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清华MBA核心课程英文版教材

组织行为学

第8版

(美) John R. Schermerhorn, Jr.
James G. Hunt 著
Richard N. Osborn

Organizational Behavior
Eighth Edition

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Organizational Behavior, 8e

EISBN: 0-471-20367-X

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北京市版权局著作权合同登记号 图字：01-2003-8064

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本书封面贴有 John Wiley & Sons 公司防伪标签，无标签者不得销售。

图书在版编目(CIP)数据

组织行为学 = Organizational Behavior: 第8版: 英文 / (美) 谢默霍恩二世(Schermerhorn, J. R.), (美) 亨特(Hunt, J. G.), (美) 奥斯本(Osborn, R. N.) 著. —影印本. —北京: 清华大学出版社, 2004.10
(清华 MBA 核心课程英文版教材)

ISBN 7-302-09483-7

I. 组… II. ①谢… ②亨… ③奥… III. 组织行为学—研究生—教材—英文 IV. C936

中国版本图书馆 CIP 数据核字 (2004) 第 093055 号

出版者: 清华大学出版社

<http://www.tup.com.cn>

社总机: (010) 6277 0175

地址: 北京清华大学学研大厦

邮编: 100084

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责任编辑: 王青

印刷者: 北京四季青印刷厂

装订者: 三河市新茂装订有限公司

发行者: 新华书店总店北京发行所

开本: 203×260 印张: 40.25

版次: 2004年10月第1版 2004年10月第1次印刷

书号: ISBN 7-302-09483-7/F·928

印数: 1~5000

定价: 56.00元

本书如存在文字不清、漏印以及缺页、倒页、脱页等印装质量问题，请与清华大学出版社出版部联系调换。联系电话: (010) 62770175-3103 或 (010) 62795704

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,基本上已是再版多次、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,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!清华MBA核心课程英文版教材由清华大学经济管理学院毛波、刘丽文、朱武祥、朱岩、李东红、李明志、吴志明、钱小军、瞿卫菁等老师审阅,在此一并致谢!

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科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。

清华大学出版社经管事业部

2004.9

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。正如朱镕基总理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,朱镕基总理多次建议清华的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。

赵纯均 教授

清华大学经济管理学院院长
全国工商管理硕士教育指导委员会副主任

About the Authors

Dr. John R. Schermerhorn, Jr., is the Charles G. O'Brien Professor of Management in the College of Business Administration at Ohio University. He earned a Ph.D. in organizational behavior from Northwestern University, after receiving an M.B.A. (with distinction) from New York University, and a B.S. from the State University of New York at Buffalo. He has served as Director of the Center for Southeast Asia Studies at Ohio University and also as on-site Coordinator of Ohio University E.M.B.A. and M.B.A. programs in Malaysia. He was a Visiting Professor of Management at the Chinese University of Hong Kong as well as Visiting Scholar at Liaoning University in China and the Technical University of Wroclaw in Poland. Dr. Schermerhorn has won awards for teaching excellence at Tulane University, the University of Vermont, and Ohio University, where he has been named a University Professor, the university's leading award for undergraduate teaching. He is the author and coauthor of over 50 journal articles, book chapters, and proceedings. His other Wiley books include *Management* (Wiley, Seventh Edition, 2002), *Introducing Management* (Wiley, First Edition, 2000), and *Basic Organizational Behavior* (Wiley, Second Edition, 1998). He received an honorary doctorate from the University of Pecs (Hungary) in recognition of his international contributions to management research and education.

Dr. James G. (Jerry) Hunt is the Paul Whitfield Horn Professor of Management, Trinity Company Professor in Leadership, Professor of Health Organization Management, Director, Institute for Leadership Research, and former department chair of Management, Texas Tech University. He received his Ph.D. and Master's degrees from the University of Illinois, after completing a B.S. (with honors) at Michigan Technological University. Dr. Hunt has coauthored an Organization Theory text and *Basic Organizational Behavior* (Wiley, Second Ed., 1998) and has authored or coauthored three leadership monographs. He founded the Leadership Symposia Series and coedited the eight volumes based on the series. He has presented or published nearly 200 articles, papers, and book chapters, and among his most recent books are *Leadership: A New Synthesis*, published by

Sage, and *Out-of-the-Box Leadership*, published by JAI. The former was a finalist for the Academy of Management's 1993 Terry Distinguished Book Award. Recently, Dr. Hunt received the Distinguished Service Award from the Academy of Management and the Barnie E. Rushing, Jr. Distinguished Researcher Award from Texas Tech University for his long-term contributions to management research and scholarship. He has lived and taught in England and Finland.

Dr. Richard N. Osborn is Board of Governor's Faculty Fellow and Professor of Management in the School of Business Administration, Wayne State University. He has received teaching awards at Southern Illinois University at Carbondale and Wayne State University, and he has also taught at Monash University (Australia), Tulane University, and the University of Washington. He received a D.B.A. from Kent State University after earning an M.B.A. at Washington State University and a B.S. from Indiana University. With over 150 presentations and publications, he is a charter member of the Academy of Management Journals Hall of Fame. Dr. Osborn is a leading authority on international alliances in technology-intensive industries and is co-author of an Organization Theory text and *Basic Organizational Behavior* (John Wiley & Sons, 1995, 1998). He has served as a member of the editorial boards of the *Academy of Management Journal*, *Technology Studies*, *Journal of High Technology Management*, *The Academy of Management Review*, *The Journal of Management* and Editor of International Strategy for the *Journal of World Business*. He is very active in the Academy of Management, having served as divisional program chair and president, as well as the Academy representative for the International Federation of Scholarly Associations of Management. Dr. Osborn's research has been sponsored by the Department of Defense, Ford Motor Company, National Science Foundation, Nissan, and the Nuclear Regulatory Commission, among others. In addition to teaching, Dr. Osborn spent a number of years in private industry, including a position as a senior research scientist with the Battelle Memorial Institute in Seattle, where he worked on improving the safety of commercial nuclear power.

Preface

“Fast!” That’s the word one hears most frequently these days when people describe high performance organizations. “Colorful,” is also what you should think when you look at the cover of this book. And inside its pages, you’ll find an emphasis on what might be called—“Fast and colorful OB.” There is no denying the great opportunities and challenges of our ever-changing and diverse environment. Accordingly, *Organizational Behavior* Eighth Edition has been designed and updated to meet the demanding tests faced by organizations and their members in the emerging 21st century. While retaining the emphasis on the fundamentals of organizational behavior that has characterized past editions, this edition grounds the study of OB in the fast-paced myriad of today’s organizations and careers.

Organizational Behavior Eighth Edition recognizes that the study of organizational behavior is essential for everyone seeking career success in the modern workplace. It doesn’t matter whether that career unfolds in the arena of business, government, education, or public service. It does matter that the individual is prepared to perform in organizations challenged by uncertainty, bound for continuous change, and affected by the forces of high technology.

The goal of this book is to help today’s students become leaders of tomorrow’s organizations. The twenty-first century is here, and its character belongs to everyone who studies with us today. What they do as managers and leaders will not only shape the contributions of the institutions of society, but also fundamentally alter lives around the globe.

Organizations aren’t just fast today, they also increasingly differ from past traditions in their essential forms and characters. We are in an era that values teamwork, entrepreneurship, horizontal structures, knowledge management, virtual organizations, work-life balance, and more. At the same time that borderlines are disappearing in the global economy, functional lines are disappearing within organizations. One has only to read the pages of *The Wall Street Journal*, **F5T**COMPANY Magazine, *Fortune*, *Business Week*, *The Economist*, and other periodicals and local newspapers to realize how dominant and persistent are the forces of continuous change. These changes affect work and education alike.

As management educators, we bear an important responsibility—one that cannot deny that the old ways and standards just aren't good enough anymore. We live, work and learn in a society that expects high performance and high quality-of-work-life to go hand in hand; that considers ethics and social responsibility paramount measures of individual and organizational performance; that respects the talents of workforces increasingly rich in demographic and cultural diversity; and that knows the imprint of globalization.

The eighth edition of *Organizational Behavior* was revised with these realities in mind. Our commitment to organizational behavior and its central role in the learning environment is well illustrated by the “OB Skills Workbook” that is included as an essential component in the textbook. This unique feature has been expanded and enriched based upon the enthusiastic feedback of those using the last edition. The OB Skills Workbook elements, including carefully selected full-text articles in the **WILEY** *Collection*, are further enriched on-line in the student resources section of the book's website—www.wiley.com/college/schermerhorn. Consistent also with feedback on the last edition, we have retained the trim and professional format of the book.

We are convinced that by content and design *Organizational Behavior* Eighth Edition can well serve the needs of your OB course and help to inform and enthuse students who will face the challenges of tomorrow's workplace, not yesterday's. We have written this book for students who want to understand the discipline of OB in full awareness of its practical value and importance to their future careers. And we have written this book to meet the needs of instructors who want to give their students a solid introduction to the discipline, a rich array of alternative learning activities, and a strong emphasis and commitment to skill development.

Organizational Behavior, Eighth Edition is our contribution to the study of a dynamic discipline that becomes increasingly relevant as our society and its institutions rush forward into an uncertain future.

John R. Schermerhorn, Jr.
Ohio University

James G. (Jerry) Hunt
Texas Tech University

Richard N. Osborn
Wayne State University

About This Book

Organizational Behavior, Eighth Edition brings to its readers the solid and complete content core of prior editions, the exciting “OB Skills Workbook,” and many revisions, updates, and enhancements that reflect today’s dynamic times. The book covers the discipline in an orderly progression, but allows for parts and/or chapters to be used out of sequence at the instructor’s prerogative. We do strongly suggest, however, that the first two opening chapters in Part 1: The Environment—Chapter 1, “Organizational Behavior Today,” and Chapter 2, “The High Performance Organization”—be used in sequence to set the context for the course.

Parts 2, 3, 4, and 5 offer the basic building blocks for understanding OB—the study of individuals, groups, organizations, and processes, respectively. In each of these parts, readers will find chapters offering solid coverage of the basic theories and concepts of organizational behavior, along with many examples and guidelines emphasizing their practical application to the 21st century workplace.

■ CHANGES AND UPDATES

In addition to the foundations provided in preceding editions, *Organizational Behavior*, Eighth Edition offers coverage of the following timely topics.

- *Chapter 1: Organizational Behavior Today*—Ethics, intellectual capital, e-commerce, virtual organizations, life-long learning, ethical behavior, social responsibility
- *Chapter 2: High Performance Organizations*—Change and high performance organizations, characteristics and challenges of high performance organizations, organizational learning, building a high performance organization
- *Chapter 3: Global Dimensions of Organizational Behavior*—Regional economic alliances, values and national cultures, cultural relativism, ethical imperialism, expatriate work, global organizational learning

- *Chapter 4: Diversity and Individual Differences*—Workforce diversity, demographic differences, personality differences, valuing and managing diversity
- *Chapter 5: Perception and Attribution*—Perception as an influence in organizational behavior, attribution theory and implications
- *Chapter 6: Motivation and Reinforcement*—Motivation across cultures, motivation and job satisfaction, social learning, behavioral self management, classical and operant conditioning
- *Chapter 7: Human Resource Management Systems*—Human resource management, career planning and development, performance evaluation, reward systems
- *Chapter 8: High Performance Job Designs*—Technology and job design, process reengineering, goal setting and MBO, flexible working hours, telecommuting, part-time work
- *Chapter 9: The Nature of Groups*—Group contributions to organizations, foundations of group effectiveness, group dynamics and decision making
- *Chapter 10: Teamwork and High Performance Teams*—High-performance teams, team building, employee involvement teams, self-managing teams, virtual teams
- *Chapter 11: Basic Attributes of Organizations*—Organizational goals, formal structures and the division of labor, horizontal specialization, coordination, bureaucracy, alternative structures
- *Chapter 12: Strategic Competency and Organizational Design*—Strategy, strategic competency, E-business, learning cycles, and contingency influences of size, information technology, operations technology, environment, and strategy
- *Chapter 13: High Performance Organizational Cultures*—The functions of culture, common assumptions and culture, values and organizational culture, subcultures, culture building through organizational development
- *Chapter 14: Leadership*—Behavioral and contingency theory updates, attribution theory and the new leadership, leadership and high performance organizations
- *Chapter 15: Power and Politics*—Gaining and using power, empowerment, understanding and dealing with organizational politics, organizational politics and self protection
- *Chapter 16: Informational and Communication*—Effective communication, technology and communication, the electronic office, virtual meetings, cultural differences in communication
- *Chapter 17: Decision Making*—Decision-making approaches, garbage can view, judgmental heuristics, creativity, participation, cultural differences
- *Chapter 18: Conflict and Negotiation*—Constructive conflict, conflict management, win-win conflict, distributive negotiation, integrative negotiation
- *Chapter 19: Change, Innovation, and Stress*—Change leadership, continuous change, strategies of change, resistance to change, innovation processes, stress management
- *Module: Research Foundations of OB*—Research designs, working with data, ethical considerations

■ PEDAGOGICAL FEATURES

As always, a primary goal in writing this book is to create a textbook that appeals to the student reader, while still offering solid content. Through market re-

search surveys and focus groups with students and professors, we continue to learn what features worked best from previous editions, what can be improved, and what can be added to accomplish this goal both effectively and efficiently. Participants in focus groups are quite forthcoming about their likes and dislikes. They tell us what works for them and what doesn't. Part of our response is the following list of pedagogical elements that appear in every chapter of *Organizational Behavior, Eighth Edition*.

- *Chapter-Opening Photo Essays* Each chapter opens with a “real world” vignette that is linked to the chapter content. These real-world examples show how people can make a difference in the way organizations operate and offer a visionary stimulus to start students on a voyage of discovery as they examine the content that follows. Internet Web Site addresses encourage further examination of the organizations and people featured in these essays.
- *Study Questions* Following the opening vignette, the chapter focuses the reader's attention through a set of boxed study questions that are tied to both the major headings of the chapter and the concluding summary.
- *Embedded Boxes* Throughout the chapter, embedded boxes illustrate best practices applications. These short and photo enhanced boxes provide concise and relevant examples without disrupting the flow of the text. *Ethics and Social Responsibility, Globalization, High Performance Organizations, Entrepreneurship, Technology, and Workforce Diversity* issues are the themes.
- *OB Across Functions* This edition-timely feature provides in each chapter clear and real examples of how OB plays a role in all aspects of an organization, and in all the various roles and functions that make them work.
- *Annotated margin photos* add variety to the content without breaking up the flow of text. These annotated margin photos provide additional current real-world examples of OB in practice and include recommended Web Site addresses.
- *Effective Manager boxes* are integrated into the text to help ground OB concepts and theories in practical tips and applications. They offer useful action guidelines on topics relevant to skills development and career readiness.
- *Running glossary* The most important and relevant concepts are boldfaced and defined in the margin as key terms. All are included in a comprehensive *glossary* at the end of the book, providing one-stop definitions of all the terms introduced in the book.
- *Margin list identifiers* call out important lists for the reader's attention.
- *Chapter Study Guide* At the end of each chapter is a total learning feature that includes three components to help students consolidate their learning and prepare for quizzes and examinations. A *bullet-list summary* is tied back to the chapter-opening study questions. A *list of key terms*, with page references, links them back to the boldfaced terms in the text and their margin definitions. A chapter *self-test* serves as a built-in study guide, offering multiple-choice, true-false, short response, and applications essay questions. Specifically added at the request of students, the format of the self-tests reflects the types of questions students might be expected to answer on in-class exams. Students can access an interactive version of the self-tests on the Schermerhorn Web Site at www.wiley.com/college/schermerhorn.



■ THE OB SKILLS WORKBOOK

A collection of **FSTCOMPANY** magazine articles, along with numerous *case studies for critical thinking, experiential exercises, and self-assessment inventories* have been contributed by a number of professors of Organizational Behavior throughout the United States and Canada, and assembled in this update of our regular *OB Skills Workbook*. This selection represents a collection of both tried-and-true and unique cases, exercises, and assessments. We have brought them to you in one self-contained section of this book to help you enrich your class sessions. Rather than tie this vast portfolio of choices to specific chapters, we have offered a matrix of choices for you to select from. Most importantly, we have gathered these from colleagues who are known for their innovative teaching.

■ SUPPORT PACKAGE

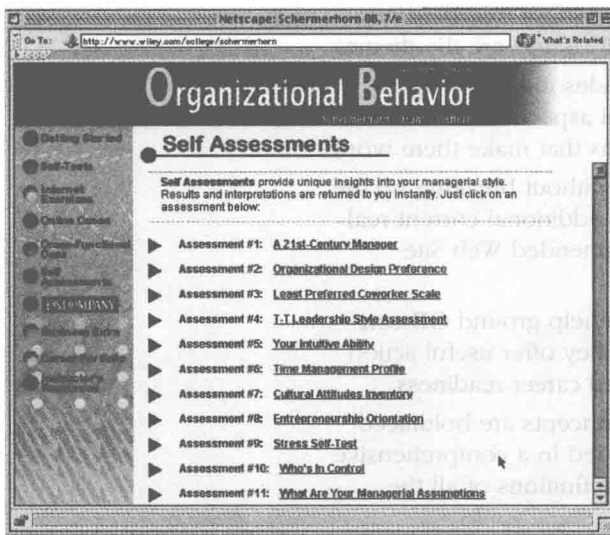
Organizational Behavior, Eighth Edition is supported by a comprehensive learning package that assists the instructor in creating a motivating and enthusiastic environment.

An updated interactive web site contains an incredibly rich variety of student and instructor resources. Students benefit from: Interactive Self-Testing; On-line Student Guide created by Joshua Chanders; On-Line Cases; Cross-Functional On-Line Cases; Interactive Self-Assessments; The **FSTCOMPANY** Collection; and The Career Advancement Portfolio.

Instructor's Resources are rich and substantive, including PowerPoint selections from the Author's Classroom.

The *Cross-Functional Integrating Case* is on Triloggy Software, Inc. This case is timely, hot linked and rich in integrative learning opportunities. Hal Babson of Columbus State Community College has also created an additional *Cross Functional Integrating Case* on Nationwide Insurance which is new to the interactive website for this edition. This case provides links to outside related sources enabling students to be more actively involved in the case as it relates to various aspects of organizational behavior.

An updated *Instructor's Resource Guide* has been prepared by Hal Babson and John Bowen of Columbus State Community College and Murray S. Clinton of Ohio Technical College. This Guide contains numerous resources for each chapter, including Course Development, Sample Assignments and Innovative Instructional Designs; Teaching Suggestions for how to use and integrate the media components; Lecture Outline and Lecture Notes, and much more. All new in this edition's web resources is *The Creative Classroom* by Robert (Lenie) Holbrook of Ohio University. This special resource offers instructors complete support in adding a variety of enrichments to build creative learning opportunities for students. Selections range from social responsibility projects to special in-class exercises and activities.



An expanded and revised *Test Bank* has been prepared by Michael K. McCuddy of Valparaiso University. This supplement includes approximately 125 questions per chapter, which include 75-100 multiple choice questions, 25 True/False questions, and 4 essay questions with suggested responses. The *Computerized Test Bank* is available for IBM and compatible computers, and contains an electronic version of the test bank with full custom test design features.

John Schermerhorn's personal and class-tested *PowerPoint® Slides* are available on the Web Site for downloading and on the Instructor's CD-ROM.

The *Instructor's CD-ROM* features the electronic files for the Instructor's Manual, Test Bank, Computerized Test Bank, and PowerPoint Presentations.

A comprehensive *Video Package* ties directly to the core topics of the text and brings to life real-world examples of organizational behavior in practice. *The Wiley Nightly Business Report-Organizational Behavior Video Series* contains segments from the highly respected Nightly Business Report, which have been selected for their applicability to organizational behavior principles and for their reinforcement of key concepts in the text. Each of the segments is approximately three to seven minutes long and can be used to introduce topics to the students, enhance lecture material, and provide real-world context for related concepts.

Both *WebCT* and Blackboard are supported with *Organizational Behavior, Eighth Edition*. These course management tools facilitate the organization and delivery of course materials on the Web. Joshua Chambers organized the content for these course management systems.

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