

管理学

[第5版]

影印版

Management *Competing in the New Era*

- Thomas S. Bateman
- Scott A. Snell



高等教育出版社
Higher Education Press



McGraw-Hill Companies

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图字: 01 - 2002 - 2929 号

Management: Competing in the New Era, 5th ed.

Thomas S. Bateman & Scott A. Snell

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图书在版编目 (CIP) 数据

管理学 = Management / (美) 贝特曼, 斯耐尔 (Bateman, Snell)
著. —影印本. —北京: 高等教育出版社, 2002. 11
ISBN 7-04-011679-0

I. 管… II. 贝… III. 管理学 - 英文 IV. C93

中国版本图书馆 CIP 数据核字 (2002) 第 069688 号

管理学

托马斯·贝特曼 斯科特·斯耐尔

出版发行 高等教育出版社

社 址 北京市东城区沙滩后街 55 号

邮政编码 100009

传 真 010-64014048

免费咨询 800-810-0598

网 址 <http://www.hep.edu.cn>

<http://www.hep.com.cn>

经 销 新华书店北京发行所

印 刷 北京人卫印刷厂

开 本 850×1168 1/16

印 张 44

字 数 1 100 000

版 次 2002 年 11 月第 5 版

印 次 2002 年 11 月第 1 次印刷

定 价 55.30 元

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出版前言

为适应经济社会发展的需要,以高质量的高等教育迎接经济全球化和新科技革命的挑战,培养数以千万计的高质量专门人才,教育部明确要求各高等院校创造条件使用英语等外语进行公共课和专业课教学,从而缩短我国在有关专业教学上与国际先进水平的差距,同时不断提升我国大学生的外语水平。其中一个重要的措施是在高等学校推动使用外语优秀教材。

为使高校学生能够及时使用世界先进水平的经济管理类新教材,高等教育出版社受教育部高教司委托,聘请熟悉国内外教学和学科发展水平的专家,从欧美现行教材中遴选、引进了这批具有国际领先水准的英文版教材,以影印形式出版,供开设相应课程的高等学校选用。

引进这批教材时,遴选和评定的依据主要有以下几个方面:(1)引进的教材与1998年教育部颁行的专业目录及后来批准的目录外专业所规定的主要课程相对应,内容符合专业培养目标和教学要求。(2)版本要新。国外的大学教科书一般三年左右即修订再版一次,增补新的内容。这批教材选择的都是国外权威教科书的最新版本,内容涵盖了相应学科最新进展的介绍和现实案例的分析。(3)内容规范简明,适合教学。由于这批影印教材主要是针对我国大学本科层次经济管理类专业的基础课程和主干课程的,专家们在选择时充分考虑了内容的严谨、规范以及表述的准确性,同时考虑了使用外语教材可能遇到的课时限制问题,在内容相同的几种流行版本中选择相对简明的薄本。另外,按照教育部的要求,这批教材的定价采取了与国内版教材相同的标准。

由于这批教材的作者所在国家的经济、政治、社会文化等与我国均有所不同,书中内容和观点难免有偏颇和错误之处,希望读者在阅读时注意鉴别。

我们希望这批影印教材的出版,对各高等院校的经济管理类专业的教学有所促进和帮助。

高等教育出版社

2002年9月

For my parents, Tom and Jeanine Bateman
and Mary Jo, Lauren, T.J., and James

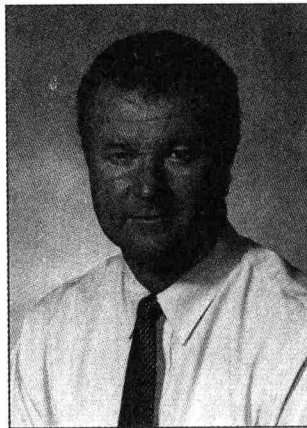
and
My parents, John and Clara Snell,
and Marybeth, Sara, Jack and Emily

About the Authors

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Thomas S. Bateman is Bank of America Professor and management area coordinator in the McIntire School of Commerce at the University of Virginia. Prior to joining the University of Virginia, he taught organizational behavior at the Kenan-Flager Business School of the University of North Carolina to undergraduates, M.B.A. students, Ph.D. students, and practicing managers. He also recently returned from two years in Europe as a visiting professor at the Institute for Management Development (IMD), one of the world's leaders in the design and delivery of executive education. Dr. Bateman completed his doctoral program in business administration in 1980 at Indiana University. Prior to receiving his doctorate, Dr. Bateman received his B.A. from Miami University. In addition to Virginia, UNC-Chapel Hill, and IMD, Dr. Bateman has taught at Texas A&M, Tulane, and Indiana Universities.

Dr. Bateman is an active management researcher, writer, and consultant. He has served



on the editorial boards of major academic journals, and has presented numerous papers at professional meetings on topics including managerial decision making, job stress, negotiation, employee commitment and motivation, group decision making, and job satisfaction. His articles appear in professional journals such as the *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, *Journal of Management*, *Business Horizons*, *Journal of Organizational Behavior*, *Decision Sciences*, and *Financial Times Mastering Management Journal*.

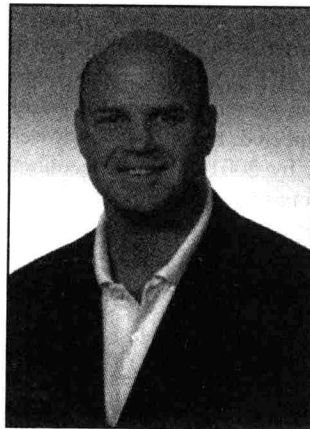
Dr. Bateman's current consulting and research centers around entrepreneurship in the United States, Central Europe, and Southeast Asia, and the pursuit of long-term, intrinsically-motivated work goals.

He is currently working closely with companies including Nokia, Singapore Airlines, Quintiles, and USPS.

Scott A. Snell

Scott A. Snell is Professor of Human Resource Studies in the School of Industrial and Labor Relations at Cornell University. He received a B.A. in Psychology from Miami University, as well as M.B.A. and Ph.D. degrees in Business Administration from Michigan State University. During his career, Dr. Snell has taught courses in human resource management and strategic management to undergraduates, graduates and executives. He is actively involved in executive education and has conducted international programs in Europe and Asia as well as Australia and New Zealand.

Professor Snell has worked with companies such as AT&T, GE, IBM, Merck and Shell to address the alignment of human resource systems with strategic initiatives such as globalization, technological change, and knowledge management. His research and teaching interests center on how leading companies manage their people for competitive advantage. This work focuses on the development and deployment of intellectual capital as a foundation of an organization's core competencies.



Dr. Snell's research has been published in a number of professional journals including the *Academy of Management Journal*, *Academy of Management Review*, *Human Resource Management*, *Human Resource Management Review*, *Industrial Relations*, *Journal of Business Research*, *Journal of Management*, *Journal of Managerial Issues*, *Journal of Management Studies*, *Organizational Dynamics*, *Organization Studies*, *Personnel Psychology*, and *Strategic Management Journal*. He is also co-author of two books, *Management: The Competitive Edge*, and *Managing Human Resources*. In addition, Dr. Snell has served on the editorial boards of *Journal of Managerial Issues*, *Digest of Management Research*, *Human Resource Management*, *Human Resource Management Review*, *Human Resource Planning*, and *Academy of Management Journal*.

Preface

The merger, approved by the Justice Department in January 2001, is a business blockbuster: Internet powerhouse America Online merged with—or rather, most would say took over—old-line media giant Time Warner. It's a watershed event in the turn-of-the-millennium market mania. Some say it's a monopoly; alternatively, maybe it's just a merger between two famous companies that may or may not work out.

Actually, it's more than just a merger. It's a \$97 billion dollar merger between two very different corporations that personify the old and the new economies.

But maybe there is no distinction between old economy and new. Perhaps we're just living and managing in a new era that has new types of challenges, and is very interesting indeed.

Will the merger work? All eyes are on Bob Pittman, the co-chief operating officer, to see if he can make it happen. The challenge for AOL, and for Pittman, is to take full advantage of the Internet. According to Pittman, the Net will transform business and social life every bit as profoundly as electricity did a century ago. Says Pittman, "With all its copyrights, Time Warner is in a marvelous position to take advantage of the Net and not be frightened by it. AOL's mindset, assets, and expertise help them in that path."

The merger could be phenomenally successful, but there are signs of trouble. Growth in 2000 was slower than expected, revenues were lower, and losses due to merger write-offs were steep. Moreover, by 2001 the macroeconomic environment was threatening. The new company faces continual governmental antitrust oversight, and the two companies could not have corporate cultures that are more unlike. *Business Week* describes the cultural difference between Time Warner's graybeards and AOL's twentysomethings this way: When it comes to making deals or launching new ventures, it's "Let's do lunch" versus "Let's skip lunch."

Short-term, investors are skeptical. AOL's stock dropped 48 percent in the year after the merger announcement. Time Warner's Gerald M. Levin was criticized for the timing and details of the sale to AOL. Analyst Henry Blodget says that Pittman won't convince Wall Street that the deal is working unless he boosts the stock price from \$37.50 to \$90 by mid-2002. Pittman says he's on the hot seat: "The company must hit the numbers expected of it." If it doesn't, "I'll be responsible." The company's CFO, Michael Kelly, says they can pull it off. "There are lots of dials and levers in achieving our results."

Strategically, Pittman must create valuable synergies between AOL and Time Warner and powerful new consumer services. Organizationally, he must blend two cultures, build bridges between units, create a new structure comprised of a series of interlocking teams, and get people to work together. The technological, strategic, and organizational challenges are daunting, to say the least.

Can Pittman succeed? Communication is a bedrock of his leadership style. He persuaded Time Warner executives to trade in their e-mail system for AOL's. He put all employee-benefit processing online, saving the company tens of millions of dollars. Time Warner folks resisted, but came to see the advantages to the company. Pittman has held regular meetings every two or three weeks with division chiefs. They have hammered out budgets and Web strategies. They agreed on technologies. Open discussions help reduce corporate intrigue in which people speculate about one another's motives, and help establish trust and mutual expectations for how the company will move forward.

Another bedrock in Pittman's approach is constructive conflict. Time Warner is known for its warring divisions, and managing the company is said to be like herding cats. Pittman encourages vigorous debate; several years ago at AOL his executives threw food at each other. But he bans personal attacks; the conflicts are to be over business issues, not personalities. Pittman's methods are cascading through AOL Time Warner.

Says Chairman Steve Case: “Bob has operational zeal.” AOL-Time Warner CEO Levin says, “Bob Pittman blends the realism of a top-flight executive with the creative vision of an entrepreneur.”*

Bob Pittman’s task is to meld the yin and yang of old and new media, in this long-awaited convergence of the analog present and the digital future. But what does a lofty statement like that mean for the real people who worked in the former companies; the new, merged company; and for everyone else who works, manages, and must survive and thrive in today’s world?

In many ways, the AOL story is a metaphor for today’s management opportunities and challenges. Think of the topics reflected in the story—globalization, corporate strategy, the “human element” of business, leadership, decision making, mergers, culture, costs, speed, managing change, creating futures, and so many others—and learn more about them in the following pages.

Our goals

Our mission with this text hasn’t changed from that of our previous editions: to inform,¹ instruct, and inspire. We hope to inform by providing descriptions of the important concepts and practices of modern management. We hope to instruct by describing how you can take action on the ideas discussed. In other words, you will learn practical applications that will make you more effective in ways that benefit both you and your organization. We hope to inspire not only by writing in a positive, interesting, and optimistic way, but also by providing a real sense of the unlimited opportunities ahead of you. Whether your goal is starting your own company, leading a team to greatness, building a strong organization, delighting your customers, or generally forging a positive future, we want to inspire you to take positive actions.

We hope to inspire you to be both a thinker and a doer. We want you to think about the issues, think about how to become a better manager, think about the impact of your actions, think before you act. But being a good thinker is not enough; you also must be a doer. Management is a world of action. It is a world that requires timely and appropriate action. It is a world not for the passive, but for those who commit to positive accomplishments.

We also hope to inspire you to keep learning. Keep applying the ideas you learn in this course, read about management in sources outside of this course, and certainly keep learning about management after you leave school and continue your career. Make no mistake about it, learning about management is a personal voyage that will last years, an entire career, your entire lifetime.

Competitive advantage

Today’s world is competitive. Never before has the world of work been so challenging. Never before has it been so imperative to your career that you learn the skills of management. Never before have people had so many vast opportunities with so many potential rewards.

You will compete with other people for jobs, resources, and promotions. Your organization will compete with other firms for contracts, clients, and customers. To survive the competition, and to thrive, you must perform in ways that give you an edge over your competitors, that make the other party want to hire you, buy from you, and do repeat business with you. You will want them to choose you, not your competitor.

To survive and thrive, today’s managers have to think and act strategically. Today’s customers are well educated, aware of their options, and demanding of excellence. For this reason, managers today must think constantly about how to build a capable workforce and manage in a way that delivers the goods and services that provide the best possible value to the customer.

* C. Yang with R. Grover and A.T. Palmer, “Show Time for AOL Time Warner,” *Business Week*, January 15, 2001.

By this standard, managers and organizations must perform. Four essential types of performance, on which the organization beats, equals, or loses to the competition, are *cost*, *quality*, *speed*, and *innovation*. These four performance dimensions, when done well, deliver value to the customer and competitive advantage to you and your organization. We will elaborate on all of these topics throughout the book.

Good managers find ways to make their organizations successful. The ways to do this are to build competitive advantage in the forms of cost competitiveness, quality, speed, and innovation. Because of the importance of the four sources of competitive advantage—which really are goals that every manager should constantly try to achieve and improve upon—we refer to them frequently throughout the book. The idea is to keep you focused on a type of “bottom line,” to make sure you think continually about “delivering the goods” that make both the manager (you) and the organization a competitive success.

Results orientation

An important theme of this book, then, is how to manage in ways that deliver *results*—results that customers want. When you deliver high-quality, innovative products, quickly, and at a competitive price, you are achieving the results that can give you the competitive edge. And keep in mind, these are the same results that your competitors strive for as they try to gain an edge over you.

This approach makes this book unique among management texts. Rather than offering only concepts and processes, which nonetheless are integral parts of this text, we have a clear results orientation that is essential to success. The concepts and processes are means to an end, or the ways by which you can achieve the results you need.

Competing in the new era

The subtitle of the book refers to the fact that managers must develop and sustain competitive advantage, and real results, in a time when the business world has been rocked by new developments. The Internet, globalization, knowledge management, the need to collaborate across organizational boundaries, and other changes in the business environment and business practice dramatically cast doubt on the relevance of the “old ways” of managing. In 2000, people were saying that the old economy was gone, giving way to a new economy in which a new game is played under very different rules.

But by 2001, the dot.com shakeout and economic slowdown had people saying that the old rules—including the need for profits!—are as vital as ever. Perhaps there is no distinction between the old economy and the new. Nonetheless, the context has changed, drastically. The AOL-Time Warner merger combines a company playing by the old rules with one that has forged some of the new rules, in an effort to combine the strengths (and avoid the dangers) of both. This effort describes our goal of teaching managers and aspiring managers how to compete successfully in the new era.

Topical currency

It goes without saying that this textbook, in its fifth edition, remains on the cutting edge of topical coverage, as updated via both current business examples and recent management research. Chapters are thoroughly updated and students are exposed to a wide array of important current topics.

We have done our very best to draw from a wide variety of subject matter, sources, and personal experiences.

Forging the future

By highlighting the sources of competitive advantage and using a clear results orientation, we continue our efforts to create a new generation of management texts. Our previous editions were more integrative than other texts and were the first to devote major

coverage to the vital management topics of managing in our natural environment and managing workforce diversity. And, we have broken the traditional mold by encouraging students to “forge the future,” including more coverage of career management in the first and last chapters.

Still, in this edition we retain the traditional functional organization. Even though the world has changed, it is not chaos. A functional approach still is useful in that it provides students and instructors with a framework within which to tackle dynamic issues. Moreover, we of course give full coverage to all of the topics all management texts emphasize: globalization, quality, change, ethics, teams, and so on.

As this textbook forges the future for management texts, we want to influence students to forge *their* futures. Throughout the text, a proactive rather than a passive approach to management is encouraged. For example, Chapter 7, New Ventures, doesn't merely describe small business management; it inspires readers to create new ideas and new businesses. Chapter 18, Managing and Creating Change, speaks to the importance of creating a great future, not just being ready for the future and adapting to it. We highlight the “genius of the *and*” and being both a leader and a learner.

With your help, we want to influence business in the future. Through our mission of informing, instructing, and inspiring, we hope you will apply these ideas to create your own organizations and/or make the organizations in which you work more successful and outstanding.

A team effort

This book is the product of a fantastic McGraw-Hill/Irwin team. Moreover, we wrote this book believing that we would form a team with the course instructor and with students. The entire team is responsible for the learning process.

Our goal, and that of your instructor, is to create a positive learning environment in which you can excel. But in the end, the raw material of this course is just words. It is up to you to use them as a basis for further thinking, deep learning, and constructive action.

What you do with the things you learn from this course, and with the opportunities the future holds, *counts*. As a manager, you can make a dramatic difference for yourself, and for other people. What managers do matters, *tremendously*.

Outstanding Pedagogy

pedagog
n. 教学法; 教育学
vt. 教授; 教导

Management: Competing in the New Era is pedagogically stimulating and is intended to maximize student learning. With this in mind, we used a wide array of pedagogical features—some tried and true, others new and novel:

- Learning Objectives, which open each chapter, identify what students will learn by reading and studying the chapter.
- Opening quotes provide a thought-provoking preview of chapter material. The quotes are from people like Peter Drucker (on management), Jack Welch (on strategy), Harry David Thoreau (on ethics), Julius Caesar (on leadership), and Charles Kettering (on change and the future).
- Setting the Stage describes an actual organizational situation and provides a rich introductory example of the chapter topic. Setting the Stage is placed before the text material as a practical application.
- Boxed inserts describing current examples and controversial issues are found throughout the text.
- “From the Pages of *Business Week*” highlights recent *Business Week* articles in each chapter.
- Icons representing the four running themes of the book—cost, quality, speed, and innovation—are placed at appropriate points in the text to indicate an extended example, best practice, or issue for discussion. The icons continually reinforce and enhance the learning of these important themes.

End-of-chapter elements

- Key terms are page-referenced to the text and are part of the vocabulary-building emphasis. These terms are defined in the glossary at the end of the book.
- A Summary of Learning Objectives provides clear, concise responses to the learning objectives, giving students a quick reference for reviewing the important concepts in the chapter.
- Discussion Questions, which follow the Summary of Learning Objectives, are thought-provoking questions that test the student's mastery of concepts covered in the chapter and ask for opinions on controversial issues.
- Concluding Cases provide focus for class discussion.
- Two Experiential Exercises are included in each chapter. Most of them are group-based, and some involve outside research.

End-of-part elements

- An Integrating Case appears at the end of each of the five parts of the book.
- Two short Case Incidents also focus on managerial problems that include issues from multiple chapters and are a stimulating arena for discussion.
- Part One has an in-basket exercise, which we believe is an excellent exercise for early in the course.

Comprehensive supplements

For the student

- **Student CD-ROM**—*Free* with the purchase of a new textbook. The Student CD-ROM contains interactivities, self-assessment exercises, chapter quizzes, and links for students to go above and beyond the boundaries of the printed textbook. One of the interactivities that will be included on the CD utilizes Flash technology with voiceovers and feedback to bring the concept to life in 3-D.
- **Online Learning Center**—www.mhhe.com/bateman

For the instructor

- Instructor's Manual, prepared by Thomas Lloyd, Westmoreland County Community College, contains chapter outlines, suggested discussion questions and answers for Setting the Stage, two lecturettes for each chapter, suggested answers to end-of-chapter Discussion Questions, suggested answers to the Concluding Case discussion questions, objectives and teaching tips for the Experiential Exercises, discussion questions and suggested answers for Case Incidents and Integrating Cases, and a Video Guide.
- Test Bank, prepared by Amit Shah, Frostburg State University, contains approximately 100 questions for each chapter and consists of true/false, multiple choice, fill-in, matching, and essay questions.
- PowerPoint Presentation software, developed by Michael Gordon of Rutgers University, contains tables and figures from the text plus additional graphic material. A self-contained viewer is packaged with each disk so that those who do not have the PowerPoint software can easily view the presentation.
- Color acetates from the PowerPoint slides are also available.
- Videos are available for each chapter. Corresponding video cases and a guide that ties the videos closely to the chapter can be found in the Instructor's Manual.
- Computerized Testing enables you to pick and choose questions and develop tests and quizzes quickly and easily on the computer. Available for Windows or Mac users.

Acknowledgments

This book could not have been written and published without the valuable contributions of many individuals. Our reviewers over the last four editions contributed time, expertise, and terrific ideas that significantly enhanced the quality of the text. The reviewers of the fifth edition are:

Janice Felbauer <i>Austin Community College</i>	Randy Nichols <i>Oakland City University</i>
David Foote <i>Middle Tennessee State University</i>	Fred Slack <i>Indiana University of Pennsylvania</i>
Carolyn Hatton <i>Cincinnati State Tech Community College</i>	Carl Sonntag <i>Pikes Peak Community College</i>
Jim McElroy <i>Iowa State University</i>	Christina Stamper <i>University of North Carolina—Wilmington</i>
Dot Moore <i>The Citadel</i>	Jim Wachspress <i>New Jersey Institute of Technology</i>

Our thanks to these members of our focus group:

Ray Aldag <i>University of Wisconsin—Madison</i>	MarySue Love <i>Maryville University</i>
Shawn Carraher <i>Indiana University—NW Campus</i>	Granger Macy <i>Texas A & M—Corpus Christi</i>
Al Crispo <i>Purdue University</i>	Michael Vijuk <i>William Rainey Harper College</i>
Marya Leatherwood <i>University of Illinois—Springfield</i>	Ben Weeks <i>St. Xavier University</i>

We would also like to thank those who reviewed for us in previous editions:

Debra A. Arvanites <i>Villanova University</i>	Charles A. Beasley <i>State University of New York—Buffalo</i>
Barbara Boyington <i>Brookdale Community College</i>	Hrach Bedrosian <i>New York University</i>
Diane Caggiano <i>Fitchburg State College</i>	Charles Blalack <i>Kilgore College</i>
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Many individuals contributed directly to our development as textbook authors. Dennis Organ provided one of the authors with an initial opportunity and guidance in textbook writing. John Weimeister has been a friend and adviser from the very beginning. Welcome back, John! John Biernat was a great champion for the project, and is a talented publisher and good friend. Kurt Strand is, too. Christine Scheid is the consummate developmental editor, doing it all with great skill and professionalism. What a team!

Finally, we thank our families. Our parents, Jeanine and Thomas Bateman and Clara and John Snell, provided us with the foundation on which we have built our careers. They continue to be a source of great support. Our wives, Mary Jo and Marybeth, demonstrated great encouragement, insight, and understanding throughout the entire process. Our children, Lauren, T. J., and James Bateman, and Sara, Jack, and Emily Snell, are an inspiration for everything we do.

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