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组织理论与设计

(第10版)

Theory and Design .of Organizations

Tenth Edition

(美) 理查德·L. 达夫特 (Richard L. Daft) 著

Tenth Edition

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Richard L. Daft
Theory and Design of Organizations, Tenth Edition
ISBN: 978-1-111-51798-4

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图书在版编目 (CIP) 数据

组织理论与设计：第10版：英文/（美）达夫特（Daft, R.L.）著. --北京：清华大学出版社，2010.11
（美国商学院原版教材精选系列）
ISBN 978-7-302-23475-3

I. ①组… II. ①达… III. ①企业管理：组织管理—英文 IV. ①F272.9

中国版本图书馆 CIP 数据核字（2010）第 155045 号

责任编辑：梁云慈

责任印制：李红英

出版发行：清华大学出版社

地 址：北京清华大学学研大厦 A 座

<http://www.tup.com.cn>

邮 编：100084

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印 刷 者：清华大学印刷厂

装 订 者：三河市金元印装有限公司

经 销：全国新华书店

开 本：203×260 印 张：32.75

版 次：2010 年 11 月第 1 版 印 次：2010 年 11 月第 1 次印刷

印 数：1~4000

定 价：56.00 元

出版说明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进管理经验和掌握经济理论前沿动态的需要,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材,是该领域中具有权威性的经典之作。

本书是美国管理界知名学者达夫特的力作,迄今已再版至第 10 版。本书作为一本系统反映国际上组织理论与设计最新成果的经典教科书,深受管理学和组织理论教师、研究人员和 MBA 学生的喜爱,被世界著名商学院列为组织理论课程的教材或 MBA 学生的指定参考书。本书的中文翻译版也将由我社出版。

感谢圣智学习出版集团对清华大学出版社独家授予本书的影印版版权,使我们能够将这本深受读者喜爱的教科书原汁原味地奉献给更多的中国读者,使读者既能够轻松地学习组织理论,又能感受达夫特教授的语言魅力。在本书的审阅过程中,我们得到了中国人民大学王凤彬老师和刘松博老师的热心帮助和支持,在此表示感谢!

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

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清华大学出版社

英/双语教学的成功路径与商科英文原版教材的效用

(代序)

在我国高校,用英语或双语教授专业课程(以下简称:英/双语教学)始于改革开放引进热潮,历经30年,虽发展不快,仍在缓慢推进。20世纪80年代,改革开放后留学归来的教育界学者们不仅引进了各学科先进的研究成果,也随之引进了西方高校的教材。以清华大学出版社为领军的国内出版社适时地引进了西方优秀教材的影印版,推动了一些高校开始在专业课程中开展英/双语教学。2007年以来,国家教育质量工程专设的“国家高校双语教学示范课程建设点”的评定项目被视为政府教育发展的政策风向标,正有力地推动着高校英/双语教学的发展。

但对英/双语教学的必要性,我国高校内部一直争议不断。争议首先围绕着中国人用英语教学的必要性。在公认英语是目前世界通用语言的前提下,英/双语教学的必要性取决于我国高校师生是否有必要及时汲取世界最新的知识和研究成果。答案是不言而喻的。况且英/双语教学省却了翻译过程,可以避免常见的信息减损和曲解问题。不过,信息发布者——教师的英语演讲能力和信息接收者——学生的英语解读能力不足又成为开展英/双语教学的障碍。因而常见的反对意见是,开展英/双语教学,课堂教学内容就会缩水,因为讲授者和听众都得花费精力和时间解译内容。如此看来,我国开展英/双语教学的高校教师必须应对挑战,洞察在我国现有条件下用英文原版教材开展英/双语教学的利和弊,并找到可行的扬长避短的路径。

在经济开放和全球化的大趋势推动下,我国中小学英语教学分量加重,英语普及程度逐年提高,高校新生的英语基础愈益扎实;教师的英语能力也随着师资的新陈代谢而日见增强。这一趋势无疑在为英/双语教学营造越来越有利的条件。尽管如此,不同于以英语为主要语言或官方语言的一些国家,英语在我国的普及率仍较低。在青少年中,英语的普及程度和英语应用能力还仅处于初级水平;高校中能用英语演讲的教师尚属少数,且熟练程度还有待大幅提高。这样的师生英语基础,使得英/双语教学面临巨大的挑战。

同时,在多数的中国高校课堂里,教学任务多被视为逐章讲解某本教材的内容。本土中文教材通常是400~500页的32开本,含理论框架、主要知识点、计算方法和习题,但案例和故事不在其中,多由教师在讲解时添加,以演示和诠释理论要点。迄今仍然普遍盛行的“填鸭式”、“满堂灌”的传统教学法侧重于传授知识,从多数评教指标可见,只要学生感觉教师讲得精彩、有条理、能解惑,就算教学成功。

而引进的国外教材篇幅通常较长,16开大本,500~800页。习惯于上述传统教学法和评价标准的人们自然会产生一个疑问:在有限的课时内,这么厚的教材,怎么讲得完?其实,发达国家多数高校对学生阅读量的要求远远大于我国高校(即使是中文课本和资料),名校更是如此。它们的教材不仅涵盖理论框架和基本概念,而且富含长短不一、详简各异的演示性案例、故事和大量习题,总之它便于学生自学。课堂讲解只占一半课时,其余课时常被用于师生讨论和互动。于是,教师的讲解主要是勾勒理

论框架,阐释重点和难点,还需针对事先布置的阅读资料和讨论题,引导学生展开讨论。可见,大厚本的教材适合于能力培训教学法。两者相辅相成,致力于调动学生的主动性:他们必须大量阅读和思考,才能在课堂上有上好的表现,真正成为学习的主人。结果,他们的能力获得了必要和切实的磨炼。

由此可见,英/双语教学不只是教学语言的改变,它可以达到三重效用:传授专业知识;传授英语知识;同时训练专业方法和英语的应用技能。也因此,一些非英语国家的高校不惜成本,开展英/双语教学,使用与之相配的教材。对我国高校来说,要想成功开展英/双语教学,恐怕首先需要改变传统的教育思想和教学方法。换言之,如果高校想要使教育、教学接近世界先进水准,用英文原版影印教材开展英/双语教学是有效的途径。

迄今为止,原版英文教材的缺点也很明显。鉴于发达国家的作者是以其母国为背景,多数教材不涉及中国国情。教师必须在教学中紧密结合中国国情,提供相关案例、资料和思考讨论题,适时引导师生思辨现有理论的普适性,激励师生发现和创作适合我国国情的经济学、管理学、营销学规律。在我国作者编写和出版足量的优质英文教材之前,这些额外的工作必须由开展英/双语教学的教师来承担。

古今中外,成才之士都乐于阅读和探索,而这种氛围却在当今我国的大学校园里愈见淡化。加之中国学生相对薄弱的英语基础,目前英/双语教学仍面临很大的挑战:“填鸭式”的讲授与之相悖;仅靠课堂讲授和互动也很难奏效。但如能培养学生阅读和探索真理的兴趣,并营造一个全方位的孵化温床或生态环境,英/双语教学是有望成功的。根据能力培育过程的所需,这个生态环境包含师生对教育、教学的共识,好学求知的校风,富有挑战和师生互动的课堂教学,从课外讲座、项目操作到校园竞赛等第二课堂活动,便于师生交流的校园互联网等。

要做到这些,教师亟待与时俱进。随着师资的年轻化和高学历化,如今年轻教师的英语基础更好。但逆水行舟,不进则退。英语能力的进退取决于使用频率的多寡,其实英/双语教学过程既是加强英语使用、提高英语能力,也是汲取世界新知的最佳机会。不过,这一过程通常比用汉语教学的付出大得多,且因学生也需成倍地付出,英/双语教学的课程不容易像汉语教学课程那样容易在短期内获得学生的好评。因此给予英/双语教学的教师足够的激励成为生态环境的首要组成部分;缺乏对教师的足够激励,上述英/双语教学的生态环境就无法营造。

诚然,在教育体制和环境不够理想的情况下,教师和学生仍然有个人自训和奋斗的条件。英语原版教材影印版在我国的出版和更新就是对英/双语教学的及时支持。清华大学出版社近期又有一批英文原版影印教材出版,相信必将更进一步推动英/双语教学的发展。如今,已有一些本土高校的教师与英语国家的教师合著英文教材;在可见的将来,还会有中国教师编写发行到世界各地的英文教材。总之,及时用好英文原版影印教材,编写优质的英文教材是我国高校教师的历史责任。

愿英/双语教学的师资队伍愈益壮大,愿英/双语教学更加有力地推动我国教学方法与国际接轨,愿我国高校各级学生在英/双语教学中受益良多,茁壮成长!

对外经济贸易大学
傅慧芬



Preface

My vision for the Tenth Edition of *Theory and Design of Organizations* is to integrate contemporary problems about organization design with classic ideas and theories in a way that is engaging and enjoyable for students. Significant changes in this edition include two new features—“Managing by Design Questions” and “How Do You Fit the Design?”—along with updates to every chapter that incorporate the most recent ideas, new case examples, new book reviews, and new end-of-book integrative cases. The research and theories in the field of organization studies are rich and insightful and will help students and managers understand their organizational world and solve real-life problems. My mission is to combine the concepts and models from organizational theory with changing events in the real world to provide the most up-to-date view of organization design available.

DISTINGUISHING FEATURES OF THE TENTH EDITION

Many students in a typical organization theory course do not have extensive work experience, especially at the middle and upper levels, where organization theory is most applicable. Moreover, word from the field is that many students today often do not read the chapter opening examples or boxed examples, preferring instead to focus on chapter content. To engage students in the world of organizations, the Tenth Edition adds two significant features. First, “Managing by Design Questions” start each chapter to engage students in thinking and expressing their beliefs and opinions about organization design concepts. Second, a new in-chapter feature, “How Do You Fit the Design?” engages students in how their personal style and approach will fit into an organization. Other student experiential activities that engage students in applying chapter concepts are new “In Practice” examples and new integrative cases for student analysis. The total set of features substantially expands and improves the book’s content and accessibility. These multiple pedagogical devices are used to enhance student involvement in text materials.

How Do You Fit the Design? The “How Do You Fit the Design?” feature presents a short questionnaire in each chapter about the student’s own style and preferences to quickly provide feedback about how they fit particular organizations or situations. For example, questionnaire topics include: “What Size Organization for You?” “Are You Ready to Fill an International Role?” “The Pleasure/Pain of Working on a Team,” “How Innovative Are You?” and “How Do You Make

Important Decisions?” These short feedback questionnaires connect the student’s personal preferences to chapter material to heighten interest and show relevance of the concepts.

Managing by Design Questions Each chapter now opens with three short opinion questions that engage students in clarifying their thoughts about upcoming material and concepts. These questions are based on the idea that when students express their opinions first, they are more open to and interested in receiving material relevant to the questions. Example questions, which ask students to agree or disagree, include:

The primary role of managers in business organizations is to achieve maximum efficiency.

Managers should use the most objective, rational process possible when making a decision.

If management practices and coordination techniques work well for a company in its home country, they probably will be successful in the company’s international divisions as well.

A certain amount of conflict is good for an organization.

As a follow-up to the three “Managing by Design” questions, each chapter contains three “Assess Your Answer” inserts that allow students to compare their original opinions with the “correct” or most appropriate answers based on chapter concepts. Students learn whether their mental models and beliefs about organizations align with the world of organizations.

In Practice This edition contains many new “In Practice” examples that illustrate theoretical concepts in organizational settings. Many examples are international, and all are based on real organizations. New “In Practice” cases used within chapters include Samsung Electronics, eBay, the Salvation Army, Axiom Global, Univision, Google, Semco, AT&T, the World Bank, Threadless, Carilion Health System, Apple, Matsushita Electric, Herman Miller, and Great Ormand Street Hospital for Children.

Manager’s Briefcase Located in the chapter margins, this feature tells students how to use concepts to analyze cases and manage organizations.

Text Exhibits Frequent exhibits are used to help students visualize organizational relationships, and the artwork has been redone to communicate concepts more clearly.

Design Essentials This summary and interpretation section tells students how the essential chapter points are important in the broader context of organization theory.

Case for Analysis These cases are tailored to chapter concepts and provide a vehicle for student analysis and discussion.

NEW CONCEPTS

Many concepts have been added or expanded in this edition. New material has been added on organizational configuration and Mintzberg's organization forms; strategic intent, core competence and competitive advantage; Porter's competitive forces and strategies; using the balanced scorecard to measure effectiveness; using strategy maps; the trend toward outsourcing; supply chain management; intelligence teams; collaborative versus operations management roles; applying Web 2.0 tools for internal and external coordination; behavior versus outcome control; executive dashboards; interpreting and shaping culture through organization structures, control systems, and power systems; corporate social responsibility; values-based leadership; collaborative teams for innovation; prospect theory; groupthink; overcoming cognitive biases in decision making; and the power of empowerment. Many ideas are aimed at helping students learn to design organizations for an environment characterized by uncertainty; a renewed emphasis on innovation; public demands for stronger ethics and social responsibility; and the need for a speedy response to change, crises, or shifting customer expectations. In addition, coping with the complexity of today's global environment is explored thoroughly in Chapter 5.

CHAPTER ORGANIZATION

Each chapter is highly focused and is organized into a logical framework. Many organization theory textbooks treat material in sequential fashion, such as "Here's View A, Here's View B, Here's View C," and so on. *Theory and Design of Organizations* shows how they apply in organizations. Moreover, each chapter sticks to the essential point. Students are not introduced to extraneous material or confusing methodological squabbles that occur among organizational researchers. The body of research in most areas points to a major trend, which is reported here. Several chapters develop a framework that organizes major ideas into an overall scheme.

This book has been extensively tested on students. Feedback from students and faculty members has been used in the revision. The combination of organization theory concepts, book reviews, examples of leading organizations, self-insight questionnaires, case illustrations, experiential exercises, and other teaching devices is designed to meet student learning needs, and students have responded favorably.

SUPPLEMENTS

Instructor's Resource Guide The Instructor's Resource Guide includes an Instructor's Manual and Test Bank. The Instructor's Manual contains chapter overviews, chapter outlines, lecture enhancements, discussion questions, discussion of workbook activities, discussion of chapter cases, and case notes for integrative cases. The Test Bank consists of multiple choice, true/false, and essay questions.

PowerPoint Lecture Presentation Available on the Web site (www.cengage.com/international), the PowerPoint Lecture Presentation enables instructors to customize their own multimedia classroom presentations. Prepared in conjunction with the text and instructor's resource guide, the package contains approximately 150 slides. It includes figures and tables from the text, as well as outside materials to supplement chapter concepts. Material is organized by chapter and can be modified or expanded for individual classroom use. PowerPoint presentations are also easily printed to create customized transparency masters.

ExamView A computerized version of the Test Bank is available on the text Web site (www.cengage.com/international). ExamView contains all of the questions in the printed test bank. This program is easy-to-use test creation software. Instructors can add or edit questions, instructions, and answers and can select questions (randomly or numerically) by previewing them on the screen. Instructors can also create and administer quizzes online, whether over the Internet, a local area network (LAN), or a wide area network (WAN).

WebTutor™ Toolbox WebTutor is an interactive, Web-based student supplement on WebCT and/or BlackBoard that harnesses the power of the Internet to deliver innovative learning aids that actively engage students. The instructor can incorporate WebTutor as an integral part of the course, or the students can use it on their own as a study guide.

Web Site (www.cengage.com/international) The Daft Web site is a comprehensive, resource-rich location for both instructors and students to find pertinent information. The Instructor Resources section contains an Instructor's Manual download, Test Bank download, and PowerPoint download.

Video/DVD This DVD includes video segments related to organization design concepts. They're designed to visually reinforce key concepts.

Experiential Exercises in Organization Theory and Design, Second Edition By H. Eugene Baker III and Steven K. Paulson of the University of North Florida.

Tailored to the table of contents in Daft's *Theory and Design of Organizations*, Tenth Edition, the core purpose of *Experiential Exercises in Understanding the Theory and Design of Organizations* is to provide courses in organizational theory with a set of classroom exercises that will help students better understand and internalize the basic principles of the course. The chapters of the book cover the most basic and widely covered concepts in the field. Each chapter focuses on a central topic, such as organizational power, production technology, or organizational culture, and provides all necessary materials to fully participate in three different exercises. Some exercises are intended to be completed by individuals, others in groups, and still others can be used either way. The exercises range from instrumentation-based and assessment questionnaires to actual creative production activities.

ACKNOWLEDGMENTS

Textbook writing is a team enterprise. The Tenth Edition has integrated ideas and hard work from many people to whom I am grateful. Reviewers and focus

group participants made an especially important contribution. They praised many features, were critical of things that didn't work well, and offered valuable suggestions.

David Ackerman
University of Alaska, Southeast

Michael Bourke
Houston Baptist University

Suzanne Clinton
Cameron University

Jo Anne Duffy
Sam Houston State University

Cheryl Duvall
Mercer University

Patricia Feltes
Missouri State University

Robert Girling
Sonoma State University

John A. Gould
University of Maryland

Ralph Hanke
Pennsylvania State University

Bruce J. Hanson
Pepperdine University

Guiseppe Labianca
Tulane University

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Indiana University

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Texas Woman's University

Asbjorn Osland
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Pepperdine University

Thomas Terrell
Coppin State College

Jack Tucci
Southeastern Louisiana University

Judith White
Santa Clara University

Jan Zahrly
University of North Dakota

Among my professional colleagues, I am grateful to my friends and colleagues at Vanderbilt's Owen School—Bruce Barry, Ray Friedman, Neta Moye, Rich Oliver, David Owens, Ranga Ramanujam, and Bart Victor—for their intellectual stimulation and feedback. I also owe a special debt to Dean Jim Bradford and Associate Deans Bill Christie and Dawn Iocabucci for providing the time and resources for me to stay current on the organization design literature and develop the revisions for the text.

I want to extend special thanks to my editorial associate, Pat Lane. She skillfully wrote materials on a variety of topics and special features, found resources, and did an outstanding job with the copyedited manuscript and page proofs. Pat's personal enthusiasm and care for the content of this text enabled the Tenth Edition to continue its high level of excellence.

The team at South-Western also deserves special mention. Joe Sabatino did a great job of designing the project and offering ideas for improvement. Erin Guendelsberger and Emma Guttler were superb to work with during their respective turns as Developmental Editor, keeping the people and project on schedule while solving problems creatively and quickly. Colleen Farmer, Senior Content Project Manager, provided superb project coordination and used her creativity and management skills to facilitate the book's on-time completion. Clint Kernen, Marketing Manager, provided additional support, creativity, and valuable market expertise.

Finally, I want to acknowledge the love and contributions of my wife, Dorothy Marcic. Dorothy has been very supportive of my textbook projects and has created an environment in which we can grow together. She helped the book take a giant step forward with her creation of the Workbook and Workshop student exercises. I also want to acknowledge the love and support of my daughters, Danielle, Amy, Roxanne, Solange, and Elizabeth, who make my life special during our precious time together.

Richard L. Daft

Nashville, Tennessee

March 2009

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