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国家质量工程工商管理国际型人才培养创新实验区系列教材

组织行为学

Organizational Behavior

王萍 编



中国地质大学出版社有限责任公司
ZHONGGUO DIZHI DAXUE CHUBANSHE YOUXIAN ZEREN GONGSI



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内容简介

本书是为了满足工商管理专业双语教学需要而编写的教材。组织行为学主要研究组织中的个体、群体和组织系统三个层次,围绕这三个层次,本书分4个部分(共13章)展开阐述。具体内容包括:第一部分绪论,包括组织行为学与管理;第二部分个体,包含能力、学习、价值观、态度、工作满意度、知觉、归因、个性、情绪、激励理论;第三部分群体,包括群体行为的基础、团队、沟通、领导基本方法;第四部分组织系统,包括组织结构与设计、组织文化、组织变革与发展。

本书广泛吸收经典教材的精华,保持英文原版教材的特色,力求反映组织行为学基本研究内容和最新研究成果。教材内容精要,体系明确,符合高校双语课程的教学要求。每章篇首列出具体学习任务,通过开篇案例导入主题,并且配备课后复习思考题,便于学生明确每章学习要求和做好课后复习。

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总 序

20 世纪 90 年代以来,经济全球化步伐不断加快,推动了高等教育的国际化进程,兴起了新一轮高等教育国际化的浪潮,对各国高等教育以及经济和社会的发展产生了深远的影响。尽管各国在人才培养理念、目标、模式等方面不尽一致,但都强调人才素质培养的国际化 and 开放性;注重广泛的国际合作与交流,促进教育资源的共享;着力于教育理念、内容、方法等方面的变革与创新,促进教育水平的提升。国内一些高等院校为适应教育国际化的趋势,应对知识经济以及经济全球化对传统知识和人才的挑战,尝试在非英语专业的一些课程中部分或全部使用英文授课,在尝试和创新中逐渐扩大非英语专业英语授课的范围,实施双语或全英语化教学。

面对全球化,世界各国的管理教育也发生了结构性的变革,如发达国家及国内名牌大学都已建立了以工商管理硕士(MBA)、高级工商管理硕士(EMBA)为代表的现代管理教育体系。在国内,一些高校也相继开展了 MBA 和 EMBA 教育,但在本科层次,工商管理教育存在一定程度的同质化现象,不利于特色化、创新型管理人才的培养。

针对以上情况,一些高校正积极努力实施特色化工商管理本科教育,着力于培养适应能力强、创新型的工商管理人才。为了探索、深化教育改革,中国地质大学(武汉)于 2001 对工商管理专业开展全程双语教学试点。

全程双语教学对专业所开设的除政治理论和体育外的所有课程采用全英语授课,即采用英文教材、英语板书、英文讲述、英文撰写论文和答辩;着眼于培养综合素质高、适应能力强、个性突出的高级专门人才。这种全程双语教学不同于一般的英语语言教育,也不同于通常的专业教育,而是国际思维、国际知识、国际交往能力的训练和培养,是适应性或个性化教育,是教育模式的变革与创新。

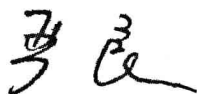
经过几年的实践,中国地质大学(武汉)工商管理双语教学在师资培养、实验教学设施、实践教学基地建设、人才培养质量等方面有了长足进步,为国际型工商管理人才的培养奠定了良好的软硬件条件。

为全面贯彻落实科学发展观,切实把高等教育重点放在提高质量上,经国务院批准,教育部、财政部于 2007 年 1 月联合下发了《关于实施高等学校本科教学质量与教学改革工程的意见》(教高[2007]1 号),启动了“高等学校本科教学质量与教学改革工程”。这是继“211 工程”、“985 工程”之后我国高等教育领域的

又一项重要工程。为进一步提升中国地质大学(武汉)工商管理双语教学质量,贯彻落实质量工程,本着探索宽口径、外向型、复合型人才培育的新模式及新方法,着力培养具有全球意识和开放精神,具备参与国际交流、合作、竞争所必需的基本素质以及知识结构和应变能力的开放型、国际型的高级复合型专业人才的目 的,中国地质大学(武汉)于2007年向教育部申报了“工商管理国际型人才培养创新实验区”项目,获教育部立项资助,成为首批教育部立项的人才培养模式创新实验区之一。

随着科学技术的快速发展,经济的全球化、企业的集团化和国际化,以及各种资源的全球性整合趋势的增强,企业面临竞争日益激烈的商业环境,新的管理理论、管理模式不断涌现。为突出创新型、国际型管理人才培养的中心地位,提高教学质量,提升实验区建设成效,需要将最新的管理理论及实践模式应用于教学中。我们编写《工商管理国际型人才培养创新实验区系列教材》,旨在突出工商管理基础知识的同时,又能反映管理的最新理论与实践的成果。本系列教材可作为工商管理专业开展全程双语化教学英文教材的配套教材使用,也可作为工商管理类其他专业和经济学类相关专业研究生、本科生的教学参考书使用。

本系列教材涵盖了工商管理专业核心课程,由中国地质大学(武汉)经济管理学院院长严良教授提出总体设计思路,余敬、刘家国、陈莲芳等同志承担了具体的组织工作,近30位教师、研究生、实际管理者参与编写,并得到了中国地质大学(武汉)教务处、经济管理学院、中国地质大学出版社领导和各位责任编辑等的大力支持。在此,对各位作者和编辑的劳动表示衷心的感谢,对使用本书的读者表示衷心的感谢。



2010年5月

前 言

在教育部的大力倡导下,为培养国际型的人才,我国各大高校已逐步推广经济管理类专业的双语教学。并且,一些双语教学开展较早的高校积累了丰富的教学经验,积极开展双语示范课程的研究。在不断探索教学方式和方法的同时,能否选择到适用的教材是影响经济管理类专业双语教学质量的关键因素之一。

目前,国内出版了一系列经济管理类的国外原版英文教材,几年来,我们一直在采用经典的《组织行为学》原版教材进行双语教学。尽管这些教材内容丰富、体系完整、信息量较大,但是,在教学中也存在一些问题:

1. 教材普遍篇幅较大,体系丰富深刻,适合于研究生、MBA 的学习要求,却不太符合本科生的教学要求和课时计划。

2. 教材紧密结合所在国的经济、文化背景的描述,内容针对性太强,侧重于描述性的讲述,部分内容不适用于国内教学。

3. 辅助材料,如复习题、讨论题、案例、团队训练、延伸阅读材料等,虽然丰富多样但比较繁琐,不太适合于我国高校教学使用。

那么,如何对国外原版《组织行为学》教材进行精简和改编,使其更加适合于我国双语教学的需要,是教学实践和发展的强烈要求。然而,目前在市场上看到的适合于工商管理组织行为学双语教学的教材微乎其微。为了满足工商管理专业双语教学的需要,作者凭借几年双语教学实践经验的积累,通过广泛研读原版《组织行为学》教材,对本课程体系和内容进行精简、加工和改编,编写了一本适用的双语教学教材。

本书特点是:

1. 广泛吸收经典《组织行为学》教材的精华,保持英文原版教材的特色,力求反映组织行为学基本研究内容和最新研究成果。本书从个体、群体和组织三个层面讨论组织中的心理和行为规律以及对员工态度与行为结果变量的影响。同时引用前沿的科研成果,例如,心理契约、中国企业员工的组织承诺、人与工作匹配、人与组织匹配等。

2. 教材内容精要,逻辑严密,体系明确恰当。本书包括导论、个体行为、群体行为和组织系统四个部分,内容包括导论、能力与学习、价值观、态度和满意度、个性与情绪、知觉、激励、群体行为的基础、工作团队、沟通、领导、组织结构与组织设计、组织文化、组织变革与组织发展。

3. 教材篇幅合理,符合高校双语课程的教学计划和课时要求。每章列出具体学习任务,呈现开篇案例,配有课后复习思考题,便于学生明确每章学习要求和做好课后复习。

《组织行为学》是工商管理专业必修的专业基础课程,也是 MBA 的核心课程。本书可作为高校管理类本科生和研究生双语教学课程的学习用书,也适用于从事组织行为学、人力资源管理、管理学等课程教学的高校教师 and 研究人员学习参考,还可供广大组织机构的管理人员阅读。

本书能够顺利出版,首先,十分感谢中国地质大学(武汉)经济管理学院严良院长的大力支持和帮助。同时,诚挚地感谢中国地质大学出版社有限责任公司的方菊、谌福兴和潘娜等编辑精心细致的编审以及出版社有关工作人员的辛勤劳动。

由于作者英语水平有限,才疏学浅,英语表达不妥之处在所难免,敬请各位读者批评指教。

王萍

2012 年 3 月 6 日

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Part One



Introduction

CHAPTER 1 ORGANIZATIONAL BEHAVIOR AND MANAGEMENT

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

1. Describe what managers do.
2. Define organizational behavior (OB).
3. Identify three levels of analysis in OB.
4. Describe why managers require knowledge of OB.
5. Identify the contributions made by major behavioral science disciplines to OB.
6. List major challenges and opportunities for managers to use OB concepts.

Opening Case

Jason Hershberger

Jason Hershberger got his undergraduate degrees in computer science and geology from the University of Southern California. He earned his M. S. in computer science from USC in 1996 at the age of 23. Since then, Jason has worked for Torrey Science Corporation in San Diego, California. His job includes designing software, scheduling projects, organizing teams, delegating assignments, providing guidance to team members, and monitoring team results.

College course-work did very little regarding the people factor. He has learned through experience that the primary reason most projects succeed or misfire is due to the people factor.

Jason Hershberger has learned what most managers learn very quickly: A large part of success in any management job is developing good interpersonal or people skills. Lawrence Weinbach, former chief executive of Arthur Andersen

& Co. , put it this way, “Pure technical knowledge is only going to get you to a point. Beyond that, interpersonal skills become critical. ”

Although practicing managers have long understood the importance of interpersonal skills to managerial effectiveness, business schools were slower to get the message. Until the late 1980s, business school curricula focused on the technical aspects of management. Course work in human behavior and people skills received minimal attention. Over the past decade, however, business faculty have come to realize the importance that an understanding of human behavior plays in determining a manager’s effectiveness, and required courses on people skills have been widely added to the curriculum.

We have come to understand that technical skills are necessary, but insufficient, for succeeding in management. In today’s increasingly competition and demanding workplaces, managers can’t succeed on their technical skills alone. They also have to have a good people skill. This book has been written to help both managers and potential managers develop those people skills.

The scope for the examination of behavior in organization is very wide. There is a multiplicity of interrelated factors which influence the behavior and performance of workers in a work organization. It is important to recognize the role of management as an integrating activity and the cornerstone of organizational effectiveness. People and organizations need each other. Managers need to understand the main influences on behavior in organizations and the nature of the people-organization relationship.

In this chapter, we will discuss manager’s job, define organizational behavior and exam contemporary challenges and opportunities to the management of organizational behavior.

1 What Managers Do

Management is the process of planning, organizing, leading, and controlling an organization’s human, financial, material, and other resources to increase its effectiveness. Managers get things done through other people. They make decisions, allocate resources, and direct the activities of others to attain goals. Managers at all levels confront the problem of understanding and managing the behavior of their subordinates. Managers do their work in an organi-

zation. Each manager faces the common challenge of finding ways to help the organization achieve its goals.

1.1 Functions of Management

French industrialist Henri Fayol wrote that all managers perform five management functions: plan, organize, command, coordinate, and control. Today, it is condensed to four: planning, organizing, leading, and controlling. Managers knowledgeable about organizational behavior are in a good position to improve their ability to perform these functions. When managers are performing these functions, they should integrate organization's human, financial, material, and information resources to increase its effectiveness for attainment of organizational goals (see Figure 1.1).

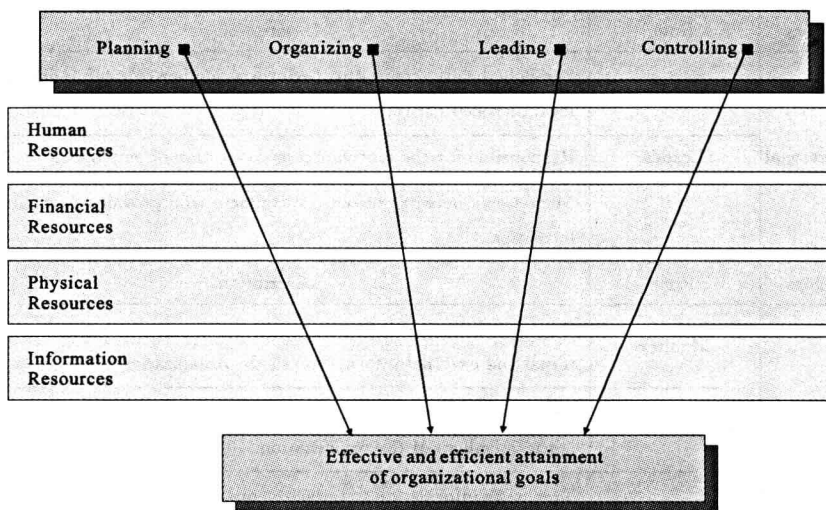


Figure 1.1 Basic managerial functions
(from Ricky W. Griffin, Gregory Moorhead, 2007)

The following management functions can be used to classify the manager's job. Planning means defining an organization's goals, establishing an overall strategy for achieving these goals, and developing comprehensive plans to integrate and to coordinate activities. Organizing includes determining what tasks must be done, who will do them, how the tasks will be grouped, who

will report to whom, and where decisions will be made. Leading includes motivating and directing employees, and communicating and resolving conflicts. Controlling means monitoring performance, comparing results and goals, and making corrections.

1.2 Management Roles

Managers perform their four functions by assuming roles in organizations. A role is a set of behaviors or tasks a person is expected to perform because of the position he or she holds in a group or an organization. In the 1960s, Henry Mintzberg concluded that managers perform ten roles that can be grouped around three themes (see Table 1.1):

Table 1.1 Mintzberg's managerial roles

Category	Role	Description
Interpersonal	Figurehead	Symbolic head; required to perform a number of routine duties of a legal or social nature
	Leader	Responsible for the motivation and direction of employees
	Liaison	Maintains a network of outside contacts who provide favors and information
Category	Role	Description
Informational	Monitor	Receives wide variety of information; serves as nerve center of internal and external information of the organization
	Disseminator	Transmits information received from outsiders or from other employees to members of the organization
	Spokesperson	Transmits information to outsiders on organization's plans, policies, actions, and results; serves as experts on organization's industry
Decisional	Entrepreneur	Searches organization and its environment for opportunities and initiates projects to bring about change
	Disturbance handler	Responsible for corrective action when organization faces important, unexpected disturbances
	Resource allocator	Makes or approves significant organizational decisions
	Negotiator	Responsible for representing the organization at major negotiations

(from Stephen P. Robbins, 2005)

1.3 Managerial Skills

A skill is an ability to act in a way that allows a person to perform well in his or her role. Robert Katz has identified three essential management skills: technical, human, and conceptual.

Technical skills encompass the ability to apply specialized knowledge or expertise. All jobs require some specialized expertise, and many people develop their technical skills on the job.

Human skills enable a manager to work with, understand, and motivate other people, both individually and in groups. Many people are technically proficient but interpersonally incompetent.

Conceptual skills are the mental ability to analyze and diagnose complex situations. Decision making, for instance, requires managers to spot problems, identify alternatives that can correct them, evaluate those alternatives, and select the best one.

Whatever the role of a manager, in order to carry out the process of management and the execution of work, the manager requires a combination of technical competence, social and human skills, and conceptual ability. As the manager advances up the organizational hierarchy, greater emphasis is likely to be placed on conceptual ability, and proportionately less on technical competence (see Figure 1.2).

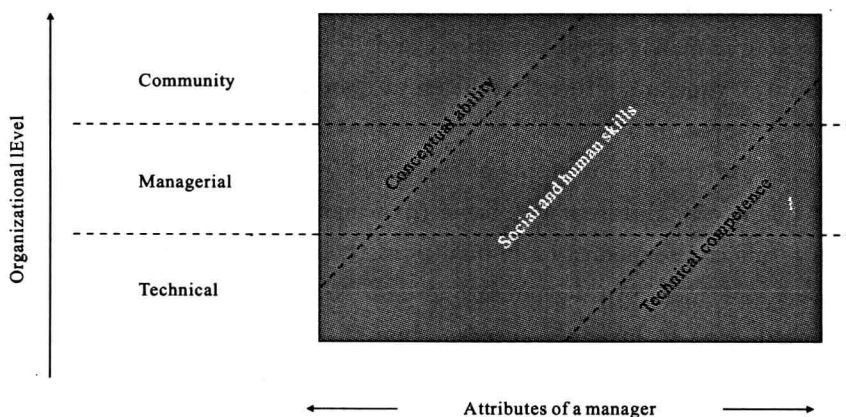


Figure 1.2 The combination of attributes of a manager
(from Laurie J. Mullins, 2005)