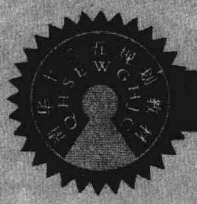

美国商学院原版教材精选系列

PEARSON

组织行为学

理解与管理

（第5版）

Understanding and Managing Organizational Behavior

Fifth Edition

清华大学出版社
北　京

EISBN: 978-0-13-205703-5

Original edition, **Understanding and Managing Organizational Behavior** by **Jennifer M. George, Gareth R. Jones**, published by Pearson Education, Inc., publishing as Prentice Hall, Copyright ©2008.

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English reprint edition published by PEARSON EDUCATION ASIA LTD. and TSINGHUA UNIVERSITY PRESS, Copyright ©2011.

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图书在版编目（CIP）数据

组织行为学：理解与管理= Understanding and Managing Organizational Behavior：英文 /（美）乔治（George, J. M.），（美）琼斯（Jones, G. R.）著. --北京：清华大学出版社，2011.1
（美国商学院原版教材精选系列）
ISBN 978-7-302-24214-7

Ⅰ. ①组… Ⅱ. ①乔… ②琼… Ⅲ. ①组织行为学—高等学校—教材—英文 Ⅳ. ①C936

中国版本图书馆 CIP 数据核字(2010)第 231093 号

责任编辑：徐学军
责任印制：杨 艳

出版发行：清华大学出版社 **地 址**：北京清华大学学研大厦 A 座
http://www.tup.com.cn **邮 编**：100084
社 总 机：010-62770175 **邮 购**：010-62786544
投稿与读者服务：010-62776969, c-service@tup.tsinghua.edu.cn
质 量 反 馈：010-62772015, zhiliang@tup.tsinghua.edu.cn
印 刷 者：清华大学印刷厂
装 订 者：三河市新茂装订有限公司
发 行 者：全国新华书店
开 本：203×260 **印张**：46.5
版 次：2011 年 1 月第 1 版 **印 次**：2011 年 1 月第 1 次印刷
印 数：1~5000
定 价：72.00 元

产品编号：039911-01

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管理经验和掌握经济理论前沿动态的需要，清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书，基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材，绝大部分是该领域中较具权威性的经典之作。在选书的过程中，我们得到了很多专家、学者的支持、帮助和鼓励，在此表示谢意！

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

我们期望这套影印书的出版对我国经济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

英/双语教学的成功路径与商科英文原版教材的效用

（代序）

在我国高校，用英语或双语教授专业课程（以下简称：英/双语教学）始于改革开放引进热潮，历经30年，虽发展不快，仍在缓慢推进。20世纪80年代，改革开放后留学归来的教育界学者们不仅引进了各学科先进的研究成果，也随之引进了西方高校的教材。以清华大学出版社为领军的国内出版社适时地引进了西方优秀教材的影印版，推动了一些高校开始在专业课程中开展英/双语教学。2007年以来，国家教育质量工程专设的"国家高校双语教学示范课程建设点"的评定项目被视为政府教育发展的政策风向标，正有力地推动着高校英/双语教学的发展。

但对英/双语教学的必要性，我国高校内部一直争议不断。争议首先围绕着中国人用英语教学的必要性。在公认英语是目前世界通用语言的前提下，英/双语教学的必要性取决于我国高校师生是否有必要及时汲取世界最新的知识和研究成果。答案是不言而喻的。况且英/双语教学省却了翻译过程，可以避免常见的信息减损和曲解问题。不过，信息发布者——教师的英语演讲能力和信息接收者——学生的英语解读能力不足又成为开展英/双语教学的障碍。因而常见的反对意见是，开展英/双语教学，课堂教学内容就会缩水，因为讲授者和听众都得花费精力和时间解译内容。如此看来，我国开展英/双语教学的高校教师必须应对挑战，洞察在我国现有条件下用英文原版教材开展英/双语教学的利和弊，并找到可行的扬长避短的路径。

在经济开放和全球化的大趋势推动下，我国中小学英语教学分量加重，英语普及程度逐年提高，高校新生的英语基础愈益扎实；教师的英语能力也随着师资的新陈代谢而日见增强。这一趋势无疑在为英/双语教学营造越来越有利的条件。尽管如此，不同于以英语为主要语言或官方语言的一些国家，英语在我国的普及率仍较低。在青少年中，英语的普及程度和英语应用能力还仅处于初级水平；高校中能用英语演讲的教师尚属少数，且熟练程度还有待大幅提高。这样的师生英语基础，使得英/双语教学面临巨大的挑战。

同时，在多数的中国高校课堂里，教学任务多被视为逐章讲解某本教材的内容。本土中文教材通常是400～500页的32开本，含理论框架、主要知识点、计算方法和习题，但案例和故事不在其中，多由教师在讲解时添加，以演示和诠释理论要点。迄今仍然普遍盛行的"填鸭式"、"满堂灌"的传统教学法侧重于传授知识，从多数评教指标可见，只要学生感觉教师讲得精彩、有条理、能解惑，就算教学成功。

而引进的国外教材篇幅通常较长，16开大本，500~800页。习惯于上述传统教学法和评价标准的人们自然会产生一个疑问：在有限的课时内，这么厚的教材，怎么讲得完？其实，发达国家多数高校对学生阅读量的要求远远大于我国高校（即使是中文课本和资料），名校更是如此。它们的教材不仅涵盖理论框架和基本概念，而且富含长短不一、详简各异的演示性案例、故事和大量习题，总之它便于学生自学。课堂讲解只占一半课时，其余课时常被用于师生讨论和互动。于是，教师的讲解主要是勾勒理

论框架，阐释重点和难点，还需针对事先布置的阅读资料和讨论题，引导学生展开讨论。可见，大厚本的教材适合于能力培训教学法。两者相辅相成，致力于调动学生的主动性：他们必须大量阅读和思考，才能在课堂上有上好的表现，真正成为学习的主人。结果，他们的能力获得了必要和切实的磨炼。

由此可见，英/双语教学不只是教学语言的改变，它可以达到三重效用：传授专业知识；传授英语知识；同时训练专业方法和英语的应用技能。也因此，一些非英语国家的高校不惜成本，开展英/双语教学，使用与之相配的教材。对我国高校来说，要想成功开展英/双语教学，恐怕首先需要改变传统的教育思想和教学方法。换言之，如果高校想要使教育、教学接近世界先进水准，用英文原版影印教材开展英/双语教学是有效的途径。

迄今为止，原版英文教材的缺点也很明显。鉴于发达国家的作者是以其母国为背景，多数教材不涉及中国国情。教师必须在教学中紧密结合中国国情，提供相关案例、资料和思考讨论题，适时引导师生思辨现有理论的普适性，激励师生发现和创作适合我国国情的经济学、管理学、营销学规律。在我国作者编写和出版足量的优质英文教材之前，这些额外的工作必须由开展英/双语教学的教师来承担。

古今中外，成才之士都乐于阅读和探索，而这种氛围却在当今我国的大学校园里愈见淡化。加之中国学生相对薄弱的英语基础，目前英/双语教学仍面临很大的挑战："填鸭式"的讲授与之相悖；仅靠课堂讲授和互动也很难奏效。但如能培养学生阅读和探索真理的兴趣，并营造一个全方位的孵化温床或生态环境，英/双语教学是有望成功的。根据能力培育过程的所需，这个生态环境包含师生对教育、教学的共识，好学求知的校风，富有挑战和师生互动的课堂教学，从课外讲座、项目操作到校园竞赛等第二课堂活动，便于师生交流的校园互联网等。

要做到这些，教师亟待与时俱进。随着师资的年轻化和高学历化，如今年轻教师的英语基础更好。但逆水行舟，不进则退。英语能力的进退取决于使用频率的多寡，其实英/双语教学过程既是加强英语使用、提高英语能力，也是汲取世界新知的最佳机会。不过，这一过程通常比用汉语教学的付出大得多，且因学生也需成倍地付出，英/双语教学的课程不容易像汉语教学课程那样容易在短期内获得学生的好评。因此给予英/双语教学的教师足够的激励成为生态环境的首要组成部分；缺乏对教师的足够激励，上述英/双语教学的生态环境就无法营造。

诚然，在教育体制和环境不够理想的情况下，教师和学生仍然有个人自训和奋斗的条件。英语原版教材影印版在我国的出版和更新就是对英/双语教学的及时支持。清华大学出版社近期又有一批英文原版影印教材出版，相信必将更进一步推动英/双语教学的发展。如今，已有一些本土高校的教师与英语国家的教师合著英文教材；在可见的将来，还会有中国教师编写发行到世界各地的英文教材。总之，及时用好英文原版影印教材，编写优质的英文教材是我国高校教师的历史责任。

愿英/双语教学的师资队伍愈益壮大，愿英/双语教学更加有力地推动我国教学方法与国际接轨，愿我国高校各级学生在英/双语教学中受益良多，茁壮成长！

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Preface

Our challenge in revising *Understanding and Managing Organizational Behavior* has been to incorporate and integrate the latest advances in theorizing and research and provide a thorough and contemporary account of the factors that influence organizational behavior. Importantly, we strived to convey this knowledge to students in a very readable, applied, hands-on format to increase their understanding and enjoyment of the learning process.

Our intention has been to provide students with the most readable, succinct account of organizational behavior on the market. To accomplish this we have only drawn on the theories and concepts that have received the most empirical research support and acceptance by the academic community.

Once again, in terms of the way our book is organized, Chapter 1 discusses contemporary organizational behavior issues and challenges; it also provides an approach to understanding and managing organizational behavior that sets the scene for the rest of the book. In Part One, "Individuals in Organizations," we underscore the many ways in which people can contribute to organizations and how an understanding of factors such as personality, emotional intelligence, creativity, and motivation can help organizations and their members channel effort and behavior in ways that promote the achievement of organizational objectives and the well-being of all organizational stakeholders including employees. Chapters 2, 3, and 4 provide extensive coverage of personality, emotional intelligence, mood and emotion, values and ethics, and the proactive management of diversity; importantly, we link these factors to important behaviors and determinants of organizational effectiveness. Chapter 5 conveys the variety of ways in which organizational members can and do learn, with a new emphasis on continuous learning through creativity.

Our treatment of the important issue of work motivation is divided into two chapters. In Chapter 6, we provide an integrated account of work motivation and the latest development in motivation theory and research. Chapter 7 then focuses on how to create a motivating work environment through job design, organizational objectives, and goal setting. Chapter 8 addresses the changing nature of the employment relationship and the implications of factors such as outsourcing, pay differentials, boundaryless careers, and values for motivation and performance. Lastly, in Chapter 9, we focus on the very real stressors people face, how they can be effectively managed, and how to find a balance between work and other aspects of life. Overall, Part One reflects both contemporary theorizing and research and the challenges and opportunities facing organizations and their members.

In Part Two, "Group and Team Processes," we bring together the many ways in which organizational members work together to achieve organizational objectives, the challenges they face, and how to achieve real synergies. Chapters 10 and 11 focus on the key factors that lead to effective work groups and teams. Chapter 12 provides an updated treatment of leadership, particularly transformational leadership in organizations. Chapter 13 contains our discussion of power, politics, conflict, and negotiation. In Chapter 14, we discuss how the latest developments in information technology have changed the nature of communication in and between organizations. The final chapter in this part, Chapter 15, provides updated coverage of decision making, knowledge management, and innovation.

Part Three, "Organizational Processes," separates our treatment of organizational structure and organizational culture to allow for an integrated treatment of organizational culture and to underscore the importance of ethics. Chapter 16 focuses on organizational design, structure, and control and the factors that affect important organizational design choices. Chapter 17 presents an integrated treatment of organizational culture and ethical behavior. It focuses on the informal and formal social processes in organizations that affect the ways people behave, the sources of organizational culture, including organizational ethics, and the nature, causes, and consequences of ethical behavior. We also discuss the factors that can lead to unethical behavior. Finally, Chapter 18 provides updated coverage of organizational change and development to reflect current realities in the very dynamic environment in which organizations operate.

The combined result of all the changes we have made to our book is a fresh approach that builds on our cutting-edge coverage of organizational behavior topics and issues that our users have appreciated in prior editions. For students, we provide a treatment of organizational behavior that allows for self-assessment because it (1) is comprehensive, integrated, and makes important theories and research findings accessible and interesting to them; (2) is current, up-to-date, and contains expanded coverage of significant contemporary issues including ethics, diversity, globalization, and information technology; (3) uses rich, real-life examples of people and organizations to bring key concepts to life and provide clear managerial implications; and, (4) is experiential and applied. Our end-of-chapter experiential exercises contained in "Exercises in Understanding and Managing Organizational Behavior" give students the opportunity to catch the excitement of organizational behavior as a fluid, many-faceted discipline, and they allow students to develop and practice their own skills.

Pedagogical Structure

We believe that no other organizational behavior textbook has the sheer range of learning features for students that our book has. These features—some integrated into the text and some at the end of each chapter or part—engage students' interest and facilitate their learning of organizational behavior. The overall objective of these features is to help instructors actively involve their students in the chapter content.

What's New In This Edition

In response to the positive comments and support of our users and reviewers we have continued to refine and build upon the major revisions we made to the last edition of our book. The revised edition of *Understanding and Managing Organizational Behavior* mirrors the changes that are taking place in the world today, both on a global dimension, and in terms of the ways the changing nature of work is affecting organizational behavior.

First, we have extended our coverage of ethics, ethical behavior, and social responsibility because of the continuing controversies and scandals that have involved a growing number of well-known companies in the 2000s. We have more in-depth coverage of ethics both in terms of new content areas within chapters and in the many kinds of company examples we use to illustrate what organizations can do to curb individual self-interest and promote ethical organizational behavior. Many specific issues such as ethical dilemmas, ethical leadership, building a socially responsible culture, and the role of ethics officers are now included in the new edition.

Second, the increasing globalization of business and diversity of the workforce has led us to extend our coverage of the many opportunities and challenges globalization and diversity pose for understanding and managing organizational behavior today. In addition, we develop a new theme in this edition of global crisis management, which is carried on throughout the book. A new section in Chapter 1 defines the nature of natural, man-made, and geopolitical crises. Then in subsequent chapters specific organizational behavior issues are discussed in detail, such as problems in creating teams in crisis situations, crisis leadership issues, and communication and decision-making problems that arise under crisis. Finally, many of the *New York Times* cases at the end of each chapter were chosen because they help provide further insights into global and diversity themes developed in the chapters.

Third, this edition continues to be the leader in describing the multitude of ways in which continuing advances in information technology are affecting all aspects of behavior in organizations. We have expanded our already extensive coverage of the ways in which digital and wireless communication is transforming how people perform their jobs, how teams function, and how organizations achieve their goals. The continuing advances made by organizational behavior scholars and researchers as they develop new and improved theories and models to explain why and how people and teams behave as they do has led us

to modify, update, and refine our coverage of many different aspects of organizational behavior. Concepts like personality, trust, creativity, mood, emotion, continuous learning, justice, virtual teams, transformational leadership, telecommuting, and knowledge management are now found in the central research areas of organizational behavior.

Finally, a major focus of this edition has been to build and extend the experiential exercises and instructor-support materials that come with our text. We have refined many of these exercises and now provide new *New York Times* cases at the end of each chapter. These articles provide instructors with the opportunity to discuss organizational behavior issues that are currently in the news. In addition, other experiential exercises can be found in the instructor's manual.

Teaching Support

Instructor's Resource Center

At www.prenhall.com/irc, instructors can access a variety of print, media, and presentation resources available with this text in downloadable, digital format. Registration is simple and gives you immediate access to new titles and new editions. As a registered faculty member, you download resource files and receive immediate access and instructions for installing Course Management content on your campus server.

If you ever need assistance, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit www.247.prenhall.com for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available to adopting instructors (for detailed descriptions, please visit www.prenhall.com/irc):

- **Instructor's Resource Center with PPTs and TestGen test-generating software (available on the IRC Online or on CD-ROM**—CD-ROM ISBN: 0-13-239460-X)
- **Printed Instructor's Manual has been revised and includes inclusion of experiential exercises**—ISBN: 0-13-239459-6
- **Printed Test Item File has been completely updated and accuracy-checked**—ISBN: 0-13-239458-8
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Student Supplements

Companion Website: www.prenhall.com/george is where students can access chapter quizzes and a student version of the PowerPoint Presentations.

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Acknowledgments

Finding a way to coordinate and integrate the rich and diverse organizational behavior literature is no easy task. Neither is it easy to present the material in a way that students can easily understand and enjoy, given the plethora of concepts, theories, and research findings. In writing *Understanding and Managing Organizational Behavior*, we have been fortunate to have the assistance of several people who have contributed greatly to the book's final form. We are very grateful to David Parker, our editor, and Denise Vaughn, assistant editor, for providing us with timely feedback and information from professors and

reviewers that have allowed us to shape the book to meet the needs of its intended market; and to Kevin Holm, production editor, for ably coordinating the book's progress. We also appreciate the word-processing and administrative support of Patsy Hartmangruber, Texas A&M University, and Elaine Morris, of Rice University.

We are very grateful to the many reviewers and colleagues who provided us with detailed feedback on the chapters and for their perceptive comments and suggestions for improving the manuscript. A special thank you goes to the following professors who gave us feedback during the development of the 5th edition:

Nathan Podsakoff, University of Florida

Tracey Rockett, University of Texas at Dallas

Hannah Rothstein, Baruch College

Joseph Santora, New Jersey Institute of Technology

We would also like to acknowledge the following professors who have reviewed previous editions of our book:

Cheryl Adkins, Longwood University

Deborah Arvanites, Villanova University

Robert Augelli, University of Kansas

Regina Bento, University of Baltimore

Alicia Boisnier, University of Buffalo

Robert Bontempo, Columbia University

W. Randy Boxx, University of Mississippi

Dan Brass, Pennsylvania State University

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Russell Coff, Washington University

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Betty Velthouse, University of Michigan Flint

Susan Washburn, Stephen F. Austin State University

Robert Whitcomb, University of Wisconsin Eau Claire

Frank Wiebe, University of Mississippi

Thanks are also due to Ken Bettenhausen, University of Colorado at Denver; David Bowen, Thunderbird; and Art Brief, University of Utah.

Finally, we are grateful to two incredibly wonderful children, Nicholas and Julia, for being all that they are and the joy they bring to all who know them.

J.M.G.-G.R.J.

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