Mc Graw Hill Education

教育科学分支学科影印版系列教材

Educational Administration

Theory, Research and Practice

教育管理学

第7版

理论、研究与实践

Wayne K.Hoy & Cecil G.Miskel

陕西师范大学出版社

教育科学分支学科影印版系列教材

Educational Administration

Theory, Research and Practice

教育管理学

理论、研究与实践

第 7 版

Wayne K.Hoy　　Cecil G.Miskel /著

陕西师范大学出版社

图书代号:JC5N0006

图书在版编目(CIP)数据

教育管理学:理论、研究与实践/(美)霍伊(Hoy, W. K.),(美)马萨尔(Miskel, C. G.)著. —西安:陕西师范大学出版社,2005.2
(教育科学分支学科影印版系列教材)
书名原文:Educational Administration:Theory, Research and Practice
ISBN 7-5613-3203-3

Ⅰ.教… Ⅱ.①霍…②马… Ⅲ.教育管理学—高等学校—教材—英文 Ⅳ.G46

中国版本图书馆 CIP 数据核字(2005)第 011041 号

Wayne K. Hoy, Cecil G. Miskel
Educational Administration:Theory, Research and Practice, seventh edition
ISBN:0-07-287658-2
Copyright ©2005 by the McGraw-Hill Companies, Inc.

Original language published by The McGraw-Hill Companies, Inc. All Rights reserved. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.
Authorized English language reprint edition jointly published by McGraw-Hill Education (Asia) Co. and Shaanxi Normal University Press. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macau SAR and Taiwan. Unauthorized export of this edition is a violation of the Copyright Act. Violation of this Law is subject to Civil and Criminal Penalties.

本书英文影印版由陕西师范大学出版社和美国麦格劳—希尔教育出版(亚洲)公司合作出版。此版本仅限在中华人民共和国境内(不包括香港、澳门特别行政区及台湾)销售。未经许可之出口,视为违反著作权法,将受法律之制裁。
未经出版者预先书面许可,不得以任何方式复制或抄袭本书的任何部分。

陕西省版权局著作权合同登记号:25-2005-005

Educational Administration:Theory, Research, and Practice **教育管理学:理论、研究与实践(第 7 版)**
Wayne K. Hoy Cecil G. Miskel/著

出版发行	陕西师范大学出版社	**网　址**	http:// www.snuph.com
社　址	西安市陕西师大 120 信箱(710062)	**版　次**	2005 年 4 月第 1 版
印　刷	西安交通大学印刷厂	**印　次**	2005 年 4 月第 1 次印刷
开　本	787×1092　1/16	**书　号**	ISBN 7-5613-3203-3/G.2157
印　张	32	**定　价**	65.00 元

开户行:光大银行西安电子城支行　　账号:0303080—00304001602
读者购书、书店添货或发现印装问题,请与本社营销中心联系、调换。
电　话:(029)85251046(传真)　85233753 85307864　　E-mail:if-centre@snuph.com

本书封面贴有 McGraw—Hill 公司防伪标签,无标签者不得销售。
版权所有　侵权必究　(举报电话:029—85308142)

《教育科学分支学科影印版系列教材》

编　委　会

顾　问

Dr. Robert J. Tierney

（加拿大大不列颠哥伦比亚大学教育学院院长）

主　编

董　奇　　宋乃庆

副主编

康长运　　徐继存

编　委（按姓氏笔划为序）

万明纲	马云鹏	王嘉义	石　鸥	田正平
田慧生	刘文霞	刘志军	朱旭东	伍新春
李帅军	李剑萍	迟艳杰	许洁英	吴定初
吴康宁	吴惠青	张广君	张文新	张迎春
宋广文	何　波	何锡光	余文森	杨小微
杨卫星	杨启亮	周　川	孟凡丽	孟繁华
陈　琦	陈时见	陈晓端	赵鹤龄	胡　青
贺国庆	侯怀银	戚万学	黄　崴	崔允漷
郭元祥	靳玉乐	谢利民	游旭群	傅维利

总序

现代西方教育思想不仅源流学派异彩纷呈，而且显示出深层转变并日益走向综合发展的趋势；同时，这一令人捉摸难定的趋势，又隐约展示出深刻的历史渊源、文化背景以及学理的传承相继。我国教育理论界历来重视对国外优秀教育思想的引入和借鉴，从赫尔巴特教学法到凯洛夫的教育学，从杜威的进步主义教育运动到后现代主义教育思潮等等应时而生的教育思想都对我国教育理论界产生了或大或小或显或隐的影响。可以说，我国教育理论界从来没有“闭关锁国”、“妄自尊大”的夜郎心态，总是自觉地融入世界教育理论发展的潮流之中。

当前，我国教育理论工作者积极地关注国外教育思想的发展动态，这从不断涌现的大量国外教育思想的译著和评价中可以窥见一斑。这样的译著为我们提供了接触国外优秀教育理论的平台，尤其对于受外语水平限制的研究人员来说，更有其存在的必然性与合理性。但是，按照阐释学的观点来看，人们对对象的思维总是渗透着主体的意向性，对文本的理解总是以译者的前见、成见、回忆、想象、符号思维等“前知识结构”为前提的理论重构过程，也就是说，这样的译著往往是译者的视界与文本或知识的视界融合的结果，这样，当我们对译著再次解读时，我们面对的已经不是“原汁原味”的东西了。在解读的过程中，我们也会遭遇译文观点的模棱两可而无法释怀，费尽心机地揣测是作者原文的纰漏还是翻译过程中造成的误解。因此，严肃的外国教育理论研究倡导选用原版著作，研究生的培养也应力求通过外文资料来把握国外教育理论动态，从而为我们的教育理

此为试读，需要完整PDF请访问：www.ertongbook.com

论界理解和借鉴西方教育思想，保证一个良好的心态，奠定一个扎实的基础，以期不久的将来看到我们的教育理论界在荆棘与鲜花并见的求索道路上前进一步。

解读原版著作，立意在于接续先贤，同构思想，研读者必须适时地用世界教育理论发展的大视界来关注我国教育理论的小市场。我们知道，一国的教育思想总是诞生于其特定的文化土壤，且随着本国经济和社会发展水平的进步而不断重构，从而具备了自身的理论完备性与适应于社会发展的先进性。今天，经济、社会、科学技术高度发达的西方国家已成功地实现了现代化，面临着向后工业社会（后现代社会）的转型，而社会主义初级阶段的中国还处于现代化的起步阶段，这样的国情是我们在学习西方教育理论的时候必须审慎对待的问题。一方面，他山之石，可以攻玉，全真、全面地了解西方教育理论的发展脉络可以丰富我国教育理论的发展底蕴，进而转变我们沿袭已久的思维定势、惯用模式和价值标准，促进我国教育研究的多元化态势；另一方面，西方向后工业社会转型的过程中诞生的批判与解构“现代性”的哲学、文化和教育思潮，深刻阐释了“科学主义”和“工具主义”肆虐对人的主体性的消解，警告我们在进军现代化的过程中提防滑入“唯科学主义”的泥潭。然而，对西方教育理论的学习绝不是简单的、不加批判的“拿来主义”，我国的传统文化底蕴和独特的教育学研究的思维方式是我国教育理论发展的根基，对真正具有借鉴价值的西方教育思想的引入必须在认真地探讨、比较、辨析、澄清的基础上进行本土化的改造，只有真正地适应了我国的教育、文化、社会发展状态的教育理论，才能对我国的教育发展具有真正促动作用，否则，那些“无根”的、悬浮着的思想只能是天边飘过的“他乡的云”，无法触动教育工作者心底的“怀旧”的神经。

现代西方教育思想著述庞杂纷乱，因此我们选用的原著在力求反映现代西方教育思想学术的独创性与思维的深邃性的同时，特别注重思想的

全面性及其内涵的启迪价值。无论是既成主流学派的名家大作，还是依然在支流思潮中潜伏暗涌的新秀新作，无论是以思想观念的独创性而鹤立于人类教育思想史的“义理之学”，还是将研究方法更新变换纳入漫漫思想长河的“考据之学”，无论是条分缕析的哲理小册，还是以综合为主、兼及他人之长的平和教材，凡此种种均在我们的选用之列。应当说，这是一个庞大而又细致的系统工程，更是一项值得大力推动的事业，期望有志于促进我国教育科学发展的人们共同关心和支持她。

《教育科学分支学科影印版系列教材》编委会

2005 年 1 月

导言

美国著名教育管理学者Wayne K. Hoy 和Cecil G. Miskel合著的《教育管理学：理论、研究与实践》将在我国影印出版，这使我倍感欣慰。因为，这一直是我的一个心愿。自从加拿大多伦多大学访学归来，我一直把这部著作作为我给研究生讲授教育管理学的主要参考书目，并且一直联系本书作者，希望把这部著作在我国翻译出版。今天，这个愿望终于可以部分地实现了。《教育管理学：理论、研究与实践》到目前已经是第七版了，足见其在教育管理学领域中的地位与价值。真正的理论是没有国界的，尽管该著作源于美国，但其蕴涵的管理思想和原理是全世界共享的。所以，《教育管理学：理论、研究与实践》在我国的影印出版将为我国教育经济与管理专业研究生、本科生的教学提供一个重要的英语原版教材，将对我国教育管理理论与学校管理实践产生深远的影响。

《教育管理学：理论、研究与实践》是一部理论性与实践性兼备的佳作。理论性主要体现在作者提供了教育组织管理的基本理论框架，并且坚信教育管理实践在正确的理论指导下可以变得更系统、更有效；实践性主要体现在该著作所选择的理论与研究大部分内容与学校管理实践有密切联系，是解决学校管理实践问题十分有用的工具。

《教育管理学：理论、研究与实践》把学校看作是一个开放的社会系统，认为社会系统有四个关键要素——结构、个体、文化和政治。这些要素在与学校组织中的教学与学习活动相互影响的过程中，扩展了学校这个开放系统。学校系统除具有社会系统的四个要素之

外，还具备环境、结果、内外反馈环等要素。以此为基础，全书可分为四个部分：

第一部分讨论的主要是教育管理的理论基础，包括第一章和第二章，主要论述了作为社会系统的学校以及学校的核心问题——学习与教学两方面的内容。第一章在系统介绍理论与系统的概念的基础上，探讨了开放系统、社会系统的模式、要素等，并提出学校是一个开放的社会系统，包括结构、个体、文化、政治、环境、结果、内部与外部反馈环等要素。第二章主要介绍了学习的行为主义观点、认知主义观点以及建构主义观点，相应地探讨了不同学习观下的教学策略。作者认为学校组织系统的要素与学习、教学是相互影响的，并共同决定着如何管理学校。

第二部分主要讨论了教育管理的关键要素。这部分内容从第三章开始至第八章结束，系统论述了学校结构、学校中的个体、学校文化与气氛、学校中的权力与政治、学校外部环境、学校的效率与质量等六个主要问题。第三章从对韦伯的科层组织结构的分析着手，系统分析了学校组织结构理论的发展历程。第四章从需要、动机、信念以及内外动机等角度论述了如何激发个体工作热情与积极性的问题。第五章从组织文化与组织气氛的概念着手，探讨了群体动力学、学生控制以及转变学校的文化气氛方面的问题。第六章从权力的来源开始，论述了权力的使用、权力的类型、组织权力与政治等问题。第七章系统论述了学校的外部环境，认为学校作为一个开放的社会系统需要与外部环境进行信息与物质的交换才能生存，外部环境可为学校发展提供支持，也可能带来阻碍。从这一章，可了解到信息观点、资源依赖观点等不同的外部环境理论以及如何为学校创造良好的外部环境的方法。学校活动的结果主要以效率和质量来衡量，因此第八章重点论述了学校组织效率、学校质量等方面的问题。

第三部分主要讨论具体操作问题，包括第九章、第十章和第十一章。这些章主要论述了学校决策制定、学校中的沟通以及学校领导三个方面的问题。第九章系统论述了传统决策模式、管理决策模式、渐进决策模式等决策理论模型，并对决策参与进行了阐述。第

十章主要谈论了学校中的沟通问题。沟通存在于学校生活的各个方面，本章对沟通的理论、方式，组织沟通以及如何改进学校沟通过程进行了阐述。第十一章主要论述了学校中的领导问题。对领导的概念、领导工作的性质以及一些新的领导理论比如魅力性领导、转换式领导等进行了论述，最后重点分析了如何改善学校中的领导的问题。

第四部分即最后一章是系统总结。该章对前面的内容作了简要的概括，提出了一个综合模型并对学校组织两难问题作了简要的分析。学校作为一个开放性的社会组织，主要包括学校结构、学校中的个体、学校的文化与气氛、学校的权力与政治、教学与学习、学校的外部环境、效率与质量、反馈环、决策、沟通、领导以及行政行为等主要因素。同时，学校也有协调与沟通、官僚制度与专业技术、管理计划与个体主动性等方面的冲突。

不难看出，以上四个部分，前后联系，逻辑紧密，构成了一个有机的整体。从学校管理的理论基础到学校管理的要素再到学校管理的具体操作，涵盖了决策、激励、沟通、领导等主要的管理过程以及学校结构、学校文化、学校中的权力与政治、教学与学习等主要的学校管理要素。可以说，该著作具有理论新颖、体系完整、观点独到等特点。另外，作者在论述的时候，重视了理论与实践的结合，提高了该著作的实用性。我相信，无论教育管理理论工作者还是学校管理实践者都能从中获得很大的收益。

我国正处于转型时期，教育也处于巨大变革之中，教育管理的理论、方法和技术都必须适应时代发展的要求。我国许多教育管理学者积极探索适应我国时代发展要求的新理论和新方法。但也不用讳言，我国教育管理理论在一定程度上依然滞后于教育实践的进展，有特色的中国教育管理理论体系和流派还没有形成。在这种情况下，我们有必要借鉴和学习西方的教育管理理论，而《教育管理学：理论、研究与实践》作为一本美国有代表性的高水平教材，在一定程度上系统地反映了美国等西方发达国家关于教育管理的基本观点，所以，影印出版该书，使读者能够直接用英语阅读，而不是通过翻

译转述，这将对读者理解和把握美国等发达国家的教育管理理论和方法具有重要意义，对促进我国教育管理理论的发展和教育管理实践的改进也有重要的作用。

黄 崴

华南师范大学公共管理学院副院长
教育发展规划与管理研究所所长
教授、博士、博士生导师

此为试读，需要完整PDF请访问：www.ertongbook.com

Cecil G. Miskel is a professor of Educational Administration and Policy at the University of Michigan. From 1988 to 1998, he was the Dean of the School of Education at Michigan. He served the University of Utah as a professor and chairperson of the Department of Educational Administration from 1982 to 1983 and professor and dean of the Graduate School of Education from 1983 to 1988. He also spent 12 years at the University of Kansas, where he held such positions as assistant, associate, and full professor of educational administration as well as associate dean for research administration and associate vice-chancellor for research, graduate studies, and public service. His public school experience includes being a science teacher and principal in the secondary schools of Oklahoma.

Professor Miskel holds an undergraduate degree in science education from the University of Oklahoma, and Master of Science and Doctor of Education degrees from Oklahoma State University. He teaches graduate classes and guides scholarly inquiry in school organization, administration, and policy. His current research program deals with reading policy at the state and national levels. He served as editor of the *Educational Administration Quarterly* for the 1987 and 1988 volumes and has been a member of its editorial board for nine years. Professor Miskel has received the William Davis Award for the most outstanding article published in Volumes 16 and 19 of the *Educational Administration Quarterly.* In addition to being a coauthor of the seven editions of *Educational Administration: Theory, Research, and Practice,* Professor Miskel has published widely in a variety of scholarly journals. Professors Hoy and Miskel are also editors of a book series on *Theory and Research in Educational Administration* (2002, 2003, 2004).

PREFACE

In *Educational Administration: Theory, Research, and Practice,* we make two assumptions about the study and practice of educational administration:

1. A substantive body of knowledge about educational organizations is available but often neglected by both professors and administrators.
2. Administrative practice can become more systematic, reflective, and effective when guided by sound theory and research.

Thus, we summarize and review relevant knowledge and demonstrate its utility in solving problems of practice. An open social-systems model of schools provides the overarching conceptual framework that organizes and relates this theory and research for educational administrators.

APPROACH

- Our approach is a pragmatic one, selecting the theories and research that are most useful and discarding those that are not. At the heart of our social-systems model are four critical elements of organizational life—structure, individual, culture, and politics, each discussed in a separate chapter. These elements interact and situate a chapter on teaching and learning in schools. The environmental chapter provides a set of opportunities and constraints for the schools; and the outcomes of the school are examined in the chapter on effectiveness. Four key administrative processes are analyzed in chapters on deciding, motivating, communicating, and leading, which remain central to effective administration. New theories and contemporary research are incorporated into our analyses of teaching, learning, and leading. Because the basic aim of educational administrators is to solve real problems, we provide an authentic case for leadership at the conclusion of each chapter. We believe that to make full use of the content of this text that students must first *understand* the materials (a constructivist perspective), then they must *remember* them (a cognitive perspective), and then they must *apply and practice* them (a behavioral perspective)—the three learning views developed in the second chapter.

NEW TO THE SEVENTH EDITION

- **New Knowledge.** More than 200 new citations were added and about the same number eliminated in this edition as we bring administrators and prospective administrators the most current information, but we also make a special effort to keep the classic analyses of

such giants in the field as Max Weber, Peter Blau, Alvin Gouldner, Amitai Etzioni, B. F. Skinner, Bernard Weiner, Vygotsky, Piaget, Henry Mintzberg, John Dewey, James March, and Herbert Simon, to mention just a few.

- **Expanded Coverage of Learning and Teaching.** Chapter 2 summarizes the latest theory and research on teaching and learning, one of the few educational administration books that deals with these central functions of schooling.
- **Reformulated Treatment of School Effectiveness.** Chapter 8 offers elaborated perspectives on school performance, accountability, and improvement, especially comprehensive school reform. It also provides an extensive treatment of school accountability, including the movement to standards, testing, rewards, and punishments.
- **Expanded Features.** Each chapter now includes *TIP* application questions, *A Case for Leadership* (an authentic and challenging problem of practice), and a *Key Assumptions and Principles* summary feature. All features were designed to help students confirm and apply what they learn.
- **A Collection of Cases for Educational Leadership.** A collection of eight cases is now available at the conclusion of the text. These additional cases provide students with extra practice in a variety of situations as they apply their knowledge to actual leadership challenges.
- **New Coverage of the Council of Chief State School Officers Standards (ISLLC Standards).** New to this edition is a demonstration of how the new standards are addressed with actual administrative cases. All of the leadership cases in the book are summarized in the *Case Matrix*, which classifies each case in terms of the standards addressed.

FEATURES

Each chapter includes the following features:

- **Preview.** At the beginning of each chapter the student will find a Preview, which is a brief outline of the key points to be covered in that chapter. We suggest that students take time to study the preview, which is deliberately short and terse, because it provides a road map of the chapter.
- **Theory into Practice (TIP).** Exercises to make the book more practical and user-friendly have been added in this edition. Throughout each chapter students will be confronted with a number of TIPs, practical issues and application exercises, which require them to test their understanding of theory and to suggest applications to contemporary problems.
- **A Case for Leadership.** Each chapter includes a real case to challenge students to apply the ideas and concepts developed in the chapter and to demonstrate their leadership initiative.
- **Key Concepts.** Key concepts in each chapter are identified in bold. Students should take the time to check themselves to make sure they understand and can define these concepts.
- **Key Assumptions and Principles.** New to this edition, located at the conclusion of each chapter, this feature provides a brief summary of the crucial generalizations in the chapter.

ACKNOWLEDGMENTS

Thank you to the instructors who provided feedback on the sixth edition to help guide our revision of the text:

John J. Battles, *George Washington University*

Perry Berkowitz, *The College of St. Rose*

Walter Keith Christy, *University of Arkansas at Little Rock*

Denise P. Dunbar, *Tennessee State University*

Ernest Johnson, *University of Texas, Arlington*

Jason P. Nance, *The Ohio State University*

Winston D. Pickett, *Tennessee Technological University*

James Sinden, *North Carolina State University*

Karen L. Stevens, *Tennessee State University*

Our colleagues and students continue to be important sources of ideas and criticism. We would like to thank Terry Astuto, New York University; James Bliss, Rutgers University; Eric Camburn, University of Michigan; Jane Coggshall, University of Michigan; David K. Cohen, University of Michigan; Michael DiPaola, College of William and Mary; Roger Goddard, University of Michigan; Patrick Forsyth, Oklahoma State University; Ronald Heck, University of Hawaii; Sam Hwan Joo, Chungnam National University; Megan Tschannen-Moran, College of William and Mary; Rodney Ogawa, University of California-Santa Cruz; Gail Schneider, University of Wisconsin, Milwaukee; Page Smith, University of Texas at San Antonio; Mengli Song, American Institutes for Research; Scott Sweetland, Ohio State University; C. J. Tarter, St. John's University; Brian Rowan, University of Michigan; Charles Teddlie, Louisiana State University; Cynthia Uline, Ohio State University; Frank Walter, Ohio State University; and Anita Woolfolk Hoy, Ohio State University. Finally, we owe a special thanks to all our students who have helped enrich the explanations and ground the theories with their experiences. A special thanks to Eileen McMahon, Thomas Reed, Nancy-Nestor Baker, Michael DiPaola, Harry Galinsky, and John Tarter, who drew upon their experiences in schools to write Cases for Educational Leadership.

Wayne K. Hoy
Cecil G. Miskel

CONTENTS

Preface xiv

CHAPTER 1 *The School as a Social System 1*

Theory 2
- *Theory and Science 2*
- *Theory and Reality 4*
- *Theory and Research 4*
- *Theory and Practice 6*

A Systems Perspective 8
- *Rational System: A Machine Model 9*
- *Natural System: An Organic Model 13*

Open System: An Integration 18

Key Properties of Open Systems 20

Social-Systems Model: Basic Assumptions 22

Key Elements of the School Social System 23
- *Structure 25*
- *Individual 25*
- *Culture 27*
- *Politics 28*
- *Technical Core: Teaching and Learning 29*
- *Environment 29*
- *Outcomes 30*
- *Internal Feedback Loops 30*
- *External Feedback Loops 32*

The School as a Learning Organization 33

A Case for Leadership: Rash Decision? 34

Summary and Suggested Readings 35

Key Assumptions and Principles 37

Notes 38

CHAPTER 2 *The Technical Core: Learning and Teaching 39*

Learning: A Definition 40

A Behavioral Perspective on Learning 41
- *Consequences 42*
- *Antecedents 44*

Teaching Applications of the Behavioral Approach 46
- *Learning Objectives 46*
- *Mastery Learning 47*
- *Direct Instruction 48*

A Cognitive Perspective on Learning 50
- *Knowledge and Learning 51*
- *Sensory Memory 54*
- *Working Memory 55*
- *Long-Term Memory 56*

Teaching Applications of the Cognitive Approach 61
- *Underlining or Highlighting 62*
- *Taking Notes 63*
- *Visual Tools 63*
- *Mnemonics 64*

A Constructivist Approach to Learning 65
- *Types of Constructivism 65*

How Is Knowledge Constructed? 68
Knowledge: Situated or General? 69
Teaching Applications of Constructivist Approaches 71
Inquiry and Problem-Based Learning 72
Cognitive Apprenticeships 74
Cooperative Learning 75
A Case for Leadership: Cooperative Learning: Sound Practice or Social Experiment? 78
Summary 79
Key Assumptions and Principles 81
Notes 81

CHAPTER 3 *Structure in Schools 82*

Weberian Model of Bureaucracy 83
Division of Labor and Specialization 83
Impersonal Orientation 84
Hierarchy of Authority 84
Rules and Regulations 84
Career Orientation 84
Efficiency 85
Ideal Type 85
Criticisms of the Weberian Bureaucratic Model 85
Functions and Dysfunctions of the Model 86
Functions and Dysfunctions of Rules 87
Neglect of the Informal Organization 90
Dual Structure of the Bureaucratic Model 95
A Feminist Critique of Bureaucracy 96
Formal Structure in Schools 97
Hall on Bureaucratic Structure 98
Hoy and Sweetland on Structure 102
Mintzberg on Structure 105
Loose Coupling Perspective 113
Professional and Bureaucratic Conflict 116
Professional and Bureaucratic Orientations in Schools 118
A Case for Leadership: Problems at West High 120
Summary and Suggested Readings 122
Key Assumptions and Principles 123
Notes 124

CHAPTER 4 *Individuals in Schools 126*

Needs 127
Hierarchy of Needs 128
Needs and Worker Satisfaction 131
Need for Achievement 133
Need for Autonomy 135
Goals 137
Goal-Setting Theory 137
Beliefs 140
Beliefs about Causality: Attribution Theory 141
Beliefs about Ability 143
Beliefs about Fairness: Equity Theory and Procedural Justice 145
Beliefs about Outcomes: Expectancy Theory 147
Beliefs about Capabilities: Self-Efficacy Theory 150
Intrinsic and Extrinsic Motivation 157
A Case for Leadership: Reverse the Decline 159
Summary and Suggested Readings 160
Key Assumptions and Principles 161
Notes 161

此为试读，需要完整PDF请访问：www.ertongbook.com