



FOUNDATIONS,
REALITIES, &
CHALLENGES

Organizational Behavior

FOURTH EDITION

Debra L. Nelson • James Campbell Quick

Fourth Edition

Organizational Behavior

**Foundations, Realities,
and Challenges**

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Organizational Behavior: Foundations, Realities, and Challenges, 4e

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Preface

When we began the development work on the first edition of *Organizational Behavior*, the Berlin Wall in Germany had just come down and organizations were in a new stage of thinking globally. Much has changed in the past thirteen years, and we have every reason to expect those changes to continue throughout the twenty-first century. One would have to go back to the time of Martin Luther to find a period in human history as fraught with the potential for significant and dramatic change. Just after the third edition of the book came out, the technology sector that underpins the New Economy peaked and then crashed, forcing hundreds of dot.com companies out of business and leaving tens of thousands of employees unemployed. All of these world-changing events have significant effects on organizations in all sectors of the New and Old Economies, as well as on the attitudes, feelings, and behavior of people at work. The fourth edition of our book is developed in this larger context of industrial and political change.

The distinctiveness of *Organizational Behavior* continues to be reflected in its subtitle: *Foundations, Realities, and Challenges*. We chose this subtitle because it represents the solid scholarly foundations on which the science of organizational behavior was built, the realities of contemporary life in organizations, and the challenges that constantly present themselves. “Foundations” refers to the broad and deep research roots of our discipline. Our book is anchored in research tradition and contains not only classic research but also leading-edge contributions to the field. This research and theory forms the foundations of our knowledge base. “Realities” reflects what is going on in organizations of all types: public and private, large and small, product and service oriented. In our text, these realities take shape as examples from all types of organizations. Some of the examples show successes, while others as failures, of managers applying organizational behavior knowledge in the real world. “Challenges” are the opportunities we have to grow and develop both as individuals and organizations. In the book, they take the form of individual and group activities for proactive learning.

Organizational behavior is the study of individual behavior and group dynamics in organizational settings. It focuses on timeless topics like motivation, leadership, teamwork, and communication. Such issues have captured our attention for decades. Organizational behavior also encompasses contemporary issues in organizations. How do we encourage employees to engage in organizational citizenship behaviors, to go above and beyond the call of duty to exhibit exceptional performance? How do we restructure organizations in the face of increasing competition? What is the new psychological contract between employees and organizations? How have careers changed, and what can we expect in the future? How do you manage employee behavior in virtual organizations or

teams? What happens when organizations with strong cultures and a need for constancy face the pressure to become current, competitive, and agile? *Organizational Behavior* thus engages both classic and emerging issues.

Our overarching theme of change is accompanied by four supporting sub-themes: globalization, diversity, technology, and ethics. Each theme presents its own challenges and prods individuals to learn, grow, and adjust. The global marketplace has brought with it a world with no boundaries, with no constraints on time and distance. Diversity can be a tremendous asset, with its wealth of skills and knowledge, if managers can build an organizational culture that views differences as assets. While new technologies have vastly improved the efficiency of work, managers must balance high tech with high touch. Managing ethical behavior means doing the right thing in an age of increased white-collar crime and public scrutiny of organizations.

Organizational Reality 1.2 discusses new technology to help the blind and visually impaired learn online. Organizations expect all employees to learn continually. Our book rests on the assumption that learning involves not only acquiring knowledge but also developing skills. The rich theory and research in organizational behavior must be translated into application. Thus, the text presents the opportunity to know concepts, ideas, and theories, and to practice skills, abilities, and behaviors to enhance the management of human behavior at work. Both knowledge and skills are essential for our future managers. We hope the knowledge and skills presented here empower them to succeed in the changing world of work.

Special Features

Several special features of the book extend the subtitle *Foundations, Realities, and Challenges* to specific applications. These features are designed to enhance the application of theory and research in practice, to stimulate student interest and discussion, and to facilitate cognitive as well as skill-based learning.

Foundations

SCIENTIFIC FOUNDATION Each chapter includes a managerial summary of a leading-edge research study related to the chapter's topic. This feature exposes students to the way knowledge is built in organizational behavior and the scientific nature of the discipline.

EXTENSIVE TEXT REFERENCES The book is based on extensive classic and contemporary research literature. At the end of the textbook is a lengthy chapter-by-chapter reference list that students can refer to for in-depth treatments of the chapter topics.

Realities

THINKING AHEAD AND LOOKING BACK The opening and closing features for the fourth edition frame the chapter with a vignette from one of six key organizations: American Heart Association, Brinker International, Enron, Harley-Davidson, Hewlett-Packard, and Patagonia. These organizations represent manufacturing and service, profit and not-for-profit, and large and small organizations. By featuring these six key organizations throughout the book,

At press, Enron was facing new challenges. For more information and the company's response, visit:

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students can familiarize themselves with the companies in greater depth than a single appearance would allow. The Looking Back feature continues the saga of that particular organization and wraps up the example. As we went to press, one of the six key organizations, Enron, had filed for bankruptcy and was undergoing dramatic changes. This case illustrates business practices that were both innovative and destructive, and therefore is an invaluable teaching resource. We will use our Web site as a clearinghouse for teaching aids for instructors and students. Instructors and students can access updates to the ongoing Enron case at the product support Web site (<http://nelson-quick.swcollege.com>).

ORGANIZATIONAL REALITIES Two new examples are included in each chapter. The purpose of the Organizational Realities is to spotlight contemporary organizational life. The realities reflect the themes of globalization, diversity, technology, and ethics. They include not only examples of successes but also examples of failures, which are opportunities for learning.

Challenges

CHALLENGE EXERCISES Two Challenges are included in the body of each chapter. They are self-assessment exercises that provide the student with feedback on one aspect of the topic. Examples are the learning styles inventory in Chapter 1, in which students discover their own learning preferences, and the tolerance for ambiguity inventory in Chapter 18, which helps students assess their receptiveness to change. Each Challenge is designed to enhance self-knowledge or to promote skill development in the subject matter. The student is able to use the results of the Challenge for self-discovery or behavioral change.

INTERNET ACTIVITIES Several Web Sighting Internet activities are placed within the chapters. These exercises have been designed to show students how they can use the Internet as a resource and to give them practice in doing so. More developed Internet activities can be found at the end of each part. These expanded exercises are based on relevant company profiles and topics discussed in the part. Connections to all sites listed in the book are available on the product support Web site—<http://nelson-quick.swcollege.com>.

DISCUSSION AND COMMUNICATION QUESTIONS All students need help in developing their oral and written communication skills. Discussion and communication questions are included at the end of each chapter to give students practice in applying chapter material using some form of communication. The questions challenge students to write memos and brief reports, prepare oral presentations for class, interview experts in the field, and conduct research to gather information on important management topics for discussion in class.

ETHICS QUESTIONS A set of ethics questions and dilemmas at the end of each chapter provokes students to think about what is right and wrong as well as about the various ways to resolve ethical conflicts in organizations. Many of the ethical questions and dilemmas do not have a single answer; rather, they raise key issues for the students to think through.

EXPERIENTIAL EXERCISES Two group-oriented experiential exercises are included at the end of each chapter. They are designed for students to work in teams to learn more about an important aspect of the chapter's topic. The exercises give students opportunities to develop interpersonal skills and to process their thinking within a teamwork setting. In the Chapter 16 exercise "Contrasting

Organizational Cultures,” groups of students compare the cultures of two organizations and relate the dimensions of culture to the organizations’ performance.

CASES A case is included at the end of each chapter. It is based on real-world situations that have been modified slightly for learning purposes. Students have an opportunity to discuss and reflect on the content of the case, drawing upon and then applying the content material of the chapter within the framework of the case.

Some Distinctive Features Students Like

Organizational Behavior offers a number of distinctive, time-tested, and interesting features for students, as well as new and innovative features. Each chapter begins with a clear statement of learning objectives to provide students with expectations about what is to come. The chapter summaries are designed to bring closure to these learning objectives. Graphics and tables enhance students’ ease in grasping the topical material and involve students actively in the learning process. Photos throughout each chapter include clear captions that reinforce, and in many cases supplement, the text.

Interesting and relevant end-of-chapter features such as the list of key terms, review questions, discussion questions, and cases reflect practical and applied aspects of organizational behavior.

Examples from diverse organizations (multinational, regional, nonprofit, public) and industries (manufacturing, service, defense) are included. These examples are integrated throughout the text. A unique feature of the book is its focus on the six organizations mentioned earlier. These represent many different types of organizations—large and small, for profit and not-for-profit, product and service oriented. The purpose of this approach is to provide a sense of continuity and depth not achieved in single examples.

Study Aids

To help you learn, understand, and apply the material in *Organizational Behavior*, the fourth edition provides many unique and comprehensive study tools.

XTRA! CD-ROM Nelson-Quick Xtra! CD-ROM, packaged with every new text, provides complimentary access to a robust set of additional on-line learning tools found at the Nelson-Quick Xtra! Web site (<http://nelsonXtra.swcollege.com>), including Author Insights video clips of the authors providing further explanation of complex topics, *Experiencing Organizational Behavior* online tutorials, Xtra! quizzes, and CNN video clips.

STUDY GUIDE (ISBN: 0-324-11696-9) The study guide was prepared by Robert G. Insley (University of North Texas). Designed from a student’s perspective, the value-laden study guide comes with all the tools necessary to maximize results on exams and in class. Learning objectives and chapter outlines are included, as well as a comprehensive key terms glossary with text page references and numerous self-test questions. Answers with text page references are provided for all self-tests.

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 four 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 the *Organizational Behavior*, fourth edition, text. For more information, visit <http://www.swcollege.com/infotrac/infotrac.html>.

WEB SITE (<http://nelson-quick.swcollege.com>) A rich Web site at <http://nelson-quick.swcollege.com> complements the text, providing many extras for students. Resources include chapter glossaries, interactive quizzes, PowerPoint slides, Internet activities, focus company articles and activities, periodic updates to the Enron case mentioned earlier, and links to other useful resources.

EXPERIENCING ORGANIZATIONAL BEHAVIOR 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 management 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. Access is also available on the Nelson-Quick Xtra! CD-ROM, packaged with each new copy of the text.

Some Distinctive Features Instructors Like

Professors have demanding jobs. They should expect textbook authors and publishers to provide them with the support they need to do an excellent job for students. Among their expectations should be a well-integrated, complete ancillary package. *Organizational Behavior* has this package.

Ancillary Package

A comprehensive set of ancillaries supports the basic text: an instructor's resource manual with video guide, a test bank, ExamView (computerized testing software), PowerPoint® Presentation Files, a product support Web site, and a video program. The videos include a variety of short vignettes about real companies with which your students may already be familiar. Using video in the classroom will enhance the text presentation and reinforce its themes, adding continuity and integration to the overall understanding of organizational behavior.

INSTRUCTOR'S MANUAL WITH VIDEO GUIDE (ISBN: 0-324-11697-7)
The instructor's manual with video guide for *Organizational Behavior* was prepared by David A. Foote (Middle Tennessee State University) and BJ Parker. Each chapter contains the following information:

- Chapter scan—a brief overview of the chapter.
- Suggested learning objectives that are presented in the textbook.
- Key terms—a list of key terms from the chapter.
- The chapter summarized—an extended outline with narratives under each major point to flesh out the discussion and offer alternative examples and issues to bring forward. The extended outlines are several pages long and incorporate many teaching suggestions.
- Answer guidelines for end-of-chapter materials—detailed responses to the review questions, discussion and communication questions, and ethics questions, with suggestions for keeping discussion on track in the classroom.
- Challenges—suggested answers for the Challenges.
- Experiential exercises—a brief description of each exercise as well as a detailed summary of anticipated results. Also included are alternative experiential exercises not found in the text. Discussion questions are provided with selected experiential exercises. Finally, a list of sources for still more may be found under “Extra Experiential Exercises.”
- Cases—suggested answers for case discussion questions are provided in a detailed form.
- Integration of Myers-Briggs Type Indicator material (optional)—including full descriptions and exercises in communication, leadership, motivation, decision making, conflict resolution, power, stress and time management, and managing change. For instructors unfamiliar with Myers-Briggs, a general introduction to this instrument is provided at the end of Chapter 3 of the instructor’s manual. The introduction includes several good references for additional information about testing.
- Comprehensive video cases, including information on how to successfully incorporate the use of video in your lesson plan, are included for select chapters with accompanying video segments.
- Printouts of the slides from the PowerPoint® Presentation Files.

TEST BANK (ISBN: 0-324-11698-5) The test bank, prepared by Jon G. Kalinowski (Minnesota State University, Mankato), has been thoroughly revised for this edition. The test bank contains more than 1,200 multiple-choice, true/false, matching, and essay questions. Each question has been coded according to Bloom’s taxonomy, a widely known testing and measurement device used to classify questions according to level (easy, medium, or hard) and type (application, recall, or comprehension).

EXAMVIEW (ISBN: 0-324-11751-5) This supplement contains all of the questions in the printed test bank. This program is an easy-to-use test creation software compatible with Microsoft Windows and Macintosh. Instructors can add or edit questions, instructions, and answers, and select questions (randomly or numerically) by previewing them on the screen. Instructors can also create and administer quizzes online, whether over the Internet, a local area network (LAN), or a wide area network (WAN).

POWERPOINT® PRESENTATION FILES Marilyn Bergmann and Donna Raleigh (University of Wisconsin, Eau Claire) have developed more than 300

PowerPoint® slides for this text. These slides feature figures from the text, lecture outlines, and innovative adaptations to enhance classroom presentation.

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-enriched slides can easily be modified and customized to suit individual preferences.

INSTRUCTOR'S RESOURCE CD-ROM (ISBN: 0-324-18211-2) Key instructor ancillaries (instructor's manual, test bank, ExamView, and PowerPoint slides) are provided on CD-ROM, giving instructors the ultimate tool for customizing lectures and presentations.

WEB SITE (<http://nelson-quick.swcollege.com>) *Organizational Behavior* has its own product support Web site at <http://nelson-quick.swcollege.com>. The full PowerPoint® presentation is available for you to download as lecture support for yourself as well as a study aid for your students. The Instructor's Manual is also available for download. The Internet exercises from the text are available at the Web site for convenience. A multiple-choice and true/false tutorial to help your students study for exams is also featured. Focus company articles and activities, as well as updates to the Enron case mentioned earlier, are provided. Regular updates make this a dynamic site.

WEBTUTOR™ ON WEBCT AND ON BLACKBOARD WebTutor complements *Organizational Behavior* by providing interactive reinforcement. WebTutor's online teaching and learning environment brings together content management, assessment, communication, and collaboration capabilities for enhancing in-class instruction or for delivering distance learning. For more information, including a demo, visit <http://webtutor.swcollege.com>.

VIDEO PROGRAM (ISBN: 0-324-11750-7, 0-324-11752-3) An extensive updated video program has been developed especially for use with *Organizational Behavior*. Video segments have been selected to support the themes of the book and to deepen students' understanding of the organizational behavior concepts presented throughout the text. Information on using the videos can be found in the Instructor's Manual. Companies profiled in the video series include Valassis Communications, Burke, Inc., JIAN Corporation, Sunshine Cleaning Systems, among others.

CNN VIDEO: MANAGEMENT AND ORGANIZATIONS (ISBN: 0-324-15179-9) Forty-five minutes of short segments from CNN, the world's first 24-hour all-news network, are available on VHS cassette to use as lecture launchers, discussion starters, topical introductions, or directed inquiries.

ORGANIZATIONAL BEHAVIOR: EXPERIENCES AND CASES (ISBN: 0-324-04850-5) Written by Dorothy Marcic, Joseph Seltzer, and Peter Vaill, *Organizational Behavior: Experiences and Cases* contains experiential exercises and cases that emphasize management skill development and practical application of theory integral to the study of organizational behavior.

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Debra L. Nelson
James Campbell Quick

To our students, who challenge us to be better than we are, who keep us in touch with reality, and who are the foundation of our careers.

About the Authors

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Dr. Debra L. Nelson is The CBA Associates Professor of Business Administration and Professor of Management at Oklahoma State University. She received her Ph.D. from the University of Texas at Arlington, where she was the recipient of the R. D. Irwin Dissertation Fellowship Award. Dr. Nelson is the author of over 70 journal articles focusing on organizational stress management, newcomer socialization, and management of technology. Her research has been published in the *Academy of Management Executive*, *Academy of Management Journal*, *Academy of Management Review*, *MIS Quarterly*, *Organizational Dynamics*, *Journal of Organizational Behavior*, and other journals. In addition, she is coauthor/coeditor of several books, including *Organizational Behavior: Foundations, Realities, and Challenges* (4th ed., South-Western/Thomson Learning, 2003), *Gender, Work Stress and Health* (American Psychological Association, 2002), *Advancing Women in Management* (Blackwell, 2002) and *Preventive Stress Management in Organizations* (American Psychological Association, 1997). Dr. Nelson has also served as a consultant to several organizations including AT&T, American Fidelity Assurance, Sonic, State Farm Insurance Companies, and Southwestern Bell. She has presented leadership and preventive stress management seminars in a host of organizations, including Blue Cross/Blue Shield, Conoco, Oklahoma Gas and Electric, Oklahoma Natural Gas, and Preview Network Systems. She was honored with the Greiner Graduate Teaching Award in 2001, the Chandler-Frutes and Reitz Graduate Teaching Award in 1997, the Regents' Distinguished Teaching Award in 1994, and the Burlington Northern Faculty Achievement Award at OSU in 1991. Dr. Nelson also serves on the editorial review board of the *Academy of Management Executive*.

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Dr. Quick framed preventive stress management with his brother (Jonathan D. Quick, MD, MPH). He has received over \$235,000 in funded support for research, scholarship and intellectual contributions from the Society for Human Resource Management, Hospital Corporation of America, the State of Texas, and the American Psychological Association. His articles have been published in leading journals such as the *Academy of Management's Journal*, *Review*, and *Executive*, *Journal of Organizational Behavior*, *Air University Review*, *Stress Medicine*, and the *Journal of Medical Education*. He received the 1990 Distinguished Professional Publication Award for *Corporate Warfare: Preventing Combat Stress and Battle Fatigue*, coauthored with Debra L. Nelson and his brother for the American Management Association's *Organizational Dynamics*.

He is coauthor of *Preventive Stress Management in Organizations* (American Psychological Association, 1997), originally published in 1984 and released as *Unternehmen ohne Stress* in German. He is coauthor of the *Organizational Behavior: Foundations, Realities, and Challenges, Fourth Edition* (South-Western/Thomson Learning, 2003) and *Stress and Challenge at the Top: The Paradox of the Successful Executive* (John Wiley & Sons, 1990). He is coeditor of the *Handbook of Occupational Health Psychology* (APA, 2002), *The New Organizational Reality: Downsizing, Restructuring, and Revitalization* (APA, 1998), *Stress and Well-Being at Work* (APA, 1992), and *Work Stress: Health Care Systems in the Workplace* (Praeger Scientific, 1987), for which he has received the 1987 Distinguished Service Award from the UTA College of Business. He is a member of Beta Gamma Sigma and Phi Beta Delta honor societies and the Great Southwest Rotary Club, where he is a Paul Harris Fellow.

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Colonel Quick, U.S. Air Force (Retired), was the Senior Individual Mobilization Augmentee at the San Antonio Air Logistics Center (AFMC), Kelly AFB, Texas, in his last assignment. He was Distinguished Visiting Professor of Psychology, 59th Medical Wing (1999). His awards and decorations include *The Legion of Merit*, *Meritorious Service Medal*, and *National Defense Service Medal with Bronze Star*.

He is married to the former Sheri Grimes Schember.

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