

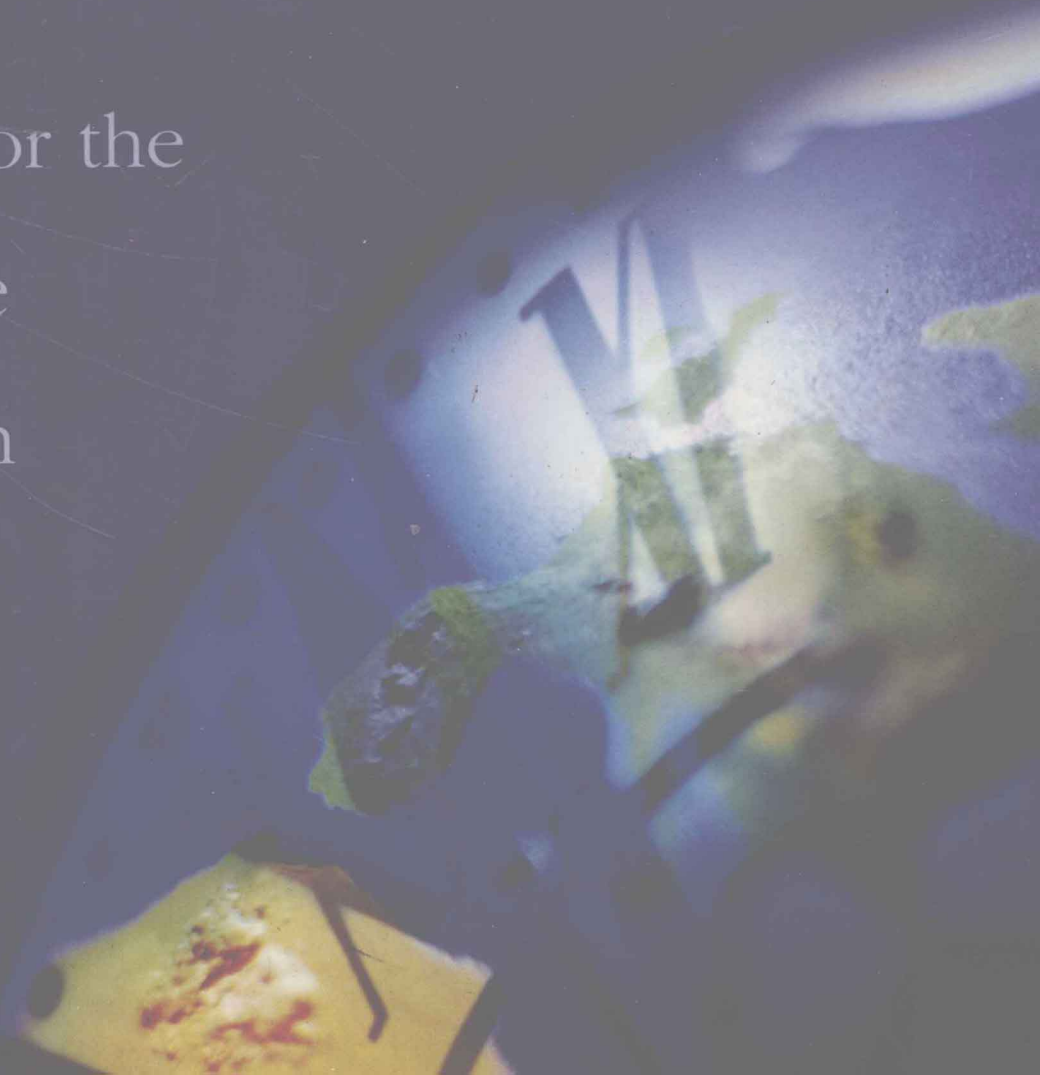
STEVEN L. McShane

MARY ANN Von Glinow

SECOND EDITION

Organizational Behavior

Emerging
Realities for the
Workplace
Revolution



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**Emerging
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Workplace
Revolution**

Steven L. McShane

The University of Western Australia

Mary Ann Von Glinow

Florida International University



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**ORGANIZATIONAL BEHAVIOR:
EMERGING REALITIES FOR THE WORKPLACE REVOLUTION**

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SECOND EDITION

Organizational Behavior



Steven L. McShane

Steven L. McShane is Professor of Management in the Graduate School of Management at the University of Western Australia (UWA). Steve has also taught in the business faculties at Simon Fraser University and Queen's University in Canada. He is a past president of the Administrative Sciences Association of Canada.

Steve earned his PhD from Michigan State University, a Master of Industrial Relations from the University of Toronto, and an undergraduate degree from Queen's University in Canada. He receives high teaching ratings from MBA and doctoral students both in Perth, Australia, and in Singapore, where he teaches senior officers in the Singapore Armed Forces.

Steve is also the author of *Canadian Organizational Behavior*, 4th edition (2001), which is McGraw-Hill's best-selling college textbook in Canada. He is co-author with Professor Tony Travaglione of *Organisational Behaviour on the Pacific Rim* (2003), McGraw-Hill's most recent organizational behavior book published in that region. Steve has published several dozen articles and conference papers on the socialization of new employees, gender bias in job evaluation, wrongful dismissal, media bias in business magazines, and other diverse issues.

Along with teaching and writing, Steve enjoys spending his leisure time swimming, bodysurfing, canoeing, skiing, and traveling with his wife and two daughters.



Mary Ann Von Glinow

Mary Ann Von Glinow is the director of the Center for International Business Education and Research (CIBER) and Professor of Management and International Business at Florida International University. She has an MBA and PhD in management science from The Ohio State University and was previously on the business school faculty of the University of Southern California. Dr. Von Glinow was the 1994–95 president of the Academy of Management, the world's largest association of academicians in management. She is also a member of 11 editorial review boards and several international panels. She teaches in executive programs in Latin America, Central America, Asia, the United States, Europe, Africa, and Australia.

In the past six years, Dr. Von Glinow has authored over 70 journal articles and nine books. Her most recent include *Organizational Learning Capability* (Oxford University Press, 1999), in Chinese and Spanish translation, and *Organizational Behavior*, 2nd edition (McGraw-Hill, 2002).

Mary Ann consults to a number of domestic and multinational enterprises, and serves as a mayoral appointee to the Shanghai Institute of Human Resources in China. Mary Ann is actively involved in several animal welfare organizations and received the 1996 Humanitarian Award of the Year from Miami's Adopt-a-Pet.

Dedicated with love and devotion to Donna, and
to our wonderful daughters, Bryton and Madison
—**SLM**

To my family and my virtual, globally distributed
family!
—**MAVG**

“Emerging realities for the workplace revolution” isn’t a marketing slogan; it’s a wake-up call for the field of organizational behavior. Knowledge is replacing infrastructure. Self-leadership is superceding command-and-control management. Networks are replacing hierarchies. Virtual teams are replacing committees. Companies are looking for employees with emotional intelligence, not just technical smarts. Globalization has become the mantra of corporate survival. Co-workers aren’t down the hall; they’re at the other end of an Internet connection located somewhere else on the planet.

Organizational Behavior, Second Edition, is based on these emerging workplace realities. We describe how companies guide workplace behavior through values, how clashing corporate cultures can sink a global merger, and how globalization is driving fundamental organizational changes. We also discuss several emerging concepts that are reshaping the field of organizational behavior, such as knowledge management, emotional intelligence, and appreciative inquiry. This book also presents the new reality that organizational behavior (OB) is not just for managers; it is relevant and useful to anyone who works in and around organizations.

GLOBAL ORIENTATION

Love it or hate it, globalization is part of the emerging reality of organizations. To reflect this emerging reality, *Organizational Behavior*, Second Edition, introduces globalization in the opening chapter and highlights global issues in every chapter. Globalization relates to numerous topics throughout this book, such as personal values across cultures (Chapter 4), the relevance of motivation concepts across cultures (Chapter 5), employee stress in Japan and Spain (Chapter 7), the effect of globalization on virtual teams (Chapter 8), problems with cross-cultural communication (Chapter 11), cross-cultural conflict (Chapter 13), the effect of globalization on organizational change (Chapter 16), and cultural differences in psychological contracts (Chapter 18).

To further emphasize the emerging reality of globalization, every chapter in this edition has one or more Global Connections—highlighted features that link OB concepts to organizational incidents in diverse countries. For example, Global Connections features describe how Japanese firms are taking employees to “smile school” to improve their emotional labor; how Infosys has cre-

GLOBAL CONNECTIONS 13.1

Working Through Culture Clashes in the Renault-Nissan Partnership

Carlos Ghosn experienced more than his share of cross-cultural conflict when French carmaker Renault made him president of its partner, Nissan Motor Company, in Japan. “Certainly many of you have felt the effects of intra-company cultural clashes as your business has become globalized,” said the Brazilian-born Renault executive to an audience of automobile executives, consultants, and media. “The results are a waste of talent and a waste of energy.”

Ghosn and other French executives were irritated that Nissan’s executives seemed to lack a “sense of urgency” to stop seven years of financial losses at Japan’s second-largest carmaker. “Even though the evidence is against them, [Nissan executives] sit down and they watch the problem a little bit longer,” complains Ghosn.

The Japanese executives were equally disturbed by the French practice of evaluating performance issues across work units. “In a big Japanese company, everyone has their own pigeonhole and their own responsibilities which never impinge on anyone else’s, and which means no one questions a colleague’s work,” explains an anonymous Nissan source.

Conflicts even simmered over traditions involving lunches and meetings. The French executives believe they work better after long lunches, whereas the Japanese executives shovel down their food and get back to work as a show of loyalty. Meanwhile, the Japanese are fond of long meetings because they make their opinions seem valued by the company. This practice irritates the French executives, who prefer quicker decision making.

The good news is that Ghosn seems to be defeating the dysfunctional conflict and saving the Japanese car company through a set of challenging, measurable ob-



Carlos Ghosn experienced plenty of cross-cultural conflict when the Renault executive was transferred to Japan as president of Nissan Motor Company. (© Reuters/NewsMedia Inc./CORBIS)

jectives called the Nissan Revival Plan. The plan has become a superordinate goal that rallied staff and encouraged them to put aside their cultural differences. “We all knew that in order to develop a plan that would work, we would have to treat natural cultural suspicions and culture clashes as a luxury for rich people,” Ghosn explains.

Sources: Y. Kageyama, “Renault Manager Crosses Cultural Divide to Turn Around Nissan,” *Associated Press State and Local Wire*, June 25, 2001; O. Morgan, “Nissan’s Boy from Brazil Puts Accent on Profits,” *The Observer (UK)*, May 27, 2001, p. 7; F. Kadri, “Renault-Nissan Two Years On: Being Bi-national Is Not So Simple,” *Agence France-Presse*, April 1, 2001; A. R. Gold, M. Hirano, and Y. Yokoyama, “An Outsider Takes On Japan: An Interview with Nissan’s Carlos Ghosn,” *McKinsey Quarterly*, January 2001, p. 95; “Nissan’s Ghosn Calls Cultural Clashes ‘A Luxury for the Rich,’” *PR Newswire*, January 18, 2000.

ated a “Silicon Valley culture” in Bangalore, India; how companies in the United Kingdom are improving communication by banning e-mail one day each week; how Ericsson employees in Singapore are building more effective teams; and how Australian travel agency Flight Center has an organizational structure modeled after that of African tribes!

LINKING THEORY WITH REALITY

Every chapter of the second edition of *Organizational Behavior* is filled with real-life examples to make OB concepts more meaningful and to reflect the relevance and excitement of this field. For example, you will read how Capital One Financial has become one of the fastest-growing financial institutions through effective motivation practices; how New Zealand’s The Warehouse has become one of the world’s top-performing discount department store chains by supporting personal and ethical values; how the Silicon Valley design firm IDEO has become a global icon for innovation by fostering employee creativity; how EDS, the global computer services provider, has become a poster example of organizational turnaround; and how Coca-Cola has decentralized its organizational structure to get back in touch with customers.

These real-life examples appear in many forms. Every chapter of *Organizational Behavior* is filled with photo captions and in-text anecdotes about work life in this new millennium. Each chapter also includes Connections, a special feature that connects OB concepts with real organizational incidents. Case studies and *Business Week* case studies in each chapter also connect OB concepts to the emerging workplace realities. We have tried to ensure that the examples described throughout this book have a balanced, regional representation throughout the United States and around the world. Moreover, these examples cover a wide range of industries—from software to city government, and from small businesses to the Fortune 500.

CONNECTIONS 4.1

Employees Just Want to Have Fun!

It’s bonus day at Kryptonite, and CEO Gary Furst is prepared for the occasion. Accompanied by a bagpiper, Furst—dressed up as a Scottish warrior from the movie *Braveheart*, complete with kilt and face paint—hands out the checks. Furst and other executives at the Boston-based bicycle lock maker have also dyed their hair green, held game shows, and hired musicians to entertain the troops. “You really need to find innovative, provocative and fun ways to motivate people,” advises Furst. “Work can either be a drag or a lot of fun.”

Fun at work? It sounds like an oxymoron. But to attract and keep valuable employees and to help relieve stress, organizations are encouraging employees to participate in—and even create—a little comic relief. Employees at Flanders Electric Motor Service in Evansville, Illinois, have water balloon fights and Nerf ball-throwing contests on Wacky Wednesdays. The co-owner sometimes jumps on a tricycle and pedals around delivering ice cream to Flanders’s 190 employees. At Pragmatek, a Minneapolis e-business and consulting firm, employees hold Spam-carving contests. The CoActive Marketing Group in Lincoln Heights, Ohio, has Easter Egg hunts, with money inside the “eggs,” and employees sometimes head out to the parking lot to test water balloon rockets.

Southwest Airlines is widely recognized as a pioneer in having fun on the job. During preflight instructions, a flight attendant says: “If there’s anything we can do to make this a more pleasant flight, please, please, please hold onto that thought until we get to Houston.” When the Southwest Airlines jet is about to land, the captain announces over the intercom, “Flight attendants, prepare your hair for arrival.”

These fun and games may seem silly, but some corporate leaders are deadly serious about their value.



Southwest Airlines flight attendants Aimee Behmer (left) and Catrina Brooks ask passengers trivia questions over the airliner’s intercom. (© Dean Hoffmeyer © Richmond Times Dispatch)

“It’s pretty simple,” explains Nathan Rudyk, president of Digit Interactive Inc. (now part of Quebecor). “If you want to make the most money, you must attract the best people. To get the best people, you must be the most fun.”

Sources: H. B. Herring, “Nurturing Your Company’s Inner Child: Let There Be Fun!” *New York Times*, September 2, 2001; C. Jones, “Next in Line,” *Richmond (VA) Times-Dispatch*, July 29, 2001; M. Shaw, “A Motivating Example,” *Network World Fusion*, May 14, 2001; T. Rathel, “Some Companies Work Hard to Help Employees Relax,” *Evansville (IL) Courier and Press*, February 11, 2001; D. Emerson, “Employers Urge Playing on the Job,” *Business Journal of the Twin Cities (Minneapolis-St. Paul, MN)*, September 4, 2000; J. Eckberg, “Playtime—Workers Mix Business, Pleasure,” *Cincinnati Enquirer*, July 31, 2000, p. B16; J. Elliott, “All Work and No Play Can Chase Workers Away,” *Edmonton (Alberta) Journal*, February 28, 2000.

ORGANIZATIONAL BEHAVIOR KNOWLEDGE FOR EVERYONE

Another distinctive feature of *Organizational Behavior*, Second Edition, is that it is written for *everyone* in organizations, not just managers. The philosophy of this book is that everyone who works in and around organizations needs to understand and make use of organizational behavior knowledge. The new reality is that people throughout the organization—systems analysts, production employees, accounting professionals—are assuming more responsibilities as companies remove layers of bureaucracy and give teams more autonomy over their work. This book helps everyone make sense of organizational behavior and provides the tools needed to work more effectively in the workplace.

CONTEMPORARY THEORY FOUNDATION

Organizational Behavior has a solid foundation of contemporary and classic scholarship. You can see the evidence in the references. Each chapter is based on dozens of articles, books, and other sources. The most recent literature receives thorough coverage, resulting in what we believe is the most up-to-date organizational behavior textbook available. These references also reveal that we reach out to information systems, marketing, and other disciplines for new ideas. At the same time, this textbook is written for students, not the scholars whose work is cited. Consequently, you won't find detailed summaries of specific research studies. Also, the names of researchers or their affiliations are rarely mentioned in the text. The philosophy of this textbook is to present OB scholarship in ways that students will remember long after the final examination.

Consistent with the subtitle of this book, we discuss several emerging workplace realities. For example, this edition dedicates a large part of one chapter to the rapidly growing topic of employee creativity (Chapter 10). It adds a new section on the meaning of money, including how money relates to needs, attitudes, values, and self-identity (Chapter 6). We explore the complex effects of workplace romance on organizational power and politics (Chapter 12) and look at the increasing problem of workplace bullying as a stressor (Chapter 7). Recent attention to entrepreneurship within organizations merits attention in Chapter 5, on employee motivation. The effects of mergers on organizational culture and organizational change are discussed in Chapter 15 and Chapter 16, respectively.

Four emerging topics—knowledge management, information technology, workplace values, and globalization—are woven throughout this edition of *Organizational Behavior*. Knowledge management is introduced in Chapter 1 and is further discussed in the context of individual behavior (Chapter 2), employee involvement (Chapter 9), employee creativity (Chapter 10), organizational communication (Chapter 11), and several other topics. Information technology is another prominent theme throughout this book. For example, we discuss the powerful effects of e-mail, instant messaging, the Web, and other information technology on communication. Virtual teams are discussed in several places, including the limitations of technology on keeping these groups effective. We look at the ups and downs of telecommuting, such as the political risks and distractions of working from home. Workplace values have gained considerable attention recently, so we now emphasize this topic in Chapter 1 and discuss values in the context of many other topics. And, as we mentioned earlier, globalization is an emerging reality that is connected to every chapter in this edition of *Organizational Behavior*.

CHANGES IN THE SECOND EDITION

Organizational Behavior, Second Edition, is the result of reviews over the past two years by more than 80 organizational behavior scholars and teachers. This feedback, along with a continual scan of relevant literature, has resulted in numerous improvements. Instructors will notice that some chapters have been reorganized so that the book is more closely aligned with their preferred sequence of topics. For instance, the topic of creativity and team decision making has its own chapter, reflecting the growing interest in

this area. The topics of perceptions, personality, values, ethics, and emotions appear earlier in this edition. Employment relations and career dynamics is now discussed in the final chapter—to launch students from this book to their future. Every chapter has been substantially updated with new conceptual and anecdotal material. All the chapter-opening vignettes and most of the Connections features are new. Over 75 percent of the photographs are new to this edition. Every chapter has numerous content changes and significantly updated references.

Here are some of the more significant improvements within each chapter of this edition:

■ *Chapter 1: Introduction to the Field of Organizational Behavior*—The section on trends in OB now includes workplace values, to reflect the increasing emphasis on personal, cross-cultural, corporate, and ethical values. The open systems section includes discussion of stakeholders. This chapter updates information on intellectual capital and knowledge management.

■ *Chapter 2: Individual Behavior and Learning in Organizations*—This edition introduces coaching as a form of learning and feedback. It adds new information about the ethics of employee monitoring, problems with 360-degree feedback, and the practice of action learning. The section on experiential learning also adds Kolb's model.

■ *Chapter 3: Perception and Personality in Organizations*—This chapter now appears earlier in the textbook to reflect the teaching preferences of many instructors. Social identity theory was introduced in the previous edition and is updated here because of the rapidly growing OB literature on this subject. Splatter vision receives more attention in the section on the perceptual selection process, and the section on self-fulfilling prophecy considers new researching findings. This chapter also provides more detailed information on workforce diversity initiatives.

■ *Chapter 4: Workplace Values, Ethics, and Emotions*—This chapter has also been moved to appear earlier in the book and has been significantly revised. The chapter now begins with a full discussion of workplace values, including the importance of values and alignment of personal, cross-cultural, and organizational values. The section on ethical values is updated. The previous edition was one of the first OB textbooks to discuss workplace emotions in depth; the second edition continues this leadership with new information on emotional intelligence. This chapter also presents cross-cultural information on job satisfaction and provides details of the employee–customer–profit chain theory that connects job satisfaction with customer service.

■ *Chapter 5: Foundations of Employee Motivation*—New to this chapter is information on the trend toward encouraging entrepreneurship within organizations. We also introduce recent information on equity sensitivity and update the discussion of the ethics of inequity and the characteristics of goal setting.

■ *Chapter 6: Applied Motivation Practices*—The most noticeable improvement to this chapter is the new section on the meaning of money, including how money relates to needs, attitudes, values, and self-identity. The topic of organizational rewards receives more coverage, including new material on stock ownership. We also introduce a section on improving the effectiveness of performance-based rewards. The emerging topic of self-leadership is updated.

■ *Chapter 7: Stress Management*—This edition introduces workplace bullying as a stressor. It also adds new information on *karoshi* (death from overwork) in Japan and the loss of siestas in Spain. The discussion of family-friendly and work-life initiatives has been updated. Information on the various ways to manage stress has been updated.

■ *Chapter 8: Foundations of Team Dynamics*—This chapter updates information on virtual teams and introduces the concept of communities of practice. This edition also expands the discussion of building cohesiveness in virtual teams.

■ *Chapter 9: Decision Making and Employee Involvement*—This completely revised chapter recognizes the natural integration of employee participation in the decision-making process. The decision-making material is more solution-oriented. It also updates information on intuition and escalation of commitment, and introduces scenario planning. The employee involvement section adds more information about codetermination and provides a more complete discussion of sociotechnical systems and self-directed work teams. We also add the Vroom-Jago model with a discussion of its employee involvement decision criteria.

■ *Chapter 10: Creativity and Team Decision Making*—This completely revised chapter recognizes the rapidly growing popularity of creativity in the workplace. We give students the latest details on creativity, apparently more than any other OB textbook. The chapter includes discussion of the creative process, personal and work environment conditions supporting creativity, and practices that further leverage the creative potential. Creativity is integrated with team decision making, including updated information on brainstorming and electronic brainstorming.

■ *Chapter 11: Communicating in Organizational Settings*—This chapter features new material on communication competence, instant messaging, and e-zines. The section on electronic mail has been updated, and the literature on the corporate grapevine has been rewritten around Web-based rumor sites and other emerging forms of communication. The section on active listening introduces a new model based on new research from the field of marketing.

■ *Chapter 12: Organizational Power, Politics, and Persuasion*—This edition introduces the emerging topic of workplace romance from the perspective of organizational power. It also revises the discussion of information and power, visibility as a contingency of power, and the political tactic of impression management. The topic of persuasive communication has been moved from the chapter on communicating to this chapter because it provides a better fit with the notion of influence.

■ *Chapter 13: Organizational Conflict and Negotiation*—This chapter provides a fuller overview of the conflict process, with further distinction between task-related and socioemotional conflict. This edition introduces drum circles as a conflict management practice and adds more information on alternative dispute resolution.

■ *Chapter 14: Organizational Leadership*—This edition continues to recognize the trend toward leadership competencies (rather than the historical perspective of leader traits), and the importance of emotional intelligence as a leadership competency. It links the concept of servant leadership to path-goal theory and recognizes the role of self-leadership as a leadership substitute. The topic of gender issues in leadership is updated.

- *Chapter 15: Organizational Culture*—This chapter now appears earlier (and is introduced in Chapter 1) to reflect widespread interest in having the topic discussed earlier in the book. We have also added new information on cultural language, adaptive cultures, and corporate cults.
- *Chapter 16: Organizational Change and Development*—This edition updates information on the powerful forces for organizational change and search conferences. The emerging topic of appreciative inquiry has also been revised to reflect recent writing on this important organization development practice.
- *Chapter 17: Organizational Structure and Design*—This chapter provides new information on the complex balance of centralization and decentralization as well as on the evolution of the client-based divisional structure. This edition also revises the sections on matrix structures and virtual corporations.
- *Chapter 18: Employment Relationship and Career Dynamics*—This chapter has been moved so that the book finishes with the student's career launch (even for students who are in mid-career). The many changes in this chapter include updated information on psychological contracts, employability, and boundaryless careers. The chapter concludes with a new section on advice for personal career development.

SUPPORTING THE LEARNING PROCESS

The changes described above refer only to the text material. *Organizational Behavior*, Second Edition, also has improved cases, videos, team exercises, and self-assessment exercises.



Student Learning CD All new copies of the text are packaged with a special student CD-ROM. This value-added feature includes:

- Interactive modules that encourage hands-on learning about such topics as motivation, leadership, and organizational communication.
- Chapter outlines.
- Interactive chapter quizzes.
- Videos of real-world companies.
- Exercises and quizzes that correspond to the CD videos.
- A special link to McShane/Von Glinow's Online Learning Center and McGraw-Hill's Organizational Behavior Online website.

Chapter Cases and Additional Cases Every chapter includes one short case that challenges students to diagnose issues and apply ideas from that chapter. Additional cases appear at the end of the book. Several cases are new to this book. Others, such as Arctic Mining Consultants, are classics that have withstood the test of time.



Business Week Case Studies Found at the end of each chapter, *Business Week* case studies introduce the online full-text article and provide critical thinking questions for class discussion or assignments. These cases encourage students to understand and diagnose real-world issues using organizational behavior knowledge. For example, one case study challenges students to figure out how to motivate employees with stock options when the economy tanks (Chapter 6). Another case study asks students to explain the shifting power dynamics within Yahoo! as the web portal company copes with its new competitive environment (Chapter 12).

TEAM EXERCISE 9.3

WHERE IN THE WORLD ARE WE?

Purpose This exercise is designed to help you understand the potential advantages of involving others in decisions rather than making decisions alone.

Materials Students require the unmarked map with grid marks (Exhibit 9.8) showing the United States of America. Students are not allowed to look at any other maps or use any other materials. The instructor will provide a list of communities located somewhere on Exhibit 9.8. The instructor will also provide copies of the answer sheet after students both individually and in teams have estimated the locations of communities.

Instructions

- **Step 1**—Write in Exhibit 9.7 the list of communities identified by your instructor. Then, working alone, estimate the location in Exhibit 9.8 of these communities, all of which are in the United States. For example, mark a small 1 in Exhibit 9.8 on the spot where you believe the first community is located. Mark a small 2 where you think the second community is located, and so on. Please be sure to number each location clearly and with numbers small enough to fit within one grid space.
- **Step 2**—The instructor will organize students into approximately equal-sized teams (typically five or six people per team). Working with your team members, reach a consensus on the location of each community listed in Exhibit 9.7. The instructor might provide teams with a separate copy of this map, or each member can identify the team's numbers using a different colored pen on their individual maps. The teams

Team and Self-Assessment Exercises Experiential and self-assessment exercises represent an important part of the active learning process. *Organizational Behavior* facilitates that process by offering one or two team exercises as well as a self-assessment exercise in every chapter. Many of these learning activities, such as Where in the World Are We? (Chapter 9), A Not-So-Trivial Cross-Cultural Communication Game (Chapter 11), and Assessing Your Self-Leadership (Chapter 6), are not available in other organizational behavior textbooks.

Online Learning Center

Information Center

Organizational Behavior, 2/e
Steven L. McShane, University of Western Australia
Mary Ann Von Glinow, Florida International University

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Online Learning Center (www.mhhe.com/mcshane2e) *Organizational Behavior* offers a comprehensive and user-friendly Online Learning Center (OLC), which is the perfect solution for Internet-based content. The Student Resources Center of the site follows the textbook chapter by chapter and includes practice questions similar to those found in the test bank, online self-assessments, video cases, links to relevant external websites, and other valuable resources for students.

Margin Notes, Glossary, and Indexes *Organizational Behavior* tries to avoid unnecessary jargon, but the field of organizational behavior (as with every other discipline) has its own language. As an aid in learning this language, key terms are highlighted in bold and brief definitions appear in the margin. These definitions are also presented in an alphabetical glossary at the end of the text. We have also developed comprehensive indexes of content, names, and organizations described in this book.

INSTRUCTOR SUPPORT MATERIALS

Organizational Behavior, Second Edition, includes a variety of supplemental materials to help instructors prepare and present the material in this textbook more effectively. Some restrictions may apply, so please consult your McGraw-Hill representative regarding these resources.

Instructor Online Learning Center (www.mhhe.com/mcshane2e) Along with the Student Resource Center of the OLC (see above), *Organizational Behavior* includes a password-protected website for instructors. The site offers downloadable supplements, sample syllabi, links to OB news, regular updates on concepts and examples discussed in this book, and other resources.

PowerPoint® Presentations (ISBN: 007-247010-0) *Organizational Behavior* offers the most professional-looking and comprehensive set of PowerPoint files in the field of organizational behavior. Each PowerPoint file has more than a dozen slides relating to the chapter, and most files display one or more photographs from the textbook.

Instructor's Resource Manual (ISBN: 007-247012-7) The *Instructor's Resource Manual* is written entirely by Steve McShane to ensure that it represents the textbook's content and supports instructor needs. Each chapter includes the learning objectives, a glossary of key terms, a chapter synopsis, a complete lecture outline (in a larger typeface) with thumbnail images of corresponding PowerPoint slides, solutions to the end-of-chapter discussion questions, and comments on photo caption critical thinking questions. It also includes teaching notes for the chapter case, additional cases, team exercises, and self-assessments. Many chapters include supplemental lecture notes and suggested videos. The Instructor's Resource Manual also includes a comprehensive set of transparency masters and notes for the end-of-text cases.

Test Bank (ISBN: 007-247019-4) and Computerized Test Bank (ISBN: 007-247011-9) The *Test Bank* manual includes more than 2,000 multiple-choice, true-false, and essay questions. Steve McShane wrote all the questions, and the majority of them have been tested in class examinations. Each question identifies the relevant page reference and difficulty level. The entire *Test Bank* manual is also available in a computerized version. Instructors receive special software that lets them design their own examinations from the *Test Bank* questions. It also lets instructors edit test items and add their own questions to the test bank.

ACKNOWLEDGMENTS

Organizational Behavior, Second Edition, symbolizes the power of teamwork. More correctly, it symbolizes the power of a *virtual team*—with Mary Ann Von Glinow in Miami; Steve McShane in Perth, Australia, and Singapore; the editorial crew in Chicago; the copyeditor in Virginia; and the photo researchers in New York.

Superb virtual teams require equally superb team members, and we were fortunate to have this in our favor. Sponsoring editor John Weimeister led the way with unwavering support, while solving the behind-the-scenes challenges that made everyone's life much easier. Christine Scheid, senior developmental editor, was the maestro of talent as she remarkably orchestrated a complex combination of people in this dispersed team. The keen copyediting skills of Alice Jaggard made *Organizational Behavior*, Second Edition, incredibly error-free. Natalie Ruffatto, our project editor, met the challenge of a tight production schedule and persuaded higher authorities to experiment with virtual page-proofing. Jennifer McQueen provided an excellent design and was responsive to our minor suggestions. Amy Bethea, Denise Simmons, and Jeremy Cheshareck triumphed to deliver the many photos that the authors had selected for this edition. Lori Koettters expertly handled the production and printing. Thanks to you all. This has been an exceptional team effort!

As we said earlier, more than 80 instructors around the world reviewed parts or all of *Organizational Behavior*, Second Edition, or its regional editions, over the past two years. Their compliments were energizing, and their suggestions significantly improved the final product. The following people reviewed some or all of the first edition of *Organizational Behavior* after it was published so that we could improve the quality of the second edition:

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