



组织传播

理论学派与传播过程

第三版

ORGANIZATIONAL COMMUNICATION APPROACHES AND PROCESSES

third edition

Katherine Miller



北京大学出版社
PEKING UNIVERSITY PRESS



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(第三版)

凯瑟琳·米勒



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《世界传播学经典教材》总序

龚文庠

传播学是上个世纪诞生于美国和欧洲的一门新兴学科,引进中国只有二三十年之久。五年前国家教育部才将它列入正式学科目录。中国经济持续高速发展,带动了媒体产业的大改革、大发展,传播学就成了顺应时代潮流的热门学科。

然而由于这是一门年轻的“舶来”学科,按照一些学者的说法,尚处在从“译介”到“本土化”的初级阶段。在教学、研究的过程中,我们常感到对一些术语、概念、理论难以把握,往往是众说纷纭、莫衷一是,有时在激烈争论之后才发觉问题出现在翻译上。例如将 communication 译为“传播”,有人就方便地将传播误解为“宣传+广播”。有人将新闻与传播混为一谈,用“新闻传播学”(news communication)来涵容传播学。有人说,新闻学研究新闻媒体,新闻媒体就是大众媒体,所以新闻学与传播学没有多大区别,因为新闻学研究的就是大众传播。于是出现了将传播学视为新闻学之分支的怪现状。究其原因,一些模糊或错误概念的产生,根子还在对原义的理解。例如英文 communication 在中文里没有对等词,译为“传播”是很勉强的。communication 含有双向的意思,如: to share or exchange opinions (*Longman Dictionary of Contemporary English*),而中文的“传播”有明显的从一方传往另一方的倾向。如果直接阅读英文词典或原著中对 communication 的界定和解释,就很容易把握原义,在讨论中也可以避免因译文歧义而白费口舌。

以本人阅读译文的亲身体验为例。在读亚里士多德的《修辞学》时我查看了几种英文译本,其中最令我受益的是1926年的译本,它采用希腊文原文与英译文逐页对照的版式。其他英译本多将书名译为“Rhetoric”(中国人民大学出版社的最新中文译本也译为《修辞学》),而1926年英译本却译为“Aristotle's 'Art' of Rhetoric”。这是按照希腊文原版本直译出来的,中文对应译文为《亚里士多德的讲演“读本”》。希-英对照译本传达了其他译本中“损失”掉的一个重要的意义:“art”在希腊文中是多义词,此处的 art 意为 handbook(读本、手册),也就是讲演手册。亚氏写此书的背景是,他不满足于当时“智者派”(Sophists)们撰写的多种读本(art),于是自己写一部读本来正本清源,因而书名为《亚里士多德的讲演“读本”》。如果不是读到1926年的希-英对照译本,笔者就无法了解原著书名所持有的如此重要而丰富的信息。

我们当然不能一概否定和取消翻译,因为没有翻译,不同文化之间就无法交流,艺术家、科学家、思想家的智慧就不可能为全世界共享,人类文明也不可能像今天这样灿烂。

然而目前我们的翻译作品,尤其是学术著作的翻译中,存在着浮躁、不负责任的风气。我们需要大力提倡认真、严谨的译风,像严复那样,“一名之立,旬月踟躇”。对于学术译作,如果有条件,我们还应当尽量提供方便,让读者在遇到疑问时能够查对原文。

基于以上理由,北京大学新闻与传播学院决定编选这套《世界传播学经典教材》书系,分为英文版和中文版两类。英文版为原著影印本,加上我们的导读和部分译文;中文版为全文翻译,而每部英文中译本都有原作可以对照。

这套书系选取下列类型的著作:1. 传播学中有影响的名著,如曾10次再版的《说服:接受与责任》(*Persuasion: Reception and Responsibility*)。2. 传播学的重要分支学科,如《组织传播:理论学派与传播过程》(*Organizational Communication: Approaches and Processes*)、《跨文化交流》(*Communication Between Cultures*)、《媒介法原理》(*Major Principles of Media Law*)、《电子媒介经营管理》(*Management of Electronic Media*)等。3. 综合性研究,如《媒介研究:文本、机构与受众》(*Media Studies: Texts, Institutions and Audiences*)、《影响的互动:新闻、广告、政治与大众媒介》(*The Interplay of Influence: News, Advertising, Politics, and the Mass Media*)等。书系中所有影印本和中译本都将依据我们获得版权的原著最新版本。

书系的编选将采取开放式,除已经取得版权的十几种著作,还将陆续纳入新的选题。传播学理论的译介是一项庞大的工程,我们欢迎并希望更多同行、专家和有志者参与其事,互相切磋,共同推进传播学在中国的发展。

书籍的前言中经常流行一句套话:由于时间仓促,水平有限,错误在所难免,请读者见谅。有人批评说,时间仓促就不要急着出书,水平有限就应当等水平够格再发表,怎么反过来要求读者原谅呢?这话说得真好。我们将以严肃负责的态度,尽力把好本书系的质量关。读者诸君如发现问题,恳请不吝赐教。

导 读

程曼丽 张慧宇

组织传播研究始于二十世纪中期,其学科地位在六七十年代得以确立,国际传播协会也于六十年代后期设立了“组织传播”组。但形成人们对组织传播实践信念的基础学派起源于更早的时间,即在二十世纪的初期。来自其他学术领域如社会学、心理学、企业管理以及商业和产业的理论为组织传播的研究提供了理论基础。虽然这些理论最初不是用来研究组织传播的,但是正是它们提供了组织传播得以形成的根基。组织传播学的研究,还从传播学、组织学、组织行为学等相关学科吸收了许多可利用的概念和原理,因此,组织传播学是一门多学科交叉衍生的边缘学科。

组织传播学与相关学科联系紧密,但研究的侧重点各不相同。例如,组织传播学要研究组织的结构和功能、组织目的、组织的内外环境等问题。它要以组织理论为学科理论基础之一,但又不能重复组织学的研究内容。又如,组织传播学也要研究组织和组织中人的行为,涉及组织成员的需要、个人目标、个人心理、对人的激励、成员的工作关系和人际关系等组织行为学的问题。因此,组织传播学与组织行为学的研究领域虽有重叠的地方,但组织传播学研究组织和组织中人的行为是着眼于传播行为,即与组织传播密切相关的问题。再如,组织传播学作为一种特殊的社会传播现象,具有本身的特殊属性,但组织传播与其他的社会传播现象都属于传播学的范畴,与任何传播都有共性。所以,传播学的理论也是指导组织传播研究的基础学科之一。

组织传播的研究在内容方面势必涉及到两个复杂概念——组织和传播——的交织。对这两个概念的界定和定义的方式多种多样,似乎没有一个“恰当”的定义。不过,就某些方面而言,人们的看法是一致的。大多数学者认为,组织应该是一个社会集合体或社会的一群人,通过协调活动来实现个人和集体的目标。通过协调活动,某种程度的组织结构得以创立起来,以帮助组织成员处理彼此之间以及与更大的组织环境中其他人之间的关系。至于传播,大多数学者认为它具有交互性(如它包括两个或两个以上的人在一个环境中的互动)和象征性(如在各种抽象意义上的传播交往“象征”着其他事物的过程)。所以,对组织传播的研究,就要涉及到组织环境如何影响传播过程,传播的象征性质怎样使传播不同于其他形式的组织行为以及组织环境和传播过程的交互作用等问题。

本书的书名为《组织传播:理论学派和传播过程》(*Organizational Communication——Approaches and Processes*)。正如书名所指出的那样,本书分两个大的议题:

一个是认识和审视组织传播的理论学派。组织传播研究分两大学派(基本学派和现

代学派),其中基本学派包括古典组织理论、人际关系理论和人力资源理论;现代学派包括系统理论、文化理论和批判理论。古典学派的理论家从规范性的角度来研究组织,来规定组织“应该”怎样运作。现代学派是描述性和解释性的,是当今学者对组织的“实际”运作情况做出的描述和解释。它们并不是代表某一种特定的组织“形态”。不同的理论家和研究者从不同的研究视角,参照不同的理论体系,根据不同的关注和研究目的取向,对组织传播进行了多样的分析和研究,形成了不同的传播理论。这些理论可以帮助我们更好地理解特定的组织传播过程。每一种学派都具有启发性,但没有哪一种理论生来就比其他理论更优越,不同的学术观点各有千秋,又各有其自身的不足之处。时间上的久远和被称为“古典”的旧理论并没有失去生命力。相反,在现代组织中仍然具有活力。对每一种特定的理论,作者都坦言其优点和缺陷,读者可以进行思考和判断,得出各自的观点和见解。

书中的另一个议题是传播过程(processes),过程意味着组织里发生的事情,包括发生了什么,怎样发生的和为什么发生等。其中前半部分“持续的过程”(enduring processes),是指自有组织以来就可能一直发生的事情,是多年来成为组织传播特征的过程。虽然这些过程出现的方式和原因无疑已经发生了变化,但在组织的全部历史中,组织中的同化、行为控制、决策制定、冲突管理以及组织的变化过程占据了组织所做的和我们所了解到的组织传播内容的很大一部分。这些过程使我们得以对组织里“发生的事情”进行初步的观察。后半部分的“新兴过程”(emerging processes),介绍了在进入全新而又不断演进的时代中所形成的若干组织传播过程,比如今天新的工作环境带来的压力和情绪问题、文化和性别多元化带来的多元化管理问题、组织的聚合和并购带来的问题、由于传播技术和工作程序变化而带来的革新以及在全球化冲击下的组织前景等。这些过程曾经存在于以往的组织中,但时下的变革又将它们推到了最前沿。它们反映了学者和从业者当前的最新关注。每一个具体的传播过程都可以通过各种不同的理论视角来观察,不同的研究者会得出自己的观点。比如,批判理论学家、人种学学者和系统论研究者对于一个特定的组织传播现象,如组织社会化的认识会各不相同,但这些观点是可以互相借鉴的。组织传播学正是在扬弃中走向成熟的。

本书的作者凯瑟琳·米勒是美国德克萨斯农工大学的教授,西方组织传播学界权威学者。她在多年专业教学和资料收集的基础上撰写而成的《组织传播》一书,自出版以来,受到各界普遍好评。作者精益求精,不断更新和完善她的著作。这是该书的第三版。随着组织性质及其运作环境的变化以及学术研究的进展,本书在第二版的基础上修改和增加了一些内容,例如新增的第十四章讨论了全球化冲击下的组织传播和组织的一些变化,对第八章和第十章做了修改补充,并选用了如安然公司的破产、“9·11”事件对人们情绪的影响等最新的内容作为个案,与读者共同思考研究。

本书在章节的安排上清晰而紧凑。每章节的开头和小结中都指出了该章节在内容

上与其他部分的区别与关联,对关键概念的阐释绘制了图表,每章末附有把概念材料运用于“真实”的组织传播情境中的案例分析,培养学生运用理论知识探讨现实问题的意识,并检验对理论知识的把握。“学术聚焦”介绍了关于当前正在谈论的话题的最新学术活动的详情、权威学者的学术观点,可帮助读者加深对某一特定问题的理解。书中提供了大量关于组织传播学的研究文献和作品,读者可进一步查询阅读。书中还列举了对教师和学生都非常有益的网址,为大家深入的研究和学习打开了接触和获得最新资料的便捷之门。所有这些为加强学生整合和应用资料的能力而设计的特别之处,使它堪称一本好的教科书。相信从事管理、传播、新闻以及社会学等相关专业的高校师生、研究人员、实务管理者以及那些关注个体和组织生活质量的读者都会从中受益。

Although the “ages” of scholarly fields are notoriously hard to pinpoint, most would agree that organizational communication has been around for a half century or more. The infancy of the discipline was marked by struggles for survival and nurturance from other disciplines. The teenage years saw a questioning of identity and fights for autonomy. Today, most would agree that organizational communication has reached a maturity few would have envisioned 40 years ago, and the field now encompasses a healthy eclecticism in that a variety of theoretical approaches provide contrasting accounts of the ways in which communicating and organizing intersect.

This book attempts to reflect the eclectic maturity of the field of organizational communication. When I began writing the first edition of this text almost ten years ago, my first conceptual decision was *not* to advocate a particular approach to the field. Instead, in the first, second, and now third editions, I try to show that both traditional and contemporary perspectives provide potentially illuminating views of organizational communication processes. For example, a critical theorist, an ethnographer, and a systems researcher may all look at a particular organizational communication phenomenon—say, socialization practices—and see very different things. A systems theorist might see a cybernetic system in which the goal of organizational assimilation is enhanced through a variety of structural and individual communication mechanisms. A cultural researcher might see socialization as a process through which the values and practices of an organizational culture are revealed to—and created by—individuals during organizational entry. A critical theorist might see socialization as a process through which individuals are drawn into hegemonic relationships that reinforce the traditional power structure of the organization. All these views of the organizational socialization process are partial in that each obscures some aspects of organizational entry. But each view is also illuminating. Thus, the first two parts of this text cover a gamut of academic approaches—from classical through human relations and human resources to systems, cultural, and critical—as lenses through which organizational communication can be viewed. The strengths and weaknesses of each approach are considered, but no particular approach is privileged as an inherently superior theoretical approach.

My second important choice in writing this book was deciding how to organize the burgeoning research literature on organizational communication. To date, most textbooks have taken a “levels” approach, considering, in turn, organizational communication at the individual, dyadic, group, and organizational levels. I have been frustrated by this approach, both because there are some things that happen at multiple levels (for example, we make decisions alone, in dyads, and in groups) and because there are processes that are not easily linked to any of these levels. (For example, where does communication technology fit in? At what level do we consider emotion in the workplace?) Thus, the third and fourth parts of this textbook involve a consideration of organizational communication processes.

My goals in the “processes” portion of the book were threefold. First, I wanted the processes considered to be up to date in reflecting current concerns of both organizational communication scholars and practitioners. Thus, in addition to looking at traditional concerns such as decision making and conflict, this textbook highlights communication processes related to cultural and gender diversity, communication technology, organizational change, and emotional approaches to organizational communication. Second, I wanted to be as comprehensive as possible in describing relevant theory and research on each topic. Thus, each “process” chapter highlights both foundational and current research on organizational communication processes from the fields of communication, management, industrial psychology, and sociology. Third, I wanted students to understand that each of these communication processes could be viewed through a variety of theoretical lenses. Thus, Chapters 7 through 13 conclude with a section on the insights of the approaches considered in the first half of the book.

Organization of the Text

This textbook, then, explores the world of organizational communication in terms of both scholarship and application. It is divided into four major parts. Parts A and B review approaches to the study of organizational communication. Part A considers founding approaches that have shaped our beliefs about organizational communication practice (classical, human relations, and human resources approaches), and Part B considers contemporary approaches that influence the way we study organizational communication today (systems, cultural, and critical approaches). Specifically, the three chapters that make up Part A take students on a historical trip through the study of organizational communication. Chapter 1 takes readers back to the early part of the twentieth century in

an exploration of classical and bureaucratic approaches to the understanding of organizational communication processes. The text considers three separate classical approaches and looks at the “machine metaphor” undergirding them. In Chapter 2, the focus moves to the middle part of this century when human relations approaches to organizational study took hold. Chapter 3 examines the human resources approaches that gained prominence in organizational study in the 1960s.

Part B of the text deals with contemporary approaches that influence the way today’s scholars attempt to understand and explain organizational communication. Chapter 4 introduces students to the systems metaphor for organizational operation by looking at several specific systems theories and considering new developments such as “self-organizing” systems theory. Chapter 5 examines the culture metaphor, looking at the evolution of this metaphor and its application to the study of organizations. Finally, Chapter 6 considers critical approaches that emphasize organizational power and aspire to emancipate marginalized voices within the organizational context.

Part C of the textbook shifts the focus to a consideration of how these various approaches to the study of organizational communication have been used to understand specific organizational communication processes. The processes considered in Part C are the “enduring” processes that have characterized organizational communication for many years. Chapter 7 looks at assimilation processes, with special consideration of employment interviewing, information seeking, role development, and organizational exit. Chapter 8 discusses the rational and nonrational ways in which communication influences organizational decision making by individuals and groups. Chapter 9 presents theory and research on the role of communication in organizational conflict. Finally, Chapter 10 considers both organization-level and individual-level change processes, because change may be one of the most enduring aspects of work life.

In the final four chapters of the book, Part D, the focus moves to a consideration of organizational communication processes that have “emerged” in the past few decades as the nature of organizations—and the world in which they operate—has changed. Chapter 11 introduces students to an important shift in the way many scholars view organizations—the move from viewing the workplace as a purely rational setting to one that acknowledges the importance of emotion. Chapter 12 looks at the changing nature of the workplace by considering cultural and gender diversity. Chapter 13 examines the impact of our increasing reliance on computer and communication technologies in organizational life. Finally, Chapter 14 looks forward at a number of issues that continue to change the landscape of organizational communication. These processes—

globalization, enhanced attention to image, increasing emphasis on service, and a shifting relationship between organization and employee—conclude the book with a look at communication in the workplace of the future.

Those familiar with this textbook will note a number of content changes from the second edition that will enhance student understanding of organizational communication. All the chapters have been updated to include current research and theory. In addition, major changes were made in a number of chapters. These include a new chapter on the changing landscape of organizational communication (Chapter 14) and major revisions in the chapters on organizational change and emotion in organizations (Chapters 10 and 11). In addition to these chapter-wide overhauls, sections were added to many chapters to illustrate current thinking within the field. These sections include considerations of self-organizing systems theory, feminist conflict theory, processes of organizational exit, human resource management, workplace democracy, and home-work balance. This updating led to the addition of more than 200 new references, the vast majority from the past five years.

The third edition of *Organizational Communication: Approaches and Processes* continues many features from the first two editions that are designed to enhance students' abilities to integrate and apply the material. The third edition continues to include the "Spotlight on Scholarship" feature, highlighting specific research that illustrates concepts considered in the chapter. In an effort to stay abreast of current research, however, nine of these spotlights are new to the third edition. A number of other pedagogical features are maintained from earlier editions, including explicit links among the "approach" and "process" chapters, tables and figures to illustrate key concepts, and case studies at the end of each chapter to apply conceptual material to "real-life" organizational communication situations. Several of the case studies are new, specially designed to link to current happenings in organizational life (e.g., the Enron bankruptcy and the terrorist attacks of September 11, 2001). Finally, like earlier editions, this third edition is accompanied by an Instructor's Manual (written by myself, Dan Ryan, and Erin Porter) that includes sample syllabi; paper assignments; key terms; chapter outlines; true/false, multiple choice, fill-in-the-blank, and essay test items; suggestions for effective use of the case studies; and helpful Web sites.

Acknowledgments

When you are asked to write a textbook, you don't realize the work that will be involved in writing subsequent editions of that textbook. It is challenging to maintain the focus of earlier editions and keep what is foundational, yet also

provide the needed updates, restructuring, and “sprucing up” necessary for new groups of students. However, the daunting task of revision can be made relatively painless through the efforts of a great support system. First, the team at Wadsworth Publishing has been helpful throughout the process of revision. I am especially grateful to Deirdre Anderson at Wadsworth for her support and patience and to Greer Lleuad at Wadsworth and Anne Draus at Scratchgravel Publishing Services for their help during the production process.

The comments of a number of organizational communication scholars were instrumental in shaping the direction, content, and presentation of this textbook. These include colleagues from around the country who commented on the revision project at various stages: Brenda J. Allen, University of Colorado at Denver; Edward C. Brewer, Murray State University; Robert C. Chandler, Pepperdine University; Janie Harden Fritz, Duquesne University; and Christine R. Helsel, Eastern Illinois University.

Finally, my most heartfelt thanks go to my family for providing an environment in which writing this textbook was a pleasurable challenge. Mickey Stanley has remained with us for yet another revision. Although deaf, blind, hobbled, and incredibly neurotic, he still holds the esteemed title of “crown prince of cocker spaniels.” Kalena Margaret Miller—who was born while I was writing the first edition of this book—is now a fourth grader who continues to revel in the joy of learning. And I continue to revel in her. Finally, Jim Stiff provided the inspiration to get started, the motivation to follow through, and—now more than ever—a wealth of examples of organizational communication in action.

Katherine Miller



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