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管理学基础

概念、应用与技能提高（第2版）

罗伯特·N. 卢西尔 （Robert N. Lussier）／著

MANAGEMENT FUNDAMENTALS

Concepts, Applications, Skill Development

北京大学出版社
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Preface

The world of management has changed and so should how it is taught. Increasing numbers of students want more than just an understanding of the concepts of management. They also want skills they can use in their everyday life at work. It's not enough to learn about management; they want to learn how to *be* managers. This is why I wrote this book.

Competitive Advantages

I personally developed the total package to have the following competitive advantages:

- A unique "**how-to-manage**" approach to traditional management.
- A variety of high-quality application materials using the concepts to develop critical-thinking skills.
- A variety of high-quality skill-building exercises to develop management skills that can be utilized in students' professional and personal lives.
- A comprehensive **video** package, including 12 Behavior Model Videos and 11 BusinessLink Video Cases.
- A **flexible** package. With all these features, instructors can design the course by selecting the features that meet their needs.
- A **lower price** to students than major competitors.

Integration

Based on my experience teaching management courses for more than 25 years, I created course materials that develop students into managers. As the title of this book implies, it involves a balanced, three-pronged approach to the curriculum:

- a clear understanding of management **concepts**;
- the **application** of management concepts for critical thinking in the real world; and
- the development of management **skills**.

I wrote this text and its supporting ancillary package to support these three distinct but integrated parts. This text follows a management functions approach covering all the traditional concepts and current topics. The applications develop students' critical-thinking skills as they require them to apply specific concepts to their own work experience (part-time, summer, or full-time), to short situations, and to cases. In addition, this text meets the challenge of the AACSB and SCANS call for skills development. Since I wrote almost every exercise and application in the package, the material is completely integrated to create a seamless experience in the classroom.

Flexibility

Because these three key elements of concepts, applications, and skills are integrated throughout the chapters, you won't find them in broad general sections. However, they are identified clearly and are delineated in some detail for your reference in this preface. Recognizing the diverse needs of students and faculty, they can be used flexibly to fit any classroom. Instructors can create their course by using only features that fit with their objectives.

CONCEPTS

This text covers all key management topics and concepts. It is comprehensive in scope as shown by the detailed learning outcomes at the front of each chapter. Each outcome is reinforced and identified throughout the chapter. Key terms are placed in the margin to emphasize the vocabulary of management for students.

Systems Integration

Businesses today no longer operate in traditional departments isolated by function. To understand management, students must understand the interrelationships of the various business functions. The text is written from this perspective. The business is shown as a system; managers work within a system of relationships. The text focuses on viewing the organization as a whole and the interrelationship of its parts. The text emphasizes systems in four ways: (1) the interrelationship of management functions, (2) the interrelationship of the functional areas/departments, (3) systems thinking versus reductionist thinking, and (4) use of traditional systems theory.

Current Management Issues

Because this text takes an integrated approach to the subject of management, it is not cluttered with extraneous boxes. Instead, current topics as described by the AACSB, such as globalization, diversity, ethics and social responsibility, quality and TQM, productivity, and participative management and teams, are covered throughout the chapters.

End-of-Chapter Material Reinforcement of Concepts

Each chapter ends with a Chapter Summary and Glossary. The summary reinforces every Learning Outcome. The unique glossary enables the readers to quiz themselves on the definitions, making it an active glossary. In addition, at least ten Review and Discussion Questions that support and reinforce the key conceptual learnings appear in the chapter.

Test Bank (Assessment of Concepts)

Over half of the questions in the test bank (print and electronic) assess student knowledge of the managerial concepts taught in the text. In addition, every question identifies the chapter outcome that it tests.

APPLICATIONS

Powerful learning takes place when theory is put within the context of the real world. Using this text, students are challenged to apply the concepts they learn to actual business situations, especially as they have experienced them

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personally. Students must think critically as they apply specific concepts to their own work experience, short situations, and cases.

Opening Case and Internet

OCA

At the beginning of each chapter, information about an actual manager and organization is presented. Throughout the chapter, how the manager/organization applies the management concepts is discussed; an icon like that in the margin here appears in the margin where the opening case is applied in the text. The student gets a real-world example illustrated extensively throughout the chapter beginning with the opening pages. These cases reflect a mix of large, medium, and small businesses, both for-profit and nonprofit organizations. As appropriate, an Internet address referring students to that company's Web site is provided, allowing students to do further research on the organization. Use of the Internet is optional.

Work Applications

Work Application 1

State the mission of an organization, preferably an organization you work for or have worked for.

Open-ended questions called Work Applications require students to explain how the text concepts apply to their own work experience; these are scattered throughout the chapter. Student experience can be present, past, summer, full-time, or part-time employment. The questions help students bridge the gap between theory and their real world.

Applying the Concept

Every chapter contains a series of three to five Applying the Concept boxes that require the student to determine the management concept being illustrated in a specific short example. There are 20 to 25 objective questions per chapter for development of student critical-thinking skills.

Applying the Concept 5–1

Identifying Plans

Identify each type of plan by categories:

Standing Plan	*Single-Use Plan*
a. policy	d. program
b. procedure	e. budget
c. rule	

____ **1. "Quality is job one." (Ford Motor Company)**

____ **2. President John F. Kennedy's plan to land someone on the moon.**

____ **3. How much will it cost to operate your department next month?**

____ **4. Wear safety glasses while touring the factory.**

____ **5. Forms for leaves of absence must be approved by the manager and submitted to the personnel office one month in advance of their effective dates.**

End-of-Chapter (Objective) Cases

Following the review questions, students are presented with another actual manager and organization. The student learns how the manager/organization

applies the management concepts from that chapter. Again, the businesses in the cases are large, medium, and small from both the for-profit and nonprofit sectors. Each case is followed by 10 multiple-choice questions and some open-ended questions. The questions require the student to apply management practices and concepts to the actual organization. As appropriate, an Internet address referring students to that company's Web site is provided, allowing students to do further research on the organization. Use of the Internet is optional. Chapters 2 through 15 also include cumulative case questions. Cumulative questions relate case material to concepts from prior chapters. Thus, students continually review and integrate concepts from previous chapters.

Internet Exercises

At the end of each chapter, there are two or three Internet Exercises (IE). Students are instructed to go to the Internet and complete a variety of exercises that enhance the concepts in this textbook. For example, IE 1–1 and 1–2 provide tutorials on how to use search engines and conduct Internet research. An icon like the one in the margin here indicates the portion of text to which the Internet Exercise applies. There are also 12 Internet Exercises in the Instructor's Manual, providing a total of 46 Internet Exercises for instructors to choose from.

IE 1-1

Appendix C, Internet Basics, and Appendix D, How to Research Case Material Using the Internet. Both students who are familiar and those who are not so familiar with the Internet will find these appendices to be practical tools for using the Internet with cases and Internet exercises. These guides show students how to find the most current information on business utilizing the most up-to-date technology.

BusinessLink Video Cases

Student learning is enhanced by seeing actual managers tackling real management problems within their workplaces. The Lussier package contains 11 video cases provided free to adopters. Each video case centers around the decisions made by managers from the topic of a given chapter. BusinessLink Video Cases are integrated at the end of 11 chapters. All BusinessLink Video Cases have supporting print material for both instructors and students, including a brief description, learning outcome and critical-thinking questions.

BusinessLink Video Case

Kropf Fruit Company

Case Summary (13½ minutes)

The Kropf Fruit Company is a four-generation family business in the rich apple-growing country of western Michigan. The business consists of orchards, a packing facility, and a storage facility. Kropf's environment changed as large grocery stores consolidated. The number of buyers for its products decreased, but the volume that each buyer purchased increased substantially. Small regional growers could not provide the volume of fruit these stores required, nor did they have the storage facilities necessary to make the fruit available year-round. Thus, Kropf needed strategic planning.

Student Learning Outcome

To understand strategic planning and how a fruit company went through the strategic process.

Critical Thinking Questions

1. What types of change did Kropf Fruit face? Did Kropf managers address change effectively?
2. What strategies did Kropf use to overcome resistance to change in their strategy and operations.

Test Bank (Assessment of Application Ability) and Instructor's Manual (Reinforcement of Applications)

The test bank includes application questions that include true/false and multiple-choice questions, learning outcomes questions, work application questions, questions similar to "applying the concept" questions, and review and discussion questions. The Instructor's Manual contains detailed answers for all of the application features.

SKILLS

The difference between learning about management and learning to be a manager is the acquisition of skills. This text focuses on skill development so students can use what they learn on the job. The skill material is integrated throughout the text, but instructors can choose how to incorporate the material into their classroom experience—individually or as groups, inside the class or as outside group projects. Instructors can also determine the extent to which they want to use behavior modeling as the basis for skill development in their classroom, if at all.

I use the term *skill building* in this text only if students can actually develop a skill that can be used on the job. The features listed in the following text include true skill building, such as step-by-step models, skill-building exercises, and behavior model videos. Other features support skill building, such as self-assessments and group exercises.

Step-by-Step Models

step 1.

The book contains 25 detailed sets of how-to steps for handling day-to-day management functions. They are integrated into the context of the chapter or skill-building exercise being taught. For example, models teach students how to set objectives and priorities, how to handle a complaint, and how to discipline an employee. This feature directly teaches students how to be managers.

Skill-Building Exercises

Each chapter contains at least one Skill-Building Exercise, all of which have been class-tested to be the best found in any text in the market. Full support of 37 activities can be found in the Instructor's Manual including detailed information, timing, answers, and so on. All exercises and their use are optional in the classroom. There are three primary types of exercise. Each type of exercise is identified by its own icon.

I A. Individual Focus: Eighteen exercises (48%) are those in which participants are required to make individual decisions prior to or during class. These answers can be shared in class for discussion, or the instructor may elect to go over recommended answers.

G B. Group Focus: 8 exercises (22%) are those in which participants discuss the material presented and may select group answers.

R C. Role-Play Focus: 11 exercises (30%) are those in which participants are presented with a model and given the opportunity to use the model, usually in groups of three.

Behavior Model Videos

To reinforce the development of skills for students, the Lussier package includes 12 Behavior Model Videos, unique to the Management curriculum. The videos

demonstrate managers successfully performing common management functions such as handling complaints, delegating tasks, and conducting job interviews. Students learn from watching the videos and/or using them in conjunction with Skill-Building Exercises. Material in the text integrates the videos into the chapters. Ideas for using all videos are detailed in the Instructor's Manual.

BEHAVIOR MODEL VIDEO 14–1

video

Behavior Model Video 14–1 (3½ minutes), Coaching, shows Sarah coaching Dan. Dan is an Internet Web page designer who is not meeting deadlines. Sarah follows the steps in Model 14–2. This video serves as a behavior model that can be used prior to conducting Skill-Building Exercise 14–2, Coaching.

Self-Assessment Exercises

Scattered throughout the text are 18 Self-Assessment Exercises. Students complete these assessments to gain personal knowledge. All information for completing and scoring the assessments is contained within the text. Self-knowledge leads students to an understanding of how they can and will operate as managers in the real world. Many of the assessments are tied to exercises within the book, thus enhancing the impact of the activities.

Exercises

Many chapters contain exercises that enhance classroom learning but are not directly tied to developing skills. These exercises tend to center around group projects and classroom discussions for the creation of an active learning environment.

Test Bank (Assessment of Skill Development) and Instructor's Manual (Reinforcement of Skills)

Skill-Building Exercises in the text have reinforcement and assessment questions in the corresponding test bank chapter, a unique feature of the Lussier text package. The Instructor's Manual contains detailed answers for all of the skills features in the text, including timing, information, answers, logistics for instructor use, and follow-up questions for student debriefing. The manual also explains how to test on skill building.

ANCILLARY SUPPORT

Just as businesses must be integrated across functions and departments for success, text and ancillary material must also be integrated to create the optimum student learning experience. Many of our key supplements have been described to you as part of the support for our three-pronged approach to the management curriculum. The following text describes all elements of the text package, which are designed to create a successful classroom environment.

Instructor's Manual

The Instructor's Manual was written to ensure that every faculty member would receive complete integrated support for teaching. The manual contains the following for each chapter of the book: a detailed outline for lecture enhancement, Work Application Student Sample Answers, Review and Discussion Question Answers, Applying the Concept Answers, Case and Video Case Question Answers, Instructions on Use of Videos, and Skill-Building Exercise and other

Exercise Ideas (including set-up and timing). The Instructor's Manual also includes ideas on how to use the special features of the text in the classroom with emphasis on creating an interactive learning environment. (0-324-11755-8)

Test Bank

A unique feature of the text package is a comprehensive test bank that is structured around the three-pronged approach of the book: concepts, applications, and skills. Questions assessing each aspect of student learning in these three areas are delineated and included for each chapter. No other book on the market attempts to assess student skill development. (0-324-11757-4)

ExamView Testing Software

All questions from the printed Test Bank are available in ExamView, an easy-to-use test-creation program compatible with both Word and Macintosh operating systems. (0-324-11760-4)

PowerPoint

Teaching transparencies are available in electronic format for a more flexible and professional presentation in the classroom. (0-324-11756-6)

Behavior Model Videos

To reinforce the development of skills for students, the Lussier package includes 12 Behavior Model Videos, unique to the Management curriculum. The videos demonstrate managers successfully performing common management functions, such as handling complaints, delegating tasks, and conducting job interviews. Students learn from watching the videos and/or using them in conjunction with Skill-Building Exercises. Material in the text integrates the videos into the chapters. Ideas for using all videos are detailed in the Instructor's Manual. (0-324-11758-2)

BusinessLink Video Cases

Accompanying and integrated within the text are 11 BusinessLink Video Cases. Each case centers around topics key to management understanding within a profile of a real business organization solving real-world problems. These video cases add variety in the classroom presentation and stimulate students to learn about organizations, teams, and management. (0-324-16871-3)

Instructor's Resource CD-ROM

Get quick access to all of the instructor ancillaries from your desktop via one CD-ROM. (0-324-18264-3)

Web site

Http://lussier.swcollege.com, the dedicated *Management Fundamentals* Web site, offers broad online support. Log on for additional quizzes, downloadable ancillaries, and more.

SUMMARY OF KEY INNOVATIONS

My goal is to make both students and instructors successful in the classroom by providing learning features that not only teach about management but also

help students become managers. Here are the special ways in which this is done:

- The three-pronged approach to the curriculum: concepts, applications, skills.
- Assessment of this approach through a three-section test bank: concepts, applications, skills.
- Flexibility—use any or all of the features that work for you!
- Unique skill-building exercises that develop skills for use on the job.
- Internet exercises and Internet appendices that provide helpful information on using the Internet.
- An unsurpassed video package: 12 Behavior Model Videos, and 11 BusinessLink Video Cases.
- Cumulative case questions.

Changes to the Second Edition

- The text chapters have been reorganized to include a separate chapter of globalization and entrepreneurship.
- Internet exercises have been added to every chapter and the Instructor's Manual.
- Cumulative case questions have been added to Chapters 2 through 15.
- New video cases have been added.
- New skill-building exercises have been added.
- Opening and ending cases have been updated and changed to reflect the most current management issues and techniques.
- Chapters have been updated to reflect the most current research and topics.

Chapter 1. There are two new sections at the end of this chapter: (1) Managing in the Global Internet Environment gives a brief overview of the current topics that will be discussed throughout the book; and (2) Objectives of the Book has been added so that students better understand the three-pronged approach used in the book.

Chapter 2. The global section formerly in this chapter has been moved to Chapter 3, and the section on organizational culture that was in Chapter 7 has been added to this chapter with a more detailed discussion of culture and the learning organization.

Chapter 3. The global material from Chapter 2 has been moved to this chapter, and the chapter has been revised to provide new coverage of ethnocentrism, the role of technology (e-commerce, wireless communications), the global economic environment (economic development, infrastructure, exchange rates), and the governments environment (political instability, political risk, global government trade agreements). There is a new section on entrepreneurship in which entrepreneurship is compared to intrapreneurship. The global diversity section now includes Hofstede's four work-related values. There are also two new exercises.

Chapter 5. This chapter is now one complete chapter on planning. New Appendix B includes Time Management.

Chapter 6. This chapter has been updated to include a subsection on new approaches to departmentalization, which includes the horizontal team organization, the network structure and the virtual organization, and the learning organization.

Chapter 7. The section on diversity has been updated.

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Chapter 9. Emotional intelligence has been added to the Big Five personality trait of emotionalism, formerly called neuroticism. A new subsection discussing the psychological contract has been added to the managing conflict section to explain why conflict exists.

Chapter 13. The section on transformation leadership has been improved and includes a new definition.

Chapter 14. This chapter retains many of the same topics, but with less emphasis on finance, budgeting, and productivity. However, the material is retained in the Instructor's Manual Lecture Outline for those who want to cover the material in detail.

Chapter 15. The operations section now includes Gantt charts and PERT, with a skill-building exercise. Enterprise resource planning (ERP) has been added to the section on materials requirement planning. Six Sigma has been added to the section on quality control. The sections on information technology (IT) have been updated and new topics covered include: firewalls, intranets, peer-to-peer, and supply chain management.

ACKNOWLEDGMENTS

The authorship of a publishing project of this magnitude is only one aspect of a complex process. Many hardworking individuals gave great effort to create this text and package. I wish to express my gratitude to many of these key contributors, especially the fine people at South-Western/Thomson Learning. Having worked with a number of major publishers over the years, South-Western is the best. Specifically, I would like to thank my executive editor, John Szilagyi; my marketing manager, Rob Bloom; my developmental editors, Kelly Curtis and Theresa Curtis; my production editor, Dan Plofchan; my design manager, Rik Moore; my media developmental editor, Kristen Meere; and my media production editor, Karen Schaffer. My secretary, Mechele Holbrook, also provided great support.

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In addition, the reviewers of the project provided me with great ideas and inspiration for writing. The reviewers overwhelmingly confirmed the basic philosophical premise behind the book—teaching students how to *be* managers—and I am very grateful for their valuable input:

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I hope everyone who uses this text enjoys teaching from these materials as I do.

Robert N. Lussier
Springfield College

CONTACT ME WITH FEEDBACK

I wrote this book for you. Let me know what you think of it. More specifically, how can it be improved? I will respond to your feedback. If I use your suggestion for improvement, your name and college will be listed in the acknowledgments section of the next edition.

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About the Author

Robert N. Lussier is a professor of management at Springfield College and has taught management for more than 25 years. He has developed some innovative and widely copied methods for applying concepts and developing skills that can be used in one's personal and professional life. He is also the director of Israel Programs and goes once a year to visit the Branch and to teach courses. Other international experience includes Namibia and South Africa.

Dr. Lussier is a prolific writer, with over 180 publications to his credit. His articles have been published in the *Academy of Entrepreneurship Journal, Business Horizons, Business Journal, Entrepreneurial Executive, Entrepreneurship Theory and Practice, Journal of Business & Entrepreneurship, Journal of Business Strategies, Journal of Small Business Management, Journal of Small Business Strategy, SAM Advanced Management Journal*, and others.

When not writing, he consults to a wide array of commercial and nonprofit organizations. In fact, some of the material in the book was developed for such clients as Baystate Medical Center, Coca-Cola, Friendly Ice Cream, Institute of Financial Education, Mead, Monsanto, Smith &Wesson, the Social Security Administration, the Visiting Nurses Association, and YMCAs.

Dr. Lussier holds a bachelor of science in business administration from Salem State College, two master's degrees in business and education from Suffolk University, and a doctorate in management from the University of New Haven.

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