

世界经济  
管理文库



战略管理与组织专业

# 管理学基础

(英文版·第2版)

## Fundamentals of Management

Essential Concepts and Applications

(SECOND EDITION)

斯蒂芬 P. 罗宾斯 / 著  
戴维 A. 迪森佐

Stephen P. Robbins  
David A. De Cenzo



机械工业出版社



西蒙与舒斯特国际出版公司

MBA 专业精品教材

# 管理学基础

(英文版·第2版)

Fundamentals of Management: Essential  
Concepts and Applications

(SECOND EDITION)

斯蒂芬 P. 罗宾斯  
(Stephen P. Robbins)

/著

戴维 A. 迪森佐  
(David A. De Cenzo)

机 械 工 业 出 版 社  
西蒙与舒斯特国际出版公司

Stephen P. Robbins, David A. De Cenzo: Fundamentals of Management: Essential  
Concepts and Applications -2nd ed.

Copyright © 1998 by Prentice-Hall, Inc.

All rights reserved. For sale in mainland China.

本书英文影印版由西蒙与舒斯特国际出版公司授权机械工业出版社在中国大陆境内独家出版发行, 未经出版者许可, 不得以任何方式抄袭、复制或节录本书中的任何部分。

本书封底贴有Prentice-Hall防伪标签, 无标签者不得销售。

版权所有, 侵权必究。

本书版权登记号: 图字: 01-98-1206

### 图书在版编目(CIP)数据

管理学基础: 英文/(美)罗宾斯(Robbins, S. P.)等著, -影印版.-北京: 机械工业出版社, 1998.8

(MBA专业精品教材)

ISBN 7-111-06746-0

I.管… II.罗… III.管理学-英文 IV.C93

中国版本图书馆CIP数据核字(98)第22723号

出 版 人: 马九荣(北京百万庄大街22号 邮政编码100037)

责任编辑: 刘露明

审 读 人: 杨立民

北京忠信诚胶印厂印刷·新华书店北京发行所发行

1998年8月第1版第1次印刷

787mm × 1092mm 1/16 • 39.75印张

印 数: 0001-3000 册

定 价: 63.00元

凡购本书, 如有缺页、倒页、脱页, 由本社发行部调换

# 出版者的话

在全球经济一体化的激烈竞争格局中，中国正处于前所未有的经济与产业结构调整与转型的关键时期。飞速发展的社会与错综复杂的变革要求我们的经济与管理水平有一个飞跃。

为了能让读者系统地学习、借鉴国际上先进的管理理论、方法和手段，机械工业出版社从一些世界著名出版公司引进了一批一流品质的经济管理名著，组成了这套《世界经济管理文库》。其中所选图书均为当前国际上最为流行和权威的教材，大部分多次修订重版，有的多达十几版。作者都是哈佛、芝加哥、斯坦福等著名商学院的教授，使您足不出国，便可领略世界知名学府的文化精粹。

为了给中国的MBA教学提供一套完整的MBA系列教材，继与清华大学经管学院、加拿大毅伟管理学院合作共同策划出版的《国际通用MBA教材》与《国际通用MBA教材配套案例》丛书之后，近期，我社又和中国人民大学工商管理学院联手，共同策划本套《MBA专业精品教材》丛书。《国际通用MBA教材》涉及了所有的MBA核心课程，而本套《MBA专业精品教材》包括了MBA各个不同专业方向的全部课程及选修课程，它为各类工商管理学院培养更适

合社会需要的专门管理人才提供了丰富的教材资源库。全套丛书按专业分类,包括经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销、商务技能等7大系列、60多个品种。

为了保持原作的原汁原味,这套丛书是以英文原版的形式出版的。这样可以避免因翻译而造成的歧义和出版时间的滞后,以便让读者能亲身体味原作者的精彩文风,并在第一时间洞悉经济管理学科各个领域的最新学术动态。

由于作者所处的社会、政治环境的不同,书中所述难免有不妥之处,请读者在阅读时注意比较和鉴别,真正消化吸收其中的精华,这也就达到了出版者出版本套丛书的目的。我们真诚地希望这套《世界经济管理文库》的出版,能为提高中国的MBA教学水平、推动中国的改革开放事业尽点绵薄之力。

机械工业出版社

1998年8月

# 序 言

当前，我国正处于知识经济初露端倪的时代，管理科学已经成为兴国之道，这给我国工商管理教育带来新的机遇与挑战。今年9月，又将有4000余名工商管理硕士生满怀着理想与希望进入各大学学习。一大批机关分流干部与经贸委系统的管理人员也要经过入学考试，在职学习并申请工商管理硕士学位。如何办好工商管理硕士（MBA）项目，为国家和社会培养出一批又一批符合市场需求的高质量的工商管理硕士，是全国可以授予工商管理硕士学位的56所院校所共同考虑与研究的问题。

在这里，MBA课程设计是成功的关键环节之一。记得在1984年的夏天，在加拿大国际开发总署的资助下，加拿大蒙特利尔大学、麦吉尔大学、康克迪亚大学以及魁北克大学蒙特利尔分校的教授们为中国人民大学的年轻教师讲授了管理经济学、会计学、管理学以及管理信息系统等MBA课程。在1985年夏天，加拿大的教授们又讲了另外4门MBA课程。当时，我并没有真正了解这些MBA课程与我过去所学的管理课程在实质上有多大的区别，也没有理解这些课程之间的内在联系，对于MBA核心课与选修课以及专业的主修与副修的区别与联系更是知之甚少，只是感



到加拿大教授的教学在内容和手段上与我们传统方式有较大的区别。1988年初，我到加拿大麦吉尔大学管理学院研修后，才真正对MBA的课程设计有所了解。此后，我先后到美国布法罗纽约州立大学管理学院与澳大利亚悉尼科技大学管理学院任教，又对MBA课程之间的内在联系有了更切身的体会。为了更好地了解美国MBA教育的新潮流，今年6月，我又随中国管理学院院长代表团考察了美国著名管理学院，出席了在芝加哥举办的“全球管理教育论坛会”。

综观北美的工商管理教育，在全球化、信息化与整合化的挑战下，实在是强调其实用性。纵然有的教授学者看重自己的象牙宝塔，勾画着纯理论的模型与理论。但在MBA的教育上，美国现有的750余所管理学院，特别是为美国管理学院联合会（The American Assembly of Collegiate School of Business, AACSB）所承认的300余所管理学院，培养目标明确，课程设计体现出其为社会需求与市场服务的宗旨，没有半点的含糊。美国著名的管理院校明确自己的教育使命，把视野放在全球与创新上，不断地迎接新的挑战，将所授的知识与社会的实际需求密切地结合起来，期望培养出真正的高质量的管理人才。例如，哈佛商学院明确地提出，该院的使命是“影响企业的实践”，培养全面的管理者（general managers），指出“我们要对企业的领导人在如何完成他们的工作上，即在他们如何提出与解决问题、确定战略方向和采取行动上施加重大的影响。同时，我们鼓励从实践中获得反馈，以便了解这些领导人如何在实践中应用我们的思想与知识，从而进一步发展与提炼我们的理论与知识。”麻省理工学院斯隆管理学院的使命“尊重有用的工作”，“为产业提供服务”，提出“作为管理教育与研究的世界领导者，麻省理工学院斯隆管理学院要培养能在快速发展与高度竞争的全球企业环境中获得成功的管理者。当前持续不断的技术创新已成为每个产业各个方面生产力和增长的关键，因此，这正是我们的时机。”伯克利加利福尼亚大学商学院从学院的成立始，就将教育的重点放在国际与企业家的舞台上，研究迅速发展的全球经济，为学生提供创新的学习机会。

根据上述的使命，美国著名的管理学院教育模式基本上有三大流派：一是以哈佛商学院为代表的培养全面管理人员的模式。斯坦福商学院的培养方式也是属于这种模式。他们培养的是全面的MBA，而不是专业化的MBA，通过

为学生提供必要的专业知识，使之毕业以后成为企业或其他组织中高层的有效的全面管理者，而不是职能部门的管理人员。二是以芝加哥大学管理学院为代表的培养专业管理人员的模式，其方向是为企业和组织培养专业的管理人员。斯隆商学院亦属于这种类型。三是介于两者之间的模式。美国多数管理院校采用的是这种培养目标，如伯克利商学院、西北大学的凯洛格商学院、洛杉矶加州大学、康乃尔大学管理学院以及杜克大学管理学院等。因此，各个管理学院在其课程设计上有着不同的战略重点。

哈佛商学院MBA课程设计的思路是“在日益增长的全球商务环境中，提高学生进行战略性与关键性思考的能力。”斯坦福商学院MBA课程设计的思路是“确保学生获得管理运行的知识，了解企业运行的经济、政治和社会环境，以及掌握作为管理者所必须的行为技能。”同时，“MBA项目也要设计成为一种可以终身学习的模式。这样，今天的学生将在今后贯穿其事业的复杂而快速变化的管理世界中有能力自如地作出调整。”斯隆管理学院MBA课程设计的思路是“对日益增长的市场全球化和密集的竞争正在改变工作性质的这一事实作出反映。”哥伦比亚商学院MBA课程设计的思路是“让学生掌握作为管理者能够在全全球经济中进行有效竞争所需的基本学科与应用的职能领域。”

总之，这些学院在设计MBA课程时，首先，考虑的是学生要了解全球的竞争环境。其次，考虑学院所在的地域和环境。例如，哥伦比亚商学院极其强调该院处于纽约这个金融中心，其战略重点是国际、金融和纽约，培养出的学生要适合在国际大城市从事金融工作。因此，该学院在课程设计上就对财务与金融等相关课程有所侧重。再次，考虑学院自身资源的特点，如斯隆管理学院在技术管理上设置较多的课程，而哈佛商学院则在全面管理与竞争战略课程上有所突出。最后，要使学生获得相关的专业知识，了解研究与实践的前沿，如企业伦理、领导精神、创新、以及企业与政府关系等。

在课程设计的内容上，美国管理学院根据自己的情况，多按传统划分为核心课程与选修课程。课程内容上并不划一，门数上也多少不等。在学习核心课之前，学生要预先学习计算机应用和技能、商务沟通以及基本数量分析方法等课程。在核心课上，各学院基本上开设了经济学、统计或数据分析、会计、财务、市场营销、运作管理、组织行



为、人力资源管理、战略管理以及公共管理等课程。当然,也有例外。芝加哥大学管理学院就不设置核心课。在选修课程上,除哈佛商学院外,各学院基本上设置了专业,如管理经济学(Managerial Economics)、会计(Accounting)、财务管理(Financial Management)、税收(Taxation)、管理科学(Management Science)、信息系统(Information Systems)、市场营销(Marketing)、组织行为学(Organization Behavior)、人力资源管理(Human Resource Management)、国际商务(International Business)、战略管理(Strategic Management)以及公共管理(Public Management)等。最具特色的是斯隆管理学院的课程设计。该学院除了设计出体现管理基础原理和技能的六门核心课以外,根据学生今后所从事的工作方向,创造性地设计自我管理模块(Self Managed Track)与管理模块(Management Track)。自我管理模块包括应用宏观与国际经济学、财务管理或财务理论、信息技术、产业关系与人力资源管理、运作管理导论和市场营销导论等六门课。如果学生希望将来从事较为全面的管理工作,则可以选择自我管理模块。而学生希望成为更专业的管理人员,则可以选择管理模块。在这个模块中,有六个分模块,即战略管理与咨询(Strategic Management and Consulting)、新产品与风险开发(Product and Venture Development)、信息技术与企业变革(Information Technology and Business Transformation)、金融工程(Financial Engineering)、财务管理(Financial Management)以及制造与运作(Manufacturing and Operations)。这种设计打破传统职能性课程的框架,切实反映市场的声音,力图符合具体职业领域的要求,使学生能在今后的工作中更快地进入某个具体的管理角色。

我国工商管理硕士教育总体来说,还处在试点阶段之中。在课程设计上,全国工商管理硕士教育指导委员会规定了核心课的指导大纲。经过多年的建设,MBA核心课的教材已经初步满足教学的需求。当然,在质量上还有待进一步完善。随着MBA教学的深入发展,一些院校在培养全面管理人员的基础上,进一步根据自己院校的区域环境和办学条件,探索开设专业方向,以便培养出更适合社会需要的专门管理人才。这就对课程设计提出了新的要求,希望有更专门化的课程支持不同的专业方向。这不仅对教师的科研提出了更高的要求,而且对教材的建设也提出新的

需求。教材不足便是当前工商管理教育中最大的困惑之一。

为了满足工商管理专业方向的发展以及相应的课程设计,在中国人民大学工商管理学院的策划下,机械工业出版社推出了英文版的《MBA专业精品教材》,填补教学用书中空白,力图缓解MBA各专业教学上的急需。在这套从书中,我们精心选择了北美在经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销以及商务技能等7个专业的英文版教材,期望对国内各管理学院所开设的管理专业有所帮助。同时,有志于学好MBA某个专业的管理人员、研究生甚至本科生也可以通过系统地学习该专业所列的教材,掌握个中三昧。

当然,在学习西方的管理理论与经验时,需要认真对待其内在的文化底蕴。正如同样是绘画,西方的绘画注重光线与颜色,体现出一种形象思维,而中国画则注重线条,体现出内在的逻辑思维,从而表现出中国文化与西方文化的差异。本世纪初以来,我国知识分子一直在研究与吸收西方文化,力图西学中用。正如有人所讲,学习的方法有三种形式,一是鸟瞰的方法,二是仰视的方法,三是平视的方法。鸟瞰者,持才傲物,看不起其他民族的文化,更看不起其他民族的管理理念与方法。仰视者,自卑自弃,看不起自己民族的文化,盲目追求其他民族的管理理念与方法。要真正作到西学中用,而不是仅仅学到一些皮毛的话,则需要运用平视的方法,拉开距离,去观察与学习世界上一切优秀的管理理念与方法。今天,我们利用西方的管理理论与实践,是为了更合理地推动中国的管理教学与科研,促进中国的管理实践,切不可邯郸学步,而是真正做到“以我为主、博采众长、融合提炼、自成一家”。

徐 = 明 博士

中国人民大学管理学教授  
中国人民大学工商管理学院院长  
全国MBA教育指导委员会委员  
1998年盛夏于北京

# Preface

## To the Instructor

In the first edition of this book, we said we thought there was a market for a “different” kind of management textbook. Not different just for the sake of being different but a book that was truly reflective of the “reengineering” efforts in the world of business. To us, that meant a book that focused on the foundations of management—one that covered the essential concepts in management, provided a sound foundation for understanding the key issues, had a strong practical focus, and yet also covered the latest research studies in the field. It could be completed in a one-term course. Perhaps most important, a book that provided significant value both in relevance and cost to its readers. Our first edition sought to fill that need. The revision you have before you continues this tradition.

We address four critical questions in this preface.

- ▶ 1. What assumptions guided the development of this book?
- ▶ 2. What important features are continued from the previous edition?
- ▶ 3. What’s new in this revision?
- ▶ 4. How does the book encourage learning for the reader?

Let’s try to answer each.

## 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 guide 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 Nucor Steel is revolutionizing the worldwide steel-producing industry; how Autodesk, a relatively new software company, develops multimedia products in its creative and innovative corporate culture; how a company like Apple Computer, once a fairy-tale start-up company, must now struggle to survive; how to redesign an entire company in teams, cut waste, control costs, and increase productivity; and techniques that can make a university more efficient and responsive to its students. 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 lots 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 fifteen clerical workers 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 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.

Content should emphasize relevance. 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 or that? 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. Our does!

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 the Changing Face of Management (Chapter 2), Technology and the Design of Work Processes (Chapter 6), and Managing Teams (Chapter 11) and integrate throughout the text such contemporary topics as reengineering, empowerment, diversity, and continuous improvements. The text is divided into five parts: Part 1: Introduction; Part 2: Planning; Part 3: Organizing; Part 4: Leading; and Part 5: Controlling. There are a total of sixteen chapters, plus two appendixes that describe the evolution of management thought and provide some special information to students regarding how to build their management careers.

Bringing an introductory management text in at sixteen chapters required us, for the first edition, to make some difficult decisions regarding the cutting and reshaping of material. After a lot of review and considerable discussion, we felt we identified the essential elements students need in an introductory management course. Of course, the choice of "right topics" was a judgment call. We believe the tremendous success enjoyed by the first edition of this book confirms that the critical issues instructors typically expect in an introductory management text have been included. The same care shown in the first edition has been carried over to this revision.

### What Important Features Were Kept from the First Edition?

The first edition contained a number of topics and features that adopters considered unique, useful, and/or particularly popular with students. We have retained those, and they include the following:

**Classic research studies.** Achieving our goal of writing a reengineered text required some major changes. In addition to cutting material that we considered to be marginally relevant to the introductory students, we concluded that much of the research that is covered in the management text of 700+ pages was not critical for introductory students. In fact, we cut through the theory where possible and emphasized the practical aspects of management. But we respect the fact that there are classic studies that many instructors want their students to know about. Unfortunately, most students aren't interested in the details behind these classics. In response, we created boxed vignettes called Details on a Management Classic. Although the research implications are

discussed in the body of the text, the background on the research is reserved for the Details boxes.

**Management skills.** Today's typical student is more likely to someday be an entrepreneur, a senior executive in a small business, a manager in a not-for-profit organization, or a mid-level manager in a large company rather than CEO of a Fortune 500 firm. Success in these jobs will require practical skills. So we've included skill boxes throughout the text that provide step-by-step guidelines for handling specific elements of a manager's job. We call these Developing a Management Skill.

**Practical applications.** Our experience has led us to conclude that students like to see and read about people who have had a significant influence on their organization's performance. So we have included Managers Who Made a Difference boxes. All the managers are new to this edition; they include men and women from organizations ranging in size from small to large and located throughout the world.

**Self-assessment exercises.** We also are aware that students like to get feedback about themselves that they can use in their development. Toward this end, we have included a self-assessment in each chapter. These are called Understanding Yourself. Some examples of the questions asked include: What kind of organization design do you want to work for? How do you define life success? How ready are you for managing in a turbulent world? What needs are most important for you? What is your preferred leadership style?

**Video case.** Each chapter includes a video case. These are based on videos from the ABC News/Prentice Hall Video Library. We've also written these cases so they could be used as stand-alone case applications for those not wanting to show the video.

**Writing style.** This revision continues our commitment to present material in a lively and conversational style. Our goal continues to be to present material in an interesting and relevant manner—rich with examples to reinforce the point.

**Headings designed around questions.** When we were designing the layout for the first edition, we wanted something that was "student-friendly." We created headings that read as questions. This format allows readers to identify what important concept they should have gotten from that section or where they can go to get the answers to something they failed to grasp.

## What's New for the Second Edition?

Several new features and content topics have been included in this revision.

**Expanded coverage.** In the second edition, look for more on reengineering, downsizing, contingent workers, work force diversity, boundaryless organizations, training, and management information systems.

**Updated research foundation.** You will also find a sound and current research base in this edition. We have done an extensive literature review to include many 1995 and 1996 citations from business periodicals and academic journals.

**Two new chapters.** We added two chapters to this edition: Technology and the Design of Work Processes (Chapter 6) and Managing Teams (Chapter 11). Rather than simply adding two additional chapters, we combined the organizing and organizational design material into one chapter and the chapters on foundations of individual and group behaviors into another.

**Several new topics.** Highlights include:

- ▶ the information age (Chapter 2)
- ▶ managing chaos (Chapter 2)
- ▶ criticism of planning (Chapter 3)
- ▶ types of strategies (Chapter 3)
- ▶ downside of management by objectives (Chapter 3)
- ▶ heuristics in decision making (Chapter 5)
- ▶ team-based structures (Chapter 7)
- ▶ contemporary career development (Chapter 8)
- ▶ compensation and benefits (Chapter 8)
- ▶ safety and health (Chapter 8)
- ▶ stress and employee assistance programs (Chapter 9)
- ▶ "big-five" personality factors and Myers-Briggs (Chapter 10)
- ▶ pay for performance and employee stock option programs (Chapter 12)
- ▶ trust and credibility in leadership (Chapter 13)
- ▶ men and women leadership styles (Chapter 13)
- ▶ interpersonal skills (Chapter 14)
- ▶ employee monitoring and privacy (Chapter 15)
- ▶ tips for developing a successful managerial career (Appendix B)



At the end of each chapter, we feature our home page address ([www.prenhall.com/robbinsfom](http://www.prenhall.com/robbinsfom)). Given the information age in which we live, it's important for students—if they aren't already on the Net—to have exposure to using the Internet for educational purposes. At our Web site, you will find chapter-specific Internet exercises, author biographies, and links to PHLIP—Prentice Hall's Learning on the Internet Partnership. PHLIP contains a number of useful professor and student resources. These include a "Management Web Site of the Week" and biweekly current-events articles tied directly to our book.

**Inclusion of SCANS material and emphasis on skills, knowledge, and abilities across the curriculum.** Several years ago, business schools began taking a hard look at themselves. What they found was that curriculum changes were warranted, business programs needed to be more mission-driven, and more infusion of the liberal arts was required. These changes translated into a need to emphasize skill, knowledge, and abilities across the curriculum. This need was reinforced in another forum when the Secretary of Labor published the *Secretary's Committee on Acquiring Necessary Skills* (SCANS). What did these two have in common? Both highlighted the need for business programs to cover the basic skill areas of communications, critical thinking, computer technology, globalization, diversity, ethics and values, and personal qualities (such as personality traits). Within each of these areas, there also exist several levels of understanding. They can be addressed from the simple to the complex. At the lower end of the spectrum, instructors are concerned with imparting knowledge, assisting comprehension, and encouraging application. Higher-order thinking, on the other hand, requires students to demonstrate that they can analyze, synthesize, and evaluate.<sup>1</sup>

This edition of *Fundamentals of Management* has been designed to facilitate increasing levels of thinking from knowledge to comprehension, and finally to applica-

<sup>1</sup>See, for example, F. Goodhart, P. Verdi, and S. Kennedy, "Assuring Quality in Health Education," paper presented at the Mid-Atlantic College Health Association, October 25, 1991.

Exhibit P-1  
Critical Skills  
Coverage

CRITICAL SKILLS, KNOWLEDGE, ABILITIES	TOPIC AND LOCATION*	INTENDED LEVEL OF REINFORCEMENT
Critical Thinking	Chapter Objectives	Knowledge
	Chapter Summaries	Knowledge
	Review and Discussion Questions	Comprehension, application, analysis
	Case Applications	Application, analysis
	Testing Your Comprehension	Comprehension
Communication Skills	Applying the Concepts	Applications
	Interpersonal Skills (Chapter 14)	Knowledge
	Applying the Concepts	Application
Computer Technology	Technology (Chapter 6)	Knowledge
	At the Net	Knowledge, comprehension, application
Globalization	Global Village (pp. 34)	Knowledge
	ISO 9000 (pp. 101, 107, 108)	Knowledge
Diversity	and motivation (pp. 374, 375)	Knowledge
	and control (pp. 476, 477)	Knowledge
	Cultural diversity (pp. 199)	Knowledge
	in decision-making (pp. 154)	Knowledge
	in recruiting (pp. 237)	Knowledge
	managing diverse individuals	Knowledge
	in teams (pp. 411, 413)	Knowledge
	in motivation	Knowledge
	gender and cultural differences in leading (pp. 411, 413)	Knowledge
	in communications (pp. 431, 433)	Knowledge
Ethics/Values	Ethics and Social Responsibility (pp. 40, 42, 56, 57)	Knowledge
	Value judgment	Applications, analysis, evaluation
Personal Qualities	Foundations of Individual Behavior (pp. 391-397)	Knowledge
	Understanding Yourself	Applications, analysis, synthesis, evaluation

\*A location not referenced by specific page numbers indicates a major section included in each chapter.

tion. We convey relevant management knowledge to students, give them an opportunity to reinforce their comprehension, and demonstrate that they can apply the concepts. For example, at the end of each chapter we have included multiple choice questions that have been specifically written to reinforce all the chapter objectives. These classroom-tested questions have been used previously to assess students' knowledge and comprehension of management topics. Exhibit P-1 summarizes how this book covers critical skills.



## How Have We Encouraged Understanding with In-Text Learning Aids?

Just what do students need to facilitate their learning? We began to answer that question by pondering 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 should teach as well as present ideas. Toward that end, we designed this book to be a quality learning tool. Let us specifically point out some pedagogical features—in addition to what we’ve mentioned previously—that we included to help students better assimilate the material.

**Learning objectives.** 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 objectives that describe what the student should be able to do after reading the chapter. These objectives are designed to focus students’ attention on the major issues within each chapter.

**Chapter summaries.** Just as objectives clarify where one is going, chapter summaries remind you where you have been. Each chapter of this book concludes with a concise summary organized around the opening learning objectives.

**Review and discussion questions.** Every chapter in this book ends with a set of ten 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 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 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.

**Class exercises.** Today’s students are tomorrow’s employees, and they will undoubtedly be working at times in teams. To help facilitate being part of a team, we’ve included a number of in-class group exercises. These class exercises, which we have called Applying the Concepts, are also tied to content in their respective chapters.

**Case applications.** Each chapter contains three case applications. The first application involves an ethical dilemma. The case is designed to get students to apply their values to an actual business situation. The second case is an actual case of an organization. This case gives students an opportunity to use one or more concepts discussed in the chapter and apply them to actual problems faced by managers. Also, as previously mentioned, each chapter contains a video case that can be used as a stand-alone case application or with the video provided.

**Supplements package.** This book is accompanied by the full complement of support material that you expect. Adopters of this text can obtain the following classroom aids: an Instructor’s Manual with video guide available in hard copy or on disk; a comprehensive Test Item File, also available on disk in both Macintosh and Windows versions; color transparencies with teaching notes; an electronic version of the transparencies in PowerPoint; and an ABC News Video Library to complement cases within

the text. Additionally, adopters will have access to a web site of activities and information specifically designed for *Fundamentals of Management 2/e* at:  
([www.prenhall.com/robbinsfom](http://www.prenhall.com/robbinsfom)).

## Acknowledgments

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

First are our friends at Prentice Hall. Granted, there are so many people who should be recognized here that the list is almost unending. Nevertheless, a few deserve special recognition—our acquisition and production editors. Our acquisition editor, Natalie Anderson, continues to support our ideas for projects like this—even though at times we must come close to driving her crazy. Natalie, thank you and know we appreciate the hard work and effort you give to us. Judy Leale, our production editor had the challenge of pulling all the pieces together. She worked diligently in bringing the final product to completion. Thanks, Judy, for being a vital part of our team.

In addition to Natalie and Judy, there are several others we'd like to recognize. We are grateful to the following for their efforts on our behalf (in alphabetical order): Jim Boyd, Lisamarie Brassini, Mary Helen Fitzgerald, Stephanie Johnson, Bill Oldsey, Margo Quinto, Crissy Statuto, Sandy Steiner, and Teri Stratford. We apologize to anyone we may have inadvertently omitted.

We thank all our reviewers who gave us their constructive comments and suggestions on how we could improve the book.

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 thank my new bride, Laura. You are making great strides in helping me balance my life. Every day is better because you're in it.

From Dave's: I'd like to recognize my family. Through thick and thin, they're always there. To Teri, my lovely wife, here's hoping that all our dreams are fulfilled. To Mark, Meredith, Gabriella, Natalie—and the dog and the cat—thanks. You've always been my inspiration and ever so special to me. Always remember that I am there—even if it is in my office “playing” on my computer.