

Managing Behavior in Organizations

Fifth Edition

组织行为学

· 第5版 ·

[美] 杰拉尔德·格林伯格
Jerald Greenberg

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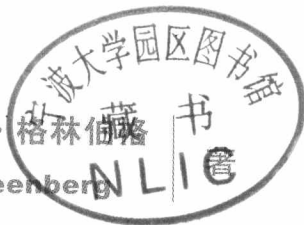
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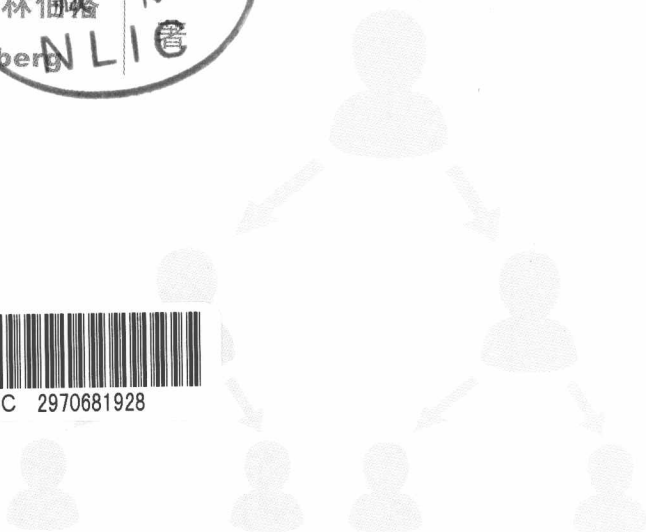
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Preface

NEW TO THE FIFTH EDITION

Specific details regarding updates to the fifth edition can be found later in the Preface. However, highlights of changes include:

- New chapter-opening cases for all 14 chapters.
- Brand new feature—Back to the Case—which shows students how the chapter material relates to the opening case.
- Updated organizational examples in the Winning Practices sections throughout the text.
- Updated corporate examples of concepts throughout the text.
- Additional coverage of personality in Chapter 3.
- Additional coverage of emotions in Chapter 4.

As this book goes to press, the world is struggling to cope with fallout from a “perfect storm” of human frailties that has led it to the brink of financial disaster. Although economists surely would offer a more statistically sophisticated analysis, to me, the financial crisis reflects the inherent irrationality and imperfect nature of individuals, groups, and the organizations in which they work. Here, I speak of the arrogance and greed of some corporate executives (of several venerable brokerage firms), investors’ seemingly blind faith in individuals trusted as experts (securities analysts), and the collective belief that ostensibly risky investments (financial instruments backed by subprime mortgages) would be safe. History has revealed otherwise.

Although I am shaken by this crisis as a citizen of the planet, the scientist within me cannot help but marvel at what it reveals about the stunning complexity of human behavior in the workplace. It showcases precisely why, in the final analysis, it is people more than anything else that make the ultimate difference in organizations. As such, it reinforces our ongoing investment in developing the rich tapestry of *organizational behavior* (or *OB*, as it’s commonly called) as a field to study and to apply. And of course, it also illustrates precisely what makes grappling with these complexities so worthwhile.

ABOUT THIS BOOK

The fifth edition of *Managing Behavior in Organizations* does not promise to shed light on the world’s financial state, or even to address finances at all. However, it will leave readers with a good understanding of the factors that lead us to make seemingly irrational decisions, that promote our trust in others, and that make us greedy (or, at least, willing to try to get away with greedy behavior). These dynamics, and scores of others covered in this book, are useful not only for understanding financially motivated behavior but for shedding light on a myriad of situations people are likely to face on a daily basis in their work lives. To say, then, that its approach is broad would be an understatement. The book covers vast, and vitally important, territory because so too does the field on which it reports.

This, together with the brevity of this book (relative to traditional, hardcover books that are twice as long), makes it apparent that it's not intended to provide an in-depth account of the field of OB. Instead of covering every surface of the field's terrain, this book simply offers a tour of the scientific and practical highlights of OB housed in a succinct package. It gets "right to the point" by focusing on essential concepts and practices that students *really* must know. Fortunately, the thousands of students to whom I have taught this material over the years have done a fine job (albeit sometimes with painful bluntness) of letting me know precisely what is wheat and what is chaff. It was with an eye toward answering their proverbial question, "What's the most important stuff?" that I wrote this book.

For Whom Is This Book Intended?

This book is aimed squarely at readers who have no special background or training in the social sciences. It is designed to be read by students taking their first class in organizational behavior, organizational psychology, or management. Specifically, these readers include:

- Undergraduate students (in both two-year and four-year colleges)
- MBA students, and those in related masters-level programs
- Practicing managers and executives in corporate training programs

Readers who know nothing about this topic needn't be afraid of using this book. Instead, they should welcome the fact that it is aimed at them and that it promises to keep them from making such a proclamation of ignorance by the time they finish it. Everybody has to start learning a topic somewhere, and this book is designed to provide this foundation for the field of OB. Indeed, it is a designed to be a stand-alone guide to the essentials of OB.

Still, some professors who've assigned previous editions of this book to their classes have chosen to supplement it with additional materials such as cases, exercises, and readings that reflect their own particular approach to teaching OB. That is completely understandable. In fact, rather than attempting to be an all-inclusive package that dictates precisely what and how to teach, this book offers instructors the ultimate in flexibility. Whether an instructor is teaching OB using the case method, an experiential approach, a seminar format, distance learning, or a traditional series of lectures, students must recognize, understand, and appreciate the essentials of OB as a practical and scientific field. Regardless of the mode of delivery, it is necessary for students to understand the basics of the field. In a nutshell, this book is designed to provide that understanding.

A Balanced Approach to Research, Theory, and Practice

Many textbooks take a particularly narrow approach to whatever field they are describing. In the field of OB, some texts focus primarily on research and theory whereas others focus primarily on managerial practice. Some promise "strategic" approaches and still others offer "international" orientations. In my opinion, these skewed orientations are misleading and do readers a disservice insofar as they fail to reflect the true nature of the field of OB.

By its very nature, OB is a deliberate blend of all these things—an applied science in the truest sense. And, this carefully balanced orientation is reflected in this book. Accordingly, I have prepared this book such that readers will come away with a firm understanding of *what* should be done—and what currently *is* being done—to improve the functioning of organizations and the satisfaction of people who work in them, as well as the research and theory that accounts for *why* these practices are effective.

This balanced orientation is reflected on each page of the book, but let me offer a few examples to make it clear what I mean. Take Chapter 6, on motivation. Here, my treatment of the various classic theories of motivation is framed in terms of the central practical question: How do you motivate employees? The same may be said for Chapter 12 on culture, creativity and innovation. Here, readers come away with not only a basic understanding of the concepts of culture and creativity, but also the very practical matter of how to promote a culture in which creativity abounds. Virtually every chapter captures this dual allegiance to theory and practice.

Because OB is a field predicated on sound scientific research, I used the occasion of revising this book as an opportunity to highlight specific examples of the research that OB scholars conduct. This edition of the book contains several accounts of OB research to help students understand the nature of this craft. In each such instance, I describe the question the researchers were attempting to answer, how they went about finding the answer, and what the findings reveal about the question they raised. A graph (the “talking graphics” to which I refer below) highlights and explains the findings in a manner that ties them back to the question of interest. By stripping away all the technical details, my descriptions of contemporary OB research are designed to be not only informative, but importantly, interesting as well.

These accounts of OB research are designed to give students a good idea of *how* scientists come to understand behavior in organizations. I believe that it is important to describe some scientific studies not only as an end in themselves, but to emphasize the key point that there is a sound scientific basis for the useful advice offered by OB practitioners; it is not a field predicated simply on what appears to be common sense. “Some” is the operative word here. Rather than making the book too laborious by explaining research support behind every point, I have sprinkled a few well-chosen examples of OB research throughout this book selectively, wherever they appeared to offer the greatest value.

KEEPING ABREAST OF THE SHIFTING LANDSCAPE

Keeping up with the ever-changing world of organizations is a full-time job. I know, because it's mine. As a researcher, consultant, educator, and author, I spend my working hours probing into the world of organizational behavior, which at cocktail parties I have been known to define as the field that explains “what makes people tick” on the job (I've already learned better than to say that I'm an OB doctor!). In the almost four decades I have studied, taught, and written in this field, my standard cocktail party line has not changed (much to the chagrin of my wife), although the field surely has.

Several of the topics we regarded as central while I watched the Watergate hearings have faded into the background as others have gained prominence. Research findings I took for granted when my hair covered my ears like headphones are seen in

a new light today, when I consider myself fortunate to have hair at all. And, those organizations in which I applied my knowledge while wearing my best double-knit polyester slacks have undergone dramatic transformations—if, like those pants, they still even exist. Such core issues as what people do, how and why they do it, and even where they do it, are more important than ever today, but they cannot be understood from the lava lamp mentality of the 1970s.

New Topics Covered

Importantly, to understand truly the world of organizations today, we must seriously consider changes in organizational theory and practice that were made since the previous edition of this book was published. Taken together, sweeping changes in the economy, technology, and the world's new political realities have revolutionized the functioning of organizations and the ways people work within them. Any reasonable effort to characterize the world of OB must reflect these rapid advances. Indeed, keeping abreast of such changes is both the challenge and the joy of writing textbooks in this field. Finding a sufficiently stable terrain about which to write amidst an ever-shifting landscape is my ongoing mission in revising this book. It was with an eye toward chronicling the most current thinking about the state of the field of OB that I prepared this book. As a result, it contains topics that are completely new to this edition as well as material that was presented in different contexts or with different emphases in earlier editions. Specifically, here is just a sampling of topics that are new or greatly expanded in the fifth edition of this book: multifoci approach to justice (Chapter 2), emotional intelligence (Chapter 4), preferential and nonpreferential affirmative action (Chapter 5), executive compensation (Chapter 6), ideals (Chapter 7), battling rumors at Coca-Cola (Chapter 8), person sensitivity bias (Chapter 10), perspectives on management innovation (Chapter 12), strong vs. weak organizational cultures (Chapter 12), and the Sarbanes-Oxley Act as a force for organizational change (Chapter 14).

These additions, and many others, reflect growing interest in these topics in recent years. They were guided by informal feedback from professors and students using the previous edition of this book, formal feedback by reviewers, as well as my own assessment of what's happening in the field of OB. I resisted the temptation to include the latest fads. To have done otherwise would have triggered a departure from my mission of focusing on the essentials—in addition to dating the book prematurely and diminishing its usefulness for readers. As such, changes in content were made only where warranted.

Newly Organized Chapters

In the time since the fourth edition of this book was published, the field has witnessed vast growth in the field of emotions. I have added coverage to this topic by devoting half of Chapter 4 to it and now blending it with coverage of stress, with which it is connected conceptually and empirically. In so doing, I also was able to add more new material to the discussion of personality in Chapter 3, which also has seen a great deal of growth in recent years.

All New Chapter-Opening Cases: “Making the Case for . . .”

Unlike most other brief OB texts, this book includes a chapter-opening case that introduces and leads into the material. Entitled *Making the Case for . . .*, it is designed

to do precisely what the name implies—to describe a real organizational case that foreshadows and suggests the importance of the material in each chapter. Although such cases are more commonly found in full-featured OB texts than in brief ones, I included them here because they play the vital pedagogical function of establishing the relevance of the topic. And, insofar as the true importance of OB may be found in the insight it provides into real organizational situations, these cases play a critical role in conveying the nature of the field.

In my quest to keep the book as current as possible, *each of these 14 cases is brand-new to this edition*. These reflect a broad range of organizations, including giant corporations (American Express, Chapter 3), startup firms (Better Place, Chapter 9), retail organizations (Costco, Chapter 6), wholesale organizations (AmerisourceBergen, Chapter 12), government organizations (NASA, Chapter 13), and even professional athletics organizations (National Basketball Association, Chapter 4; NASCAR, Chapter 7).

New Feature: “Back to the Case”

Just as each chapter begins with a brand new case, it also ends with an opportunity for students to apply the material in the chapter to analyzing that case. These sections, entitled *Back to the Case*, consist of questions that call for identifying concepts, applying theories, recommending practices, suggesting ways of overcoming limitations, and/or otherwise attempting to draw connections between the opening case and the chapter material. In short, this new feature encourages students to think about the text in ways that bring it to life. With the bread of these chapter-closing exercises and chapter-opening cases, each chapter’s meaty contents is now filling in a tempting but still good-for-you sandwich.

COMMITMENT TO PEDAGOGICAL FEATURES

It would be a mistake to take this book’s diminutive size as an indication that it is short on pedagogical features. This could not be farther from the truth. In fact, its package of pedagogical features is stronger than ever.

Enhanced and Thoroughly Updated Company Examples

In this book, it is not only the chapter-opening cases, but organizational examples sprinkled throughout that reflect the varied nature of OB in today’s organizations. Within each chapter, readers will find many examples of organizational practices that illustrate the substantive points being made. This represents my deliberate attempt to bring OB to life by showing how it is used in organizations.

This is particularly apparent in the special boxed section entitled *Winning Practices* that appears in each chapter. These sections call readers’ attention to current organizational practices that illustrate one or more key OB concepts from each chapter. They provide close-up examples of specific ways in which organizations have been using OB principles to improve a wide variety of different aspects of organizational functioning.

Of course, it is neither practical nor appropriate to devote such close attention to all organizational practices. In many cases, I illustrate the connections between OB concepts and organizational practices in the form of separate tables (e.g., Table 10.1 listing examples of successful strategic examples in organizations, and Table 9.3,

offering team success stories). These tables supplement many examples of company practices presented as brief mentions or descriptions within the text or in bullet points. Importantly, to illustrate that OB is applicable to a broad array of organizations, the examples range from references to giant companies well known for their sensitivity to OB principles (e.g., General Electric) to tiny startups that are struggling to gain traction.

I also should note that I have gone out of my way to ensure that the company examples I give in this book are accurate and applicable to the points being made, at least at press time. Given how rapidly today's companies change names due to mergers or simply go out of business, researching these updates has been a time-consuming and sometimes eye-opening exercise when considering that we're talking about the comings and goings of once venerable organizations. CellularOne became Cingular, but is now AT&T; Barclays purchased (for now, at least) the bankrupt Lehman Brothers; and DaimlerChrysler is now back to being the separate companies Daimler and Chrysler, as they were only 10 years earlier. And although the once competing satellite radio giants Sirius and XM have merged, they now face a more formidable enemy—a rocky economy that has kept people from buying new cars (where the vast majority of satellite radios are installed), thereby shrinking the pool of potential new subscribers.

And as if this scorecard isn't enough of a mess, I shudder to think of the number of once-aspiring startups whose names I had to delete because they no longer exist. I suspect that by the time you read this some of these changes will be history as well. This is unfortunate, but inevitable, of course; but if nothing else, it underscores my point about the ever-changing nature of organizations (as chronicled in Chapter 14).

Enhanced Tables and Illustrations

This book is more richly illustrated and full of descriptive tables than its predecessors—and most other brief books in this field. I have incorporated these features into this edition because I am convinced that charts and diagrams help students understand and remember ideas that otherwise get camouflaged in the body of the text. I don't take tables and figures lightly. Over the years, my students have always expressed their appreciation for exhibits that capture the essence of ideas and key points, leading me to ensure that the ones in this book are as useful as possible.

New tables have been added, and where beneficial, previous ones have been updated and/or clarified. I am particularly fond of juxtaposing points to help make them salient. So, for example, in making the point in Chapter 14 about how the Sarbanes-Oxley Act has led to organizational change, I prepared a table (Table 14.2) to compare various business practices before and after passage of the act. Likewise, in Table 3.5, I describe what it takes for 360-degree feedback to be successful and juxtapose these points with the corresponding consequences of not following these suggestions. Many more such tables may be found in this book. This, I believe, highlights the point better than might be done in a paragraph or two in the text by making the core points salient.

Likewise, I am fond of using diagrams to illustrate (literally) my points, just as I might sketch them on a board for students. In this book, however, these can be more elaborate and are rendered far more artistically. For example, to clarify the nature of nature and nurture in the formation of personality, and the joint roles of personality and situations as determinants of behavior in Chapter 3, I illustrate these ideas graphically in Figures 3.1 and 3.2.

Also noteworthy among this book's graphics are figures using "*talking graphics*." These are graphs summarizing the findings of OB studies in a manner that highlights the key conclusions to be drawn from them. By reinforcing the points made in both the figure captions and the body of the text itself, these diagrams are useful for helping the findings of OB research "pop out" before the reader, thus greatly facilitating interpretation. Of course, more visually oriented learners will find these especially beneficial.

Return of Popular Pedagogical Features

Back by popular demand are several of the most highly regarded pedagogical features from the previous edition of this book. These features, found in each chapter, are as follows:

- **Learning Objectives.** At the beginning of each chapter, readers are provided a list of six specific things they should be able to do after reading that chapter. These all begin with action words such as "define," "describe," "identify," and "distinguish." These learning objectives highlight exactly what readers can expect to get out of each chapter.
- **Three Good Reasons Why You Should Care About. . . .** Understandably, today's busy students may be prone to challenge the relevance of material, asking what value it has to them. Assuming that students are most receptive to learning about topics that have some recognizable benefits to themselves, these sections begin each chapter by indicating precisely why readers should care about the topic at hand.
- **You Be the Consultant.** These brief sections describe a hypothetical organizational problem and then challenge readers to draw on the material to find ways of solving it. This simple exercise is designed to bring the material to life by getting students to think about how each chapter's material may be applied to practical organizational problems.

I also have retained in each chapter the two skills-based exercises that were so popular in earlier editions of this book. These are as follows:

- **Self-Assessment Exercise.** These exercises are designed to provide readers insight into key aspects of their own individual attitudes and/or behavior relevant to the material covered.
- **Group Exercise.** These are hands-on experiences requiring the joint efforts of small groups of students to help illustrate or to promote thinking about key phenomena described in the text.

These exercises can be an important part of students' learning experiences. They not only expose students to some of the phenomena described in the text on a first-hand basis, but they also stimulate critical thinking about those phenomena. Of equal importance, they offer fascinating insights into oneself and the OB phenomena under consideration.

TEACHING AND LEARNING AIDS

This book is accompanied by a very helpful set of materials to aid both students and instructors. These teaching aids and learning aids were prepared especially for this book.

Companion Website for Students

Students reading this book will benefit greatly by using special features found in its Companion Website: <http://www.pearsonhighered.com/Greenberg/>.

- **Learning Objectives** Each chapter includes six specific learning objectives. These are things students should be able to do (e.g., key concepts to recognize and understand) after reading each chapter. Readers should find these useful both *before* studying a chapter, by cluing them to things to look for while reading, and *after* studying a chapter, by providing a checklist of key points covered.
- **Interactive Study Guide** The book's Companion Website also includes a set of test questions based on the material appearing in each chapter. The questions are of three different types: multiple-choice, true-false, and essay. To make these effective as a study aid, feedback on these tests is provided instantly. Also, to stimulate thinking about each question, helpful "hints" are just a mouse-click away.

ACKNOWLEDGMENTS: SOME SINCERE WORDS OF THANKS

Writing a book such as this is an endeavor one cannot undertake alone. Acknowledging this, I welcome the opportunity to thank the many hard-working reviewers, publishing professionals, and colleagues whose efforts have made this book possible.

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In conclusion, I wish to thank the many kind and dedicated professionals throughout the world who have supported my work in many ways over the past few years as I wrote this book—most importantly, by providing the intellectual environments that promoted my own learning about OB. This includes colleagues and students in the United States at the Ohio State University, and the RAND Corporation's Institute for Civil Justice; in Australia, at the University of Queensland; in New Zealand, at the University of Otago; and in Singapore, at the National University of Singapore. To have worked with students and colleagues at these fine institutions has been a privilege that has enriched me as a scholar, teaching me a great deal about OB both intellectually and experientially. To have the backing of such a generous cast of teachers, researchers, and practitioners is something I don't take for granted. I can only hope the scores of individuals involved are well aware of my gratitude.

Jerald Greenberg

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