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当代全美 **MBA** 经典教材书系(英文影印版)

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# 组织行为学

(第10版)

达恩·海瑞格尔(Don Hellriegel) 约翰·W.斯洛柯姆(John W. Slocum, Jr.) / 著

# ORGANIZATIONAL BEHAVIOR



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## · 院长寄语 ·

北京大学光华管理学院秉承北大悠久的人文传统、深邃的学术思想和深厚的文化底蕴,经过多年努力,目前已经站在中国经济发展与企业管理研究的前列,以向社会提供具有国际水准的管理教育为己任,并致力于帮助国有企业、混合所有制企业和民营企业实现经营管理的现代化,以适应经济全球化趋势。

光华 MBA 项目旨在为那些有才华的学员提供国际水准的管理教育,为工商界培养熟悉现代管理理念、原理和技巧的高级经营管理人才,使我们的 MBA 项目成为企业发展致富之源,为学员创造迅速成长和充分发挥优势的条件和机会。

为了适应现代人才需求模式和建立中国的一流商学院,北京大学光华管理学院正在推出国际 MBA“双语双学位”培养方案;同时,为了配合北大 MBA 教育工作的展开,光华管理学院与北大出版社联合推出本套《当代全美 MBA 经典教材书系(英文影印版)》,并向国内各兄弟院校及工商界人士推荐本套丛书。相信我们这些尝试将会得到社会的支持。而社会对我们的支持,一定会使光华 MBA 项目越办越好,越办越有特色。

北京大学光华管理学院院长

陈以宁

## 出版者序言

2001年12月10日中国加入了世界贸易组织,从此,中国将进一步加强与世界各国在政治、经济、文化各方面的交流与合作,这一切都注定中国将在未来世界经济发展中书写重要的一笔。

然而,中国经济的发展正面临着前所未有的人才考验,在许多领域都面临着人才匮乏的问题,特别是,了解国际贸易规则、能够适应国际竞争需要的国际型管理人才更是中国在未来国际竞争中所必需的。因此,制定和实施人才战略,培养并造就大批优秀人才,是我们在新一轮国际竞争中赢得主动的关键。

工商管理硕士(MBA),1910年首创于美国哈佛大学,随后MBA教材历经百年风雨不断完善,取得了令世人瞩目的成绩。如今,美国MBA教育已经为世界企业界所熟知,得到社会的广泛承认和高度评价。中国的MBA教育虽起步较晚,但在过去10年里,中国的MBA教育事业发展非常迅速,也取得了相当显著的成绩。现在国内已经有50多所高等院校可以授予MBA学位,为社会培养了3000多名MBA毕业生,并有在读学员2万多人。

目前,国内的MBA教育市场呈现一片繁荣景象,但繁荣的背后却隐藏着种种亟待解决的问题。其中很大一部分问题是因为目前我国高校使用的教材内容陈旧,与国外名校的名牌教材差距较大,在教学内容、体系上也缺乏与一流大学的沟通。一方面,为适应经济全球化,国家教育管理部门曾要求各高校大力推广使用外语讲授公共课和专业课,另一方面,在我国加入WTO后急需的上百万人才中,对MBA人员的需求更是占三分之一之多,所以,大力开展双语教学,适当引进和借鉴国外名牌大学的原版教材,是加快中国MBA教育步伐,使之走向国际化的一条捷径。

目前,国内市场上国外引进版教材也是新旧好坏参差不齐,这就需要读者进行仔细的甄别。对于国外原版教材的使用,我们要提几点看法,国外每年出版的教材多达几万种,如果不了解国外的教材市场,不了解国外原版教材的品质就不可能找到真正适合教学和学习的好的教材。对于不太了解外版教材的国内读者来说,选择教材要把握以下几点,即:选择国外最新出版的书;选择名校、名作者的书;选择再版多次并且非常流行的书。综合以上几点来看,目前国内市场上真正出新、出好、出精的MBA教材还是不多的。基于以上认识,北京大学出版社推出了《当代全美MBA经典教材书系(英文影印版/英文改编版)》,本套丛书的筛选也正是本着以上提到的几点原则,即:出新、出好、出精。经过北京大学及国内其他著名高校的知名学者的精心挑选,本套丛书汇集了美国管理学界各个学科领域专家的权威巨著,称得上是一套优中选精的丛书。本套丛书现在已经推出了会计类、金融类、国际商务类、市场营销类、电子商务类、统计类六个系列,现在又新推出了MBA核心课程和人力资源管理两个系列,以后,我们还将陆续推出更多专业的英文影印版及英文改编版书籍。

### 致谢

本套教材是我社与国外一流专业出版公司合作出版的,是从大量外版教材中选出的最优秀的一部分。在选书的过程中我们得到了很多专家学者的支持和帮助,可以说每一本书都经过处于教学一线的专家、学者们的精心审定,本套教材的顺利出版离不开他们的无私帮助,在此,我们对审阅并对本套丛书提出过宝贵意见的老

此审读并对本套丛书提出过宝贵意见的老教师们表示衷心的感谢,他们是(按拼音排序):

北京大学光华管理学院: 符国群、贾春新、江明华、李东、刘力、梁钧平、  
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朱善利

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厦门大学管理学院: 郭懿美、林志扬、刘震宇

中国人民大学商学院: 赵苹

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北京科技大学管理学院: 戴淑芬

本套丛书的顺利出版还得到了培生教育出版集团(Pearson Education)北京代表处、汤姆森学习出版集团(Thomson Learning)北京代表处及麦格劳-希尔教育出版公司(McGraw-Hill Education)北京代表处的大力支持,在此对他们也表示真诚的感谢。

## 出版声明

本套丛书是对国外原版教材的影印,由于各个国家和地区的政治、经济、文化背景的不同,对于原作者所持观点还请广大读者在阅读过程中加以分析和鉴别。我们希望本套丛书的出版能够促进中外文化交流,加快国内经济管理专业教学的发展,为中国经济走向世界作出一份贡献。

我们欢迎所有关心中国 MBA 教育的专家学者对我们的工作进行指导,欢迎每一位读者给我们提出宝贵的意见和建议。

北京大学出版社经济与管理图书事业部

2004 年 12 月

# 关于本书

## 适用对象

本教材适合财经类专业本科生、研究生及 MBA 使用。

## 内容简介

《组织行为学》(第 10 版)既对经典的组织行为学理论进行了阐述,又对组织行为学最新的发展趋势和研究成果进行了介绍;既有助于初学者入门,又保持了一定的理论深度。为了建立理论与实践之间的联系,作者提供了许多新的实例、应用练习和分析案例。为了使读者能够更加深入地理解组织行为学的重要作用,作者介绍了 7 种关键的管理能力,而这些管理技能是一个有效的领导者或组织成员所必备的。作者首先介绍了这些能力的基本含义,然后利用重点描述、练习和互动的自我评估工具来进一步加深读者的理解。

## 作者简介

**Don Hellriegel** 是 Texas A&M University Mays School of Business 的管理学教授,于 Kent State University 获得 B. S. 和 M. B. A. 学位,于 University of Washington 获得博士学位。Hellriegel 教授自 1975 年以来,一直任教于 Texas A&M University,同时还任职于 Pennsylvania State University。他的科研领域涵盖了公司企业家精神、组织环境影响、组织创新和战略管理流程等诸多方面,曾在很多权威的期刊上发表过大量的论文。

Hellriegel 教授曾任 Academy of Management 和 President Elect, President, 及 Past President 的副会长和项目负责人。1999 年 9 月,他当选为任期三年的管理学会成员组组长。同时,他还是《管理学会评论》的编辑和管理学会委员会的成员。Hellriegel 教授还在其他组织兼任了许多职务,包括东部管理学会会长、组织和管理理论协会会长、Brazos County United Way 会长、West Series in Management 的顾问编辑等。

他曾为许多组织和机构提供咨询,包括:3DI, Sun Ship Building, Penn Mutual Life Insurance, Texas A&M University System, Ministry of Industry and Commerce (Nation of Kuwait), Ministry of Agriculture (Nation of Dominican Republic), American Assembly of Collegiate Schools of Business, and Texas Innovation Group。

**John Slocum** 是管理和组织系的主席、SMU 公司领导协会的领导者,并担任 Southern Methodist University Edwin L. Cox School of Business 组织行为学教授。同时,他还在 University of Washington、the Fisher School of Business at the Ohio State University、the Smeal School of Business at the Pennsylvania State University、the International University of Japan 及 the Amos Tuck College at Dartmouth 任教。他曾获 Westminster College B. B. A. 学位、Kent State University M. B. A. 学位及 University of Washington 组织行为学博士学位。

Slocum 教授在很多专业团体中兼职。由于其职业管理方面的杰出贡献,他于 1976 年当选为管理学会的特别会员。1984 年,因为在行为决策理论方面的研究成果,他当选为决策科学研究所的特别会员。Slocum 教授曾获得过很多荣誉,包括 Westminster College 校友专业成就奖等。

## 主要特色

- 技能魔盒:在本书每一章中都会包含4个或者更多的技能魔盒,用来说明在组织中怎样应用组织行为学的理论来取得更高的绩效水平。

- 技能提高:在每一章的章末总结中,包括了许多练习题、调查问卷和案例分析材料,为读者提供了多种提高内在专业能力的练习方式。

- 综合案例:本书的最后附有多个综合案例,以帮助读者将各个抽象概念结合起来,形成体系,融会贯通。

- Info Trac 学院版本:每一位购买本书的读者可以拥有在4个月内免费访问 InfoTrac College Edition 的权限,该在线图书馆拥有数以万计的学术杂志和期刊,并且提供了易用的搜索引擎等友好的访问方式。InfoTrac 学院版本能够把最新的研究成果及时呈现给读者。

## 本版更新

- 16章:作者对本版内容做了认真的修订,缩短了总篇幅,新增了权利和政治行为一章,同时将工作设计一章转入到产品支持网站中。

- 交互式自我评估:本书附带光盘中提供了交互式自我能力评估工具,通过自动的成绩计算,可以使读者充分了解和评估自己对书中所述7种能力的掌握水平。

- 网站:本书的网站提供了自我练习测验、附加的案例、补充章节、PowerPoint 幻灯片以及其他可供教师下载的补充资料。

## 简要目录

### 1. 组织行为学简介

#### 第一部分 组织中的个人

#### 2. 理解个人差异

#### 3. 认知和归因

#### 4. 学习和强化

#### 5. 工作中的激励

#### 6. 激励个人以获得高绩效

#### 7. 管理个人压力

#### 第二部分 团队和领导

#### 8. 管理团队

#### 9. 冲突管理和谈判

#### 10. 有效领导:基础

#### 11. 有效领导:能力提高

#### 12. 提高人际交往沟通能力

#### 第三部分 组织

#### 13. 组织决策

#### 14. 组织设计

#### 15. 组织文化的培育

#### 16. 管理组织变革

#### 综合案例

## 教辅产品

#### 1. 教师指导手册(0-324-15687-1)

#### 2. 教师资源光盘(0-324-15686-3)

#### 3. 习题库(0-324-15670-7)

#### 4. 视频案例(0-324-17676-7)



To Jill, Kim, and Lori (DH)  
Christopher, Bradley, and Jonathan (JWS)

# PREFACE

This edition, our tenth, represents a milestone. When the first edition was published in 1976, we never dreamed of a tenth edition. With each edition, we have pursued the enduring goal of presenting the fundamentals of organizational behavior along with contemporary concepts, issues, and practices in the field. A second, more specific, goal for this edition is to engage students fully as active learners; to help them develop the competencies they will need to become successful employees, professionals, managers, and/or leaders—a lifelong endeavor. A third goal is to present timely real-life examples to encourage and support student learning.

As with previous editions, achieving these goals for the tenth edition required a number of revisions. For example, in response to suggestions from users, each chapter has been carefully revised to become more focused and concise, resulting in a more learner-friendly presentation for those studying organizational behavior. Two chapters, Power and Political Behavior and Job Design, not considered to be essential in a foundation course, were dropped. For interested adopters, these two chapters are available to students on the CD-ROM that accompanies this textbook and through the authors' Web site at <http://hellriegel.swlearning.com>. Other revisions in this edition are noted throughout this Preface.

The effective management and leadership of organizations requires the thoughtful application of competencies related to the behavior of people at work. Few, if any, of the dramatic challenges facing organizations can be handled effectively without a good understanding of human behavior—both of oneself and others. Highly motivated and committed employees and managers are central to organizational success and effectiveness. Organizations fail or succeed, decline or prosper because of people—what people do or fail to do every day on the job. Effective organizational behavior is the bedrock on which effective organizational action rests. Long-term competitive advantage comes from the rich portfolio of individual and team-based competencies of an organization's employees, managers, and leaders.

## OUR MAP TO YOUR LEARNING

Our map to guide your active learning of the fundamental concepts of and competencies in organizational behavior is outlined in this section and revealed in greater detail in Chapter 1.

## FOUNDATION COMPETENCIES

Throughout the book, we develop seven foundation competencies that are essential to your future effectiveness as an employee, a professional, a manager, and/or a leader. In Chapter 1 we develop these seven foundation competencies in some detail, setting the stage for continuously weaving them into the various topics discussed in the book and the applications that support them. Here we briefly identify and describe them.

- The *managing self competency* involves the overall ability to assess your own strengths and weaknesses, set and pursue professional and personal goals, balance work and personal life, and engage in new learning—including new or modified knowledge, skills, behaviors, and attitudes.
- The *managing communication competency* involves the overall ability to use all the modes of transmitting, understanding, and receiving ideas, thoughts, and feelings—verbal listening, nonverbal, written, electronic, and the like—for accurately transferring and exchanging information and emotions.

- The *managing diversity competency* involves the overall ability to value unique individual and group characteristics, embrace such characteristics as potential sources of organizational strength, and appreciate the uniqueness of each individual.
- The *managing ethics competency* involves the overall ability to incorporate values and principles that distinguish right from wrong in making decisions and taking action.
- The *managing across cultures competency* involves the overall ability to recognize and embrace similarities and differences among nations and cultures and then approach relevant organizational and strategic issues with an open and curious mind.
- The *managing teams competency* involves the overall ability to develop, support, facilitate, and lead groups to achieve organizational goals.
- The *managing change competency* involves the overall ability to recognize and implement needed adaptations or entirely new transformations in people and the tasks, strategies, structures, or technologies in their areas of responsibility.

We provide a wide range of action learning opportunities for you to develop your competencies. These opportunities include self-assessment instruments, exercises, cases, and discussion questions. Self-assessment instruments provide benchmarks against which you can gauge your competencies independently and to compare your competency levels with those of other students and even practicing managers. The Professional Competencies Self-Assessment Inventory in the *Developing Competencies* section at the end of Chapter 1 is one such application. You must be able to assess accurately your levels of proficiency in each of the seven foundation competencies and then begin to develop action plans for improving your potential as an effective employee, professional, manager, and/or leader. In this book, we provide action learning features to help you in your journey.

## CHAPTER-OPENING PREVIEW CASES

Each chapter opens with a Preview Case with the focus on a person, team, or organization. Their purpose is to engage you in the focus of the chapter. Typically, they illustrate effective or ineffective applications of one or several of the foundation competencies. Within the chapter, there are references to how the Preview Case illustrates particular concepts or practices. Fifteen of the 16 Preview Cases are new to this edition.

## IN-CHAPTER COMPETENCY BOXES

Each chapter typically includes four boxed features that relate to one of the seven competencies, paralleling the chapter's themes and topics. They provide insights, examples, and applications to help you develop your competencies. For a quick insight into how these competency-based features are used, see Chapter 1. We have retained and updated some, but most of the features are new to this edition.

- *Competency: Managing Self*—Of the 11 boxed features, 10 are new to this edition. In addition, much of Chapter 2, Understanding Individual Differences, and Chapter 3, Understanding Perceptions and Attributions, are devoted to the development of this competency.
- *Competency: Managing Communication*—Of the 13 boxed features, 10 are new to this edition. In addition, Chapter 12, Fostering Interpersonal Communication, is devoted to the development of this competency.
- *Competency: Managing Diversity*—Of the 4 boxed features, 2 are new to this edition. We incorporated the diversity dimension into a number of the other boxed features, Preview Cases, and end-of-chapter Developing Competencies feature. In addition, several chapters have major sections on diversity.

- *Competency: Managing Ethics*—Of the 7 boxed features, 6 are new to this edition. In addition, several chapters have sections on ethical concepts and issues. For example, Chapter 13, Making Decisions in Organizations, stresses ethical foundations for the decision-making process.
- *Competency: Managing Across Cultures*—Of the 12 boxed features, 9 are new to this edition. In addition, across culture issues are woven into the text of several chapters. For example, Chapter 12, Fostering Interpersonal Communication, has sections on cultural barriers and cultural differences that hinder effective communication.
- *Competency: Managing Teams*—Of the 10 boxed features, 6 are new to this edition. In addition, Chapter 8, Managing Teams, is devoted to the development of this competency.
- *Competency: Managing Change*—Of the 7 boxed features, 6 are new to this edition. In addition, Chapter 16, Guiding Organizational Change, is devoted to the development of this competency.

## END-OF-CHAPTER DEVELOPING COMPETENCIES

In addition to the competency features within each chapter, we end each chapter with *Developing Competencies* exercises, questionnaires, or cases—31 in all, 14 of which are new to this edition. Those retained and revised, as appropriate, were favorites that worked well for students and faculty in the past. Thirty of the 31 exercises, questionnaires, or cases focus on a particular competency. The comprehensiveness of the Professional Competencies Self-Assessment Inventory in the *Developing Competencies* section of Chapter 1 resulted in our decision to include only this one inventory. The end-of-chapter *Developing Competencies* features provide an additional means for your active engagement in the development of your professional competencies and to deepen your understanding of the many facets of each competency.

## SELF-ASSESSMENT INSTRUMENTS

We present self-assessment instruments that typically focus on one or more of the foundation competencies throughout the book. They are aimed at helping you gain self-insights, readily learn concepts, identify issues, and effectively lead others. These instruments provide insights for further sharpening your strengths, overcoming your weaknesses, and, in general, developing your competencies in order to become more effective. Examples of these self-assessment instruments presented in each chapter and in the end-of-chapter *Developing Competencies* section include the following.

- Ethical Practices Questionnaire (Chapter 1)
- Professional Competencies Self-Assessment Inventory (Chapter 1)
- Big Five Personality Questionnaire (Chapter 2)
- Women as Managers (Chapter 3)
- What Is Your Self-Efficacy? (Chapter 4)
- What Do You Want from Your Job? (Chapter 5)
- Goal-Setting Questionnaire (Chapter 6)
- Determining Your Stress Level (Chapter 7)
- A Self-Assessment of Type A Personality (Chapter 7)
- Team Assessment (Chapter 8)
- Team Empowerment Questionnaire (Chapter 8)
- Conflict Handling Styles (Chapter 9)
- What Is Your Leadership Style? (Chapter 10)
- Transformational Leadership (Chapter 11)
- Interpersonal Communication Practices (Chapter 12)
- The Polychronic Attitude Index (Chapter 12)
- Ethical Intensity of Selected Behaviors (Chapter 13)

- Ethical Assessment of a Decision (Chapter 13)
- Inventory of Effective Design (Chapter 14)
- Assessing Ethical Behaviors in an Organization (Chapter 15)
- What Do You Value at Work? (Chapter 15)
- Are You Ready to Change? (Chapter 16)

### END-OF-CHAPTER DISCUSSION QUESTIONS

We again present *Discussion Questions*, typically 8 to 10 in number, at the end of each chapter. They are designed to prompt you to learn and relate concepts, models, and competencies to your own experiences or to the competency features presented in the chapter. Many questions also trigger self-insight and reflection, thus further promoting the learning of chapter content.

### END-OF-BOOK INTEGRATING CASES

Ten integrative cases appear at the end of the book, of which six are new to this edition. Each case requires students to develop their ability to draw from a variety of concepts presented throughout the book. We have used the cases in a variety of classroom settings and found them to challenge students understanding of the materials. The cases can be easily linked to the seven basic foundation competencies that are woven into the text throughout the book or used to assess students understanding of a specific chapter.

### ENRICHING WEB SITE

A Web site at <http://hellriegel.swlearning.com> complements and enriches the text, providing many extras for both you and your instructor. Resources include interactive quizzes, cases, downloadable ancillaries, and links to useful sites, online publications, and databases.

### ENRICHING CD-ROM

The CD-ROM packaged with every copy of the book provides a detailed self-assessment tool for you to use and to reuse as your competencies mature. Individual ratings can be compared with those of practicing professionals as well as with those of other students, leading to additional insights and the spurring of targeted development. Video, glossaries, and links to online resources complete this collection of technology-based tools and content.

### LEARNING FRAMEWORK

The framework for learning about organizational behavior and developing competencies is fully presented in a major section entitled *Learning Framework* in Chapter 1. Here we briefly outline this framework.

- Chapter 1 introduces and develops each of the seven foundation competencies and our learning framework.
- Part I, Individuals in Organizations, includes Chapters 2–7 and focuses on the behavior of individuals, especially in organizations.
- Part II, Team and Leadership Behaviors, includes Chapters 8–12 and focuses on how individuals, managers, and leaders influence others as well as how they can develop their competencies.
- Part III, The Organization, includes Chapters 13–16 and focuses on both internal and external factors that influence individual, team, and organizational decisions and behaviors.

Our learning framework for introducing students to organizational behavior is to move from the individual level to the team level to the organizational level. However, the chapters are written to stand alone, which allows material to be covered in any order desired by the instructor. At the end of the book, we include the usual Author Index, and Subject and Organization Index. Throughout the book, we present Internet addresses of featured organizations. By visiting these Web sites, students can develop a deeper understanding of the challenges now facing organizations in a highly competitive, global economy.

## SUPPLEMENTS

A full range of teaching and learning supplements is available for use with the tenth edition of *Organizational Behavior*.

### INSTRUCTOR'S MANUAL (ISBN 0-324-15687-1)

Written by Michael K. McCuddy of Valparaiso University, the Instructor's Manual contains comprehensive resource materials for lectures, including enrichment modules for enhancing and extending relevant chapter concepts. It presents suggested answers for all end-of-chapter discussion questions. It includes notes on using end-of-chapter *Developing Competencies* exercises, questionnaires, and cases, including suggested answers to case questions, and notes for the integrating cases. Finally, it contains a guide to the videos available for use with the text.

### TEST BANK (ISBN 0-324-15670-7)

Written by Bert Morrow of Birmingham-Southern College, the Test Bank contains almost 4,000 questions from which to choose. A selection of true/false, multiple choice, short essay, and critical-thinking essay questions are provided for each chapter. Questions are categorized by difficulty level, by learning objective, and according to Bloom's taxonomy. Cross-references to material in the textbook, where answers can be found, are also included. Explanations are provided for why statements are false in the true/false sections.

A computerized version of the Test Bank is available upon request. **Exam View® Pro (ISBN 0-324-17675-9)**, an easy-to-use test-generating program, enables instructors to quickly create printed tests, Internet tests, and online (LAN-based) tests. Instructors can enter their own questions, using the word processor provided, and customize the appearance of the tests they create. The QuickTest wizard permits test generators to use an existing bank of questions to create a test in minutes, using a step-by-step selection process.

### STUDY GUIDE (ISBN 0-324-15671-5)

Written by Roger D. Roderick of University of Arkansas-Fort Smith and Georgia M. Hale of Iowa State University, the Study Guide contains learning objectives, chapter outlines with ample room for student note taking, practice questions (both directed and applied), and answers to all practice questions.

### 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 4 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 *Organizational Behavior*, tenth edition. For more information, visit <http://www.infotrac-college.com>.

## VIDEOS

A video library is available to users of the tenth edition to show how real organizations and leaders deal with real organizational behavior issues. A tape of *Video Cases* (ISBN 0-324-17676-7) illustrates how various companies cope with a range of issues. A *Video Cohesion Case* is included on the CD-ROM that accompanies this book and features Horizons Companies, a provider of multimedia, video, Web development, branding, and marketing services, with three locations (Columbus, Ohio; San Diego; and Nashville) and eight divisions, including its own record label. A comprehensive video guide appears in the Instructor's Manual, with supporting case material and notes for each video segment. *CNN Video: Management and Organizations* (ISBN 0-324-13495-9) features 45 minutes of short segments from CNN, the world's first 24-hour all-news network, available on VHS cassette to use as lecture launchers, discussion starters, topical introductions, or directed inquiries.

## POWERPOINT™ PRESENTATION SLIDES

(AVAILABLE ONLINE AT [HTTP://HELLRIEGEL.SWLEARNING.COM](http://HELLRIEGEL.SWLEARNING.COM))

Developed by Michael K. McCuddy, of Valparaiso University, and prepared in conjunction with the Instructor's Manual, more than 225 PowerPoint slides are available to supplement course content, adding structure and visual dimension to lectures.

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

## INSTRUCTOR'S RESOURCE CD-ROM (ISBN 0-324-15686-3)

Key instructor ancillaries (Instructor's Manual, Test Bank, Exam View, and PowerPoint slides) are provided on CD-ROM, giving instructors the ultimate tool for customizing lectures and presentations.

## EXPERIENCING ORGANIZATIONAL BEHAVIOR (ISBN 0-324-07352-6)

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 organizational behavior 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.

All of these supplements are available from South-Western Publishing or from your Thomson Learning representative.

### TEXTCHOICE: MANAGEMENT EXERCISES AND CASES

TextChoice is the home of Thomson Learning's online digital content. TextChoice provides the fastest, easiest way for you to create your own learning materials. South-Western's Management Exercises and Cases database includes a variety of experiential exercises, classroom activities, management in film exercises, and cases to enhance any management course. Choose as many exercises as you like and even add your own material to create a supplement tailor fitted to your course. Contact your South-Western/Thomson Learning sales representative for more information.

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