

USED

ORGANIZATIONAL BEHAVIOR

STEPHEN P. ROBBINS

Stephen P. Robbins

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9

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9th

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Stephen P. Robbins

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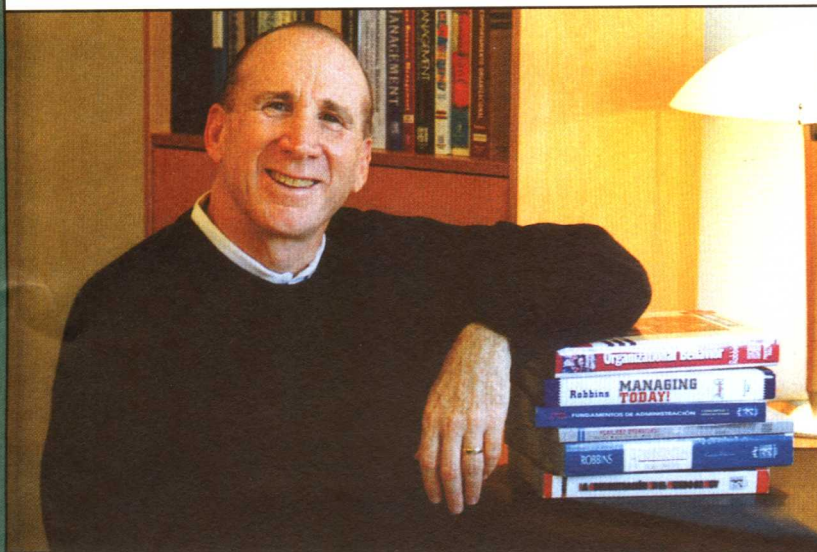
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ABOUT THE AUTHOR



STEPHEN P. ROBBINS received his Ph.D. from the University of Arizona. He previously worked for the Shell Oil Company and Reynolds Metals Company. Since completing his graduate studies, Dr. Robbins has taught at the University of Nebraska at Omaha, Concordia University in Montreal, the University of Baltimore, Southern Illinois University at Edwardsville, and San Diego State University. Dr. Robbins' research interests have focused on conflict, power, and politics in organizations, as well as the development of effective interpersonal skills. His articles on these and other topics have appeared in such journals as

Business Horizons, the *California Management Review*, *Business and Economic Perspectives*, *International Management*, *Management Review*, *Canadian Personnel and Industrial Relations*, and the *Journal of Management Education*.

In recent years, Dr. Robbins has been spending most of his professional time writing textbooks. In addition to *Organizational Behavior*, 9th ed., these include *Fundamentals of Management*, 3rd ed., with David DeCenzo (Prentice Hall, 2001); *Supervision Today!*, 3rd ed., with David DeCenzo (Prentice Hall, 2001); *Managing Today!*, 2nd ed. (Prentice Hall, 2000); *Management*, 6th ed., with Mary Coulter (Prentice Hall, 1999), *Human Resource Management*, 6th ed., with David DeCenzo (Wiley, 1999); *Essentials of Organizational Behavior*, 6th ed. (Prentice Hall, 1999); *Training in InterPersonal Skills*, 2nd ed., with Phillip Hunsaker (Prentice Hall, 1996); and *Organization Theory*, 3rd ed. (Prentice Hall, 1990). These books are used at more than a thousand U.S. colleges and universities, as well as hundreds of schools throughout Canada, Latin America, Australia, New Zealand, Asia, and Europe.

In Dr. Robbins' "other life," he participates in masters' track competition. Since turning 50 in 1993, he has set numerous indoor and outdoor age-group world sprint records. He has won more than a dozen indoor and outdoor U.S. championships at 60m, 100m, 200m, and 400m, and won five gold medals at World Veteran Championships.

Since its fifth edition, this book has been the number-one-selling organizational behavior (OB) textbook in the United States and worldwide. More than 700,000 students around the globe have studied OB from this text. Part of the book's success, I like to think, has been due to my commitment to keeping it current and relevant to readers. Those were my goals in 1979 with the first edition. Those goals continue to guide me more than 20 years later.

I want to use this preface to highlight those features that adopters continue to tell me they like (and have been retained in this revision), to describe what's new in this ninth edition, to summarize the various supplementary materials that Prentice Hall makes available to complement the text, and to thank those who were involved in making this revision a reality.

Retained from the Previous Edition

- **Writing style.** This book is most often singled out for the writing style. Reviewers and users regularly tell me that it's "conversational," "interesting," "student friendly," and "very clear and understandable." I believe this revision maintains that tradition.
- **Examples, examples, examples.** My teaching experience tells me that students may not remember a concept, but they'll remember an example. Moreover, a good example goes a long way in helping students to better understand a concept. So, as with the previous editions, you'll find this revision packed full of recent real-world examples drawn from a variety of organizations—business and not-for-profit, large and small, and local and international.
- **Comprehensive literature coverage.** Clarity of writing and comprehensive content are often seen as conflicting goals. This book stands as evidence that they needn't be. *Organizational Behavior, Ninth Edition* continues to provide the most complete and up-to-date review of the OB literature.
- **Three-level model of analysis.** Since its first edition, this book has presented OB at three levels of analysis. It begins with individual behavior and then moves to group behavior. Finally, it adds the organization system to capture the full complexity of organizational behavior. Students seem to find this approach logical and straightforward.
- **Integration of globalization, diversity, and ethics.** As seen in Exhibit P-1, the topics of globalization and cross-cultural differences, diversity, and ethics are discussed throughout this book. Rather than presented in stand-alone chapters, they have been woven into the context of relevant issues. I have found that this integrative approach makes these issues more fully part of OB and reinforces their importance.
- **Skill-building emphasis.** "Concepts to Skills" boxes demonstrate the linkage between OB concepts and skill applications. Exercises at the end of each chapter reinforce critical thinking, behavioral-analysis, team-building, and Internet-search skills.
- **Pedagogy.** This edition continues the tradition of providing the most complete assortment of in-text pedagogy available in any OB book. This includes review and critical-thinking questions, point/counterpoint debates,

team exercises, ethical dilemma exercises, Internet search exercises, and case incidents and video cases.

- **Cutting-edge technology.** This edition expands on the technology initiatives of the previous edition in several ways.



1. Each copy of *OB/9e* includes a free CD-ROM containing video of interviews with real managers dealing with real organizational behavior issues. There are discussion questions and a follow-up with your author, connecting the material in the book to the situation on the CD. Look for the “REAL OB” icon in the book’s Contents for easy reference. In addition, there is an Internet connection to the book’s Web site <www.prenhall.com/robbins>. Students can access from this Web site an interactive study guide, links to additional OB sites, and up-to-date news articles linked to the text.
2. As with the previous two editions, *OB/9e* is supported by PHILIP—Prentice Hall Learning on the Internet Partnership. This is a faculty-support Web site featuring *Instructor’s Manual*, PowerPoint slides, cur-

Integrative Topics (with specific page references)

EXHIBIT

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rent news articles, student self-testing materials, and links to related Internet sites.

3. There is also an on-line course for this text. For more information, please contact your local representative, or visit our Web site at <www.prenhall.com/phbusiness>.
4. *The Prentice Hall Self-Assessment Library* (CD-ROM or print version), edited by Stephen P. Robbins, is also available FREE as a value-pack with this text. This product contains 45 self-assessment questionnaires that provide students with insights into their skills, abilities and interests.

New to the Ninth Edition

- **Contemporary content.** New material on the Hudson Institute's *Workforce 2020* report, organizational citizenship behavior, emotions, trust, virtual teams, team effectiveness, and low- and high-context cultures has been added. Of course, the entire book's research base has been revised and updated for this edition.

I'm most enthusiastic about the new material on emotions introduced in Chapter 4. Anyone who has ever worked in an organization knows that emotions are an intrinsic part of day-to-day life. Yet the topic has been absent from most OB books. The reason has been a lack of substantive research. Fortunately, in the last few years, researchers have discovered emotions as an important OB topic worthy of study. There now exists a rapidly expanding body of research for OB textbook authors to draw upon. And I've done that in this edition. In Chapter 4, you'll find an up-to-date review of the emotions literature as it relates to OB.

- **"Myth or Science?" boxes.** This new feature presents a commonly accepted "fact" about human behavior, followed by confirming or disproving research evidence. Some examples include "You Can't Teach an Old Dog New Tricks;" "Happy Workers Are Productive Workers;" and "It's Not *What* You Know, It's *Who* You Know." These boxes provide repeated evidence that common sense can lead you astray and that behavioral research offers a means for testing the validity of commonsense notions. These boxes are meant to help you to see how the field of OB, built on a large body of research evidence, can provide valuable insights toward understanding and explaining human behavior at work.
- **Revised "Point/Counterpoint" dialogues.** Most are new and all have been reduced in length to present more focused arguments.
- **Internet search exercises.** These exercises are designed to help students learn about resources available on the Internet and to use those resources to answer OB-related questions. For each exercise, students should (a) describe in detail the path they took to develop their answer, including citing their Internet sources and (b) provide their answers to the questions asked. Part (a) reinforces that it's as important to know the paths on the Internet that students take to find an answer as the answer itself.

For students with little or no Internet experience, go to <<http://searchenginewatch.internet.com>>. This site is a comprehensive source for learning how to navigate around the Internet and how to specifically do Internet searches. For more experienced individuals, we suggest using popular search engines such as AltaVista <www.altavista.com>, Excite <www.excite.com>, Google! <www.google.com>, Lycos

<www.lycos.com>, MetaCrawler <www.metacrawler.com>, and Yahoo! <www.yahoo.com>.

- **Dropped the “Learn about Yourself” exercises.** These exercises are no longer necessary since the *Prentice Hall Self-Assessment Library* is now available *FREE*, in CD-ROM or print format, as a value-pack with this book. Containing 45 self-assessment instruments, the *Self-Assessment Library* does a far better and more comprehensive job of helping students to learn about their skills, abilities, and interests than did these in-text exercises. The *Self-Assessment Library* is organized into three parts: “What About Me?” “Working with Others,” and “Life in Organizations.” The best part of this tool is that in its CD-ROM format, after each instrument is completed, it is automatically graded and analyzed.

Supplements

This book comes with the most comprehensive and user-friendly supplement package available with any OB text. The following highlights these supplements:

- **Instructor’s Manual.** Features teaching tips to accompany boxed text features, critical-thinking exercises, lecture outlines, chapter summaries and much more to help facilitate the teaching process.
- **Test Item File.** Contains a selection of multiple-choice, true/false, scenario-based, and essay exercises of varying lengths.
- **PHLIP-Prentice Hall’s Learning on the Internet Partnership.** This content-rich, multidisciplinary business education Web site was created by professors for professors and their students. PHLIP provides on-line support for faculty and students using *Robbins’ Organizational Behavior, Ninth Edition*. Students have access to a student study hall, current events, an interactive study guide, and vital Internet resources. Instructors will find downloadable supplements, on-line faculty support, and a faculty lounge that includes a chat room, a teaching archive, computer tips, and Internet skills.
- **On-line Student Study Guide.** Interactive and exciting! The *On-line Student Study Guide* features multiple-choice, true/false, and Internet-based essay questions that can be scored on-line. Incorrect answers are keyed to the text for student review. There are also numerous links to sites throughout the Internet where additional information on concepts and featured companies can be found.
- **Video package.** This two-video package consists of new part-ending “On Location!” and chapter-ending *Small Business 2000* segments. “On Location!” segments capture live footage of current, relevant companies such as Waterford Crystal, Doc Martin, and Starbucks. *Small Business 2000* segments, aired on PBS, involve interviews of real entrepreneurs and their experiences both creating and maintaining small businesses.
- **Instructor’s Resource CD-ROM.** Contains electronic/downloadable versions of the *Instructor’s Manual*, *Test Item File*, and PowerPoint slides.
- **Overhead color transparencies.** Approximately 100 of the most critical PowerPoint slides provided as full-color acetates. To further enhance lectures, teaching notes for each slide are included as a printed, punched, and perforated booklet for insertion into a three-ring binder.
- **Study Guide.** Designed to aid student comprehension of the text, the *Study Guide* contains chapter objectives; detailed chapter outlines; and review, discussion, and study questions.

- **The Prentice Hall Self-Assessment Library on CD-ROM.** Contains 45 popular questionnaires that give students insight into their skills, abilities, and interests. This CD-ROM can be ordered *free* with the text as a value pack. It also is offered for sale in a stand alone package (ISBN 0-13-021212-1). See your PH sales representative for details.
- **The Robbins' OB/9e CD-ROM (included free in this book)** Includes video of real managers dealing with real organizational behavior issues in the workplace, discussion questions, and a follow-up by your text's author. Look for the icon in the book's Contents for easy reference.



Acknowledgments

Getting this book into your hands was a team effort. In addition to my contribution, it took faculty reviewers, and a talented group of designers and production specialists, editorial personnel, and marketing and sales staff.

Let me begin my acknowledgments by thanking a number of faculty for providing suggestions on how the last edition could be improved and/or reviewing this revision. This text is an immensely better book because of the comments of the following people: Robert Key, University of Phoenix; William Smith, Emporia State University; Barbara Hassell, Indiana University, Kelly School of Business; Jann Freed, Central College; Stephen Jenner, California State University, Dominguez Hills; and Abigail Hubbard, University of Houston; Melony Mead, University of Phoenix; Philip Roth, Clemson University; and Lehman Benson III, University of Arizona. I also want to single out Professor Lou Marino at the University of Alabama for reviewing, testing, and fine-tuning the Internet Search exercises.

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David Shafer, my editor, again did a masterful job of overseeing the editorial tasks required in a revision. Thanks David for your hard work and support. Along with David, I also want to thank Sandy Steiner, Jim Boyd, Natalie Anderson, Brian Kibby, Jennifer Glennon, Kim Marsden, Michele Faranda, Karen Goldsmith, and Michele Foresta.

Finally, let me thank my marketing manager and the Prentice Hall sales staff for their contribution. To Michael Campbell—let me just say in print what I've told you several times verbally: I sincerely appreciate your continual flow of creative ideas and the enthusiasm you've shown for my projects. And to the terrific PH sales staff, who have been selling my books for more than a quarter of a century: Thank you for the attention you've given this book through its many editions.

Stephen P. Robbins

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