

清华 MBA 核心课程英文版教材



组织行为学

Organizational Behavior Twelfth Edition

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

第12版

清华大学出版社



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出版说明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进的管理经验和掌握经济理论的前沿动态,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎,并被广泛采用的优秀教材,绝大部分是该领域中较具权威性的经典之作。在选书的过程中,我们得到了清华大学吴志明老师的支持、帮助和鼓励,在此表示谢意!

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济学的发展能有所帮助,对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议;同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社

2008. 10

世纪之交，中国与世界的发展呈现最显著的两大趋势——以网络为代表的信息技术的突飞猛进，以及经济全球化的激烈挑战。无论是无远弗界的因特网，还是日益密切的政治、经济、文化等方面的国际合作，都标示着 21 世纪的中国是一个更加开放的中国，也面临着一个更加开放的世界。

教育，特别是管理教育总是扮演着学习与合作的先行者的角色。改革开放以来，尤其是 20 世纪 90 年代之后，为了探寻中国国情与国际上一切优秀的管理教育思想、方法和手段的完美结合，为了更好地培养高层次的“面向国际市场竞争、具备国际经营头脑”的管理者，我国的教育机构与美国、欧洲、澳洲以及亚洲一些国家和地区的大量的著名管理学院和顶尖跨国企业建立了长期密切的合作关系。以清华大学经济管理学院为例，2000 年，学院顾问委员会成立，并于 10 月举行了第一次会议，2001 年 4 月又举行了第二次会议。这个顾问委员会包括了世界上最大的一些跨国公司和中国几家顶尖企业的最高领导人，其阵容之大、层次之高，超过了世界上任何一所商学院。在这样高层次、多样化、重实效的管理教育国际合作中，教师和学生与国外的交流机会大幅度增加，越来越深刻地融入到全球性的教育、文化和思想观念的时代变革中，我们的管理教育工作者和经济管理学习者，更加真切地体验到这个世界正发生着深刻的变化，也更主动地探寻和把握着世界经济发展和跨国企业运作的脉搏。

我国管理教育的发展，闭关锁国、闭门造车是绝对不行的，必须同国际接轨，按照国际一流的水准来要求自己。正如朱镕基同志在清华大学经济管理学院成立十周年时所发的贺信中指出的那样：“建设有中国特色的社会主义，需要一大批掌握市场经济的一般规律，熟悉其运行规则，而又了解中国企业实情的经济管理人才。清华大学经济管理学院就要敢于借鉴、引进世界上一切优秀的经济管理学院的教学内容、方法和手段，结合中国的国情，办成世界第一流的经管学院。”作为达到世界一流的一个重要基础，朱镕基同志多次建议清华的 MBA 教育要加强英语教学。我体会，这不仅因为英语是当今世界交往中重要的语言工具，是连接中国与世界的重要桥梁和媒介，而且更是中国经济管理人才参与国际竞争，加强国际合作，实现中国企业的国际战略的基石。推动和实行英文教学并不是目的，真正的目的在于培养学生——这些未来的企业家——能够具备同国际竞争对手、合作伙伴沟通和对抗的能力。按照这一要求，清华大学经

济管理学院正在不断推动英语教学的步伐,使得英语不仅是一门需要学习的核心课程,而且渗透到各门专业课程的学习当中。

课堂讲授之外,课前课后的大量英文原版著作、案例的阅读对于提高学生的英文水平也是非常关键的。这不仅是积累相当的专业词汇的重要手段,而且是对学习者思维方式的有效训练。

我们知道,就阅读而言,学习和借鉴国外先进的管理经验和掌握经济理论动态,或是阅读翻译作品,或是阅读原著。前者属于间接阅读,后者属于直接阅读。直接阅读取决于读者的外文阅读能力,有较高外语水平的读者当然喜欢直接阅读原著,这样不仅可以避免因译者的疏忽或水平所限而造成的纰漏,同时也可以尽享原作者思想的真实表达。而对于那些有一定外语基础,但又不能完全独立阅读国外原著的读者来说,外文的阅读能力是需要加强培养和训练的,尤其是专业外语的阅读能力更是如此。如果一个人永远不接触专业外版图书,他在获得国外学术信息方面就永远会比别人差半年甚至一年的时间,他就会在无形中减弱自己的竞争能力。因此,我们认为,有一定外语基础的读者,都应该尝试一下阅读外文原版,只要努力并坚持,就一定能过了这道关,到那时就能体验到直接阅读的妙处了。

在掌握大量术语的同时,我们更看重读者在阅读英文原版著作时对于西方管理者或研究者的思维方式的学习和体会。我认为,原汁原味的世界级大师富有特色的表达方式背后,反映了思维习惯,反映了思想精髓,反映了文化特征,也反映了战略偏好。知己知彼,对于跨文化的管理思想、方法的学习,一定要熟悉这些思想、方法所孕育、成长的文化土壤,这样,有朝一日才能真正“具备国际战略头脑”。

以往,普通读者购买和阅读英文原版还有一个书价的障碍。一本外版书少则几十美元,多则上百美元,一般读者只能望书兴叹。随着全球经济合作步伐的加快,目前在出版行业有了一种新的合作出版的方式,即外文影印版,其价格几乎与国内同类图书持平。这样一来,读者可以不必再为书价发愁。清华大学出版社这些年在这方面一直以独特的优势领先于同行。早在1997年,清华大学出版社敢为人先,在国内最早推出一批优秀商学英文版教材,规模宏大,在企业界和管理教育界引起不小的轰动,更使国内莘莘学子受益良多。

为了配合清华大学经济管理学院推动英文授课的急需,也为了向全国更多的MBA试点院校和更多的经济管理学院的教师和学生提供学习上的支持,清华大学出版社再次隆重推出与世界著名出版集团合作的英文原版影印商学教科书,也使广大工商界人士、经济管理类学生享用到最新最好质优价廉的国际教材。

祝愿我国的管理教育事业在社会各界的大力支持和关心下不断发展、日进日新;祝愿我国的经济建设在不断涌现的大批高层次的面向国际市场竞争、具备国际经营头脑的管理者的勉力经营下早日中兴。

赵纯钧 教授

清华大学经济管理学院

We've strengthened our applications.

Steve Robbins and Tim Judge understand the importance of connecting concepts to students' personal lives and real business scenarios. To support your efforts in translating the science to great management practice and facilitating great classroom discussions, the following materials are provided:

- ***“He who knows others is clever, he who knows himself is enlightened.”***
—Chinese philosopher, Lao-tzu



Students will benefit from taking self-assessment tests right after they've learned a concept, promoting self-understanding. **Prentice Hall's Self-Assessment Library (S.A.L.)** contains 51 assessments, 18 of which are now tightly integrated into the chapters. See pp. v-vi for more detail.

- ***Abusive Customers (p. 291), Backstabbing (p. 497), Generation Gap (p. 462)***

Students are confronted with vivid problems and issues that managers and employees face on a daily basis. The *new additional Case Incidents* at the end of each chapter provide students with the opportunity to analyze and make decisions on real-world events. Each short Case Incident is based on articles from popular business sources and supported with discussion questions.

- ***What Customers Don't Know Won't Hurt Them, or Will It? (p. 697)***

New **Comprehensive Cases** bring together multiple topics, helping students apply what they have learned in the course. All of these two- to three-page-long comprehensive, realistic, and real cases are supported with discussion questions. Many are based on articles from popular business sources. Case notes are provided in the *Instructor Manual*.

- ***Is Managing Impressions Unethical? (p. 494)***

Yes and no, depending on how you look at the issue! There are two sides to each controversy argued in **Point/Counterpoint**. This feature, ideal for use in classroom discussions, shows how students' preconceived notions may be inadequate or even incorrect. Several of these 19 dialogues are new to this edition.

We've strengthened our research.

Who better to strengthen the research base of this text than Tim Judge? Tim has updated the theory and research throughout this twelfth edition. As the world is seemingly getting smaller, the international influences on organizational behavior become more pertinent. We increased the international coverage in the text and also link OB concepts to diverse countries and cultures in the **International OB** feature in every chapter. The following are highlights of the most significant research updates:

- New section on managing people during the war on terror (Chapter 1)
- New discussion on deviant workplace behavior (Chapter 1)
- Revised discussion of general intelligence (Chapter 2)
- Added section on race when discussing biographical characteristics such as age and gender (Chapter 2)
- Added coverage on Skinner/behaviorism (Chapter 2)
- Added a discussion on affective, normative, and continuance commitment (Chapter 3)
- Expanded discussion of other job attitudes, including perceived organizational support (POS) and employee engagement (Chapter 3)
- New section on critiquing the distinctiveness of these supposedly distinct job attitudes (Chapter 3)
- Added a section on "What Causes Job Satisfaction" (Chapter 3)
- Added a section on "Job Satisfaction and Workplace Deviance" (Chapter 3)
- Expanded material on Hofstede (Chapter 4)
- Expanded coverage of the Big Five model (Chapter 4)
- Integrated material on locus of control and self-esteem into new discussion on "Core Self-Evaluations" (Chapter 4)
- Added section on measuring personality (Chapter 4)
- Expanded material on person-organization fit (Chapter 4)
- ERG theory shortened and moved under Maslow's Theory (Chapter 6)

- Expanded goal-setting theory (Chapter 6)
- Added more material on self-efficacy (Chapter 6)
- New material on equity and justice theory (Chapter 6)
- New chapter on emotions (Chapter 8)
- Expanded material on “Composition: Abilities of Members” and “Composition: Personality” (Chapter 10)
- Expanded LMX coverage of “Leader-Member Exchange” (Chapter 12)
- Updated critique of the path-goal model (Chapter 12)
- Restructured *Contemporary Issues in Leadership* chapter (Chapter 13)
- Increased coverage of “Transformational Leadership” (Chapter 13)
- Updated “Substitutes and Neutralizers to Leadership” material (Chapter 13)
- Updated material on sexual harassment based on recent research (Chapter 14)
- Revised and updated “Spirituality and Organizational Culture” section (Chapter 17)
- Revised and updated material on “Selection Practices” (Chapter 18)
- New discussion on “Evaluating Effectiveness” (Chapter 18)
- New section on how to select people who accept change (Chapter 19)
- Incorporated recent research on change (Chapter 19)
- Added recent research on work and stress (Chapter 19)

Additionally, users of the previous edition will note a few changes in the structure of the book.

- The most important of these are the expansion of emotions to a full chapter (Chapter 8)
- The move of values to Chapter 4 now entitled *Personality and Values*
- The condensing of the MBO coverage and its move to Chapter 6, to bring it closer to the discussion on goal-setting theory; and the move of the job characteristics model coverage to Chapter 7.

We've strengthened our teaching resources.

Organizational Behavior, 12e, is supported with a complete suite of resources for instructors. All materials to support your teaching were thoroughly updated and reviewed to the highest quality.



- **Test Item File** — The completely revamped Test Item File, reviewed and accuracy-checked by a panel of faculty and assessment experts, includes new multiple-choice, true/false, scenario-based, discussion, and comprehensive essay questions. Listening to your feedback, we've updated difficulty levels of test questions and now offer a fifth choice for each multiple-choice question. The Test Item File is available in print and in electronic formats through the Instructor Resource Center. **We now have the best test bank in the industry. You be the judge.**
- **TestGen (test generator software)** — This computerized package allows instructors to custom-design, save, and generate classroom tests. The test program permits instructors to edit, add, or delete questions from the test banks; edit existing graphics and create new graphics; analyze test results; and organize a database of tests and student results. This software allows for greater flexibility and ease of use. It provides many options for organizing and displaying tests, along with a search and sort feature. The software as well as the test banks are available through the Instructor Resource Center.
- **Instructor Manual** — The updated *Instructor Manual* includes learning objectives, chapter overviews, lecture outlines, Web exercises, teaching notes for all end-of-chapter materials, Internet links, activities, supplemental readings, and sample syllabi. In addition, a guide to the *Self-Assessment Library* that guides faculty in interpreting student results and facilitates classroom discussion is provided. The *Instructor Manual* also includes a video guide and a guide to the accompanying PowerPoint slides.
- **PowerPoints** — Two sets of slides are available: instructor and student PowerPoints. Instructor PowerPoint slides include text outlines and figures from the text and are available on both the Instructor Resource Center on CD-ROM and on the Companion Website at www.prenhall.com/robbins. Student PowerPoints are available for download on the Companion Website.
- **Instructor Resource Center** — The Instructor Resource Center (IRC), available on CD, at www.prenhall.com/robbins, or within the OneKey course management course, includes all presentation and classroom resources all in one place for you. All resources can be edited to incorporate into custom classroom lectures or uploaded onto course management systems. The IRC for Robbins/Judge includes the following materials: Instructor Manual; PowerPoints; Test Item File; TestGen test-generating software; converted TestGen software for WebCT, Blackboard, and Course Compass; Instructor Manual for the Self-Assessment Library; and art files from the text.
- **19 NEW ABC News Videos** — Professionally edited ABC News videos bring issues covered in *Organizational Behavior, 12e*, to students' attention and draw them into the text materials—*Gender Wage Gap*, *Fired for Being Fat*, *"Colorism"*, *Micro "soft" on Gay Rights?*, *No Smoking Employees*, *Bullies on the Job*, *What Stress Does to Your Body*. See pages viii-x for complete list of the videos. Videos are available on DVD only.



We've enhanced the learning experience for students.

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

SELF **A**SSessment **L**IBRARY

A hallmark of the Robbins series, S.A.L. is a unique learning tool that allows you to assess your knowledge, beliefs, feelings, and actions in regard to a wide range of personal skills, abilities, and interests. Now tightly integrated into the text, S.A.L. helps students better understand their interpersonal and behavioral skills as they relate to the theoretical concepts presented in each chapter.

Highlights

- **51 research-based self-assessments** — Our entire collection of 51 instruments are from sources such as *Journal of Social Behavior and Personality*, *Harvard Business Review*, *Organizational Behavior: Experiences and Cases*, *Journal of Experimental Education*, *Journal of Applied Measurement*, and more.
- **Work-life and career focused** — All self-assessments are focused to help individuals better manage their work lives or careers. Organized in three parts—*What About Me?*, *Working with Others*, and *Life in Organizations*—these instruments offer you one source from which to learn more about yourself.
- **Choice of Formats** — The Prentice Hall Self-Assessment Library is available in your choice of format: print, CD-ROM, or online. It is integrated into the Robbins-authored OneKey materials for use within the course-management context for his textbooks.
- **Save Feature** — Students can take the self-assessments an unlimited number of times, save and print their scores for class discussion.
- **Scoring Key** — The self-assessments have been edited by Steve Robbins to allow students to quickly make sense of the results of their score, and relate it to the concepts in the book.
- **Instructor Manual** — An *Instructor Manual* guides instructors in interpreting self-assessments and helps facilitate better classroom discussion.

For the new, twelfth edition, S.A.L. is included on CD-ROM with every new copy of the text. Additionally, faculty can select to ValuePack S.A.L. in the following available formats: print and online (stand-alone site or within your OneKey course management course offered in WebCT, Blackboard, and CourseCompas). S.A.L. is also available for stand-alone purchase in all formats.

I. WHAT ABOUT ME?

A. Personality Insights

1. What's My Basic Personality?
2. What's My Jungian 16-Type Personality?
3. Am I a Type-A?
4. How Well Do I Handle Ambiguity?
5. How Creative Am I?

B. Values and Attitude Insights

1. What Do I Value?
2. How Involved Am I in My Job?
3. How Satisfied Am I with My Job?
4. What Are My Attitudes Toward Workplace Diversity?

C. Motivation Insights

1. What Motivates Me?
2. What Are My Dominant Needs?
3. What Rewards Do I Value Most?
4. What's My View on the Nature of People?
5. What Are My Course Performance Goals?
6. How Confident Am I in My Abilities to Succeed?
7. What's My Attitude Toward Achievement?
8. How Sensitive Am I to Equity Differences?
9. What's My Job's Motivating Potential?
10. Do I Want an Enriched Job?

D. Decision Making Insights

1. What's My Decision-Making Style?
2. Am I a Procrastinator?
3. How Do My Ethics Rate?

E. Other

1. What's My Emotional Intelligence Score?
2. What Time of Day Am I Most Productive?
3. How Good Am I at Personal Planning?
4. Am I Likely to Become an Entrepreneur?

II. WORKING WITH OTHERS**A. Communication Skills**

1. What's My Face-to-Face Communication Style?
2. How Good Are My Listening Skills?

B. Leadership and Team Skills

1. What's My Leadership Style?
2. How Charismatic Am I?
3. Do I Trust Others?
4. Do Others See Me as Trusting?
5. How Good Am I at Disciplining Others?

6. How Good Am I at Building and Leading a Team?

C. Power and Conflict Skills

1. How Power-Oriented Am I?
2. What's My Preferred Type of Power?
3. How Good Am I at Playing Politics?
4. How Well Do I Manage Impressions?
5. What's My Preferred Conflict-Handling Style?
6. What's My Negotiating Style?

III. LIFE IN ORGANIZATIONS**A. Organization Structure**

1. What Type of Organization Structure Do I Prefer?
2. How Willing Am I to Delegate?
3. How Good Am I at Giving Performance Feedback?

B. Careers

1. What's the Right Organizational Culture for Me?
2. How Committed Am I to My Organization?
3. Am I Experiencing Work/Family Conflict?
4. How Motivated Am I To Manage?
5. Am I Well-Suited for a Career as a Global Manager?

C. Change and Stress

1. How Well Do I Respond to Turbulent Change?
2. How Stressful Is My Life?
3. Am I Burned Out?

Companion Website

This Web site serves as a student study and review site. This site—accessible at www.prenhall.com/robbins—includes chapter quizzes and Student PowerPoints.

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