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

组织行为学精要 （第7版）

Essentials of Organizational Behavior

(Seventh Edition)

〔美〕斯蒂芬·P·罗宾斯 （Stephen P. Robbins） 著

潘晓莉 注

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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

2005 年 1 月

前　　言

　　本书可作为学习组织行为学的教材，以取代六七百页篇幅的关于组织行为学的内容全面的教科书。本书全面地涵盖了组织行为学的重要原理，其内容充实且饶有趣味。很高兴本书已被广泛用于短期课程和培训计划，而在传统课程中，也大量地与其他实践知识、技能开发、案例、阅读教材等配合使用。目前美国、加拿大、拉美、欧洲、澳大利亚以及亚洲有 400 所大学或学院在使用本书。此外，本书还被译为印度尼西亚语、汉语、荷兰语、日语、波兰语以及西班牙语。

本版对以前版本的保留

　　读者具体喜欢本书的哪些方面呢？通过调查我们发现本书的以下特征得到读者的普遍赞扬。毫无疑问，这些特点在本版中被保留了下来。

- **篇幅**　从 1984 年本书的初版开始以及以后的版本中，作者一直努力保持其篇幅在大约 300 页左右。据读者反映，这样的篇幅使得他们能够很灵活地选择辅导资料和学习方案。
- **均衡的主题内容**　虽然篇幅较少，本书仍然全面地涵盖了组织行为学中所有的重点概念。这些不仅包括传统的主题例如人格、激励以及领导能力；同时也包括一些边缘问题，例如情感、信任、平衡工作—生活、工作场所精神、知识管理以及电子组织等。
- **写作风格**　由于本书流畅的写作风格以及范例的广泛使用，因而经常被选做经典读物。经常有读者反映本书"娓娓而谈"、"很有趣"、"方便读者"、"非常清晰且易于理解"。
- **实用性**　本书并非仅仅介绍理论，而是使用理论来更好地解释和预测组织内部人们的行为。在本书的各个版本中，作者都注重确保读者能够理解组织行为学理论、研究以及实践启示之间的联系。
- **没有教学辅助材料**　本书篇幅能够保持如此短小的部分原因在于：本书不包括问题复习、案例、练习以及类似的教学辅助材料，而仅仅提供关于组织行为学的核心内容，以便教师在设计和安排课程时有极大的灵活性。
- **综合论述全球化、多元化和道德问题**　对于全球化和跨文化差异、多元化以及道德的讨论贯穿全书。而且这些论述并不是在各个章节中孤立地出现，而是融合到所有与之相关问题的上下文里。读者认为这种一体化的方法使得这些主题成为组织行为学更为完整的部分，同时也强调了其重要性。

第 7 版的新特点

　　第 7 版在调查研究、范例、涵盖主题等方面更新了以前的版本。例如，本版提供了如下的新内容和素材：

- 组织的成员行为（第 1 章和第 2 章）
- 平衡工作—生活（第 1 章）
- 埃默比尔的创造性决策模型（第 6 章）
- 群体人口统计学（第 7 章）
- 团队效力模型（第 8 章）
- 低背景和高背景文化（第 9 章）

- 领导者—成员交换理论（第 10 章）
- 组织行为学和电子组织（第 14 章）
- 大规模定制（第 14 章）
- 弹性上班制和远程办公（第 14 章）
- 员工遴选与培训（第 15 章）
- 工作场所精神（第 16 章）
- 知识管理（第 17 章）

补充材料
针对学生
- 配套网站——配套网站 www. prenhall. com/robbins 符合配套网站的工作标准。由教授为教师和学生们设计，该网站提供用户定制课程的功能，包括新的远程通讯工具的使用，通过点击鼠标实现章节内容导航，并获取其他有价值的资源。

针对教师
- 配套网站——网站向教师提供两月一次的新闻文章以及相关问题的讨论和组题作为正文的补充，在线发送 PowerPoint 幻灯片和教学素材，以及发布在公共聊天室里的样本教学纲要和教学提议。

斯蒂芬·P·罗宾斯

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. I'm pleased to say that this text has achieved a wide following in short courses and executive programs and in traditional courses as a companion volume with experiential, skill development, case, and readings books. It is currently used at more than 400 colleges and universities in the United States, Canada, Latin America, Europe, Australia, and Asia. It's also been translated into Bahasa Indonesian, Chinese, Dutch, Japanese, Polish, and Spanish.

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, I've tried diligently to keep this book to approximately 300 pages. Users tell me 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, trust, work-life balance, workplace spirituality, knowledge management, and e-organizations.
- *Writing style.* This book is frequently singled out for the fluid writing style and extensive use of examples. Users regularly tell me 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, I 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 I'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. This book continues to provide only the basic core of OB knowledge, allowing instructors the maximum flexibility in designing and shaping their course.
- *Integration of globalization, diversity, and ethics.* As shown in Exhibit A, the topics of globalization and cross-cultural differences, diversity, and ethics are discussed throughout this book. Rather than presented in stand-alone chapters, these topics have been woven into the context of relevant issues. Users tell me they find this integrative approach makes these topics more fully part of OB and reinforces their importance.

NEW TO THE SEVENTH EDITION

This seventh edition has been updated in terms of research, examples, and topic coverage. For instance, you'll find new material in this edition on:

- Organizational citizenship behavior (Chapters 1 and 2)
- Work-life balance (Chapter 1)
- Amabile's model of creativity in decision making (Chapter 6)
- Group demography (Chapter 7)
- Team-effectiveness model (Chapter 8)
- Low-and high-context cultures (Chapter 9)
- Leader-member exchange theory (Chapter 10)
- OB and the e-organization (Chapter 14)
- Mass customization (Chapter 14)
- Flextime and telecommuting (Chapter 14)
- Employee selection and training (Chapter 15)
- Workplace spirituality (Chapter 16)
- Knowledge management (Chapter 17)

SUPPLEMENTS PACKAGE

For the Student

- Companion Web site—The Companion Web site *www. prenhall. com/robbins* is the industry standard for companion Web sites. Designed by professors for professors and their students, it provides a customized course Web site, including new communication tools, one-click navigation of chapter content, and other valuable resources.

For the Professor

- Companion Web site—The Companion Web site provides professors with bimonthly news articles integrated into the text with accompanying discussion questions and group exercises, online delivery of PowerPoint slides and instructor's material, and sample syllabi and teaching suggestions posted on a community chat room.

STEPHEN P. ROBBINS

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TH ORGANIZATION SYSTEM

PART I PROLOGUE

CHAPTER 1

Introduction to Organizational Behavior

After reading this chapter, you should be able to

1. *Define organizational behavior (OB)*
2. *Identify the primary behavioral disciplines contributing to OB*①
3. *Describe the three goals of OB*
4. *List the major challenges and opportunities for managers to use OB concepts*
5. *Discuss why workforce diversity has become an important issue in management*②
6. *Explain how managers and organizations are responding to the problem of employee ethical dilemmas*③
7. *Discuss how a knowledge of OB can help managers stimulate organizational innovation and change*

When I ask managers to describe their most frequent or troublesome problems, the answers I 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.

Because a manager's job is inherently one of working with and through other people—bosses, peers, and employees—good "people skills" are a valuable, even necessary, asset in solving these problems. This book has been written to help managers, and potential managers, develop these people skills. ④

THE FIELD OF ORGANIZATIONAL BEHAVIOR

The study of people at work is generally referred to as the study of organizational behavior. ⑤ Let's begin, then, by defining the term *organizational behavior* and briefly reviewing its origins.

Definition

Organizational behavior (OB) is the systematic study of the actions and at-

①确定组织行为学的主要行为原则。

②讨论劳动力多元化为什么会成为管理的重要问题。

③解释管理者和组织如何回应员工的道德困境问题。

④由于管理者的工作天生就是和人——老板、同事和员工——打交道，良好的"人际交往技巧"对于解决上述问题一定会很有价值，甚至是必须的。本书的目的就是为了帮助管理者或未来的管理者培养其人际交往技巧。

⑤对工作中人的行为的研究通常称作组织行为学研究。

⑥组织行为学是对组织内人的行为和态度所进行的系统研究。

⑦组织行为学寻求以系统的研究来代替直觉解释；即使用在特定条件下收集的科学证据，并且以严格的方式解释事物的因果关系。

⑧组织行为学具体系统地研究什么呢？行动（或行为）和态度！但并非研究所有的行动和态度。三种类型的行为被证明是员工绩效的重要决定因素：生产力、旷工以及离职率。

⑨最近，人们发现第四种类型的行为——组织内的个人职责和权利——对于决定员工的绩效也很重要。

⑩组织行为学还关心员工的工作满意度，这是一个态度问题。

⑪组织是能自觉地完成协调配合的社会单位，包括两个或更多的人，为了实现共同的目标而在一个相对连续的基础之上行使相应的职能。

titudes that people exhibit within organizations. ⑥Let's look at the key parts of this definition.

Each of us regularly uses intuition, or our "gut feelings," in trying to explain phenomena. For instance, a friend catches a cold and we're quick to remind him that he "didn't take his vitamins," "doesn't dress properly," or that "it happens every year when the seasons change." We're not really sure why he caught cold, but that doesn't stop us from offering our intuitive analysis. The field of OB seeks to replace intuitive explanations with **systematic study**: that is, the use of scientific evidence gathered under controlled conditions and measured and interpreted in a reasonably rigorous manner to attribute cause and effect. ⑦The objective, of course, is to draw accurate conclusions. So the field of OB—its theories and conclusions—is based on a large number of systematically designed research studies.

What does OB systematically study? Actions (or behaviors) and attitudes! But not *all* actions and attitudes. Three types of behavior have historically proved to be important determinants of employee performance: *productivity*, *absenteeism*, and *turnover*. ⑧The importance of productivity is obvious. Managers clearly are concerned with the quantity and quality of output that each employee generates. But absence and turnover—particularly excessively high rates—can adversely affect this output. In terms of absence, it's hard for an employee to be productive if he or she isn't at work. In addition, high rates of employee turnover increase costs and tend to place less experienced people in jobs.

More recently, a fourth type of behavior—*organizational citizenship*—has been found to be important in determining employee performance. ⑨**Organizational citizenship** is discretionary behavior that is not part of an employee's formal job requirements but that nevertheless promotes the effective functioning of the organization. Examples of good employee citizenship behavior include helping others on one's work team, volunteering for extra job activities, avoiding unnecessary conflicts, and making constructive statements about one's work group and the overall organization.

Organizational behavior is also concerned with employee *job satisfaction*, which is an attitude. ⑩Managers should be concerned with their employees' job satisfaction for three reasons. First, there may be a link between satisfaction and productivity. Second, satisfaction appears to be negatively related to absenteeism and turnover. Finally, it can be argued that managers have a humanistic responsibility to provide their employees with jobs that are challenging, intrinsically rewarding, and satisfying.

The last part of our definition of OB that needs elaboration is the term *organization*. Psychology and sociology are well-known disciplines that study behavior, but they do not concentrate solely on work-related issues. In contrast, OB is specifically concerned with work-related behavior—and *that* takes place in organizations. An **organization** is a consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals. ⑪It's characterized by formal roles that define and shape the behavior of its members. So OB encompasses the behavior of people in such diverse organizations as manufacturing and service firms;

schools; hospitals; churches; military units; charitable organizations; and local, state, and federal government agencies.

Contributing Disciplines

Organizational behavior is applied behavioral science and, as a result, is built upon contributions from several behavioral disciplines. The predominant areas are psychology, sociology, social psychology, anthropology, and political science. As you'll learn, psychology's contributions have been mainly at the individual or micro level of analysis, whereas the latter disciplines have contributed to our understanding of macro concepts—group processes and organization. ⑫Exhibit 1—1 provides an overview of the contributions made toward a distinct field of study: organizational behavior.

Psychology Psychology is the science that seeks to measure, explain, and sometimes change the behavior of humans and other animals. ⑬ Psychologists concern themselves with studying and attempting to understand *individual* behavior. Those who have contributed and continue to add to the knowledge of OB are learning theorists, personality theorists, counseling psychologists, and, most important, industrial and organizational psychologists.

Early industrial psychologists, for instance, concerned themselves with problems of fatigue, boredom, and any other factor relevant to working conditions that could impede efficient work performance. More recently, their contributions have been expanded to include learning, perception, personality, workforce diversity, emotions, training, leadership effectiveness, needs and motivational forces, job satisfaction, decision-making processes, performance appraisals, attitude measurement, employee-selection techniques, job design, and work stress. ⑭

Sociology Whereas psychologists focus on the individual, sociologists study the social system in which individuals fill their roles; ⑮ that is, **sociology** studies people in relation to their fellow human beings. Sociologists have made their greatest contribution to OB through their study of group behavior in organizations, particularly formal and complex organizations. Areas within OB that have received valuable input from sociologists include group dynamics, design of work teams, organizational culture, formal organization theory and structure, bureaucracy, communications, status, power, conflict, and work/life balance. ⑯

Social Psychology Social psychology is an area within psychology, blending concepts from psychology and sociology. ⑰ It focuses on the influence of people on one another. One of the major areas receiving considerable investigation by social psychologists has been *change*—how to implement it and how to reduce barriers to its acceptance. In addition, social psychologists have made significant contributions in measuring, understanding, and changing attitudes, communication patterns, the ways in which group activities can satisfy individual needs, and group decision-making processes. ⑱

Anthropology Anthropology is the study of societies to learn about human beings and their activities. It includes their physical character, evolutionary history, geographic distribution, group relationships, and cultural history and practices. The work of anthropologists on cultures and environments, for instance, has helped us understand differences in fundamental values, attitudes,

⑫组织行为学是应用行为科学,因而建立在多种行为学科的原理之上。这些学科主要包括心理学、社会学、社会心理学、人类学和政治学。你将看到,心理学主要是针对个体的或微观水平的分析,而其他学科则帮助我们理解宏观概念——群体过程和组织。

⑬心理学是衡量、解释或改变人类及其他动物行为的科学。

⑭企业心理学家的贡献延伸到学习、知觉、个性、劳动力多元化、情感、培训、领导层效率、需求和激励驱动力、工作满意度、决策过程、绩效评估、态度测定、员工挑选方法、工作设计和工作压力等方面。

⑮与心理学家关注个体正相反,社会学家研究个体在其中扮演各种角色的社会系统。

⑯组织行为学从社会学家那里获取有价值的成果,包括群体动力学、工作团队设计、组织文化、正式组织理论和结构、官僚机构、沟通交流、地位、权力、冲突以及工作/生活平衡。

⑰社会心理学是心理学的一个分支,融合了心理学和社会学的有关概念。

⑱此外,社会心理学家还在衡量、理解、改变人的态度、沟通方式,群体行为满足个体需求的方式以及群体决策过程等方面做出了重要贡献。