

<<组织行为学>>

图书基本信息

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### 内容概要

本书是美国最畅销的组织行为学教科书之一，被全球500多所大学选作教材，受到世界各地管理学界师生和企业界管理者的好评。

本版在保持了以前版本优点的基础上，增加了许多新的内容，如增加了“情绪和心境”一章，增加了对于影响工作满意度要素的讨论，增加了个人与组织匹配的新内容，并且内容更加实际，几乎每个概念和理论都有现实中的故事来诠释和注解。

本书内容经典，篇幅适中，非常适合作为我国高校的双语教学教材，也可作为企业管理人员在职学习和培训用书

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## 章节摘录

The Individual in the Organization Reinforcement Theory A counterpoint to goal-setting theory is reinforcement theory. The former is a cognitive approach, proposing that an individual's purposes direct his or her action. In reinforcement theory, we have a behavioristic approach, which argues that reinforcement conditions behavior. The two are clearly at odds philosophically. Reinforcement theorists see behavior as being environmentally caused. You need not be concerned, they would argue, with internal cognitive events; what controls behavior are reinforcers—any consequence that, when immediately following a response, increases the probability that the behavior will be repeated. Reinforcement theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she takes some action. Because it does not concern itself with what initiates behavior, it is not, strictly speaking, a theory of motivation. But it does provide a powerful means of analysis of what controls behavior, and it is for this reason that it is typically considered in discussions of motivation. We discussed the reinforcement process in detail in Chapter 2. Although it's clear that so-

called reinforcers like pay can motivate people, it's just as clear that for people the process is much more complicated than stimulus-response. In its pure form, reinforcement theory ignores feelings, attitudes, expectations, and other cognitive variables that are known to impact behavior. In fact, some researchers look at the same experiments that reinforcement theorists use to support their position and interpret the findings in a cognitive framework. Reinforcement is undoubtedly an important influence on behavior, but few scholars are prepared to argue that it is the only influence. The behaviors you engage in at work and the amount of effort you allocate to each task are affected by the consequences that follow from your behavior. For instance, if you're consistently reprimanded for outproducing your colleagues, you'll likely reduce your productivity. But your lower productivity may also be explained in terms of goals, inequity, or expectancies. Equity Theory Jane Pearson graduated last year from the State University with a degree in accounting. After interviews with a number of organizations on campus, she accepted a position with a top public accounting firm and was assigned to their Boston office. Jane was very pleased with the offer she received: challenging work with a prestigious firm, an excellent opportunity to gain valuable experience, and the highest salary any accounting major at State was offered last year—\$4,550 a month. But Jane was the top student in her class; she was articulate and mature and highly expected to receive a commensurate salary. Twelve months have passed since Jane joined her employer. The work has proved to be as challenging and satisfying as she had hoped. Her employer is extremely pleased with her performance; in fact, she recently received a \$200-a-month raise. However, Jane's motivational level has dropped dramatically in the past few weeks. Why? Her employer has just hired a fresh college graduate out of State University, who lacks the 1-year experience Jane has gained, for \$4,800 a month—\$50 more than Jane now makes! It would be an understatement to describe Jane in any other terms than irate. Jane is even talking about looking for another job. Jane's situation illustrates the role that equity plays in motivation. Employees make comparisons of their job inputs (for example, effort, experience, education, competence) and outcomes (for example, salary levels, raises, recognition) relative to those of others. We perceive what we get from a job situation (outcomes) in relation to what we put into it (inputs), and then we compare our outcome-input ratio with the outcome-input ratio of relevant others.

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