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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

工商管理经典教材·核心课系列  
BUSINESS ADMINISTRATION CLASSICS

# 组织行为学精要

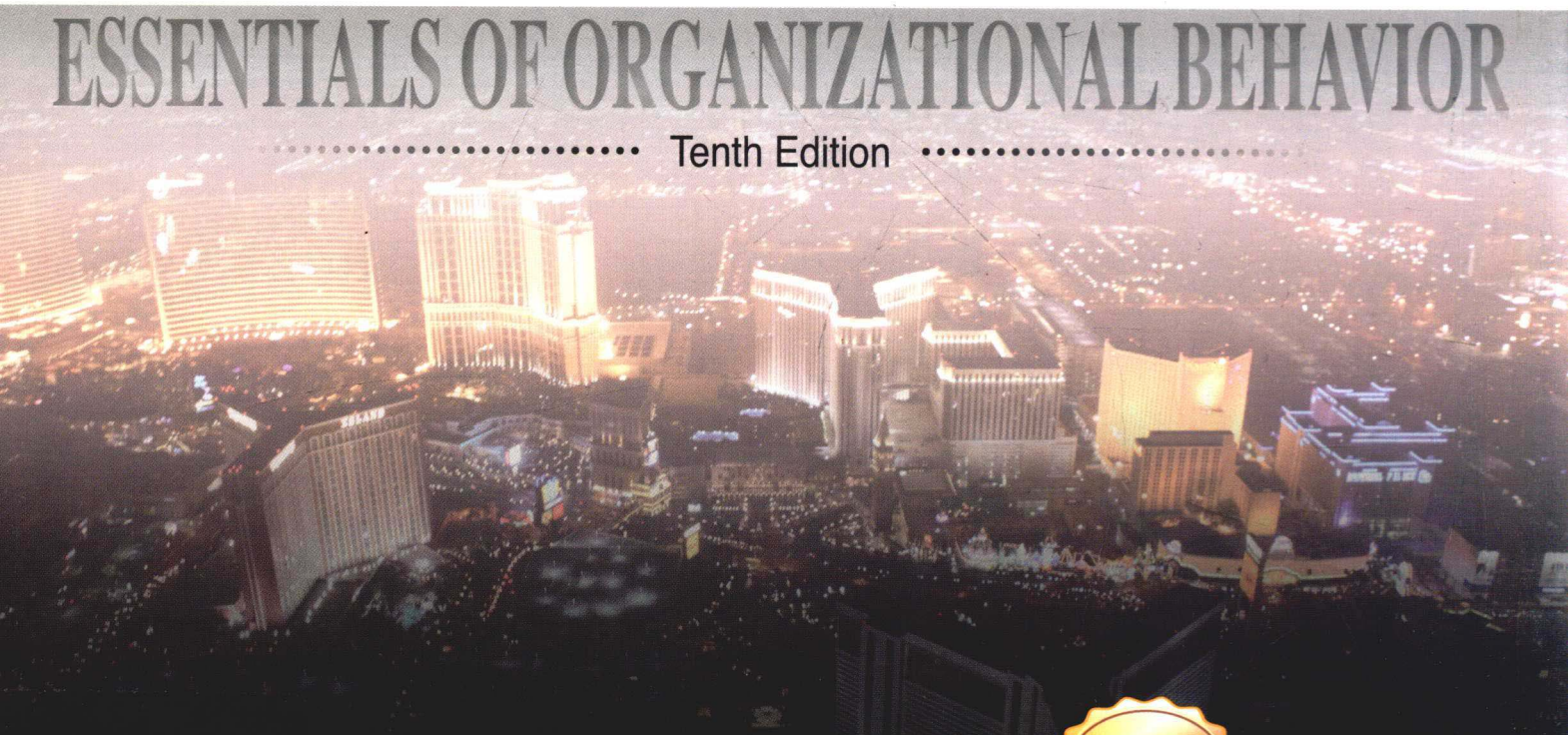
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全球版

斯蒂芬·P·罗宾斯 (Stephen P. Robbins) 著  
蒂莫西·A·贾奇 (Timothy A. Judge)  
刘昕 刘影 注

## ESSENTIALS OF ORGANIZATIONAL BEHAVIOR

..... Tenth Edition .....



中国人民大学出版社



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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 and 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，为使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

This book was created as an alternative to the 600- or 700-page comprehensive textbook in organizational behavior (OB). It attempts to provide balanced coverage of all the key elements comprising the discipline of OB, in a style that readers will find both informative and interesting. We're pleased to say that this text has achieved a wide following in short courses and executive programs, as well as in traditional courses as a companion volume with experiential, skill development, case, and readings books. It is currently used at more than 500 colleges and universities in the United States, Canada, Latin America, Europe, Australia, and Asia. It's also been translated into Spanish, Portuguese, Japanese, Chinese, Dutch, Polish, Turkish, Danish, and Bahasa Indonesian.

## RETAINED FROM THE PREVIOUS EDITION

What do people like about this book? Surveys of users have found general agreement about the following features. Needless to say, they've all been retained in this edition.

- *Length.* Since its inception in 1984, we've tried diligently to keep this book in the range of 325–350 pages. Users tell us this length allows them considerable flexibility in assigning supporting materials and projects.
- *Balanced topic coverage.* Although short in length, this book continues to provide balanced coverage of all the key concepts in OB. This includes not only traditional topics, such as personality, motivation, and leadership, but also cutting-edge issues such as emotions, negotiation, and teamwork.
- *Writing style.* This book is frequently singled out for its fluid writing style and extensive use of examples. Users regularly tell us that they find this book “conversational,” “interesting,” “student friendly,” and “very clear and understandable.”
- *Practicality.* This book has never been solely about theory. It's about *using* theory to better explain and predict the behavior of people in organizations. In each edition of this book, we have focused on making sure that readers see the link between OB theories, research, and implications for practice.
- *Absence of pedagogy.* Part of the reason we've been able to keep this book short in length is that it doesn't include review questions, cases, exercises, or similar teaching/learning aids. It continues to provide only the basic core of OB knowledge, allowing instructors the maximum flexibility in designing and shaping their courses.

本书是参照长达六七百页的组织行为学教材编写的精要版本。全书力图均衡地介绍组织行为学各领域的关键内容，在写作风格方面，本书力图做到既提供足够的知识和信息，同时又能够引起读者的兴趣。我们很高兴地告诉大家，本书在很多短期课程、高管人员培训课程以及传统的课程中得到了广泛的应用，为这些课程提供了相关的经验和技能开发材料、案例以及阅读书目。目前，本书已经被美国、加拿大、拉丁美洲、欧洲、澳大利亚以及亚洲的500多所高校采用，同时，还被翻译成西班牙语、葡萄牙语、日语、汉语、荷兰语、波兰语、土耳其语、丹麦语以及印度尼西亚语等多种语言。

本版继承了上一版的很多优点：

- 长度适中。自本书于1984年面世以来，我们一直努力将篇幅保持在300页左右。读者告诉我们，这种长度使他们在安排辅助材料和相关项目时有足够的灵活性。

- 主题平衡。尽管在篇幅上压缩了，但本书仍然涵盖了组织行为学各领域的关键概念。其中不仅包括一些



传统的主题，比如人格、动机以及领导力等，而且包含了一些新的主题，比如情绪、谈判以及团队。

● **写作风格流畅。**本书经常被视为写作风格流畅以及内容完善的教材的范本。读者经常告诉我们，他们觉得这本书“像是在与读者对话”，“非常有趣”，“非常方便学生使用”，以及“非常清晰易懂”。

● **实用性强。**本书从来都不是只讲授理论，而是非常重视如何运用理论来更好地解释和预测组织中的人的行为。在本书的每一个版本中，我们都重视确保读者能够看到这些组织行为学领域的理论和研究对于实践有哪些方面的启示。

● **去掉不必要的教学法。**本书之所以能够保持较精干的篇幅，部分原因在于我们剔除了复习题、案例、练习或者类似的用于帮助教学或学习的内容。全书立足于持续提供最基本和核心的组织行为学知识，从而使教师在设计和掌握他们的课程时能够有最大的灵活性。

● **整合全球化、多元化和伦理道德等内容。**我们从头到尾一直在讨论全球化和跨文化差异、劳动力队伍多元化以及伦理道德等方面的内容。我们并不是将这些主题放在单独的一章中编写，而是将它们分散到各个相关的主题中去。读者告诉我们，他们感觉这种方法使得这些主题完全成为组织

- **Integration of globalization, diversity, and ethics.** The topics of globalization and cross-cultural differences, diversity, and ethics are discussed throughout this book. Rather than being presented in stand-alone chapters, these topics have been woven into the context of relevant issues. Users tell us they find that this integrative approach makes these topics more fully part of OB and reinforces their importance.
- **Comprehensive supplements.** Although this book may be short in length, it's not short on supplements. It comes with a complete, high-tech support package for both faculty and students. This includes a comprehensive Instructor's Manual and Test Item File; a dedicated Web site ([www.pearsonglobaleditions.com/robbins](http://www.pearsonglobaleditions.com/robbins)); PowerPoint slides; and the Self-Assessment Library, which provides students with insights into their skills, abilities, and interests. These supplements are described in detail later in this preface.

## NEW TO THE TENTH EDITION

This tenth edition has been updated in terms of research, examples, and topic coverage. New material in this edition includes:

- *New chapter on attitudes*, which considers the latest research and applications on work attitudes, and introduces new concepts such as employee engagement (Chapter 4)
- *New Global Implications section* in each chapter; more than ever, OB is becoming a global concept, and we've kept pace by devoting a new section of each chapter to global issues (every chapter)
- New material on *evidence-based management* (Chapter 1)
- New section on *creating a positive work environment* and discussion of positive organizational scholarship (Chapter 1)
- Updated and revised material on *ethics and decision making* (Chapter 3)
- New material on *commitment* and *employee engagement* (Chapter 4)
- New material on *intrinsic motivation* (Chapter 5) and *alternative work arrangements* (Chapter 6)
- New section on *emotional intelligence* (Chapter 7)
- New material on *virtual teams* (Chapter 9)
- Updated material on *diversity effects on team performance* (Chapter 9)
- Revised and updated coverage of *electronic communication*, including new sections on networking software and Internet logs (blogs) (Chapter 10)
- Updated material on *authentic and ethical leadership* (Chapter 11)
- Revised recommendations for effective use of *distributive bargaining tactics* (Chapter 13)

- Revised and updated treatment of the *virtual organization* (Chapter 14)
- New section on creating a *positive organizational culture* (Chapter 15)
- Substantially revised and updated treatment of *organizational change* and *work stress* (Chapter 16)

行为学的一部分，强化了这些主题的重要性。

● 全面的教辅材料。尽管本书在篇幅上较短，在教辅材料方面却一点也不少。本书通过高科技手段为教师和学生配备了完整的教辅材料。其中包括教师手册和测试题包，一个专门的网站 ([www.pearson-globaleditions.com/robbins](http://www.pearson-globaleditions.com/robbins)) PPT，还有一个自我评价题库，学生们可以用这个题库来考察自己的技能、能力和兴趣点。

## SUPPLEMENTS PACKAGE

*Essentials of Organizational Behavior* continues to be supported with an extensive supplement package for both students and faculty.

## FACULTY RESOURCES

### *Instructor's Resource Center*

Register.Redeem.Log in.

[www.pearsonglobaleditions.com/robbins](http://www.pearsonglobaleditions.com/robbins) is where instructors can access a variety of print, media, and presentation resources available with this text in downloadable, digital format.

**It gets better.** Once you register, you will not have additional forms to fill out, or multiple usernames and passwords to remember to access new titles and/or editions. As a registered faculty member, you can log in directly to download resource files, and receive immediate access and instructions for installing Course Management content to your campus server.

**Need help?** Our dedicated Technical Support team is ready to assist instructors with questions about the media supplements that accompany this text. Visit <http://247.pearsoned.co.uk> for answers to frequently asked questions and toll-free user support phone numbers. The following supplements are available to adopting instructors.

**For detailed descriptions of all of the supplements listed below, please visit:**

[www.pearsonglobaleditions.com/robbins](http://www.pearsonglobaleditions.com/robbins)

Instructor's Manual with Test Item File

TestGen test generating software

PowerPoints

Videos on DVD—ISBN: 0136077676

## STUDENT RESOURCES

### *Prentice Hall's Self-Assessment Library (S.A.L.)*

The Self-Assessment Library is available with this text online. It contains more than sixty self-scoring exercises that provide insights into your skills, abilities, and interests.



### *Companion Website*

[www.pearsonglobaleditions.com/robbins](http://www.pearsonglobaleditions.com/robbins) contains valuable resources for both students and professors, including an online study guide with multiple-choice, true/false, and short-answer questions.

### FEEDBACK

The author and product team would appreciate hearing from you! Let us know what you think about this textbook by writing to [college\\_marketing@prenhall.com](mailto:college_marketing@prenhall.com). Please include “Feedback about Robbins/Judge 10e” in the subject line.

### ACKNOWLEDGEMENTS

We owe a debt of gratitude to all those at Prentice Hall who have supported this text over the last 25 years and who have worked so hard on the development of this latest edition. On the editorial side, we want to thank Editor Jennifer M. Collins, Project Manager Claudia Fernandes, Editorial Assistant Elizabeth Davis, and Editorial Director Sally Yagan. On the production side, Project Manager Kelly Warsak did an outstanding job. Last but not least, we would like to thank Marketing Manager Nikki Jones and Director of Marketing Patrice Lumumba Jones and their sales staff who have been selling this book over its many editions. Thank you for the attention you’ve given this book.

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CHAPTER 1

# Introduction to Organizational Behavior

After studying this chapter, you should be able to:

1. Define organizational behavior (OB).
2. Explain the value of the systematic study of OB.
3. Identify the contributions made to OB by major behavioral science disciplines.
4. Describe how OB concepts can help make organizations more productive.
5. List the major challenges and opportunities for managers to use OB concepts.
6. Identify the three levels of analysis in OB.

明确一些重要的行为科学学科对组织行为学的贡献。

使用组织行为学的概念列出管理者遇到的主要机遇和挑战。

If you ask managers to describe their most frequent or troublesome problems, the answers you get tend to exhibit a common theme. The managers most often describe *people* problems. They talk about their bosses' poor communication skills, employees' lack of motivation, conflicts between team members, overcoming employee resistance to a company reorganization, and similar concerns. It may surprise you to learn, therefore, that it's only recently that courses in *people skills* have become an important part of business school programs.

Although practicing managers have long understood the importance of interpersonal skills to managerial effectiveness, business schools have been slower to get the message. Until the late 1980s, business school curricula emphasized the technical aspects of management, specifically focusing on economics, accounting, finance, and quantitative techniques. Coursework in human behavior and people skills received minimal attention

虽然一线管理者早就明白人际技能对管理效果有着重要影响,但是商学院对该信息的掌握却有些滞后。



正如麻省理工学院斯隆管理学院领导力项目主任最近所言：“MBA学员在毕业后的最初几年里可以靠他们的专业和定量分析技能生存，但是很快，领导力和沟通技能就会成为衡量他们事业是否可以腾飞的首要标准。”

因此，具有良好人际技能的管理者往往能够创造愉快的工作环境，这又有助于吸引和留住合格的人才。此外，创造愉快的工作环境似乎还可以提高经济价值。

relative to the technical aspects of management. Over the past two decades, 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 added to many curricula. As the director of leadership at the Massachusetts Institute of Technology (MIT) Sloan School of Management recently put it, “M.B.A. students may get by on their technical and quantitative skills the first couple of years out of school. But soon, leadership and communication skills come to the fore in distinguishing the managers whose careers really take off.”<sup>1</sup>

To get and keep high-performing employees, organizations recognize the importance of developing managers' interpersonal skills. Regardless of labor market conditions, outstanding employees are always in short supply. Companies with reputations as good places to work—such as Starbucks, Adobe Systems, Cisco, Whole Foods, American Express, Amgen, Goldman Sachs, Pfizer, and Marriott—have a big advantage. So having managers with good interpersonal skills is likely to make the workplace more pleasant, which, in turn, makes it easier to hire and keep qualified people. In addition, creating a pleasant workplace appears to make good economic sense. For instance, companies with reputations as good places to work (such as the companies that are included among the “100 Best Companies to Work for in America”) can generate superior financial performance.<sup>2</sup>

Technical skills are necessary, but they are not enough to succeed in management. In today's increasingly competitive and demanding workplace, managers can't succeed on their technical skills alone. They also have to have good people skills. This book has been written to help both managers and potential managers develop those people skills.

## THE FIELD OF ORGANIZATIONAL BEHAVIOR

对工作中的人的研究就是通常所说的组织行为学。

组织行为学(常缩写为OB)研究个体、群体以及组织结构对组织内部行为的影响。组织行为学的主要目标是运用这些知识来改善组织的效率。

组织行为学重点研究组织内部行为的三大决定因素：个体、群体和组织结构。

The study of people at work is generally referred to as the study of organizational behavior. Let's begin, then, by defining the term *organizational behavior* and briefly reviewing its origins.

**Organizational behavior** (often abbreviated as OB) studies the influence that individuals, groups, and organizational structure have on behavior within organizations. The chief goal of OB is to apply that knowledge toward improving an organization's effectiveness. And because OB is concerned specifically with employment-related situations, it emphasizes behavior related to jobs, work, absenteeism, employment turnover, productivity, human performance, and management.

OB focuses on the three determinants of behavior in organizations: individuals, groups, and organizational structure. Although scholars increasingly agree on what topics constitute the subject area of OB, they continue to debate the relative importance of each. In this book, we focus on the following core topics:

- Motivation
- Leader behavior and power
- Interpersonal communication
- Group structure and processes
- Perceptions and attitudes
- Personality, emotions, and values