



10 e Organizational  
Behavior

HEPFLRIEGEL & SLOCUM

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# Organizational Behavior

TENTH EDITION

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To Jill, Kim, and Lori (DH)  
Christopher, Bradley, and Jonathan (JWS)

# PREFACE

This edition, our tenth, represents a milestone. When the first edition was published in 1976, we never dreamed of a tenth edition. With each edition, we have pursued the enduring goal of presenting the fundamentals of organizational behavior along with contemporary concepts, issues, and practices in the field. A second, more specific, goal for this edition is to engage students fully as active learners; to help them develop the competencies they will need to become successful employees, professionals, managers, and/or leaders—a lifelong endeavor. A third goal is to present timely real-life examples to encourage and support student learning.

As with previous editions, achieving these goals for the tenth edition required a number of revisions. For example, in response to suggestions from users, each chapter has been carefully revised to become more focused and concise, resulting in a more learner-friendly presentation for those studying organizational behavior. Two chapters, Power and Political Behavior and Job Design, not considered to be essential in a foundation course, were dropped. For interested adopters, these two chapters are available to students on the CD-ROM that accompanies this textbook and through the authors' Web site at <http://hellriegel.swlearning.com>. Other revisions in this edition are noted throughout this Preface.

The effective management and leadership of organizations requires the thoughtful application of competencies related to the behavior of people at work. Few, if any, of the dramatic challenges facing organizations can be handled effectively without a good understanding of human behavior—both of oneself and others. Highly motivated and committed employees and managers are central to organizational success and effectiveness. Organizations fail or succeed, decline or prosper because of people—what people do or fail to do every day on the job. Effective organizational behavior is the bedrock on which effective organizational action rests. Long-term competitive advantage comes from the rich portfolio of individual and team-based competencies of an organization's employees, managers, and leaders.

## OUR MAP TO YOUR LEARNING

Our map to guide your active learning of the fundamental concepts of and competencies in organizational behavior is outlined in this section and revealed in greater detail in Chapter 1.

## FOUNDATION COMPETENCIES

Throughout the book, we develop seven foundation competencies that are essential to your future effectiveness as an employee, a professional, a manager, and/or a leader. In Chapter 1 we develop these seven foundation competencies in some detail, setting the stage for continuously weaving them into the various topics discussed in the book and the applications that support them. Here we briefly identify and describe them.

- The *managing self competency* involves the overall ability to assess your own strengths and weaknesses, set and pursue professional and personal goals, balance work and personal life, and engage in new learning—including new or modified knowledge, skills, behaviors, and attitudes.
- The *managing communication competency* involves the overall ability to use all the modes of transmitting, understanding, and receiving ideas, thoughts, and feelings—verbal listening, nonverbal, written, electronic, and the like—for accurately transferring and exchanging information and emotions.

- The *managing diversity competency* involves the overall ability to value unique individual and group characteristics, embrace such characteristics as potential sources of organizational strength, and appreciate the uniqueness of each individual.
- The *managing ethics competency* involves the overall ability to incorporate values and principles that distinguish right from wrong in making decisions and taking action.
- The *managing across cultures competency* involves the overall ability to recognize and embrace similarities and differences among nations and cultures and then approach relevant organizational and strategic issues with an open and curious mind.
- The *managing teams competency* involves the overall ability to develop, support, facilitate, and lead groups to achieve organizational goals.
- The *managing change competency* involves the overall ability to recognize and implement needed adaptations or entirely new transformations in people and the tasks, strategies, structures, or technologies in their areas of responsibility.

We provide a wide range of action learning opportunities for you to develop your competencies. These opportunities include self-assessment instruments, exercises, cases, and discussion questions. Self-assessment instruments provide benchmarks against which you can gauge your competencies independently and to compare your competency levels with those of other students and even practicing managers. The Professional Competencies Self-Assessment Inventory in the *Developing Competencies* section at the end of Chapter 1 is one such application. You must be able to assess accurately your levels of proficiency in each of the seven foundation competencies and then begin to develop action plans for improving your potential as an effective employee, professional, manager, and/or leader. In this book, we provide action learning features to help you in your journey.

### CHAPTER-OPENING PREVIEW CASES

Each chapter opens with a Preview Case with the focus on a person, team, or organization. Their purpose is to engage you in the focus of the chapter. Typically, they illustrate effective or ineffective applications of one or several of the foundation competencies. Within the chapter, there are references to how the Preview Case illustrates particular concepts or practices. Fifteen of the 16 Preview Cases are new to this edition.

### IN-CHAPTER COMPETENCY BOXES

Each chapter typically includes four boxed features that relate to one of the seven competencies, paralleling the chapter's themes and topics. They provide insights, examples, and applications to help you develop your competencies. For a quick insight into how these competency-based features are used, see Chapter 1. We have retained and updated some, but most of the features are new to this edition.

- *Competency: Managing Self*—Of the 11 boxed features, 10 are new to this edition. In addition, much of Chapter 2, Understanding Individual Differences, and Chapter 3, Understanding Perceptions and Attributions, are devoted to the development of this competency.
- *Competency: Managing Communication*—Of the 13 boxed features, 10 are new to this edition. In addition, Chapter 12, Fostering Interpersonal Communication, is devoted to the development of this competency.
- *Competency: Managing Diversity*—Of the 4 boxed features, 2 are new to this edition. We incorporated the diversity dimension into a number of the other boxed features, Preview Cases, and end-of-chapter Developing Competencies feature. In addition, several chapters have major sections on diversity.

- *Competency: Managing Ethics*—Of the 7 boxed features, 6 are new to this edition. In addition, several chapters have sections on ethical concepts and issues. For example, Chapter 13, *Making Decisions in Organizations*, stresses ethical foundations for the decision-making process.
- *Competency: Managing Across Cultures*—Of the 12 boxed features, 9 are new to this edition. In addition, across culture issues are woven into the text of several chapters. For example, Chapter 12, *Fostering Interpersonal Communication*, has sections on cultural barriers and cultural differences that hinder effective communication.
- *Competency: Managing Teams*—Of the 10 boxed features, 6 are new to this edition. In addition, Chapter 8, *Managing Teams*, is devoted to the development of this competency.
- *Competency: Managing Change*—Of the 7 boxed features, 6 are new to this edition. In addition, Chapter 16, *Guiding Organizational Change*, is devoted to the development of this competency.

### END-OF-CHAPTER DEVELOPING COMPETENCIES

In addition to the competency features within each chapter, we end each chapter with *Developing Competencies* exercises, questionnaires, or cases—31 in all, 14 of which are new to this edition. Those retained and revised, as appropriate, were favorites that worked well for students and faculty in the past. Thirty of the 31 exercises, questionnaires, or cases focus on a particular competency. The comprehensiveness of the Professional Competencies Self-Assessment Inventory in the *Developing Competencies* section of Chapter 1 resulted in our decision to include only this one inventory. The end-of-chapter *Developing Competencies* features provide an additional means for your active engagement in the development of your professional competencies and to deepen your understanding of the many facets of each competency.

### SELF-ASSESSMENT INSTRUMENTS

We present self-assessment instruments that typically focus on one or more of the foundation competencies throughout the book. They are aimed at helping you gain self-insights, readily learn concepts, identify issues, and effectively lead others. These instruments provide insights for further sharpening your strengths, overcoming your weaknesses, and, in general, developing your competencies in order to become more effective. Examples of these self-assessment instruments presented in each chapter and in the end-of-chapter *Developing Competencies* section include the following.

- Ethical Practices Questionnaire (Chapter 1)
- Professional Competencies Self-Assessment Inventory (Chapter 1)
- Big Five Personality Questionnaire (Chapter 2)
- Women as Managers (Chapter 3)
- What Is Your Self-Efficacy? (Chapter 4)
- What Do You Want from Your Job? (Chapter 5)
- Goal-Setting Questionnaire (Chapter 6)
- Determining Your Stress Level (Chapter 7)
- A Self-Assessment of Type A Personality (Chapter 7)
- Team Assessment (Chapter 8)
- Team Empowerment Questionnaire (Chapter 8)
- Conflict Handling Styles (Chapter 9)
- What Is Your Leadership Style? (Chapter 10)
- Transformational Leadership (Chapter 11)
- Interpersonal Communication Practices (Chapter 12)
- The Polychronic Attitude Index (Chapter 12)
- Ethical Intensity of Selected Behaviors (Chapter 13)

- Ethical Assessment of a Decision (Chapter 13)
- Inventory of Effective Design (Chapter 14)
- Assessing Ethical Behaviors in an Organization (Chapter 15)
- What Do You Value at Work? (Chapter 15)
- Are You Ready to Change? (Chapter 16)

### END-OF-CHAPTER DISCUSSION QUESTIONS

We again present *Discussion Questions*, typically 8 to 10 in number, at the end of each chapter. They are designed to prompt you to learn and relate concepts, models, and competencies to your own experiences or to the competency features presented in the chapter. Many questions also trigger self-insight and reflection, thus further promoting the learning of chapter content.

### END-OF-BOOK INTEGRATING CASES

Ten integrative cases appear at the end of the book, of which six are new to this edition. Each case requires students to develop their ability to draw from a variety of concepts presented throughout the book. We have used the cases in a variety of classroom settings and found them to challenge students understanding of the materials. The cases can be easily linked to the seven basic foundation competencies that are woven into the text throughout the book or used to assess students understanding of a specific chapter.

### ENRICHING WEB SITE

A Web site at <http://hellriegel.swlearning.com> complements and enriches the text, providing many extras for both you and your instructor. Resources include interactive quizzes, cases, downloadable ancillaries, and links to useful sites, online publications, and databases.

### ENRICHING CD-ROM

The CD-ROM packaged with every copy of the book provides a detailed self-assessment tool for you to use and to reuse as your competencies mature. Individual ratings can be compared with those of practicing professionals as well as with those of other students, leading to additional insights and the spurring of targeted development. Video, glossaries, and links to online resources complete this collection of technology-based tools and content.

### LEARNING FRAMEWORK

The framework for learning about organizational behavior and developing competencies is fully presented in a major section entitled *Learning Framework* in Chapter 1. Here we briefly outline this framework.

- Chapter 1 introduces and develops each of the seven foundation competencies and our learning framework.
- Part I, Individuals in Organizations, includes Chapters 2–7 and focuses on the behavior of individuals, especially in organizations.
- Part II, Team and Leadership Behaviors, includes Chapters 8–12 and focuses on how individuals, managers, and leaders influence others as well as how they can develop their competencies.
- Part III, The Organization, includes Chapters 13–16 and focuses on both internal and external factors that influence individual, team, and organizational decisions and behaviors.

Our learning framework for introducing students to organizational behavior is to move from the individual level to the team level to the organizational level. However, the chapters are written to stand alone, which allows material to be covered in any order desired by the instructor. At the end of the book, we include the usual Author Index, and Subject and Organization Index. Throughout the book, we present Internet addresses of featured organizations. By visiting these Web sites, students can develop a deeper understanding of the challenges now facing organizations in a highly competitive, global economy.

## SUPPLEMENTS

A full range of teaching and learning supplements is available for use with the tenth edition of *Organizational Behavior*.

### INSTRUCTOR'S MANUAL (ISBN 0-324-15687-1)

Written by Michael K. McCuddy of Valparaiso University, the Instructor's Manual contains comprehensive resource materials for lectures, including enrichment modules for enhancing and extending relevant chapter concepts. It presents suggested answers for all end-of-chapter discussion questions. It includes notes on using end-of-chapter *Developing Competencies* exercises, questionnaires, and cases, including suggested answers to case questions, and notes for the integrating cases. Finally, it contains a guide to the videos available for use with the text.

### TEST BANK (ISBN 0-324-15670-7)

Written by Bert Morrow of Birmingham-Southern College, the Test Bank contains almost 4,000 questions from which to choose. A selection of true/false, multiple choice, short essay, and critical-thinking essay questions are provided for each chapter. Questions are categorized by difficulty level, by learning objective, and according to Bloom's taxonomy. Cross-references to material in the textbook, where answers can be found, are also included. Explanations are provided for why statements are false in the true/false sections.

A computerized version of the Test Bank is available upon request. **Exam View® Pro (ISBN 0-324-17675-9)**, an easy-to-use test-generating program, enables instructors to quickly create printed tests, Internet tests, and online (LAN-based) tests. Instructors can enter their own questions, using the word processor provided, and customize the appearance of the tests they create. The QuickTest wizard permits test generators to use an existing bank of questions to create a test in minutes, using a step-by-step selection process.

### STUDY GUIDE (ISBN 0-324-15671-5)

Written by Roger D. Roderick of University of Arkansas-Fort Smith and Georgia M. Hale of Iowa State University, the Study Guide contains learning objectives, chapter outlines with ample room for student note taking, practice questions (both directed and applied), and answers to all practice questions.

### INFOTRAC COLLEGE EDITION

With InfoTrac College Edition, students can receive anytime, anywhere online access to a database of full-text articles from hundreds of popular and scholarly periodicals, such as *Newsweek*, *Fortune*, *Entrepreneur*, *Journal of Management*, and *Nation's Business*, among others. Students can use its fast and easy search tools to find relevant news and

analytical information among the tens of thousands of articles in the database—updated daily and going back as far as 4 years—all at a single Web site. InfoTrac is a great way to expose students to online research techniques, with the security that the content is academically based and reliable. An InfoTrac College Edition subscription card is packaged free with new copies of *Organizational Behavior*, tenth edition. For more information, visit <http://www.infotrac-college.com>.

## VIDEOS

A video library is available to users of the tenth edition to show how real organizations and leaders deal with real organizational behavior issues. A tape of *Video Cases* (ISBN 0-324-17676-7) illustrates how various companies cope with a range of issues. A *Video Cohesion Case* is included on the CD-ROM that accompanies this book and features Horizons Companies, a provider of multimedia, video, Web development, branding, and marketing services, with three locations (Columbus, Ohio; San Diego; and Nashville) and eight divisions, including its own record label. A comprehensive video guide appears in the Instructor's Manual, with supporting case material and notes for each video segment. *CNN Video: Management and Organizations* (ISBN 0-324-13495-9) features 45 minutes of short segments from CNN, the world's first 24-hour all-news network, available on VHS cassette to use as lecture launchers, discussion starters, topical introductions, or directed inquiries.

## POWERPOINT™ PRESENTATION SLIDES (AVAILABLE ONLINE AT [HTTP://HELLRIEGEL.SWLEARNING.COM](http://hellriegel.swlearning.com))

Developed by Michael K. McCuddy, of Valparaiso University, and prepared in conjunction with the Instructor's Manual, more than 225 PowerPoint slides are available to supplement course content, adding structure and visual dimension to lectures.

## MANAGEMENT POWER! POWERPOINT SLIDES (ISBN 0-324-13380-4)

Management Power! is a CD-ROM of PowerPoint slides covering 14 major management and organizational behavior topics: communication, control, decision making, designing organizations, ethics and social responsibility, foundations of management, global management, human resources, innovation and change, leadership, motivation, planning, strategy, and teams. These easy-to-use, multimedia slides can easily be modified and customized to suit individual preferences.

## INSTRUCTOR'S RESOURCE CD-ROM (ISBN 0-324-15686-3)

Key instructor ancillaries (Instructor's Manual, Test Bank, Exam View, and PowerPoint slides) are provided on CD-ROM, giving instructors the ultimate tool for customizing lectures and presentations.

## EXPERIENCING ORGANIZATIONAL BEHAVIOR (ISBN 0-324-07352-6)

An innovative new product, *Experiencing Organizational Behavior*, is a totally online collection of Web-based modules that uses the latest Flash technology in its animated scenarios, graphs, and models. Designed to reinforce key organizational behavior principles in a dynamic learning environment, *Experiencing Organizational Behavior* maintains high motivation through the use of challenging problems. Try it by visiting <http://www.experiencingob.com>. *Experiencing Organizational Behavior* is available for purchase online by each individual module, or as a collection of all 13 modules.

All of these supplements are available from South-Western Publishing or from your Thomson Learning representative.

### TEXTCHOICE: MANAGEMENT EXERCISES AND CASES

TextChoice is the home of Thomson Learning's online digital content. TextChoice provides the fastest, easiest way for you to create your own learning materials. South-Western's Management Exercises and Cases database includes a variety of experiential exercises, classroom activities, management in film exercises, and cases to enhance any management course. Choose as many exercises as you like and even add your own material to create a supplement tailor fitted to your course. Contact your South-Western/Thomson Learning sales representative for more information.

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Finally, we celebrate this tenth edition, some 27 years after publication of the first edition in 1976. We thank the many hundreds of reviewers, adopters, students, and professionals who supported the development of these 10 editions over the past three decades. Moreover, John and Don gratefully thank each other for their deep and mutual friendship that took root in a master-level industrial relations course at Kent State University in 1962. Being colleagues for more than 40 years has been very, very special to each of us.

Don Hellriegel, Texas A&M University

John W. Slocum, Jr., Southern Methodist University

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His research interests include corporate venturing, effect of organizational environments, managerial cognitive styles, and organizational innovation and strategic management processes. His research has been published in a number of leading journals.

Professor Hellriegel served as Vice President and Program Chair of the Academy of Management (1986), President Elect (1987), President (1988), and Past President (1989). In September 1999, he was elected to a three-year term as Dean of the Fellows Group of the Academy of Management. He served a term as Editor of the *Academy of Management Review* and served as a member of the Board of Governors of the Academy of Management (1979–1981 and 1982–1989). Dr. Hellriegel has performed many other leadership roles, among which include President, Eastern Academy of Management; Division Chair, Organization and Management Theory Division; President, Brazos County United Way; Co-Consulting Editor, West Series in Management; Head (1976–1980 and 1989–1994), Department of Management (TAMU); Interim Dean, Executive Associate Dean (1995–2000), Mays School of Business (TAMU); and Interim Executive Vice Chancellor (TAMUS).

He has consulted with a variety of groups and organizations, including—among others—3DI, Sun Ship Building, Penn Mutual Life Insurance, Texas A&M University System, Ministry of Industry and Commerce (Nation of Kuwait), Ministry of Agriculture (Nation of Dominican Republic), American Assembly of Collegiate School of Business, and Texas Innovation Group.

## JOHN W. SLOCUM, JR.

John Slocum, Jr., holds the O. Paul Corley Professorship in Organizational Behavior at the Edwin L. Cox School of Business, Southern Methodist University. He has also taught on the faculties of the University of Washington, the Ohio State University, the Pennsylvania State University, the International University of Japan, and Dartmouth's Amos Tuck School. He holds a B.B.A. from Westminster College, an M.B.A. from Kent State University, and a Ph.D. in organizational behavior from the University of Washington.

Professor Slocum has held a number of positions in professional societies. He was elected as a Fellow to the Academy of Management in 1976 for his outstanding contributions to the profession of management and as a Fellow to the Decision Sciences Institute in 1984 for his research in behavioral decision theory. He was awarded the Alumni Citation for Professional Accomplishment by Westminster College and both the Nicolas Salgo and the Rotunda Outstanding Teaching Awards from SMU. He served as President of the Eastern Academy of Management in 1973. From 1975–1976, he served as a member of the Board of Governors, Academy of Management. From 1979–1981, he served as Editor of the *Academy of Management Journal*. In 1983–1984, he served as 39th President of the 8,500-member Academy and as

Chairman of the Board of Governors of that organization. Currently, he serves as Associate Editor of *Organizational Dynamics* and Co-Editor of the *Journal of World Business* and *Journal of Leadership and Organizational Studies*.

Professor Slocum has served as a consultant to such organizations as OxyChem, ARAMARK, The Associates First Capital Corporation, Fort Worth Museum of Science and History, Pier 1, Mack Trucks, Celanese, NASA, Lockheed Martin Corporation, and Key Span Energy. He is currently on the Board of Directors of Kisco Senior Living Communities of Carlsbad, CA, The Winston School of Dallas, GoToLearn (a non-profit corporation) and Applied Management Sciences Institute of Houston, TX.

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