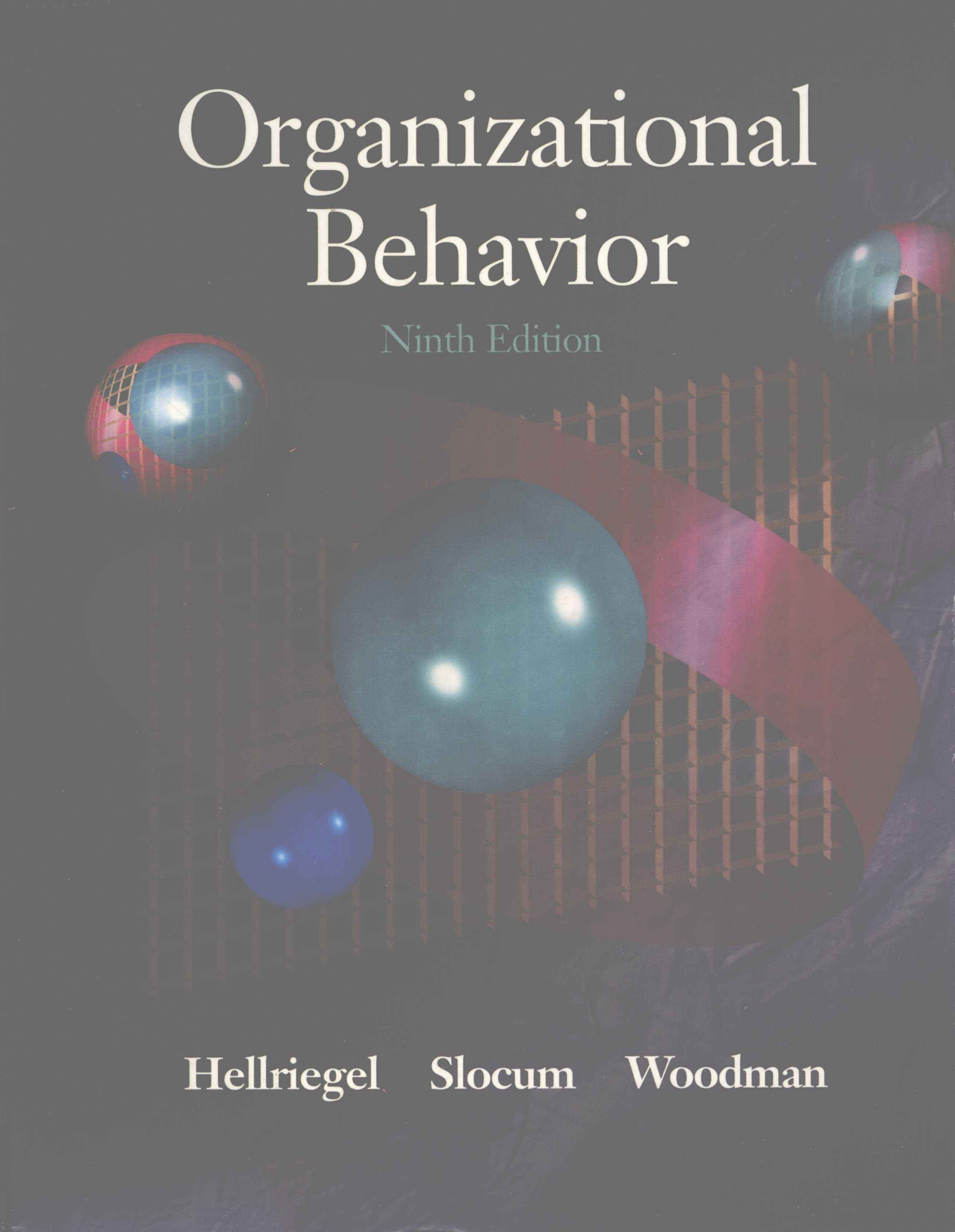
Organizational Behavior

Ninth Edition



Hellriegel Slocum Woodman

Organizational Behavior

NINTH EDITION

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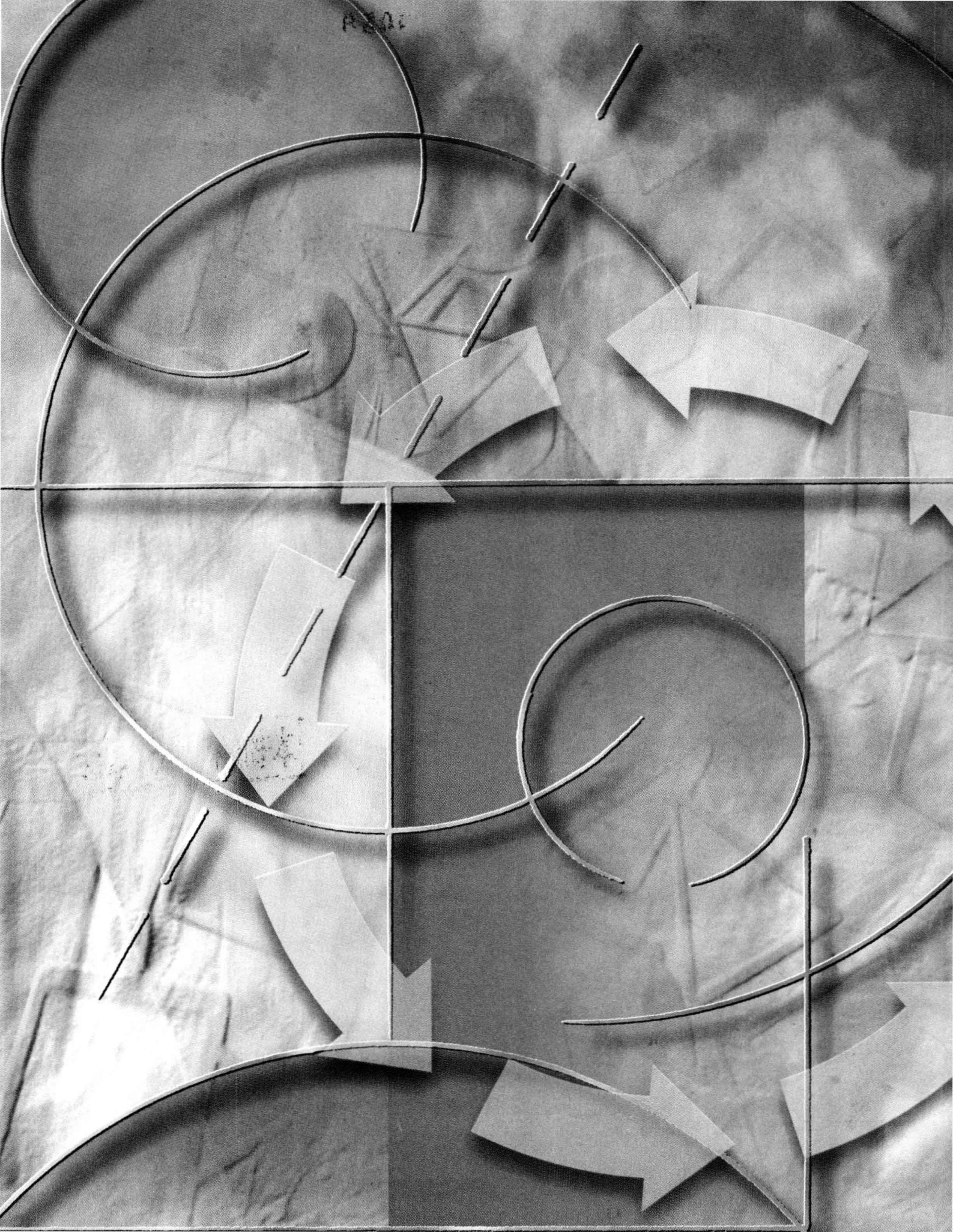

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NINTH EDITION

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

PREFACE

This, our ninth edition of *Organizational Behavior*, continues a commitment that has shaped each successive edition. The impulse behind this book, and the challenge that we respond to, is to reflect the latest thinking and practices for use in foundation organizational behavior courses. Another goal, equally motivating and equally challenging, is to fully involve students who have no prior formal training in the topics, issues, and concepts central to organizational behavior in the usefulness of its ideas.

Students will really like the ninth edition. It's current and will grab their interest through a variety of methods, including cases, self-assessment questionnaires, a graceful internal design, and sophisticated graphics. Because they are so richly detailed, the examples will not only make discussion in and out of the classroom lively, but will also spark independent exploration. Students need to be challenged to go beyond their readings to actively engage organizational behavior issues and concepts. This edition will encourage students to do just that. Written in lively and engaging language, it will help students take more away from the course than just a new vocabulary and a new set of concepts. The text requires students to take an active part in their own learning by approaching issues and problems intelligently through the use of self-insights to assess their responses and to make appropriate action plans.

Our ultimate goal in this edition is to help students develop the competencies and knowledge that they will need to be effective professionals, managers, and leaders. Now, more than ever, the keys to an organization's effectiveness and competitiveness are, very simply, its employees. Technology, financial capital, physical assets, and access to proprietary information are increasingly recognized as being little more than short-term sources of competitive advantage. Long-term competitive advantage comes from another source: the rich array of individual and team-based competencies capable of being put into action by an organization's employees, managers, and leaders.

DEVELOPING LEADERS

Organizational behavior—the study of human behavior, attitudes, and performance in organizations—provides value-added knowledge for individuals and teams at all organizational levels. This knowledge is crucial to the development of tomorrow's leaders in organizations of all types and sizes.

COMPETENCIES: THE FOUNDATION

We promote the development of competencies throughout the book, building themes and solutions around a core of seven crucial and fundamental capabilities. It is an orientation that we carefully frame at the outset and connect to frequently. In particular, we substantially revised Chapter 1 to set the stage for the continuous weaving of these seven foundation competencies into our discussions and the applications that support them. They are identified and described as follows:

- The *managing self competency* involves the 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 changed skills, behaviors, and attitudes.
- The *managing communication competency* involves the ability to transmit, receive, and understand information, ideas, thoughts, and feelings—nonverbally, verbally, in electronic and written form, by listening, and other methods.

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

Competencies: The Features That Drive Their Development

Competencies could be learned through casual practice and random feedback—in other words, by chance—but our choice is not to let chance drive competency development. Instead, we provide structure and consistent opportunity for students to expand their base of knowledge and to increase their skills. We put the bits and pieces together, integrating skills, behaviors, attitudes, and knowledge through targeted self-assessments matched to specific competencies. The payoff for students is that we clarify, define, and provide benchmarks for them not only to gauge their competencies independently but to compare their competency levels with those of other students and practicing managers as well. Students, first, must be able to assess accurately their levels of proficiency in each of the seven foundation competencies and then begin to develop action plans for improving their potential as effective professionals, managers, and leaders. In this book we provide specially designed features to assist students in their journey.

In-Chapter Competency Boxes

Each chapter includes four to six boxed inserts that mirror one of the seven competencies, providing insights, examples, and applications to assist students' competency development. These boxed inserts harmonize with the chapter's theories and topics, illustrating how organizations—such as Ford, Disney, and Coca-Cola—use organizational behavior theories to achieve high levels of performance reliably and credibly. The following are a few examples.

- *Competency: Managing Self*—Ford's Competency Program (Chapter 1) showcases Ford Motor Company's reliance on measures of fundamental competence and evaluations of the *potential* for achieving higher levels of competence when recruiting, selecting, and promoting employees.
- *Competency: Managing Communication*—The Walt Disney Company (Chapter 5) details the strengths of Disney's commitment to its values and traditions and the steps it takes to convey those values and traditions to newly hired employees.
- *Competency: Managing Diversity*—Stereotypes of Women at Work (Chapter 3) takes a look at how current research in gender roles among expatriate workers is forcing a reassessment of the conventional wisdom regarding who chooses overseas assignments and who succeeds in them.
- *Competency: Managing Ethics*—The Politics of Employee Appraisal (Chapter 9) takes a hard look at the biases that can creep into employee evaluations.
- *Competency: Managing Across Cultures*—Peter Job on International Managers (Chapter 12) captures the commonsense wisdom of Reuters CEO, Peter Job,

about conducting business in a variety of markets throughout the world, complementing solidly the way we define this competency.

- *Competency: Managing Teams*—Consolidated Diesel's Engine Plant (Chapter 15) illustrates how the application of the sociotechnical systems model at Consolidated Diesel plays a particularly significant role in how teams create value and virtually guarantees that contributions to organizational effectiveness reach down through all levels of the organization.
- *Competency: Managing Change*—Harley-Davidson: Learning Organization (Chapter 17) provides an instructive example of how a company changed its culture and thereby brought its business back from the brink of bankruptcy.

End-of-Chapter *Developing Competencies* Exercises, Questionnaires, and Cases

In addition to the boxed competency features within each chapter, we end each chapter with two *Developing Competencies* exercises, questionnaires, or cases—36 in all. Each one focuses on the development of one of the seven foundation competencies, and over 50 percent of them are new to this edition. They provide an additional means for actively engaging students in the development of their own professional competencies and to deepen their understanding of the many facets of each competency.

Student CD-ROM

The CD-ROM packaged with every copy of the book provides a self-assessment tool for students to use and to reuse as their 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.

Self-Assessment Instruments

Today's successful professionals and managers know that self-awareness is a crucial vantage point from which to improve individual and organizational effectiveness. This self-identification of strengths and needed improvements is an important first step in the process of learning to manage oneself and others effectively. Our inclusion of many self-assessment instruments, at strategic points throughout the text, helps students identify their capabilities and thereby make needed adjustments. Although these self-assessment instruments assess each student's level of proficiency, their real focus is on suggesting ways for students to further sharpen their strengths, competencies, and related abilities for becoming effective professionals, managers, and leaders. Examples of these self-assessment instruments presented in each chapter and in the end-of-chapter *Developing Competencies* section include the following.

- Attitudes Toward Diversity (Chapter 1)
- Measuring Perceptions of Women as Managers (Chapter 2)
- The Big Five Personality Questionnaire (Chapter 3)
- What Is Your Self-Efficacy? (Chapter 4)
- What Do You Want from Your Job? (Chapter 5)
- Goal-Setting Questionnaire (Chapter 6)
- Assessing Your Stress Level (Chapter 7)
- Team Assessment (Chapter 8)
- How Much Power Do You Have in Your Group? (Chapter 9)

- Conflict-Handling Styles (Chapter 10)
- What is Your Leadership Style? (Chapter 11)
- Managing for the Future (Chapter 12)
- Interpersonal Communication Practices (Chapter 13)
- Assessment of Ethical Intensity (Chapter 14)
- Job Characteristics Inventory (Chapter 15)
- Inventory of Effective Design (Chapter 16)
- Assessing an Organization's Ethical Behaviors (Chapter 17)
- Measuring Support for Change (Chapter 18)

Product Support Web Site

A rich Web site at http://hellriegel.swcollege.com complements the text, providing many extras for students and instructors. Resources include a tutorial on how to find things on the Internet; interactive quizzes; downloadable ancillaries, and links to useful sites, online publications, and databases.

End-of Book Integrating Cases

Of the nine *Integrating Cases* at the end of the book, six are new to this edition. Each case requires students to develop their ability to draw from a variety of concepts, techniques, and competencies to address the questions posed. The cases can be used in a variety of learning formats and have been specifically selected and shaped to assist in the development of the abilities key to effective professional, managerial, and leadership roles.

Chapter-Opening Preview Cases

Each chapter opens with a *Preview Case*. It sets the stage for the topics discussed in the chapter and serves either to introduce one or more of the foundation competencies or to provide a new slant on them. Frequent flashbacks to the Preview Case refresh particular concepts, issues, and competencies to ensure that students make the all-important connections between theory and practice.

End-of-Chapter Discussion Questions

We continue to provide *Discussion Questions*, typically 8 to 12 in number, at the end of each chapter. Most are new to this edition and are designed to prompt students to relate concepts, models, and competencies to their own experiences or to the competency features presented in the chapter. Many also trigger self-insight and reflection, thus promoting, on yet another level, the internalization of chapter content.

ORGANIZATION

Our experience, and that of our readers, suggested that the framework and organization of the book work well. All of the chapters were thoroughly revised and updated, with new issues and topics woven into the text throughout. For example, we expanded our presentation of the relationships between new information technologies and various organizational behavior concepts and issues.

After the introductory chapter, the book is divided into three main parts.

- Part I (Individual Processes) contains chapters on personality and attitudes, perception and attribution, learning and reinforcement, two chapters on motivation, and a chapter on work stress.
- Part II (Group and Interpersonal Processes) consists of chapters on group and team behavior, power and political behavior, conflict and negotiation, two chapters on leadership, and a chapter on interpersonal communication.

- Part III (Organizational Processes) contains chapters on decision making, job design, organization design, organizational culture, and organizational change.

Our approach to introducing students to organizational behavior is to move from the individual to the group 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.

Immediately following the last chapter are an appendix on research methods, the integrating cases, and indexes, including the usual author and subject indexes. In addition, we provide an index of the Internet addresses for the organizations featured in the book. 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 array of teaching and learning supplements is available for use with the ninth edition of *Organizational Behavior*:

INSTRUCTOR'S MANUAL (ISBN 0-324-00978-X)

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; suggested answers for all end-of-chapter discussion questions; notes on using end-of-chapter *Developing Competencies* exercises, questionnaires, and cases, including suggested answers to case questions; teaching notes for the integrating cases; and a guide to the videos available for use with the text.

TEST BANK (ISBN 0-324-00981-X)

Written by David M. Leuser, of Plymouth State College, the Test Bank contains over 3,900 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. **ExamView® Pro (ISBN 0-324-00986-0),** a very 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 as well as 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 0-324-00980-1)

Written by Roger D. Roderick, of Arkansas 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.

VIDEO

A new video library is available to users of the ninth edition to show how real organizations and leaders deal with real organizational behavior issues. A tape of *Video Examples* (ISBN 0-324-00984-4), featuring such companies as Ben & Jerry's, Valassis Communications, and Enforcement Technology Inc. (ETEC), examines a range of issues. Critical-thinking questions appear at appropriate intervals in the 10 to 15-

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minute programs to concentrate viewers' observations on key decisions and actions. A new *Video Cohesion Case* (ISBN 0-324-00985-2) 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.

POWERPOINT™ PRESENTATION SLIDES (ISBN 0-324-00979-8)

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

TRANSPARENCY ACETATES (ISBN 0-324-00982-8)

Acetates for each chapter are provided free to adopters. The package includes many exhibits from the text, as well as specially constructed diagrams and lists to add emphasis and interest to lectures.

INSTRUCTOR'S RESOURCE CD-ROM (ISBN 0-324-06777-1)

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

ORGANIZATIONAL BEHAVIOR: EXPERIENCES AND CASES (ISBN 0-324-04850-5)

A new edition of *Organizational Behavior: Experiences and Cases*, by Dorothy Marcic, Joseph Seltzer, and Peter Vaill, is available to add practical applications to go along with the text's theoretical frameworks.

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.

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

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Don Hellriegel, Texas A&M University

John W. Slocum, Jr., Southern Methodist University

Richard W. Woodman, Texas A&M University

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His research interests include interorganizational relationships, corporate venturing, effect of organizational environments, managerial cognitive styles, and organizational innovation and strategic management processes. His research has been published in a number of leading journals.

Professor Hellriegel served as Vice President and Program Chair of the Academy of Management (1986), President Elect (1987), President (1988), and Past President (1989). In September 1999, he was elected to a three-year term as Dean of the Fellows Group of the Academy of Management. He served a term as Editor of the Academy of Management Review and served as a member of the Board of Governors of the Academy of Management (1979–1981); (1982–1989). Dr. Hellriegel has occupied many other leadership roles, among which include President, Eastern Academy of Management; Division Chair, Organization and Management Theory Division; President, Brazos County United Way; Co-Consulting Editor, West Series in Management; Head (1976–1980 and 1989–1994), Department of Management (TAMU); Interim Dean, College of Business Administration (TAMU); and Interim Executive Vice Chancellor (TAMUS).

He has consulted with a variety of groups and organizations, including—among others—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 W. SLOCUM, JR.

John Slocum holds the O. Paul Corley Professorship in Organizational Behavior at the Edwin L. Cox School of Business, Southern Methodist University. He has also taught on the faculties of the University of Washington, the Ohio State University, the Pennsylvania State University, the International University of Japan, and Dartmouth's Amos Tuck School. He holds a B.B.A. from Westminster College, an M.B.A. from Kent State University, and a Ph.D. in organizational behavior from the University of Washington.

Professor Slocum has held a number of positions in professional societies. He was elected as a Fellow to the Academy of Management in 1976 for his outstanding contributions to the profession of management and as a Fellow to the Decision Sciences Institute in 1984 for his research in behavioral decision theory. He was awarded the Alumni Citation for Professional Accomplishment by Westminster College and both the Nicolas Salgo and the Rotunda Outstanding Teaching awards from SMU. He served as President of the Eastern Academy of Management in 1973. From 1975–1986, he served as a member of the Board of Governors, Academy of Management. From 1979–1981, he served as Editor of the Academy of Management Journal. In 1983–1984, he served as 39th President of the 8,500-member Academy and as

Chairman of the Board of Governors of that organization. Currently, he serves as Associate Editor of *Organizational Dynamics* and Co-Editor of the *Journal of World Business.*

Professor Slocum has served as a consultant to such organizations as Mellon National Bank, ARAMARK, Corning Glass Works, Fort Worth Museum of Science and History, Pier 1, Henry C. Beck Company, Kodak, Price Waterhouse, Hershey Foods, Mack Trucks, Celanese, General Telephone and Electric, NASA, Southland Corporation, Transnational Trucks, and Brooklyn Union.

RICHARD W. WOODMAN

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His research interests focus on organizational change and organizational creativity. His published work can be found in the *Academy of Management Journal, Academy of Management Review, Group & Organization Management, Journal of Applied Behavioral Science, Journal of Applied Psychology, Journal of Creative Behavior, Journal of Management, Journal of Organizational Change Management, Organization Development Journal, Organizational Dynamics, Psychological Bulletin,* and the *Strategic Management Journal,* among others. Dr. Woodman is Co-Editor of the JAI Press annual series, *Research in Organizational Change and Development.* He is currently on the editorial boards of the *Academy of Management Journal, Applied Behavioral Science Review,* and the *Journal of Organizational Change Management* and previously served on the boards of the *Academy of Management Review* and the *Journal of Management.*

He has also served as national Program Chair and Division Chair of the Organization Development and Change division of the Academy of Management. In a previous life, Dr.Woodman was a military intelligence officer in the U.S. Army, worked in both the petroleum and banking industries, and served for several years as vice-president of a financial institution.

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