

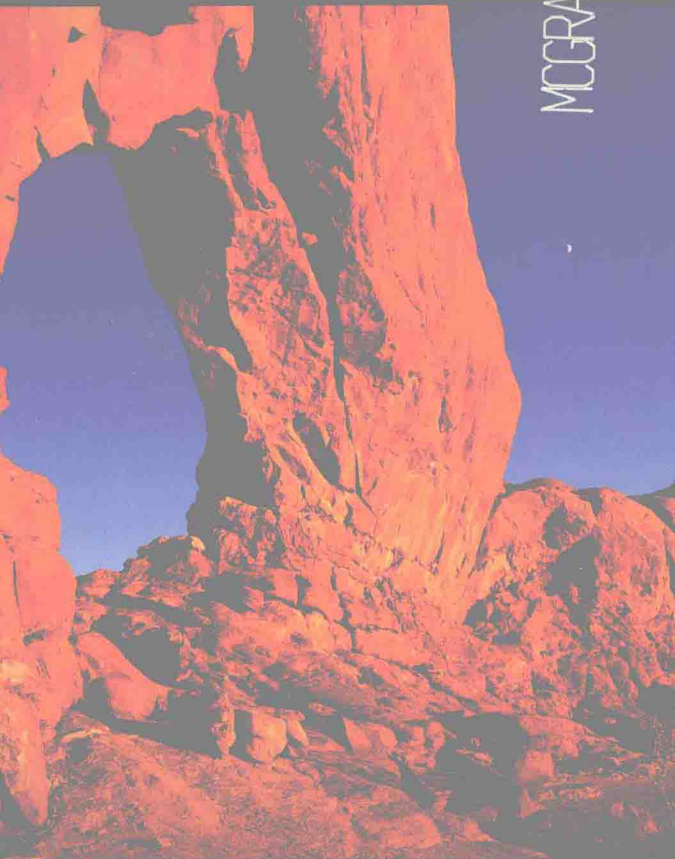


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# organizational behavior

key concepts, skills & best practices

THE  
MCGRAW-HILL



Angelo Kinicki  
Robert Kreitner



second edition

# organizational behavior

## key concepts, skills & best practices

Angelo Kinicki

Robert Kreitner

*Both of  
Arizona State University*



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ORGANIZATIONAL BEHAVIOR: KEY CONCEPTS, SKILLS & BEST PRACTICES

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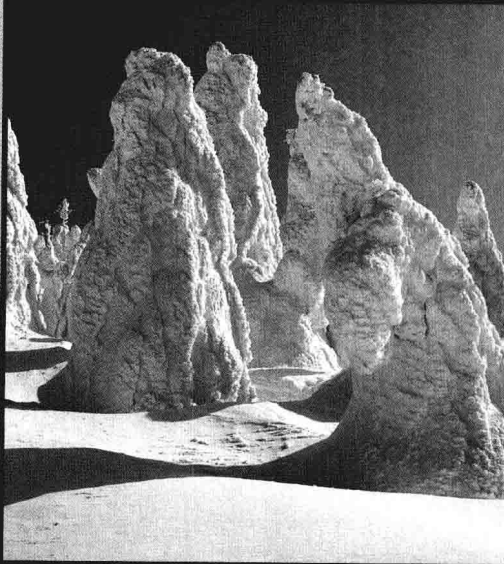
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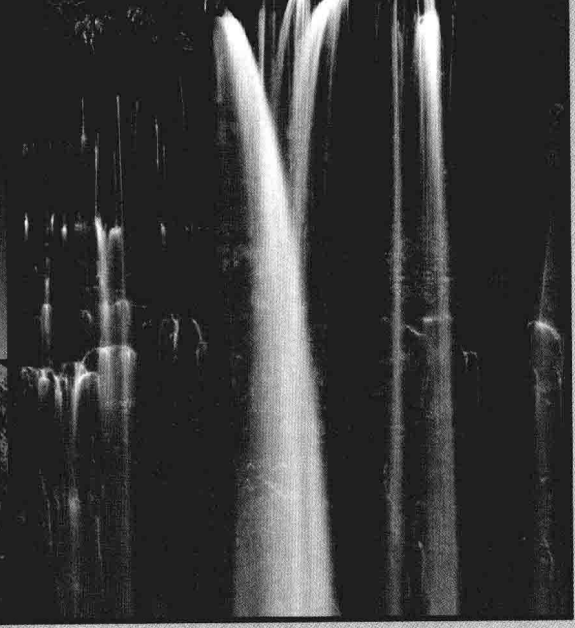
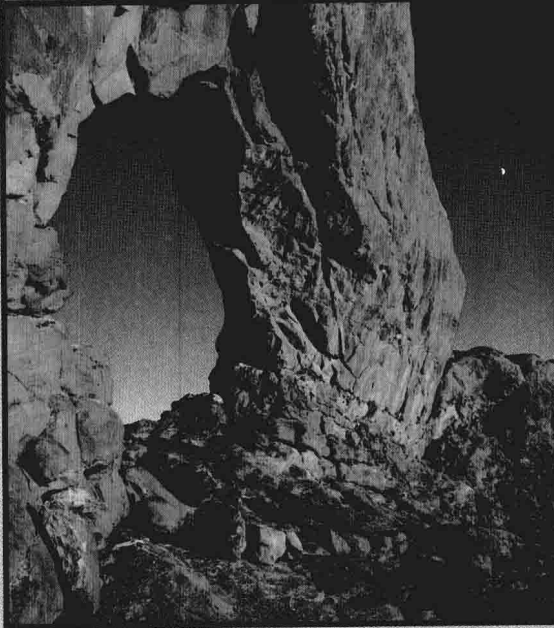
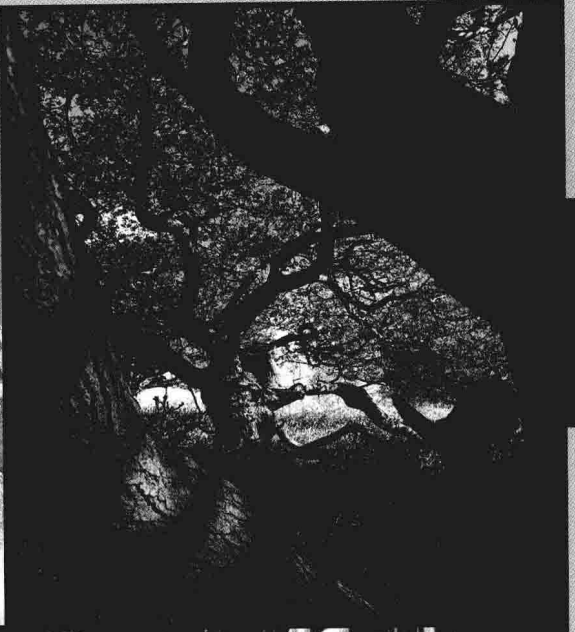
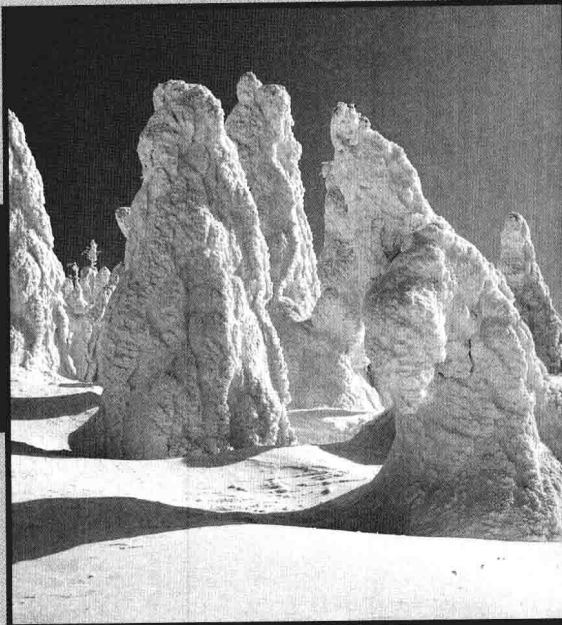
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# organizational behavior

## key concepts, skills & best practices







To Ken and Mary Lou Polak, in-laws by chance, friends by choice.  
Thanks for spoiling me on every occasion we see each other. Your  
commitment to family, friends, and work is admirable.

—A.K.

In loving memory of our parents: Leo and Jean Sova and Robert  
and Caroline Kreitner

—B.K.

## ABOUT THE AUTHORS

**Angelo Kinicki** (pictured on the right) is a Professor and Dean's Council of 100 Distinguished Scholar at Arizona State University. He joined the faculty in 1982, the year he received his doctorate in business administration from Kent State University. His specialty is Organizational Behavior.

Angelo is recognized for both his research and teaching. He has published over 75 articles in a variety of leading academic and professional journals, and has coauthored three

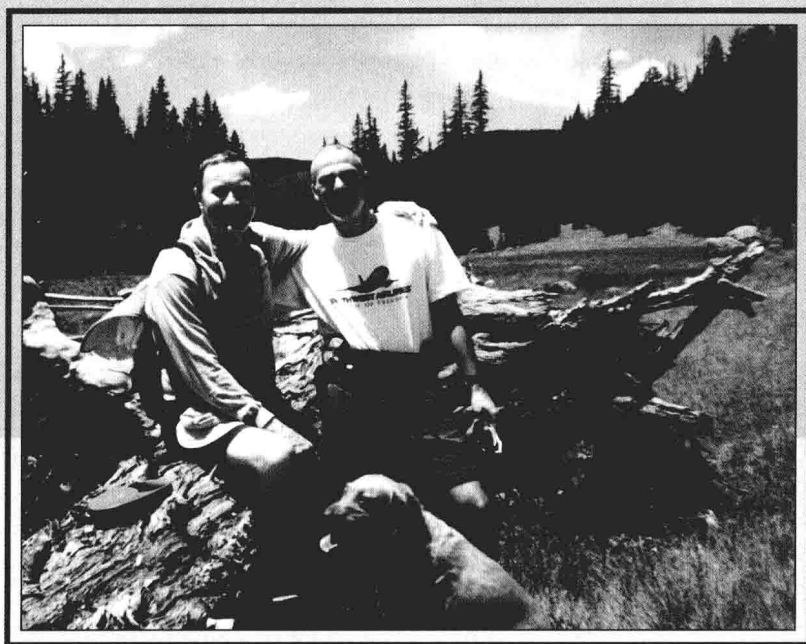
textbooks. Angelo's success as a researcher also resulted in his selection to serve on the editorial review boards for the *Academy of Management Journal*, *Journal of Vocational Behavior*, and the *Journal of Management*. He received the All Time Best Reviewer Award from the *Academy of Management Journal* for the period of 1996–1999. Angelo's outstanding teaching performance resulted in his selection as the Graduate Teacher of the Year and the Undergraduate Teacher

of the Year in the W. P. Carey School of Business at Arizona State University. He also was acknowledged as the Instructor of the Year for Executive Education from the Center for Executive Development at Arizona State University.

One of Angelo's strengths is his ability to teach students at all levels within a university. He uses an interactive environment to enhance undergraduates' understanding about management and organizational behavior. He focuses MBAs on applying management concepts to solve complex problems; PhD students learn the art and science of conducting scholarly research.

Angelo also is a busy consultant and speaker with companies around the world. His clients are many of the Fortune 500 companies as well as a variety of entrepreneurial firms. Much of his consulting work focuses on creating organizational change aimed at increasing organizational effectiveness and profitability. One of Angelo's most important and enjoyable pursuits is the practical application of his knowledge about management and organizational behavior.

Angelo and his wife Joyce have enjoyed living in the beautiful Arizona desert for 22 years, but are natives of Cleveland, Ohio. They enjoy traveling, golfing, and hiking.





**Robert Kreitner, PhD**, is a Professor Emeritus of Management at Arizona State University. Prior to joining ASU in 1975, Bob taught at Western Illinois University. He also has taught organizational behavior at the American Graduate School of International Management (Thunderbird). Bob is a popular speaker who has addressed a diverse array of audiences worldwide on management topics. He is a member of ASU's W. P. Carey School of Business Faculty Hall of Fame. Bob has authored articles for journals such as *Organizational Dynamics*, *Business Horizons*, and *Journal of Business Ethics*. He also is the co-author (with Fred Luthans) of the award-winning book *Organizational Behavior Modification and Beyond: An Operant and Social Learning Approach*, and the author of

*Management*, 9th edition, a best-selling introductory management text.

Among his consulting and executive development clients have been American Express, SABRE Computer Services, Honeywell, Motorola, Amdahl, the Hopi Indian Tribe, State Farm Insurance, Goodyear Aerospace, Doubletree Hotels, Bank One-Arizona, Nazarene School of Large Church Management, US Steel, Ford, Caterpillar, and Allied-Signal. In 1981–82 he served as Chairman of the Academy of Management's Management Education and Development Division.

On the personal side, Bob was born in Buffalo, New York. After a four-year enlistment in the US Coast Guard, including service on the icebreaker EASTWIND in Antarctica, Bob attended the University of

Nebraska–Omaha on a football scholarship. Bob also holds an MBA from the University of Nebraska–Omaha and a PhD from the University of Nebraska–Lincoln. While working on his PhD in Business at Nebraska, he spent six months teaching management courses for the University in Micronesia. In 1996, Bob taught two courses in Albania's first-ever MBA program (funded by the US Agency for International Development and administered by the University of Nebraska–Lincoln). He taught a summer leadership program in Switzerland from 1995 to 1998. Bob and his wife, Margaret, live in Phoenix with their two cats and a pet Starling, and they enjoy travel, hiking, woodcarving, and fishing.

In our many years of teaching organizational behavior and management to undergraduate and graduate students in various countries, we *never* had a student say, “I want a longer, more expensive textbook with more chapters.” We got the message! Indeed, there is a desire for shorter and less expensive textbooks in today’s fast-paced world where overload and tight budgets are a way of life. Within the field of organizational behavior, so-called “essentials” texts have attempted to satisfy this need. Too often, however, brevity has been achieved at the expense of up-to-date examples, artful layout, and learning enhancements. We believe “brief” does not have to mean outdated and boring.

## A New Standard

Kinicki and Kreitner’s *Organizational Behavior: Key Concepts, Skills & Best Practices*, 2nd edition, represents a new standard in OB es-

entials textbooks. The following guiding philosophy inspired our quest for this new standard: “Create a short, up-to-date, practical, user-friendly, interesting, and engaging introduction to the field of organizational behavior.” Thus, in this book, you will find lean and efficient coverage of topics recommended by AACSB International conveyed with pedagogical features found in full-length OB textbooks. Among those pedagogical enhancements are current, real-life chapter-opening vignettes, a rich array of contemporary in-text examples, a strong skills emphasis including Skills & Best Practices boxes in every chapter, at least one interactive exercise integrated into each chapter, an appealing four-color presentation, interesting captioned photos, poignant cartoons, instructive chapter summaries, and chapter-closing Ethical Dilemma exercises.

## Efficient and Flexible Structure

The 16 chapters in this text (including the ethics module following Chapter 1) are readily adaptable to traditional 15-week semesters, 10-week terms, summer and intersessions, management development seminars, and distance learning programs via the Internet. Following up-front coverage of important topics—including ethics, international OB, and managing diversity—the topical flow of this text goes from micro (individuals) to macro (groups, teams, and organizations). Mixing and matching chapters (and topics within each chapter) in various combinations is not only possible but strongly encouraged to create optimum teaching/learning experiences.

## A Rich Array of OB Research Insights

To enhance the instructional value of our coverage of major topics, we systematically cite “hard” evidence from five different categories. Worthwhile evidence was obtained by drawing upon the following *priority* of research methodologies:

- *Meta-analyses.* A **meta-analysis** is a statistical pooling technique that permits behavioral scientists to draw general conclusions about certain variables from many different studies. It typically encompasses a vast number of subjects, often reaching the thousands. Meta-analyses are instructive because they focus on general patterns of research evidence, not fragmented bits and pieces or isolated studies.
- *Field studies.* In OB, a **field study** probes individual or group processes in an organizational setting. Because field studies involve real-life situations, their results often have immediate and practical relevance for managers.
- *Laboratory studies.* In a **laboratory study**, variables are manipulated and measured in contrived situations. College students are commonly used as subjects. The highly controlled nature of laboratory studies enhances research precision. But generalizing the results to organizational management requires caution.
- *Sample surveys.* In a **sample survey**, samples of people from specified populations respond to questionnaires. The researchers then draw conclusions about the relevant population. Generalizability of the results depends on the quality of the sampling and questioning techniques.
- *Case Studies.* A **case study** is an in-depth analysis of a single individual, group, or organization. Because of their limited scope, case studies yield realistic but not very generalizable results.

### meta-analysis

Pools the results of many studies through statistical procedure.

### field study

Examination of variables in real-life settings.

### laboratory study

Manipulation and measurement of variables in contrived situations.

### sample survey

Questionnaire responses from a sample of people.

### case study

In-depth study of a single person, group, or organization.



## Emphasis on Ethics in the Second Edition

Two new features in the second edition—a comprehensive module on Ethics and Organizational Behavior following Chapter 1 and an Ethical Dilemma exercise at the end of every chapter—set a proper moral tone for managing people at work. The 16 Ethical Dilemma exercises raise contemporary ethical issues, ask tough questions, and have corresponding interpretations on our Web site at [www.mhhe.com/kinickiob2e](http://www.mhhe.com/kinickiob2e). An instructive Group Exercise, “Investigating the Difference in Moral Reasoning between Men and Women,” follows the Ethics in OB module.

### ethics learning module

#### IBM Cuts Retirees' Health Benefits to Boost Profits

Do you think it is ethical for a company like IBM to raise retirees' contributions to health benefits while its own decrease? Explain. For an interpretation of this case and additional comments, visit our Online Learning Center:

[www.mhhe.com/kinickiob2e](http://www.mhhe.com/kinickiob2e)

FOR DISCUSSION

The loud message comes from one company after another: Surging health-care costs for retired workers are creating a giant burden. So companies have been cutting health benefits for their retirees or requiring them to contribute more of the cost.

Time for a reality check: In fact, no matter how high health-care costs go, well over half of large American corporations face only limited impact from the increases when it comes to their retirees. They have established ceilings on how much they will ever spend per retiree for health care. If health costs go above the caps, it's the retiree, not the company, who's responsible.

Yet numerous companies are cutting retirees' health benefits anyway. One possible factor: When companies cut these benefits, they create instant income. This isn't just the savings that come from not spending as much. Rather, thanks to complex accounting rules, the very act of cutting retirees' future health-care benefits lets companies reduce a liability and generate an immediate accounting gain.

In some cases it flows straight to the bottom line. More often it sits on the books like a cookie jar, from which a company takes a piece each year that helps it meet earnings estimates. . . .

The fate of retirees can be very different. When Robert Eggleston retired from International Business Machines Corp. 12 years ago, he was paying \$40 a month toward health-care premiums for himself and his wife, LaRue, with IBM paying the rest. In 1993, IBM set ceilings on its own health-care spending for retirees. For those on Medicare, which provides basic hospital and doctor-visit coverage, the cap was \$3,000 or \$3,500, depending on when they retired. For those younger than 65, the cap was \$7,000 or \$7,500. Spending hit the caps for the older retirees in 2001, the company says, pushing future health-cost increases onto retirees' shoulders.

Mr. Eggleston, 66 years old, has seen his premiums jump to \$365 a month for the couple. Deductibles and copayments for drugs and doctor visits added \$663 a month last year. “It just eats up all the pension,” which is \$850 a month, Mrs. Eggleston says. Her husband has brain cancer. Though he gets free supplies of a tumor-fighting drug through a program for low-income families, he has cashed in his 401(k) account, and he and LaRue have taken out a second mortgage on their Lake Dallas, Texas, home.

IBM retirees as a group saw their health-care premiums rise nearly 29% in 2003, on the heels of a 67%-plus increase in 2002. For IBM, with its caps in place, spending on retiree health care declined nearly 5%, after a drop of 18% the year before.

IBM confirms that retirees' spending has risen as its own has fallen.<sup>1</sup>

26

### ethical dilemma

#### You Mean Cheating Is Wrong?

College students are disturbed by recent corporate scandals: Some 84% believe the U.S. is having a business crisis, and 77% think CEOs should be held personally responsible for it.

But when the same students are asked about their own ethics, it's another story. Some 59% admit cheating on a test (66% of men, 54% of women). And only 19% say they would report a classmate who cheated (23% of men, but 15% of women—even though recent whistle-blowers have been women).

The survey of 1,100 students on 27 U.S. campuses was conducted by Students in Free Enterprise (SIFE), a non-profit that teams up with corporations to teach students

#### How Should We Interpret This Hypocritical Double Standard?

1. Don't worry, most students know the difference between school and real life. They'll do the right thing when it really counts. Explain your rationale.
2. Whether in the classroom or on the job, pressure for results is the problem. People tend to take shortcuts and bend the rules when they're pressured. Explain.
3. A cheater today is a cheater tomorrow. Explain.
4. College professors need to do a better job with ethics education. How?

## New Features and Material in the Second Edition

All 17 of the opening vignettes for the 16 chapters and the Ethics and OB module are new. Twenty-four of the 42 Skills & Best Practices boxes are new. Five of the 19 Hands-On Exercises are new and two have been updated. More than 270 of our source material references are dated 2004.

**New topics include:**

- Building human and social capital
- Positive psychology/OB
- E-leadership
- Model of ethical behavior
- Decision tree for ethical decisions
- Framework for understanding organizational culture
- Socialization tactics
- Nine basic cultural dimensions and leadership lessons from the GLOBE Project
- Impact of perception on interpersonal influence
- Techniques to improve the selling of ideas
- Attributional realignment
- Building self-esteem in self and others
- The proactive personality
- How to make your own luck
- Emotional contagion
- Emotional labor
- How to develop your emotional intelligence
- Employee engagement
- Intrinsic motivation
- Organizational citizenship behavior
- Work–family relationships
- Organizational justice
- Managerial implications of expectancy theory
- Goalsharing programs
- Improving goal commitment
- Combining 360-degree feedback and coaching
- Pay for performance
- Modern incentive plans
- Knowledge management
- Minority dissent in group decision making
- Rules for brainstorming
- Developing teamwork competence
- Indirect influence tactics in self-managed teams
- Why people avoid conflict
- Programming functional conflict with devil's advocacy and the dialectic method
- How to negotiate your pay and benefits
- Perceptual model of communication
- Communication competence
- Listening styles
- Wi-Fi communication
- Credibility and influence
- New tips for keeping organizational politics within bounds
- Followership
- Leader trait research findings
- House's revised path–goal theory of leadership
- Full-range theory of leadership
- Transformational leadership
- Shared leadership
- Level 5 leadership
- Organizations as military/mechanical bureaucracies
- Expanded discussion of virtual organizations
- How to manage geographically dispersed employees
- Customers as a force for change
- OD interventions for implementing change
- Commitment to change

# Active Learning

## Engaging Pedagogy

We have a love and a passion for teaching organizational behavior in the classroom and via textbooks because it deals with the intriguing realities of working in modern organizations. Puzzling questions, insights, and surprises hide around every corner. Seeking useful insights about how and why people behave as they do in the workplace is a provocative, interesting, and oftentimes fun activity. After all, to know more about organizational behavior is to know more about both ourselves and life in general. We have designed this text to facilitate *active* learning by relying on the following learning enhancements:

**HANDS-ON EXERCISE**  
**How Strong Is Your Potential for Ethnocentrism?**  
**INSTRUCTIONS:** If you were born and raised or have spent most of your life in the United States, select one number from the following scale for each item. If you are from a different country or culture, substitute the country/language you most closely identify with for the terms "American" and "English," and then rate each item.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I was raised in a way that was [truly] American.	1	2	3	4	5
2. Compared to how much I criticize other cultures, I criticize American culture less.	1	2	3	4	5
3. I am proud of American culture.	1	2	3	4	5
4. American culture has had a positive effect on my life.	1	2	3	4	5
5. I believe that my children should read, write, and speak [only] English.	1	2	3	4	5
6. I go to places where people are American.	1	2	3	4	5
7. I admire people who are American.	1	2	3	4	5
8. I would prefer to live in an American community.	1	2	3	4	5
9. At home, I eat [only] American food.	1	2	3	4	5
10. Overall, I am American.	1	2	3	4	5

**SCORING** 10–23 = Low potential for ethnocentrism  
24–36 = Moderate potential for ethnocentrism  
37–50 = High potential for ethnocentrism

SOURCE: Adapted from and survey items excerpted from J. L. Tai, Y.-W. Ying, and P. A. Lee, "The Meaning of 'Being Chinese' and 'Being American': Variation among Chinese American Young Adults," *Journal of Cross-Cultural Psychology*, May 2000, pp. 302–32.

## Hands-On Exercises—

These exercises (one per chapter) are included to help readers personalize and expand upon key concepts as they are presented in the text. These exercises encourage active and thoughtful interaction rather than passive reading.

**COSTCO'S CULTURE PRODUCES SATISFIED CUSTOMERS**  
James D. Sinegal, the president and CEO of Costco, has no palace guard and no profile to speak of, particularly compared to a retail legend like Sam Walton. Yet he's the guy who in 20 years has taken Costco from a startup to the *FORTUNE* 50 using, as surely as Mr. Sam, highly distinctive practices. He caps Costco's markups at 14% (department store markups can reach 40%). He offers the best wages and benefits in only limited steps in that direction, like modestly increasing employees' share of health-insurance premiums. That doesn't satisfy critics like Deutsche Bank analyst Bill Dreher, who recently wrote, "Costco continues to be a company that is better at serving the club member and employee than the shareholder!" Sinegal just shrugs. . . . "We think when you take care of your customer and your em-



retail (full-time hourly workers make \$40,000 after four years). He gives customers blanket permission for returns: no receipts; no questions; no time limits, except for computers—and even then the grace period is six months. . . . Analysts have pounded on Sinegal to trim the company's generous health benefits and to otherwise reduce labor costs. But he's taken

ployees, your shareholders are going to be rewarded in the long run. And I'm one of them [the shareholders]: I care about the stock price. But we're not going to do something for the sake of one quarter that's going to destroy the fabric of our company and what we stand for." . . . The axioms Costco lives by . . .

**AXIOM NO. 1:** Obey the law.

**AXIOM NO. 2:** Take care of your customers.

**AXIOM NO. 3:** Take care of your employees.

**AXIOM NO. 4:** Practice the intelligent loss of sales.

Many retailers' shelves are crowded with a plethora of products: different brands, different sizes, many choices. Costco offers relatively few choices. That means some customers may pass up purchases, because the gallon jar of mayonnaise is too big or the brand isn't their favorite. But the benefits far exceed the lost sales. Stocking fewer items streamlines distribution and hastens inventory turns—and nine out of ten customers are perfectly happy with the mayonnaise. . . .

Sinegal manages to be demanding without being intimidating. His bare-bones office helps set the tone for that style. So does his open-collared shirt and the nametag he wears, like everyone else. Not that he needs one. To walk with Sinegal from his headquarters building to the Costco next door is to hear a nonstop chorus of "Hi, Jim. . . . Hi, Jim. . . . Hi, Jim!" He returns the greetings by using first names, without appearing to consult nametags. Sinegal has also

## Chapter-Opening Vignettes—

For some real-world context, these brief cases use topics that are timely and relevant to actual life situations. The text's Web site also features interpretations for each case.



# Active Learning

## SKILLS & BEST PRACTICES

### Building an Effective Mentoring Network

1. Become the perfect protégé. It is important to invest ample time and energy to develop and maintain a network of developmental relationships. Trust and respect are needed among network members.
2. Engage in 360-degree networking. Share information and maintain good relationships with those above, below, and at the same status/responsibility level as yourself.
3. Commit to assessing, building, and adjusting the mentor network. Begin by assessing the competencies you want to build. Next, find mentors that can assist in building your desired competencies. Finally, change network members commensurate with changes in your experience and knowledge.
4. Develop diverse, synergistic connections. Find and develop relationships with multiple, diverse mentors. Pursue both formal and informal mentoring opportunities.
5. Realize that change is inevitable and that all good things come to an end. Most mentoring relationships last an average of five years. When a relationship ceases to be beneficial, end the mentoring relationship.

### Skills & Best Practices Boxes—

These additional readings and practical application items (one to four per chapter) are designed to sharpen users' skills by either recommending how to apply a concept, theory, or model, or by giving an exemplary corporate application. Students will benefit from real-world experiences and direct skill-building opportunities.

For example, J. M. Smucker, the number one company to work for in America in 2003 according to *Fortune*, is a 107-year-old family-run business that is headed by co-CEOs Tim and Richard Smucker. The brothers encourage all Smucker employees to adhere to a set of values created by their father, Paul Smucker. No. 3: "Listen with your full attention, look for the good in others, have a sense of humor, and say thank you for a job well done."<sup>7</sup> Because espoused values constitute aspirations that are explicitly communicated to employees, managers such as Tim and Richard Smucker hope that espoused values will directly influence. . . .

### Up-to-Date Real-World Examples—

Nothing brings material to life better than in-text examples featuring real companies, people, and situations. These examples permeate the text.

# Active Learning

## chapter summary

- *Discuss the layers and functions of organizational culture.* The three layers of organizational culture are observable artifacts, espoused values, and basic underlying assumptions. Each layer varies in terms of outward visibility and resistance to change. Four functions of organization culture are organizational identity, collective commitment, social system stability, and sense-making device.

*Discuss the three general types of organizational culture and their associated normative beliefs.* The three general types of organizational culture are constructive, passive-defensive, and aggressive-defensive. Each type is grounded in different normative beliefs. Normative beliefs represent an individual's thoughts and beliefs about how members of a particular group or organization are expected to approach their work and interact with others. A constructive culture is associated with the beliefs of achievement, self-actualizing, humanistic-encouraging, and affiliative. Passive-defensive organizations tend to endorse the beliefs of approval, conventional, dependent, and avoidance. Aggressive-defensive cultures tend to endorse the beliefs of oppositional, power, competitive, and perfectionistic.

- *Summarize the methods used by organizations to embed their cultures.* Embedding a culture amounts to teaching employees about the organization's preferred values, beliefs, expectations, and behaviors. This is accomplished by using one or more of the following 11 mechanisms: (a) formal statements of organizational philosophy, mission, vision, values, and materials used for recruiting, selection, and socialization; (b) the design of physical space, work environments, and buildings; (c) slogans, language, acronyms, and sayings; (d) deliberate role modeling, training programs; teaching, and coaching by managers and supervisors; (e) explicit rewards, status symbols, and promotion criteria; (f) stories, legends, and myths about key people and

events; (g) the organizational activities, processes, or outcomes that leaders pay attention to, measure, and control; (h) leader reactions to critical incidents and organizational crises; (i) the workflow and organizational structure; (j) organizational systems and procedures; and (k) organizational goals and associated criteria used for recruitment, selection, development, promotion, layoffs, and retirement of people.

- *Describe the three phases in Feldman's model of organizational socialization.* The three phases of Feldman's model are anticipatory socialization, encounter, and change and acquisition. Anticipatory socialization begins before an individual actually joins the organization. The encounter phase begins when the employment contract has been signed. Phase 3 involves the period in which employees master important tasks and resolve any role conflicts.
- *Discuss the various socialization tactics used to socialize employees.* There are six key socialization tactics. They are collective versus individual, formal versus informal, sequential versus random, fixed versus variable, serial versus disjunctive, and investiture versus divestiture (see Table 2-2). Each tactic provides organizations with two opposing options for socializing employees.
- *Explain the four types of development networks derived from a developmental network model of mentoring.* The four development networks are receptive, traditional, entrepreneurial, and opportunistic. A receptive network is composed of a few weak ties from one social system. A traditional network contains a few strong ties between an employee and developers that all come from one social system. An entrepreneurial network is made up of strong ties among developers from several social systems, and an opportunistic network is associated with having weak ties with multiple developers from different social systems.

## Chapter Summaries—

This section includes responses to the learning objectives in each chapter, making it a handy review tool for all users.

## discussion questions

1. In the context of the chapter-opening vignette, how much does family history affect one's self-esteem and emotional intelligence? Explain.
2. How is someone you know with low self-efficacy, relative to a specified task, "programming themselves for failure"? What could be done to help that individual develop high self-efficacy?
3. What importance do you attach to self-talk in self-management? Explain.
4. On scales of low = 1 to high = 10, how would you rate yourself on the Big Five personality dimensions? Is your personality profile suitable for your present (or chosen) line of work? Explain.
5. Which of the four key components of emotional intelligence is (or are) your strong suit? Which is (or are) your weakest? What are the everyday implications of your EI profile?

## Discussion Questions—

Focused and challenging, these questions help facilitate classroom discussion or review material. Answers and interpretations can be found at our Web site [www.mhhe.com/kinickiob2e](http://www.mhhe.com/kinickiob2e).

# Active Learning

## New! Ethical Dilemmas—

These 16 new exercises raise contemporary ethical issues, ask tough questions, and have corresponding interpretations on the Online Learning Center at [www.mhhe.com/kinickiob2e](http://www.mhhe.com/kinickiob2e).

### ethical dilemma

#### You Mean Cheating Is Wrong?

College students are disturbed by recent corporate scandals: Some 84% believe the U.S. is having a business crisis, and 77% think CEOs should be held personally responsible for it.

But when the same students are asked about their own ethics, it's another story. Some 59% admit cheating on a test (66% of men, 54% of women). And only 19% say they would report a classmate who cheated (23% of men, but 15% of women—even though recent whistle-blowers have been women).

The survey of 1,100 students on 27 U.S. campuses was conducted by Students in Free Enterprise (SIFE), a non-profit that teams up with corporations to teach students ethical business practices. "There's a lack of understanding about ethics and how ethics are applied in real life," says Alvin Rohrs, SIFE'S CEO. "We have to get young people to stop and think about ethics and the decisions

#### How Should We Interpret This Hypocritical Double Standard?

1. Don't worry, most students know the difference between school and real life. They'll do the right thing when it really counts. Explain your rationale.
2. Whether in the classroom or on the job, pressure for results is the problem. People tend to take shortcuts and bend the rules when they're pressured. Explain.
3. A cheater today is a cheater tomorrow. Explain.
4. College professors need to do a better job with ethics education. How?
5. Both students and managers need to be held personally accountable for their unethical behavior. How?
6. Invent other interpretations or options. Discuss.