双语教学丛书

组织行为学
——理解和管理工作者（第8版）

Behavior in Organizations
Understanding and Managing the Human Side of Work
(Eighth Edition)

杰拉尔德·格林伯格 (Jerald Greenberg)

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前　言

组织行为学：现实的最本质的展示

3 年前，在本书第 7 版发行的时候，安然公司（Enron）与世通公司（Worldcom）在当时是成功的、拥有高度声誉的公司。那时从事网络业务就意味着富有，而且 9 月 11 日也只不过是日历上普通的一天。如今，所有这些都发生了变化。在很短的时间里，我们居住的这个世界已经变成一个全新的世界，商业领域更是日新月异。现在，曾经从制造行业转而经营网络业务的公司正经历回归制造业的过渡，但它们并没有放弃自己的网络业务。许多在萧条的经济中最终会辞退员工的组织只会一次又一次地缩小规模。工作环境过去一直被认为是最安全的避难所，身在其中可以躲避繁杂的外界环境，而现在它却显得比以往任何时候都更脆弱。

我们在重新修订《组织行为学》第 8 版的时候，也认真考虑了公众目前十分关注的社会道德问题、不断变化（有时甚至很棘手）的经济环境以及一直停留在个人意识中的对恐怖主义的关注。但由于专业领域的限制，其他更广泛的社会焦点不可能在本书中一一列示。作为记录工作环境及组织演变的学者，我们无法详细阐述每个细节，只能蜻蜓点水般阐述这些主题。听我们讲授本门课程的学生也在思考这些问题。这些人中包括本科生、MBA 学生和博士研究生，也有许多参加我们培训的员工（从最低层的工人到公司的首席执行官），还有许多接受我们咨询服务的客户公司（从刚刚起步的新公司到进入《财富》杂志世界 500 强的大公司）派来的官员。他们思考的问题也正是我们思考的问题。我们在编纂本版的时候将所有这些关注点都融入了书中。

读者希望本书的主要内容能告诉他们如何运用理论指导实践。他们同意"理论研究很重要"的观点，同时认为这些理论研究必须能够深入探查个体的心理状况、工作团队的状况以及组织与个体如何相互影响等问题。读者强烈要求"给我讲讲我需要知道的东西"，我们倾听着，并把这些内容传达出来。如果说贴在我们办公室墙上的种种感谢、我们提供的培训与学术成果的信件能够说明什么的话，只能说这仅仅代表在过去 60 年里我们清楚地传达了建立有效解决问题方式的必要方法。在筹备修订本版的时候，我们的使命就是揭示问题的相关性，目的是给我们的听众——渴望了解组织中的人类行为复杂性的学生们——以启发。

幸运的是，我们拥有了一个有利的机会来充分了解这些复杂性。我们不仅在讲台和办公室从事科研活动，同时还进行应用研究，这些研究成果能够为组织行为学学科做出贡献。诚然，作为大学教授，授课与学校事务是我们的基本工作。在大学里，学术成果不仅是评价教授的重要指标，也是教授必须完成的任务。使我们感到自豪的是，组织行为学学科领域的研究成果越来越多，不仅有我们这本书，许多同行也出版了自己的研究成果。如果没有前人的

学术理论，我们就不会了解超越了个体经历的组织行为的基础，更不用说向别人传授知识了。而且，作为一个独立学科的组织行为学是建立在科学的基础上的，而这些科学的研究成果在本书中也得到强调，这也是《组织行为学》这本书 25 年来所体现的特点。这些年来，数百位教授都将本书作为授课教材，数千名学生曾阅读过本书，并对本书给予了高度评价。这些人都是本书的重要支持者，他们将会看到我们在第 8 版中继续保留了同样的定位。

迄今为止，我们一直将这本书定位为实用性教材，同时注重以科研成果为基础。事实上，为了确保本书能够最有效地展示全新的全球环境，我们采用了大量不同的研究方法。这并不是矛盾的。相反，这种二元性反映了组织行为学的基本定位。组织行为学以理论和科研为基础，但并不是"象牙塔式"的纯理论研究，它是研究工作环境的学科。由于组织行为学是一门将调查研究、理论及实际应用综合为一体的学科，因此本书也自然地囊括了这些内容。

将组织行为学视为一个起伏跌宕的区域，我们的工作就是为新的旅行者描绘详细的地形图。组织行为学属于科学范畴，记载了现实中的组织不断演变的特征以及在组织中工作的个体及团队的行为。随着经济、技术和社会环境的变化，组织行为学也发生了变化，有些理论越来越得到大家的认可，有些则逐渐消亡。过去曾经十分重要的问题和观点现在看起来可能已经过时了。当然，随着科研方法和理论的发展，有关管理实践的新观点也不断出现，这些观点对管理过程有很大的指导作用。

由于组织行为学的范畴需要根据现实不断进行调整，因此我们将其称为"现实的最本质的展示"。就像在电视节目"幸存者"（Survivor）中那样，只有最适应工作环境的个体和团队才能够一直存续下去。还有，像电视节目"大哥"（Big Brother）所显示的那样，与其他人的关系如何是工作能否成功的关键。最后，如同这些电视节目中的获胜者，在获得巨额奖金的同时，似乎更喜欢这种参与经历一样，雇主和员工在掌握组织行为的规律后同样也会得到物质与精神上的收益。与这些所谓的"现实"的展示不同，组织行为没有精心策划的情节，也不需要进行周密的拍摄，它就是现实，每天都在我们身边发生，而且内容更复杂。这就是我们将其称为现实的"最本质"的展示原因，也是我们呕心沥血编纂本书的原因。

通向组织行为学领域的一个慎重权衡的方法

我们把本书的内容视为通向组织行为学领域的一个慎重权衡的方法。某些竞争性书籍将重点集中在某个主题上，其他则将所有的人力资本都投入到对某个特殊概念或教育学方法的研究中，然后将这些表述方式当作卖点。我们没有采用这种方法。尽管这些书具有自己的特色，但这些特色是以牺牲现实为代价的，"作秀式"的方法无法反映目前组织行为学领域的真实状况。对于我们来说，实事求是地反映这个学科的本质是最重要的，这也是我们不可推卸的责任。出于这种考虑，我们将重点放在将组织行为学作为一个理性的综合学科来阐述。

为了更好地解释这一特点，我们通过 3 个主要方面来介绍这种慎重权衡的方法——主题内容、理论与实践的结合和教学重点。

主题内容：新与旧

如果你没有读过韦伯（Weber）关于"官僚主义"一词的观点，不了解马斯洛（Maslow）的需求层次理论和其他众多的古典理论和研究，你就算不上阅读过真正的组织行为学书籍。这些著作在本书中也将有所体现。现在，同样受到我们关注的研究组织行为学的一个更现代

的方法是"扩展更广阔的领域"。下面的例子展示了本书涉及的部分新主题。

- 道德审查（见第1章）。
- 企业的社会责任（见第1章）。
- 电子培训（见第2章）。
- 首席知识官（见第2章）。
- 成功的情商（见第3章）。
- 字符组成的图释（见第4章）。
- 组织同情（见第4章）。
- 宗教偏执（见第5章）。
- 电脑发泄情感（见第5章）。
- 激励性的职工持股计划（见第6章）。
- 在线人际网（见第7章）。
- 商业孵化器（见第7章）。
- 高效的团队（见第8章）。
- 远程通信定律（见第8章）。
- 跨文化沟通（见第9章）。
- 计算机媒介沟通（见第9章）。
- 适应性代理（见第10章）。
- 个人敏感偏见（见第10章）。
- 工作环境恐吓（见第11章）。
- 网络惰化（见第11章）。
- 下载时间（见第12章）。
- 行政培训（见第12章）。
- 行动学习（见第13章）。
- 企业家的创造力（见第14章）。
- 剥离（见第15章）。
- 网络孵化器（见第15章）。
- 行动实验室（见第16章）。
- 满意度调查（见第16章）。
- 在线调查（见附录Ⅰ）。

理论？科学研究？还是实践？是，是，都是！

很早以前的一个电视商业广告中，两个人正在为某一种商品究竟是什么而争论。一个认为是薄荷糖，另一个则认为是口气清新剂。很快（时间短得不容我们亲自品味），另一个人便进行调解了。"停，"她说。"你们都是对的。"每当我们听到在组织行为学研究中有类似的争论时，总是会想起这个镜头。无论对那些认为"组织行为学属于理论学科范畴"的人，还是那些认为"组织行为学属于应用学科范畴"的人，我们都会给出同样的结论，"你们都是对的。"

事实上，我们对组织行为学范畴的理解是：它是一种应用科学——也就是说，需要时刻牢记其实际应用价值的学科。我们中的一些人认为自己是科学—实践家，进行"纯"科学研究，目的是了解个体、群体以及组织处理问题的基本规律，并把这些研究成果应用于组织的实践活动中。然后根据在实践中发现的新问题重新修改指导组织活动的理论，并进行更多的

研究，而研究过程需要更多的应用，于是这个循环不断继续。我们认为正是这种循环使组织行为学的研究范畴更具专业性和独特性，也更加重要。

在本书中，我们尽力遵循这种从理论到研究、到实际应用，并再次回到理论的规律。这是一个广泛的、动态的过程，因此很难全面体现，但我们相信本书做到了，至少，各种类型的难题都可以在本书中得到答案。例如，在第2章，我们介绍了学习理论以及如何将这些理论应用到实际组织活动中，如培训和组织行为修正等。在第5章，我们将理论与实践结合起来，既讨论了工作满意度理论和组织责任理论，也讨论了用这些方法改善重要的组织态度的方式。同样，在第6章，我们强调了所讨论的有关激励的所有理论对实际应用的指导意义。

我们不仅揭示了不同理论在现实中运用的可能方法，还详细阐述了这些理论在目前组织中的实际运用。例如，在第7章，我们没有单纯描述导师制的方法，而是详细描述了目前应用这种方法的形式。同样，我们在第5章讨论多元化管理计划时，并没有单纯分析这一计划的各种形式，而是确切地解释了特定公司在进行多元化管理时所采用的方法，从而使这些抽象的条文变得栩栩如生。还有几个例子。我们在本书中系统讨论了现实的组织实践活动。我们这样做是基于如下考虑：本书不但应将理论材料转变为活生生的实例，还要揭示这样一个简单的现实：组织行为实践对于当代组织很重要。由于组织行为学是由理论、研究和实践应用（潜在的或现实的）组合起来的，单纯讨论任何一个都会产生方向偏差，所以我们在本书中将所有这些要素综合在一起。

教学重点：知识与技能

教育家告诉我们，在教授他人某种事情——提供知识——与向他人展示如何去做这种事情——发展技能之间存在着一个基本差别。在组织行为学领域，这种区别变得模糊了。毕竟，如果要完全了解如何做事情，你首先必须具备相应的知识。出于这个原因，在本书中，我们同时关注知识与技能。

作为一个典型例子，请大家参考第14章的内容，该章充分体现了我们对于知识与技能的综合考虑。不仅描述了创造力如何发挥作用，而且为发展个人创造力提供了有效的工具。同样，在第9章，也可以看到这样的二元性。在描述组织沟通的同时，也讨论了倾听的方法。然后，为了帮助读者成为有效的倾听者，专门提供了一个练习来提升积极倾听的技能。这些做法不仅体现在上文所提及的两个例子中，在全书中，我们都试图使读者理解组织行为，同时也帮助他们在自己的工作和生活中实践这些理论。

将传统主题与目前关注的主题放在一起；既关注理论，又关注科学研究与实践；知识与技能并重等。这些内容都反映了我们力图展示组织行为学中理性、真实的事实的目的，这也是组织行为学一直延续至今的内在原因，我们通过这本书将事实展现在你面前。

新的章节与主要特点

在修订本书的过程中，我们做了许多改变。其中一些变化是出于上文提到的寻找一种平衡过程的目的，还有一些是由于我们承诺在组织行为学领域推进研究而必须进行的。这些变化中有一些是很细微的，仅仅是一个主题相对于其他主题构架方式。而很多变化是非常明显的，包括许多主题如何在新环境下应用以及新主题的分支。所有这些工作都需要新创作几个章节并需要增加新的特点。

改动过的和全新的章节

熟悉这本书的读者会立刻注意到一些改动过的和全新的章节。例如：

- 第 4 章，"工作中的情绪与压力"。这一章将组织行为学领域的两个迅速发展的主题融合在一起。情绪和效用领域中的理论进步和有关压力管理的重要实践相结合，为读者提供了有价值的个人指导。在这里，我们强调如何管理他人以及管理自己的更基本的问题。

- 第 11 章，"人际行为：与他人合作或对抗"。通过强调人性中积极与消极的方面，将组织行为学领域中两个相对的主线并列进行探讨。这种方式为读者提供了一个更宽广的视野，使之能够了解不断发展的组织文化以及异常的组织行为，并能够将这些与组织的现有文化进行对比，以帮助他人并与之合作。有关心理契约和信任的扩充材料进一步反映了这些领域中的理论发展。

- 第 7 章，"职业动态"。为了告诉读者发展与管理职业的重要性，我们用整个章节来讨论这个主题。我们将有关职业选择的古典理论研究与目前针对不断变化的职业所产生的思考放在一起。对于如何运用互联网进入非正式人际网及求职，我们在这个章节给出了实用性的建议。

新增的专栏内容

本版的一个新特点是读者比以前更容易获取特定的应用性资料。除了许多文中案例以外，本版的每个章节还增加了一个"最佳实践"专栏。这个专栏为读者提供了组织行为实践活动中最前沿的案例——扩展了目前组织实践活动的例子，阐释了本书出现的关键概念。这种方式使刻板的理论变得生动，并使之更容易被学生理解。下面是一些例子：

- "多元化管理的最佳体现：太平洋公司"（见第 5 章）。
- "SEI 投资公司——全部的团队工作准则"（见第 8 章）。
- "海军官员运用决策支持系统制定战斗决策"（见第 10 章）。
- "培训：从仓库管理员到董事会成员"（见第 13 章）。
- "高效的公司如何激发创新能力"（见第 14 章）。
- "激发组织变革"（见第 16 章）。

本书另一个实用特点体现在"手把手"的教授方法。一个叫做"如何应对"的专栏将几条实际的策略提供给读者，使他们在实施组织行为领域的实践活动时可以遵循。例如：

- 进行道德审查（见第 1 章）。
- 克服恐怖主义的情绪后遗症：公司如何帮助员工（见第 4 章）。
- 避免多元化管理中的缺陷（见第 5 章）。
- 成为一名高效的揭露者（见第 11 章）。
- 提升文化智能（见第 13 章）。
- 坚持变革：3 个组织的策略（见第 16 章）。

本书的第 3 个新特点是能帮助读者更好地理解组织行为如何影响信息技术的飞速发展以及对信息技术的影响。"电子世界中的组织行为"专栏特别强调了目前组织变革中最有效的来源之一。下面是一些例子：

- 实现远程办公（见第 1 章）。
- 电子培训：正在兴起——但要谨慎（见第 2 章）。
- 在电子邮件中使用"字符图释"表达情绪：那些笑脸能产生不同效果吗（见第 4 章）？
- 在计算机世界中建立联系：在线人际网（见第 7 章）。
- 垃圾邮件问题：比你想像的成本更高（见第 9 章）。
- 一个组织何时应采取虚拟形式（见第 15 章）。

■ 利用组织变革的在线竞争力（见第 16 章）。

本书的第 4 个特点是"多元化世界中的组织行为"专栏。这个专栏的材料强调了目前工作环境的两个关键特征，即组织的全球化与跨国性特点，以及种族与宗教信仰的高度多元化。强调了在北美工作环境下，不同民族和不同宗教信仰群体的组织行为之间的差别。下面是几个精选案例：

■ 业绩评估：美国与日本的比较（见第 2 章）。
■ 为什么美国人比德国人的工作时间长（见第 6 章）。
■ 多元文化群体的业绩（见第 8 章）。
■ "Hola and Hello"：欢迎到 StarMedia's Trilingual 网站（见第 9 章）。
■ 美国企业是否过度关注道德决策（见第 10 章）。
■ 美国、德国及日本的谈判策略（见第 11 章）。
■ 关系：中国的社交网络（见第 13 章）。

章末新增的教学部分

在每一章的末尾，你都会发现两个教学部分。其一是"思考要点"，包括下面 3 种类型的问题：

■ 回顾性问题。这些问题用来帮助学生确定自己对每章知识要点的理解程度。
■ 体验性问题。这些问题用来帮助学生通过思考自己工作生活中出现的不同经历来理解组织行为现象。
■ 分析性问题。这些问题用来帮助读者思考不同的组织行为现象之间的联系和/或如何运用这些联系。

在每章结尾的教学部分，你还可以发现另一个叫做"**发展组织行为学的技能**"的内容。这一部分内容包含下面 4 种类型的实验性练习：

■ 个体练习。学生可以独自完成这些练习，以获得对不同组织行为现象的认识。
■ 小组练习。学生结成小组，以群体形式完成这些练习。这种方式将能帮助他们体验某一重要的组织行为现象或观点，这种体验本身也会帮助他们发展团队工作技能。
■ 网上练习。每一章都包含两个练习，要求学生在网络上寻找与组织行为有关的各种信息。这种练习给予了学生拓展书本知识的机会。
■ 实践组织行为。这种练习是应用性质的。它描述了一种假设的问题情境，鼓励读者自己用组织行为学的实践方法解决问题。

对你喜爱的特别部分的回报

本书前一个版本的忠实读者们不必担心以前十分受欢迎的内容被删除。它们会再次出现，而且比以前做得更好。请看：

■ 案例：每一章都包含两个案例，其中有许多是全新的或补充了新内容的。每一章开头有一个"开章案例"作为引子，将本章主要观点和方法引入真正的组织事件环境中。在章末有一个"应用案例"，用来回顾已经学过的内容，并使理论更加生动。每个"应用案例"之后的讨论题体现了两者间的特殊关联。
■ 讨论图表。包含所有数据的图表与用文字表示的包含主要理论的矩形框一同出现。书中精心描述的内容、详细的标题以及这些讨论图表会使学生发现本书依旧亲切易懂。

更新后的补充材料包

使用本书的教师将会获得更多的补充材料以充实课程内容。同样，学生也能够获得许多有用的工具来帮助他们更有效地使用本书。这些补充材料是专门针对本书设计的，与本书的内容和特点紧密吻合。

- 教师手册。收入了大量有用的内容，供教师授课时使用。包括学习目标、带有案例摘要的章节框架、章节摘要、所有"思考要点"以及"应用案例"问题的答案。教师手册也包括"Student Advantage 网站拍摄的实景"系列录像的指导手册。
- 测试练习册。每一章包含了 100 道测试题，有多选题、正误判断题以及论文写作题。
- 幻灯片。包含在教师专用的 CD 光盘中，在本书的网站上也可以找到。幻灯片有 300 多页，强调了本书的基本概念并综合了各种关键图表、数字以及书中的案例。
- 教师专用光盘。这种囊括所有内容的多媒体产品对于那些喜欢使用电子文件而不是传统打印文件的教授来说，可能是无价的。这张光盘包含了教师手册、幻灯片以及测试练习册的内容。
- 定制网站（http：//www.prenhall.com/greenberg）。教师可以从网上下载补充材料（包括教师手册、幻灯片以及测试练习册）。
- "启用学生拍摄的实景"系列录像。Studentadvantage.com 网站（一个真正的学生资源公司）拍摄的录像包含了诸如组织变革、群体、压力、组织结构以及激励等关键主题。录像案例以及讨论题的概要也可以在文中找到。
- 网络学习指导。本书网站（http：//www.prenhall.com/greenberg）包含各种有用的练习，能帮助学生评价自己对书中内容的掌握程度。特别值得一提的是，每个章节网站中针对每一章都列有一些相关的多项选择题、正误判断题以及网络练习题。

结束语：欢迎反馈信息

回顾整个修订过程，坦白地讲，我们尽力使本书成为一本能够反映目前组织行为学领域在科学调查与实践应用方面的最具前沿特征的书。当然，是否实现了这一目标或实现的程度如何，还需要您，需要我们的同行、学生做出评判。因此，真诚地恳请您对本书发表自己的观点。您可以发电子邮件给我们，或在出版商的网站（http：//www.prenhall.com）中留下信息。

请让我们了解您喜欢本书的哪些部分以及您认为应该在哪些方面进行改进。我们一直很欢迎这样的信息反馈，它使我们不至于变成"聋子"。我们真心承诺，将认真对待您的评论和建议，并会将这些建议吸纳到下一版本。

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ORGANIZATIONAL BEHAVIOR: THE ULTIMATE REALITY SHOW

Three years ago, when the previous edition of this book was published, Enron and WorldCom were successful and highly acclaimed companies; involvement in a dot-com was an assured path to riches, and September 11 was just a date on the calendar. Today, that's all changed. In a very short time, it's become a different world, especially the business world. Companies that once moved "from bricks to clicks" today are returning to bricks, but are keeping the clicks as well. Many organizations that downsized in a sagging economy subsequently rehired employees, only to downsize once more. And, workplaces that used to be considered safe havens from the uncertainties of a sometimes evil world, today are considered far more vulnerable than ever.

To be sure, in preparing the eighth edition of *Behavior in Organizations*, we have taken careful notice of today's ethical scandals, the always shifting—and sometimes troubled—economy, and underlying concerns about terrorism that reside in our consciousness. Then again, doing otherwise would be impossible. As chroniclers of the world of work and organizations, we cannot help but come across these themes. These issues, and many others, are on the minds of the students we teach in the classroom (undergraduates, MBA candidates, and doctoral students), the workers we train on the job (ranging from minimum-wage laborers to top CEOs), and the officials from the companies to whom we provide consulting services (from start-ups to *Fortune* 500 firms). Whatever is on their minds also is on ours. And, these concerns get translated into coverage in this book.

For the most part, what everyone wants is relevance. "Theories and research are important," our students acknowledge, so long as they offer insight into what's happening in individual's heads, what's going on in work teams, and how people are interacting with their organizations. "Tell me something I need to know," they clamor; so we listen, and we deliver. And, if those plaques acknowledging our teaching and scholarship that line the walls of our offices mean anything, we have been delivering precisely what's needed in an effective manner for more than 60 years combined. In preparing this book, our mission was to capture this relevance in a form that could enlighten our target audience—college students who desire to learn about the complexities of human behavior in organizations.

Fortunately, we are in a good position to appreciate these complexities. When not plying our trade in the classroom or the executive suite, we can be found conducting research that contributes to the scholarly contributions that are the foundation of our field. Indeed, this is our fundamental task as professors who work in universities at which scholarship is not only valued, but demanded. And, we are proud of the body of knowledge our field's research has generated—not just our own work, but also the research of our many colleagues in the field. After all, without such scholarly contributions, we would have no basis for knowing—let alone, teaching—anything about behavior in organizations that went beyond mere speculation based on personal experience. Of course, as a field, organizational behavior (OB) is firmly grounded in science—and these scientific underpinnings also are highlighted in this book. Indeed, this has been a hallmark of *Behavior in Organizations* throughout the quarter-century of its life. The

hundreds of professors who have adopted earlier editions of this book throughout the years, and the thousands of students who have read it, have valued our research-based approach. These individuals, our core constituency, surely will be pleased to find that this orientation has been retained in this edition of the text.

Thus far, we have referred to this book as practical in orientation and also research-based. Indeed, we have taken extensive steps to ensure that it is the best of these seemingly disparate worlds. This is not a contradiction. Rather, this duality echoes the fundamental orientation of the field of OB. It is based on theory and research, but it is not pure, "ivory tower" research. It is work that offers key insights into the world of work. Because the field of OB is a blend of research, theory, and practical application, so too, quite deliberately, is this book.

We think of organizational behavior as an ever-shifting terrain—and, our job is to map that terrain for current travelers. It is a scientific field that chronicles the ongoing nature of real organizations and the behavior of those individuals and teams that work within them. As economic, technological and social conditions change, so too does the field. Some topics grow in popularity as others wane. Issues and problems that at one time may have seemed so important now may seem outdated. And of course, as advances in research and theory occur, new insight is provided about phenomena that shape the course of managerial practice.

Because the field of OB is constantly adjusting to reality, we think of it—and this book—as "the ultimate reality show." As in the TV show, *Survivor,* only the most adaptable individuals and teams in the workplace can be expected to make it to tomorrow. And, as in the TV show, *Big Brother,* relationships with other people also hold the key to success at work. Finally, just as winners in these television programs stand to receive large sums of money and are likely to enjoy the experience of playing the game, so too do employers and employees benefit financially and personally when they have mastered OB. Unlike these so-called "reality" shows, with their carefully scripted scenarios and meticulously chosen casts, however, behavior in organizations *is* reality. Its effects are ongoing and profound. And this is why we consider it to be "the ultimate" in reality, and why we put so much care into preparing this book.

A CAREFULLY BALANCED APPROACH TO THE FIELD

We think of this book's coverage as offering a carefully balanced approach to OB. Some competing textbooks focus a great deal on one topic or another. Others invest all their intellectual capital in a particular conceptual or pedagogical approach. These presentations are then justified as selling points. We do not do take this approach. Although such books are unique, their uniqueness comes at a cost: Skewed approaches do not reflect what today's field of OB is really like. To us, characterizing the field as it is, is crucial—and, a responsibility we don't take lightly. For this reason, we focus on representing OB as the balanced, integrated field it is.

To illustrate this point, let's consider how our balanced approach comes across in three major respects—topic coverage, mix of theory and practice, and pedagogical focus.

Topic Coverage: Old and New

You would not have a serious OB book without paying attention to Weber's concept of bureaucracy, Maslow's need hierarchy theory, and dozens of other classic theories and studies. Such works are to be found on these pages. Competing for space are an equal number of more contemporary approaches to OB that also have received our attention. Consider, for example, just a few of the many new topics covered in this book.

- Ethics audits (Chapter 1)
- Corporate social responsibility (Chapter 1)
- E-training (Chapter 2)

- Chief Knowledge Officer (Chapter 2)
- Successful intelligence (Chapter 3)
- Emoticons (Chapter 4)
- Organizational compassion (Chapter 4)
- Religious intolerance (Chapter 5)
- Cyber-venting (Chapter 5)
- Incentive stock option plans (Chapter 6)
- Online networking (Chapter 7)
- Business incubators (Chapter 7)
- High performance teams (Chapter 8)
- Law of telecosm (Chapter 8)
- Cross-cultural communication (Chapter 9)
- Computer-mediated communication (Chapter 9)
- Adaptive agents (Chapter 10)
- Person sensitivity bias (Chapter 10)
- Workplace bullying (Chapter 11)
- Cyberloafing (Chapter 11)
- Download time (Chapter 12)
- Executive coaching (Chapter 13)
- Action learning (Chapter 13)
- Entrepreneurial creativity (Chapter 14)
- Spinoffs (Chapter 15)
- Networked incubators (Chapter 15)
- Action labs (Chapter 16)
- Appreciative inquiry (Chapter 16)
- Online surveys (Appendix I)

Theory? Research? Practice? Yes, Yes, and Yes!

In an old TV commercial, two people are found arguing whether the product in question is a candy mint or a breath mint. Shortly into the debate (albeit not quick enough for our tastes), we are spared by someone who proposes a resolution: "Stop," she says, "You're both right." We are reminded of this drama whenever we hear similar discussions about OB. To those who wish to argue that "OB is a theoretical field" or that "OB is an applied field," we issue the same admonishment: "Stop, you're both right."

Indeed, our image of the field of OB is that it is an applied science—that is, science undertaken with practical applications in mind. Those of us who are involved in OB think of ourselves as scientist-practitioners. We conduct "pure" scientific research for purposes of understanding fundamental individual, group, and organizational processes. We then put this knowledge to use in organizations. And, based on what we learn, we then go back to the drawing board, revising our underlying theories as dictated, and conduct more research. This leads to more application, and so the cycle continues. This, we believe makes the field of OB so special, so unique, and so important.

We have gone out of our way in this book to capture this process of moving from theory, to research, to application, back to theory. This is a broad and dynamic approach, making it difficult to capture, but we believe we have done so—at least, wherever the various pieces of the puzzle are identifiable. For example, in Chapter 2 we cover both theories of learning and how these theories are involved in such organizational practices as training and organizational behavior modification. We designed parallels between theory and practice in Chapter 5, where we consider theories of job satisfaction and organizational commitment, as well as ways these approaches may be applied to improving these important organizational attitudes. And, we do the same in Chapter 6, where we highlight the practical implications of each of the theories of motivation we discuss.

More than simply indicating how various theories *may be* applied, we identify precisely how they *are being* applied in today's organizations. So, for example, in Chapter 7, we not only describe the mentorship process, but precisely the forms it is taking today.

Similarly, our discussion of diversity management programs in Chapter 5 not only analyzes the various forms such programs take, but brings these abstractions to life by identifying exactly what certain companies are doing by way of diversity management. These are just a few examples. We systematically discuss actual organizational practices throughout this book. Our reasons for doing so are straightforward: It not only brings the theoretical material to life, but it also illustrates the simple truth that the practice of OB is crucial in today's organizations. To talk only about theory, or research, or practical application (potential or actual), would be misleading. Because the field of OB is all these things. So too have we incorporated all of these elements into this book.

Pedagogical Focus: Knowledge and Skills

Educators tell us that there is a fundamental distinction between teaching people about something—providing *knowledge*—and showing them how to do something—developing their *skills*. In the field of OB, this distinction becomes blurred. After all, to fully appreciate how to do something you have to have the requisite knowledge. For this reason, we pay attention in this book to both knowledge and skills.

As an illustration, consider how the two orientations come together in Chapter 14. We not only describe how the process of creativity works, but we also provide tools for developing one's own creativity. The same duality also may be seen in Chapter 9. In the course of describing organizational communication we discuss the process of listening. Then, to help readers become effective listeners, we present an exercise designed to promote active listening skills. By doing this—not only in these two examples, but throughout the book—we intend to enable readers to understand OB, and also to help them practice it in their own lives.

Taken together, our coverage of classic and cutting-edge topics, our attention to the blend between theory, research, and practice, and our dual emphasis on knowledge and skills reflects what we consider a balanced and realistic orientation to OB. This is the essence of the field as it exists today, and this book, as we present it to you here.

NEW CHAPTERS AND SPECIAL FEATURES

In the course of revising this book we made many changes. Some of these came in the process of seeking that balance to which we just referred, and others were necessitated by our commitment to advancing the latest advances in the field. Many of the changes we made are subtle, referring only to how a topic was framed relative to others. A good many other changes are more noticeable, and involve the shifting of major topics into new places and the addition of brand new topics. Doing this required the creation of several new chapters and the addition of new features.

New and Newly Organized Chapters

Readers who are already familiar with this book will immediately note some new and newly organized chapters. Some examples:

- Chapter 4, "Emotions and Stress on the Job." This chapter brings together new material on two rapidly developing topics in the field of OB. Conceptual advances in the area of emotions and affect are paired with important practical applications regarding stress management to provide valuable personal guidance for readers. Here, the emphasis is on both how to manage others as well as the more basic issue of managing oneself.
- Chapter 11, "Interpersonal Behavior: Working With and Against Others." By highlighting both the positive and negative sides of human nature, this chapter juxtaposes two opposing themes in the field of OB. It provides an opportunity to expand our coverage of the growing literature on deviant behavior in organizations, and to contrast it with a more established literature on helping and cooperating with others.

Newly expanded material on the psychological contract and trust further reflect recent conceptual advances in these areas.

- Chapter 7, "Career Dynamics." Given the importance of developing and managing careers to readers, we now devote an entire chapter to this topic. Classic research on making career choices is paired with current thinking on frequently changing careers. Practical advice is given about how to use the Internet for informal networking and to facilitate job hunting.

New Special Features

A new feature of this book is designed to make it easier than ever for readers to access material of special applied interest. In addition to many in-text examples, each chapter also contains a section entitled **"Best Practices."** These sections provide a close-up look at OB in practice—extended examples of current organizational practices that illustrate key concepts from the book. This brings the material to life and makes it more relevant to students. Some examples include:

- "The Best at Diversity: Pacific Enterprises" (Chapter 5)
- "SEI Investments: Where Total Teamwork Rules" (Chapter 8)
- "Naval Officers Use Decision Support Systems to Make Combat Decisions" (Chapter 10)
- "Coaching: From Locker Room to Boardroom" (Chapter 13)
- "How Effective Companies Inspire Innovation" (Chapter 14)
- "Simulating Organizational Change" (Chapter 16)

Another applied feature of the book is more hands-on in nature. Special sections called, **"How to Do It,"** present several concrete tips for readers to follow when attempting to carry out some practice related to the field of OB. Examples include the following.

- "Conducting an Ethics Audit" (Chapter 1)
- "Coping with the Emotional Fallout of Terrorism: How Can Companies Help?" (Chapter 4)
- "Avoiding Pitfalls in Diversity Management" (Chapter 5)
- "Being an Effective Whistle-Blower" (Chapter 11)
- "Boosting Cultural Intelligence" (Chapter 13)
- "Making Changes Stick: Tips from Three Established Organizations" (Chapter 16)

A third new feature of this book is designed to help readers understand how the field of OB influences and is influenced by rapid advances in information technology. These special sections, called, **"OB in an E-World,"** highlight one of the most potent sources for organizational change today. Some examples are as follows.

- "Making Telecommuting Work" (Chapter 1)
- "E-Training: Booming, but Beware" (Chapter 2)
- "Using "Emoticons" to Express Emotions in E-Mail: Do Those Smiley Faces Make Any Difference?" (Chapter 4)
- "Making Connections in Cyberspace: Online Networking" (Chapter 7)
- "The Spam Problem: Costlier Than You May Think" (Chapter 9)
- "When Should an Organization Go Virtual?" (Chapter 15)
- "Using Online Competitive Intelligence for Organizational Change" (Chapter 16)

A fourth new feature included in this book is entitled **"OB in A Diverse World."** The material in these special sections highlights two critical features of today's workplace: the global and international nature of organizations, and the high level of racial and ethnic diversity found in organizations. The emphasis is on how OB practices differ in various nations and for various ethnic groups within the North American workplace. Here are just a few selected examples:

- "Performance Evaluations: Comparing the United States and Japan" (Chapter 2)
- "Why Do Americans Work Longer Hours Than Germans?" (Chapter 6)
- "Performance in Culturally Diverse Groups" (Chapter 8)

- "'Hola and Hello': Welcome to StarMedia's Trilingual Webcast" (Chapter 9)
- "Are U.S. Businesses Overly Concerned About Ethical Decisions?" (Chapter 10)
- "Negotiating Tactics in the United States, Germany, and Japan" (Chapter 11)
- "*Guanxi:* Social Networking in China" (Chapter 13)

New End-of-Chapter Pedagogical Features

At the end of each chapter, two groups of pedagogical features may be found. The first, named **"Points to Ponder,"** includes three types of questions:

- **Questions for Review.** These are questions designed to help students determine the extent to which they picked up the major points contained in each chapter.
- **Experiential Questions.** These are questions that get students to understand various OB phenomena by thinking about how various experiences in their work lives.
- **Questions to Analyze.** The questions in this category are designed to help readers think about the interconnections between various OB phenomena and/or how they may be applied.

The second category of pedagogical features found at the end of each chapter is referred to as **"Experiencing Organizational Behavior."** This includes the following four types of experiential exercises.

- **Individual Exercise.** Students can complete these exercises on their own to gain some insight into various OB phenomena.
- **Group Exercise.** By working in small groups, students completing these exercises will be able to experience an important OB phenomenon or concept. The experience itself also will help them develop team-building skills.
- **Web Surfing Exercises.** Each chapter contains two exercises that require students to look for various types of OB-related information on the Internet. Each of these exercises gives students an opportunity to expand upon material they read in the chapter.
- **Practicing OB.** This exercise is applications-based. It describes a hypothetical problem situation and challenges the reader to explain how various OB practices can be applied to solving it.

RETURN OF YOUR FAVORITE SPECIAL FEATURES

Fans of the previous edition of this book needn't worry about the whereabouts of the book's most popular special features. These are back, and better than ever. These include the following:

- **Cases.** Each chapter contains two cases, the many of which are completely new or updated. One at the beginning of the chapter, **Preview Case,** is designed to set-up the material that follows by putting it in the context of a real organizational event. The chapter-end case, **Case in Point,** is designed to review the material already covered and to bring that material to life. Specific tie-ins are made by use of discussion questions appearing after each **"Case in Point"** feature.
- **Talking Graphics.** All data presented in graphs come complete with labeled boxes literally pointing at the major idea it contains. Between the highly descriptive in-text material, the detailed captions, and these talking graphics, students will continue to find this book approachable and easy to understand.

UPDATED SUPPLEMENTS PACKAGE

Instructors adopting this book have available a wide array of ancillary materials designed to help them teach their courses. Likewise, students using this book have access to many useful tools to help them use this book more effectively. These supplements are designed specifically for this book and are carefully coordinated with its content and features.

- **Instructor's Manual.** Contains a variety of useful features for instructors using this book in their classes. Among these are learning objectives; chapter outlines with case summaries; chapter summaries; and suggested answers to all "Points to Ponder" and "Case in Point" questions. The Instructor's Manual also includes a video guide for the "On Location at Student Advantage" video series.
- **Test Item File.** Contains 100 items per chapter, including multiple-choice, true/false, and essay questions.
- **PowerPoint Slides.** Included on the Instructor's Resource CD-ROM, as well as on the Web site for the text, the PowerPoint presentation includes more than 300 slides that highlight fundamental concepts and integrate key graphs, figures, and illustrations from the text.
- **Instructor's Resource CD-ROM.** This all-in-one multimedia product is an invaluable asset for professors who prefer to work with electronic files rather than traditional print supplements. This CD-ROM contains the Instructor's Resource Manual, PowerPoint Slides, and the Test Item File.
- **Custom Web Site (http://www.prenhall.com/greenberg).** Faculty can access and download all supplements (Instructor's Manual, PowerPoint Slides, and Test Item File) online.
- **On Location at Student Advantage Video Series.** Video segments filmed at Studentadvantage.com, a real student resource company, cover such key topics as, organizational change, groups, stress, organizational structure, and motivation. Summaries of these video cases and discussion questions appear in the text.
- **Internet Study Guide.** A Web site for this book (www.prehall.com/greenberg) contains a variety of useful exercises to help students assess their mastery of the material covered in this book. Specifically, for each chapter, there are multiple-choice questions, true/false questions, and Internet exercises.

FINALLY—AND MOST IMPORTANTLY—ACKNOWLEDGMENTS

Writing is a solitary task. However, turning millions of bytes of information stored on a handful of plastic disks into a book is a magical process that requires an army of talented folks. In preparing this text, we have been fortunate enough to be assisted by many dedicated and talented people. Although we cannot possibly thank all of them here, we wish to express our appreciation to those whose help has been most valuable.

First, our sincere thanks to our colleagues who read and commented on various portions of the manuscript for this and earlier editions of this book. Their suggestions were invaluable, and helped us in many ways. These include: