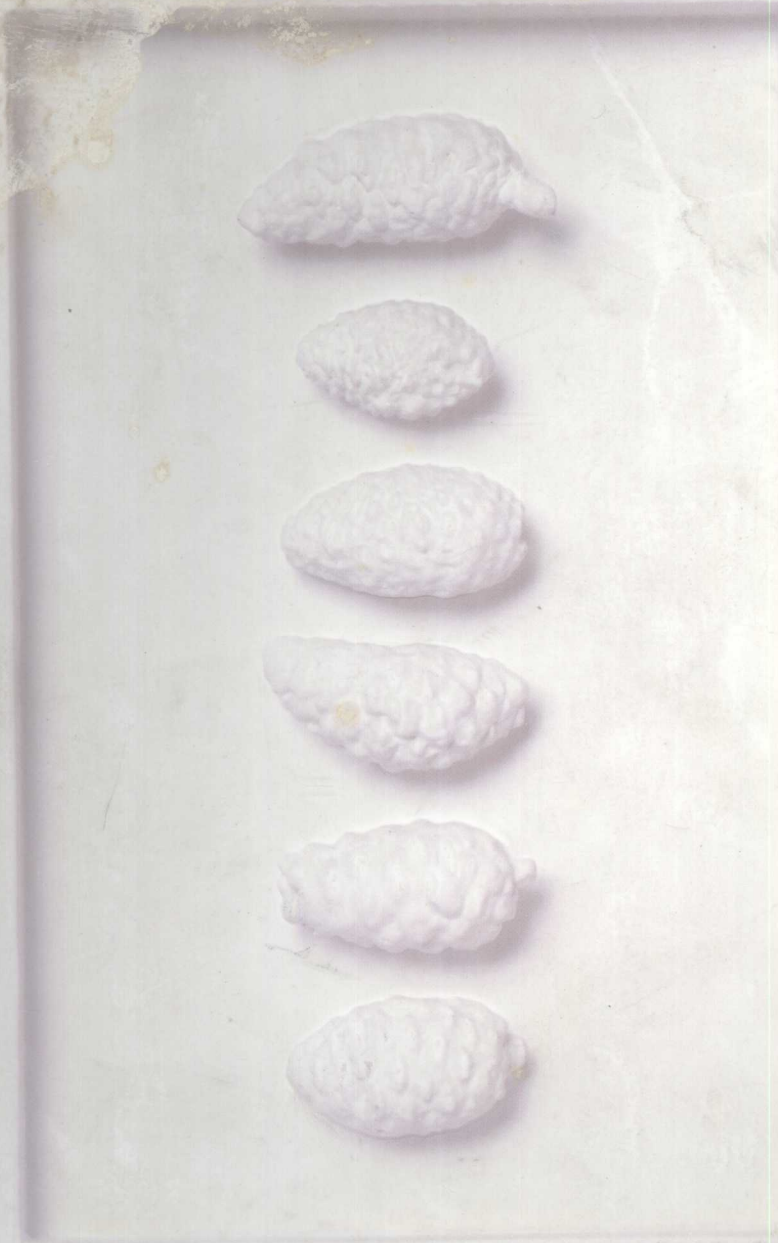


11th edition

organizational behavior

human behavior at work



John W. Newstrom

Keith Davis

Organizational Behavior

Human Behavior at Work

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ORGANIZATIONAL BEHAVIOR: HUMAN BEHAVIOR AT WORK

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*To my mother Lillian,
wife Diane,
son Scott,
and daughter Heidi—
my sources of family support, and
my life's greatest treasures*

JOHN W. NEWSTROM

*To my mother Grace,
wife Sue,
son Charles,
daughter Jean,
and my delightful grandchildren*

KEITH DAVIS

ABOUT THE AUTHORS

John W. Newstrom has taught at the University of Minnesota Duluth (UMD) for more than twenty-five years. He received his Ph.D. in management from the University of Minnesota, Minneapolis, and then taught at Arizona State University. He teaches courses in organizational behavior and management, interpersonal relations, and managing change to advanced undergraduates in the School of Business and Economics at UMD. He is a recipient of both the Chancellor's Outstanding Advisor award and the Horace T. Morse/University of Minnesota Alumni Association award for Outstanding Contributions to Undergraduate Education. He is a member of the University's Academy of Distinguished Teachers.

Newstrom is the coauthor of over thirty books for both academic and practitioner audiences. His products include *Supervision* (8th ed., 2001, with Lester Bittel), *Leaders and the Leadership Process* (2nd ed., 2000, with Jon L. Pierce), *The Manager's Bookshelf* (6th ed., 2002, with Jon L. Pierce), and ten popular books in support of human resource development professionals (the *Games Trainers Play* series, with Edward Scannell).

Newstrom has also published more than eighty-five journal articles and professional papers. His practitioner articles have appeared in *Business Horizons*, *Training*, *Training and Development*, *Workforce*, *The Personnel Administrator*, *Supervisory Management*, *Journal of Management Development*, *Supervision*, and *Personnel Journal*. He has published research-based and conceptual articles in the *Academy of Management Journal*, *Personnel Psychology*, *Journal of Occupational Behavior*, *Journal of Management*, *Compensation Review*, *Journal of Business Communication*, and *California Management Review*.

In the service domain, Newstrom has held elective leadership positions at the national level in the Academy of Management (chair of the Management Education and Development Division) and the American Society for Training and Development (board of directors). He has served as an editorial reviewer for the *Academy of Management Journal*, *Academy of Management Review*, *Academy of Management Executive*, *Journal of Management Development*, *Human Resource Development Quarterly*, *Personnel Administrator*, and *Advanced Management Journal*. He has been active in his local community, serving on various boards of directors and volunteering his time and resources to Habitat for Humanity, Arrowhead Regional Blood Center, "Four To Go" (a barbershop quartet), and serving as a mentor to his "best friend," Mickey Fry.

Keith Davis is Professor Emeritus of Management in the College of Business at Arizona State University. He is the author of prominent books on management and a past consulting editor for more than 130 books in the McGraw-Hill Series in Management. He is a Fellow in both the Academy of Management and the International Academy of Management.

Prior to entering the teaching field, Davis was a personnel specialist in industry and a personnel manager in government. He received his Ph.D. from Ohio State University and has taught at the University of Texas and at Indiana University. His fields of work are organizational behavior, personnel management, and social issues in management.

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He has been visiting professor at a number of universities, including the University of Western Australia and Georgia Institute of Technology. In addition, he has served as consultant to a number of business and government institutions, including Mobil Oil Company, Texaco, the U.S. Internal Revenue Service, and the state of Hawaii.

Davis is a former president of the Academy of Management, and he received the National Human Relations Award from the Society for Advancement of Management. He also has been a National Beta Gamma Sigma Distinguished Scholar and is an Accredited Senior Professional in Human Resources. He received the Distinguished Educator Award from the Academy of Management in recognition of his influence on an entire generation of management practitioners and teachers through his writings and leadership in the field.

Another popular book prepared by Davis (with William B Werther, Jr.) is *Human Resources and Personnel Management* (5th ed., 1996), published by The McGraw-Hill Companies, Inc. Professor Davis was also a pioneer textbook author in the business, government, and society domain, producing the forerunner of the current *Business and Society: Corporate Strategy, Public Policy, Ethics* (8th ed., 1996) written by James E. Post, William C. Frederick, Anne T. Lawrence, and James Weber, published by The McGraw-Hill Companies, Inc. He also has contributed chapters to more than 100 other books and is the author of more than 150 articles in journals such as *Harvard Business Review*, *Academy of Management Journal*, *Management International*, and *California Management Review*. Four of his books have been translated into other languages.

Keith Davis was the creator of the predecessor to this book, which was then called *Human Relations at Work: Dynamics of Organizational Behavior*. For the first six editions, he was the sole author.

PREFACE

Most students today have had at least part-time experiences in some form of work organization. You have quickly learned that not all behavior—whether your own, your manager's, or that of your workmates—is entirely rational. And you may have pondered a series of questions about what you saw and felt:

- Why do people behave as they do at work?
- How can individuals, groups, and whole organizations work together more effectively within the increasing pace of corporate change, dramatic restructurings and downsizings, and advancing global competition?
- What can managers do to motivate employees toward greater productivity?
- What responsibility do managers have for ensuring employee satisfaction?
- What can you learn from theory, research, and the experiences of other managers to help you become an effective future manager?

These and many other questions provide the background for this eleventh edition of *Organizational Behavior: Human Behavior at Work*.

Great progress has been made in the field of organizational behavior since this book was first published. The study and practice known as organizational behavior goes beyond the integration and application of behavioral science to work situations. It is an emerging field in which many questions and opportunities for improvement remain. This book provides rich insights into people at work in all kinds of situations and organizations.

We have tested earlier editions of this book on the firing line in university classrooms and in organizations for more than forty years. Many ideas offered by long-time users of previous editions and other insightful reviewers are incorporated in this new edition. Many topical ideas, figures, and applied examples have been provided by professors and managers from around the country. We actively solicit comments from both faculty and students to help us make the book even more useful in the future. We listen, *we care about your input*, and we strive to use it to produce a high-quality product. We invite you to contact the lead author by mail (at the University of Minnesota Duluth, Duluth, Minnesota 55812, by phone (218-726-8499), or via the Internet (jnewstro@d.umn.edu) with any comments, ideas, or questions you may have.

THE AUTHORS' ROLES

How do we create a book like this? We begin by continuously immersing ourselves in the thinking, research, and practice of organizational behavior to gain an in-depth understanding. We keep abreast of new developments by regularly reading dozens of journals and books, as well as interacting with managers in a variety of organizations. Then we develop a logical and engaging organizational framework and proceed to identify the most important elements for inclusion. Finally, we

organize and present the information in ways that will help readers learn and retain the ideas.

Our final objective is to produce a book that is accurate, useful, up-to-date, and engaging. We emphasize content and substance, and we present the material in an organized and provocative fashion that will enable readers to integrate the various parts of this discipline into a whole philosophy of organizational behavior. The eleventh edition has been upgraded by thorough citations to recent research and practice, which indicate the basis for our conclusions.

Where appropriate, we include alternative viewpoints on a subject or express the weaknesses inherent in a particular model or concept. There are no simple answers to complex behavioral issues. We encourage readers to do their own thinking and to integrate a variety of perspectives. Consequently, we believe that this book will serve as a valuable foundation of behavioral knowledge. We hope it will stimulate readers to enrich their understanding through continued study of organizational behavior. Many prior students have chosen to retain their copy of *Organizational Behavior*, and they refer to it as a valuable reference manual when they encounter real-world problems and issues.

FEATURES OF THE BOOK

Many features of *Organizational Behavior: Human Behavior at Work* stand out in the eyes of its users. The most notable is its **careful blending of theory with practice**, so that its basic theories come to life in a realistic context. Readers learn that concepts and models do apply in the real world and help to build better organizations for a better society. The ideas and skills learned in organizational behavior can help readers cope better with every aspect of their lives.

Another popular feature is the hundreds of **examples of real organizational situations**. These real-life vignettes show how actual organizations operate and how people act (sometimes unexpectedly!) in specific situations. Most of the major concepts in this book are illustrated with one or more of these true examples.

A feature highly appreciated by both faculty and students is the book's **readability**. Following standard guidelines developed by Flesch and Gunning, we have maintained a moderate, but descriptive, vocabulary level, manageable sentence length, and a readable style to present a complex field in understandable language. Variety—provided by figures, practical illustrations, and research results—enhances the readability by presenting a refreshing change of pace from content discussions.

Other features of the book include:

- A detailed table of contents to locate major topics
- Provocative quotes at the beginning of each chapter to stimulate thought and in-class discussion, and margin notes to highlight key concepts
- Chapter-opening illustrations preceding every chapter to engage the reader in a real-life issue
- A widely accepted, and specially updated, presentation of five models of organizational behavior that provides an integrating framework throughout the book
- Strong, and early, coverage of employee communication, much of it based on the authors' own research
- A comprehensive chapter on motivational theories and another on their application to reward systems in organizations

- A chapter on empowerment and participation that is unique among organizational behavior books in capturing this highly contemporary approach
- Discussion of international issues in organizational behavior so students can later examine how selected concepts might require adaptation to other cultures
- A unique discussion of the limitations of organizational behavior to provide yet another balanced perspective
- At least one behavioral incident for analysis and one experiential exercise to involve students in their own learning, at the end of every chapter
- A comprehensive glossary of terms at the end of the book, providing a concise definition-at-a-glance for hundreds of key organizational behavior terms

Significant features in the eleventh edition include:

- A significantly streamlined sixteen-chapter structure that accents the issues of greatest importance in organizations today—motivation, leadership, interpersonal behavior, groups and teams, and the nature of change and its effects
- Substantial coverage of teams—their organizational context, factors that make them successful, and team-building processes that help members work together more effectively
- A unique feature, called “What Managers Are Reading,” that provides concise summaries of recent best-selling books related to the chapter content
- Boxes within each chapter that focus on ethical questions, diversity issues, or international aspects of organizational behavior
- Special emphasis on practicality, as evidenced by the inclusion of “Advice to Future Managers” to guide managers toward improved practice of organizational behavior

LEARNING AIDS

Major features included in each chapter are chapter objectives, introductory quotations and incidents, a chapter summary, terms and concepts for review, and true case incidents for analysis in terms of chapter ideas. All chapters contain thorough and up-to-date references that provide a rich source of additional information for the interested reader. These come from a wide variety of sources, covering both academic and practitioner-related publications, to demonstrate that useful knowledge and illustrations can be found in many places. We encourage students to refer to these references regularly, as they not only indicate the source of information but often provide an interesting historical perspective on an issue or a countervailing viewpoint. There are also numerous discussion questions, many of which require thought, encourage insight, or invite readers to analyze their own experiences in terms of the ideas in the chapter. Other questions suggest appropriate group projects. Each chapter also contains an experiential exercise to involve students in the application of a chapter concept.

INSTRUCTIONAL AIDS

Since this book has been used in classrooms for ten previous editions, several classroom-proven instructional aids have been developed and refined over the years:

Instructor's Manual/Test Bank, prepared by Amit Shah (Frostburg State University)

The **Instructor's Manual** portion of this supplement is designed to save instructors time. It includes sample assignment sheets for quarter and semester schedules; chapter synopses; teaching suggestions; a detailed analysis for each of the end-of-chapter case incidents; and suggested answers to the end-of-chapter discussion questions and cases in the last part of the text. Blank lines are incorporated throughout the teaching material so that instructors can write notes about the subject matter. The **Test Bank** portion contains multiple-choice and true-false questions for each of the text's chapters and solutions for each.

Computerized Test Bank

A computerized version of the printed Test Bank is available on a CD-ROM that contains both Mac and Windows versions. This powerful system, which has online testing capabilities, allows tests to be prepared quickly and easily. Instructors can view questions as they are selected for a test; scramble questions; add, delete, and edit questions; select questions by type, objective, and difficulty level; and view and save tests.

Overhead Transparencies

A set of color transparencies is available to help instructors demonstrate key principles and concepts during their lectures. Transparencies consist of illustrations from other sources that will supplement text material, as well as selected text figures.

PowerPoint Presentations

The color **Overhead Transparencies** will also be available as slides for Microsoft PowerPoint 97.

McGraw-Hill Video Series in Organizational Behavior

Videos, selected from NBC News Archives, are available for instructors to enhance their lectures.

ACKNOWLEDGMENTS

Many scholars, managers, and students have contributed to this book, and we wish to express our appreciation for their aid. In a sense, it is their book, for we are only the agents who prepared it. We are especially grateful for thorough and competent reviews of the book by Paul Wilkens, Florida State University; Chan Hellman, Tulsa Community College; Edward Miller, Kean University/University of Bridgeport; Robert A. Figler, University of Akron; Marilee Smith, Kirkwood Community College; Bill Wickham, Heidelberg College; and Michele A. Govekar, Ohio Northern University. Their comments, questions, and suggestions have been carefully studied, found to be of substantial merit, and incorporated into the text wherever possible.

Many of our academic associates have directly or indirectly provided valuable insights, collegial support, and ongoing encouragement, and for that we wish to thank Jon Pierce, Steve Rubensfeld, and Dean Kjell Knudsen of the University of Minnesota Duluth. We also appreciate the help of the many McGraw-Hill employees—especially John Weimeister and Trina Hauger—who took a sincere and professional interest in improving the quality of the book.

**John W. Newstrom
Keith Davis**

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