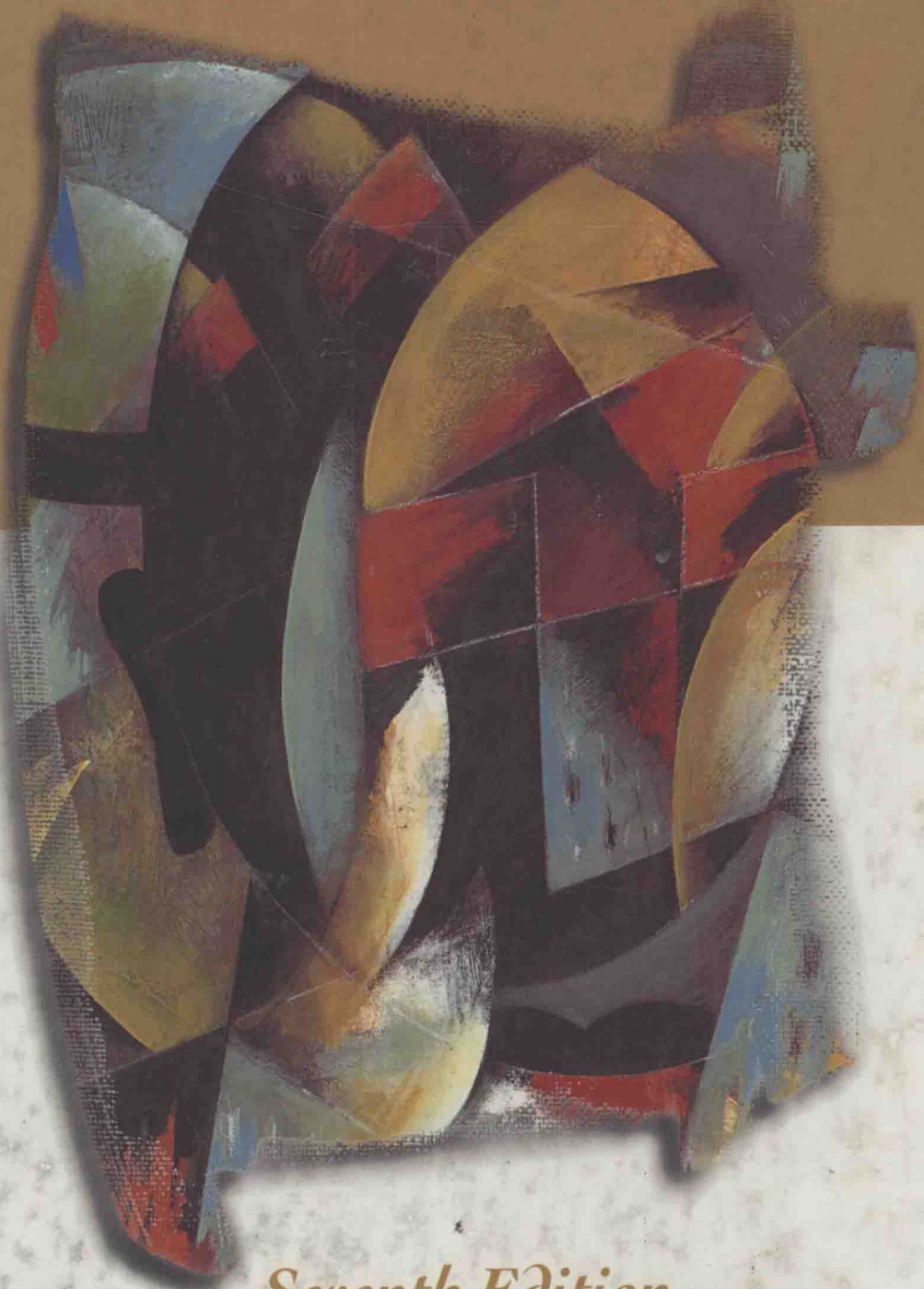


BEHAVIOR IN ORGANIZATIONS



Seventh Edition

Jerald Greenberg - Robert A. Baron

SEVENTH EDITION

BEHAVIOR IN ORGANIZATIONS

Understanding and Managing
the Human Side of Work

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On-line support for BEHAVIOR IN ORGANIZATIONS

SEVENTH EDITION

What is PHLIP? Prentice Hall Learning on the Internet Partnership (PHLIP) is a content-rich, multidisciplinary business education Web site created by professors for professors and their students. Developed by Professor Dan Cooper at Marist College, PHLIP provides academic support for faculty and students using this text.

For Students

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- ◆ **Ask the Tutor** offers Virtual Office Hours.
- ◆ **Writing Center** provides links to on-line resources.
- ◆ **Study Skills Center** provides study-skills tips and resources.
- ◆ **Career Center** offers tips, sample resumes and on-line job applications.
- ◆ **Research Center** provides resources for using the Internet as a research tool.

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- **INTERNET RESOURCES** provide links to related Web sites, complete with an "Info" button that offers professors and students a helpful description of each site.

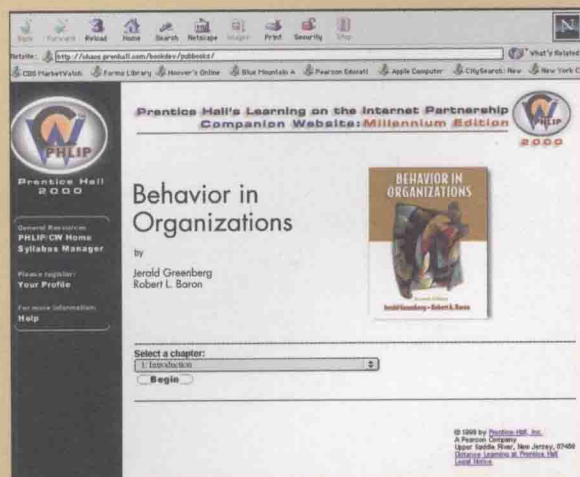
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- ◆ **Help with Computers** provides tips and links to on-line tutorials.
- ◆ **Internet Skills** offers advice, tips, and tutorials for using the Internet.



*For more information on PHLIP resources,
please see the preface of this book, or visit our Web site at*

www.prenhall.com/greenberg

SEVENTH EDITION

BEHAVIOR IN ORGANIZATIONS

Understanding and Managing
the Human Side of Work

James M. Brashers-Krug

University of California, San Diego

Robert A. Giacalone

University of Massachusetts, Lowell



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*To Carolyn, for simultaneously keeping me centered, and precisely
as off-center as life demands.*

—J. G.

*To Ruth, who gave me life;
To Sandra, who taught me how to enjoy it; and
To Jessica, who will carry it (and a little piece of me) into the
future.*

—R. A. B.

Ushering Organizational Behavior into the Twenty-First Century

It is a new century—a new millennium, in fact—and you hold in your hands a new edition of this book. Although these facts are merely coincidental, the dawning of a new era cannot help but force us to consider how the field of organizational behavior (OB) has changed in recent years—and how these changes are reflected in this text. After all, as the seventh edition launches this book into its third decade of publication, the field of OB clearly has changed dramatically.

In preparing this edition of *Behavior in Organizations*, we have chronicled these various twists and turns to provide the most up-to-date coverage of the field to be found in any text. Some changes have been revolutionary and others merely evolutionary. We have seen changes that are truly substantial and others that border on the cosmetic. Topics have waxed and waned in popularity, albeit with neither the speed nor the deliberateness of the fashion designer. The balance of attention to research and theory relative to practical application in the field also has shifted. None of these changes escaped our attention as we updated this book.

Frankly, it would be impossible to ignore them. After all, these trends confront both of us daily in all our professional activities (away from the glamorous world of authoring textbooks). We both teach very demanding and sophisticated college students with work experience who know what is going on in the business world—and who do not hesitate to tell us whenever we may appear misguided. The same goes for the employees at all levels whom we train, and with whom we consult, in companies both large and small throughout the country. They not only care intimately about the latest developments in OB, they live with them daily on their jobs and in their lives. Such individuals—from highly paid executives to minimum-wage laborers—keep us focused on reality. They deny us the simplistic luxury of offering the ivory tower-only view of OB toward which we might lean based on our professional training—and more than a half century of combined experience—as social scientists.

At the same time, we also are active researchers in universities where scholarly contributions not only are valued but demanded. We are proud of the body of knowledge our field's research has generated—not just our own work but also that of our many colleagues. After all, without such scholarly contributions, we would have no basis for knowing—let alone teaching—anything about OB that went beyond mere speculation based on personal experience. Of course, as a field, OB is firmly grounded in science, and these scientific underpinnings also are squarely highlighted in this book.

As you read this, you may be left with the impression this book is a blend of many things. If so, we would not have misled you. In fact, that conclusion would be correct not only regarding this text but also regarding the field itself. And that is precisely our point: Because the field of OB is a blend of many things, so, too, and quite deliberately, is this book.

A CAREFULLY BALANCED APPROACH TO THE FIELD

It helps to think of our coverage as taking a carefully balanced approach to OB. Some competing textbooks focus a great deal on one topic or another. Others invest all their intellectual capital in a particular conceptual or pedagogical approach. These presentations then are justified as selling points. We do not take this approach. Yes, such books are unique, but their uniqueness comes at a cost: Skewed approaches do not reflect what today's field of OB is really like. To us, it is crucial to characterize the field as it is, and it is a responsibility we do not take lightly. For this reason, we focus on representing OB as the balanced, integrated field it is.

To illustrate this point, let us consider how our balanced approach comes across in four major respects: topic coverage, mix of theory and practice, company examples, and pedagogical focus.

Topic Coverage: Old and New

You would not have a serious OB book without attention to Weber's concept of bureaucracy, Maslow's need hierarchy, Woodward's research linking technology and organizational structure, and dozens of other classical theories and studies. Such works are to be found in these pages.

Competing for space are an equal number of more contemporary approaches to OB. Consider, for example, just a few of the many new topics covered in this book:

- Employee support policies (chapter 1)
- Innovative reward systems (chapter 2)
- Practical, emotional, and cognitive intelligence (chapter 3)
- Procedural justice (chapter 4)
- Dispositional model of job satisfaction (chapter 5)
- Entrepreneurship (chapter 6)
- High-performance teams (chapter 7)
- Video-mediated communication (chapter 8)
- Goal-framing effects (chapter 9)
- Deviant organizational behavior (chapter 10)
- Issue selling (chapter 11)
- Autocratic-delegation continuum model (chapter 12)
- Double S cube model of organizational culture (chapter 13)
- Autonomous and systemic change (chapter 14)
- Machine vision (chapter 15)
- Strategic planning (chapter 16)

Theory? Research? Practice? Yes, Yes, and Yes!

In an old TV commercial, two people are arguing whether the product in question is a candy mint or a breath mint. Shortly into the debate (albeit not quick enough for our tastes), someone proposes a resolution: "Stop," she says, "you're both right." We are reminded of this drama whenever we hear similar discussions about OB. To those who argue "OB is a theoretical field" or "OB is an applied field," we issue the same admonishment: "Stop, you're both right."

Indeed, our image of the field of OB is of an applied science—that is, science undertaken with practical applications in mind. Those of us who are involved in OB think of ourselves as scientist-practitioners. We conduct "pure" scientific research to understand fundamental individual, group, and organizational processes. We then put this knowledge to use in organizations, and based on what we learn, we go back to

the drawing board, revise our underlying theories as dictated, and conduct more research. This leads to more application, and so the cycle continues. This, we believe, makes the field of OB so special, so unique, and so important.

We have gone out of our way in this book to capture the process of moving from theory to research to application and back to theory. This is a broad and a dynamic approach, thus making it difficult to capture, but we believe we have done so—at least wherever the various pieces of the puzzle are identifiable. For example, in chapter 2, we cover both theories of learning and how these theories are involved in such organizational practices as training and OB modification. We design parallels between theory and practice in chapter 4, where we consider the practical implications of each of the theories of motivation we discuss, and we do the same in chapter 5, where we consider theories of job satisfaction and organizational commitment as well as how these approaches may be applied to improving these important organizational attitudes.

More than simply indicating how various theories *may be* applied, we identify precisely how they *are being* applied in today's organizations. For example, in chapter 6, we not only describe the mentorship process but also precisely the forms it is taking today. Similarly, our discussion of diversity management programs in chapter 5 not only analyzes the various forms they take but brings these abstractions to life by identifying exactly what certain companies are doing in diversity management. These are just a few examples. We systematically discuss actual organizational practices throughout this book, and our reasons for doing so are straightforward: It brings the theoretical material to life, and it illustrates the simple truth that the practice of OB is crucial in today's organizations. To talk only about theory, research, or practical application (potential or actual) would be misleading, because the field of OB is all these things. So, too, have we tried to incorporate all these elements into this book.

Company Examples: "Varied" Is the Operative Word

In keeping with our interest in presenting the field of OB as it really is, we went out of our way to describe organizations as they really are. Because today's organizations are so varied, this is no simple task.

Monoliths like GM and Exxon are still on the scene, but clearly they are not the same companies that they were only a few years ago—a fact that has not escaped our attention. Today, we find many people going to work for small upstarts—companies that give employees the opportunity to get in on the ground floor of ventures, which in a few years may become very big, or might not exist at all. Beyond those who opt to work for small companies rather than large ones, there are others who prefer to venture out on their own. Such entrepreneurial ventures are a key part of the work scene and they too are identified in this book. Coverage of a wide variety of organizations is an important feature of this book, because for OB to be a viable field, it must be relevant to the many different kinds of organizations that exist.

If we are guilty of skewing our coverage of organizational examples in any particular way, the evidence may be found in two areas. First, we deliberately paid attention to new forms of business that have been emerging rapidly due to technological advances such as Internet-based organizations (e.g., Yahoo!). Because these types of enterprises have been revolutionizing the world of business, we believe they deserve special attention. This is not to say that we have ignored more traditional, low-tech organizations; indeed, we have plenty to say about them as well. However, given how cyber-businesses are taking over so many forms of commerce (just ask your local bookstore owner about Amazon.com), we felt it was worthwhile to spotlight them wherever appropriate.

We also went out of our way to describe organizations based outside the United States. We highlight the global nature of today's business world in the form of several special features. However, our awareness of the international nature of organi-

zations goes beyond these features to the examples we use to illustrate key points about organizational behavior. Examples of foreign companies and multinational firms based throughout the world are used throughout the book. For example, we launch chapter 1 with a case about Kikkoman, a Japanese company that manufactures soy sauce using an ancient recipe in a modern manufacturing plant located in rural Wisconsin. We like this case—and are pleased to begin the book with it—precisely because of the way it juxtaposes old and new, big and small, and foreign and domestic. In short, it is the embodiment of the “anything goes” approach that is so typical of today’s organizations.

Pedagogical Focus: Knowledge and Skills

Educators say there is a fundamental distinction between teaching people about something—that is, providing *knowledge*—and showing them how to do something—that is, developing *skills*. In the field of OB, this distinction becomes blurred. After all, to appreciate fully how to do something, you must have the requisite knowledge. Thus, we pay attention in this book to both knowledge and skills.

As an illustration, consider how the two orientations come together in chapter 13. We describe how the process of creativity works, and we provide tools for developing one’s own creativity. The same duality also may be seen in chapter 8. In the course of describing organizational communication, we discuss the process of listening; then, to help readers become effective listeners, we present an exercise designed to promote active listening skills. By doing this—not only in these two examples but throughout this book—we intend to enable readers not only to understand OB but to be in a better position to practice it in their own lives.

Taken together, our coverage of classic and cutting-edge topics; attention to the blend between theory, research, and practice; and dual emphasis on knowledge and skills reflects what we consider to be a balanced and realistic orientation to OB. This is the essence of the field as we know it—and of this book as we present it to you here.

NEW CHAPTERS AND SPECIAL FEATURES

In the course of revising this book, we made many changes. Some came in the process of seeking that balance to which we just referred; others were necessitated by the latest advances in the field. Many of the changes are subtle, affecting only how a topic was framed relative to others. Many other changes, however, are more noticeable and involve the shifting of major topics into new places and the addition of new topics. Doing this required the creation of several new chapters and the addition of several new features.

New and Newly Organized Chapters

Readers who already are familiar with this book will immediately note some new and newly organized chapters. For example:

- *Chapter 6: “Managing Your Own Behavior: Careers and Stress.”* This chapter brings together material that provides personal guidance and suggestions for readers. Here, the emphasis shifts from how to manage others to the more basic issue how to manage oneself.
- *Chapter 10: “Working With—and Against—Others: Prosocial and Deviant Behavior in Organizations.”* By highlighting both the positive and the negative sides of human nature, this chapter juxtaposes two opposing themes in the field of OB. It provides an opportunity to expand our coverage of the growing literature on deviant behavior in organizations and to contrast it with a more established literature on helping and cooperating with others.

- *Chapter 15: "Culture, Creativity, and Innovation."* This chapter expands our coverage of organizational culture in keeping with growing interest in this topic. It also combines it with a new topic to this book—that is, creativity and innovation. Our orientation is both on individual and team creativity and on what it takes to turn such creativity into highly innovative organizations.
- *Chapter 15: "Technology in Organizations."* Previously, our coverage of technology was spread throughout the book. Here, however, this chapter brings these matters together, which we believe more thoroughly and effectively captures the essence of this important element of OB.

New Special Features

Several new features of this book are designed to make it easier than ever for readers to access material of special, applied interest. In addition to many in-text examples, each chapter also contains two special sections:

- *Trends: What Today's Companies Are Doing.* These sections provide close looks at OB in practice, with extended examples of current organizational practices illustrating key concepts from the book. This brings the material to life and makes it more relevant to students. Some examples include:
 - *Designing a Better Mailbag: Reducing Back Injuries Among Employees of the U.S. Postal System (chapter 3)*
 - *Videoconferencing: Groups in Cyberspace (chapter 7)*
 - *Meeting Consultants Are Making Meetings Work (chapter 8)*
 - *Naval Officers Use Decision Support Systems to Make Combat Decisions (chapter 9)*
 - *Coaching: From Locker Room to Board Room (chapter 12)*
- *Tips: Doing It Right.* These sections are a "how-to" guide to putting OB into practice, providing an overview of practical suggestions following directly from text material. Some highlights include:
 - *Making Telecommuting Work: Some Considerations (chapter 1)*
 - *How to Fire Someone Without Lighting a Fire (chapter 6)*
 - *How to Blow the Whistle Effectively (chapter 10)*
 - *When Should an Organization Go Virtual? (chapter 14)*
 - *Making Changes Stick: Three Not-So-Simple Suggestions from Sears, Shell, and the U.S. Army (chapter 16)*

There also are two new features that highlight the international focus of the field. These are:

- *OB Around the World.* Material in these special sections highlights the international nature of OB today. The emphasis is on how OB practices differ in various nations and how international factors influence the field. Here are just a few selected examples:
 - *Integrated Training at Petroleos de Venezuela's Corporate University, Centro Internacional de Educacion y Desarrollo (chapter 2).*
 - *What Motivates Eastern European Job Recruits? (chapter 4)*
 - *Absenteeism: Same Behavior, Different Meanings in Different Cultures (chapter 5)*
 - *The Organizational Politics of Selecting Women for Overseas Assignments (chapter 11)*
 - *U.S. Firms Lag Behind Japanese Firms in Innovation (chapter 15)*
 - *National Defense: A Concern When Exporting Technology (chapter 15)*

- *Global Matters*. Several of these brief sections “pop-up” throughout each chapter. They contain some combination of international-based facts and discussion points bearing on the text itself.

Another new feature focuses attention on the various ethical issues involved in the field of OB:

- *Ethics Matters*. Paralleling the Global Matters “pop-up boxes,” several of these brief sections also appear in each chapter. They contain questions that challenge readers to recognize the ethical issues associated with the text. These, too, are positioned where relevant.

RETURN OF YOUR FAVORITE SPECIAL FEATURES

Fans of the sixth edition of this book need not worry about the whereabouts of the book’s most popular special features. These are back—and better than ever. They include:

- *You Be the Consultant*. Special sections asking readers how they would use the material in each chapter to solve organizational problems.
- *Skills Bank*. Each chapter contains a *Skills Bank* consisting of two experiential exercises, one focusing on individual insight and assessment (i.e., “Experiencing Organizational Behavior”) and another focusing on group-level experiences (i.e., “Working in Groups”). Many of these exercises are new to this edition.
- *Cases*. Each chapter contains two cases, most of which are completely new or updated. One at the beginning of the chapter (i.e., “Preview Case”) is designed to put the material that follows in the context of a real organizational event. The chapter-end case, (i.e., “Case in Point”), is designed to review the material already covered and to bring that material to life. Specific tie-ins are made by use of discussion questions appearing after each “Case in Point” feature.
- *Talking Graphics*. All data presented in graphs come complete with labeled boxes literally pointing at the major idea it contains. Between the highly descriptive in-text material, detailed captions, and these talking graphics, students will continue to find this book to be approachable and easy to understand.

UPDATED SUPPLEMENTS PACKAGE

The changes outlined above constitute the key alterations we have made in the text itself. Other changes, however, involve the materials that accompany *Behavior in Organizations* (7th edition). Foremost among these are:

PHLIP/CW Web Site (www.prenhall.com/greenberg)

At last, you can now bring the Internet into the OB classroom in a meaningful fashion. PHLIP (Prentice Hall Learning on the Internet Partnership) was developed by Professor Dan Cooper at Marist College, and it provides academic support for faculty and students using this text. PHLIP is divided into a **Student Page** and a **Faculty Page**. The Faculty Page helps professors prepare lectures, integrate technology into the classroom, and enhance in- and out-of-class learning with industry examples as

current as today's world news. The Student Page supports students through an Interactive Study Guide, current events cases and exercises, study skills, and writing and research assistance. Features include:

For Instructors (Faculty Page)

- Text-specific **Faculty Resources** including downloadable supplements (Instructor's Manual, Technology Resource Manual, and PowerPoint presentations) and on-line faculty support for the Student Page (including additional cases, articles, links, and suggested answers to the questions posted on the Student Page).
- **Faculty Lounge** featuring generic faculty resources:
 - *Talk to the Team is a moderated and password-protected conference and chat room system designed to allow faculty the opportunity to ask questions, make suggestions, and explore new teaching ideas.*
 - *Teaching Archive features teaching resources submitted by instructors throughout the world, and includes tips, techniques, academic papers, and **Sample Syllabi** for traditional classroom presentations and for integrating technology in and out of the classroom.*
 - *Help with Computers provides tips and links to tutorials to help you master spreadsheets, word processing, and/or presentation software.*
 - *Internet Skills offers beginner and advanced advice, tips, and tutorials for using the Internet.*

For Students (Student Page)

- **Student Study Hall** helps develop students' study skills through the following resources:
 - *Ask the Tutor serves as Virtual Office Hours—allowing students to post questions or comments to the threaded message board and receive responses from both the PHILIP faculty and the entire learning community. This feature is monitored by Professor Dan Cooper to maintain quality.*
 - *Writing Center provides links to on-line dictionaries, writing tutors, style and grammar guides, and additional tools to help students develop their writing skills.*
 - *Study Skills Center helps students develop better study skills.*
 - *Career Center encourages students to investigate potential employers, get career information and advice, view sample résumés, and even apply for jobs on-line.*
 - *Research Center provides tips and resources that make it easy to harness the power of the Internet as a research tool through tutorials and descriptive links to virtual libraries and a wealth of search engines.*
- **Current Events Articles and Exercises** Each chapter offers numerous current events to keep your class up to date. Each current event is a summary and analysis of a current news event written by our PHILIP faculty provider and supported with links to the text, discussion questions, group activities, background/historical information, a glossary, a bibliography, and links to related news sources. Whenever possible, there is a link to the original article itself. New current events are added every two weeks (past current events remain on the site until they are no longer useful or valid).
- **Interactive Study Guide** offers multiple-choice and true/false questions for every chapter of this text. Students submit responses to the server, which scores them and provides immediate feedback, including additional help and page references linked to the text. Test scores can be sent to as many as four e-mail addresses.

- **Internet Resources** provide links to helpful Web sites, complete with an "Info" button that offers the professors and students a description of each site.

Revised Color Transparencies and Electronic Transparencies Package

We have revised and expanded the transparency package. A set of 100 full-color transparencies is available, consisting of art adapted from graphic material appearing in the book but redrawn for clearer classroom use. Lecture notes accompany each transparency. Over 200 electronic transparencies also are available on 3½" disk using Microsoft PowerPoint files for the IBM.

Test Item File

A thoroughly revised and expanded **Test Bank** is available to instructors. It contains 100 items per chapter, including multiple choice, scenario-based multiple choice, and essay questions. The Test Bank is designed for use with the Prentice Hall Custom Test program. This computerized package is available in a Windows format.

Extensive Instructor's Manual

The **Instructor's Manual** contains a variety of useful features for instructors using this book in their classes. Among these are: chapter outlines, chapter synopses, answers to all questions within boxed material, answers to end-of-chapter discussion questions, answers/suggestions for Case-in-Point critical thinking questions, and answers/suggestions to Skills Portfolio exercises.

Prentice Hall Organizational Behavior Video Library

A feature that truly brings OB to life is a set of videotapes containing clips and interviews with business leaders taken from the acclaimed public television series *Small Business 2000*. There are 16 video segments. All of these videos are coordinated with the video cases appearing at the end of each chapter of the book. Notes for the cases and the videos appear in the Video User's Guide found inside the *Instructor's Manual*.

ACKNOWLEDGMENTS: SOME WORDS OF THANKS

Writing is a solitary task. However, turning millions of bytes of information stored on a handful of plastic disks into a book is a magical process that requires an army of talented folks. In preparing this text, we have been fortunate enough to be assisted by many dedicated and talented people. Although we cannot possibly thank all of them here, we wish to express our appreciation to those whose help has been most valuable.

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Finally, Jerald Greenberg wishes to acknowledge the family of the late Irving Abramowitz for their generous endowment to the Ohio State University, which provided invaluable support during the writing of this book.

To all these truly outstanding people, and to many others too, our warm personal regards.

IN CONCLUSION: AN INVITATION FOR FEEDBACK

Looking back, we can honestly say that we have spared no effort in preparing a book that reflects the current character of the field of OB regarding both scientific inquiry and practical application. Of course, whether and to what extent we have reached this goal, however, can only be judged by you, our colleagues and students. So, as always, we sincerely invite your input. Feel free to e-mail us or to leave a message at our publisher's Web site (<http://www.prenhall.com>).

Please let us know what you like about the book and what features need improvement. Such feedback is always welcomed, and it will not fall on deaf ears. We promise faithfully to take your comments and suggestions to heart and to incorporate them into the next edition of this book.

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