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

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BUSINESS ADMINISTRATION CLASSICS

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工商管理经典教材·核心课系列

组织行为学

关键概念、技能与最佳实践

（第4版·注释版）

ORGANIZATIONAL BEHAVIOR

(Fourth Edition)

ngelo Kinicki)
(Robert Kreitner)
著

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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。

此为试读，需要完整PDF请访问：www.ertongbook.com

● 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

preface

In our many years of teaching organizational behavior and management to undergraduate and graduate students in various countries, we *never* had a student say, "I want a longer, more expensive textbook with more chapters." We got the message! Indeed, there is a desire for shorter and less expensive textbooks in today's fast-paced world where overload and tight budgets are a way of life. Within the field of organizational behavior, so-called "essentials" texts have attempted to satisfy this need. Too often, however, brevity has been achieved at the expense of up-to-date examples, artful layout, and learning enhancements. We believe "brief" does not have to mean outdated and boring.

A New Standard

Kinicki and Kreitner's *Organizational Behavior: Key Concepts, Skills & Best Practices,* fourth edition, represents a new standard in OB essentials textbooks. The following guiding philosophy inspired our quest for this new standard: "Create a short, up-to-date, practical, user-friendly, interesting, and engaging introduction to the field of organizational behavior." Thus, in this book, you will find lean and efficient coverage of topics recommended by the accreditation organizations AACSB International and ACBSP conveyed with pedagogical features found in full-length OB textbooks. Among those pedagogical enhancements are current, real-life chapter-opening cases, a rich array of contemporary in-text examples, a strong skills emphasis including Skills & Best Practices boxes throughout the text, at least one interactive exercise integrated into each chapter, an appealing four-color presentation, interesting captioned photos, poignant cartoons, instructive chapter summaries, and chapter-closing Ethical Dilemma exercises.

Efficient and Flexible Structure

The 16 chapters in this text (including the ethics module following Chapter 1) are readily adaptable to traditional 15-week semesters, 10-week terms, summer and intersessions, management development seminars, and distance learning programs via the Internet. Following up-front coverage of important topics—including ethics, international OB, and managing diversity—the topical flow of this text goes from micro (individuals) to macro (groups, teams, and organizations). Mixing and matching chapters (and topics within each chapter) in various combinations is not only possible but strongly encouraged to create optimum teaching/learning experiences.

A Solid Base of Fresh and Relevant Source Material

Wise grocery shoppers gauge the freshness of essential purchases such as bread and milk by checking the sell by dates. So, too, OB textbooks need to be checked for freshness to ensure the reader's time is well spent on up-to-date and relevant theory, research, and practical examples. By our count, **you will find 414 and 329 chapter endnotes dated 2007 and 2008, respectively, indicating a thorough**

updating of this new edition. Additionally, 16 of the chapter-opening cases and 40 of the in-text Skills & Best Practices boxes are from timely 2007 and 2008 material.

A Rich Array of OB Research Insights

To enhance the instructional value of our coverage of major topics, we systematically cite "hard" evidence from five different categories. Worthwhile evidence was obtained by drawing upon the following *priority* of research methodologies:

- *Meta-analyses.* A **meta-analysis** is a statistical pooling technique that permits behavioral scientists to draw general conclusions about certain variables from many different studies. It typically encompasses a vast number of subjects, often reaching the thousands. Meta-analyses are instructive because they focus on general patterns of research evidence, not fragmented bits and pieces or isolated studies.
- *Field studies.* In OB, a **field study** probes individual or group processes in an organizational setting. Because field studies involve real-life situations, their results often have immediate and practical relevance for managers.
- *Laboratory studies.* In a **laboratory study,** variables are manipulated and measured in contrived situations. College students are commonly used as subjects. The highly controlled nature of laboratory studies enhances research precision. But generalizing the results to organizational management requires caution.
- *Sample surveys.* In a **sample survey,** samples of people from specified populations respond to questionnaires. The researchers then draw conclusions about the relevant population. Generalizability of the results depends on the quality of the sampling and questioning techniques.
- *Case studies.* A **case study** is an in-depth analysis of a single individual, group, or organization. Because of their limited scope, case studies yield realistic but not very generalizable results.

荟萃分析 (meta-analysis)
借助统计方法将诸多研究的结果进行综合。

实地研究 (field study)
在实际环境下对变量进行研究。

实验室研究 (laboratory study)
在人为设计的环境中操纵和测量变量。

抽样调查 (sample survey)
抽取部分样本的人群进行问卷调查。

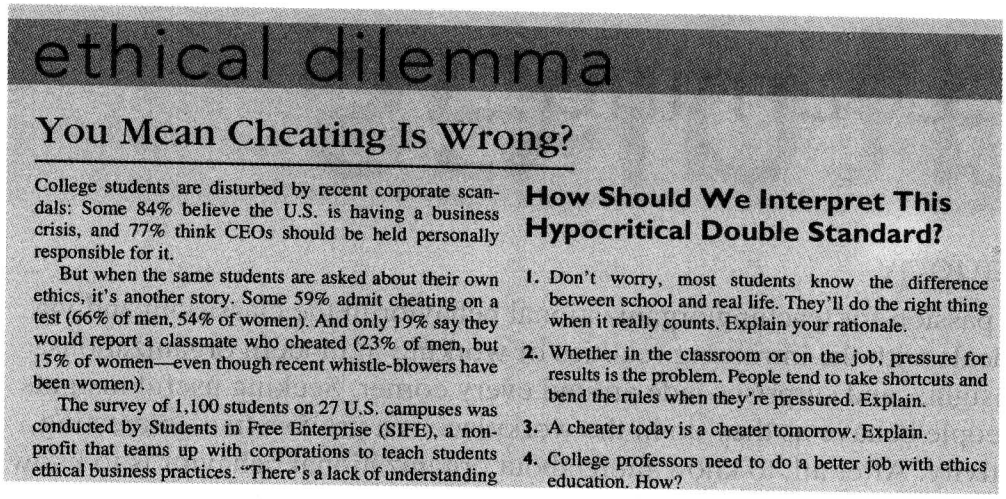
案例研究 (case study)
对一个人、团体或者组织的深入研究。

Emphasis on Ethics in the Fourth Edition

We have continued (and updated) two features from the third edition—a comprehensive module on Ethics following Chapter 1 and an Ethical Dilemma exercise at the end of every chapter—to set a proper moral tone for managing people at work. The 16 Ethical Dilemma exercises raise contemporary ethical issues, ask tough questions, and have corresponding interpretations on our Web site at www.mhhe.com/kinickiob4e.An instructive Group Exercise, "Investigating the Difference in Moral Reasoning between Men and Women," follows the Ethics module. Ten of these dilemmas are new in this edition.

Assurance of Learning Ready

Assurance of learning is an important element of many accreditation standards. *Organizational Behavior: Key Concepts, Skills & Best Practices,* fourth edition is designed specifically to support your assurance of learning initiatives. We accomplish this goal by starting each chapter with a list of learning objectives. We then repeat these objectives in the text at the point they are being discussed. This enables students to focus their reading around the learning objectives. To complete the learning cycle, we then include



ethical dilemma

You Mean Cheating Is Wrong?

College students are disturbed by recent corporate scandals: Some 84% believe the U.S. is having a business crisis, and 77% think CEOs should be held personally responsible for it.

But when the same students are asked about their own ethics, it's another story. Some 59% admit cheating on a test (66% of men, 54% of women). And only 19% say they would report a classmate who cheated (23% of men, but 15% of women—even though recent whistle-blowers have been women).

The survey of 1,100 students on 27 U.S. campuses was conducted by Students in Free Enterprise (SIFE), a nonprofit that teams up with corporations to teach students ethical business practices. "There's a lack of understanding

How Should We Interpret This Hypocritical Double Standard?

1. Don't worry, most students know the difference between school and real life. They'll do the right thing when it really counts. Explain your rationale.
2. Whether in the classroom or on the job, pressure for results is the problem. People tend to take shortcuts and bend the rules when they're pressured. Explain.
3. A cheater today is a cheater tomorrow. Explain.
4. College professors need to do a better job with ethics education. How?

end-of-chapter discussion questions and provide a summary of each learning objective. Every test bank question for *Organizational Behavior: Key Concepts, Skills & Best Practices,* fourth edition is also linked to one of these objectives, in addition to level of difficulty, Bloom's Taxonomy level, and AACSB skill area. *EZ Test,* McGraw-Hill's easy-to-use test bank software, can search the test bank by these and other categories, providing an engine for targeted Assurance of Learning analysis and assessment.

features

Active Learning

Engaging Pedagogy

We have a love and a passion for teaching organizational behavior in the classroom and via textbooks because it deals with the intriguing realities of working in modern organizations. Puzzling questions, insights, and surprises hide around every corner. Seeking useful insights about how and why people behave as they do in the workplace is a provocative, interesting, and oftentimes fun activity. After all, to know more about organizational behavior is to know more about both ourselves and life in general. We have designed this text to facilitate *active* learning by relying on the following learning enhancements:

Chapter-Opening Cases—

For some real-world context, these brief cases use topics that are timely and relevant to actual life situations. The text's Web site also features interpretations for each case.

Hands-On Exercises—

These 16 exercises are included to help readers personalize and expand upon key concepts as they are presented in the text. These exercises encourage active and thoughtful interaction rather than passive reading.

Skills & Best Practices Boxes—

These additional readings and practical application items are designed to sharpen users' skills by either recommending how to apply a concept, theory, or model, or by giving an exemplary corporate application. Students will benefit from real-world experiences and direct skill-building opportunities.

A Dynamic Active Learning Feature for the Fourth Edition—

Sixty-eight Web-based readings and exercises keyed to relevant textual material with OLC (Online Learning Center) logos in the margin are included in the text. Both student-initiated and instructor-assigned access to these enrichment materials will make reading this book an active and robust learning process, rather than the usual passive activity. These Web resources fall into four categories: Test your Knowledge (supplemental readings and quizzes), Self-Assessment Exercises (for greater self-awareness), Group Exercises (for team building), and Manager's Hot Seat Video Applications (for realistic on-the-job experience and skill building). All this material can be easily accessed via the OLC at www.mhhe.com/kinickiob4e—just look for the *Group and Video Resource Manual* link.

Up-to-Date Real-World Examples—

Nothing brings material to life better than in-text examples featuring real companies, people, and situations. Hundreds of examples, including organizations such as Southwest Airlines, DaimlerChrysler, Seagate Technology, Baptist Health Care, US Marine Corp., Procter & Gamble, and General Electric, permeate the text.

Chapter Summaries—

This section includes responses to the learning objectives in each chapter, making it a handy review tool for all users.

Discussion Questions—

Focused and challenging, these questions help facilitate classroom discussion or review material.

Ethical Dilemmas—

These 16 exercises raise contemporary ethical issues, ask tough questions, and have corresponding interpretations on the Online Learning Center at www.mhhe.com/kinickiob4e.

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Instructor supplements

Organizational Behavior 4e gives you all the support material you need for an enriched classroom experience.

Instructor's Resource Guide

The Instructor's Manual is a creative guide to understanding organizational behavior. It combines traditional elements of instructor's manuals with newer features such as teaching tips throughout the lecture outline, additional discussion ideas for the chapter opening cases, note pages for the PPT slides, a matrix from the Group & Video Resource Manual on how to incorporate Test Your Knowledge features, Self-Assessment Exercises, Group Exercises, and Manager Hot Seat Video Applications, answers to Discussion Questions and End of Chapter material, and much more. Each element will assist the instructor and students in maximizing the ideas, issues, concepts, and important organizational behavior approaches included in each chapter. We'd like to thank Mindy West of Arizona State University for helping us update our Instructor's Guide.

简明目录

第 1 部分　全球经济下的人员管理

第 1 章　需要：以人为本的管理者与工作场所 …… (2)
第 2 章　组织文化、社会化和导师制 …… (22)
第 3 章　开发全球化的管理者 …… (48)

第 2 部分　个体管理

第 4 章　了解社会知觉，管理多元化 …… (72)
第 5 章　重视个体差异：自我概念、人格、态度和情绪 …… (102)
第 6 章　动机Ⅰ：需求、职位设计、内在动机和满意度 …… (130)
第 7 章　动机Ⅱ：公平、期望和目标设定 …… (160)
第 8 章　利用反馈、奖励和积极强化提升绩效 …… (186)

第 3 部分　社会过程管理与决策

第 9 章　有效的群体和团队合作 …… (210)
第 10 章　决　策 …… (234)
第 11 章　冲突管理与谈判 …… (262)

第 4 部分　组织过程管理

第 12 章　数字时代的沟通 …… (284)
第 13 章　影响、权力和政治：组织生存急救箱 …… (312)
第 14 章　领　导 …… (332)

第 5 部分　演进中的组织的管理

第 15 章　高效组织的设计 …… (364)
第 16 章　变革管理与组织学习 …… (386)

contents

Preface i

Active Learning iv

Instructor vi

Part One
Managing People in a Global Economy 1

Chapter One
Needed: People-Centered Managers and Workplaces 2

Managers Get Results with and through Others 5

SKILLS & BEST PRACTICES: The Effective Manager's Skill Profile 6

The Field of Organizational Behavior: Past and Present 8

SKILLS & BEST PRACTICES: Hiring Decisions Deliver Quality at Four Seasons 11

New Directions in OB 13

SKILLS & BEST PRACTICES: Social Capital a Must in Development Projects 15

SKILLS & BEST PRACTICES: Web 2.0 Requires Management 2.0 18

Chapter Two
Organizational Culture, Socialization, and Mentoring 22

Organizational Culture: Definition and Context 24

Dynamics of Organizational Culture 25

SKILLS & BEST PRACTICES:Williams-Sonoma's Espoused Values Focus on Employees, Customers, Shareholders, Ethical Behavior, and the Environment 26

SKILLS & BEST PRACTICES: The Mayo Clinic's Market Culture 31

SKILLS & BEST PRACTICES: Developing Stories That Have Impact 35

The Organizational Socialization Process 36

HANDS-ON EXERCISE: Have You Been Adequately Socialized? 40

Embedding Organizational Culture through Mentoring 41

SKILLS & BEST PRACTICES: Building an Effective Mentoring Network 44

Chapter Three
Developing Global Managers 48

Developing a Global Mind-Set 51

HANDS-ON EXERCISE: How Strong Is Your Potential for Ethnocentrism? 54

SKILLS & BEST PRACTICES: Two Global Managers 55

Becoming Cross-Culturally Competent 55

SKILLS & BEST PRACTICES: Learning to Navigate a High-Context Culture 61

Preparing for a Foreign Assignment 62

SKILLS & BEST PRACTICES: Key Cross-Cultural Competencies 65

Part Two
Managing Individuals 71

Chapter Four
Understanding Social Perception and Managing Diversity 72

A Social Information Processing Model of Perception 74

SKILLS & BEST PRACTICES: Demonstrating That You're Ready to Do Business 81

Causal Attributions 82

Defining and Managing Diversity 85

HANDS-ON EXERCISE: What Are the Strategies for Breaking the Glass Ceiling? 91

SKILLS & BEST PRACTICES: Retaining Older Workers 94

Organizational Practices Used to Effectively Manage Diversity 95

SKILLS & BEST PRACTICES: Mutual Adaptation Draws Women to Principal Financial 98

Chapter Five
Appreciating Individual Differences: Self-Concept, Personality, Attitudes, and Emotions 102

Focusing on the "Self" 104

HANDS-ON EXERCISE: How Good Are You at Self-Monitoring? 111

Personality Dynamics 111

SKILLS & BEST PRACTICES: Why We Procrastinate and How to Get Busy 113

SKILLS & BEST PRACTICES: Build Your Stamina and Get More Done 115

SKILLS & BEST PRACTICES: Fitness Isn't Just about Your Body Anymore 121

OB Gets Emotional 123

SKILLS & BEST PRACTICES: Developing Emotional Intelligence 125

Chapter Six
Motivation I: Needs, Job Design, Intrinsic Motivation, and Satisfaction 130

The Fundamentals of Employee Motivation 132

Motivating Employees through Job Design 135

SKILLS & BEST PRACTICES: Steps for Applying the Job Characteristics Model 140

Cultivating Intrinsic Motivation 142

SKILLS & BEST PRACTICES: Motivation at Massachusetts Medical Society 143

HANDS-ON EXERCISE: Are You Intrinsically Motivated at Work? 146

Job Satisfaction 147

HANDS-ON EXERCISE: How Satisfied Are You with Your Present Job? 148

Motivational Challenges 153

SKILLS & BEST PRACTICES: Helping Employees Live by Their Values 156

Chapter Seven
Motivation II: Equity, Expectancy, and Goal Setting 160

Adams's Equity Theory of Motivation 162

SKILLS & BEST PRACTICES: Fair Pay 167

HANDS-ON EXERCISE: Measuring Perceived Fair Interpersonal Treatment 168

Expectancy Theory of Motivation 169

SKILLS & BEST PRACTICES: The Right People in the Right Place at McWhinney 173

Motivation through Goal Setting 174

SKILLS & BEST PRACTICES: Managerial Actions for Enhancing Goal Commitment 180

Putting Motivational Theories to Work 180

Chapter Eight
Improving Performance with Feedback, Rewards, and Positive Reinforcement 186

Providing Effective Feedback 189

SKILLS & BEST PRACTICES: Feeding Young Workers' Hunger for Feedback 190

HANDS-ON EXERCISE: Measuring Your Desire for Performance Feedback 191

SKILLS & BEST PRACTICES: Correcting the Workplace "Jerk" 192

Organizational Reward Systems 195

SKILLS & BEST PRACTICES: Best Practices for Recognition and Rewards 199

Positive Reinforcement 199

SKILLS & BEST PRACTICES: How to Effectively Shape Job Behavior 205

Part Three
Managing Social Processes and Making Decisions 209

Chapter Nine
Effective Groups and Teamwork 210

Fundamentals of Group Behavior 212

SKILLS & BEST PRACTICES: Big Foote Music Weathers the Storm 216

Teams, Trust, and Teamwork 219

SKILLS & BEST PRACTICES: Eight Factors That Lead to Successful Team Collaboration 221

HANDS-ON EXERCISE: How Autonomous Is Your Work Group? 225

SKILLS & BEST PRACTICES: Overcoming Barriers to Knowledge Sharing in Virtual Teams 228

Threats to Group and Team Effectiveness 228

SKILLS & BEST PRACTICES: How to Prevent Groupthink 229

Chapter Ten
Making Decisions 234

Models of Decision Making 236

SKILLS & BEST PRACTICES: How Good Leaders Exercise Judgment 238

Decision-Making Biases 241

Dynamics of Decision Making 243

HANDS-ON EXERCISE: What Is Your Decision-Making Style? 249

SKILLS & BEST PRACTICES: Crafting an Innovative Culture 252

Group Decision Making 252

HANDS-ON EXERCISE: Assessing Participation in Group Decision Making 253

SKILLS & BEST PRACTICES: Accelerating Decisions at Hewlett-Packard 257

Chapter Eleven
Managing Conflict and Negotiating 262

A Modern View of Conflict 264

SKILLS & BEST PRACTICES: Only Healthy Conflict Allowed in Staubach Company's Game 267

Major Forms of Conflict 267

HANDS-ON EXERCISE: Workplace Incivility: Are *You* Part of the Problem? 269

SKILLS & BEST PRACTICES: How to Deal with Personality Conflicts 270

SKILLS & BEST PRACTICES: How to Build Cross-Cultural Relationships 273

Managing Conflict 273

Negotiating 278

SKILLS & BEST PRACTICES: Negotiating Your Salary 279

Part Four
Managing Organizational Processes 283

Chapter Twelve
Communicating in the Digital Age 284

Basic Dimensions of the Communication Process 286

SKILLS & BEST PRACTICES: Managing Gossip and Rumors 289

Interpersonal Communication 292

HANDS-ON EXERCISE: What Is Your Business Etiquette? 293

SKILLS & BEST PRACTICES: Advice to Improve Nonverbal Communication Skills 297

Communication in the Computerized Information Age 301

SKILLS & BEST PRACTICES: What Your Intranet Should Offer 303

Chapter Thirteen
Influence, Power, and Politics: An Organizational Survival Kit 312

Influencing and Persuading Others 314

SKILLS & BEST PRACTICES: How a Winning Coach Obtains Commitment 316

Social Power and Empowerment 317

HANDS-ON EXERCISE: How Much Power Do You Have? 319

SKILLS & BEST PRACTICES: From Teammate to Manager: Taking Charge 320

SKILLS & BEST PRACTICES: Participative Management at Linden Lab 322

Organizational Politics and Impression Management 323

SKILLS & BEST PRACTICES: How to Keep Organizational Politics within Reasonable Bounds 328

Chapter Fourteen
Leadership 332

What Does Leadership Involve? 334

Trait and Behavioral Theories of Leadership 335

SKILLS & BEST PRACTICES: Peter Drucker's Tips for Improving Leadership Effectiveness 339

Situational Theories 339

The Full-Range Model of Leadership: From Laissez-Faire to Transformational Leadership 345

SKILLS & BEST PRACTICES: Leadership through Business Decencies 348

SKILLS & BEST PRACTICES: Experimenting with Leadership 350

Additional Perspectives on Leadership 350

HANDS-ON EXERCISE: Assessing Your Leader–Member Exchange 352

Part Five
Managing Evolving Organizations 363

Chapter Fifteen
Designing Effective Organizations 364

Organizations: Definition and Dimensions 366

SKILLS & BEST PRACTICES: Managing a Wide Span 368

Organization Design in a Changing World 370

SKILLS & BEST PRACTICES: How to Manage Geographically Dispersed Employees 374

The Contingency Approach to Designing Organizations 374

HANDS-ON EXERCISE: Mechanistic or Organic? 375

Striving for Organizational Effectiveness 379

SKILLS & BEST PRACTICES: How Citigroup Organized to Serve Big Customers 382

Chapter Sixteen
Managing Change and Organizational Learning 386

Forces of Change 388

Models of Planned Change 391

SKILLS & BEST PRACTICES: Refreezing Change at Lloyd's 392

SKILLS & BEST PRACTICES: Navigating a Turnaround at Circuit City 395

Understanding and Managing Resistance to Change 399

HANDS-ON EXERCISE: Does Your Commitment to a Change Initiative Predict Your Behavioral Support for the Change? 402

Creating a Learning Organization 404

SKILLS & BEST PRACTICES: Lessons about How the Brain Learns 408

PHOTO CREDITS 412

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