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高等院校双语教学适用教材 工商管理

萨里经济管理英文教材

Organizational Behavior

essentials for improving performance and commitment

Jason A.Colquitt Jeffery A.Lepine Michael J.Wesson

组织行为学

提高执行力和忠诚的要素

(美) 贾森·A.科尔基特 杰弗里·A. 勒平 米歇尔·J.韦森 著

吴晓巍 译注

东北财经大学出版社
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出版者的话

当前，在教育部的大力倡导下，财经和管理类专业的双语教学在我国各大高校已经逐步开展起来。一些双语教学开展较早的院校积累了丰富的经验，同时也发现了教学过程中存在的一些问题，尤其对教材提出了更高的要求；一些尚未进入这一领域的院校，也在不断探索适于自身的教学方式和方法以及适用的教材，以期时机成熟时加入双语教学的行列。总之，对各类院校而言，能否找到“适用”的教材都成为双语教学成功与否的关键因素之一。

然而，国外原版教材为国外教学量身定做的一些特点，如普遍篇幅较大、侧重于描述性讲解、辅助材料（如习题、案例、延伸阅读材料等）繁杂，尤其是许多内容针对性太强，与所在国的法律结构和经济、文化背景结合过于紧密等，却显然不适于国内教学采用，并成为制约国内双语教学开展的重要原因。因此，对国外原版教材进行本土化的精简改编，使之变成更加“适用”的双语教材，已然迫在眉睫。

东北财经大学出版社作为国内较早涉足引进版教材的一家专业出版社，秉承自己一贯服务于财经教学的宗旨，总结自身多年的出版经验，同麦格劳—希尔教育出版公司、培生教育出版集团和圣智出版集团等国外著名出版公司通力合作，在国内再次领先推出了会计、工商管理、经济学等专业的“高等院校双语教学适用教材”。尤其是此次双语教材是与东北财经大学萨里国际学院共同推出。东北财经大学萨里国际学院是教育部批准的、与英国萨里大学共建的中外合作办学机构。学院所有课程采取双语和全英文授课方式，因而，东北财经大学出版社与萨里国际学院携手推出此系列双语教材。这套丛书的出版经过了长时间的酝酿和筛选，编选人员本着“品质优先、首推名作”的选题原则，既考虑了目前我国财经教育的现状，也考虑了我国财经高等教育所具有的学科特点和需求指向，在教材的遴选、改编和出版上突出了以下一些特点：

- 优选权威的最新版本。入选改编的教材是在国际上多次再版的经典之作的最新版本，其中有些教材的以前版本已在国内部分高校中进行了试用，获得了一致的好评。
- 改编后的教材在保持英文原版教材特色的基础上，力求内容精要，逻辑严密，适合中国的双语教学。选择的改编人员既熟悉原版教材内容，又具有本书或本门课程双语教学的经验。
- 改编后的教材配有丰富的辅助教学支持资源，教师可在网上免费获取。
- 改编后的教材篇幅合理，符合国内教学的课时要求，价格相对较低。

本套教材是在双语教学教材出版方面的一次新的尝试。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，也期待广大读者提出宝贵的意见和建议。

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，书中的内容仍可能有不妥之处，望读者在阅读中注意比较和甄别。

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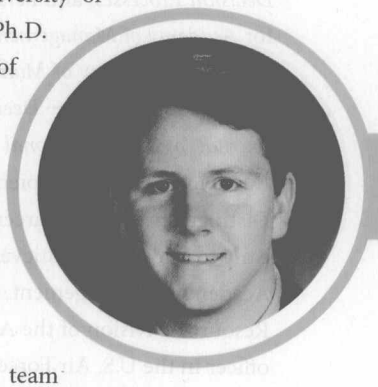
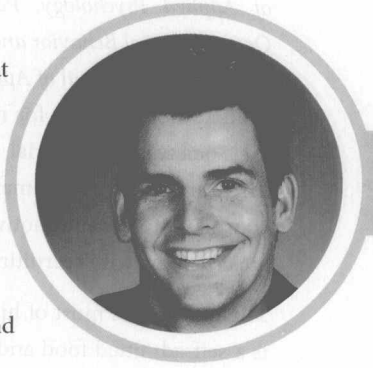


Jason A. Colquitt

Is a professor in the Management Department at the University of Florida's Warrington College of Business. He received his Ph.D. from Michigan State University's Eli Broad Graduate School of Management and earned his B.S. in Psychology from Indiana University. He teaches organizational behavior and human resource management at the undergraduate, master's, and executive levels and also teaches research methods at the doctoral level. He was recognized as one of the Warrington College's Teachers of the Year due to his high marks in the classroom.

Jason's research interests include organizational justice, trust, team effectiveness, and personality influences on task and learning performance. He has published more than 20 articles on these and other topics in *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology*. He is currently serving as an Associate Editor for *Academy of Management Journal* and has served (or is serving) on a number of editorial boards, including *Academy of Management Journal*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, *Personnel Psychology*, *Journal of Management*, and *International Journal of Conflict Management*. He is a recipient of the Society for Industrial and Organizational Psychology's Distinguished Early Career Contributions Award and the Cummings Scholar Award for early to mid-career achievement, sponsored by the Organizational Behavior division of the Academy of Management. He also was elected to be a representative-at-large for the Organizational Behavior division.

Jason enjoys spending time with his wife, Catherine, and three sons, Cameron, Riley, and Connor. His hobbies include playing basketball, playing the trumpet, watching movies, and rooting on (in no particular order) the Pacers, Colts, Cubs, Hoosiers, Spartans, and Gators.



Jeffery A. LePine

Is the Darden Restaurants Diversity Management Professor at the Warrington College of Business, University of Florida. He received his Ph.D. in Organizational Behavior from the Eli Broad Graduate School of Management at Michigan State University. He also earned an M.S. in Management from Florida State University and a B.S. in Finance from the University of Connecticut. He teaches organizational behavior, human resource management, and management of groups and teams at undergraduate and graduate levels.

Jeff's research interests include team functioning and effectiveness, individual and team adaptation, citizenship behavior, voice, and occupational stress. He has published more than 20 articles on these and other topics in *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, *Organizational Behavior and Human*

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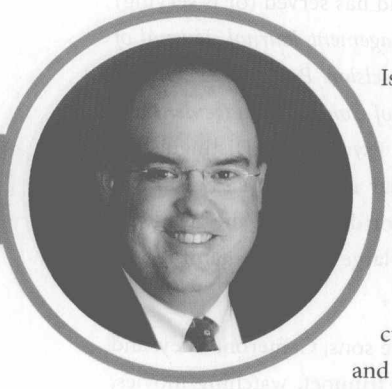
Decision Processes, and *Personnel Psychology*. He is currently serving as an associate editor for *Academy of Management Review* and is currently serving or has served on the editorial boards of *Academy of Management Journal, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Personnel Psychology, Journal of Management, Journal of Organizational Behavior*, and *Journal of Occupational and Organizational Psychology*. He is a recipient of the Society for Industrial and Organizational Psychology's Distinguished Early Career Contributions Award and the Cummings Scholar Award for early to mid-career achievement, sponsored by the Organizational Behavior division of the Academy of Management. He also was elected to the Executive Committee of the Human Resource Division of the Academy of Management. Prior to earning his Ph.D., Jeff was an officer in the U.S. Air Force.

Jeff spends most of his free time with his wife Marcie, his daughter Izzy, and his son Eli. He also enjoys playing guitar, avoiding sharks, devising ways to keep mole crickets off his lawn, and watching NCAA championship games.

Michael J. Wesson



Is an associate professor in the Management Department at Texas A&M University's Mays Business School. He received his Ph.D. from Michigan State University's Eli Broad Graduate School of Management. He also holds an M.S. in human resource management from Texas A&M University and a B.B.A. from Baylor University. He has taught organizational behavior and human resource management–based classes at all levels but currently spends most of his time teaching Mays MBAs, EMBAs, and executive development at Texas A&M. He was awarded Texas A&M's Montague Center for Teaching Excellence Award.

Michael's research interests include organizational justice, goal-setting, organizational entry (employee recruitment, selection, and socialization), person–organization fit, and compensation and benefits. His articles have been published in journals such as *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Review*, and *Organizational Behavior and Human Decision Processes*. He currently serves on the editorial boards of the *Journal of Applied Psychology* and the *Journal of Organizational Behavior* and is an ad hoc reviewer for many others. He is active in the Academy of Management and the Society for Industrial and Organizational Psychology. Prior to returning to school, Michael worked as a human resources manager for a Fortune 500 firm. He has served as a consultant to the automotive supplier, health care, oil and gas, and technology industries in areas dealing with recruiting, selection, onboarding, compensation, and turnover.

Michael spends most of his time trying to keep up with his wife Liesl and son Dylan. He is a self-admitted food and wine snob, home theater aficionado, and college sports addict (Gig 'em Aggies!).

FEATURES

OB on Screen

This feature uses movie quotes and scenes from recent and classic films to illustrate OB concepts. From *Office Space* to *300*, *Talladega Nights* to *The Queen*, Hollywood continues to offer rich, vivid examples of OB in action.

instructor OBJECTIVES

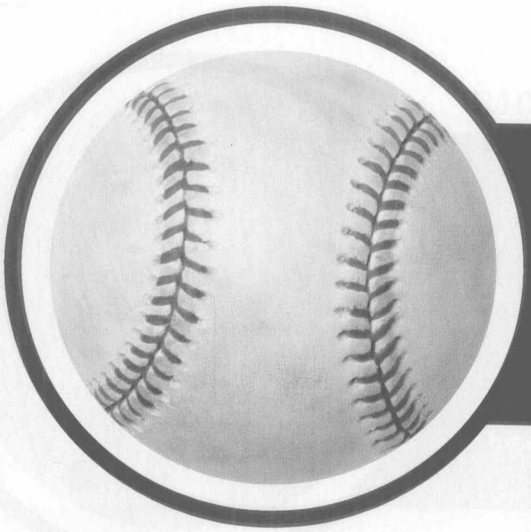
IO1 Engage students in the classroom.

IO2 Utilize technology and visual resources effectively.

IO3 Incorporate timely examples from the real world into class lectures.

IO4 Use models in each chapter to tie content together.

Organizational Behavior remains a fascinating topic that everyone can relate to because everyone either has worked or is going to work in the future.



OB in Sports

The sports world gives us a wide variety of applications for Organizational Behavior. Flipping through the text, you'll see that these examples include famous and infamous players, young and old, male and female. Each of them ties directly into the learning objectives for the chapter.

"Organizational Behavior might be the most relevant class any student ever takes."

OB Internationally

Changes in technology, communications, and economic forces have made business more global than ever. This feature spotlights the impact of globalization on the organizational behavior concepts described in this book. It describes cross-cultural differences in OB theories, how to apply them in international corporations, and how to use OB to manage cultural diversity in the workplace.

"Research on motivation to learn shows that students learn more when they have an intrinsic interest in the topic."

student OBJECTIVES

SO1 Stimulate an intrinsic interest in OB through textbook features.

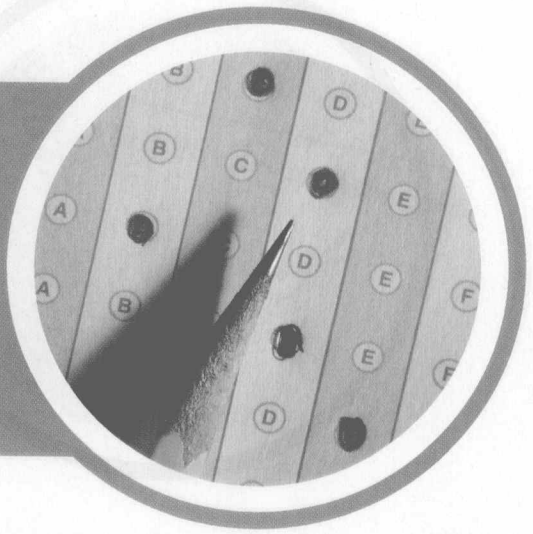
SO2 Learn from company examples that are familiar and compelling.

SO3 Recognize the importance of OB in the real world.

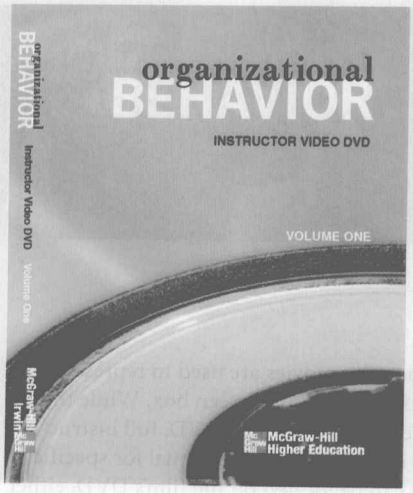
SO4 Review, apply, and test concepts from the text on the Online Learning Center.

OB for Students

Whether undergraduates, master's, or executives, everyone enrolled in an OB class has one thing in common: They're students. This feature applies OB theories and concepts to student life. It examines questions like "What makes students satisfied with their university?" "What personality traits improve performance in student groups?" and "How does absenteeism impact student learning and performance?"

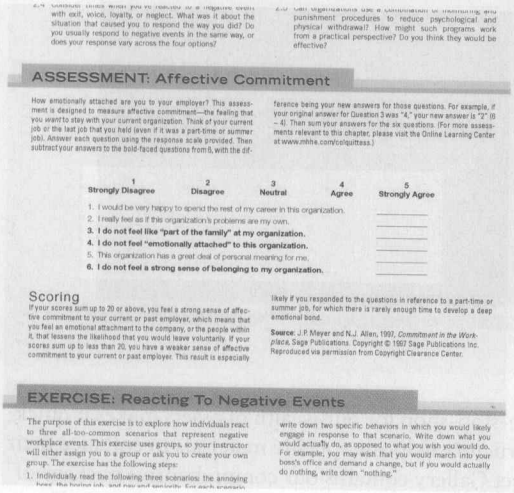


OB Video DVD



The OB Video DVD contains 43 short clips highlighting small and large companies such as One Smooth Stone and Best Buy. It is organized by topic and covers each of the chapters in the text. Video cases, quizzes, and instructor support materials are available via the Online Learning Center.

Assessments



ASSESSMENT: Affective Commitment

How emotionally attached are you to your employer? This assessment is designed to measure affective commitment—the feeling that you want to stay with your current organization. Think of your current job or the last job that you held (even if it was a part-time or summer job). Answer each question using the response scale provided. Then subtract your answers to the bold-faced questions from 8, with the difference being your new answers for those questions. For example, if your original answer for Question 3 was "4," your new answer is "2" (8 – 4). Then sum your answers for the six questions. (For more assessments relevant to this chapter, please visit the Online Learning Center at www.mhhe.com/colquittoss.)

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree

1. I would be very happy to spend the rest of my career in this organization. _____
2. I really feel as if this organization's problems are my own. _____
3. **I do not feel like "part of the family" at my organization.** _____
4. **I do not feel "emotionally attached" to this organization.** _____
5. This organization has a great deal of personal meaning for me. _____
6. **I do not feel a strong sense of belonging to my organization.** _____

Scoring

If your scores sum up to 20 or above, you feel a strong sense of affective commitment to your current or past employer, which means that you feel an emotional attachment to the company, or the people within it, that lessens the likelihood that you would leave voluntarily. If your scores sum up to less than 20, you have a weaker sense of affective commitment to your current or past employer. This result is especially likely if you responded to the questions in reference to a part-time or summer job, for which there is rarely enough time to develop a deep emotional bond.

Source: J.P. Meyer and N.J. Allen, 1997, *Commitment in the Workplace*, Sage Publications. Copyright © 1997 Sage Publications Inc. Reproduced via permission from Copyright Clearance Center.

EXERCISE: Reacting To Negative Events

The purpose of this exercise is to explore how individuals react to three all-too-common scenarios that represent negative workplace events. This exercise uses groups, so your instructor will either assign you to a group or ask you to create your own group. The exercise has the following steps:

1. Individually read the following three scenarios: the annoying

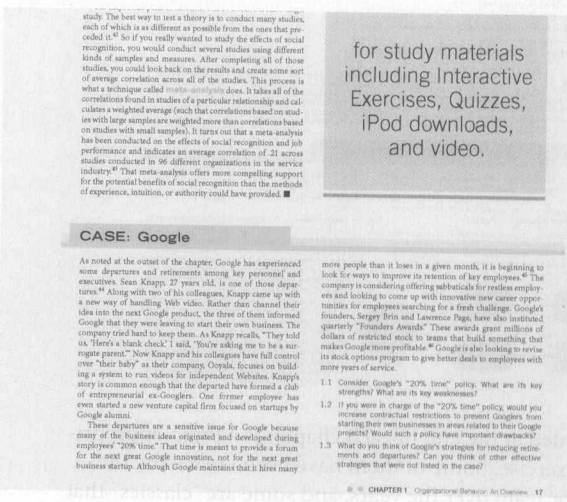
write down two specific behaviors in which you would likely engage in response to that scenario. Write down what you would actually do, as opposed to what you wish you would do. For example, you may wish that you would march into your boss's office and demand a change, but if you would actually do nothing, write down "nothing."

This feature helps students see where they stand on key OB concepts in each chapter. Students gain insights into their personality, their emotional intelligence, their style of leadership, and their ability to cope with stress, which can help them understand their reactions to the working world.

Management in the Movies DVD

(ISBN: 0073317713, 13-digit ISBN: 9780073317717)
Looking for another way to engage your students in the classroom? The Management in the Movies DVD is available exclusively to adopters of McGraw-Hill textbooks and contains a collection of "Big Screen" Hollywood films that students will recognize. Each movie has been clipped to highlight a specific scene (each is less than two and a half minutes) and linked to specific topics. Along with the DVD, McGraw-Hill provides instructor notes with suggestions for using the clip, clip summaries, and discussion questions to accompany each segment! Material for both you and your students can be found on the OLC.

Cases



study. The best way to test a theory is to conduct many studies, each of which is as different as possible from the ones that preceded it.[42] So if you really wanted to study the effects of social recognition, you would conduct several studies using different kinds of samples and measures. After completing all of those studies, you could look back on the results and create some sort of average correlation across all of the studies. This process is what a technique called meta-analysis does. It takes all of the correlations found in studies of a particular relationship and calculates a weighted average (such that correlations based on studies with large samples are weighted more than correlations based on studies with small samples). It turns out that a meta-analysis has been conducted on the effects of social recognition and job performance and indicates an average correlation of .21 across studies conducted in 96 different organizations in the service industry.[43] That meta-analysis offers more compelling support for the potential benefits of social recognition than the methods of experience, intuition, or authority could have provided. ■

for study materials including Interactive Exercises, Quizzes, iPod downloads, and video.

CASE: Google

As noted at the outset of the chapter, Google has experienced some departures and retirements among key personnel and executives. Sean Knapp, 27 years old, is one of those departures.[44] Along with two of his colleagues, Knapp came up with a new way of handling Web video. Rather than channel their idea into the next Google product, the three of them informed Google that they were leaving to start their own business. The company tried hard to keep them. As Knapp recalls, "They told us, 'Here's a blank check.' I said, 'You're asking me to be a surrogate parent.'" Now Knapp and his colleagues have full control over "their baby" as their company, Ooyala, focuses on building a system to run videos for independent Websites. Knapp's story is common enough that the departed have formed a club of entrepreneurial ex-Googlers. One former employee has even started a new venture capital firm focused on startups by Google alumni.

These departures are a sensitive issue for Google because many of the business ideas originated and developed during employees' "20% time." That time is meant to provide a forum for the next great Google innovation, not for the next great business startup. Although Google maintains that it hires many more people than it loses in a given month, it is beginning to look for ways to improve its retention of key employees.[45] The company is considering offering sabbaticals for restless employees and looking to come up with innovative new career opportunities for employees searching for a fresh challenge. Google's founders, Sergey Brin and Lawrence Page, have also instituted quarterly "Founders Awards." These awards grant millions of dollars of restricted stock to teams that build something that makes Google more profitable.[46] Google is also looking to revise its stock options program to give better deals to employees with more years of service.

1.1 Consider Google's "20% time" policy. What are its key strengths? What are its key weaknesses?

1.2 If you were in charge of the "20% time" policy, would you increase contractual restrictions to prevent Googlers from starting their own businesses in areas related to their Google projects? Would such a policy have important drawbacks?

1.3 What do you think of Google's strategies for reducing retirements and departures? Can you think of other effective strategies that were not listed in the case?

CHAPTER 1 Organizational Behavior: An Overview 17

To help bring students full circle, a case appears at the end of every chapter that provides a follow-up to the company highlighted in the Opening Vignette.

Manager's Hot Seat

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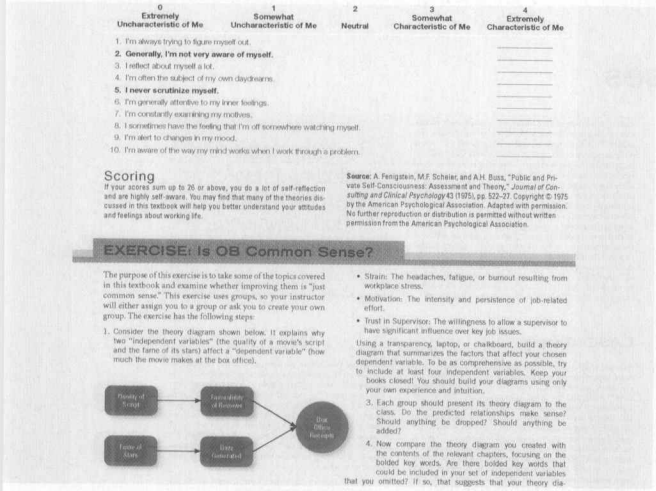
EXPANDED 6 NEW CLIPS! This interactive, video-based application puts students in the manager's hot seat and builds critical-thinking and decision-making skills. It allows students to apply concepts to real managerial challenges. Students watch as 21 real managers apply their years of experience when confronting unscripted issues such as ethical dilemmas, bullying in the workplace, cyber loafing, globalization, intergenerational work conflict, and office romance.

Exercises



0 Extremely Uncharacteristic of Me	1 Somewhat Uncharacteristic of Me	2 Neutral	3 Somewhat Characteristic of Me	4 Extremely Characteristic of Me

1. I'm always trying to figure myself out.
2. **Generally, I'm not very aware of myself.**
3. I reflect about myself a lot.
4. I'm often the subject of my own daydreams.
5. **I never scrutinize myself.**
6. I'm generally attentive to my inner feelings.
7. I'm constantly examining my motives.
8. I sometimes have the feeling that I'm off somewhere watching myself.
9. I'm alert to changes in my mood.
10. I'm aware of the way my mind works when I work through a problem.

Scoring
If your scores sum up to 26 or above, you do a lot of self-reflection and are highly self-aware. You may find that many of the theories discussed in this textbook will help you better understand your attitudes and feelings about working life.

Source: A. Fenigstein, M.F. Scheier, and A.H. Buss, "Public and Private Self-Consciousness: Assessment and Theory," *Journal of Consulting and Clinical Psychology* 43 (1975), pp. 522–27. Copyright © 1975 by the American Psychological Association. Adapted with permission. No further reproduction or distribution is permitted without written permission from the American Psychological Association.

EXERCISE: Is OB Common Sense?

The purpose of this exercise is to take some of the topics covered in this textbook and examine whether improving them is "just common sense." This exercise uses groups, so your instructor will either assign you to a group or ask you to create your own group. The exercise has the following steps:

1. Consider the theory diagram shown below. It explains why two "independent variables" (the quality of a movie's script and the fame of its stars) affect a "dependent variable" (how much the movie makes at the box office).

- Strain: The headaches, fatigue, or burnout resulting from workplace stress.
- Motivation: The intensity and persistence of job-related effort.
- Trust in Supervisor: The willingness to allow a supervisor to have significant influence over key job issues.

Using a transparency, laptop, or chalkboard, build a theory diagram that summarizes the factors that affect your chosen dependent variable. To be as comprehensive as possible, try to include at least four independent variables. Keep your books closed! You should build your diagrams using only your own experience and intuition.

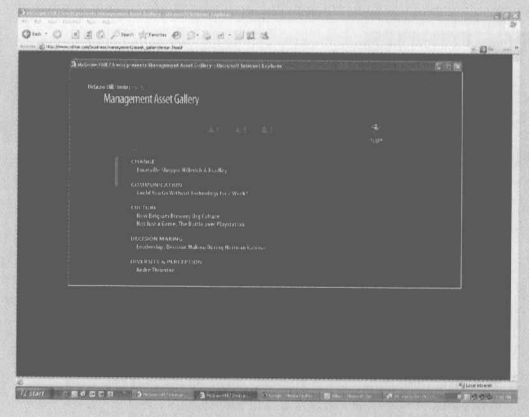
3. Each group should present its theory diagram to the class. Do the predicted relationships make sense? Should anything be dropped? Should anything be added?
4. Now compare the theory diagram you created with the contents of the relevant chapters, focusing on the bolded key words. Are there bolded key words that could be included in your set of independent variables that you omitted? If so, that suggests that your theory dia-

Included at the end of each chapter is a topic-appropriate Exercise. Some of them have been created by the author team over the years, and some are "classics" that are tried and true and that nearly every OB instructor uses in class. These exercises help students apply what they have learned in the chapter.

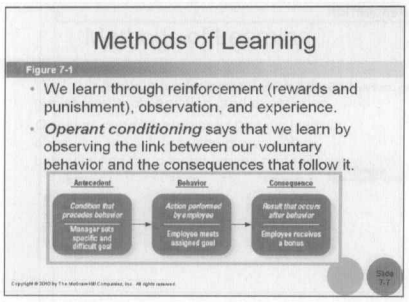
OB on Screen

Throughout the text, popular movies are used to represent applicable OB concepts in the OB on Screen box. While these videos are not available on the OB Video DVD, full instructor notes are provided in the Instructor's Manual for specific scenes and where they can be located on the film's DVD, either rented or purchased by the instructor.

Asset Gallery

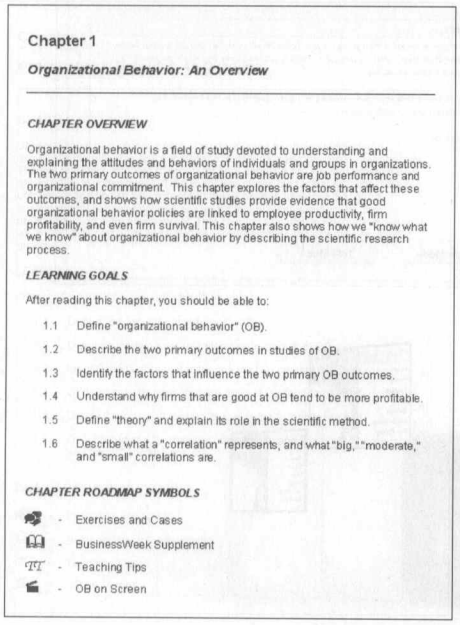


This all-new, one-stop-shop for our wealth of assets makes it quick and easy for instructors to locate specific materials to enhance their courses. The Asset Gallery contains our comprehensive package of management resources (Self-Assessments, Test Your Knowledge exercises, videos, group exercises), along with supporting PowerPoint and instructor materials. To help incorporate the assets in the classroom, a text-specific guide is provided specific to this text on the Instructor OLC. Ask your sales rep for more info!



PowerPoint Presentations

Based on instructor feedback, the PowerPoint Presentation slides, prepared by Liesl Wesson, Texas A&M University, give instructors the flexibility to tailor their presentations to their class needs. Utilizing figures, tables, and art from the text, these lively slides provide a detailed outline for instructors to use in their classroom lectures.



Chapter 1

Organizational Behavior: An Overview

CHAPTER OVERVIEW

Organizational behavior is a field of study devoted to understanding and explaining the attitudes and behaviors of individuals and groups in organizations. The two primary outcomes of organizational behavior are job performance and organizational commitment. This chapter explores the factors that affect these outcomes, and shows how scientific studies provide evidence that good organizational behavior policies are linked to employee productivity, firm profitability, and even firm survival. This chapter also shows how we "know what we know" about organizational behavior by describing the scientific research process.

LEARNING GOALS

After reading this chapter, you should be able to:

1.1 Define "organizational behavior" (OB).

1.2 Describe the two primary outcomes in studies of OB.

1.3 Identify the factors that influence the two primary OB outcomes.

1.4 Understand why firms that are good at OB tend to be more profitable.

1.5 Define "theory" and explain its role in the scientific method.

1.6 Describe what a "correlation" represents, and what "big," "moderate," and "small" correlations are.

CHAPTER ROADMAP SYMBOLS

- Exercises and Cases
- BusinessWeek Supplement
- Teaching Tips
- OB on Screen

Instructor's Manual

Prepared by Carol Moore of California State–East Bay, this manual was developed to help you organize your classroom presentation. It contains an extensive "chapter roadmap" with an outline of each chapter, Teaching Tips, suggestions on using the assessments and exercises in the text, suggestions about the self-assessments and group exercises found in the Asset Gallery, and ideas and suggestions about where to use the clips from Management in the Movies, the OB Video DVD, the Manager's Hot Seat, and the OB on Screen box feature.

Test Bank and EZTest Online

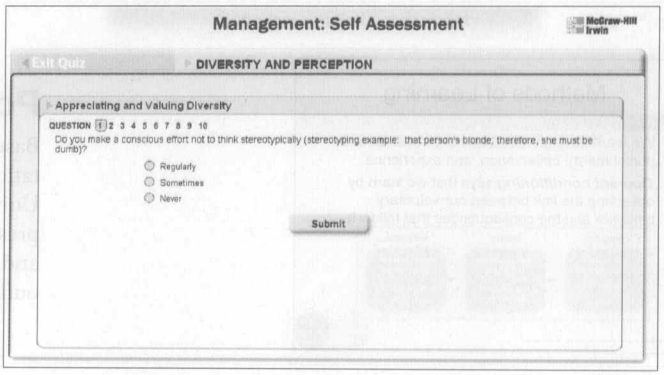
Our test bank contains a variety of true/false, multiple choice, and essay questions, as well as scenario-based application questions. We've aligned the test bank questions in accordance with Bloom's Taxonomy, AACSB guidelines, the chapter learning objectives, and difficulty level. Test bank files can be delivered through McGraw-Hill's EZTest Online, which enables instructors to create, manage, and edit tests. For more information, visit www.eztestonline.com.

此为试读，需要完整PDF请访问：www.ertongbook.com

Student Resources

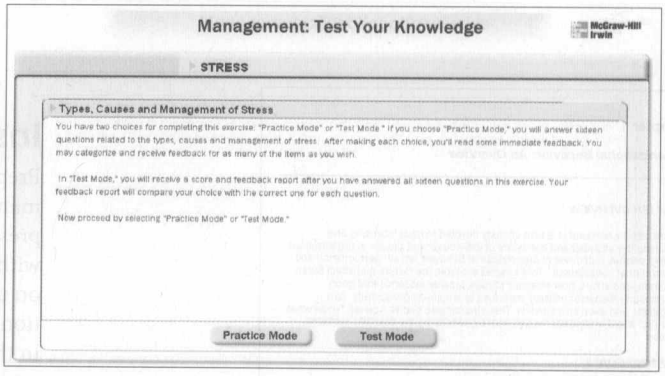
Self-Assessment Gallery

Students who are looking to personally apply the chapter content to their own lives and careers will find these Self-Assessments to be an invaluable tool. Upon completion of every assessment, students will receive detailed, printable feedback on topics such as leadership styles, diversity, and ethics. Every self-assessment is supported with instructor teaching notes and PowerPoint slides to help facilitate an engaging classroom discussion.



Test Your Knowledge

Similar to the style of our online Self-Assessments, these Test Your Knowledge quizzes help students reinforce their own understanding of key management concepts. They provide a review of topics covered in the text, followed by application-based questions. Students can choose to take these quizzes in Practice Mode, in which they receive detailed feedback immediately after each question, or Test Mode, which provides summary feedback after the entire test has been completed. Every exercise is supported with instructor teaching notes and PowerPoint slides, making this tool another easy way for instructors to create an engaging classroom discussion surrounding the material.



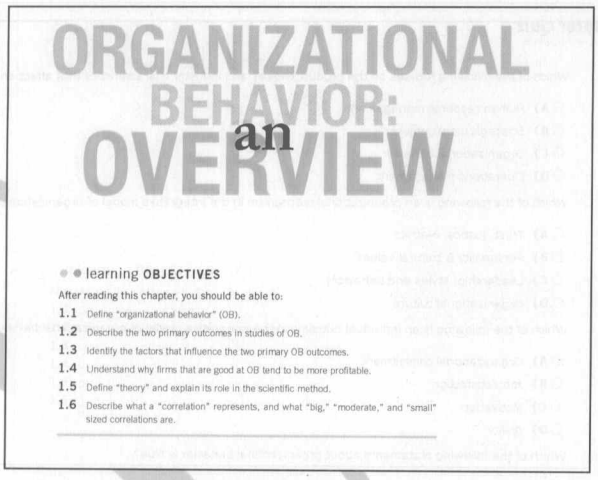
iPod Content

With purchase of McGraw-Hill's premium content, students have access to videos, narrated lecture slides, and quizzes, all ready to be downloaded to an iPod or MP3 player for study on the go!

Management History Timeline

This Web application allows instructors to present, and students to learn, the history of management in an engaging and interactive way. Management history is presented along an intuitive timeline that can be traveled through sequentially or by selected decade. With the click of a mouse, students learn the important dates, see the people who influenced the field, and understand the general management theories that have molded and shaped management as we know it today.

Assurance of Learning



ORGANIZATIONAL BEHAVIOR: an OVERVIEW

learning OBJECTIVES

After reading this chapter, you should be able to:

1.1 Define "organizational behavior" (OB).

1.2 Describe the two primary outcomes in studies of OB.

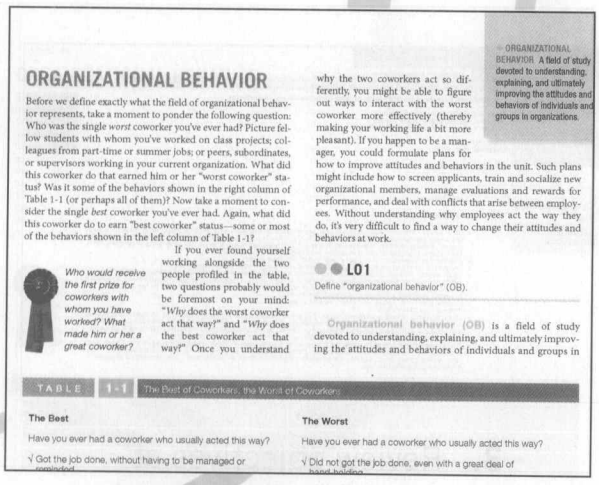
1.3 Identify the factors that influence the two primary OB outcomes.

1.4 Understand why firms that are good at OB tend to be more profitable.

1.5 Define "theory" and explain its role in the scientific method.

1.6 Describe what a "correlation" represents, and what "big," "moderate," and "small" sized correlations are.

1. Read learning objectives at the start of each chapter.



ORGANIZATIONAL BEHAVIOR

Before we define exactly what the field of organizational behavior represents, take a moment to ponder the following question: Who was the single *worst* coworker you've ever had? Picture fellow students with whom you've worked on class projects; colleagues from part-time or summer jobs; or peers, subordinates, or supervisors working in your current organization. What did this coworker do that earned him or her "worst coworker" status? Was it some of the behaviors shown in the right column of Table 1-1 (or perhaps all of them)? Now take a moment to consider the single *best* coworker you've ever had. Again, what did this coworker do to earn "best coworker" status—some or most of the behaviors shown in the left column of Table 1-1?

Who would receive the first prize for coworkers with whom you have worked? What made him or her a great coworker?

If you ever found yourself working alongside the two people profiled in the table, two questions probably would be foremost on your mind: "*Why* does the worst coworker act that way?" and "*Why* does the best coworker act that way?" Once you understand why the two coworkers act so differently, you might be able to figure out ways to interact with the worst coworker more effectively (thereby making your working life a bit more pleasant). If you happen to be a manager, you could formulate plans for how to improve attitudes and behaviors in the unit. Such plans might include how to screen applicants, train and socialize new organizational members, manage evaluations and rewards for performance, and deal with conflicts that arise between employees. Without understanding why employees act the way they do, it's very difficult to find a way to change their attitudes and behaviors at work.

ORGANIZATIONAL BEHAVIOR. A field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations.

LO1

Define "organizational behavior" (OB).

Organizational behavior (OB) is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in

TABLE 1-1 The Best of Coworkers, the Worst of Coworkers

The Best	The Worst
Have you ever had a coworker who usually acted this way?	Have you ever had a coworker who usually acted this way?
√ Got the job done, without having to be managed or reminded	√ Did not get the job done, even with a great deal of hand holding

2. Recall objectives as they are discussed in the text.

Assurance of Learning Ready

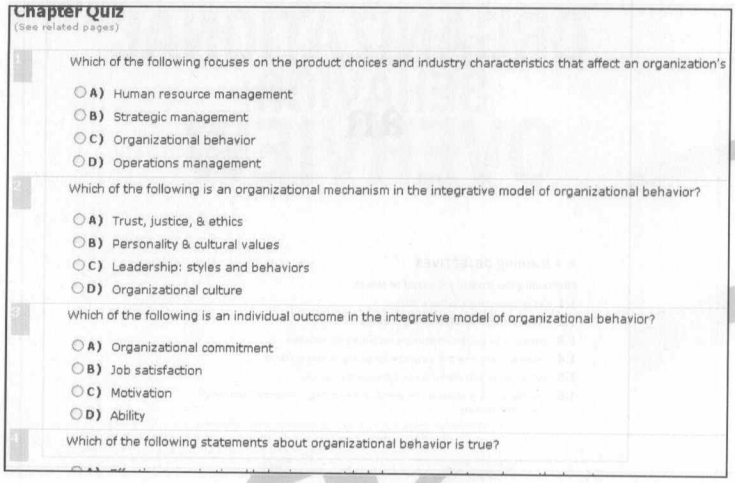
Educational institutions are often focused on the notion of assurance of learning, an important element of many accreditation standards. *Organizational Behavior: Essentials for Improving Performance and Commitment* is designed specifically to support your assurance of learning initiatives with a simple, yet powerful, solution.

Each test bank question for this textbook maps to a specific chapter learning outcome/objective listed in the text. You can use our test bank software, EZTest, to easily query and find learning objectives that directly relate to the learning outcomes for your course. You also can use the reporting features of EZTest to aggregate student results in a similar fashion, making the collection and presentation of assurance of learning data quick and easy.

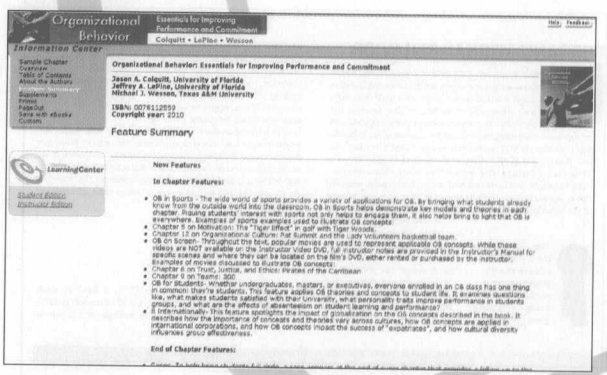
AACSB Statement

McGraw-Hill Companies is a proud corporate member of AACSB International. Understanding the importance and value of AACSB accreditation, the authors of *Organizational Behavior: Essentials for Improving Performance and Commitment* have sought to recognize the curriculum guidelines detailed in the AACSB standards for business accreditation by connecting selected questions in *Organizational Behavior: Essentials for Improving Performance and Commitment* to the general knowledge and skill guidelines found in the AACSB standards.

The statements contained in *Organizational Behavior: Essentials for Improving Performance and Commitment* are provided only as a guide for the users of this text. The AACSB leaves content coverage and assessment clearly within the realm and control of individual schools, the mission of the school, and the faculty. The AACSB also charges schools with the obligation of performing assessments against their own content and learning goals. While *Organizational Behavior: Essentials for Improving Performance and Commitment* and the teaching package make no claim of any specific AACSB qualification or evaluation, we have, within the test bank, labeled selected questions according to the six general knowledge and skills areas. The AACSB labels or tags within the test bank of *Organizational Behavior: Essentials for Improving Performance and Commitment* include communication abilities, ethical understanding and reasoning abilities, analytic skills, use of information technology, multicultural and diversity understanding, and reflective thinking skills. There are, of course, many more benchmarks within the test bank, the text, and the teaching package that may be used as a standard for your course.



4. Take practice quizzes testing knowledge across all learning objectives. Reread any sections of the text that require more practice.



3. Review objectives at the textbook OLC.

目录

第一部分　组织行为学绪论

第 1 章　组织行为学概述 …… 2
Google …… 4
组织行为学 …… 5
组织行为学的整合模式 …… 6
小结 …… 8
组织行为学至关重要吗？ …… 9
进行概念性的论证 …… 9
研究论据 …… 11
究竟难点是什么？ …… 11
我们怎样了解组织行为学？ …… 14
案例：Google …… 17
重点掌握 …… 18
讨论题 …… 18
评价：个人自我反思 …… 18
练习：组织行为学是常识吗？ …… 19

第 2 章　绩效与承诺 …… 22
Home Depot …… 24
绩效与承诺 …… 25
工作绩效 …… 25
任务绩效 …… 25
公民行为 …… 29
偏差行为 …… 31
组织承诺 …… 33
情感承诺 …… 35
持续承诺 …… 36

规范承诺 …… 37
退缩行为 …… 38
案例：Home Depot …… 43
重点掌握 …… 44
讨论题 …… 44
评价：情感承诺 …… 45
练习：对负面事件的反应 …… 45

第二部分　个体机制

第 3 章　工作满意度 …… 52
Patagonia …… 54
工作满意度 …… 55
价值—认知理论 …… 55
工作特征理论 …… 60
心境和情绪 …… 62
工作满意度有多重要？ …… 66
生活满意度 …… 68
案例：Patagonia …… 69
重点掌握 …… 70
讨论题 …… 70
评价：核心工作特征 …… 70
练习：工作满意度 …… 71

第 4 章　压力 …… 74
Best Buy …… 76
压力 …… 77
人们怎样看待和评价有压力的需求？ …… 77
人们如何应对压力？ …… 82
紧张体验 …… 83
对压力过程中个体的解释 …… 86
压力有多重要？ …… 86
案例：Best Buy …… 88
重点掌握 …… 89
讨论题 …… 89
评价：A 型行为模式 …… 89
练习：压力管理 …… 90

第 5 章　激励 …… 94
Netflix …… 96
激励 …… 97
期望理论 …… 97
目标设置理论 …… 102

公平理论 …… 104
心理授权 …… 107
设计薪酬体系 …… 109
激励有多重要? …… 110
案例：Netflix …… 111
重点掌握 …… 112
讨论题 …… 112
评价：金钱的意义 …… 113
练习：George Lumber 公司 …… 113

第 6 章　信任、公平和道德 …… 118
PepsiCo …… 120
信任、公平和道德 …… 121
信任 …… 121
公平 …… 125
道德 …… 129
信任有多重要? …… 134
案例：PepsiCo …… 135
重点掌握 …… 135
讨论题 …… 136
评价：信任倾向 …… 136
练习：值得信赖与信任 …… 136

第 7 章　学习与决策 …… 142
Caterpillar …… 144
学习与决策 …… 145
为什么一些员工会更好地学会做决策? …… 145
知识的类型 …… 146
学习的方法 …… 146
决策的方法 …… 150
决策中的问题 …… 152
学习有多重要? …… 156
案例：Caterpillar …… 158
重点掌握 …… 158
讨论题 …… 158
评价：目标导向 …… 159
练习：决策偏差 …… 159

第三部分　个人特征

第 8 章　个性、文化价值和能力 …… 164
Four Seasons …… 166
个性、文化价值和能力 …… 167

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