

教育部高校工商管理类教学指导委员会 双语教学推荐教材

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工商管理经典教材·核心课系列

Administration Classics

管理学原理

Fundamentals of

(英文版·第6版)

Management

(Sixth Edition)

斯蒂芬·P·罗宾斯 (Stephen P. Robbins)

戴维·A·德森佐 (David A. DeCenzo) 著

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中国人民大学出版社

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总 序

随着我国加入 WTO,越来越多的国内企业参与到国际竞争中来,用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考,如何顺应这一发展潮流,推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上,双语教学在我国教育界已经不是一个陌生的词汇了,以双语教学为主的科研课题也已列入国家“十五”规划的重点课题。但从另一方面来看,双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今,依然是有人赞成有人反对,但不论是赞成居多还是反对占上,双语教学的规模 and 影响都在原有的基础上不断扩大,且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验,不断加以改进;一些待进入者也在模仿中学习,并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言(包括英语)的环境,开展双语教学面临特殊的困难,因此,选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为,双语教学从一开始就应该使用原版的各类学科的教材,而不是由本土教师自编的教材,从而可以避免中国式英语问题,保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外,还应根据双语教学的特点和需要,适当调整教学课时的设置,合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势,中国人民大学出版社同众多国际知名的大出版公司,如麦格劳-希尔出版公司、培生教育出版公司等合作,面向大学本科生层次,遴选了一批国外最优秀的管理类原版教材,涉及专业基础课,人力资源管理、市场营销及国际化管理等专业方向课,并广泛听取有着丰富的双语一线教学经验的教师的建议和意见,对原版教材进行了适当的改编,删减了一些不适合我国国情和不适合教学的内容;另一方面,根据教育部对双语教学教材篇幅合理、定价低的要求,我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头,将目标受众锁定在大学本科生层次。本套教材尤其突出了以下一些特点:

- 保持英文原版教材的特色。本套双语教材根据国内教学实际需要,对原书进行了一定的改编,主要是删减了一些不适合教学以及不符合我国国情的内容,但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定,使本套教材既保持了学术上的完整性,又贴近中国实际;既方便教师教学,又方便学生理解和掌握。

- 突出管理类专业教材的实用性。本套教材既强调学术的基础性,又兼顾应用的广泛性;既侧重让学生掌握基本的理论知识、专业术语和专业表达方式,又考虑到教材和管理实践的紧密结合,有助于学生形成专业的思维能力,培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格相对较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使我们后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明

中国人民大学商学院

改编者的话

美国圣迭戈州立大学的斯蒂芬·P·罗宾斯 (Stephen P. Robbins) 教授是一位博学的管理学畅销教科书作者, 他编写的管理学和组织行为学教材体系完整、内容丰富、贴近时代、注重应用、语言生动, 读者遍布全球, 其中最具代表性的《管理学》和《组织行为学》中文版在我国多年畅销不衰。这本他与戴维·A·德森佐 (David A. Decenzo)、亨利·穆恩 (Henry Moon) 合著的《管理学原理 (第6版)》简明扼要, 在有限的篇幅里, 系统完整地介绍了管理学的核心内容。通过提问的方式编排章节, 引导读者直接切入关键知识点, 章首章尾互相呼应的学习目标和内容小结, 突出了每章的重点。章后的思考题、字谜和综合案例等辅助资料为读者加深理解基本概念和提高分析实际管理问题的能力提供了练习材料。此外, 该书图文并茂, 简洁悦目, 要点突出, 比较适合我国经济管理类本科生双语教学使用。

这次改编与上一版不同, 除了删除原书第IV篇中关于个体和团队行为的两章, 没再对章节内部和书的其他部分做任何改动。这样做的原因是希望在满足我国本科生管理学基础的教学需要和适应学生的阅读及经济能力前提下, 尽可能在整体上保持原书的完整性。国外教材篇幅较大的原因, 除了提供丰富的辅助材料和背景资料, 包括比较详尽的文献来源和评注也是重要的原因。这些辅助性的“小配件”其实是一本优秀教材非常重要的组成部分, 比如参考文献, 一方面体现教材编写者对原创成果的尊重, 同时也为想要了解有关内容进一步具体细节的读者提供方便。我们的大学生往往只会死读书, 只会记住教材正文中的标准答案, 而不善于进一步扩充知识, 开展主动的探索性学习, 可能与教材中缺乏这样的工具有关。希望本书的读者, 不论是教师还是学生, 都能看一看书后的尾注, 如果有可能还可以根据文献的指导去浏览一下那些原始资料和编著者推荐的扩充材料, 这不仅可以加深你对有关内容的理解, 也会开阔你的眼界和接触研究与实践的前沿。

本书改编时删除关于个体及团队行为的两章 (Chapter8: Foundations of Individual and Group Behavior, Chapter9: Understanding Work Team), 主要出于两方面的考虑, 一是我国的经济管理类专业大多单独开设组织行为学方面的课程, 有专门的书籍和教材, 包括罗宾斯本人编著的各种版本的《组织行为学》及其译本, 对这部分内容有更详尽和深入的讨论; 二是这部分内容相对比较独立, 同书中其他部分关联性不大, 也不影响管理学知识体系的完整性, 某种意义上还使其结构框架更加明晰。书中其他部分涉及的一些个体与团队行为方面的知识, 读者不难从相关的书籍中找到, 教学过程中老师也可以做临时的补充。

经常有从事教学的同行谈起, 内容取舍是使用国外教材的难题之一, 特别是在本科生层面, 能找到的国外的教材篇幅都比较大, 而学生和老师又都习惯于讲课内容与教材一致。我们从2001年起在本科生中开展《管理学原理》双语教学, 一直使用的就是罗宾斯的这本教材, 开始也被这个问题困扰, 当时是第2版, 有16章和两个附录 (即现在的Modules), 全部都讲, 每周完成一章, 学生和老师都非常紧

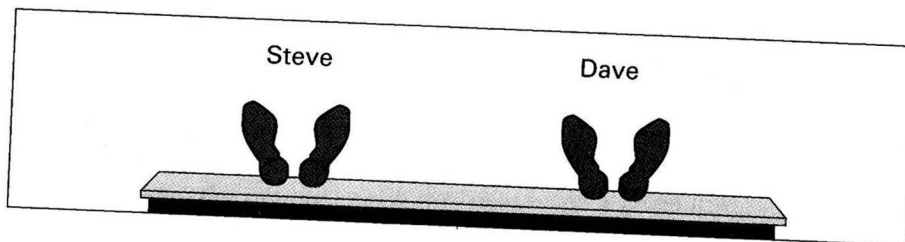
张。这么多年下来，得到一个经验是要舍得放弃。现在，我们每周3学时，讲一个学期，范围包括1, 3, 4, 5, 6, 8, 9, 10, 11, 12十章，除最后两章外，平均两周完成一章。省略的两章（第2章“管理环境”和第7章“变革、压力与创新的管理”）比较贴近当前管理实践所面临的挑战，但这样处理仍然能够保证管理学的基本内容和体系的完整性，也适应本科学生缺乏管理经验和社会经历的特点，相关的一些重要观念和发展动态则可在其他部分的教学中间接地带一下。换句话说，我们认为对于本科生和初级的读者而言，这10章内容应该就是本书的“精华”。

北京科技大学经济管理学院贾振全副教授翻译了书后术语索引中的专业术语。希望经过改编的这本教材能得到广大师生和其他读者的欢迎和喜爱，也欢迎使用本书的老师和同学与我们联系交流教与学的经验和体会。

高俊山

北京科技大学经济管理学院

A Short Note to Students Get Experienced



We usually reserve this space to tell you about all the useful features you'll find between the covers of this book. We're still going to do that . . . but in the next few pages.

While we have your "1st page" attention we wanted to ask you a few important questions.

1. Did you ever wish you could experience a course in a way that best suits your learning style, your schedule?
2. Wouldn't it be nice to take a chapter pretest and find out exactly what you know or don't know?
3. Would you want to create your own study plan experience, one that lets you monitor your own learning progress, where—at a glance—you could see exactly which topics you need to review?
4. Did you ever wish that you could have this study plan linked to a variety of interactive content to help you learn the material; including a posttest . . . to see if you actually did learn!
5. Last, what about having it all online 24/7?

If you answered YES to any of the above then **www.mymanagementlab.com**, the online homework tool that accompanies this book is for you. It was built with your course and your unique learning style(s) in mind. No complicated registration, no complicated interface, just a straightforward, read it, learn it, and experience it homework tool.

www.mymanagementlab.com gives you the chance to learn management concepts and principles by creating your own experience.

- Read this textbook.
- Take a chapter pretest.
- Find out exactly where you need to focus your learning.
- Review concepts online with interactive simulations, ebook, PowerPoints, and more.
- Take a chapter posttest (as many times as you need to, in order to learn the concepts).

Go ahead. Get experienced.

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

Steve Robbins Dave De Cenzo

Welcome to the sixth edition of *Fundamentals of Management*. We continue 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—all offered in a format that can 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 this book encourage learning?

Our Assumptions

When authors sit down to write a book, they do so with 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 a company such as Pepsi would assist its rival, Coke, when Coke's product recipe was stolen; how two employees at PNC Financial effectively share one job; and how companies such as General Electric are actively recruiting global leaders, especially in China. We've tried to convey this excitement 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. So the content should give as much attention to the challenges and opportunities in supervising a team of five, some of whom may be located in virtual offices, 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 will find the descriptions of management concepts applicable to their needs because we've included examples and applications from a broad spectrum of organizations. Finally, organizations operate today in a global village. Readers must understand how to adjust their practices to reflect differing cultures. As a result, you'll find examples from organizations around the globe and careful discussions of when management concepts are culture-bound.

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!

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 Management Environment (Chapter 2), Understanding Work Teams (Chapter 9), Leadership and Trust (Chapter 11), and Operations Management (Chapter 14). We also integrate throughout the

text such as contemporary topics as globalization, technology, entrepreneurship, ethics, empowerment, diversity, and continuous improvements. These topics are all covered in the text's 14 chapters, plus 3 modules that describe the evolution of management thought, the use of quantitative techniques to improve decision making, and guidance for helping students build their management careers.

It's not enough, however, to simply know about management. Today's students need the skills and competencies to succeed in management. So we are continuing with our strong skills focus throughout the book, and are introducing a new feature at the end of each chapter called Integrative Chapter Skills. We'll tell you more about the Integrative Chapter Skills sections in a moment.

New To This Edition

In every chapter we have updated where appropriate, streamlined discussions, and reviewed and revised text and exhibits for clarity. For example, review the new discussion on workplace spirituality in Chapter 6.

We're also pleased to introduce Integrative Chapter Skills sections in almost every chapter of the book. Authored by Henry Moon, these original end-of-chapter integrative skills cases (chapters 3-14) are group-based cases that are intended to thematically apply the concepts covered in each chapter. The cases range from choosing among three different locations for a corporate expansion project, redesigning the organizational structure of FEMA, deliberating between two major trades for a fictional National Basketball Association team, to creating a hiring strategy for a company attempting to expand production.

The cases are written to promote deliberation and discussion—to increase students' decision-making ability, increase students' ability to operate in a team environment, and increase students' understanding of the complexities that organizations often face when making important decisions. For the instructor, we hope that these cases become in-class favorites as a method to cement the learning concepts presented in the chapters and increase the satisfaction of the class.

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 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.

- **Crossword Comprehension.** Did students understand the key concepts contained in the chapter? By completing the crossword puzzle they can quickly determine their comprehension in a unique and interesting way.
- **Pretest and Posttest.** As educators and administrators, we are constantly working to ensure that what we teach is measurable. We need to ensure that our students see the outcomes of what a course entails, and then measure to ensure that learning took place. Although many methods can be used to accomplish this goal, one means we have found useful is through a pretest and posttest. What did students know when they came into the class versus what do they know when the course is finishing? One small way of measuring that is through a pretest and posttest. Of course a single metric should not be definitive of the learning that took place. But a pretest and posttest can be part of a larger assessment that shows that something happened during the course of study in the class. That something, in this case, we call increased comprehension. To that end, from a comprehension perspective, we believe some learning has occurred. Accordingly, we offer a pretest and posttest for you. We recommend that you use the pretest in the first week of class, and retest the students just before the class ends. A simple comparison of how students did on the pretest and the posttest can provide you with some insight that comprehension took place. Again, this tool is not intended to be a statistically significant course or major assessment, just simply one indicator that students know more (comprehension) after the class than they did before they took the class. Who that learning is attributable to, and how well it translates into other course work, we'll leave to the assessment gurus.

For Instructors

The following supplements are available to adopting instructors. For detailed descriptions, please visit: www.prenhall.com/robbins.

- **Instructor's Resource Center (IRC) online:** Login at www.prenhall.com/irc
- **Instructor's Resource Center (IRC) on CD-ROM**
- **Printed Instructor's Manual with Video Guide**
- **Printed Test Item File—See AACSB Tagging descriptions below**
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