

MBA核心课程精选教材·英文影印版

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FUNDAMENTALS OF MANAGEMENT  
ESSENTIAL CONCEPTS AND APPLICATIONS  
FOURTH EDITION

[第4版]

# 管理学基础 核心概念与应用

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## · 院长寄语 ·

北京大学光华管理学院秉承北大悠久的人文传统、深邃的学术思想和深厚的文化底蕴,经过多年努力,目前已经站在中国经济发展与企业管理研究的前列,以向社会提供具有国际水准的管理教育为己任,并致力于帮助国有企业、混合所有制企业和民营企业实现经营管理的现代化,以适应经济全球化趋势。

光华 MBA 项目旨在为那些有才华的学员提供国际水准的管理教育,为工商界培养熟悉现代管理理念、原理和技巧的高级经营管理人才,使我们的 MBA 项目成为企业发展壮大之源,为学员创造迅速成长和充分发挥优势的条件和机会。

为了适应现代人才需求模式和建立中国的一流商学院,同时也为了配合北大 MBA 教育工作的展开,光华管理学院与北京大学出版社联合推出本套《MBA 核心课程精选教材·英文影印版》,并向国内各兄弟院校及工商界人士推荐本套丛书。相信我们这些尝试将会得到社会的支持。而社会对我们的支持,一定会使光华 MBA 项目越办越好,越办越有特色。

北京大学光华管理学院名誉院长

潘以奇

## 出版者序言

自 2001 年 12 月加入世界贸易组织以来,中国进一步加强了与世界各国的政治、经济、文化各方面的交流与合作,这一切都注定中国将在未来世界经济发展中书写重要的一笔。

然而,中国经济的发展正面临着前所未有的人才考验,在许多领域都面临着人才匮乏的问题,特别是了解国际贸易规则、能够适应国际竞争需要的国际管理人才,更是中国在未来国际竞争中取胜的决定性因素。因此,制定和实施人才战略,培养大批优秀人才,是我们在新一轮国际竞争中赢得主动的关键。

工商管理硕士(MBA)1910 年首创于美国哈佛大学,随后 MBA 教育历经百年风雨不断完善,取得了令世人瞩目的成绩。如今,美国 MBA 教育已经为世界企业界所熟知,得到社会的广泛承认和高度评价。MBA 教育在我国虽起步较晚,但在过去十余年里,我国的 MBA 教育事业发展非常迅速,也取得了相当显著的成绩。

目前,国内的 MBA 教育市场呈现一片繁荣景象,但繁荣的背后却隐藏着种种亟待解决的问题。其中一个就是教材的问题。目前,国内市场上国外引进版教材在一定程度上还存在新旧好坏参差不齐的现象,这就需要读者在使用引进版教材时进行仔细的甄别。

北京大学出版社推出的《MBA 核心课程精选教材·英文影印版》弥补了国内 MBA 教材市场的缺憾,给国内 MBA 教材市场注入了一股新鲜的血液。全套丛书基本覆盖了北京大学 MBA 的主修课程,包括:管理学、营销学、战略管理、管理信息系统、运作管理、人力资源管理、商务沟通、国际金融、金融管理、决策分析、货币银行学、会计学等。另外,在十几门主课的基础上又增加了几门高级选修课程,包括:国际会计学、组织行为学、投资学、商务学、财务报表解析、管理会计、管理沟通、商业伦理学、企业家精神等。

本套丛书的筛选大体上本着以下几点原则:(1)出“新”。克服以往教材知识陈旧、落后的弊端,大部分教材都与国外原版书同步出版。(2)出“好”。本套丛书收入了美国哈佛大学、斯坦福大学、麻省理工学院等著名院校所采用的教材,如《管理学》、《营销管理架构》、《管理信息系统》、《人力资源管理》、《财务会计》、《管理会计》、《面向管理的数量分析》等;本套丛书还收入了著名学术界宗师包括斯蒂芬·罗宾斯(《管理学基础》)、菲利普·科特勒(《营销管理架构》)、查尔斯·亨格瑞(《财务会计》)等人的学术巨著。(3)出“精”。大多数教材都是再版多次,经过不断的修改和完善而成的。

本套《MBA 核心课程精选教材·英文影印版》集合了美国经济学界和管理学界各个学科领域专家的权威巨著,该丛书经过北京大学光华管理学院及其他著名高校知名学者的精心选编,包括了大量精深的理论指导和丰富的教学案例,真正称得上是一套优中选精的 MBA 教材。

### 致谢

本套教材是我社与国外一流专业出版公司合作出版的,是从大量外版教材中选出的最优秀的一部分。在选书的过程中我们得到了很多专家学者的支持和帮助,可以说每一本书都经过处于教学一线的专家、学者们的精心审定,北京大学出版社英文影印版教材的顺利出版离不开他们

的无私帮助,在此,我们对审读并对本套图书提出过宝贵意见的老师们表示衷心的感谢,他们是:

北京大学光华管理学院:符国群、李东、梁钧平、陆正飞、王建国、王其文、杨岳全、于鸿君、  
张国有、张圣平、张志学、朱善利

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本套丛书的顺利出版还得到了培生教育出版集团(Pearson Education)北京办事处的大力支持,对他们的付出我们也致以深深的谢意。

## 教 辅 材 料 说 明

教材,顾名思义教学之材料,它和普通的书籍有一个很大的区别,就是必须“方便教师教学”。所以,好的教材更需有完备的教学辅助材料相匹配,且每一本教材都要有教辅材料,只有配备了齐全的辅助材料才能称其为完整的教材。《MBA核心课程精选教材·英文影印版》系北京大学出版社获全球最大的教育出版集团——美国培生教育出版集团(Pearson Education)独家授权之英文影印版本。培生教育出版集团旗下的国际知名教育图书出版公司 Prentice Hall/Addison Wesley/Longman 出版的高品质的经济管理类出版物,已成为全美乃至全球高校采用率最高的教材,享誉全球教育界、工商界。我社在选择这套教材的过程中,尽量选择了教辅材料齐全的教材,这些教辅材料包括:教学指导用书、教学提纲、测试题、解答题、课堂演示文稿等,以书、幻灯片、CD、CD-ROM 等形式出现。同时,这些材料还可通过访问培生教育出版集团的相关网址: <http://www.prenhall.com>、<http://www.pearsoned.com>、<http://www.aw.com> 免费下载。

欲获得相关教辅材料的教师烦请填写每本书后面所附的《教学支持说明》,以确保此教辅材料仅为教师获得。

## 出 版 声 明

本套丛书是对国外原版教材的直接影印,由于各个国家政治、经济、文化背景的不同,原书中出版者和作者所持观点及结论尚需商榷。需要特别重申的是,某些书中涉及的关于台湾、香港和澳门的表述和图表与我国政府的表述和立场不尽一致,请广大读者在阅读过程中加以认真分析和鉴别。我们希望本套丛书的出版能够促进中外文化学术交流,推进国内经济与管理专业的教学,为中国经济走向世界作出一份贡献。

我们欢迎所有关心中国 MBA 教育的专家学者对我们的工作进行指导,欢迎每一位读者给我们提出宝贵的意见和建议。

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经济与管理图书事业部

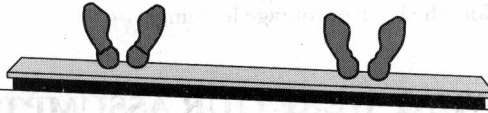
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# Preface

## A SHORT NOTE TO STUDENTS

Steve

Dave



Now that our writing chores are over, we can put our feet up on the table and offer a few brief comments to those of you who will be reading and studying this book. First, this text provides exposure to the fundamentals of management. As you'll see in our first chapter, fundamentals implies coverage of the basic functions of management. We've made every effort to give you the essential information a student will need to solidly build a knowledge foundation. A knowledge base, however, is not easily attained unless you have a text that is straightforward, timely, and interesting to read. We have made every effort to achieve those goals with a writing style that tries to capture the conversational tone that you would get if you were personally attending one of our lectures. That means logical reasoning, clear explanations, and lots of examples to illustrate concepts.

A book, in addition to being enjoyable to read and understand, should help you learn. Reading for reading's sake, without comprehension, is a waste of your time and effort. So, we've done a couple of things in this book to assist your learning. We've introduced major topic headings in each chapter. These green underlined heads provide exposure to a broad management concept. Most of these leading heads are followed by questions. Each question heading was carefully chosen to reinforce understanding of very specific information. Accordingly, as you read each of these sections, material presented will address the question posed. Thus, after reading a chapter (or a section for that matter), you should be able to return to these headings and respond to 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 where more of your effort needs to be placed. All in all, this format provides a self-check on your reading comprehension.

We've added other check points that you should find useful. Our review and discussion questions (called Reading for Comprehension and Linking Concepts to Practice, respectively) are designed to reinforce the chapter outcomes from two perspectives. First, review questions focus on material covered in the chapter. These are another way to reinforce your comprehension of the important concepts in the chapter. The discussion questions require you to go one step further. Rather than asking you to recite facts, discussion questions require you to integrate, synthesize, or apply a management concept. True understanding of the material is revealed when you can apply these more complex issues to a variety of situations.

There is another element of this text that we hope you'll enjoy. These are the "Management Workshop" sections at the end of each chapter. Managing today requires sound competencies—competencies that can be translated into specific skills. These sections are designed to help you enhance your analytical, diagnostic, investigative, team-building, Internet, and writing skills. We hope that you find them useful and use them as a source of self-development. You'll also find step-by-step skill guidance to help you learn such skills as how to build a power base, interview candidates, build trust, and provide performance feedback. We encourage you to carefully review each of these, practice the behaviors, and keep them handy for later reference.

We conclude by extending an open invitation to you. If you'd like to give us some feedback, we encourage you to write. Send your correspondence to Dave DeCenzo, Dean, Wall College of Business, Coastal Carolina University, P. O. Box 261954, Conway, SC 29528-6054. Dave is also available on e-mail [ddecenzo@coastal.edu](mailto:ddecenzo@coastal.edu).

Good luck this semester and we hope you enjoy reading this book as much as we did preparing it for you.

*Steve Robbins*

*Dave DeCenzo*

Welcome to the fourth edition of *Fundamentals of Management*. We have continued the tradition started with the first edition of this book: covering the essential concepts in management; providing a sound foundation for understanding the key issues; offering a strong practical focus, including the latest research studies in the field; and achieving these ends through a writing style that readers will find interesting and straightforward. By keeping the length around 500 pages, the book is designed to be completed in a one-term course.

We want to use this preface to address three critical questions: (1) What assumptions guided the development of this book? (2) What's new in this revision? and (3) how does the book encourage learning?

## WHAT WERE OUR ASSUMPTIONS IN WRITING THIS BOOK?

Every author who sits down to write a book has a set of assumptions—either explicit or implicit—that guides what is included and what is excluded. We want to state ours up front. Management is an exciting field. The subject matter encompassed in an introductory management text is inherently exciting. We're talking about the real world. We're talking about why StrawberryFrog is revolutionizing the international advertising industry; how an entrepreneurial venture, Zane's Cycles, competes so effectively against large retail chains; why companies like Cincinnati Milacron and British Airways have achieved ISO 9000 certification to demonstrate their commitment to quality; how Trufresh LLC operates a virtual organization; how the leadership of Rudy Giuliani comforted a nation; and how a lack of control mechanisms and ethics led to the fall of corporate giants like Enron, Adelphia, and WorldCom. A good management text should capture this excitement. How? Through a crisp and conversational writing style, elimination of nonessential details, a focus on issues that are relevant to the reader, and inclusion of examples and visual stimuli to make concepts come alive.

It's our belief that management shouldn't be studied solely from the perspective of "top management," "billion-dollar companies," or "U.S. corporations." The subject matter in management encompasses everyone from the lowest supervisor to the chief executive officer. The content should give as much attention to the challenges and opportunities in supervising a team of five, some of whom may be telecommuting, as those in directing a staff of MBA-educated vice presidents. Similarly, not everyone wants to work for a *Fortune* 500 company. Readers who are interested in working in small businesses, entrepreneurial ventures, or not-for-profit organizations should find the descriptions of management concepts applicable to their needs. Finally, organizations operate today in a global village. Readers must understand how to adjust their practices to reflect differing cultures. Our book addresses each of these concerns.

Before we committed anything to paper and included it in this book, we made sure it met our "so what?" test. Why would someone need to know this fact? If the relevance isn't overtly clear, either the item should be omitted or its relevance should be directly explained. In addition, content must be timely. We live in dynamic times. Changes are taking place at an unprecedented pace. A textbook in a dynamic field such as management must reflect this fact by including the latest concepts and practices. Ours does!

**H**ave you ever walked into someone's office—or house—for that matter—and seen piles of clutter? Is the adage "a cluttered desk is a sign of a cluttered mind" accurate? Of course that's debatable, but for Garrett Boone and Kip Tindell, it really doesn't matter. That's because they have a solution to the disorganization.<sup>1</sup>

In 1978, Boone and Tindell founded The Container Store. The Container Store is a business that sells "boxes, bottles, jars, trunks, racks, baskets, dividers, and much, much more." It's an organization that sells storage products for businesses and homes. Based in Dallas, Texas, The Container Store now has annual revenues exceeding \$230 million, and employs more than 1,600 individuals in 26 stores located in 11 states. And since its inception, the company has enjoyed a sales growth of more than 20 percent each year. What's interesting about The Container Store is not its phenomenal growth. Rather, it's the entrepreneurial spirit of Tindell and Boone in creating the organization mind-set that's a testament to sound management practice—with customer service as the driving force.

Customer service is a term that neither of these founding members takes lightly. They recognize that customer service is more than lip service—it's establishing a supportive atmosphere in the organization where employees can truly understand and resolve customer issues. Rather than simply "making the sale at all costs," it is these founders' mission to fully recognize customer needs and recommend appropriate solutions. For example, they invest heavily in



employee training to ensure that each employee has thorough product knowledge as well as customer service and selling skills. This training involves 235 hours of instruction in the first year, and more than 160 training hours annually thereafter for each employee. Employees meet daily, in what are called team huddles (see photo), to discuss goals for the day. As a result, sales associates are able to listen to a

customer's problems and recommend "tailor-made" solutions. For instance, one associate creatively determined, for a customer who wanted to store and ship videocassettes, that men's shoeboxes will snugly and securely hold 11 videocassettes. That employee's insight became one of the topics of the following day's team huddle!

To ensure that each trained employee stays with the company, Tindell and Boone make every effort to pay above-average salaries and benefits. In fact, for the past several years, The Container Store has been recognized by *Fortune* magazine as one of the best companies to work in. But these two founders aren't sitting back and congratulating each other for their success. Although they have clearly differentiated their organization from the competition, they know they won't enjoy that position for long. Major discount stores, like Target, have seen the success of The Container Store, and are beginning to replicate some of their activities. As Garrett Boone says, "we welcome these challenges as it keeps us constantly focused on bettering our services to keep us unique. Being complacent in an ever-changing world is simply unacceptable."

## Management Workshop

### Team Skill-Building Exercise

#### Understanding Cultural Differences

Workforce diversity has become a major issue for managers. Although there are often similarities among individuals, obvious differences do exist. A means of identifying some of those differences is to get to know individuals from the diverse groups. For this exercise, you will need to contact people from a different country. If you don't know any, the office of your college that is responsible for coordinating international students may be able to give you a list of names. Interview at least three people to get responses to such questions as:

- What country do you come from?
- What is your first language?
- Describe your country's culture in terms of, for example, form of government, emphasis on individual versus

group, role of women in the workforce, benefits provided to employees, and how managers treat their employees.

- What were the greatest difficulties in adapting to your new culture?
- What advice would you give me if I had a management position in your country?

In groups of three to five class members, discuss your findings. Are there similarities in what each of you found? If so, what are they? Are there differences? Describe them. What implications for managing in the global village has this exercise generated for you and your group?



### Understanding Yourself

Before you can develop other people, you must understand your present strengths. To assist in this learning process, we encourage you to complete the following self-assessments from the Prentice-Hall Self-Assessment Library 2.0:

- How Do My Ethics Rate? (#19)
- Am I Likely to Become an Entrepreneur? (#23)

After you complete these assessments, we suggest that you print out the results and store them as part of your "portfolio of learning."



### Developing Your Ethics Skill

#### Guidelines for Acting Ethically

##### About the Skill

Making ethical choices can often be difficult for managers. Obeying the law is mandatory, but acting ethically goes beyond mere compliance with the law. It means acting responsibly in those gray areas, where right and wrong are not defined. What can you do to enhance your managerial abilities in acting ethically? We offer some guidelines.

##### Steps in Practicing the Skill

1. **Know your organization's policy on ethics.** Company policies on ethics, if they exist, describe what the organization perceives as ethical behavior and what it expects you to do. This policy will help you to clarify what is permissible and the managerial discretion you will have. This becomes your code of ethics!

2. **Understand the ethics policy.** Just having the policy in your hand does not guarantee that it will achieve what it is intended to do. You need to fully understand it. Behaving ethically is rarely a cut-and-dried process. But the policy can act as a guiding light, providing a basis from which you act within the organization. Even if a policy does not exist, there are still several steps you can take before you deal with the difficult situation.

3. **Think before you act.** Ask yourself, "Why am I going to do what I'm about to do? What led up to the problem? What is my true intention in taking this action? Is my reason valid? Or are there ulterior motives behind it—such



as demonstrating organizational loyalty? Will my action injure someone? Would I disclose to my boss or my family what I'm going to do? Remember, it's your behavior and your actions. You need to make sure that you are not doing something that will jeopardize your role as a manager, your organization, or your reputation.

4. **Ask yourself what-if questions.** If you are thinking about why you are going to do something, you should also be asking yourself what-if questions. For example, the following questions may help you shape your actions: "What if I make the wrong decision? What will happen to me? To my job? What if my actions were described, in detail, on the local TV news show or in the newspaper? Would it bother or embarrass me or those around me? What if I get caught doing something unethical? Am I prepared to deal with the consequences?"

5. **Seek opinions from others.** If it is something major that you must do, and about which you are uncertain, ask for advice from other managers. Maybe they have been in a similar situation and can give you the benefit of their experience. Or maybe they can just listen and act as a sounding board for you.

6. **Do what you truly believe is right.** You have a conscience, and you are responsible for your behavior. Whatever you do, if you truly believe it was the right action to take, then what others say or what the Monday morning quarterbacks say is immaterial. You need to be true to your own internal ethical standards. Ask yourself: Can I live with what I've done?

#### Practicing the Skill

Find a copy of your school's code of conduct or the code of ethics of any organization to which you belong. Or, obtain a copy of the code of ethics for a professional organization you hope to join after graduating. Evaluate the code's provisions and policies. Are there any that you are uncomfortable with? Why? Are there any that are routinely violated? Why do you think this is happening? What are the usual consequences of such violations? Do you think they are appropriate?

If you had trouble obtaining the code of conduct, find out why. Under what circumstances is it normally distributed, posted, or otherwise made available to members?

### Developing Your Diagnostic and Analytical Skills

#### Pets.com

Pets.com was one of the most visible of the thousands of e-commerce firms that sprouted up in the late 1990s. It had a clever slogan—"Because Pets Can't Drive"—and its agency created a charming sock puppet to act as the company's "spokesperson." Unfortunately, buying pet supplies over the Internet didn't prove to be a profitable business model. In retrospect, the business model's basic flaw was that the company's primary product—pet food—tends to be moderately priced and expensive to ship. It's also readily available in most supermarkets and retail stores like Wal-Mart and Target. As a result, Pets.com went out of business in the summer of 2000—selling most of its assets to Petco.<sup>14</sup>

In contrast, Dell Computer has become a large and profitable company by selling computers online. Dell's success is attributed to a carefully developed and executed business model that entices customers to custom design computers online, initiate the order, and have the products built and shipped within three business days. While competitors have attempted to copy many of Dell's Web site features and internal systems, Dell's continual efforts at improving customer service, minimizing costs, and passing its cost reductions on to customers through lower prices has kept its sales and profits growing.

Why the dramatic difference between these two organizations? Although a number of factors may enter into the equation, one critical component is that managing in an "electronic" environment is significantly different from managing in traditional organizations. Companies like Dell that understand this difference position themselves better to succeed. Those that don't, well, their businesses may go to the dogs!

#### Questions

1. Describe how technology has assisted a company like Dell Computer. What managerial changes do you believe are necessary to ensure that the full benefits of technology are reaped.
2. Do you believe a company like Pets.com was simply a "flash in the pan," going out of business when the realities of dot-coms hit? Or do you believe that the demise of Pets.com might be attributable to poor management of the company? Defend your position.
3. Do you believe a company like Dell Computer is customer-responsive? Cite examples to support your position.



This book is organized around the four traditional functions of management—planning, organizing, leading, and controlling. It is supplemented with material that addresses current issues affecting managers. For example, we take the reader through "Managing in Today's World" (Chapter 2), "Understanding Work Teams" (Chapter 9), "Leadership and Trust" (Chapter 11), and "Value Chain Management" (Chapter 14). We also integrate throughout the text such contemporary topics as technology, entrepreneurship, empowerment, diversity, and continuous improvements. There are a total of 14 chapters, plus 3 modules that describe the evolution of management thought, focus on popular quantitative techniques used in business today, and provide some special information to students regarding how to build their management careers.

*Fundamentals of Management, Fourth Edition*, is lean and focused. Since the last edition, there have been a number of topics that needed to be included. But we didn't want to simply add pages to cover the new material. Rather, to keep the book at 14 chapters, we had to make some difficult decisions regarding the cutting and reshaping of material. We were greatly assisted in this process by feedback from previous users. The result, we believe, is a text that identifies the essential elements students' need in an introductory management course.

It's not enough, however, to simply know about management. Today's students need the skills and competencies to succeed in management. So we enhanced our "Management Workshop" section at the end of each chapter. The "Management Workshop" is designed to help students build analytical, diagnostic, team-building, investigative, 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; and suggested topical writing assignments to enhance writing skills.

### Learning from Experience: One Manager's Reflection

D. J. Hanlon Operations Manager, Tiger Woods Foundation, Inc.

#### HOW DO WE MAKE MANAGERS MORE SENSITIVE TO DIFFERENCES?

**Describe the situation you faced.** The Tiger Woods Foundation, Inc. coordinates several events annually to raise money for charities designed to assist underprivileged youth. As operations manager, one of my responsibilities was to coordinate volunteers for the events. I quickly discovered that part of the challenge of coordinating volunteers is convincing them that they are a crucial link in the larger good. This problem was compounded by the fact that I was relatively young, and was trying to convince people who were older than me that a menial task such as standing in a parking lot holding a sign that reads "EVENT HERE" was a valuable service. The key issues here were first, convincing them that they were vital players for the greater good and, second, matching them with jobs that best suited their skills and personalities.

**What action did you take?** I took various approaches to handling these issues. But, most importantly, I learned to read the subtle signs of resistance; only then could I nip problems in the bud. For instance, if it became clear that someone was irreconcilably unhappy with a job, I would try to offer that person another position. In planning events there is always a lot to do, and offering someone a respectable way out helped to prevent many mild disgruntlements from growing into something more problematic. Reading people was a key in this: If someone felt they were more valuable moving heavy objects than handing out programs, I would go along with that. From a management standpoint, you have to be willing to respect genuine issues. And yet, some-



times there were no other positions to offer, so I learned a second art of management: subtle coaxing. Reminding them that they were part of a larger activity that had ultimately a greater good was a key here. If that didn't work I knew I had to develop other techniques.

**What results occurred?** During the years I worked at the Tiger Woods Foundation, Inc., I developed several different management techniques. For instance, for some volunteers I developed a technique that relied on direct, straightforward orders. For others, I would more gently rationalize the importance of their actions. And for still others, I learned to bring in other people from within the Foundation. If I felt my personality didn't effectively "click" with one of the volunteers. Here again, reading personalities is a key to managing a diverse group.

The results were mostly positive. During my years with Tiger Woods Foundation, I developed techniques that helped me to manage a diverse group of workers and to prevent many management problems from getting bigger.

about a "mistake" a manager made, how he or she addressed the mistake, and the outcome of their actions.

### SEVERAL CONTENT TOPICS HAVE BEEN ADDED OR EXPANDED IN THIS REVISION

We continue to present material that is current and relevant. The more prominent of these include the following:

- Entrepreneurial ventures (Chapter 2)
- Customer responsive culture (Chapter 2)
- Work/family balances (Chapter 2)
- The coming labor shortage (Chapter 2)
- The fall of dot-coms (Chapter 2)
- E-business, e-commerce, and e-organizations (Chapter 2)
- Entrepreneurs and establishing competitive advantages (Chapter 3)
- Creativity and the rational decision-making model (Chapter 4)
- The learning organization (Chapter 5)
- Entrepreneurial change and innovation (Chapter 7)
- Emotional intelligence (Chapter 8)
- Teams and entrepreneurs (Chapter 9)
- The ethics of stock options (Chapter 10)
- Information technology and communications (Chapter 12)
- Employee theft (Chapter 13)
- Value change management (Chapter 14)

### HOW DO WE ENCOURAGE LEARNING?

Just what do students need to facilitate their learning? We began to answer that question by thinking through some fundamental issues: Could we make this book both "fun" to read and pedagogically sound? Could it motivate students to read on and facilitate learning? Our conclusion was that an effective textbook could and should

### WHAT'S NEW IN THIS FOURTH EDITION?

Previous editions of this book have always contained the latest research and practices in management. In this edition, we raised the ante. A brief review of the end notes will reveal that most are from references dated 2000 or later. In addition, we've included recent events that have reshaped the world of organizations and management—specifically; the terrorist attacks on the World Trade Towers and the Pentagon, and the corporate scandals at companies like Enron, WorldCom, Adelphia, and Tyco International.

We continued with our practical perspective in this edition. Our experience has led us to conclude that students like to see and read about people who have made a contribution to their organization and use the management techniques we discuss. Sometimes that contribution is attributable to learning from a previous situation, so we've added "Learning from Experience: One Manager's Reflection" boxes. These vignettes are designed to talk

teach, as well as present ideas. Toward that end, we designed this book to be an effective learning tool. Let's specifically describe some of the pedagogical features—in addition to what we've mentioned previously—that we included to help students better assimilate the material.

**LEARNING OUTCOMES.** Before you start a trip, it's valuable to know where you're headed. That way, you can minimize detours. The same holds true in reading a text. To make learning more efficient, we open each chapter of this book with a list of outcomes that describes what the student should be able to do after reading the chapter. These outcomes are designed to focus students' attention on the major issues within each chapter. Each outcome is a key learning element for readers.

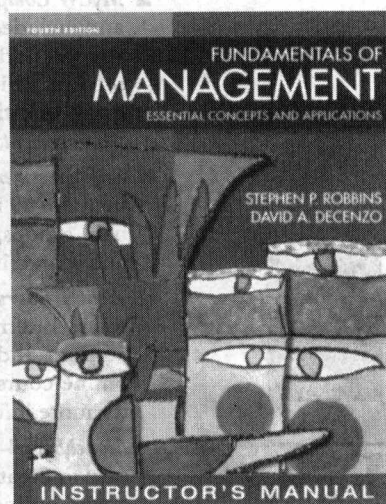
**CHAPTER SUMMARIES.** Just as outcomes clarify where one is going, chapter summaries remind you where you have been. Each chapter of this book concludes with a concise summary directly linked to the opening learning outcomes.

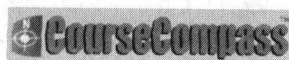
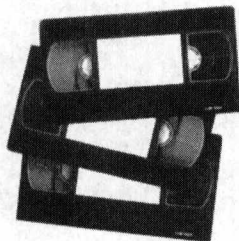
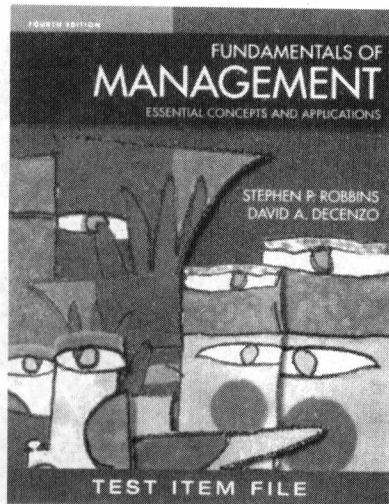
**REVIEW AND DISCUSSION QUESTIONS.** Every chapter in this book ends with a set of review and discussion questions. If students have read and understood the contents of a chapter, they should be able to answer the review questions. These "Reading for Comprehension" review questions are drawn directly from the material in the chapter. The discussion questions go beyond comprehending chapter content. They're designed to foster higher order thinking skills. That is, they require the reader to apply, integrate, synthesize, or evaluate management concepts. The "Linking Concepts to Practice" discussion questions will allow students to demonstrate that they not only know the facts in the chapter but also can use those facts to deal with more complex issues.

## A TEACHING AND LEARNING PACKAGE

*Fundamentals of Management, Fourth Edition* comes with a complete, high-tech support package for faculty and students. This includes a comprehensive instructor's manual and test bank; a dedicated Web site ([www.prenhall.com/robbins](http://www.prenhall.com/robbins)); inclusion on myCW (Companion Website), a faculty support Website featuring Instructor's Manual, PowerPoint slides, and test item file; an online student study guide; and the Robbins Self-Assessment Library, which provides students with insights into their skills, abilities, and interests. The updated supplements package also includes BusinessNow videos, each corresponding to one of the chapters in the text.

- **Instructor's Manual with Video Guide**—Designed to guide the educator through the text, each chapter in the instructor's manual includes learning objectives, a detailed lecture outline, teaching tips for boxed features, teaching notes for the "Management Workshop," and answers for all end-of-chapter materials.
- **Instructor's Resource CD ROM**—All of the resources for your text are available in one place! On the IRCD, you will find the electronic files for the instructor's manual, the TestGen software, and the complete set of PowerPoints.
- **Test Item File**—Each chapter contains true/false, multiple-choice, short answer/essay questions, and situation-based questions. Together the questions cover the content of each chapter in a variety of ways providing flexibility in testing the students' knowledge of the text.





- **TestGenEQ Test Generating Software**—The print Test Banks are designed for use with the TestGen-EQ test generating software. This computerized package allows instructors to custom design, save, and generate classroom tests. The test program permits instructors to edit, add, or delete questions from the test banks; edit existing graphics and create new graphics; analyze test results; and organize a database of tests and student results. This new software allows for greater flexibility and ease of use. It provides many options for organizing and displaying tests, along with a search and sort feature.
- **PowerPoint Electronic Transparencies**—A comprehensive package, these PowerPoint transparencies are designed to aid the educator and supplement in class lectures. They are available both online at ([www.prenhall.com/robbins](http://www.prenhall.com/robbins)) or on the Instructor's Resource CD-ROM.
- **The Video Package**—We offer two different options for enhanced learning.
  1. **Skills Videos.** Five videos (one for each part of the text) offer dramatizations that highlight various management skills. The videos provide excellent starting points for classroom discussion and debate. These videos are available on VHS for classroom presentation.
  2. **BusinessNow Videos.** New to this edition, Prentice Hall is pleased to offer exciting *BusinessNOW* video cases. *BusinessNOW* is a fast-paced television news magazine that takes viewers on location and behind closed doors to look at America's most interesting companies and the corporate executives who run them. These videos offer interesting, up-to-date content pertaining to the topics raised in *Fundamentals of Management*, and there is one video segment to accompany each of the chapters in the book. Some of the companies featured on the *BusinessNOW* video include Beyond Components and NLX Corporation, and some of the topics featured include types of training, social responsibility, teamwork, and employee motivation.
- **MyCW Companion Website**—The format of our Website has been updated, and includes the same great features in a more user-friendly format. Here you will find password-protected instructor's resources, as well as a student section, which features sample true/false, multiple-choice, and Internet essay questions. The Website for Robbins/DeCenzo *Fundamentals of Management, Fourth Edition* can be found at [www.prenhall.com/robbins](http://www.prenhall.com/robbins).
- **Self-Assessment Library 2.0 CDROM**—Free as a value pack, this valuable tool includes 49 individual self-assessment exercises, organized around individuals, groups, and organizations. Each exercise can be taken electronically and scored immediately, giving students individual feedback.
- **WebCT Course**—Developed by educators, WebCT provides faculty with easy-to-use Internet tools to create online courses. Prentice Hall provides the content and enhanced features to help instructors create a complete online course. Please visit our Web site <http://www.prenhall.com/webct> for more information.
- **Blackboard**—Easy to use, Blackboard's single template and tools make it easy to create, manage, and use online course materials. Instructors can create online courses using the Blackboard tools, which include design, communication, testing, and course management tools. For more information, please visit our Web site <http://www.prenhall.com/blackboard>.
- **Course Compass**—This customizable, interactive online course management tool powered by Blackboard provides the most intuitive teaching and learning environment available. Instructors can communicate with students, distribute course material, and access student progress online. For further information, please visit our Web site <http://www.prenhall.com/coursecompass>.

## ACKNOWLEDGMENTS

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Writing and publishing a textbook requires the talents of a number of people whose names never appear on the cover. We'd like to recognize some special people who gave so unselfishly in making this book a reality.

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Finally, we'd like to add a personal note. Each of us has some special people we'd like to recognize.

**From Steve's corner:** I want to acknowledge my wife, Laura, for her love and support.

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# 简 明 目 录

第一部分 介绍 .....	2
第一章 管理者与管理 .....	2
历史模块 当前管理实践的历史根源 .....	26
第二章 当前经济形势下的管理 .....	42
第二部分 计划 .....	76
第三章 计划的基础 .....	76
第四章 决策制定的基础 .....	104
定量模块 决策制定的定量分析帮助 .....	130
第三部分 组织 .....	140
第五章 组织设计基础 .....	140
第六章 员工及人力资源管理 .....	168
第七章 变化、压力及革新的管理 .....	202
第四部分 领导 .....	226
第八章 个体行为和集体行为的基础 .....	226
第九章 了解工作团队 .....	256
第十章 激励和奖励员工 .....	278
第十一章 领导管理与信任 .....	308
第十二章 沟通及人际能力 .....	338
第五部分 控制 .....	372
第十三章 控制的基础 .....	372
第十四章 操作及价值链管理 .....	400
注释 .....	425
图表来源 .....	449
名称/组织索引 .....	451
项目索引/词汇表 .....	461

# Brief Contents

## **PART 1**

### **Introduction 2**

#### **CHAPTER 1**

#### **HISTORY MODULE**

#### **CHAPTER 2**

Managers and Management 2

The Historical Roots of Contemporary Management Practices 26

Managing in a Contemporary World 42

## **PART 2**

### **Planning 76**

#### **CHAPTER 3**

#### **CHAPTER 4**

#### **QUANTITATIVE MODULE**

Foundations of Planning 76

Foundations of Decision Making 104

Quantitative Decision-Making Aids 130

## **PART 3**

### **Organizing 140**

#### **CHAPTER 5**

#### **CHAPTER 6**

#### **CAREER MODULE**

#### **CHAPTER 7**

Basic Organization Designs 140

Staffing and Human Resource Management 168

Building Your Career 196

Managing Change, Stress, and Innovation 202

## **PART 4**

### **Leading 226**

#### **CHAPTER 8**

#### **CHAPTER 9**

#### **CHAPTER 10**

#### **CHAPTER 11**

#### **CHAPTER 12**

Foundations of Individual and Group Behavior 226

Understanding Work Teams 256

Motivating and Rewarding Employees 278

Leadership and Trust 308

Communication and Interpersonal Skills 338

## **PART 5**

### **Controlling 372**

#### **CHAPTER 13**

#### **CHAPTER 14**

Foundations of Control 372

Operations and Value Chain Management 400

Notes 425

Photo Credits 449

Name/Organization Index 451

Glindex (combined subject index/glossary) 461

# Contents

Preface xv

## **PART 1 Introduction 2**

### **CHAPTER 1 Managers and Management 2**

Who Are Managers and Where Do They Work? 4

*What Three Common Characteristics Do All Organizations Share? 4*

*How Are Managers Different from Operative Employees? 4*

*What Titles Do Managers Have in Organizations? 5*

What Is Management and What Do Managers Do? 6

*How Do We Define Management? 6*

*What Are the Management Processes? 7*

*What Are Management Roles? 8*

*Is the Manager's Job Universal? 9*

*What Skills and Competencies Do Successful Managers Possess? 12*

**Learning from Experience—One Manager's Reflection: James C. Ray Jr. 13**

How Much Importance Does the Marketplace Put on Managers? 15

Why Study Management? 16

How Does Management Relate to Other Disciplines? 17

**Ethical Dilemma in Management: Are U.S. Executives Overpaid? 17**

*What Can Students of Management Gain from Humanities and Social Science Courses? 18*

*A Concluding Remark 19*

#### **Review, Comprehension, Application 20**

*Chapter Summary 20*

*Companion Website 21*

*Reading for Comprehension 21*

*Linking Concepts to Practice 21*

*BusinessNow Video Case Application—Deploy Solutions: Meeting the Human Resources Needs of Tomorrow 21*

#### **Management Workshop 23**

*Team Skill-Building Exercise: A New Beginning 23*

*Understanding Yourself 23*

*Developing Your Mentoring Skills: Guidelines for Mentoring Others 23*

*Developing Your Diagnostic and Analytical Skills: Managing Macronix International 24*

*Enhancing Your Communication Skills 25*

### **HISTORY MODULE The Historical Roots of Contemporary Management Practices 26**

The Pre-Modern Era 26

*What Was Adam Smith's Contribution to the Field of Management? 27*

*How Did the Industrial Revolution Influence Management Practices? 27*

Classical Contributions 27

*What Contributions Did Frederick Taylor Make? 27*

**Details on a Management Classic: Frederick Taylor 29**

*Who Were the Other Major Contributors to Scientific Management? 29*

*Why Did Scientific Management Receive So Much Attention? 30*

*What Did Henri Fayol and Max Weber Contribute to Management Theory? 30*

*How Do We See Some Classical Writings Applied Today? 31*

Human Resources Approach 32

*Who Were Some Early Advocates of the Human Resources Approach? 32*

The Quantitative Approach 36

Analysis: How Social Events Shape Management Approaches 37

*What Stimulated the Classical Approach? 37*

*What Stimulated the Human Resources Approach? 38*

*What Stimulated the Quantitative Approaches? 38*

Building on History: Studying Management Today 39

*What Is the Process Approach? 39*

*How Can a Systems Approach Integrate Management Concepts? 40*

*What Is a Contingency Approach to the Study of Management? 41*

### **CHAPTER 2 Managing in a Contemporary World 42**

The Changing Economy 43

A Global Marketplace 45

*How Does Globalization Affect Organizations? 46*

*What Effect Does Globalization Have on Managers? 47*

Emphasis on Technology 49

*How Does an Organization Benefit from Information Technology? 50*

*What Is an E-Organization? 50*

*In What Ways Does Technology Alter a Manager's Job? 52*

What Does Society Expect from Organizations and Managers? 52

*How Can Organizations Demonstrate Socially Responsible Actions? 54*

*How Do Managers Become More Socially Responsible? 54*

What Is Entrepreneurship? 56

*Is There an Entrepreneurial Process? 56*

*What Do Entrepreneurs Do? 57*

*Can Large Organizations Have Entrepreneurs? 57*

What Will the Workforce of 2010 Look Like? 58

**Learning from Experience—One Manager's Reflection: D. J. Hanlon 58**

*What Does the Workforce Look Like Today?* 59

*How Does Diversity Affect Organizations?* 59

*How Can Organizations Help Employees Balance Work/Life Concepts?* 60

*Is Labor in Short Supply?* 60

*Why Do Organizations Lay Off Workers?* 60

**Ethical Dilemma in Management: The Contingent Workforce 62**

*Is There a Pending Labor Shortage in the United States?* 63

*How Do Organizations Make the Customer King?* 63

*Can Organizations Improve Customer Service?* 64

*How Have Organizations Shown an Increased Concern with Quality?* 67

*When Must Managers Think in Terms of Quantum Changes Rather Than Continuous Improvement?* 68

*Some Concluding Remarks* 69

**Review, Comprehension, Application 70**

*Chapter Summary* 70

*Companion Website* 71

*Reading for Comprehension* 71

*Linking Concepts to Practice* 72

*BusinessNow Video Case Application—Beyond*

*Components: Altruism in the Electronics Industry* 72

**Management Workshop 73**

*Team Skill-Building Exercise: Understanding Cultural Differences* 73

*Understanding Yourself* 73

*Developing Your Ethics Skill: Guidelines for Acting Ethically* 73

*Developing Your Diagnostic and Analytical Skills: Pets.com* 74

*Enhancing Your Communication Skills* 75

**PART 2 Planning 76**

**CHAPTER 3 Foundations of Planning 76**

*Planning Defined* 78

*Planning in Uncertain Environments* 78

*Why Should Managers Formally Plan?* 78

*What Are Some Criticisms of Formal Planning?* 79

*The Bottom Line: Does Planning Improve Organizational Performance?* 80

*Types of Plans* 80

*How Do Strategic and Tactical Planning Differ?* 81

*In What Time Frame Do Plans Exist?* 81

*What Is the Difference Between Specific and Directional Plans?* 81

*How Do Single-Use and Standing Plans Differ?* 82

*Management by Objectives* 82

**Details on a Management Classic: Locke and Goal-Setting Theory 83**

*What Is MBO?* 83

*What Are the Common Elements in an MBO Program?* 83

*Does MBO Work?* 84

*How Do You Set Employee Objectives?* 85

*Is There a Downside to Setting Objectives?* 85

*The Importance of Organizational Strategy* 86

*A Strategic Framework: Choosing a Niche* 86

*How Does the Strategic Management Process Operate?* 87

*What Are the Primary Steps in the Strategic Management Process?* 89

*What Is SWOT Analysis?* 90

*How Do You Formulate Strategies?* 90

*What Happens After Strategies Are Formulated?* 93

*Quality As a Strategic Weapon* 93

*How Can Benchmarking Help Promote Quality?* 94

*What Is the ISO 9000 Series?* 94

*How Can Attaining Six Sigma Signify Quality?* 95

*Revisiting Entrepreneurship: How Does the Entrepreneur Identify a Competitive Advantage?* 96

*Identifying Environmental Opportunities and Competitive Advantage* 96

**Review, Comprehension, Application 98**

*Chapter Summary* 98

*Companion Website* 99

*Reading for Comprehension* 99

*Linking Concepts to Practice* 99

*BusinessNow Video Case Application—Velocita*

*Corporation: Pushing Forward at the Speed of Light* 100

**Management Workshop 101**

*Team Skill-Building Exercise: Your College's Mission* 101

*Understanding Yourself* 101

*Developing Your Business Plan Skill: Writing a Business Plan* 101

*Developing Your Diagnostic and Analytical Skills: On-Time Fuel* 103

*Enhancing Your Communication Skills* 103

**CHAPTER 4 Foundations of Decision Making 104**

*The Decision-Making Process* 105

*What Defines a Decision Problem?* 106

*What Is Relevant in the Decision-Making Process?* 107

*How Does the Decision Maker Weight the Criteria?* 107

*What Determines the Best Choice?* 108

*What Is Decision Implementation?* 109

*What Is the Last Step in the Decision Process?* 109

*Making Decisions: The Rational Model* 109

*Why Is Creativity Important in Decision Making?* 110

*What Is Creative Potential?* 110

*The Real World: Modifications of the Rational Model* 112

*What Is Bounded Rationality?* 112

*Are Common Errors Committed in the Decision-Making Process?* 113

*Decision Making: A Contingency Approach* 114

*How Do Problems Differ?* 114

*How Does a Manager Make Programmed Decisions?* 115

**Ethical Dilemma in Management: Stem-Cell Research** 116

*In What Ways Do Nonprogrammed Decisions Differ from Programmed Decisions?* 116

*How Can You Integrate Problems, Types of Decisions, and Level in the Organization?* 117

*In What Ways Does Technology Assist Decision Making?* 117

Decision-Making Styles 118

Making Decisions In Groups 119

*What Are the Advantages of Group Decision Making?* 119

*What Are the Disadvantages of Group Decision Making?* 120

*When Are Groups Most Effective?* 121

**Learning from Experience—One Manager's Reflection: James C. Ray Jr.** 121

*How Can You Improve Group Decision Making?* 122

National Culture and Decision-Making Practices 123

**Review, Comprehension, Application** 124

Chapter Summary 124

Companion Website 124

Reading for Comprehension 125

Linking Concepts to Practice 125

*BusinessNow Video Case Application—Mindbox: Using Technology to Make Better Decisions Faster* 125

**Management Workshop** 127

*Team Skill-Building Exercise: Individual Versus Group Decisions* 127

*Understanding Yourself* 127

*Developing Your Creativity Skill: Becoming Creative* 128

*Developing Your Diagnostic and Analytical Skills: On the Air with Radio One* 128

*Enhancing Your Communication Skills* 129

**QUANTITATIVE MODULE Quantitative Decision-Making Aids** 130

Payoff Matrices 130

Decision Trees 131

Breakeven Analysis 132

Ratio Analysis 133

Linear Programming 135

Queuing Theory 136

Economic Order Quantity Model 137

**PART 3 Organizing** 140

**CHAPTER 5 Basic Organization Designs** 140

The Elements of Structure 142

*What Is Work Specialization?* 142

*What Is the Chain of Command?* 143

*What Is the Span of Control?* 143

*What Are Authority and Responsibility?* 144

**Details on a Management Classic: Stanley Milgram** 144

**Ethical Dilemma in Management: Obeying Orders** 147

*How Do Centralization and Decentralization Differ?* 148

*Can You Identify the Five Ways to Departmentalize?* 149

Contingency Variables Affecting Structure 151

*How Is a Mechanistic Organization Different from an Organic Organization?* 151

*How Does Strategy Affect Structure?* 152

*How Does Size Affect Structure?* 152

*How Does Technology Affect Structure?* 153

*How Does Environment Affect Structure?* 153

Organization Design Applications 153

*What Is a Simple Structure?* 154

*What Do We Mean by a Bureaucracy?* 154

*Can an Organization Design Capture the Advantages of Bureaucracies While Eliminating Their Disadvantages?* 155

*What Are Team-Based Structures?* 156

*Why Is There Movement Toward a Boundaryless Organization?* 157

How Do You Create a Learning Organization? 158

Organization Culture 159

*What Is an Organization Culture?* 159

*How Can Cultures Be Assessed?* 160

*Where Does an Organization's Culture Come From?* 160

*How Does Culture Influence Structure?* 161

**Review, Comprehension, Application** 162

Chapter Summary 162

Companion Website 163

Reading for Comprehension 163

Linking Concepts to Practice 163

*BusinessNow Video Case Application—Practicity: Keeping Track of Knowledge Work* 163

**Management Workshop** 165

*Team Skill-Building Exercise: How Is Your School Organized* 165

*Understanding Yourself* 165

*Developing Your Power Base Skill: Building a Power Base* 165

*Developing Your Diagnostic and Analytical Skills: Phone Home Nokia* 166

*Enhancing Your Communication Skills* 167

**CHAPTER 6 Staffing and Human Resource Management** 168

Managers and the Human Resource Management Process 169

The Legal Environment of HRM 171

*What Are the Primary U.S. Laws Affecting HRM?* 171

*Does HRM Face the Same Laws Globally?* 172

Employment Planning 173

*How Does an Organization Conduct an Employee Assessment?* 173

*How Are Future Employee Needs Determined?* 174

Recruitment and Selection 174

*Where Does a Manager Recruit Candidates?* 174