



美国商学院原版教材精选系列

PEARSON

希特管理学

(第2版)

Management

Second Edition

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Management
Second Edition



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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,绝大部分是该领域中较具权威性的经典之作。在选书的过程中,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!

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。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助,对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议,同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

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

What Makes This Book Unique?

One of our fundamental objectives as an author team was to create a textbook for students and instructors that was both relevant and rigorous. Despite the number of good textbooks on the market, many of them tend to lean in one of two directions: Some textbooks do a good job of presenting material and integrating research, but students struggle to make the connection between theory and practice. Other textbooks do a good job of relating the material to the real world, but they are not always based on the current research. Our experience in teaching students, talking with other instructors, and working with practicing managers led us to believe there was a need for a textbook that was both relevant and based on current research literature.

As an author team we are fortunate to have, collectively, nearly *100 years* of in-depth experience directly conducting research, reviewing articles, and studying management literature—particularly in the international sphere—and working with colleagues from a variety of different countries and cultures. The breadth and depth of our experience has helped us identify the key theories, concepts, and empirical findings that inform the practice of management in both domestic and global contexts.

We have also had a great number of opportunities over the years to teach many students, work with a large number of managers, and consult with various companies, all focused on the practice of management. Like our research, these experiences have taken place in a variety of places around the world. We have literally worked with managers from every part of the globe. We believe this experience has helped us understand the challenges that students of management face when it comes to relating theory to practice. As a consequence, we have worked hard to relate the findings from the current research to the implications they hold for practicing managers.

Why a New Edition?

The dual objectives of relevance and rigor were the basis of the first edition of *Management*, and they continue to be the basis for this second edition. However, as a team, we are great admirers and try to be good examples of the principle of continuous improvement. Toward this end, in this edition, we have made several changes that we believe enhance the book.

To make the connection between relevance and rigor more direct for students and instructors, we have added a new feature that appears at the beginning of each chapter, titled “Managerial Challenges from the Front Line.” It includes a focused example of a managerial challenge faced by a real person. Several of these people are recent college graduates, and others are more experienced managers. The feature is designed to help students understand and relate the chapter content to managerial practice. We also provide a “Rest of the Story” feature at the end of the chapter that briefly describes how the manager resolved the challenge.

Because many undergraduates have not yet had extensive practical experience working in organizations, they are not always able to benefit from the self-insight and awareness that experience can provide. Yet, as we also know, much of a manager’s approach to various managerial activities, such as decision making or communicating, are influenced by his or her own tendencies, orientations, and the like. As a consequence, we have added a new “Self-Assessment” feature at the end of each chapter to help students think about

themselves and how their inclination or orientation relates to some of the material covered in the chapter.

Emphasizing the importance of relevance, we have updated all the “A Manager’s Challenge” sections (real-life examples of challenges managers face) from the first edition of the book and inserted new ones in most of the chapters. In addition, we have added many other current managerial examples to the chapters. In order to emphasize the importance of current research and rigor, we have also added new, up-to-date content and current (2006 and 2007) references to the chapters.

This second edition is also now more concise, with 15 chapters. We made these revisions without sacrificing important content. In fact, we have added two new chapters, “International Management and Globalization” and “Operations Management,” to this edition. We have also added an appendix titled “The History of Managerial Thought and Practice” for students who desire to learn more about the historical development of the management field. As a result, the second edition of *Management* now presents a comprehensive yet concise discussion of the important functions and activities of management.

Supplements to This Book

This second edition of *Management* has been designed specifically to support the instructor teaching the course and to be user friendly for students. The following support materials have been developed to accompany the second edition:

Instructor Resource Center

At www.prenhall.com/irc, instructors can access a variety of print, digital, and presentation resources available with this text in downloadable format. Registration is simple and gives you immediate access to new titles and new editions. As a registered faculty member, you can download resource files and receive immediate access and instructions for installing course management content on your campus server.

In case you ever need assistance, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit www.247.prenhall.com for answers to frequently asked questions and toll-free user support phone numbers.

The Instructor Resource Center provides the following electronic resources.

TEST BANK The test bank, authored by David Stuart, contains approximately 100 questions per chapter, including multiple-choice, true/false, short-answer, and scenario-based questions. Short-answer questions are questions that can be answered in one to five sentences. Scenario-based questions are essay-type questions developed around a short scenario.

In this edition, each question in the test bank contains a page reference and difficulty rating, and most include references to the chapter learning objectives to which they relate. In addition, the test bank incorporates the standards for education of the Association to Advance Collegiate Schools of Business (AACSB). For each question applicable to an AACSB standard, the related skill is noted.*

AACSB is a not-for-profit corporation of educational institutions, corporations, and other organizations devoted to the promotion and improvement of higher education in business administration and accounting. A collegiate institution offering degrees in business administration or accounting may volunteer for AACSB accreditation review. The AACSB makes initial accreditation decisions and conducts periodic reviews to promote continuous quality improvement in management education. Pearson Education is a proud member of the AACSB and is pleased to provide advice to help you apply AACSB learning standards.

One of the criteria for AACSB accreditation is the quality of the curriculum. Although no specific courses are required, the AACSB expects a curriculum to include learning

*Please note that some questions do not have learning objectives or AACSB topics indicated, as they are not always applicable.

experiences in a number of areas. To ensure that a curriculum meets the appropriate criteria, the AACSB has created the following six learning standards:

- Communication
- Ethical Reasoning
- Analytic Skills
- Use of Information Technology
- Multicultural and Diversity
- Reflective Thinking

Questions that test skills relevant to these standards are tagged with the appropriate standard. For example, a question testing the moral questions associated with externalities would receive the Ethical Reasoning tag.

Tagged questions help you measure whether students are grasping the course content that aligns with AACSB guidelines. In addition, the tagged questions may help to identify potential applications of these skills. This in turn may suggest enrichment activities or other educational experiences to help students achieve these goals.

This test bank is also available in a print version (ISBN 0-13-600741-4).

TESTGEN TEST GENERATOR SOFTWARE The easy-to-use TestGen software allows instructors to custom design, save, and generate classroom tests. Instructors can edit, add, or delete questions from the test bank; edit existing graphics and create new graphics; analyze test results; and organize a database of tests and student results. TestGen provides many flexible options for organizing and displaying tests, along with a search and sort feature.

POWERPOINTS Two PowerPoint packages developed by Susan Peterson of Scottsdale Community College are available for this textbook. The first is a fully developed set of instructor PowerPoints. The second is an enhanced, interactive version of the first, with video clips and Web links in each chapter. Both versions contain teaching notes. In addition to being available for download, the PowerPoints are also available on the Instructor Resource Center on CD-ROM (ISBN 0-13-600779-1).

INSTRUCTOR'S MANUAL Authored by Grace McLaughlin of the University of California, Irvine, the Instructor's Manual offers much more than just the traditional, limited chapter outline and answers to the end-of-chapter materials. In addition to these basic items, you will find suggested teaching strategies for 45-, 90-, and 180-minute sessions; chapter coverage suggestions for semester- and quarter-length courses; and modular suggestions for courses focused on general management, strategy, and/or organizational behavior. The coverage for each chapter includes a variety of resources, such as exercises, critical thinking assignments, debate topics, and research assignments. Two appendixes contain complete PowerPoint slides and an in-depth video guide. The Instructor's Manual is also available in a print version (ISBN 0-13-600740-6).

FIGURES FROM THE TEXT All the figures from the textbook are available electronically for instructors to download, print, display in class, or use in customized materials.

Videos on DVD

The new DVD (ISBN 0-13-600780-5) accompanying this second edition of *Management* contains 12 video clips that highlight management issues at a variety of companies, including Patagonia, Swiss Army, Ernst & Young, the WNBA, The Golf Network, and more.

Student Web Site

The text's companion Web site, located at www.prenhall.com/hitt, features automatically graded, chapter-by-chapter quizzes students can take for practice as well as text-accompanying PowerPoint slides for easy student review. In addition, the slides can be conveniently printed three to a page for in-class note taking.

CourseSmart Textbooks Online

CourseSmart Textbooks Online is an exciting new choice for students looking to save money. As an alternative to purchasing the print textbook, students can subscribe to the same content online and save up to 50% off the suggested list price of the print text. With a CourseSmart eTextbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information, or to subscribe to the CourseSmart eTextbook, visit www.coursesmart.com.

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