

清华管理学系列英文版教材

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罗宾斯MBA管理学

Supervision Today!

Sixth Edition

(美) 斯蒂芬·P·罗宾斯 (Stephen P. Robbins) 著
戴维·A·德森佐 (David A. DeCenzo)

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清华大学出版社

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By Dan H. Sanes, Thomas A. Reh and William A. Harris.

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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前沿动态的需要，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，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。

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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营学院。”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的教师和学生提供学习上的支持，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。

赵纯均 教授

清华大学经济管理学院

Preface

Welcome to the sixth edition of *Supervision Today!* We believe we've continued to present this book in a way that our users have found useful. Many of you helped make the previous editions of this book a resounding success. In this edition, we want to continue that trend and make your reading experience even better.

In our quest to make this the most complete supervision text currently available, we've taken into account feedback from our readers. We continue to present a book that focuses on the basic elements of supervision—one that covers the essential and traditional concepts in effectively supervising employees; that has a strong applied, practical, and skill focus; and that is user friendly. This new edition continues to be rich in instructional aids and experiential opportunities. Let's highlight some of these elements: specifically, the basis for the content, the new features, and the “student-friendly” approach of this edition.

Foundations of the Sixth Edition

Most of us understand concepts better when we can relate them to our everyday lives. In this edition we help you build an understanding of supervising through real-life concepts, examples, and practice. We believe that when you have an opportunity to apply what you are learning—in an educational setting that encourages risk taking—you will perform more effectively on the job. Moreover, in the process you will build your supervisory skills portfolio!

We recognize that the supervisor's job has changed dramatically in recent years. Supervisors now work with a more diverse workforce in terms of race, gender, and ethnic background. Supervisors' jobs are also being affected by technological changes, a more competitive marketplace, and corporate restructuring and workflow redesign. Despite all of these changes, supervisors still need to understand the traditional elements of directing the work of others and the specific skills required: goal setting, budgeting, scheduling, delegating, interviewing, negotiating, handling grievances, counseling employees, and evaluating employees' performance.

A good supervision text must address both traditional and contemporary issues. We believe we've done this by focusing on relevant issues and by including lots of examples and visual stimuli to make concepts come alive. The full-color design format captures visually the reality and the excitement of the supervisor's job. We've also spent years developing a writing style that has been called “lively, conversational, and interesting.” That's just another way of saying that you should be able to understand what we're saying and feel as though we're actually in front of you giving a lecture. Of course, only you can judge this text's readability. We ask you to read a few pages at random. We think you'll find the writing style both informative and lively.

What's New for the Sixth Edition?

We have been very pleased with the response to the previous edition of the textbook. Reviewers and current adopters tell us that the content is solid and that the skill-building exercises work well in the classroom. For the sixth edition we have concentrated on refining the presentation and addressing the evolving roles that supervisors are asked to embrace in today's workplace. Significant additions to the sixth edition include:

- Employee loyalty and engagement
- Supervisor's preparation for interviews

- Interview questions you shouldn't ask
- Interview questions you should ask
- Flow in the workplace
- E-leadership
- Five-stage model of group development
- Punctuated-equilibrium model of group development
- Six steps to resolve conflict
- TIPS for supervisors dealing with union organizing attempts

Key Features of the Sixth Edition

Before you start a journey, it's valuable to know where you're headed so you can minimize detours. The same holds true in reading a text. To make learning more efficient, we continue to include the following features.

CHAPTER OUTCOMES Each chapter opens with a list of outcomes that describe what you will be able to do after reading the chapter. These outcomes are designed to focus your attention on the major issues in each chapter. Each outcome is a key learning element.

KEY CONCEPTS Each chapter contains a list of the key concepts addressed in the chapter. These terms represent critical comprehension areas. And through the Key Concept Crossword you can get feedback on how well you've understood the key concepts.

RESPONDING TO A SUPERVISORY DILEMMA These interesting chapter-opening stories focus on an ethical issue regarding a topic that will be discussed in the chapter. Although they have value, these vignettes are often overlooked. To address this problem, and to focus heavily on ethical matters, all of our opening vignettes are posed as ethical dilemmas. No matter where you may work as a supervisor, at some point in your career you will be faced with a difficult issue—one that goes beyond simply following the law. These opening vignettes are designed to encourage you to think about what you may face and to begin to develop a plan of action for handling ethical and moral dilemmas.

MARGIN NOTES Key concepts identified at the beginning of each chapter are set bold-face when they first appear in the chapter. The margin note defines the term for quick reference.

NEWS FLASH! Because of the popularity of these vignettes in previous editions, we continue to include them in this new edition. Each vignette presents an issue that highlights a distinction between traditional and contemporary supervisory roles.

SOMETHING TO THINK ABOUT Supervisors make many decisions every day. Some decisions present clearcut answers based on legal and company rules and regulations. Other resolutions may not be so obvious. You need to evaluate and think through a number of variables in order to develop an answer or course of action. These sections are excellent class discussion starters.

FOCUS ON COMPREHENSION We continue to present our second-level headings in the form of questions. Each of these questions was carefully written to reinforce understanding of very specific information. After reading a chapter (or a section), you should

be able to return to these headings and answer the question. If you can't answer a question or are unsure of your response, you'll know exactly what sections you need to reread or review, or where to place more of your effort. All in all, this format provides a self-check on your reading comprehension.

COMPREHENSION CHECK This is a quick “Are-you-understanding-what-you’re-reading?” feature. In each chapter there are two Comprehension Checks with objective questions (which are answered at the end of the chapter) that offer quick feedback on whether you’ve understood what you’ve read. If you have problems answering these questions correctly, you should reread those sections before moving on to new material in the book. Of course, not every element of the chapter’s material can be tested—nor can simply answering these questions correctly guarantee comprehension. But answering these questions correctly can indicate that you are making progress and that learning has taken place.

THINKING CRITICALLY Critical thinking is also an important outcome. Several years ago, training organizations began taking a hard look at themselves. Typically, they found that their programs needed to expand language-based skills, knowledge, and abilities across the curriculum. What outcomes did this achieve? In essence, it indicated the need for all training programs to cover the basic skill areas of communication, critical thinking, computer technology, globalization, diversity, and ethics and values.

This edition of *Supervision Today!* continues this feature to help you acquire these key skills by upgrading levels of thinking from knowledge to comprehension and, finally, to application. We convey relevant supervisory knowledge, give you an opportunity to reinforce your comprehension, and demonstrate how you can apply the concepts.

END-OF-CHAPTER FEATURES: A SKILL-FOCUSED APPROACH

Today it’s not enough simply to know about supervision; you need skills to succeed in your supervisory efforts. So we’ve maintained our skill component in the Enhancing Understanding and Developing Your Supervisory Skills sections at the end of each chapter, which include the following features:

- Summary
- Comprehension Questions
- Key Concept Crossword
- Getting to Know Yourself
- Building a Team
- A step-by-step description of how to develop your skills in the area that is discussed in that chapter
- Two case studies

These features are designed to help you build analytical, diagnostic, teambuilding, investigative, Internet, and writing skills. We address these skill areas in several ways. For example, we include experiential exercises to develop team-building skills; cases to build diagnostic, analytical, and decision-making skills; suggested topical writing assignments to enhance writing skills; and Web activities to develop Internet research skills.

SUMMARY Just as chapter outcomes clarify where you are going, chapter summaries remind you where you’ve been. Each chapter of this book concludes with a concise summary organized around the opening learning outcomes.

COMPREHENSION: REVIEW AND DISCUSSION QUESTIONS These questions reinforce chapter content. If you have read and understood the content of a chapter, you should be able to answer the review questions, which are drawn directly from the

material in the chapter. The discussion questions, on the other hand, tend to go beyond comprehension of chapter content. They're designed to foster higher-order thinking skills. The discussion questions enable you to demonstrate that you not only know the facts in the chapter, but can also use those facts to deal with more complex issues.

KEY CONCEPT CROSSWORD Crossword puzzles using the key concepts from each chapter provide another way to reinforce comprehension on a level, and in a way, that you may enjoy.

GETTING TO KNOW YOURSELF Before you can effectively supervise others, you must understand your current strengths as well as areas in need of development. To assist in this learning process, we encourage you to complete these self-assessments from the Prentice Hall Self-Assessment Library 3.4.

EXPERIENTIAL EXERCISES These exercises give you an opportunity to work as a team, learning and practicing the supervisory skills introduced in the chapter. By combining your new knowledge and natural talents, you will be able to practice a supervisory activity and assess your own progress.

INTERNET: WEB ACTIVITIES This feature gives you an opportunity to use the Internet as an investigative/informational tool.

CHAPTER TOPIC HOW-TO FOCUS This section begins with step-by-step instructions on how to develop a skill directly related to a topic addressed in the chapter.

COMMUNICATING EFFECTIVELY In this feature, suggested writing projects help you develop writing skills. Projects can also become presentations to reinforce verbal and presentation skills.

THINKING CRITICALLY: CASE ANALYSES Each chapter concludes with two case studies designed to make you think critically as you make decisions regarding a supervisory issue. These cases enable you to apply your knowledge to solve problems faced by supervisors.

Supplemental Materials

FOR THE STUDENT

SELF-ASSESSMENT LIBRARY 3.4 PRINTED WORKBOOK, ONLINE ACCESS CODE, AND CD PACKAGED. SAL is a unique learning tool that allows students to assess their knowledge, beliefs, feelings, and actions in regard to a wide range of personal skills, abilities, and interests. SAL 3.4 contains 67 research-based self-scoring exercises that generate immediate individual analysis for the student. SAL 3.4 now comes in a package containing the printed workbook, online access code, and CD. This package may be value packaged with your textbook or can be purchased online at www.pearsonhighered.com

- 18 additional research-based instruments
- Save feature allows students to create an assessment portfolio easily
- The in-depth Instructor's Manual guides instructors in interpreting class results, thereby facilitating greater classroom discussion.

COMPANION WEBSITE (WWW.PRENHALL.COM/ROBBINS) The Companion Website is ideal for extra coursework or for use in distance learning courses. It is a 24/7 electronic

study center that includes chapter outcomes, multiple choice questions, essay questions, true/false questions, and links to other relevant sites on the Internet.

FOR THE INSTRUCTOR

INSTRUCTOR MATERIALS AVAILABLE ONLINE The Instructor's Manual, PowerPoint Lecture Slides, and Test Generator are available online for download. To access supplementary materials online, instructors need to request an instructor access code. Go to www.pearsonhighered.com/irc, where you can register for an instructor access code. Within 48 hours of registering you will receive a confirming e-mail including an instructor access code. Once you have received your code, locate your text in the online catalog and click on the Instructor Resources button on the left side of the catalog product page. Select a supplement and a log in page will appear. Once you have logged in, you can access instructor material for all Prentice Hall textbooks.

The instructor's manual includes a suggested course syllabus, sample exam, lecture index, lecture outlines, solutions to review and discussion questions, suggested answers to *Thinking Critically* case studies, additional activities, chapter tests, and midterm and final exams.

POWER POINT LECTURE SLIDES Slides provide detailed lecture notes, including key figures from the book, to guide classroom discussion.

TEST GENERATOR The Test Generator is a testing program that lets instructors view and edit test bank questions, create tests, and print or post them online in a variety of formats.

JWA VIDEO OFFER This offer gives you the opportunity to select Emmy-award-winning videos from the JWA library. Videos address all kinds of training issues related to supervision. Complimentary copies are available upon adoption. Contact your Prentice Hall sales representative for details.

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Acknowledgments

Writing a textbook is often the work of a number of people whose names generally never appear on the cover. Yet, without their help and assistance, a project like this would never come to fruition. We'd like to recognize some special people who gave so unselfishly to making this book a reality.

We want to thank the users of previous editions and students who provided a number of suggestions for this revision. With special thanks to the reviewers of the fourth edition of this text: David H. Hartmann, University of Central Oklahoma, Edmond, OK; Carl O. Hilgarth, Shawnee State University, Portsmouth, OH; and Olusegun Sogunro, Central Connecticut State University, New Britain, CT. And to the reviewers of the fifth edition: Linda McGurn, Johnson County Community College, William Milz, Northeast Wisconsin Technical College, Andy C. Saucedo, NMSU Dona Ana Community College, and Joe Wright.

To all of our reviewers, please know that we take your comments and feedback seriously. We review each comment and see how it might be incorporated into the text. Unfortunately, in a few instances, although the comments and suggestions were absolutely on target, sometimes adding specific information isn't feasible. That's not to say that we discounted what you said, but we had to balance the focus of the book with the feedback given.

Thanks to the reviewers of the sixth edition: Valeria Truitt, Craven Community College; Martha A. Hunt, New Hampshire Technical Institute; Jacquelyn Blakely, Tri County Technical College; George Cleaver, Manatee Community College; Robert D. Lewallen, Iowa Western Community College; Eva M. Smith, Spartanburg Technical College; Dr. Thomas W. Lloyd, Wesmoreland County Community College; and Jerry L. Thomas, Arapahoe Community College.

We also want to welcome Rob Wolter to the *Supervision Today!* text. Rob's background and experience in supervision is a wonderful addition to the book that will make an already great text that much better. Rob, we appreciate the value you have added.

Finally, we'd like to add personal notes.

From Steve's corner: To my wife, Laura Ospanik. Laura continues to be a phenomenal source of ideas and support. For that I am grateful.

From Dave's corner: I want to give special thanks to my family, who give me the encouragement and support to do my job. Each of you is special to me in that you continue to bring love and warmth into my life. Terri, Mark, Meredith, Gabriella, and Natalie, thank you. You continue to make me proud to be part of your lives.

From Rob's corner: I want to thank my wife Sheila and my good friend and mentor Cliff Goodwin for encouraging me to accept the opportunity to join with Steve and Dave in the sixth edition of *Supervision Today!* I truly stand on the shoulders of giants.

An Invitation

Now that we've explained the ideas behind the text, we'd like to extend an open invitation. If you'd like to give us some feedback, we encourage you to write. Send your correspondence to Dave DeCenzo at E. Craig Wall, Sr. College, Coastal Carolina University, P.O. Box 269154, Conway, SC 29528-6054. Dave is also available via e-mail at ddecenzo@coastal.edu

We hope you enjoy reading this book as much as we enjoyed preparing it for you.

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