管理学精要

（第8版）

Essentials of Management

Eighth 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！

根据我国的教学实际情况，我们在影印过程中删掉了第3章"道德和社会责任(Ethics and Responsibility)"。我们在采用原书页码的同时，还按顺序编制了新的页码，望读者予以注意。

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

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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！

<div align="right">对外经济贸易大学
傅慧芬</div>

2. Managers and professionals need both interpersonal and analytical skills to meet their day-to-day responsibilities. Although this book concentrates on managing people, it also provides ample information about such topics as decision making, job design, organization structure, information technology, cost cutting, and inventory management.

3. The study of management should emphasize a variety of large, medium, and small work settings, as well as profit and not-for-profit organizations. Many students of management, for example, intend to become small-business owners. Examples and cases in this book therefore reflect diverse work settings, including retail and service firms.

4. Introductory management textbooks tend to become unrealistically comprehensive. Many introductory texts today are more than 800 pages long. Such texts overwhelm students who attempt to assimilate this knowledge in a single quarter or semester. The goal with *Essentials of Management* was to develop a text that realistically—in terms of time and amount of information—introduces the study of management. Also, this text is not merely a condensation of a larger text, but a concise and comprehensive treatment of management since the first edition.

FRAMEWORK OF THE BOOK

The first three chapters present an introduction to management. Chapter 1, "The Manager's Job," explains the nature of managerial work with a particular emphasis on managerial roles and tasks. Chapter 2, "International Management and Cultural Diversity," describes how managers and professionals work in a multicultural environment.

The next three chapters address the subject of planning. Chapter 4, "Essentials of Planning," presents a general framework for planning—the activity underlying almost any purposeful action taken by a manager. Chapter 5, "Problem Solving and Decision Making," explores the basics of decision making, with an emphasis on creativity and other behavioral aspects. Chapter 6, "Quantitative Techniques for Planning and Decision Making," describes several adjuncts to planning and decision making, such as break-even analysis, PERT, and production-scheduling methods used for both manufacturing and services.

Chapters 7–9 focus on organizing, culture, and staffing. Chapter 7, "Job Design and Work Schedules," explains how jobs are laid out and work schedules arranged to enhance productivity and customer satisfaction. Chapter 8, "Organization Structure, Culture, and Change," explains how work is organized from the standpoint of the organization, how culture profoundly influences an organization, and how to cope with and capitalize on change. Chapter 9, "Staffing and Human Resource Management," explains the methods by which people are brought into the organization, trained, and evaluated.

The following three chapters, on leading, deal directly with the manager's role in influencing group members. Chapter 10, "Leadership," focuses on

different approaches to leadership available to a manager and on the personal characteristics associated with leadership effectiveness. Chapter 11, "Motivation," describes what managers can do to increase or sustain employee effort toward achieving work goals. Chapter 12, "Communication," deals with the complex problems of accurately sending and receiving messages. Chapter 13, "Teams, Groups, and Teamwork," explains the nature of teams and how managers can foster group members' working together cooperatively. Chapter 14, "Information Technology and e-Commerce," describes how information technology, including the Internet and e-commerce, influences the manager's job,

The next two chapters, on controlling, each deal with an important part of keeping performance in line with expectations. Chapter 15, "Essentials of Control," presents an overview of measuring and controlling performance, and also describes how managers work with a variety of financial measures to monitor performance. Chapter 16, "Managing Ineffective Performers," describes current approaches to dealing with substandard performers, with an emphasis on elevating performance.

The final chapter in the text, Chapter 17, "Enhancing Personal Productivity and Managing Stress," describes how personal effectiveness can be increased by developing better work habits and time management skills and keeping stress under control. A major theme of the chapter is that good work habits help prevent and manage stress.

PEDAGOGICAL FEATURES

Essentials of Management is designed to aid both students and instructors in expanding their interest in and knowledge of management. The book contains the following features:

- Learning objectives coordinate the contents of each chapter. They preview the major topics and are integrated into the text by indicating which major topics relate to the objectives. The end-of-chapter Summary of Key Points, based on the chapter learning objectives, pulls together the central ideas in each chapter.

- An opening case example illustrates a major topic to be covered in the chapter.

- The Management in Action feature presents a portrait of how specific individuals or organizations practice an aspect of management covered in the chapter.

- Concrete, real-world examples with which the reader can readily identify are found throughout the text. Some examples are original, while others relate research information from magazines, newspapers, and journals.

- Exhibits, which include figures, tables, and self-assessment quizzes, aid in the comprehension of information in the text.

- Key terms and phrases highlight the management vocabulary introduced in each chapter with definitions that appear in the margin.

- Questions at the end of each chapter assist learning by encouraging the reader to review and reflect on the chapter objectives.
- Skill-building exercises, including Internet activities, appear at the end of each chapter.
- Self-assessment quizzes appear throughout the text, designed to help students think through their standing on important dimensions of behavior that influence managerial and professional work.
- Case problems, also located at the end of each chapter, can be used to synthesize the chapter concepts and simulate the practice of management.
- Video selections are cued to places in the text where they have particular applicability.

NEW TO THE EIGHTH EDITION

A number of significant changes and additions have been incorporated into this edition. A brief listing of these changes here is followed by a more detailed look.

- All 17 chapters contain new information where appropriate, and many older research findings and several topics of lesser interest today have been deleted.
- Twenty-six of the 34 end-of-chapter cases are new, and the Chapter 1 case about JetBlue has been updated.
- All the chapter-opening cases are new.
- All but one of the Management in Action boxes are new. The old Management in Action story about Wal-Mart has been updated.
- Four of the Internet skill-building activities are new. We attempt to avoid pointing students toward Web sites that will be closed before the student attempts to open them.
- Six of the skill-building exercises are new.

Visit the Web Site
The Web site address for *Essentials of Management,* Eighth Edition, is http://www.thomsonedu.com/management/dubrin.

New Topics Added to the Text
- C-level managers—a new term to identify top-level managers (Chapter 1)
- Evidence-based management (Chapter 1)
- An explanation of the framework for planning using the challenge Harley-Davidson faces in dealing with an aging customer base (Chapter 4)
- Obtaining input for strategy through *crowdcasting* (Chapter 4)
- Description of levels of strategy, competitive forces, and types of strategies (Chapter 4)

- Decision-making styles (Chapter 5)
- A list of the world's most innovative companies, including why they are considered so innovative (Chapter 5)
- Data-driven management (Chapter 6)
- The four dimensions and subdimensions of job design (Chapter 7)
- Musculoskeletal disorders including carpal tunnel syndrome (Chapter 7)
- Job design and high-performance work systems (Chapter 7)
- High-performance jobs through adjusting worker resources (Chapter 7)
- Homeshoring as a new type of outsourcing (Chapter 8)
- A table of the unique features of various organization structures (Chapter 8)
- How workers learn the organizational culture (Chapter 8)
- Managing and sustaining the organization culture (Chapter 8)
- The DICE framework for successful change management (Chapter 8)
- Human resource management and business strategy (Chapter 9)
- Job embeddedness theory of turnover (Chapter 9)
- Exhibit on sources of external hires (Chapter 9)
- Stack-ranking as the basis for distributing raises and bonuses (Chapter 9)
- The role of labor unions in human resource management (Chapter 9)
- Self-leadership and empowerment (Chapter 10)
- The new version of the Leadership Grid® (Chapter 10)
- Situational Leadership®II (the new version of the situational leadership model) (Chapter 10)
- The leader as a coach (Chapter 10)
- Cross-cultural differences in needs and suitable recognition awards (Chapter 11)
- Table about how to succeed in management by walking around (Chapter 12)
- Networks created by leaders (Chapter 12)
- Organizational learning as part of communication in organizations (Chapter 12)
- An exhibit about a sampler of current business buzzwords (Chapter 12)
- Political correctness as part of organizational politics (Chapter 12)
- Description of task forces (Chapter 13)
- e-leadership (providing leadership when work is mediated by information technology) (Chapter 14)
- Exhibit on how to make an outstanding Web site (Chapter 14)
- Work streamlining by means of information technology (Chapter 14)
- Pro forma earnings (Chapter 15)
- Diagram of measuring unit costs with activity-based costing (Chapter 15)
- Poor organizational citizenship behavior as a potential cause of poor performance (Chapter 16)

- A compensation structure that encourages deviant behavior as a potential cause of poor performance (Chapter 16)
- Anger management program as an intervention for poor performers (Chapter 16)
- Uncivil workers as another type of difficult person (Chapter 16)
- Working smarter, not harder (Chapter 17)
- Hindrance stressors versus challenge stressors (Chapter 17)

New Skill-Building Exercises
Every chapter contains two skill-building exercises, with seven new exercises added to the eighth edition, as follows:

- Managerial Skills of Athletic Coaches (Chapter 1)
- Choose an Effective Domain Name (Chapter 5)
- Comparing Organization Structures (Chapter 8)
- Practicing Your Active Listening Skills (Chapter 12)
- Cross-Cultural Communication Skills (Chapter 12)
- Housing for the Homeless (Chapter 13)

New Internet Skill-Building Exercises
Every chapter contains an Internet-based skill-building exercise designed to connect students to Web sites that will boost their knowledge of management topics and issues. Five new skill builders are:

- Worst Jobs Trophy (Chapter 7)
- Analyzing a Motivational Program (Chapter 11)
- The Communication Component of Jobs (Chapter 12)
- Productivity of Teams and Groups (Chapter 13)
- E-Commerce Fraud (Chapter 14)

Self-Quizzes
Not only will students enjoy taking the self-quizzes, they will also learn about their strengths and areas for improvement in the process. Your students will benefit from taking the following:

- My Managerial Role Analysis (Chapter 1)
- Cross-Cultural Skills and Attitudes (Chapter 2)
- How Involved Are You? (Chapter 7)
- Understanding Your Bureaucratic Orientation (Chapter 8)
- Behaviors and Attitudes of a Trustworthy Leader (Chapter 10)
- What Style of Leader Are You? (Chapter 10)
- My Approach to Motivating Others (Chapter 11)

- The Positive Organizational Politics Questionnaire (Chapter 12)
- Team Skills (Chapter 13)
- The Self-Sabotage Questionnaire (Chapter 16)
- Procrastination Tendencies (Chapter 17)
- The Stress Questionnaire (Chapter 17)

Brand-New Action Inserts

Students will find one or two Management in Action inserts in every chapter. All inserts are completely new or an update of an insert from the seventh edition. A complete list follows:

- Ronald A. Williams, the Multifaceted Aetna Executive (Chapter 1)
- High Tech Firms Turn to Indian Cultural Training to Boost Performance (Chapter 2)
- McDonald's Corp. Wins *Black Enterprise* Diversity Award (Chapter 2)
- Pepsi Thinks Outside the Cola Wars (Chapter 4)
- Thirteen of the Greatest Management Decisions Ever Made (Chapter 5)
- The Innovation lab at Fisher-Price (Chapter 5)
- Data-Driven Decision Making at Hewlett-Packard (Chapter 6)
- Supervisor at a Toyota Supplier Talks about JIT (Chapter 6)
- Steve Hance, Best Buy Employee Relations Manager Works from Wherever He Wants (Chapter 7)
- Overhauling the GE Culture (Chapter 8)
- Pinpointing Talent with IBM (Chapter 9)
- The Job Audition at Southwest Airlines (Chapter 9)
- The Enthusiastic Aylwin B. Lewis of Sears Holding Company (Chapter 10)
- Worker motivation at Nucor (Chapter 11)
- Google Encourages Office Graffiti (Chapter 12)
- The Three-Minute Huddle at UPS (Chapter 12)
- Hypertherm Chief Executive Organizes for Teamwork (Chapter 13)
- Using e-Commerce to Turn Surplus Steel into Gold (Chapter 14)
- Analyzing Unprofitable Customers (Chapter 15)
- Updating of the State of Tennessee Employee Assistance Program (Chapter 16)
- Cummins Inc. Searches to Jettison Unnecessary Work (Chapter 17)

New End-of-Chapter Cases

Twenty-six of the cases in the seventh edition are new and one is updated as follows:

- The Hands-On CEO of JetBlue is updated (Chapter 1)

- The Management Trainee Blues (Chapter 1)
- Cardone Industries Feels the Heat from China (Chapter 2)
- Zales Jewelers Flops at the High End (Chapter 4)
- What Should Dell Do Next? (Chapter 4)
- The Sticky Priced Condo (Chapter 5)
- Staple's Annual Creativity Contest (Chapter 5)
- Just-In-Time Worries at the University of Utah Hospital (Chapter 6)
- The Sub Shop Blues (Chapter 7)
- Reshaping Microsoft (Chapter 8)
- Sparking Change at Coke (Chapter 8)
- Can Boomer Road Warriors Really Solve Our Problems? (Chapter 9)
- The Scrutinized Job Candidates (Chapter 9)
- Tough as Nails at Home Depot (Chapter 10)
- VW Gets a Turnaround Artist (Chapter 10)
- Motivating the Staff at HROutsource (Chapter 11)
- We Need More Engagement Around Here (Chapter 11)
- Do We Need This Blogger? (Chapter 12)
- The Adam Aircraft Work Group/Team (Chapter 13)
- Home Rehab Day at Tymco (Chapter 13)
- Tesco PLC Mines Data to Combat Wal-Mart (Chapter 14)
- Down the Tubes at utube (Chapter 14)
- Microsoft Counts Calories for Employees (Chapter 15)
- Coach Fred Zweiger (Chapter 16)
- Hard Charger Turned Soccer Mom (Chapter 17)

INSTRUCTIONAL RESOURCES

Essentials of Management is accompanied by comprehensive instructional support materials.

> *Instructor's Manual with Test Bank and Transparency Masters.* The instructor's manual provides resources to increase the teaching and learning value of *Essentials of Management.* The Manual contains "Chapter Outline and Lecture Notes," which is of particular value to instructors whose time budget does not allow for extensive class preparation.
>
> For each chapter, the Manual provides a statement of purpose and scope, outline and lecture notes, lecture topics, comments on the end-of-chapter

questions and activities, responses to case questions, an experiential activity, and an examination. The examination contains 25 multiple-choice questions, 25 true/false questions, and 3 essay questions. A set of transparency masters that duplicates key figures in the text is included in the manual.

- *Examview.* The examinations presented in the Manual are also available on disk with the test generator program, *Examview.* This versatile software package allows instructors to create new questions and edit or delete existing questions from the test bank.

- *Study Guide. The Study Guide* that accompanies the eighth edition of *Essentials of Management* is a real asset to students. For each text chapter, the *Study Guide* includes an overview, the objectives and key terms, an expanded study outline, and review questions—matching, multiple-choice, true/false, and fill-in. Each chapter also contains an application exercise that requires use of the concepts presented in the text chapter.

- *PowerPoint Slides.* A set of 150 professionally prepared PowerPoint slides accompanies the text. This slide package is designed for easy classroom use and includes reproductions of many of the exhibits found in the text.

A NOTE TO THE STUDENT

The information in the general preface is important for students as well as instructors. Here I offer additional comments that will enable you to increase the personal payoffs from studying management. My message can be organized around several key points.

- *Management is not simply common sense.* The number one trap for students in studying management is to assume that the material is easy to master because many of the terms and ideas are familiar. For example, just because you have heard the word *teamwork* many times, it does not automatically follow that you are familiar with specific field-tested ideas for enhancing teamwork.

- *Managerial skills are vital.* The information in the course for which you are studying this text and in the text itself are vital in today's world. People with formal managerial job titles such as *supervisor, team leader, department head,* or *vice president* are obviously expected to possess managerial skills. But many other people in jobs without managerial titles also benefit from managerial skills. Among them are people with titles such as *administrative assistant, customer-service representative,* and *inventory-control specialist.*

- *The combination of managerial, interpersonal, and technical skills leads to outstanding career success.* A recurring myth is that it is better to study "technical" or "hard" subjects than management because the pay is better. In reality, the people in business making the higher salaries and other compensation are those who combine technical skills with managerial and

interpersonal skills. Executives and business owners, for example, can earn incomes rivaled only by leading professional athletes and entertainment personalities.

- *Studying management, however, has its biggest payoff in the long run.* Entry-level management positions are in short supply. Management is a basic life process. To run a major corporation, manage a restaurant or a hair salon, organize a company picnic, plan a wedding, or run a good household, management skills are an asset. We all have some knowledge of management, but formally studying management can multiply one's effectiveness.

Take advantage of the many study aids in this text and the *Study Guide.* You will enhance your learning of management by concentrating on such learning aids as the chapter objectives, summaries, discussion questions, self-quizzes, skill-development exercises, and the glossary. Carefully studying a glossary is an effective way of building a vocabulary in a new field, Studying the glossary will also serve as a reminder of important topics. Activities such as the cases, discussion questions, and skill-building exercises facilitate learning by creating the opportunity to think through the information. Thinking through information, in turn, leads to better comprehension and long-term retention of information. The *Study Guide* will provide excellent review and preparation for examinations.

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