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教育部高校工商管理类教学指导委员会双语教学推荐教材

工商管理经典教材·核心课系列

BUSINESS ADMINISTRATION CLASSICS

管理学

英文版·第3版

迈克尔·A·希特 (Michael A. Hitt)
[美] J·斯图尔特·布莱克 (J. Stewart Black) 著
莱曼·W·波特 (Lyman W. Porter)

中国人民大学出版社

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总　序

随着我国加入WTO，越来越多的国内企业参与到国际竞争中来，用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考，如何顺应这一发展潮流，推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上，双语教学在我国教育界已经不是一个陌生的词汇了，以双语教学为主的科研课题也已列入国家“十五”规划的重点课题。但从另一方面来看，双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今，依然是有人赞成有人反对，但不论是赞成居多还是反对占上，双语教学的规模和影响都在原有的基础上不断扩大，且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验，不断加以改进；一些待进入者也在模仿中学习，并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言（包括英语）的环境，开展双语教学面临特殊的困难，因此，选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为，双语教学从一开始就应该使用原版的各类学科的教材，而不是由本土教师自编的教材，从而可以避免中国式英语问题，保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外，还应根据双语教学的特点和需要，适当调整教学课时的设置，合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势，中国人民大学出版社同众多国际知名的大出版公司，如麦格劳-希尔出版公司、培生教育出版公司等合作，面向大学本科生层次，遴选了一批国外最优秀的管理类原版教材，涉及专业基础课，人力资源管理、市场营销及国际化管理等专业方向课，并广泛听取有着丰富的双语一线教学经验的教师的建议和意见，对原版教材进行了适当的改编，删减了一些不适合我国国情和不适合教学的内容；另一方面，根据教育部对双语教学教材篇幅合理、定价低的要求，我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头，将目标受众锁定在大学本科生层次。本套教材尤其突出了以下一些特点：

● 保持英文原版教材的特色。本套双语教材根据国内教学实际需要，对原书进行了一定的改编，主要是删减了一些不适合教学以及不符合我国国情的内容，但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定，使本套教材既保持了学术上的完整性，又贴近中国实际；既方便教师教学，又方便学生理解和掌握。

● 突出管理类专业教材的实用性。本套教材既强调学术的基础性，又兼顾应用的广泛性；既侧重让学生掌握基本的理论知识、专业术语和专业表达方式，又考虑到教材和管理实践的紧密结合，有助于学生形成专业的思维能力，培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格相对较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使我们后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明
中国人民大学商学院

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Preface

What Makes This Book Unique?

One of our fundamental objectives as an author team was to create a textbook for students and instructors that was both relevant and rigorous. Despite the number of good textbooks on the market, many of them tend to lean in one of two directions: Some textbooks do a good job of presenting material and integrating research, but students struggle to make the connection between theory and practice. Other textbooks do a good job of relating the material to the real world, but they are not always based on the most current research. Our experience in teaching students, talking with other instructors, and working with practicing managers has led us to develop a textbook that is both relevant and strongly based on current research literature. This combination meets the needs of students for developing skills and having a good working knowledge of management.

As an author team we are fortunate to have, collectively, more than 100 years of in-depth experience directly conducting research, reviewing articles, and studying management literature—particularly in the international sphere—and working with colleagues from a variety of different countries and cultures. The breadth and depth of our experience has helped us identify the key theories, concepts, and empirical findings that inform the practice of management in both domestic and global contexts.

We have also had a great number of opportunities over the years to teach many students, work with a large number of managers, and consult with various companies, all focused on the practice of management. Like our research, these experiences have taken place in a variety of locations around the world. We have worked with managers from every part of the globe. We believe this experience has helped us understand the challenges that students of management face in tying theory to practice. As a consequence, we have worked hard to relate the findings from current research to the implications they hold for practicing managers.

Why a New Edition?

The dual objectives of relevance and rigor were the basis of the first two editions of *Management,* and they continue to be the basis for this third edition. However, as a team, we are great admirers and try to be good examples of the principle of continuous improvement. Toward this end, in this new edition we have made several changes that we believe enhance the book. Additionally, the recent changes in the economic environment and enhanced global interdependencies necessitated changes in many of the cases and examples that are used liberally throughout the book. Following is a summary of the major revisions made in this edition:

- We have updated the information on management concepts based on the most current research. In doing so, a number of new references were inserted into each chapter. In several chapters, 20 to more than 30 new references were used (many published in 2009 and 2010).
- Each chapter contains several "Managerial Challenge" segments (mini-cases showing application of the managerial concepts explained in the chapter). Approximately 50 percent of these are new. The others were reviewed and revised where appropriate to ensure currency and continued accuracy.
- All "Managerial Challenges from the Front Line" (chapter-opening managerial profiles with the "Rest of the Story" at the end of the chapter) were updated, and three new managerial profiles were inserted (Chapters 3, 4, and 15).
- All in-text examples were checked for currency and accuracy, and many examples are new or updated.

- All end-of-chapter cases were updated except for two new ones that replaced existing cases (Chapters 11 and 14).
- All in-chapter exhibits were checked for continued relevance and currency. Several were updated and a few new ones were inserted (for example, in Chapters 9, 10, and 11).
- There were a number of small, but nontrivial, changes to the content designed to ensure that the content is "cutting-edge" in the literature and both rigorous and relevant.

We continue to emphasize the connection between relevance and rigor for students and instructors. For example, we again use the feature that appeared first in the second edition, titled Managerial Challenges from the Front Line. It includes a focused example of a managerial challenge faced by a real person. Several of these people are recent college graduates, and others are more experienced managers. The feature helps students understand and relate the chapter content to managerial practice. We also provide a "Rest of the Story" feature at the end of the chapter that briefly describes how the manager resolved the challenge. A few of the people profiled in them and their stories are new; all others have been updated.

Because many undergraduates have not yet had extensive practical experience working in organizations, they are not always able to benefit from the personal insight and awareness that experience can provide. Yet, as we also know, much of a manager's approach to various managerial activities, such as decision making or communicating, are influenced by his or her own tendencies, orientations, and the like. As a consequence, we continue to have a "Self-Assessment" feature at the end of each chapter to help students evaluate and understand their capabilities (especially related to the material covered in the chapter).

This third edition retains our intent to be comprehensive but concise, with 15 chapters. We also continue to include an appendix titled "The History of Managerial Thought and Practice" for students who desire to learn more about the historical development of the management field. Overall, we believe this third edition provides students with a solid and stimulating understanding of the scope and challenges of the function of management in organizations.

Supplements to This Book

This third edition of *Management* has been designed specifically to support the instructor teaching the course and to be user friendly for students. The following support materials have been developed to accompany the third edition:

Instructor Supplements

At the Instructor Resource Center, www.pearsonhighered.com/irc, instructors can access a variety of print, digital, and presentation resources available with this text in downloadable format. Registration is simple and gives you immediate access to new titles and new editions. As a registered faculty member, you can download resource files and receive immediate access to and instructions for installing course management content on your campus server. In case you ever need assistance, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit http://247.pearsoned.com for toll-free user support phone numbers and answers to frequently asked questions.

The following supplements are available for download to adopting instructors:

- Instructor's Manual
- Test Item File
- TestGen (test-generating program)
- PowerPoint Slides

VIDEOS ON DVD Video segments that illustrate the most pertinent topics in management today and highlight relevant issues that demonstrate how people lead, manage, and work effectively. Contact your Pearson representative for the DVD.

Student Supplements

COURSESMART eTEXTBOOK CourseSmart is an exciting new choice for students looking to save money. As an alternative to purchasing the print textbook, students can purchase an electronic version of the same content. With a CourseSmart etextbook, students can search the text, make

notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information or to purchase access to the CourseSmart eTextbook, visit www.coursesmart.com.

mymanagementlab

(www.mymanagementlab.com) is an easy-to-use online tool that personalizes course content and provides robust assessment and reporting to measure individual and class performance. All of the resources that students need for course success are in one place—flexible and easily adapted for your students' course experience. Some of the resources include an eText version of all chapters, quizzes, video clips, simulations, assessments, and PowerPoint presentations that engage your students while helping them study independently.

Acknowledgments

We owe a debt of gratitude to Kim Norbuta, our editor, and the rest of the Prentice Hall team, including Claudia Fernandes, Ilene Kahn, and Lynn Savino Wendel, for their efforts to support and help us develop this edition. Grace McLaughlin also again did an excellent job in the development of the accompanying Instructor's Manual.

We extend special thanks for the excellent feedback from reviewers, users, and focus group participants (designated as "FG") for the third and previous editions of this textbook. These include:

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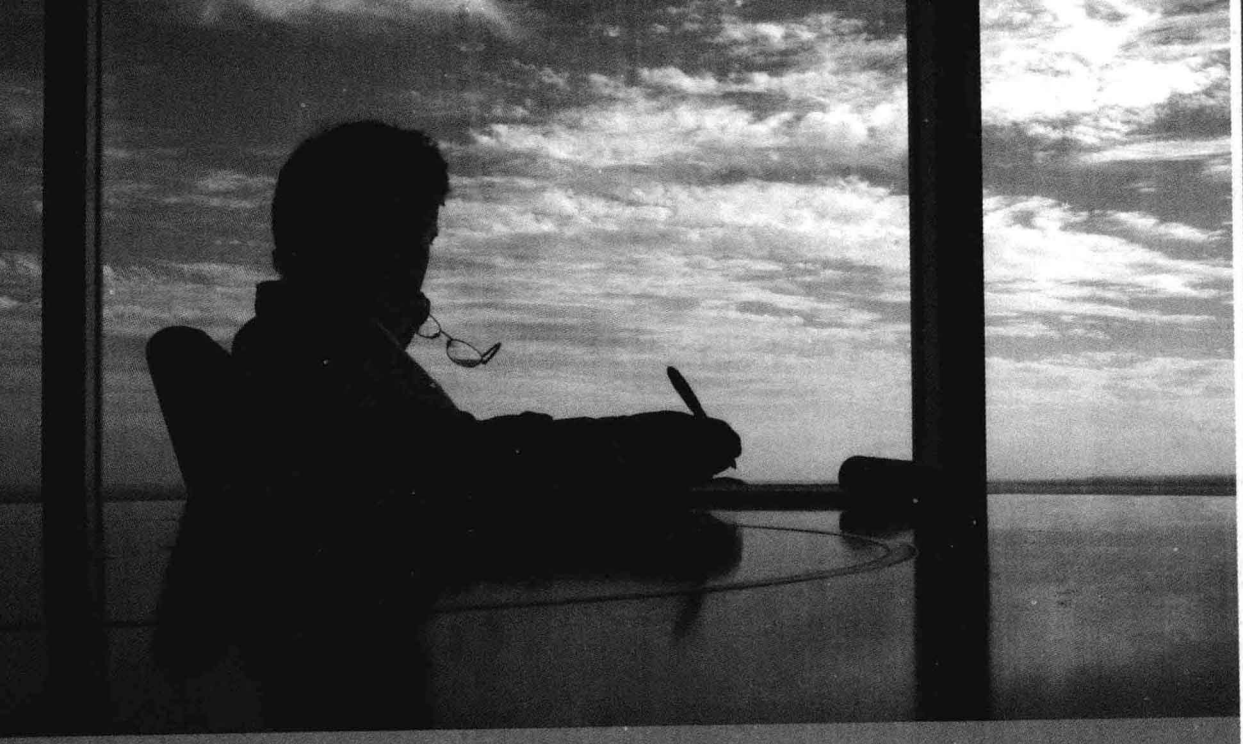

Part One

Managing Ethically and Globally

Chapter 1 The Nature of Management
Chapter 2 Social Responsibility and Managerial Ethics
Chapter 3 International Management and Globalization

1

The Nature of Management

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

Define the term *management*.

Explain the major challenges that managers must address.

Describe how historical research on management has contributed to the current practice of management.

Identify and discuss the primary managerial functions.

Explain the three general roles involved in managerial work and the specific roles within each.

Explore and describe the three dimensions of managerial jobs.

Discuss the primary skills required to be an effective manager.

Photo Courtesy of Blaine Halvorson, Junk Food Clothing

Managerial Challenges from the Front Line

Name: Blaine Halvorson

Position: Chief Creative Officer (CCO), Junk Food

Alma mater: Montana State University (BA in Fine Arts/Graphic Design)

Outside work activities: Leisure time, travel, and painting (mainly pop art)

First job out of school: Designed clothes for rock bands and MTV while in college; post-college, worked for a short time at a Los Angeles apparel company followed by Planet Golf, where he oversaw the Japanese distribution of the company's products.

Hero: Jean-Michel Basquiat—I think that he is an amazing artist.

Motto to live by: Everyone should take a leap of faith once in their lives and see if they can do something great.

What drives me: The desire for accomplishment and to take something to the next level.

Management style: Not following a straight line—thinking outside of the box and having tremendous drive.

Graphic designer Blaine Halvorson, along with his business partner Natalie Grof, are the founders of the multimillion-dollar clothing-design business Junk Food, Inc. They worked together at Planet Golf prior to starting their own company. They built the company from a two-person business operating out of an apartment into the world's largest licensing T-shirt manufacturer.

Halvorson experienced early success designing clothes, showing that he had talent and that there was a market for his ideas. He attended trade shows and received a lot of positive press. Then, he started receiving large orders for his designs, but did not have the capacity to mass-produce his products. He realized that he had to learn more about managing a business. His subsequent learnings helped him make Junk Food a success a few years later.

While working at Planet Golf, Halvorson developed a business on the side that was the forerunner of Junk Food. After an investor bought Planet Golf, Halvorson sent him a new design and his idea for a different T-shirt line .

The owner of Planet Golf became an angel investor in Junk Food (a silent partner who provided money while Halvorson and Grof managed the company). The basic idea for the company was to provide a different product that customers valued. Halvorson and Grof built the brand name by using popular icons. Until then, licensing was used only for mass market merchandise, not "designer clothes," especially T-shirts. Starting with names like Twister, Candy Land, and My Little Pony, Halvorson and Grof moved to other licensees, such as Sesame Street, Rolling Stones, DC Comics, and Looney Tunes. They developed a strong following for the Junk Food brand, with even the products becoming collectibles because of the Junk Food brand label. Most recently, the Junk Food brand has moved into sports and entertainment, with licenses with the NFL, the NBA, and Disney. Junk Food's products are now sold globally, in Australia, Japan, Mexico, and many European countries, with a strong focus on Germany and Asian countries.

To do what Halvorson did—that is, build a successful company—requires the willingness to take risks and a desire to create something on your own. It also requires sacrifice, investing substantial amounts of time and effort to make the business work. What's more, it takes significant management skills. For example, Halvorson had to attract, hire, and manage a high-quality team to make Junk Food a success. It also requires perseverance and knowing the market. He learned how to mass-produce products and manage the business's cash flow, among other challenges. Halvorson describes the process as "moving in 50 different directions simultaneously and trying to solve 10 problems at the same time."

Even in the recent economic recession, Junk Food sales increased and the company grew. Because of severe price competition, however, the company moved more of its production overseas (products made in the United States have decreased from 80 percent to 10 percent). Still, as a known and respected brand, Junk Food has increased market share. For example, Gap now co-brands products with the company. Halvorson obviously learned well and has become not only a successful entrepreneur but also a highly effective manager.

As described in the opening profile, Blaine Halvorson has built a highly successful company. He did so by developing an idea for a different type of clothing design that customers valued. While Halvorson is a creative and excellent designer, his success was due to much more. For example, early in his career, he showed his talent for developing creative clothing designs that the market desired. However, he also learned how to build and manage a business. Halvorson had to learn how to organize the company to design, manufacture, and distribute Junk Food's products. He had to hire and manage people to complete these tasks. And finally, he had to ensure that the company used resources efficiently to make a profit and ensure that the business was successful.

The profile on Halvorson shows that management is a challenging and necessary part of a successful business. It also depicts management as exciting and yet requiring a lot of hard work and dedication. In this chapter, we introduce the concept of management and show how it is done. We explore the challenges that managers face on a regular basis and the skills they must have to successfully handle them.

Now, we turn to a set of basic questions that are the focus for the remainder of Chapter 1: (1) What is management? (2) What are the primary challenges that managers face? (3) What do managers do? (4) What skills do managers need?

What Is Management?

To begin, we examine the concepts that form the base of this book.

management
the process of assembling and using sets of resources in a goal-directed manner to accomplish tasks in an organizational setting

Management is an activity or process. More specifically, **management** is the process of assembling and using sets of resources in a goal-directed manner to accomplish tasks in an organization. This definition can be subdivided into its key parts:

1. Management is a process: It involves a series of activities and operations, such as planning, deciding, and evaluating.
2. Management involves assembling and using sets of resources: It is a process that brings together, and puts into use, a variety of resources: human, financial, material, and informational.
3. Management involves acting in a goal-directed manner to accomplish tasks: It is an activity with a purpose and direction. The purpose or direction may be that of the individual, the organization or, usually, a combination of the two. It includes one's efforts to complete activities successfully and to achieve particular levels of desired results.
4. Management involves activities carried out in an **organization:** It is a process undertaken in an organization by people with different functions intentionally structured and coordinated to achieve common purposes.

organization
an interconnected set of individuals and groups who attempt to accomplish common goals through differentiated functions and their coordination

In addition to being "a process" or set of activities, management can also have several other meanings. The term sometimes designates a particular part of the organization: the set of individuals who carry out management activities. Thus, some may use the phrase "the *management* of IBM decided..." or "the *management* of University Hospital developed a new personnel policy...." Often, when the term is used this way, it does not necessarily refer to all members of management but rather to those who occupy the highest-level positions within the organization (top management).

Another similar use of the term is to distinguish a category of people (that is, "management") from those who are members of collective bargaining units ("union" members or, more informally, "labor") or those who are not involved in specific managerial activities, whether or not they are union members ("nonmanagement employees" or "rank-and-file employees"). The term *member* refers to any person (any employee) in an organization without regard to that individual's role in the organization. In this book, we use the term *manager* to refer to anyone who has designated responsibilities for carrying out managerial activities, and *managing* to refer to the process of completing those activities.

However, *management* is too complex a concept for one definition to capture accurately. Next, we explain several of the challenges that managers must address.

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