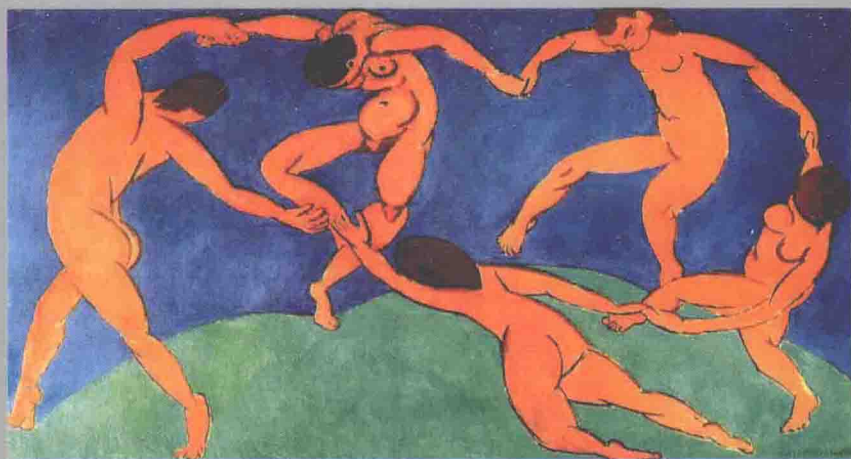


英文版

教育部高等学校心理学教学指导委员会推荐用书

当代组织行为学

Organizational Behavior Today



【美】莉·汤普森 (Leigh L. Thompson) 著

 人民邮电出版社
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当代组织行为学

〔美〕莉·汤普森 著

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Leigh L. Thompson

Organizational Behavior Today

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Organizational Behavior Today

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内 容 提 要

本书由美国西北大学凯洛格商学院莉·汤普森教授撰写，是一本应用广泛、篇幅短小、注重时效性且易于阅读的组织行为学教材。

作者认为组织行为是一个实践性、应用性很强的领域。作为组织中的一员，无论是普通员工还是领导者，都需要学习和掌握组织行为方面的知识。贯穿本书的三个核心特点是：即时性、自我学习和发展、基于理论的实践建议。本书提供的工具可以帮助读者了解自己的长处、评估组织中其他成员的才能，这些技巧可以应用在面试、培训项目、冲突管理以及处理商务问题等诸多方面。

本书可作为我国高等院校心理学、管理学、组织行为学和人力资源管理等专业双语教学的教材，也可供广大职场人士和专业研究人员在工作和学习中参考。

总序

王 垒

中国心理学有一个很早的开端，却只有不长的历史。从1900年京师大学堂开设“心理学概论”课程，1917年北京大学成立中国第一个科学心理学实验室，到随后清华大学、杭州大学等一批学校成立心理学系，说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏，相当多的时间被耽误了，学科发展被拖了后腿，算起来，真正用心做学问的时间不过半个世纪。

中国心理学有一个不错的开端，却有坎坷的历程。早在1908~1910年、1912~1913年，蔡元培先生两度在德国游学，两度选修了冯特的“实验心理学”课程，这对他后来极力推动北京大学心理学的发展起了很大的作用。更有20世纪20~30年代，唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥等著名大学留学归来，投入国内心理学建设，形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难，后来的战乱，20世纪50~60年代一些对心理学的不公正对待，中国心理学经历了“几起几落”。

改革开放以来，中国心理学迎来了大发展的春天，教学和研究迅速普及，师资队伍和学生规模始终呈高速度扩张态势。在1980年，国内只有北京大学、北京师范大学、华东师范大学和杭州大学4个学校设有心理学系，到20世纪90年代初中期增加到了约20余所学校，再到21世纪初这几年增加到了100多所学校，发展速度可谓惊人。

然而，高速发展也产生发展中的瓶颈。一方面，众多学校建设心理学系，开展心理学教学和研究，同时国内社会经济与文化的发展对心理学的需求越来越旺盛；另一方面，国内心理学的总体水平相对西方发达国家还比较落后，教学研究队伍并不强大，教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾不断激化，要保证国内心理学的健康发展，必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学，这无疑对我国心理学教学的发展产生巨大的推动作用。据统计，美国每年授予博士学位人数最多的学科是心理学，可见心理学在美国的重要和普及程度。心理学诞生在西方，同时心理学的高等教育在西方积累了较丰富的经验，教材在内容、形式上都比较成熟，而且快速有效地跟进国际心理学科学发展的前沿趋势，对于保

持高等教育的水平有举足轻重的作用。相比来看,我国内地一些地区心理学师资匮乏,一些自编教材低水平重复,对教、学质量均有很大负面影响,情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构,负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神,我们与国内外多家出版机构合作,作为一个长期的工程,有计划、分期分批地引进外版教材,以期推动我国心理学教学的快速高效发展。

培生教育出版集团在出版心理学教材方面富有经验,此次引进的教材均是培生多年再版,被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐,这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意!

希望这套教材对高校的心理学教学有所帮助,并祝愿我国的心理学高等教育事业蓬勃发展!

王垒

北京大学心理学教授
教育部高等学校心理学教学指导委员会主任

序

如果倒回去二十年，恐怕大多数中国人很少有机会接触到“组织行为学”这个领域，也很难找到一本《组织行为学》的教材。现在，任何一个书店恐怕都陈列着几种，甚至十几种不同版本的《组织行为学》教材，其中有大量的翻译本，也有中国学者编著以及一些直接影印的原文版著作。该专业方向的学生或者相关领域的专业人士，可以有很大的选择空间，从作者、结构、内容、形式等方面，找到自己喜欢的那一本或几本购买或珍藏。这样可能又带来了另外一个问题，在这么多冠以相同书名的教材中，选择一本适合自己的，恐怕并非易事。因此，一本教材的特色就是我们应该特别关注的。

这本《当代组织行为学》，从名称上就能够看出其特色。我理解 Leigh L. Thompson 教授强调的“当代”有三层含义：第一，就像作者在序言中指出的，本书是关于读者“目前”的教材，读者可以通过书中所描述的方法和工具，直接指导自己目前正在进行的学习和工作。第二，本书在章节结构的安排上虽然承接了传统的组织行为学的基本框架，但在具体内容的取舍上却最大程度地体现了最新的研究结果和组织管理中最热点的问题。尤其是在 Leigh L. Thompson 教授擅长的组织决策、群体以及谈判等章节，更是资料丰富、论述丰满。第三，比起其他版本，该书的内容非常简洁精练，作者已经将自己理解的组织行为学最精要的部分，以简明扼要的方式呈现给大家。

除此之外，本书还有一个特色是值得推荐的。作者在每章开始的部分，都有一小段练习，让读者沿着一个渐进的步骤思考某些现实的问题，而这些问题都能在接下来的章节中逐步得到答案；同时，作者还在各章节用图表和专栏等多种形式解释组织中的人们常常遇到的棘手和苦恼的问题，用实验研究作为依据进行解答并给出解决之道。相信这部分内容可以给学生之外的职业人士直接的启发，从事管理咨询、人力资源工作的人可以直接将其运用于具体的工作中。另外，作者多次提到的配套学习网站，也可供读者发现进一步的相关资料。

我从事组织行为课程教学已有十几年，很乐意向读者介绍这本含有最新信息的《当代组织行为学》。Leigh L. Thompson 教授是一位在学术上非常活跃且成果颇丰的学者，而且，她和我的研究领域也非常相似，因为这些机缘，我很乐意看到读者能够从本书中欣赏到她的才华。

谢晓非

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Preface

You are a member of an organization. Being an effective organizational citizen and leader is the most important professional undertaking you can challenge yourself with. You can either learn it via pure experience (i.e., on the job) or prepare yourself as much as you can right now so that you make smart choices for yourself and your organization. Three core themes pervade nearly every sentence in the book:

Immediacy: This book is about you right now (not about you two to ten years from now, or famous people or hypothetical people). Your journey starts right now. Consequently, you should start using the tools described in this book (and on the corresponding Web site) for your organizational pursuits, including job interviews, work with other students, club memberships, and so on. This book is not about you in the future; it is about you right now.

Self-knowledge and self-development: The difference between good managers and great managers is that great managers are constantly on a self-improvement course. As such, you can best serve yourself and your organization by finding out as much as you can about yourself and people in general, and constantly thinking, "What can I do to improve myself?" Most students (and managers) are hungry for opportunities to evaluate themselves; this book and its supporting materials allow for a great deal of self-exploration. The accompanying Web site for this book allows you to examine your management knowledge and values.

Actionable theory: Theory without specific behavioral recommendations is not useful to most people; moreover, practical advice that has no empirical backing is not wise, either. The prescriptive advice in this book is all research-based.

Organizational Behavior Today is substantially shorter than many traditional OB books. It has 15 chapters.* The last chapter encourages students to think about themselves from several different vantage points and focuses on topics such as emotional intelligence and creativity as it relates to work.

In **Chapter 1**, we define OB as the study of how people are influenced by organizations and, in turn, how people affect their organizations. We identify three content areas of OB: our thoughts or cognitions, our affect (or emotion, which also includes motivation), and our behavior. We introduce four levels of analysis for studying OB that recur throughout this book: the individual level, the interpersonal (one-on-one) level, the team (or small group or department) level, and finally, the most general level, that of the entire organization. A person's behavior in organizations is partly a function of the person and partly determined by the situation, such as norms and policies. We introduce five skills that people should develop: technical skills, decision-making (or judgment) skills, interpersonal skills, ethical and moral skills, and self-knowledge skills. We outline several tensions that represent dilemmas for most organizational actors: the pursuit of self versus organizational interest; focusing on the work to be done (task) or the people; putting work or family first; exploration or exploitation; promotion versus prevention; and dilettantism versus narrow focus. Finally, we consider several different methodologies—field studies, laboratory studies, classroom studies, case studies, meta-analysis, surveys and polls, and business pundits—for the advancement of OB research.

In **Chapter 2**, we emphasize how understanding ourselves and others is the most important aspect of organizational behavior. We judge people constantly and attempt to predict who will bring value to our organizations. However, prediction is a highly complex

* 本影印版删去了原书第15章——出版者注

task. The more information we have about someone, the better we can predict his or her future behavior. Additionally, the more similar the assessment technique is to the actual work of the organization, the better is our predictive ability. We focus on measuring general intelligence, multiple intelligences, and emotional intelligence. Then we turn our focus to measuring personality according to the Big Five researchers, measuring the personality of the organization (organizational culture), and understanding the bias of misjudging others.

In **Chapter 3**, we make the point that ethical issues and challenges pervade every layer of the organization. It is not a question of whether you will face an ethical issue (you will); it is a question of how you will respond to that situation. Awareness of the most common ethical breaches is worth a pound of cure. Ethics is not simply “being a good person.” Unethical organizational behavior is insidious, and there is no one moment when people conspire to commit wrongdoing. In fact, most people do not even perceive a situation as an ethical challenge: therefore, part of ethics education is raising awareness. We discuss cognitive mechanisms that lead to unethical behavior (rationalization, norms of self-interest, pluralistic ignorance, desensitization) and social-situational mechanisms (socialization tactics, conformity pressure, resource shortages, and stress). We outline perspective models for dealing with ethical issues.

Chapter 4 discusses several types of levels of communication. We point to the most common failures of communication. Moreover, we discuss how communication competencies and challenges change when different modalities are employed (e.g., face-to-face versus telephone versus e-mail). Most people don’t consciously think about their communication style or effectiveness. Communication is a skill and people may learn how to improve their ability to effectively send and interpret messages. Each level (individual, interpersonal, team, and organizational), has its own communication challenges and required competencies. Because it is estimated that up to 60 percent of meaning is communicated nonverbally, we also focus on nonverbal communication.

In **Chapter 5**, we examine power as a personal characteristic of people that may stem from any of three motives: achievement, affiliation, or control; and we look at power in terms of benevolent and malevolent desires. We discuss several influence tactics, and we then turn the tables and examine the conditions under which powerful people and influential organizational actors are most likely to gain influence. It is the use of power that is at the heart of politics in organizations. Most people recoil from political organizational environments. However, it is naive to believe that power is not a part of all organizations. The savvy organizational actor understands how to analyze power in herself and others, and how to use different types of power and influence effectively and responsibly.

The importance of relationships in organizations is the topic of **Chapter 6**. Many people think that relationship building comes naturally. People who fail to think about, understand, and improve their business relationships are doing a disservice to themselves, their team, and their organizations. To not be conscious of the choices we are making in relationships—whether they be voice, loyalty, neglect, or exit—is to not be aware of the most important aspect of organizational life. People in relationships are not so much self-interested, as they are interested in fairness. We discuss how the motive for equity is so strong that people feel compelled to restore it. We discuss how one-on-one relationships compose a person’s social network in an organization. Most people are part of tightly organized, highly redundant clique networks; fewer people are boundary spanners.

In **Chapter 7**, we use the levels of analysis approach to analyze decision making at the intrapersonal, interpersonal, group, and organizational levels. At the intrapersonal level, we distinguish wants from shoulds, and approach-approach, approach-avoidance, and avoidance-avoidance decisions. At the interpersonal level of analysis, we analyze the classic prisoner’s dilemma and conclude that the rational pursuit of self-interest leads to mutually unsatisfying outcomes. We then move up a level of analysis to group decision making and consider social dilemmas. We distinguish social dilemmas from prisoner’s dilemmas. Finally, we analyze organizational-level decision making and discuss the Carnegie model and the garbage can model of decision making. We also describe the multiattribute decision-making model (MAUT). Throughout the chapter, we distinguish

prescriptive models of decision making from descriptive models. The last part of the chapter considers the most common types of decision biases and methods for minimizing or eliminating bias.

Chapter 8 deals with conflict as a natural part of organizational life and an unavoidable aspect of human interaction. As pervasive as conflict is, however, most people have never had formal conflict resolution training. For this reason, many people are conflict avoidant. We discuss the three main types of conflict: relationship, process, and task conflict. We suggest that awareness of conflict is a first step in the effective management of conflict. We introduce negotiation as a skill that is necessary any time one person cannot achieve his or her objectives without the cooperation of another party. We build our discussion of negotiation around three key skills: distributive skills, which focus on allocating resources; integrative skills, which focus on creating value; and building trust between negotiators. We then consider third party intervention as an option for disputants who are unable to reach agreement on their own. We distinguish mediation from arbitration, in terms of process versus outcome control.

In **Chapter 9**, we review four major types of teams, distinguished in terms of their authority vis-à-vis the organization: manager-led teams, self-managing teams, self-directing teams, and self-governing teams. We also consider the three major types of work that teams do: tactical, problem-solving, and creative. We delve into group decision making and group brainstorming and conclude that groups are superior to individuals when it comes to group decision making, but (under most circumstances) inferior to individuals when it comes to idea generation. We put the team in the organizational context by analyzing team boundaries and consider how newcomers are not only socialized by their team, but influence their team as well.

Chapter 10 distinguishes leadership from management. Whereas management encompasses a variety of functions and behaviors, leadership is a relationship. We raise the thorny issue of whether leadership can be taught and use that discussion to identify four classes of leadership theories: trait theories, behavioral-style theories, situational theories, and contingency theories. The least support exists for trait theories, which indirectly suggests that leadership can be taught. Leadership is very difficult to study as laboratory investigations do not allow the act of leadership to be meaningfully contextualized, and field studies are often post-hoc in nature and do not allow causal inference.

In **Chapter 11**, we review attitude and behavior change at each of the four levels that have guided this book: the individual level, the interpersonal (one-on-one) level, the team level, and the level of the organization. We begin our analysis of organizational change by focusing on the developmental stages of organizations. In particular, we focus on Greiner's five phases of organizational growth and the particular crises that confront organizations at each stage of development. We distinguish evolutionary change from revolutionary change. We review theoretical models of organizational change, including Lewin's *unfreezing-change-refreezing* model, sociotechnical systems theory, Total Quality Management, reengineering, and restructuring. We then focus on prescriptive models of change, including Kotter's eight steps, Rao's PRESS model, and Beer and Nohria's Theory E versus Theory O change.

In **Chapter 12**, we distinguish two major branches of justice theory: distributive justice, which focuses on the allocation of outcomes, both good and bad, and procedural justice, which focuses on the methods and procedures that authorities and organizations use to enact justice. Fairness and justice are top of mind for most people in any relationship. And, when it comes to their jobs, nothing stirs up more emotion, ignites or extinguishes motivation as much as does the feeling of being treated fairly or not. We discuss the ultimate type of distributive justice in organizations: pay. And we note that in addition to base pay, there are a variety of compensation-incentive systems, such as incentive-based pay, profit-sharing, gain-sharing, and recognition, although none of these systems are perfect. We introduce equity theory as the leading theory of how people react when they perceive an injustice, and we note that contrary to popular thought, people do not want to blindly take advantage whenever and wherever they can. Instead, people want rewards to be distributed equitably. We also discuss evaluation systems, such as peer-feedback and 360-degree evaluations.

Diversity is multidimensional. It would be impossible (and undesirable) to diversify on every conceivable dimension. In **Chapter 13**, we use Gardenswartz and Rowe's four-dimensional model of diversity, which moves from a microfocus on personality diversity, to internal diversity, to external diversity, to, finally, organizational diversity. We identify the major barriers to diversity, which are primarily biased mind-sets, such as stereotyping, in-group favoritism, and organizational privilege systems. We discuss several ways to create and sustain diversity, including affirmative action, valuing diversity, and managing diversity. We focus on gender diversity in the workplace and note the pay gap between men and women. We document the glass ceiling and the double standards that often impede women's advancement in the organization. Finally, we raise the issue of cultural diversity and outline three key cultural differences that may help employees better understand cultural values and behaviors: individualism-collectivism; egalitarianism-hierarchy; and direct-indirect communication.

Chapter 14 introduces the place-time model of social interaction and examines how the incidence of non-face-to-face communication has increased rapidly in the business world. We focus on virtual teams and distinguish them from traditional teams. We discuss how information technology affects organizational behavior. Some positive effects include the equalization of group members' participation, greater task focus, less conformity, and lowered inhibitions. The distinct disadvantages include greater misunderstanding, lower rapport, increased risk of decision-making, and less focus (i.e., more multitasking). Finally, we discuss two sets of solutions or best practices when it comes to virtual teamwork. One set of solutions is structural, and involves investment in technology or human resources. The other type of solution is process oriented and more psychological in nature, such as revisiting collective assumptions.

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