

Behavior in Organizations

Ninth Edition

组织行为学

理论与实践

· 第9版 ·

[美] 杰拉尔德·格林伯格
Jerald Greenberg

罗伯特·A.巴伦
Robert A. Baron

著



格致出版社
上海人民出版社

Behavior in Organizations

Third Edition

组织行为学

理论与实践

第三版

作者：斯蒂芬·P·罗宾斯
斯蒂芬·M·莫迪安诺

译者：孙健
李原



机械工业出版社
CHINA MACHINE PRESS

世纪高教·管理学英文版教材

Behavior in Organizations

Ninth Edition

组织行为学

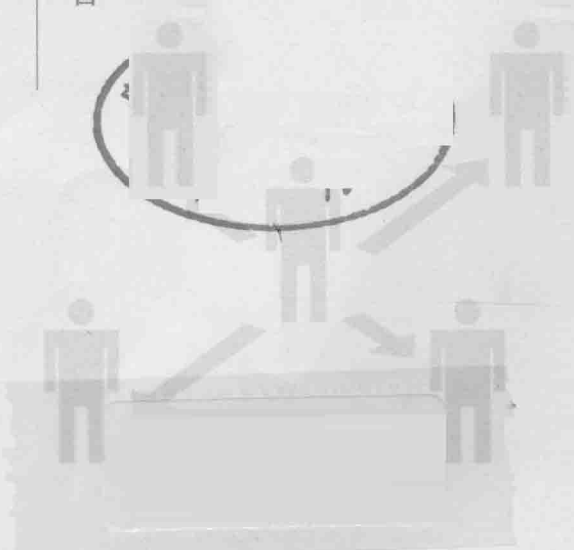
理论与实践

· 第9版 ·

[美] 杰拉尔德·格林伯格
Jerald Greenberg

罗伯特·A.巴伦
Robert A. Baron

著



格致出版社
上海人民出版社

图书在版编目(CIP)数据

组织行为学:理论与实践:第9版:英文/(美)格林伯格,(美)巴伦著. —影印本. —上海:格致出版社;上海人民出版社,2010

ISBN 978-7-5432-1849-9

I. ①组… II. ①格… ②巴… III. ①组织行为学-高等学校-教材-英文 IV. ①C936

中国版本图书馆 CIP 数据核字(2010)第 213619 号

责任编辑 王 萌

封面设计 人马艺术设计工作室·储平

组织行为学:理论与实践(第9版)(英文版)

[美]杰拉尔德·格林伯格 罗伯特·A.巴伦 著

出 版

世纪出版集团
www.ewen.cc

格致出版社

www.hibooks.cn

上海人民出版社

(200001 上海福建中路193号24层)



格致出版

编辑部热线 021-63914988

市场部热线 021-63914081

发 行

世纪出版集团发行中心

印 刷

浙江省临安市曙光印务有限公司

开 本

787×1092 毫米 1/16

印 张

41

插 页

2

字 数

763,000

版 次

2011年2月第1版

印 次

2011年2月第1次印刷

ISBN 978-7-5432-1849-9/F·339

定 价

66.00 元

Preface—Welcome to the World of Organizational Behavior

Over the years, we've taught untold thousands of college students not only facts and figures but, more importantly, how to be critical thinkers and impartial analysts of behavior in organizations. In so doing, we've also learned a great deal from them. By listening carefully to their insights, drawing on their experiences, and discussing the world of work with them, we've come away with a strong sense of what they want to know about human dynamics in the workplace. After all, most of today's students already have held jobs, or are working while completing their studies, and chances are that they have given more than passing thought to jobs they will be performing in the future. As it becomes apparent to students that knowing about the field of organizational behavior (OB) can provide valuable insight into behavior on the job, we have been there to guide them.

Fortunately, we've been able to draw on our experiences as active scholarly researchers, journal editors, involved members of professional groups, and consultants to and trainers of people in a large number of organizations to offer students the guidance they require. From our vantage points as educators and working professionals, we've been able to give students both what they *want* to know and what they *need* to know. Indeed, our efforts to accomplish this are reflected in the pages of this book. Critical insight into individual processes (i.e., what "makes people tick"), social dynamics (i.e., how groups and teams operate), and organizational practices (i.e., the activities of companies as whole entities) combined with knowledge of real world sensitivities, demands, and practices—that's the focus of the field of OB. Not coincidentally, this is also what this book is all about.

Our Major Objective: To Spotlight Organizational Behavior

People enjoy learning about behavior in organizations. It gives us unique insight into everyday processes and phenomena we often take for granted. After all, such knowledge helps us understand a key part of the world in which we live. For a book such as ours, the implications of this assumption are threefold: (1) It must be accessible to readers, (2) it must provide added value by focusing on unique insight, information that goes beyond what common sense would suggest, and, of course, (3) it must be relevant to readers. We have gone out of our way to incorporate these qualities into this book.

Accessibility to Readers

- We use a friendly and approachable writing style, speaking directly to readers in straightforward prose. Hopefully, we have refrained from the condescension of speaking down to readers and the elitism of going over their heads.
- By carefully selecting material to which students can relate—such as accounts of organizational practices in companies with which they may be familiar—they are likely to find the material engaging.
- Key points are easy to find because of the way the book is designed and by features such as **key terms** appearing in margins and a "**Summary and Review of Learning Objectives**" appearing at the end of each chapter.

- Graphics are used to enhance explanations of material for visually oriented learners. For example, our “**talking graphics**” help readers take away the key findings of research.

These are among the several key features of this book that help bring the material to life for students by making a fascinating topic readily understandable.

Unique—Beyond Common Sense—Insight

As authors, we are highly sensitive to the need to help students understand “what’s under the hood?” of behavior in the workplace. In this book, we provide that information in the form of a feature entitled, “**OB: Making Sense Out of Common Sense.**” These are special sections in each chapter that explain OB phenomena that shed new light on seemingly commonsensical beliefs about behavior in organizations, offering deeper-than-usual insight into that behavior. Here are just a few such examples.

- Autonomy in the Orchestra Strikes a Sour Note (Chapter 5)
- Organizational Development Is Inherently Unethical—Or, Is It? (Chapter 13)

When reading these and similar sections in this book, we hope students will think to themselves, “Hmmm, that’s interesting; I didn’t know that.” After all, inside knowledge into behavior in organizations is likely to be fascinating.

Focusing on Relevance

The field of OB is *not* about curiosity for its own sake. Rather, it’s about finding real, scientifically based answers to practical questions. Thus, relevance is vital. “Theories and research are important,” many students believe, so long as they offer insight into appropriate action, what to do. In preparing this book, our mission was to spotlight this relevance in a form that could enlighten our target audience—college students who desire to learn about the complexities of human behavior in organizations. We do this in three ways.

First, we provide concrete information on putting OB to practical use in special sections in each chapter entitled, “**How to Do It.**” These features present several concrete tips for readers to follow when attempting to carry out some practice related to the field of OB. Examples include:

- Telecommunicating as a Business Communication Strategy (Chapter 1)
- How to Inspire Innovation (Chapter 11)

A second way in which we promote relevance is by identifying practices in real organizations that demonstrate how OB principles are put to use. Such examples are incorporated everywhere throughout this book. By weaving such examples throughout this book we are attempting to bring OB to life for readers by illustrating how what might be seen as arcane and irrelevant academic concepts are, in reality, quite the opposite—namely, the basis for real, organizational practices in today’s organizations. Examples include:

- Using feedback to promote self-efficacy at CHP (Chapter 2)
- Unisys employees learn good listening skills (Chapter 7)
- Practices used to “make organizational changes stick” at Sears, Royal Dutch Shell, and the United States Army (Chapter 13)

A third way in which we emphasize relevance is by highlighting diversity as a feature of today’s workplace. Our most ostensible effort in this regard comes in the form of a spe-

cial feature entitled, “OB in a Diverse World.” These are sections within each chapter that highlight ways in which differences between individuals with respect to their race, gender, sexual preference, or nationality impact various OB phenomena. Examples include:

- Inequity in Housework: Comparing Married Women and Men (Chapter 5)
- Joint Ventures in China: Beware of Obstacles (Chapter 12)

Balancing Basic Science and Practical Application

Because the field of OB is a blend of research, theory, and practical application, so too, quite deliberately, is this book. Indeed, we have taken extensive steps to ensure that it is the best of these seemingly disparate worlds. Consider just a few examples.

- In Chapter 2, we cover both theories of learning and how these theories are involved in such organizational practices as training, organizational behavior management, and discipline.
- In Chapter 4, we identify specific ways in which the various theories of motivation can be put into practice.
- In Chapter 8, it is not only various scientific studies of decision making that are identified, but also various practices that can be, and are being, followed to enhance the effectiveness of group decisions.

More than simply indicating how various theories *may be* applied, we identify precisely how they *are being* applied in today’s organizations. In addition to the many in-text examples noted in conjunction with our earlier discussion of relevance, we also should note our widespread use of tables listing organizational examples.

Another place in which we highlight organizational practices is in extended figure captions. Many of these may be considered to be micro-cases illustrating key points made in the text.

Balancing Knowledge and Skills

Educators tell us that there is a fundamental distinction between teaching people about something—providing *knowledge*—and showing them how to do something—developing their *skills*. In the field of OB, this distinction becomes blurred. After all, to fully appreciate how to do something, you have to have the requisite knowledge. For this reason, we pay attention in this book to both knowledge and skills. Consider the following illustrations:

- In Chapter 7, we describe not only the process of listening, but also ways of enhancing listening skills. Then, to help readers become effective listeners, we present an exercise designed to promote active listening skills.
- Chapter 13 explains not only the reasons underlying people’s resistance to organizational change but also various ways in which this resistance may be overcome. We then give students an opportunity to practice doing this in an exercise.

By doing these things—not only in these examples, but throughout the book—we intend not only to enable readers to understand OB, but also to help them practice it in their own lives.

New Chapters and Coverage

In the course of revising this book we made many changes. Some of these came in the process of seeking that balance to which we just referred, and others were necessitated by our ongoing commitment to highlighting the latest advances in the field. Many of the changes we made are subtle, referring only to how a topic was framed relative to others. A good many other changes are more noticeable and involve the shifting of major topics into new places and the addition of brand new topics. Doing this required the creation of a new chapter and the addition of several new features. Highlights of new coverage include the following.

- Engagement (Chapter 1)
- Stereotype threats (Chapter 2)
- Core self-evaluations (Chapter 3)
- Religious intolerance (Chapter 4)
- Horizontal and vertical stretch goals (Chapter 5)
- Faultlines (Chapter 6)
- Pipedreams (Chapter 7)
- Defensive avoidance (Chapter 8)
- OCB-I and OCB-O (Chapter 9)
- Authentic leadership (Chapter 10)
- Hierarchy, market, clan, and adhocracy cultures (part of expanded coverage of organizational culture in Chapter 11)
- Vertically integrated organizations (Chapter 12)
- Offshoring (Chapter 13)

End-of-Chapter Pedagogical Features

At the end of each chapter, two groups of pedagogical features may be found. The first, named “**Points to Ponder**,” includes three types of questions:

- **Questions for Review.** These are questions designed to help students determine the extent to which they picked up the major points contained in each chapter.
- **Experiential Questions.** These are questions that get students to understand various OB phenomena by thinking about various experiences in their work lives.
- **Questions to Analyze.** The questions in this category are designed to help readers think about the interconnections between various OB phenomena and/or how they may be applied.

The second category of pedagogical features found at the end of each chapter is referred to as “**Experiencing OB**.” This includes the following three types of experiential exercises.

- **Individual Exercise.** Students can complete these exercises on their own to gain personal insight into various OB phenomena.
- **Group Exercise.** By working in small groups, students completing these exercises will be able to experience an important OB phenomenon or concept. The experience itself also will help them develop team-building skills.
- **Practicing OB.** This exercise is applications-based. It describes a hypothetical problem situation and challenges the reader to explain how various OB practices can be applied to solving it.

Case Features

Each chapter contains two cases. Positioned at the beginning of each chapter, a **Preview Case** is designed to set up the material that follows by putting it in the context of a real organizational event. These are either completely new to this edition or updated. Just a few examples of new Preview Cases include the following:

- Southwest Airlines: Employee Relations Back on Time (Chapter 9)
- Commercial Metals Company “Steels” the Show (Chapter 12)

The end-of-chapter case, **Case in Point**, is designed to review the material already covered and to bring that material to life. Specific tie-ins are made by use of discussion questions appearing after each Case in Point feature. These also are new or updated for this edition. Several examples of new cases include the following.

- The Scoop on Communications at Cold Stone Creamery (Chapter 7)
- Amazon.com: Innovation via the “Two-Pizza Team” (Chapter 11)
- Royal Bank of Canada: Changes You Can Bank On (Chapter 13)

Updated Supplements Package for Instructors

Instructors adopting this book have available a wide array of ancillary materials at the **Instructor Resource Center**: www.prenhall.com/irc. Among the most popular features found at this site are the following.

- Instructors can access a variety of print, media, and presentation resources available with this text in downloadable, digital format.
- Register only once. Access new titles and/or editions with the same username and password.
- Our dedicated Technical Support team is ready to assist instructors with questions about the media supplements that accompany this text. Visit: <http://247.prenhall.com/> (for answers to frequently asked questions and toll-free user support phone numbers)

A full complement of hard copy supplements is also available to instructors. For detailed descriptions of all of the supplements listed below, please visit: www.prenhall.com/irc

- **Instructor Resource Center (IRC) on CD-ROM**—ISBN: 0-13-154289-3
- **Printed Instructor’s Manual**—ISBN: 0-13-154290-7
- **Printed Test Item File**—ISBN: 0-13-154288-5
- **TestGen test generating software**—Visit the IRC (both online and on CD-Rom) for this text.
- **PowerPoints**—Visit the IRC (both online and on CD-Rom) for this text.
- **Videos on DVD**—ISBN: 0-13-154286-9

Updated Supplements Package for Students

To help students, we also have available a wide variety of materials that supplement the material in the text. These include the following.

- **Companion Website**: www.prenhall.com/greenberg contains free access to a student version of the PowerPoint package and chapter quizzes.
- **SafariX Textbooks Online**—Developed for students looking to save up to 50% on textbooks, SafariX eTextbooks Online also allows students to search for specific keywords or page numbers, make notes online, print out reading assignments that

incorporate lecture notes, and bookmark important passages for later review. For more information, see: www.safarix.com.

Finally—and Most Importantly—Acknowledgments

Writing is a solitary task. However, turning millions of bytes of information stored on a handful of plastic disks into a book is a magical process that requires an army of talented folks. In preparing this text, we have been fortunate enough to be assisted by many dedicated and talented people. Although we cannot possibly thank all of them here, we wish to express our appreciation to those whose help has been most valuable.

First, our sincere thanks to our colleagues who read and commented on various portions of the manuscript for this and earlier editions of this book. Their suggestions were invaluable and helped us in many ways. These include:

Royce L. Abrahamson, Southwest Texas State University

Rabi S. Bhagat, Memphis State University

Ralph R. Braithwaite, University of Hartford

Stephen C. Buschardt, University of Southern Mississippi

Dawn Carlson, University of Utah

M. Suzanne Clinton, Cameron University

Roy A. Cook, Fort Lewis College

Cynthia Cordes, State University of New York at Binghamton

Julie Dziekan, University of Michigan—Dearborn

Janice Feldbauer, Austin Community College

Patricia Feltes, Southwest Missouri State University

Olene L. Fuller, San Jacinto College North

Richard Grover, University of Southern Maine

Courtney Hunt, University of Delaware

Ralph Katerberg, University of Cincinnati

Paul N. Keaton, University of Wisconsin at LaCrosse

Mary Kernan, University of Delaware

Daniel Levi, California Polytechnic State University

Jeffrey Lewis, Pitzer College

Rodney Lim, Tulane University

Charles W. Mattox, Jr., St. Mary's University

Daniel W. McAllister, University of Nevada—Las Vegas

James McElroy, Iowa State University

Richard McKinney, Southern Illinois University

Linda Morable, Richland College

Paula Morrow, Iowa State University

Audry Murrell, University of Pittsburgh

David Olsen, California State University—Bakersfield

William D. Patzig, James Madison University
Shirley Rickert, Indiana University—Purdue University at Fort Wayne

David W. Roach, Arkansas Tech University

Dr. Meshack M. Sagini, Langston University

Terri A. Scandura, University of Miami, Coral Gables

Holly Schroth, University of California Berkeley

Marc Siegall, California State University, Chico

Taggart Smith, Purdue University

Patrick C. Stubbleine, Indiana University—Purdue University at Fort Wayne

Paul Sweeney, Marquette University

Craig A. Tunwall, SUNY Empire State College

Carol Watson, Rider University

Philip A. Weatherford, Embry-Riddle Aeronautical University

Richard M. Weiss, University of Delaware

Stan Williamson, University of Louisiana—Monroe

Second, we wish to express our appreciation to our editor, Jennifer Simon, who saw us through this project. Her enthusiasm was contagious, and her constant support and good humor helped us bring this book to completion. Jennifer's assistant, Richard

Gomes, was always there to help, as was the project manager, Claudia Fernandes. And, of course, we would be remiss in not thanking Jeff Shelstad and members of the PH team, for their steadfast support of this book.

Third, our sincere thanks go out to Prentice Hall's top-notch production team for making this book so beautiful—Kelly Warsak, Production Editor; Ashley Santora, Product Development Manager; Steve Frim, Designer; Jane Scelta, Permissions Coordinator; and Diane Austin, Photo Researcher; as well as Angela Urquhart at Thistle Hill Publishing Services and the staff at Laserwords Private Limited. Their diligence and skill with the many behind-the-scenes tasks required in a book such as this one—not to mention their constant refinements—helped us immeasurably throughout the process of preparing this work. It was a pleasure to work with such kind and understanding professionals, and we are greatly indebted to them for their contributions.

Finally, Jerald Greenberg wishes to acknowledge the special support of three key sources. First, he once again thanks the family of the late Irving Abramowitz for their generous endowment to the Ohio State University, which provided invaluable support during the writing of this book. Second, he cannot strongly enough express his appreciation for his colleagues and students whose support has helped bring this book to fruition. In particular, the intellectual nurturance and assistance of his research partners throughout the world, including Chad Brinsfield, Joseph Cooper, and Dustin Slesman at the Ohio State University, Marissa Edwards at the University of Queensland, and Aino Salimäki at the Helsinki University of Technology have proven invaluable. Last, but not least, he is indebted to his long-devoted and loving spouse, Carolyn, whose steadfast support makes not only this book possible, but life worth living.

To all these truly outstanding individuals, and to many others too, our warm personal regards.

In Conclusion: An Invitation for Feedback

We would appreciate hearing from you! Let us know what you think about this textbook either by writing directly to Jerald Greenberg or to the publisher's Web site at college_marketing@prenhall.com. Please include "Feedback about Greenberg 9e" in the subject line. If you have questions related to this book, please contact our customer service department online at www.247.prenhall.com

Jerald Greenberg
greenberg.1@osu.edu

Robert A. Baron
baronr@rpi.edu

简明目录

第一部分 引言 2

第1章 组织行为学科领域 2

第二部分 基本的人类过程 40

第2章 知觉和学习：理解和适应工作环境 40

第3章 个体差异：人格、技能和能力 84

第三部分 组织中的个体 120

第4章 工作态度：成见、工作满意度和组织承诺度 120

第5章 组织中的激励 162

第四部分 群体动态 204

第6章 群体动态与工作团队 204

第7章 组织沟通 246

第8章 组织中的决策 294

第9章 工作中的人际行为：冲突、合作、信任与行为异常 340

第五部分 影响他人 380

第10章 组织中的领导 380

第六部分 组织过程 424

第11章 组织文化、创造力和创新 424

第12章 组织结构与设计 464

第13章 管理组织变革：战略计划和组织发展 504

附录

附录1 了解组织中的行为：理论与研究 545

附录2 理解并管理你的职业生涯 557

各章注释 571

术语表 605

图片出处 629

Brief Contents

PART 1 Introduction to Organizational Behavior	2
Chapter 1 The Field of Organizational Behavior	2
PART 2 Basic Human Processes	40
Chapter 2 Perception and Learning: Understanding and Adapting to the Work Environment	40
Chapter 3 Individual Differences: Personality, Skills, and Abilities	84
PART 3 The Individual in the Organization	120
Chapter 4 Work-Related Attitudes: Prejudice, Job Satisfaction, and Organizational Commitment	120
Chapter 5 Motivation in Organizations	162
PART 4 Group Dynamics	204
Chapter 6 Group Dynamics and Work Teams	204
Chapter 7 Communication in Organizations	246
Chapter 8 Decision Making in Organizations	294
Chapter 9 Conflict, Cooperation, Trust, and Deviance: Interpersonal Behavior at Work	340
PART 5 Influencing Others	380
Chapter 10 Leadership in Organizations	380
PART 6 Organizational Processes	424
Chapter 11 Organizational Culture, Creativity, and Innovation	424
Chapter 12 Organizational Structure and Design	464
Chapter 13 Managing Organizational Change: Strategic Planning and Organizational Development	504
Appendixes	
Appendix 1 Learning About Behavior in Organizations: Theory and Research	545
Appendix 2 Understanding and Managing Your Career	557
Endnotes	571
Glossary	605
Photo Credits	629

Contents

Preface I

Acknowledgments VI

PART 1 Introduction to Organizational Behavior 2

Chapter 1 The Field of Organizational Behavior 2

Preview Case Yvon Chouinard: The Head Patagoniac 3

Organizational Behavior: Its Basic Nature 5

What Are the Field's Fundamental Assumptions? 10

OB Then and Now: A Capsule History 12

OB Responds to the Rise of Globalization and Diversity 17

OB Responds to Advances in Technology 23

OB Is Responsive to People's Changing Expectations 27

Summary and Review of Learning Objectives 34

Points to Ponder 35 • Experiencing OB 36 • Practicing OB 38

■ CASE IN POINT: Good-Bye to the Cubicle? Don't Count on It 38

Special Sections

■ OB MAKING SENSE OUT OF COMMON SENSE Check Your

Assumptions at the Door 10

■ OB IN A DIVERSE WORLD What in the World Is That Name? 18

■ HOW TO DO IT Telecommuting as a Business Continuity
Strategy 28

PART 2 Basic Human Processes 40

Chapter 2 Perception and Learning: Understanding and Adapting to the Work Environment 40

Preview Case Keeping the Enterprise Growing 41

Social Perception and Social Identity: Understanding Others and
Ourselves 42

The Attribution Process: Judging the Causes of Others'
Behavior 44

Perceptual Biases: Systematic Errors in Perceiving Others 48

Stereotyping: Fitting People into Categories 53

Perceiving Others: Organizational Applications 55

	Learning: Adapting to the World Around Us	62
	Training: Learning and Developing Job Skills	68
	Organizational Practices Involving the Use of Reward and Punishment	73
	Summary and Review of Learning Objectives	78
	Points to Ponder	79 • Experiencing OB 80 • Practicing OB 82
	■ CASE IN POINT: Smiling Might Not Be Such a Safe Way to Treat Safeway Customers	82
	Special Sections	
	■ OB MAKING SENSE OUT OF COMMON SENSE A Creative Approach to Avoiding Stereotyping	56
	■ OB IN A DIVERSE WORLD Performance Evaluations: Comparing the United States and Japan	60
	■ HOW TO DO IT Using 360-Degree Feedback: Three Success Stories	75
Chapter 3	Individual Differences: Personality, Skills, and Abilities	84
	Preview Case Charles Schwab Brings Back Charles Schwab	85
	Personality: Its Basic Nature	86
	Major Work-Related Aspects of Personality: The "Big Five," Positive versus Negative Affectivity, and Core Self-Evaluations	94
	Additional Work-Related Aspects of Personality	100
	Abilities and Skills: Having What It Takes to Succeed	105
	Summary and Review of Learning Objectives	114
	Points to Ponder	115 • Experiencing OB 115 • Practicing OB 117
	■ CASE IN POINT: Generous to a Fault?	118
	Special Sections	
	■ HOW TO DO IT Increasing Self-Efficacy Among Employees	99
	■ OB IN A DIVERSE WORLD Achievement Motivation and Economic Growth Around the World	105
	■ OB MAKING SENSE OUT OF COMMON SENSE Is Job Performance Linked to Cognitive Intelligence?	108
PART 3	The Individual in the Organization	120
Chapter 4	Work-Related Attitudes: Prejudice, Job Satisfaction, and Organizational Commitment	120
	Preview Case Amidst Tragedy, Some Good Emerges	121
	Attitudes: What Are They?	122
	Prejudice: Negative Attitudes Toward Others	124
	Strategies for Overcoming Workplace Prejudice: Managing a Diverse Workforce	131
	Theories and Measures of Job Satisfaction	137
	Consequences of Job Dissatisfaction—and Ways to Avoid Them	142
	Organizational Commitment: Attitudes Toward Companies	150

Summary and Review of Learning Objectives 156

Points to Ponder 157 • Experiencing OB 158 • Practicing OB 159

- CASE IN POINT: Texaco Yesterday vs. Today: Now, Only the Oil Is Crude 160

Special Sections

- HOW TO DO IT Promoting Diversity as a Competitive Weapon: Taking a Tip from Allstate 133
- OB MAKING SENSE OUT OF COMMON SENSE Is Job Satisfaction Related to Financial Performance? 147
- OB IN A DIVERSE WORLD Absenteeism: Does It Mean the Same Thing in Different Cultures? 153

Chapter 5 Motivation in Organizations 162*Preview Case* Google: Searching for a Better Way to Work 163**Motivation in Organizations: Its Basic Nature 164****Motivating by Meeting Basic Human Needs 166****Motivating by Enhancing Fit with the Organization 171****Motivating by Setting Goals 173****Motivating by Being Equitable 178****Motivating by Altering Expectations 185****Motivating by Structuring Jobs to Make Them Interesting 190****Summary and Review of Learning Objectives 197**

Points to Ponder 198 • Experiencing OB 199 • Practicing OB 201

- CASE IN POINT: Keeping the Volunteers Working Hard at Amnesty International UK 201

Special Sections

- HOW TO DO IT Recognizing Employees' Accomplishments: Easier Said Than Done 170
- OB IN A DIVERSE WORLD Inequity in Housework: Comparing Married Women and Men 184
- OB MAKING SENSE OUT OF COMMON SENSE Autonomy in the Orchestra Strikes a Sour Note 194

- VIDEO CASES Fired for Being Fat 202
- Gender Wage Gap 203

PART 4 Group Dynamics 204**Chapter 6 Group Dynamics and Work Teams 204***Preview Case* RAZR Gives Motorola the Edge 205**Groups at Work: Their Basic Nature 206****The Structural Dynamics of Work Groups 212****Individual Performance in Groups 218****Teams: Special Kinds of Groups 223****Effective Team Performance 231****Developing Successful Teams 234****Summary and Review of Learning Objectives 241**

Points to Ponder 242 • Experiencing OB 242 • Practicing OB 244

- CASE IN POINT: Inside the Peloton: Social Dynamics of the Tour de France 245

Special Sections

- HOW TO DO IT Learning from High-Performance Teams 226
- OB MAKING SENSE OUT OF COMMON SENSE Team Leaders: When Do They Matter? 235
- OB IN A DIVERSE WORLD Promoting Successful Cross-National Teams by Encouraging Ethnorelativistic Thinking 239

Chapter 7 Communication in Organizations 246

Preview Case The Home Depot's Extreme Communication Makeover 247

Communication: Its Basic Nature 249

Verbal and Nonverbal Communication: Messages with and Without Words 253

The Role of Technology: Computer-Mediated Communication 258

Formal Communication in Organizations 264

Informal Communication Networks: Behind the Organizational Chart 270

Individual Differences in Communication 275

Improving Your Communication Skills 278

Summary and Review of Learning Objectives 288

Points to Ponder 290 • Experiencing OB 290 • Practicing OB 293

- CASE IN POINT: The Scoop on Communications at Cold Stone Creamery 293

Special Sections

- OB MAKING SENSE OUT OF COMMON SENSE Do Emoticons Really Communicate Anything? 262
- HOW TO DO IT "You're Fired!": Doing It Better Than Donald Trump 268
- OB IN A DIVERSE WORLD Promoting Cross-Cultural Communication 278

Chapter 8 Decision Making in Organizations 294

Preview Case HP to Apple: From iPod to "I Quit" in 10 Months 295

A General, Analytical Model of the Decision-Making Process 296

The Broad Spectrum of Organizational Decisions 300

Factors Affecting Decisions in Organizations 304

How Are Individual Decisions Made? 309

The Imperfect Nature of Individual Decisions 314

The Inherently Biased Nature of Individual Decisions 318

Group Decisions: Do Too Many Cooks Spoil the Broth? 322

Traditional Techniques for Improving the Effectiveness of Decisions 325

Computer-Based Approaches to Promoting Effective Decisions 330

Summary and Review of Learning Objectives 332

Points to Ponder 334 • Experiencing OB 335 • Practicing OB 337

- CASE IN POINT: Helping the Broncos Buck the Odds 337