Ninth Edition

Organizational Behavior *and* Management

John M. Ivancevich
Robert Konopaske
Michael T. Matteson

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Hugh Roy and Lillie Cranz Cullen Chair and Professor of Organizational Behavior and Management, C. T. Bauer College of Business, University of Houston

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藏书章

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About the Authors

John (Jack) M. Ivancevich (August 16, 1939–October 26, 2009): **In Memoriam.**

Hugh Roy and Lillie Cranz Cullen Chair and Professor of Organizational Behavior and Management, C. T. Bauer College of Business, University of Houston; B.S. from Purdue University, and MBA and DBA from the University of Maryland.

Never one to miss a deadline, Jack submitted his last revisions for this textbook during the summer of 2009. A few months later, he passed away with quiet dignity surrounded by loved ones. On that day, the management discipline lost a passionate and award-winning educator, and an influential leader with an incomparable work ethic and sense of integrity. Jack led by example, and those of us who were fortunate enough to know him, were inspired to work harder and reach higher than we ever thought possible.

Jack was committed to higher education and the creation and dissemination of management knowledge. He was comfortable in the classroom and would encourage students to think critically about and apply the concepts and theories of organizational behavior and management to their lives. Jack had an "open door" policy, and spent countless hours helping students and answering their questions. His reputation as a tough teacher was softened by his appreciation for the need of many students to balance a desire for education with a full-time job and family demands. Among Jack's most valued honors was the *Ester Farfel Award for Research, Teaching, and Service Excellence,* the highest honor bestowed to a University of Houston faculty member.

Complementing his passion for teaching, Jack loved to write books. He tried to write at least 300 days a year, averaging about 1,200 words per day. Over a 40-year period, Jack reached well over a million students by authoring or co-authoring 88 books about various aspects of management and organizational behavior. In 1987, the first edition of *Organizational Behavior and Management* (with Michael T. Matteson) was published. Preceding this textbook were several others like the award-winning and popular textbook *Organizations: Behavior, Structure, Processes* (co-authored with James L. Gibson and James H. Donnelly); which was first published in 1973 and is currently in its 13th edition. In 2005, *Organizations* (11th edition) received the McGuffey Longevity Award from the Text and Academic Authors Association. This award recognizes textbooks and learning materials whose excellence has been demonstrated over time. A sample of Jack's other textbooks include: *Human Resource Management, Global Management and Organizational Behavior* (co-authored with Robert Konopaske), *Management and Organizational Behavior Classics* (co-authored with Michael T. Matteson), *Fundamentals of Management: Functions, Behavior, Models* (co-authored with James L. Gibson and James H. Donnelly), and *Management: Quality and Competitiveness* (co-authored with Peter Lorenzi, Steven Skinner, and Philip Crosby).

Jack was not only an accomplished educator and book author but also a prolific and highly respected researcher. Well known for his highly disciplined work ethic, Jack authored or co-authored some 160 research articles, which were published in such journals as *Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Journal of Applied Psychology,* and *Harvard Business Review*. His research was highly influential and explored a range of management and organizational behavior topics, including job stress, white-collar crime, diversity

management, global assignments, job loss, absenteeism, job satisfaction, goal setting, job performance, training method effectiveness, and organizational climate. The diversity of Jack's research reflected the complex and interrelated nature of management issues in organizations. In 2000, in recognition of publishing a substantial number of refereed articles in Academy of Management journals, Jack was inducted into the Academy of Management's *Journals Hall of Fame* as one of the first thirty-three Charter Members. This is an impressive achievement when considering that in 2000, the Academy of Management had approximately 13,500 members.

In addition to teaching, writing books and conducting research, Jack applied his knowledge of organizational behavior and management to the several leadership positions he held since joining the University of Houston faculty in 1974. In 1975, he was named Chair of the Department of Organizational Behavior and Management, and in the following year, Jack became the Associate Dean of Research for the College of Business Administration at UH. In 1979, Jack was awarded the *Hugh Roy and Lillie Cranz Cullen Chair of Organizational Behavior and Management,* among the most prestigious positions at the University of Houston. From 1988–1995, he served as Dean of the UH College of Business Administration. In 1995, Jack was named UH Executive Vice President for Academic Affairs and Provost, a position he held for two years. Through visionary, performance-driven, and principled leadership, Jack left a lasting and meaningful imprint on the entire University of Houston community, including internal constituents like fellow administrators, Deans, program directors, faculty, staff, and students, as well as external stakeholders like legislators, donors, alumni, and area company executives. His accomplishments were even more extraordinary, given the fact that Jack continued to teach classes, write books, and publish research articles while holding these myriad leadership positions.

Jack made innumerable contributions to all facets of higher education, all of which will be felt for years to come. Perhaps one of Jack's greatest and longest lasting legacies will be from the many individuals he mentored during his 45 years in higher education. As busy as he was throughout his entire career, Jack was extremely generous with his time and made it a priority to mentor a large number of individuals, including current and former students, junior faculty, colleagues from the publishing industry, and many others. He wanted people to succeed and would do everything he could to help them accomplish their goals. Jack would often invite younger faculty members to collaborate with him on research projects. As a member of 80 doctoral and master's committees, Jack relished his role as mentor and would spend hours with graduate students, helping and guiding them through the process of conducting original research for their theses or dissertations. Jack was always willing to make phone calls and write detailed letters of recommendation on behalf of his students to help them get hired or, later in their careers, get promoted or be awarded tenure. He invested heavily in these individuals and expected hard work and commitment to excellence in return. Many of these former graduate students are professors at universities and colleges throughout the United States and now find themselves mentoring and inspiring their own students.

On a personal note, Jack was my mentor, colleague, and friend. Words cannot capture how grateful and honored I feel to have worked so closely with him on several organizational behavior textbooks and research projects over the past 10 years. We became acquainted in 1999, after Jack agreed to be my dissertation chair at the University of Houston. Given Jack's stature and commanding presence, I was a little intimidated by him in the beginning but quickly realized he was a "gentle giant" who could switch rapidly between discussions of research, books, academic careers, teaching,

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and the importance of being a good family man and father, and achieving balance in one's life. Jack was a great story teller and especially liked relating tales of his early years in the south side of Chicago. Like me, he was proud of the fact that he grew up in a multiethnic environment where one's parents, extended family, and family friends were always around to keep an eye on the kids in the neighborhood, while always ready to offer them a delicious home-cooked meal. Jack taught me many things; some lessons were passed along during thoughtful conversations, but most came by observing him in action. Jack taught me to take life "head on" with a strong, positive, and can-do attitude while never losing sight of the importance of being a loving and committed husband and father. He will be sorely missed by all of us who were fortunate to have been touched by his warm friendship and guided by his generous spirit.

Jack is survived by his wife of 37 years, Margaret (Pegi) Karsner Ivancevich; son Daniel and wife Susan; daughter Jill and husband David Zacha, Jr.; and grandchildren Kathryn Diane and Amanda Dana Ivancevich, and Hunter David Michael, Hailey Dana, and Hannah Marie Zacha. Jack was preceded in death by his beloved daughter Dana and by his first wife, Diane Frances Murphy Ivancevich.

Robert Konopaske
December 28, 2009

Robert Konopaske is Associate Professor of Management at the McCoy College of Business Administration, Texas State University. He earned his Doctoral Degree in management from the University of Houston, a Master's Degree in international business studies from the University of South Carolina, and an undergraduate degree at Rutgers College, Rutgers University. His teaching and research interests focus on international management, organizational behavior, and human resource management issues.

Rob has co-authored *Organizations: Behavior, Structure, Processes* (11th, 12th, and 13th editions), *Organizational Behavior and Management* (7th through 9th editions), and *Global Management and Organizational Behavior.* He has published numerous academic articles in *Journal of Applied Psychology, Academy of Management Executive, Journal of Management Education, Journal of Business Research, Work and Stress, Human Resource Management Review, Management International Review,* and *International Journal of Human Resource Management*. He is on the editorial boards of two international management journals, and has held multiple national leadership positions for the Academy of Management's Human Resource Division. Rob has worked in the private, nonprofit, and education sectors, and has conducted research-based consulting for such global companies as Credit Suisse, PricewaterhouseCoopers, and KPMG.

Michael T. Matteson is an Emeritus Professor of Management at the University of Houston. After receiving his Ph.D. in industrial psychology from the University of Houston, Mike taught graduate and undergraduate courses in the C. T. Bauer College of Business for over three decades. He also served as Associate Dean and Department Chairperson at the University of Houston. Mike has published numerous research and theory-based articles on occupational stress, managing stress, preventive health, work-site health promotion, intervention programs, and research methods. He has consulted with and provided training programs for organizations in numerous industries. He is the co-author or co-editor of a number of textbooks and trade books including *Stress and Work: A Managerial Perspective, Management and Organizational Behavior Classics,* and *Controlling Work Stress.*

Preface

Revising and updating this textbook is always an exciting and challenging job. In completing this ninth edition of *Organizational Behavior and Management* we reviewed the most current theories, research, and organizational applications for possible inclusion. We retained the classic, crucial, and long-standing work in organizational behavior. Chapter by chapter, we made a concerted effort to add several more company and other real-world examples to make the content more relevant and interesting for students. Our own teaching of organizational behavior and many excellent suggestions from the reviewers of the previous edition were factored into each phase of the revision.

The major task of the author team was to produce a user-friendly, accurate, clear, and meaningful revision that will result in enhanced student learning. The student and the instructor were always in mind as we carefully revised the book.

We have reviewed and considered numerous suggestions and notes from current instructors and students who use *Organizational Behavior and Management,* as well as from colleagues, managers, and previous users of the text. The themes and tone of these excellent ideas was to keep this book relevant, add more company examples than in previous editions, and help users apply the content to their own lives and job situations. The basic structure has been kept much as it was originally, but we have significantly updated, streamlined, and/or expanded the content of each chapter. We have, in each new edition, added more comprehensive treatment of the content base. The content in this revision has been related to events, activities, and decisions made in organizational life. We have updated all information that needed to be refreshed. Our intention in making these changes has been to offer an intensive treatment of organizational behavior that helps instructors teach easily and effectively. As dedicated teachers, we revise with fellow teachers and the student population in mind. This book was not written as a research message or as a new theoretical model. Like its predecessors, the ninth edition of *Organizational Behavior and Management* contains knowledge that applies both inside and outside the classroom.

Can the serious theory and research basis of organizational behavior be presented to students in an exciting, fun, and challenging way? We believe it can. Thus, we expanded the theory, research, and applications of the subject matter in the revision of the book. The ninth edition of *Organizational Behavior and Management* differs from the previous editions in these ways:

1. Over a hundred domestic and global organizational examples have been added to help students relate theory and research to actual organizations and current events. Here is a sample of the real-world organizations and events that we added to this revision: Bernard Madoff scandal, Lehman Brothers, Simply Splendid Donuts and Ice Cream Shops, United Auto Workers union, the Chinese government, Facebook, LinkedIn, National Football League, Starbucks, Twitter, Apple, Walt Disney, Frito-Lay, *Saturday Night Live,* H1N1 virus, Best Buy, Google, eBay, the Green Berets, and Verizon Communications.
2. Expanded coverage of topics that is relevant to managers today, including: social corporate responsibility, the impact of the current economic recession on employee stress and wellness, the explosion of social network sites, servant leadership, different

types of organizational justice, skills needed by the 21st century workforce, rapid growth in employee diversity, workplace spirituality, positive attitude and cultures, organizational socialization, Gen Y employees' characteristics, work–life balance and alternative work arrangements, breach in psychological contracts, pay equity for women, violence and uncivil behavior at work, "love contracts," different types of sexual harassment, and impression management tactics.

3. Fundamental themes were woven throughout the book, including globalization, managing diversity and demographic changes, technological changes, total quality, and ethics and social responsibility. These themes are consistent with the recommendations for balanced subject matter coverage made by the American Assembly of Collegiate Schools of Business/International Association for Management Education. This internationally acclaimed accrediting body establishes the boundaries for appropriate topic coverage.
4. Several of the end-of-chapter cases have been revised. New cases have replaced some of the previously used cases. A sample of the new cases includes: "Conflict at Walt Disney World: A Distant Memory?"; "The Power and Politics of Privacy on Social Networking Sites"; and "The Race for a Top-Selling Electric Car: Will Upstart Company Detroit Electric Beat Ford?"
5. Many of the book's elements—Reality Check, Global OB, Organizational Encounter, You Be the Judge, and Management Pointers—have been updated or replaced with current examples and issues relevant to managers. The elements included in the final array were considered to be relevant, teachable, and complete.
6. The complete set of materials—text, exercises, elements, and cases—stimulates students to think about how they would respond if they were in the situation being discussed or displayed.

Reading the ninth edition of *Organizational Behavior and Management,* students become involved participants in learning about behavior and management within work settings. We have designed the book with instructional flexibility in mind. The book combines text, self-learning exercises, group participation exercises, and cases. These elements are directed at students interested in understanding, interpreting, and attempting to predict the behavior of people working in organizations.

Organizational functioning is complex. No single theory or model of organizational behavior has emerged as the best or most practical. Thus, managers must be able to probe and diagnose organizational situations when they attempt to understand, interpret, and predict behavior. The ninth edition of the text devotes considerable attention to encouraging the development of these probing and diagnostic skills. The first step in this development is for each reader to increase his or her own self-awareness. Before a person can diagnose why another person (a friend, subordinate, or competitor) is behaving in a particular way, he or she should conduct a self-analysis. This introspective first step is built into each chapter's content and into the learning elements found at the end of chapters. The content and these elements encourage the students to relate their own knowledge and experience to the text, exercises, and cases in the book.

Framework of the Book

Organizational Behavior and Management is organized into five parts containing a total of 17 chapters, one appendix, and a comprehensive glossary. The framework highlights behavior, structure, and processes that are part of life in profit and nonprofit organizations. The five parts are as follows:

Part One: The Field of Organizational Behavior

The first chapter, "Introduction to Organizational Behavior," introduces the field of organizational behavior and explores the how, what, why, and when of organizational behavior as viewed and practiced by managers. Chapter 2, "Organizational Culture," covers such issues as internal culture, cultural diversity, and cross-cultural research.

Part Two: Understanding and Managing Individual Behavior

These seven chapters focus on the individual, including topics such as "Individual Differences and Work Behavior" (Chapter 3), "Perceptions, Attributions, and Emotions," (Chapter 4), "Motivation" (Chapter 5), "Job Design, Work, and Motivation" (Chapter 6) "Evaluation, Feedback, and Rewards (Chapter 7), "Managing Misbehavior" (Chapter 8), and "Managing Individual Stress" (Chapter 9).

Part Three: Group Behavior and Interpersonal Influence

These two topics are explored in a three-chapter sequence: Chapter 10, "Groups and Teams"; Chapter 11, "Managing Conflict and Negotiations"; and Chapter 12, "Power, Politics, and Empowerment."

Part Four: Organizational Processes

Part Four includes three chapters: Chapter 13, "Communication"; Chapter 14, "Decision Making"; and Chapter 15, "Leadership."

Part Five: Organizational Design, Change, and Innovation

Two chapters make up the final part: Chapter 16, "Organizational Structure and Design," and Chapter 17, "Managing Organizational Change and Innovation."

Features of the Ninth Edition

The new "Reality Check" and "You Be the Judge" elements start and end each chapter and are helpful for reflective analysis and debate individually or in small in-class groups.

Second, this edition includes many other teaching and discussion "elements." We define a text element as a specific, content-based story, case, or example that is associated with and illustrates the chapter's objectives and themes. The end-of-chapter elements include exercises and cases that were selected because of their relevance to the chapter content and because of feedback from adopters.

Third, we have purposefully woven global events, situations, and examples throughout the book's content, elements, and end-of-chapter material. Globalization is such a vital concern today that it must be presented and covered throughout the book.

Fourth, managing diversity in the workplace is presented and discussed through the text.

Fifth, ethical behavior and social corporate responsibility are topics of major concern throughout the world, especially in the wake of recent U.S. scandals. Examples, incidents, and debates that present ethical dilemmas are integrated into the book.

Sixth, the text emphasizes realism and relevance. Hundreds of real-world examples of decisions, business situations, problem solving, successes, and failures are presented. Fortune 1000 companies do not dominate this book. Smaller and medium-size firms that students may not be familiar with are also used to illustrate organizational behavior and management activities. Finally, we have taken the time and space to explain the concepts, frameworks, and studies presented in the text. It was not our intention to

be an encyclopedia of terms and references, but instead to use the ideas, work, and concepts of colleagues only when they add learning value to the chapter content. The goal of each presentation is to present something of value. A "cookbook" list of terms, names, historical points of reference, or empirical studies often becomes pedantic and boring. Comments on previous editions of this text suggest that *Organizational Behavior and Management* is readable and teachable. We believe this is so as we actively teach using this book.

The learning and knowledge enrichment elements, the Reality Checks, Organizational Encounters, Global OB examples, Management Pointers, You Be the Judge features, exercises, and cases, can be used by instructors in any combination that fits the course objectives, teaching style, and classroom situation.

Organizational Encounters

Organizational Encounter features are interspersed throughout the text. They focus on ethical issues, global examples, and general organizational behavior and management activities. The encounters bring the concepts to life by presenting meaningful examples of activities that tie in with the chapter content.

Global OB

Global OB features focus specifically on global issues, problems, solutions, and programs. These are based on a variety of individual, group, or organizational situations.

Management Pointers

Management Pointers appear throughout the text—with at least one in each chapter. This element explains, in straightforward terms, principles of how to manage and how to lead. These principles are easy to understand and use and are based on experience, theory, and empirical research.

You Be the Judge

The "You Be the Judge" scenarios in each chapter present a particular problem, dilemma, or issue and require the student to make a decision and solve the dilemma, problem, or situation. These action-oriented elements are intended to increase student involvement. Our "Comment" on the dilemmas is found at the end of each chapter.

Exercises

Organizational Behavior and Management also includes self-learning and group exercises. Some of the exercises allow the individual student to participate in a way that enhances self-knowledge. These self-learning exercises illustrate how to gather and use feedback properly and emphasize the uniqueness of perception, values, personality, and communication abilities. In addition, a number of exercises apply theories and principles from the text in group activities. Working in groups is a part of organizational life, so these exercises introduce a touch of reality. Group interaction can generate debates, lively discussions, testing of personal ideas, and sharing of information.

Furthermore, the exercises are designed to involve the instructor in the learning process. Student participation allows for trying out techniques and patterns of behavior and integrating exercise materials with the text. None of the exercises requires advance preparation for the instructor, although some require returning to a particular section or model in the chapter for information. The main objective is to get the reader involved.

Cases

The chapters end with full-length cases. These cases reflect a blend of old- and new-economy examples, principles, and lessons. Lessons can and are still being learned from older situations, recent examples, and current front-page news incidents. These realistic, dynamic cases link theory, research, and practice. They provide an inside view of various organizational settings and dynamics. The cases, like the real world, do not have one "right" solution. Instead, each case challenges students to analyze the complexity of the work environment as if they were general managers. The cases also are an invaluable teaching tool. They encourage the individual student to probe, diagnose, and creatively solve real problems. Group participation and learning are encouraged through in-class discussion and debate. The questions at the end of each case may be used to guide the discussion. A case analysis should follow the following format:

1. Read the case quickly.
2. Reread the case using the following model:
   a. Define the major problem in the case in organizational behavior and management terms.
   b. If information is incomplete, which it is likely to be, make realistic assumptions.
   c. Outline the probable causes of the problem.
   d. Consider the costs and benefits of each possible solution.
   e. Choose a solution and describe how you would implement it.
   f. Go over the case again. Make sure the questions at the end of the case are answered, and make sure your solution is efficient, feasible, ethical, legally defensible, and can be defended in classroom debate.

Other Learning Devices

Learning objectives begin each chapter to help the reader anticipate the chapter's concepts, practices, and concerns.

An important part of any course is vocabulary building. Thus, the book provides a thorough glossary of key terms at the end of the book. Before a quiz or test, students can use the glossary to pick out terms that they will be expected to know and use.

We were determined to help the reader prepare his or her own portrait of organizational behavior and management. We hope the text, exercises, cases, and other learning and knowledge enrichment elements help each student become an adventurous explorer of how organizational behavior and management occurs within organizations.

Supplementary Materials

The ninth edition includes a variety of supplementary materials, all designed to provide additional classroom support for instructors. These materials are as follows:

McGraw-Hill Internet Support Site → www.mhhe.com/ivancevichob9e

The *Organizational Behavior and Management* website provides supplemental support materials for instructors and student. Instructor materials include the instructor's manual, PowerPoint slides, and test bank. Student materials include practice quizzes and chapter review material, as well as the following premium content: Self-Assessments, Test Your Knowledge exercises, and Manager's Hot Seat interactive video exercises.

The Instructor's Manual is organized to follow each chapter in the text. It includes chapter objectives, chapter synopses, chapter outlines with tips and ideas, and project

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and class speaker ideas. Organizational encounter discussion questions and suggested answers, as well as exercise and case notes, are also provided to help you incorporate these dynamic features into your lecture presentations.

The test bank has been updated to complement the ninth edition of the text. This testing resource contains approximately 80 true/false, multiple choice, and essay questions per chapter. Each question is classified according to level of difficulty and contains a page reference to the text.

Video DVD

The Organizational Behavior Video DVD offers a selection of videos illustrating various key concepts from the book and exploring current trends in today's workplace.

Contributors

The authors wish to acknowledge the many scholars, managers, reviewers, and researchers who contributed to every edition of *Organizational Behavior and Management.* In particular, we would like to thank the following reviewers of the Eighth Edition, whose valuable feedback helped guide this revision of the book: Bret Becton, University of Southern Mississippi; Lee Grubb, East Carolina University; Dan Morrell, Middle Tennessee State University; Michelle Ross, National University, San Diego; and Pat Scescke, National Louise University, Lisle. We are indebted to those individuals who granted permission for the use of exercises and cases. In addition, adopters of former editions have made invaluable suggestions, offered materials to incorporate, and informed us about what worked well. These adopters are too numerous to list, but we appreciate the votes of confidence, the willingness to help us improve the book, and the obvious dedication each of you have to teaching.

Michael Dutch, associate professor and chair of the Department of Business Administration and Economics at Greensboro College, contributed significantly to the development of chapters, pedagogy, and revision work on this ninth edition. He made suggestions, introduced relevant research and organizational examples, and discussed with the authors ways to improve the student and instructor friendliness of the book. Michael is an insightful and conscientious colleague who made a meaningful and timely contribution to this revision.

In addition, sections of the book were shaped significantly by two colleagues, James Donnelly, Jr., and James Gibson at the University of Kentucky. These two colleagues have shared and put into practice a common belief that teaching and learning about organizational behavior and management can be an exhilarating and worthwhile experience. Roger Blakeney, Dick DeFrank, Bob Keller, Tim McMahon, Dale Rude, and Jim Phillips, all at the University of Houston; Dave Schweiger at the University of South Carolina; and Art Jago at the University of Missouri have exchanged materials, ideas, and opinions with the authors over the years, and these are reflected in these pages.

Finally, the book is dedicated to our current and former organizational behavior and management students at Texas State University, the University of Maryland, the University of Kentucky, the University of North Carolina at Wilmington, Florida Atlantic University, and the University of Houston. We also dedicate this textbook to the students who are becoming the managers and leaders so vital to the improvement of the overall quality of life in society in the 21st century.

John M. Ivancevich
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Michael T. Matteson

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