (Chapter 16)
- Workplace privacy (Chapter 18)

**Continuing Case** Sit back, grab a latté, and get ready to discover the challenges of managing a global company . . . Starbucks! At the end of each of the six parts in the book, you'll find a continuing comprehensive case that follows the challenges managers at Starbucks face. These continuing cases, which follow this one company, provide students another opportunity to “put on their management hat” by looking at the big picture issues from a broad perspective and allowing them to see the linkages among the four functions of management.

**Integrative Topics** In addition to this new material, we chose to highlight seven integrative topics in 9e. These topics are **globalization, diversity, ethics, customer service, innovation, IT, and leadership.**

## Exhibit P.1 Integrative Topics

Chapter	Globalization and Cross-Cultural Differences	Diversity	Ethics	Customer Service	Innovation	IT	Leadership
1			7, 15	15-16	16-17		10
2	40-41	43-44	41-42, 47	48-49	27, 46-47, 50	45-46	
3	78	67, 72	69-70; 80-82, 86	70-71, 74	60-61, 69		67-68
4	90-109		102, 111		107-109	100	103
5	132-135		127, 128-143, 147		122-125, 142-143		126-128, 135-136, 140, 141, 143
6		172	167, 180		159	170	170-171, 175
7			197, 203-204		199-201		185, 188
8	212, 217-219, 226-227		213, 234	210-211, 228-229	217-219, 221-224 226-227, 229-230	216, 228	227
9	240		240, 258-259		243, 254-256		
10	284-285		268, 288-289		275, 283-284	283	270, 271, 272
11	301	300	308, 318	312-313	311-312	307-310, 311	310-314
12	324	342-343	333, 352			340	336, 342-347
13	373	368	370, 379-380		372-376		371-372
14	391, 402		412, 419-420	392	401		396, 403, 404-405, 409, 414-415
15	440, 442-444	428	431, 447-448			433	440-442
16	468-469	470-471	476, 483				476-479
17	510-511		506, 508, 509, 518				486-514
18	546-547	536	544, 553-555, 559	551-553	544-545	543-544	
19	565, 566		572, 584	568-573, 576-581	566-567, 575-576, 580-581	570, 572	571-572
Part- Ending	150-151, 152, 260-261, 382-383, 520-521, 586-587		150, 152-153, 260, 382, 520, 586	587-588	54-55, 261-263, 385		151-152, 522-523
App. A	592-593		594		591-592, 595-598, 606-607	611	609-610

**“Managing IT”** In this new box theme, we introduce students to the important role of information technology in the manager’s job. From looking at how IT is changing the manager’s job to IT’s role in company strategy to IT’s impact on organizational design, students will see how managing IT is another “hat” that managers need to wear.

**“Focus on Leadership”** How important is leadership to organizations? Extremely important! Being a successful leader is another of the “hats” that managers need to wear. That’s why we added a new box feature focusing on leadership. In this feature we look at those leadership issues that affect the way managers manage such as the role of national culture in leadership, the moral dimensions of leadership, the way leaders frame issues, and the challenges of leading in today’s nontraditional organizations.

**Management: By the Numbers** Did you know that 76 percent of American employees like the work they do but their manager’s habits make the workplace less enjoyable? Or that more than half of employees surveyed said that a disagreeable boss was the top reason they leave their job? Want to know more? Check out our new feature called “Management: By the Numbers.” Here you’ll find interesting tidbits of information and statistics about managers, employees, and organizations. They’re a fun way to generate classroom discussion or even to use them to do your own in-class polls.

# HOW DO YOU GET YOUR STUDENTS TO THINK LIKE MANAGERS?

## Robbins OnLine Learning System (R.O.L.L.S.)

A three-part online experience, seamlessly integrated with the book, allowing your students to be more successful in the classroom and beyond.

### Part I: Understand the Concepts

The Q&A section further explains theories that are presented in the book and provides immediate extra help for things that aren't clear.

*Once students understand the material, they move on to . . .*



### Part II: Understand Yourself

Robbin's Self-Assessment Library (S.A.L.) helps students to learn more about themselves—their attitudes, feelings, and aptitudes in regard to a wide range of personal skills, abilities, and interests.

*Equipped with self-awareness, students now get to work . . .*



### Part III: Put On Your Management Hat

Four modules: Diversity, Passport, Ethics, and PRISM help students to apply the concepts they've learned in the text to realistic management situations, and then receive feedback about their choices.



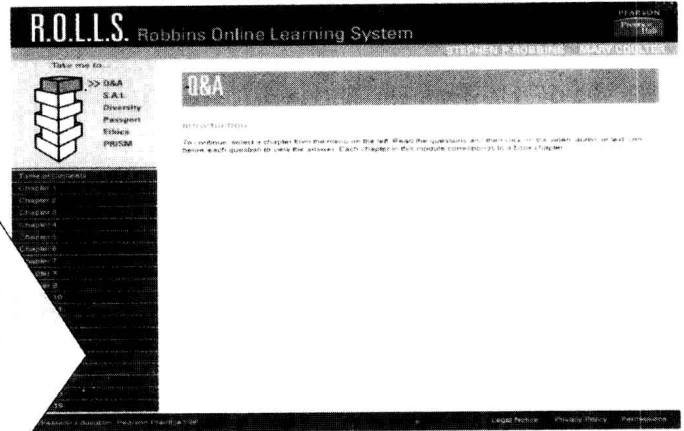
**Go to  
[www.prenhall.com/rolls](http://www.prenhall.com/rolls)**

## Understand the Concepts



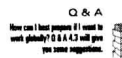
“It’s 11:30 P.M. I’m sure my management instructor is asleep and office hours aren’t for two more days. I can’t get my friend on IM—she’s probably out having fun. I need some help understanding this path-goal leadership theory we talked about in class today. What do I do now?”

**Q&A** is a 24/7 tutorial for students. The questions from each chapter that students ask most frequently are answered by the authors—in both written and video format. It’s like having an instructor standing over their shoulder at the times students need it the most.



### MANAGING IN A GLOBAL ENVIRONMENT

Assume for a moment that you’re a manager going to work for a branch of a global organization in a foreign country. You know that your environment will differ from the one at home, but how? What should you be looking for? (Go to [www.prenhall.com/rolls](http://www.prenhall.com/rolls)) Any manager who finds himself or herself in a foreign country faces new challenges. In this section, we’ll look at some challenges and offer guidelines for responding. Although our discussion is presented through the eyes of a U.S. manager, our analytical framework could be used by any manager regardless of national origin who has to manage in a foreign environment.

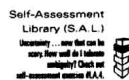
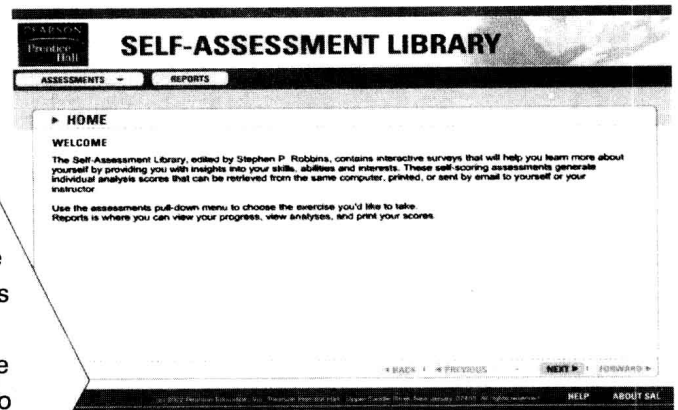


## Understand Yourself



“I wonder if I’m any good at leading teams? I think I’d be good at it because people seem to look to me to make decisions and to help keep our class team projects on target. Let me find out...”

**S.A.L.** The Self-Assessment Library (S.A.L.) helps students create a skills portfolio. It is an interactive library of 51 behavioral questionnaires that helps students discover things about themselves, their attitudes, and their personal strengths and weaknesses. Learning more about themselves gives students interesting insights into how they might behave as a manager and motivates them to learn more about management theories and practices that can help them better understand what it takes to be a successful manager.



### How the Manager’s Job Is Changing

Managers have always had to deal with changes taking place inside and outside their organization. (Go to [www.prenhall.com/rolls](http://www.prenhall.com/rolls)) In today’s world where managers everywhere are dealing with security threats, corporate ethics scandals, global economic and political uncertainties, and technological advancements, change is a constant. For example, Ronnie Antebi, manager of A&R Welding in Atlanta, had to find ways to keep his welders employed as customer demand fluctuated. His solution: Form

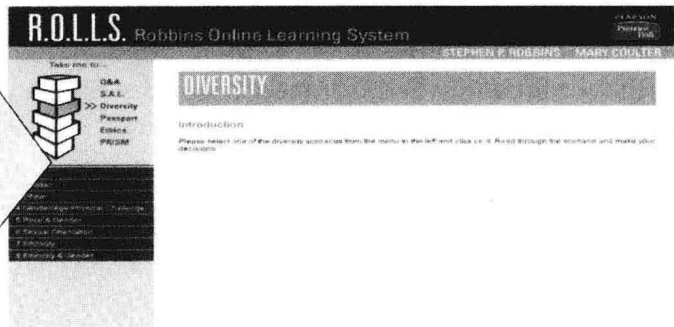
# Put On Your Management Hat



“ A surf shop in Costa Rica sounds like a winner. But what will the locals think? Will I fit in and get along with the people? And I sure don't want to do anything to harm the coast's natural beauty. What should I do? Should I open one? Do I have the management skills to make this work? ”

This module contains four sections that help students take the management theories, approaches, and ideas that they've learned in the book and apply them to real management situations.

**Diversity** Have your students practice managing a changing workforce. These interactive exercises put students in the challenging role of a manager making decisions related to age, gender, or ethnic diversity.



**Diversity**  
How should managers deal with communication issues that arise when employees are of different ages? Do Diversity in Action 11 and think about how you would handle such a challenge.

facility, that's informal communication. Employees form friendships and communicate with each other. The informal communication system fulfills two purposes in organizations: (1) it permits employees to satisfy their need for social interaction, and (2) it can improve an organization's performance by creating alternative, and frequently faster and more efficient, channels of communication. (Go to [www.prenhall.com/rolls](http://www.prenhall.com/rolls))

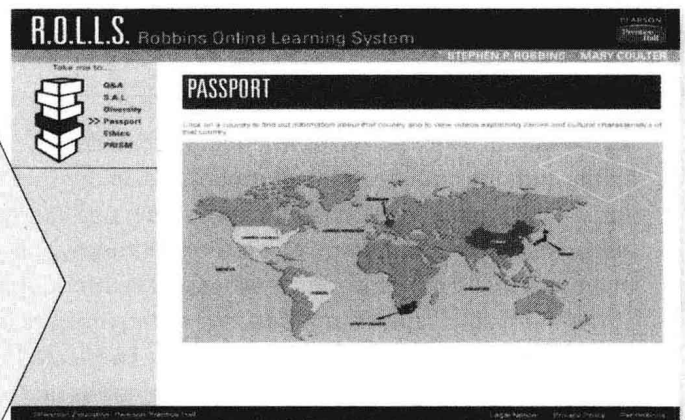
### Direction of Communication Flow

Organizational communication can flow downward, upward, laterally, or diagonally. Let's look at each.

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## Passport: Managing in a Global Environment

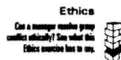
Make globalization come alive for your students. This multimedia module illustrates the globalization challenges that managers face. There are three to four global case scenarios at the ends of Parts Two through Six, spanning thirteen different countries. Students will find a map and click a desired country to get information about that country (video and written information is provided). Using this information, students make decisions about the most appropriate ways to handle the managerial problems described in the case scenarios.



**Passport**  
How can a company's values extend to global employees in distant locations? Do the Passport scenario and find out!

enthusied about working together as a team to support the values they believe in. When IBM decided to take a look at its core values, it invited all 300,000-plus employees to engage in an open "values jam" using the company's intranet. And tens of thousands of employees did. The open and candid exchange resulted in the identification of three values that would drive employee actions: dedication to every client's success; innovation that matters; and trust and personal responsibility in all relationships." Through stated company values, IBM'ers—as well as employees at companies such as Tom's of Maine, Avon, and Timberland—know what is expected of them on the job. The shared corporate values not only guide the way they work, but they also serve to unite them in a common quest. (Check out Passport Scenario 1 on page 150.)

**Ethics** Help students understand the ethical challenges they'll face as managers. In these interactive exercises, students are put in the role of a manager making decisions about current ethical issues.

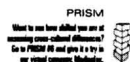
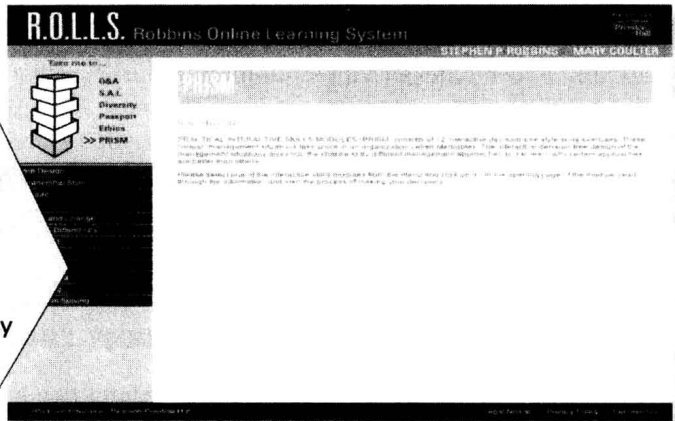


a given task, relationship, or process conflict level is optimal, too high, or too low, the manager must make intelligent judgments. (Check out **You're the Manager: Putting Ethics into Action** on page 520.)  
 When group conflict levels are too high, managers can select from five conflict management options: avoidance, accommodation, forcing, compromise, and collaboration.\* (See Exhibit 15-9 for a description of these techniques.) Keep in mind that



## PRactical Interactive Skills Modules (PRISM)

Let students manage. This module consists of 12 interactive decision-tree style comprehensive exercises that provide students with an opportunity to try out different management skills and learn why certain approaches are better than others.



The GLOBE project gives managers additional information to help them identify and manage cultural differences. It extended Hofstede's work—not replaced it. In fact, the GLOBE project confirms that Hofstede's five dimensions are still valid. But it also adds some cultural dimensions and provides us with an updated description of national culture characteristics. (Go to [www.prenhall.com/rolls](http://www.prenhall.com/rolls))

### Global Management in Today's World

# IN-TEXT LEARNING AIDS

A good textbook should teach as well as present ideas. To that end, we've tried to make this book an effective learning tool. We'd like to point out some specific pedagogical features that we designed to help readers better assimilate the material presented.

The diagram illustrates three overlapping boxes representing learning aids for Chapter 4. The top box is titled "Chapter 4" and "Learning Outline". The middle box is titled "Learning Review". The bottom box is titled "Learning Summary".

**Chapter 4**

**Learning Outline**

Use this Learning Outline as you read and study this chapter.

**What's Your Global Perspective?**

- Define parochialism.
- Contrast ethnocentric, polycentric, and geocentric attitudes toward global business.
- Explain why it's important for managers to be sensitive to global differences.

**Understanding the Global Environment**

- Describe the current status of the European Union.
- Discuss the North American Free Trade Agreement and other regional trade alliances in Latin America.
- Tell about the Association of Southeast Asian Nations.
- Explain the interdependence that globalization involves.
- Discuss the role of the WTO.

**Doing Business Globally**

- Contrast multinational, multidomestic, global, transnational, and born global organizations.
- Describe the different ways organizations can go international.
- Define global sourcing, exporting, importing, licensing, and franchising.
- Describe global strategic alliances, joint ventures, and foreign subsidiaries.

**Managing in a Global Environment**

- Explain how the global legal-political and economic environments affect business.
- Discuss Hofstede's five dimensions for assessing country cultures.

**Learning Review**

- Contrast multinational, multidomestic, global, transnational, and born global organizations.
- Describe the different ways organizations can go international.

**Learning Summary**

**What's Your Global Perspective?**

- **Parochialism:** a narrow view that does not recognize differences
- **Ethnocentric:** belief that one's views are best
- **Polycentric:** belief that host country knows best approach
- **Geocentric:** belief that best approaches can be found anywhere

**What Kinds of Alliances Affect Trade Relations Among Countries?**

- Regional trading alliances (EU, NAFTA, CAFTA, FTA, ASEAN, AU, SAARC)

## Learning Outline, Learning Review, and Learning Summary

While most textbooks have learning objectives and a chapter summary, there's no clear link between these and the chapter material. Here's a solution. The chapter-opening "Learning Outline" combines a chapter outline and the learning objectives, so students can see what material they're going to be covering in the chapter. Then, at the end of each major chapter section, students will find a "Learning Review" where they can review the material they just read. Finally, at the end of the chapter, the "Learning Summary" summarizes the important chapter material. This approach helps students focus their attention on the major issues within each chapter.

## Thinking About Management Issues

At the end of every chapter you'll find questions that are designed to get you to think about management issues. These questions require you to demonstrate that you not only know the key facts but also can apply those facts in dealing with more complex issues.

## **Working Together: Team-Based Exercise**

The pervasiveness of teamwork in organizations led us to design a team-based exercise at the end of every chapter that explores and builds on concepts or theories presented in the chapter.

## **Thinking Critically About Ethics**

Being able to think critically about issues is important for managers. In the body of each chapter, you'll find a "Thinking Critically About Ethics" box. This learning aid provides material that stresses the ethical values in managerial decisions.

## **Ethical Dilemma Exercise**

Highly publicized ethics scandals of recent years have reemphasized the importance of managerial and organizational ethics. In addition to our "Thinking Critically About Ethics" boxes found in each chapter, we've added end-of-chapter ethics exercises that introduce students to current and real ethical dilemmas faced by managers.

## **Case Application and Questions**

Each chapter includes a case application and questions for analysis. A case is simply a description of a real-life situation. By reading and analyzing the case and answering the questions at the end of the case, you can see if you understand and can apply the management concepts discussed in the chapter. Six of these chapter case applications are about global companies.

## **Key Terms**

Every chapter highlights a number of key terms you'll need to know. These terms are highlighted in bold print when they first appear. Then, to make finding and studying these terms easier, just look for them on the lower right-hand pages throughout a chapter.



# SUPPLEMENTS

The ninth edition supplements package has been designed to help you understand all the wonderful tools that are available and how best to integrate the media, technology, and test questions for your classroom needs.

- **Instructor’s Manual**

- **Test Item File**

The completely revamped, reviewed, and accuracy-checked Test Item File includes new multiple-choice, true/false, scenario-based, discussion, and comprehensive essay questions. The Test Item File is available in print and in electronic formats through the Instructor Resource Center.

- **Instructor’s Resource CD-ROM**

Contains the electronic testing software, PowerPoints, Instructor’s Manual, and Test Item File.

- **Test Gen Test Generating Software**

- **Study Guide**

- **R.O.L.L.S. (Robbins OnLine Learning System) Web Site  
([www.prenhall.com/rolls](http://www.prenhall.com/rolls))**

Features (1) Q&A, (2) Self-Assessment Library (S.A.L.), (3) Diversity, (4) Passport, (5) Ethics, and (6) PRISM (Practical Interactive Skills Modules). The R.O.L.L.S. Web site has been completely revised and is now easier to navigate.

- **Companion Website ([www.prenhall.com/robbins](http://www.prenhall.com/robbins))**

Featuring an interactive study guide for students.

- **OneKey Online Resources**

OneKey gives you access to the best teaching and learning resources all in one place. OneKey for Robbins/Coulter *Management*, Ninth Edition, is all your students need for anywhere—anytime access to your course materials.

- OneKey is all you need to plan and administer your course.
- All your instructor resources are in one place to simplify your course preparation.
- OneKey for convenience, simplicity, and success . . . for you and your students.

For more information, visit [www.prenhall.com/robbins](http://www.prenhall.com/robbins).

- **Online Courses**

WebCT, Course Compass, and Blackboard contents are available with this text.

- **VangoNotes in MP3 Format**

Students can study on the go with VangoNotes, chapter reviews in downloadable MP3 format that offer brief audio segments for each chapter:

- Big Ideas: the vital ideas in each chapter
- Practice Test: lets students know if they need to keep studying
- Key Terms: audio “flashcards” that review key concepts and terms
- Rapid Review: a quick drill session—helpful right before tests

Students can learn more at [www.vangonotes.com](http://www.vangonotes.com).