

教育部高校工商管理类教学指导委员会 双语教学推荐教材

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工商管理经典教材·人力资源管理系列

Administration Classics

心理学与人力资源管理

APPLIED PSYCHOLOGY
IN HUMAN RESOURCE

(英文版·第7版)

(Seventh Edition)

MANAGEMENT

韦恩·F·卡西欧 (Wayne F. Cascio) 著
赫尔曼·阿吉斯 (Herman Aguinis)

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总 序

随着我国加入 WTO,越来越多的国内企业参与到国际竞争中来,用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考,如何顺应这一发展潮流,推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上,双语教学在我国教育界已经不是一个陌生的词汇了,以双语教学为主的科研课题也已列入国家“十五”规划的重点课题。但从另一方面来看,双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今,依然是有人赞成有人反对,但不论是赞成居多还是反对占上,双语教学的规模和影响都在原有的基础上不断扩大,且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验,不断加以改进;一些待进入者也在模仿中学习,并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言(包括英语)的环境,开展双语教学面临特殊的困难,因此,选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为,双语教学从一开始就应该使用原版的各类学科的教材,而不是由本土教师自编的教材,从而可以避免中国式英语问题,保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外,还应根据双语教学的特点和需要,适当调整教学课时的设置,合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势,中国人民大学出版社同众多国际知名的大出版公司,如麦格劳-希尔出版公司、培生教育出版公司等合作,面向大学本科生层次,遴选了一批国外最优秀的管理类原版教材,涉及专业基础课,人力资源管理、市场营销及国际化管理等专业方向课,并广泛听取有着丰富的双语一线教学经验的教师的建议和意见,对原版教材进行了适当的改编,删减了一些不适合我国国情和不适合教学的内容;另一方面,根据教育部对双语教学教材篇幅合理、定价低的要求,我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头,将目标受众锁定在大学本科生层次。本套教材尤其突出了以下一些特点:

- 保持英文原版教材的特色。本套双语教材根据国内教学实际需要,对原书进行了一定的改编,主要是删减了一些不适合教学以及不符合我国国情的内容,但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定,使本套教材既保持了学术上的完整性,又贴近中国实际;既方便教师教学,又方便学生理解和掌握。

- 突出管理类专业教材的实用性。本套教材既强调学术的基础性,又兼顾应用的广泛性;既侧重让学生掌握基本的理论知识、专业术语和专业表达方式,又考虑到教材和管理实践的紧密结合,有助于学生形成专业的思维能力,培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格相对较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。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。同时，为我们后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，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，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明

中国人民大学商学院

PREFACE*

NEW TO THIS EDITION

In preparing this seventh edition, we reviewed a total of 5,881 journal articles and extracted 826 from the following 21 journals: *Academy of Management Journal*, *Academy of Management Review*, *Human Performance*, *International Journal of Selection and Assessment*, *Journal of Applied Psychology*, *Journal of Vocational Behavior*, *Organizational Behavior and Human Performance*, *Organizational Research Methods*, *Personnel Psychology*, *American Psychologist*, *Annual Review of Psychology*, *Human Relations*, *Human Resource Management*, *Journal of Management*, *Journal of Occupational and Organizational Psychology*, *Journal of Organizational Behavior*, *European Journal of Psychological Assessment*, *European Journal of Work and Organizational Psychology*, *Academy of Management Executive/AOM Perspectives*, *HRMagazine*, *Harvard Business Review*, and the *APA Handbook of I/O Psychology*.

After completing the revision, we deleted a total of 174 citations from the sixth edition and added 546 to the seventh, including many from the popular press. Reflecting these additions in content, the new edition is 6.8 percent longer than the last. Before we get to the new features in each chapter, however, there are two cross-chapter issues that we want you to know about. One, we incorporated a new feature into every chapter, namely “Evidence-Based Implications for Practice.” Second, relative to previous editions, we reversed the order of Chapters 13 (“Decision Making for Selection”) and 14 (“Managerial Selection”). We relabeled Chapter 14 as “Decision Making for Selection” and Chapter 12 as “Selection Methods: Part I.” So the order is now: Chapter 12—“Selection Methods: Part I,” Chapter 13—“Selection Methods: Part II,” and Chapter 14—“Decision Making for Selection.” Here is a chapter-by-chapter rundown of some new features.

Chapter 1

- Considered the impact of outsourcing on product and service markets, as well as on the people who produce those products and services
- Emphasized that high technology cannot substitute for skill in managing the people who use the high technology
- Used Accenture’s innovative approach in training a globally dispersed workforce to illustrate the need for comprehensive training policies that focus on organizational needs three to five years out

Chapter 2

- Highlighted the difference in approach between the former Immigration and Naturalization Service (imposition of civil fines on employers who hired illegal aliens) and today’s Immigration and Customs Enforcement (ICE, which relies heavily on criminal prosecutions and the seizure of company assets) to gain compliance with the nation’s immigration laws
- Explained a key requirement of the ADA Amendments Act, effective January 1, 2009, to identify a qualified individual
- Updated preventive actions employers can take to avoid sexual harassment charges, in light of recent court rulings and research
- Offered practical guidance to employers about implementing “English-only” rules

Chapter 3

- Three basic ideas provide the foundation of this chapter, and they have not changed: *utility theory*, which insists that costs and expected consequences of decisions always be taken into account; *open-systems theory*, which regards organizations as open systems in continual interaction with multiple, dynamic environments; and the *employment process as a network of sequential, interdependent decisions*

Chapter 4

- Introduced the concept of *in situ* performance, that is, specification of the broad range of effects—situational, contextual, strategic, and environmental—that may affect individual, team, or organizational performance

Chapter 5

- Provided examples of the implementation of performance management systems in actual organizations, such as Microsoft Corporation

* 为使读者了解原书全貌，前言未作删改。

- Emphasized the importance of context (i.e., organizational, cultural, interpersonal relationships) in the performance-management process. This helps students to understand that performance management is both a technical/measurement and an interpersonal/emotional issue

Chapter 6

- Developed a decision tree for choosing an appropriate process for developing parallel-form tests
- Discussed scale coarseness, its relationship to measurement error, and its detrimental impact on resulting correlation coefficients (i.e., lack of measurement precision)

Chapter 7

- Provided step-by-step recommendations on how to conduct a content validation study that follows the best scientific guidelines and is legally defensible
- Included updates regarding meta-analysis, validity generalization, and synthetic validity
- Described an empirical, Bayes-analysis approach to validation

Chapter 8

- Challenged the established conclusion that test bias does not exist, and, if it does exist, it favors minority-group members
- Distinguished between the social concept of test fairness and the psychometric concept of test bias
- Presented a procedure for anticipating consequences in terms of selection errors and adverse impact when using a particular test with a particular sample
- Expanded recommendations to minimize adverse impact

Chapter 9

- Added new information about strategies for assessing the content-oriented validity of minimum qualifications for education and experience
- Incorporated the latest information about the use of frame-of-reference training in personality-based job analysis
- Added recent applications of the O*Net database of occupational information to forecast three different types of adult literacy (which may be more critical than education in determining wages)

Chapter 10

- Revised the treatment of strategic planning
- Added a new model that shows the relationship of HR strategy to the broader strategy of a business
- Provided new information about IBM's technology-powered staff-deployment tool called "Workforce Management Initiative"
- Completely revised and updated the section on leadership-succession planning, with in-depth treatment of 3M Company as an example
- Completely revised the treatment of CEO succession
- Completely revised the treatment of workforce-demand forecasting
- Provided guidelines to help assess when "buying" talent is more effective than "making" it

Chapter 11

- Added a comprehensive, multistage model of the recruitment process
- Included the latest findings with respect to planning, managing, and evaluating recruitment operations, especially with respect to new technology and Internet-based recruitment
- Described the ingenious methods that Whirlpool and IBM use to attract MBAs
- Updated findings regarding realistic job previews and job search from the applicant's perspective

Chapter 12

- Offered guidance on conducting telephone-based reference checks
- Included alternative ways to measure integrity, such as conditional reasoning and situational-judgment tests

- Addressed the equivalence of face-to-face versus videotaped interviews
- Presented the latest research regarding the effects of type of interview and interviewee's personality and other characteristics on an interviewer's hiring recommendation

Chapter 13

- Extensively revised sections on cognitive-ability testing and personality, including a discussion of new ways to measure personality (e.g., conditional reasoning), techniques for addressing faking in self-report personality tests, and newly proposed personality constructs, such as core self-evaluations
- Presented the latest research regarding race-based differences in various types of tests used for managerial selection (e.g., work samples and situational-judgment tests)

Chapter 14

- Discussed the implications of a multiple-hurdle approach for criterion-related validity estimation
- Presented revised guidelines for setting cutoff scores

Chapter 15

- Described technology-driven instruction (Web, PDA, or MP3 player) that has made training economically feasible to provide to individuals outside an organization's own employees (e.g., to customers and suppliers)
- Presented current findings on team-based training, such as Crew Resource Management training
- Included transfer-of-training research findings that apply to individuals and teams
- Described research on self-regulation to maintain changes in behavior over time
- Addressed the side effects of goal setting
- Included new findings regarding the mechanism that seems to drive behavior modeling, as well as more precise statements about the effects of behavior modeling

Chapter 16

- Illustrated the effects of time on transfer to the job and the perceived applicability of training
- Considered the advantages and disadvantages of ROI
- Presented a comprehensive framework for influencing managerial decisions with program-evaluation data
- Discussed the upward bias in effect sizes when single-group, pretest–posttest evaluation designs are used to assess training outcomes
- Added a new, quasi-experimental research design, the nonequivalent dependent variable design, along with its advantages and disadvantages

Chapter 17

- Completely revised and updated the treatment of the effects of globalization and technology on organizations and people
- Updated the treatment of culture and of Hofstede's work on country-level cultural differences
- Included current findings regarding international validity generalization for general mental ability and personality as predictors of success in overseas assignments
- Incorporated both quantitative (meta-analytic) and qualitative reviews of the effects of cross-cultural training on a variety of outcomes
- Identified key differences between performance management in domestic and international contexts, and provided research-based guidelines for its implementation
- Updated the treatment of three key aspects of repatriation: planning, career management, and compensation

Chapter 18

- Expanded this chapter to include the broader area of organizational responsibility, which subsumes ethical issues
- Described the role of HRM researchers and practitioners in organizational responsibility, including directions for future research and practice

Like its first six editions, this book is an interdisciplinary-oriented, research-based HR text. As in the past, our subject matter is personnel psychology—the application of psychological research and theory to human resource management (HRM) in organizations. As an applied area of psychology, personnel psychology seeks to make organizations more effective and more satisfying as places to work.

Personnel psychology represents the overlap between psychology and HRM. It is a subfield within HRM, excluding, for example, such topics as labor law, compensation and benefits, safety, and industrial relations. Personnel psychology is also a subfield along with industrial and organizational (I/O) psychology—the study of the behavior of men and women in work settings. Today, with the tremendous growth of I/O psychology in many directions, HRM is appropriately considered only one of many areas to which I/O psychologists have turned their attention.

As in the first six editions, we have included material of a decidedly theoretical, statistical, or psychometric nature. No doubt some readers will criticize the book on these grounds and charge that “things just aren’t done that way in the real world.” Perhaps not, for we agree that some of the ideas in the book are used by very few organizations. However, many topics in earlier editions that may have seemed “far out” are now considered “mainstream”—for example, validity generalization, statistical power analysis, and situational interviews. The book is designed to be forward looking and progressive, and, even though some of the material is presented in a conventional manner, with a dose of statistical, psychometric, or psychological theory thrown in, we believe that, in the last analysis, nothing is more practical.

In writing this book, we make two assumptions about our readers: (1) They are familiar with the general problems of HRM or I/O psychology, and (2) they have some background in fundamental statistics—at least enough to understand statistical procedures on a conceptual level, and preferably enough to compute and interpret tests of statistical significance. As in earlier editions, our goals are (1) to challenge the field to advance rather than simply to document past practice, (2) to present a model toward which professionals should aim, and (3) to present scientific procedure and fundamental theory so that the serious student can develop a solid foundation on which to build a broad base of knowledge.

Our overall objective is to integrate psychological theory with tools and methods that will enable the student or professional to translate theory into practice effectively. We are well aware that in the complex, dynamic environment in which we live and work, scientific and technological advances are occurring faster than ever before. Hence, education must be a lifelong effort if one is to avoid what Armer (1970) calls the “Paul Principle”: Over time, people become uneducated and therefore incompetent to perform at a level at which they once performed adequately. If the book projects this one message, then the HR profession will be enriched immeasurably.

The response to the first six editions of this book in psychology departments and in business and professional schools has been particularly gratifying. However, new ideas and research findings in all the areas covered by the book made a seventh edition necessary in order to reflect the state of the art in personnel psychology. We have tried to do just that, as reflected in the new content, and we have added many new references.

We would be remiss if we did not acknowledge the moral support and encouragement of our families throughout the project. Their love and devotion make good times better and bad times a little easier to take.

Wayne Cascio

Denver, Colorado

Herman Aguinis

Bloomington, Indiana

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Organizations, Work, and Applied Psychology

At a Glance

Organizations are all around us—businesses, hospitals, political parties, government and nongovernment organizations, social clubs, churches, Boy and Girl Scouts, and Little Leagues, just to name a few. Each organization has its own particular set of objectives, and, in order to function effectively, each organization must subdivide its overall objectives into various jobs. Jobs differ in their requirements. Likewise, people differ in aptitudes, abilities, and interests, and along many other dimensions. Faced with such variability in people and jobs, programs for the efficient use of human resources are essential.

As we move further into the Information Age, *job security* (the belief that one will retain employment with the same organization until retirement) has become less important to workers than *employment security* (having the kinds of skills that employers in the labor market are willing to pay for). Hence, workplace training and development activities will be top priorities for organizations and their people. Demographic changes in society will make recruitment and staffing key considerations for many organizations. Diversity at work will be a major theme as the composition of the workforce changes.

Guided by the fundamental assumption that in a free society every individual has a basic and inalienable right to compete for any job for which he or she is qualified, we turn to a consideration of how applied psychology can contribute to a wiser, more humane use of our human resources. If present technological, social, and economic indicators predict future concerns, applied psychology will play an increasingly significant role in the world of work in the twenty-first century.

THE PERVASIVENESS OF ORGANIZATIONS

Throughout the course of our lives, each of us is deeply touched by organizations of one form or another. In the normal course of events, a child will be exposed to a school organization, a church or a religious organization, and perhaps a Little League or a Boy or Girl Scout organization, as well as the social organization of the local community. After leaving the school organization, the young person may choose to join a military, business, or government organization, and as his or her career unfolds, the person probably will move across several different organizations. The point is simply that our everyday lives are inseparably intertwined with organizational memberships of one form or another.

What common characteristics unite these various activities under the collective label “organization”? The question is not an easy one to answer. Many different definitions of organization have

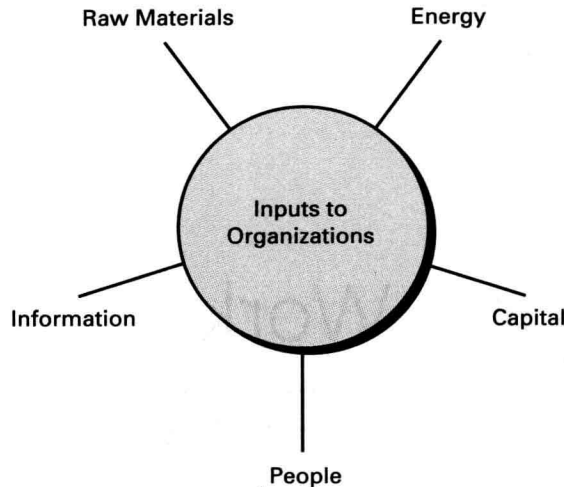


FIGURE 1-1 Inputs to organizations.

been suggested, and each definition reflects the background and theoretical point of view of its author with respect to what is relevant and/or important. Yet certain fundamental elements recur in these definitions.

In general, an organization is a collection of people working together in a division of labor to achieve a common purpose (Hitt, Miller, & Collela, 2009). Another useful concept views an organization as a system of inputs, throughputs, and outputs. Inputs (raw materials) are imported from the outside environment, transformed or modified (e.g., every day tons of steel are molded into automobile bodies), and finally exported or sold back into the environment as outputs (finished products). Although there are many inputs to organizations (energy, raw materials, information, etc.), people are the basic ingredients of *all* organizations, and social relationships are the cohesive bonds that tie them together (see Figure 1-1).

This book is about people as members and resources of organizations and about what applied psychology can contribute toward helping organizations make the wisest, most humane use of human resources. *Personnel psychology, a subfield of applied psychology, is concerned with individual differences in behavior and job performance and with methods for measuring and predicting such differences.* In the following sections, we will consider some of the sources of these differences.

Differences in Jobs

In examining the world of work, one is immediately awed by the vast array of goods and services that have been and are being produced as a result of organized effort. This great variety ranges from the manufacture of tangible products—such as food, automobiles, plastics, paper, textiles, and glassware—to the provision of less tangible services—such as legal counsel, health care, police and fire protection, and education. Thousands of jobs are part of our work-a-day world, and the variety of task and human requirements necessary to carry out this work is staggering. Faced with such variability in jobs and their requirements on the one hand, and with people and their individual patterns of values, aspirations, interests, and abilities on the other, programs for the efficient use of human resources are essential.

Differences in Performance

People represent substantial investments by firms—as is immediately evident when one stops to consider the costs of recruiting, selecting, placing, and training as many people as there are organizational roles to fill. But psychology's first law is that people are different. People differ in