

Welcome to a new era of organizational behaviour! Virtual teams are replacing committees. Values and self-leadership are replacing command-and-control supervision. Knowledge is replacing infrastructure. Companies are looking for employees with emotional intelligence, not just technical smarts. Globalization has become the mantra of corporate survival. Co-workers aren't down the hall; they're at the other end of an Internet connection located somewhere else on the planet.

Canadian Organizational Behaviour, Fifth Edition, is written in the context of these emerging workplace realities. This edition explains how emotions guide employee motivation, attitudes, and decisions; how values have become the new resource to shape workplace behaviour; how a person's social identity relates to team dynamics, stereotyping, and organizational culture; and how appreciative inquiry has become one of the most important strategies in organizational change. This book also presents the new reality that organizational behaviour is not just for managers; it is relevant and useful to anyone who works in and around organizations.

CANADIAN AND GLOBAL ORIENTATION

Canadian Organizational Behaviour, Fifth Edition, is written by a Canadian for Canadians. It includes several Canadian cases and makes solid use of Canadian scholarship in organizational behaviour. Along with its research foundation, the Canadian orientation is apparent in the Canadian examples scattered throughout the textbook. For example, you will read about the team dynamics of a Calgary crew that rescued an ailing doctor in Antarctica; about the negotiation style of Bombardier Inc. CEO Paul Tellier; about values and corporate social responsibility at Vancouver-based Mountain Equipment Co-op; about rewards, empowerment,

and other applied performance practices at WestJet; and about the communication practices of CEO Ian Gourley at Hiram Walker & Sons in Walkerville, Ontario.

Love it or hate it, globalization is part of the emerging reality of organizations. So, along with its Canadian focus, *Canadian Organizational Behaviour*, Fifth Edition introduces globalization in the opening chapter and highlights global issues in every chapter. To further emphasize the emerging reality of globalization, every chapter in this edition has one or more *GLOBAL Connections*—highlighted features that link OB con-

GLOBAL CONNECTIONS 9.2

Extreme Teambuilding in Asia

Perched on a narrow beam eight metres above the ground, Wu Xi never stopped thinking about the possibility of falling. The 30-year-old engineer at Ericsson Cyberlab in Singapore was roped together with five colleagues as they scaled their way up a 25-metre pyramid. "I was so scared, but I couldn't give up," says Wu. "My team members held onto me very firmly and they kept encouraging me."

Throughout Asia, companies are discovering the benefits of unusual teambuilding activities outside the typical office environment. Wu Xi and her co-workers climbed over rock walls, inched across planks, scaled cargo nets, and performed other daunting tasks to improve team dynamics at the Swedish telecommunication firm's Asian research unit. "We all made it to the top with lots of difficulties," explains Ericsson Cyberlab director Andreas Fasbender. "But the best part was that you could really achieve more as a team."

Anker Bir took a different approach to team building. Employees at the Indonesian brewery spent a day in sophisticated gear stalking their rivals with laser guns at Laser Quest in Surabaya. Team members worked together to protect a box, a king or a queen, or to fight a super-powerful vampire with unlimited lives and ammunition.

Endro Hariyadi, an Anker Bir account representative, says that employees are more comfortable at work



Employees at Ericsson Cyberlab in Singapore scale great heights to build team spirit. © H-Y How, *Straits Times* (Singapore)

after they blast away at each other with laser guns. "We're all friends here, even if we don't get along well in the office," he jokes.

Sources: D. Goh, "Firms Strike Out for Adventure Learning," *Sunday Times* (Singapore), April 8, 2001, pp. 7, 29; F. Whaley, "Shooting for Success," *Asian Business*, February 2000, p. 48. www.cyberlab.com.sg

cepts to organizational incidents in diverse countries. For example, *GLOBAL Connections* features describe how Japanese firms are taking employees to “smile school” to improve their emotional labour; how Infosys has created a “Silicon Valley culture” in Bangalore, India; how companies in the United Kingdom are improving communication by banning e-mail one day each week; how Ericsson employees in Singapore are building more effective teams through teambuilding; and how Australian travel agency, Flight Centre, has an organizational structure modelled after African tribes!

LINKING THEORY WITH REALITY

CONNECTIONS 7.2


How Workaholic are Canadians?

Staring out from the cover of *Confessions of a Street Addict*, James Cramer looks like a dangerous man. In fact, he admits that he was an addict. “I had many of the problems you see in addicts—they can’t stay away, they need more and more, they love the adrenaline and the thrill,” says co-author of *TheStreet.com and Smart Money* magazine.

James Cramer’s “street” is Wall Street and his addiction is to his work. The cofounder of TheStreet.com and Smart Money magazine is a repentant workaholic who had the symptoms that scholars have associated with this affliction. He was obsessed with market trades, became a tyrant in the office whenever a stock went south, and lost touch with his family. Even casual gatherings were evaluated by whether they added value to his work. “You might get together with me for a drink and I would be thinking ‘Why am I wasting my time?’” Cramer recalls.

How many Canadians are as workaholic as James Cramer? The question is difficult to answer because of disagreement among scholars regarding definition and measurement of workaholism. According to a recent Statistics Canada study, 27 percent of adult Canadians say they are workaholics. Men and women about equally identify themselves as workaholics. Not surprisingly,

over half of employees working more than 60 hours per week consider themselves workaholics. Those who report being workaholics in the Statistics Canada study work more, experience more stress, and are less happy with life (although they also say they enjoy their jobs).

The Statistics Canada study relies on a single item self-report, so probably overestimates the number of traditional workaholics in this country. A potentially better estimate comes from a study by Professor Ron Burke at York University of over 500 MBA alumni. Relying on academic conceptualization and measurement, Burke was able to group respondents into the three types of workaholism. The study found that 16 percent of the MBA alumni surveyed are traditional workaholics, 19 percent are enthusiastic workaholics, and 14 percent are work enthusiasts.

Sources: A. Kemeny, “Driven to Excel: A Portrait of Canada’s Workaholics,” *Canadian Social Trends*, Spring 2002, pp. 2-7; J. J. Cramer, *Confessions of a Street Addict* (New York: Simon & Schuster, 2002); L. L. Lautenbach, “Workaholism in the Workplace,” *Evening Standard*, May 27, 2002; R. J. Burke, “Workaholism among Women Managers: Personal and Workplace Correlates,” *Journal of Managerial Psychology*, 15 (2000), pp. 520-34; R. J. Burke, “Workaholism and Extra-work Satisfaction,” *International Journal of Organizational Analysis*, 7 (1999), pp. 352-64.

www.statcan.ca

PART TWO VIDEO CASE STUDY Case 5 CBC

BALANCING WORK AND LIFE

Work-life balance is the hottest topic among human resource executives these days, and for good reason. Most Canadians have a serious lack of balance, which is costing employers plenty. “We’ve seen an alarming increase in the amount of stress leave that people are on,” says Nora Spinks, one of Canada’s leading experts on work-life balance. “It’s one of the fastest growing short-term disabilities, and there is, that employers are now having to look at.”

Companies have introduced several practices to minimize the damage to time-stressed staff, such as fitness programs, career breaks, daycare centres, flex-time, job sharing, telework, and so on. But a major Canadian study has reported that Canadians are still stressed.

If we look at about a decade ago only about ten percent of the workforce was working a 50 hour plus week,” explains Carleton University business professor Linda Duxbury. “We now see that about one in four people are working that many hours.” The study also discovered that over one-third of professional and managerial men and women say that the way they’re trying to cope is simply by not having kids.

University of Guelph professor Peter Hausdorf says that part of the problem is that employers don’t want to deal with the main cause of poor work-life balance: workload. “[Employers] seem reluctant to deal with the fact that the issue is ... workload and what they would rather do is focus on other aspects. So [they’ll] have fitness facilities to deal with stress. These are all good things but they’re not dealing with the core issue, which is the volume of work.”

Courtney Pratt, CEO of Toronto Hydro, admits his company is pushing staff too hard, but he

doesn’t see much choice while Toronto hydro prepares for privatization. “But when you get into a crunch like we’re in, there’s not a whole lot you can do other than I think you have to empathize with people,” Pratt admits. “You do whatever you can to try and give them the time off that they need but quite frankly, we need their intellectual horsepower right now and it’s not an option.”

Linda Duxbury sees the issue differently: “Excuse me, but how can you afford to continue to operate this way?” she warns. “Look at your absenteeism. Look at your turnover. Look at your prescription and benefit costs. Look at your succession planning.” Nora Spinks notes that the need to keep good staff is another reason to encourage work-life balance: “If you’re competing for the same people that somebody else is, and now offering flexibility and support of work environments and stress-free opportunities, people are going to be attracted to there before they’re attracted to an organization where it’s rigid, it’s structured, it’s high stress.”

Discussion Questions

1. Explain how companies that encourage work-life balance might be more successful than those pushing more hours of work out of their staff.
2. What other topics in the first two parts of this book explain how work-life balance may improve organizational effectiveness?

Source: Dianne Buckner, “Balancing Work and Life,” *CBC Venture*, April 7, 2002.

Every chapter of *Canadian Organizational Behaviour*, Fifth Edition, is filled with real-life examples to make OB concepts more meaningful and reflect the relevance and excitement of this field. For example, you will read how Vancouver City Savings Credit Union has become one of Canada’s most successful financial institutions through its corporate culture; how New Zealand’s The Warehouse has become one of the world’s top-performing discount department store chains by supporting personal and ethical values; how the Silicon Valley design firm IDEO has become a global icon for innovation by fostering employee creativity; and how conflict continues between Air Canada and former Canadian Airlines pilots who now work at Canada’s national airline.

These real-life stories appear in many forms. Every chapter of *Canadian Organizational Behaviour*, Fifth Edition, is filled with photo captions and in-text anecdotes about work life in this new millennium. Each chapter also includes *Connections*, a special feature that “connects” OB concepts with real organizational incidents. Case studies in each chapter and video case studies in each part also connect OB concepts to the emerging workplace realities. These stories provide representation across Canada and around the planet. Moreover, these examples cover a wide range of industries—from software to city government—and from small businesses to the Financial Post 500.

ORGANIZATIONAL BEHAVIOUR KNOWLEDGE FOR EVERYONE

Another distinctive feature of *Canadian Organizational Behaviour*, Fifth Edition, is that it is written for everyone in organizations, not just “managers.” The philosophy of this book is that everyone who works in and around organizations needs to understand and make use of organizational behaviour knowledge. The new reality is that people throughout the organization—systems analysts, production employees, accounting professionals—are assuming more responsibilities as companies remove layers of bureaucracy and give non-management staff more autonomy over their work. This book helps everyone to make sense of organizational behaviour and provides the tools to work more effectively in the workplace.

CONTEMPORARY THEORY FOUNDATION

Canadian Organizational Behaviour, Fifth Edition, has a solid foundation of contemporary and classic scholarship. You can see this in the references. Each chapter is based on dozens of articles, books, and other sources. The most recent literature receives thorough coverage, resulting in what the publishers and I believe is the most up-to-date organizational behaviour textbook available. These references also reveal that we reach out to information systems, marketing, and other disciplines for new ideas. At the same time, this textbook is written for students, not the scholars whose work is cited. Consequently, you won’t find details about the research methods of specific studies. Also, the names of researchers or their affiliations are rarely mentioned in the text. The philosophy of this textbook is to present OB scholarship in ways that students will remember long after the final examination.

Canadian Organizational Behaviour was the first textbook to discuss workplace emotions, social identity theory, appreciative inquiry, search conferences, the employee-customer-profit chain model, and several other groundbreaking topics. This edition is particularly innovative and contemporary with the latest knowledge on individualism–collectivism, innate drives theory, Schwartz’s values model, counterproductive work behaviours, learning orientation, virtual teams, workaholism, executive coaching, and emotions in decision making.

CONTINUOUS DEVELOPMENT

Canadian Organizational Behaviour is not a “Canadianized” adaptation of an American book. Although I also co-author *Organizational Behaviour* in the United States (now in its successful second edition) and *Organisational Behaviour on the Pacific Rim* (first edition was published in 2002), all three books update each other in a virtuous cycle of continuous development. *Canadian Organizational Behaviour*, Fifth Edition, updates information from the Pacific Rim book, and the next American edition will update this book.

This is apparently the only business textbook anywhere that practices continuous development because it is the only book where the lead author actively writes in all three regions. This global approach to textbook development ensures that *Canadian Organizational Behaviour* offers Canadians the latest organizational behaviour concepts, issues, and examples at the time of publication. The next section highlights the results of this continuous development process.

CHANGES TO THE FIFTH EDITION

SELF-ASSESSMENT EXERCISE 10.6

MEASURING YOUR CREATIVE PERSONALITY

Purpose This self-assessment is designed to help you to measure the extent to which you have a creative personality.

Instructions Listed below is an adjective checklist with 30 words that may or may not describe you. Put a mark in the box beside the words that you think accurately describe you. Please DO NOT

mark the boxes for words that do not describe you. When finished, you can score the test using the scoring key in Appendix B. This exercise is completed alone so students can assess themselves without concerns of social comparison. However, class discussion will focus on how this scale might be applied in organizations, and the limitations of measuring creativity in work settings.

Adjective Checklist					
Affected	<input type="checkbox"/>	Honest	<input type="checkbox"/>	Reflective	<input type="checkbox"/>
Capable	<input type="checkbox"/>	Humorous	<input type="checkbox"/>	Resourceful	<input type="checkbox"/>
Cautious	<input type="checkbox"/>	Individualistic	<input type="checkbox"/>	Self-confident	<input type="checkbox"/>
Clever	<input type="checkbox"/>	Informal	<input type="checkbox"/>	Sexy	<input type="checkbox"/>
Commonplace	<input type="checkbox"/>	Insightful	<input type="checkbox"/>	Sincere	<input type="checkbox"/>
Confident	<input type="checkbox"/>	Intelligent	<input type="checkbox"/>	Snobbish	<input type="checkbox"/>
Conservative	<input type="checkbox"/>	Inventive	<input type="checkbox"/>	Submissive	<input type="checkbox"/>
Conventional	<input type="checkbox"/>	Mannerly	<input type="checkbox"/>	Suspicious	<input type="checkbox"/>
Dissatisfied	<input type="checkbox"/>	Narrow interests	<input type="checkbox"/>	Unconventional	<input type="checkbox"/>
Egotistical	<input type="checkbox"/>	Original	<input type="checkbox"/>	Wide interests	<input type="checkbox"/>

Source: Adapted from and based on information in H. G. Gough and A. B. Heilbrun, Jr., *The Adjective Check List Manual* (Palo Alto, Calif.: Consulting Psychologists Press, 1965); and H. G. Gough.

SELF-ASSESSMENT EXERCISE 10.7

TESTING YOUR CREATIVE BENCH STRENGTH



Go to the Student CD for the interactive version of this exercise.

Purpose This self-assessment is designed to help you determine how well you engage in divergent thinking to identify problems and their solutions creatively.

Instructions This self-assessment consists of 12 questions that require divergent thinking to identify the answers. Answer each question in the space provided. When finished, look at the correct answer for each question, along with an explanation.

ADDITIONAL CASES

- CASE 1 Arctic Mining Consultants
- CASE 2 A Window on Life
- CASE 3 Big Screen's Big Failure
- CASE 4 Intelligentsia
- CASE 5 Perfect Pizzeria
- CASE 6 TriVac Industries, Inc.
- CASE 7 Westray

CASE 1 Arctic Mining Consultants

Tom Parker enjoyed working outdoors. At various times in the past, he had worked as a ranch hand, high steel rigger, headstone installer, prospector, and geological field technician. Now 43, Parker is a geological field technician and field coordinator with Arctic Mining Consultants. He has specialized knowledge and experience in all nontechnical aspects of mineral exploration, including claim staking, line cutting and grid installation, soil sampling, prospecting, and trenching. He is responsible for hiring, training, and supervising field assistants for all Arctic Mining Consultants' programs. Field assistants are paid a fairly low daily wage (no matter how long they work, which may be up to 12 hours or more) and are provided meals and accommodation. Many of the programs are operated by a project manager who reports to

whom had previously worked with Parker, as the field assistants. To stake a claim, the project team marks a line with flagging tape and blazes along the perimeter of the claim, cutting a claim post every 500 metres (called a "length"). The 15 claims would require almost 100 kilometres of line in total. Parker had budgeted seven days (plus mobilization and demobilization) to complete the job. This meant that each of the four stakers (Parker, Talbot, Boyce, and Millar) would have to complete a little over seven "lengths" each day. The following is a chronology of the project.

Day 1

The Arctic Mining Consultants crew assembled in the morning and drove to Eagle Lake, where they

Canadian Organizational Behaviour, Fifth Edition, is the result of reviews over the past two years by more than 100 organizational behaviour scholars and teachers in several countries. This feedback, along with a continuous scan of relevant literature, has resulted in numerous improvements. First, you will notice significant changes to the textbook structure. Guided by extensive reviewer feedback, the chapters are more clearly organized around individual, team, and organizational levels of analysis. The early chapters focus on individual differences, with the more stable characteristics (values, personality) presented before the more fluid characteristics (emotions, attitudes). This edition also combines individual and team decision making into one chapter, splits and extends team dynamics concepts across two chapters, and moves stress management to the end of the individual part of the book. This edition also listened to reviewers by reducing the book's length.

Along with structural improvements, *Canadian Organizational Behaviour*, Fifth Edition, has a distinctly stronger global emphasis and more experiential learning support. In particular, this edition nearly doubles the number of self-assessments and includes a CD where students can complete these assessments more efficiently. *Canadian Organizational Behaviour* is one of the few books with comprehensive cases, and this edition further supports instructor requests for more of these lengthier cases. You will also find several new cases and team exercises in each chapter of the book.

Almost every chapter has been substantially updated with new conceptual and anecdotal material. Here are some of the most significant improvements within each chapter of this edition:

- Chapter 1: *Introduction to the Field of Organizational Behaviour*—The sec-

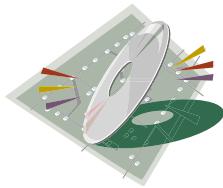
tion on trends in OB now includes a new subsection on values, ethics, and corporate social responsibility, as well as completely rewritten subsections on globalization, information technology, and OB. The systematic research anchor now recognizes grounded theory methodology, and the chapter adds new information on telework as well as OB and the bottom line.

- *Chapter 2: Individual Behaviour, Values, and Personality*—This completely rewritten chapter places the most stable individual differences (values, personality) near the beginning of the book. It also includes groundbreaking research on individualism and collectivism, new coverage of Schwartz's values model (which dominates the values literature), a new section on values congruence, and new information on counterproductive work behaviours. This chapter also includes a new section on Canadian, Francophone, and First Nations values as well as updated information on ethical principles and employee competencies.
- *Chapter 3: Perception and Learning in Organizations*—This completely rewritten chapter logically combines perceptions and learning. Stereotyping, practicing self-fulfilling prophecy, diversity awareness, and empathy are revised and updated based on new literature. Social identity theory is also updated here due to the rapidly growing OB literature on this subject. This chapter also introduces Kolb's experiential learning model and the important concept of learning orientation.
- *Chapter 4: Workplace Emotions and Attitudes—Canadian Organizational Behaviour* was the first OB textbook (in 1998) to fully discuss workplace emotions, and this significantly revised chapter continues this leadership with the most up-to-date definition and model of emotions and emotional intelligence. The chapter also introduces groundbreaking ideas from neurology and evolutionary psychology on the dual rational-emotional processes in attitudes and behaviour. This edition also includes the exit-voice-loyalty-neglect (EVLN) model of job satisfaction, important new research on the relationship between job satisfaction and job performance, new information on effects of surface versus deep acting emotional labour on emotional dissonance, a new model relating job satisfaction to customer service, and updated information on organizational commitment.
- *Chapter 5: Motivation in the Workplace*—Innate drives theory, one of the most important conceptual developments in employee motivation, is introduced in this chapter. This edition also has a new section on organizational justice, including full discussion on procedural justice and motivation. Executive coaching, building a company of entrepreneurs, and a combination of goal setting with feedback are also new features of this chapter.
- *Chapter 6: Applied Performance Practices*—This appropriately renamed chapter includes a new section on empowerment, updated information on self-leadership in practice, and discussion of the balanced scorecard.
- *Chapter 7: Work-Related Stress and Stress Management*—This popular chapter includes new information on workaholism and workplace bullying, as well as updates on the job burnout model and Canadian work hours as a stressor. It also features highlights from the major Higgins/Duxbury study of work-life balance in Canada.
- *Chapter 8: Foundations of Team Dynamics*—The topic of teams is now split into two chapters with new material, as requested by several reviewers. This chapter offers a revised discussion on types of teams and details about task interdependence.

- *Chapter 9: Developing High Performance Teams*—This new chapter integrates the topics of self-directed work teams, virtual teams, team trust, and team-building. It provides the latest knowledge on virtual teams, including why they exist and how to design them. The chapter also updates information on challenges to self-directed work teams.
- *Chapter 10: Decision Making and Creativity*—Based on the preferences of most instructors, this completely rewritten chapter integrates decision making, creativity, and team decision making. The chapter includes new information on the dual rational-emotional processes in decision making, both in problem identification and making choices. It also presents a new model of employee involvement in decision making, new information on implicit favourite and information processing distortion in decision making, new information on constructive conflict in decision making, and more explicit identification and critique of the “rational” and “bounded rationality” decision-making processes.
- *Chapter 11: Communicating in Teams and Organizations*—This chapter is moved later in the book for a more logical flow of topics. It includes new information on the effect of information technologies on the organizational grapevine and on the communication benefits of instant messaging in business. The chapter also updates the sections on media richness and communication issues in open office spaces.
- *Chapter 12: Power and Influence in the Workplace*—This chapter offers an entirely new presentation and orientation on the types of influence in the workplace. It also adds a new section on contingencies of influence and makes a better connection between influence and organizational politics.
- *Chapter 13: Conflict and Negotiation in the Workplace*—The main change in this chapter is the revised conflict management styles list that reflects new literature on this topic.
- *Chapter 14: Leadership in Organizational Settings*—This chapter introduces new research on cross-cultural issues in leadership, including findings from the GLOBE Project on cross-cultural leadership. It also adds new information on how women and men are evaluated as leaders.
- *Chapter 15: Organizational Structure and Design*—This chapter offers new information on divisional structures, including the general decline of geographic divisional structures. It also includes updated information on network structures as well as centralization-decentralization.
- *Chapter 16: Organizational Culture*—This chapter is similar to the previous edition, but it includes several updated references and examples.
- *Chapter 17: Organizational Change*—This chapter features several structural changes to streamline the information and improve flow of topics. In particular, it has a new section on three approaches to organizational change (action research, appreciative inquiry, parallel learning structures). The chapter updates information on creating an urgency to change, search conferences as a change process, the action research approach to organizational change, and the appreciative inquiry approach to organizational change.

SUPPORTING THE LEARNING PROCESS

The changes described above refer only to the text material. *Canadian Organizational Behaviour*, Fifth Edition, also has improved technology, supplements, cases, videos, team exercises, and self-assessments.



Student Learning CD The Student CD-ROM, packaged free with each text, encourages students to think critically and to be active learners. The Student CD-ROM includes:

- Building Your Management Skills—interactive modules that encourage hands-on learning about OB topics, such as motivation and leadership
- Interactive Self-Assessment Exercises—tied directly to the end-of-chapter material in the text
- Chapter Outlines—complete summaries of each chapter
- Chapter Fill-In-the-Blank Quizzes—tied to chapter content
- Chapter True/False Quizzes—tied to chapter content
- Video Clips—examples of how real companies are applying organizational concepts and theory
- Video Notes—guiding students on “what to watch for” in the videos
- Video Quizzes tied to the video clips—multiple-choice and fill-in-the-blank questions
- Special link to OBOonline—(see details below)
- Special link to PowerWeb—(see details below)



Student Online Learning Centre *Canadian Organizational Behaviour* first introduced Web-based support for students in 1995, and continues that tradition with a comprehensive and user-friendly Online Learning Centre. The site includes practice questions in a format similar to those found in the test bank, links to relevant external Web sites, and other valuable resources for students such as:

- Chapter outlines and objectives
- Chapter summaries
- Online quizzing
- Video streaming and full video listing and questions by part
- Links to relevant external Web sites
- Link to OB Online
- Link to PowerWeb
- Searchable glossary

OBOonline is our new OB online experience. Through the wonders of the latest Web technology, students can:

- Choose exercises from a list of topics
- Run activities and self-assessments geared toward groups & teams, individual differences, international organizational behaviour, and motivation & empowerment
- Launch into “Business Around the World” to find an outstanding resource for researching and exploring Organizational Behaviour Online



PowerWeb is dynamic and easy to use. It provides supplemental content that is course-based and saves time. PowerWeb is the first online supplement to offer students access to the following:

- Course-specific current articles refereed by content experts
- Course-specific, real-time news
- Weekly course updates
- Interactive exercises and assessment tools
- Student study tips

- Web research tips and exercises
- Refereed and updated research links
- Daily news
- Access to the Northernlight.com's Special Collection of journals and articles



Video Cases *Canadian Organizational Behaviour*, Fifth Edition, provides a full complement of video cases to liven up the classroom experience. Most segments are from the Canadian Broadcasting Corporation, and include topics such as workplace loyalty, scenario planning, executive coaching, and work-life balance. Other video programs illustrate stress management, corporate culture, organizational change, decision making, business ethics, and globalization. These segments can be viewed through video streaming on the Online Learning Centre or in class in a VHS format.

CASE STUDY 11.1

BRIDGING THE TWO WORLDS—THE ORGANIZATIONAL DILEMMA

By William Todorovic, University of Waterloo.

I had been hired by a Toronto based company, ABC Limited, and it was my first day of work. I was 26 years old, and I was now the manager of ABC's customer service group, which looked after customers, logistics, and some of the raw material purchasing. My superior, George, was the vice-president of the company. ABC manufactured most of its products from aluminum, a majority of which were destined for the construction industry.

As I walked around the shop floor, the employees appeared to be concentrating on their jobs, barely noticing me. Management held daily meetings in which various production issues were discussed. No one from the shop floor was invited to the meetings, unless there was a specific problem. Later I also learned that management had separate washrooms and separate lunchrooms as well as other perks, which floor employees did not

TEAM EXERCISE 11.2

ANALYZING THE ELECTRONIC GRAPEVINE

Purpose This exercise is designed to help you understand the dynamics of grapevine communication.

Instructions This activity is usually conducted in between classes as a homework assignment. The instructor will divide the class into teams (although this activity can also be conducted by individuals). Each team will be assigned a large organization that has active posting on electronic grapevine Web sites such as Vault.com.

During the assignment, each team reads through recent postings of messages about the organiza-

tion. Based on these raw comments, the team should be prepared to answer the following questions in the next class (or whenever the exercise will be debriefed in class):

1. What are the main topics in recent postings about this organization? Are they mostly good or bad news? Why?
2. To what extent do these postings seem to present misinformation or conflicting information?
3. Should corporate leaders intervene in these rumours? If so, how?

TEAM EXERCISE 11.3

TINKER TOY COMMUNICATION

Purpose This exercise is designed to help you understand the importance of media richness and related issues that affect communicating effectively.

Materials This activity requires one student on each team to have a cellular telephone that he/she is willing to use for this exercise. Alternatively, in-house land-line telephones or walkie-talkies may be used. The instructor will provide each team with a set of pieces from Tinker Toy, Lego, Mega Blocks, straws, or other materials suitable for

building. Each pair of teams must have identical pieces in shape, size, and colour. This activity also requires either two large rooms or one large room and a few smaller rooms.

Instructions

- *Step 1:* The instructor will divide the class into an even number of teams, each with 4 to 5 students. Teams should have the same number of members where possible. Remaining students can serve as observers. Teams are paired (e.g.,

Chapter Cases and Additional Cases

Every chapter includes at least one short case that challenges students to diagnose issues and apply ideas from that chapter. Several comprehensive cases also appear at the end of the book. Several cases are new to this book and are written by Canadian instructors from St. John to Vancouver. Others, such as Arctic Mining Consultants, are classics that have withstood the test of time.

Team Exercises and Self-Assessments

Experiential exercises and self-assessments represent an important part of the active learning process. *Canadian Organizational Behaviour*, Fifth Edition, facilitates that process by offering one or two team exercises in every chapter. Many of these learning activities are not available in other organizational behaviour textbooks, such as *Where in the World are We?* (Chapter 10) and *A Not-so-Trivial Cross-Cultural Communication Game* (Chapter 11). This edition also has nearly three dozen self-assessments in the book or on the student CD. Self-assessments personalize the meaning of several organizational behaviour concepts, such as workaholism, personal values, self-leadership, empathy, stress, creative disposition, and tolerance of change.

Indexes, Margin Notes, and Glossary *Canadian Organizational Behaviour* tries to avoid unnecessary jargon, but the field of organizational behaviour (as with every other discipline) has its own language. To help you learn this language, key terms are highlighted in bold and brief definitions appear in the margin. These definitions are also presented in an alphabetical glossary at the end of the

text. We have also developed comprehensive indexes of content, names, URLs and organizations described in this book.

INSTRUCTOR SUPPORT MATERIALS

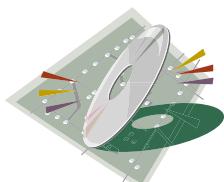
Canadian Organizational Behaviour, Fifth Edition, includes a variety of supplemental materials to help instructors prepare and present the material in this textbook more effectively.

i-Learning Sales Specialist Your *Integrated Learning Sales Specialist* is a McGraw-Hill Ryerson representative who has the experience, product knowledge, training, and support to help you assess and integrate any of the below-noted products, technology, and services into your course for optimum teaching and learning performance. Whether it's how to use our test bank software, helping your students improve their grades, or how to put your entire course online, your *i-Learning Sales Specialist* is there to help. Contact your local *i-Learning Sales Specialist* today to learn how to maximize all McGraw-Hill Ryerson resources!



Instructor Online Learning Centre Along with the Student OLC (see above), *Canadian Organizational Behaviour* includes a password-protected Web site for instructors. The site offers:

- Downloadable supplements: Microsoft® PowerPoint® Presentations, Instructor's Manual, Transparency Masters
- Video streaming and full video listing and questions/answers by chapter
- Link to OB Online
- Link to PowerWeb
- Online updates to chapter topics
- PageOut
- Sample syllabi
- Links to OB news
- Updates and other resources



Instructor's Resource CD-ROM The Instructor's Resource Manual, Brownstone Computerized Test Bank, Microsoft PowerPoint Presentations, and the Test Bank (MS Word files) are compiled in electronic format on a CD-ROM for your convenience in customizing multimedia lectures.

Microsoft® PowerPoint® Presentations *Canadian Organizational Behaviour* was the first OB textbook (in 1995) to introduce a complete set of PowerPoint® Presentation files. This resource is now more sophisticated than ever. Each PowerPoint® file has more than 18 slides relating to the chapter, all of which display one or more photographs from the textbook.

Instructor's Resource Manual Steve McShane co-wrote the *Instructor's Resource Manual* to ensure that it represents the textbook's content and supports instructor needs. Each chapter includes the learning objectives, glossary of key terms, a chapter synopsis, complete lecture outline with thumbnail images of corresponding PowerPoint® slides, solutions to the end-of-chapter discussion questions, and comments on photo caption critical thinking questions. It also includes teaching notes for the chapter case(s), additional cases, team exercises, and self-assessments. Many chapters include supplemental lecture notes and additional suggested videos. The *Instructor's Resource Manual* also includes notes for the end-of-text cases and blackline transparency masters.



Test Bank and Computerized Test Bank The *Test Bank* includes more than 2,400 multiple choice, true/false, and essay questions. Steve McShane wrote all questions, the majority of which have been tested in class examinations. Each question identifies the relevant page reference and difficulty level. The entire *Test Bank* is also available in an updated version of Brownstone computing testing software. Instructors receive special software that lets them design their own examinations from the test bank questions. It also lets instructors edit test items and add their own questions to the test bank.



Video Package Accompanying the text is a series of video segments drawn from CBC broadcasts, the McGraw-Hill Management library, ABC Australia, and various other sources. These videos have been chosen to visually aid students in tying real-world organizational behaviour issues to the text and to illuminate key ideas and concepts. The video segments are available in VHS format for use in class and through video streaming on the Online Learning Centre by both instructors and students. Instructor-related material for use with the video cases is available from the Instructor Centre of the OLC.

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WebCT/Blackboard For faculty requiring online content, *Canadian Organizational Behaviour*, Fifth Edition, is available in two of the most popular delivery platforms: WebCT and Blackboard. These platforms are designed for instructors who want complete control over course content and how it is presented to students. They provide instructors with user-friendly and highly flexible teaching tools that enhance interaction between students and faculty.

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ACKNOWLEDGMENTS

Canadian Organizational Behaviour, Fifth Edition, symbolizes the power of teamwork. More correctly, it symbolizes the power of a *virtual team* because I wrote this book from Perth, Australia, and Singapore with editorial and production support from people located in several places throughout Canada. Superb virtual teams require equally superb team members, and we were fortunate to have this in our favour. Sponsoring Editor Lenore Gray Spence led the way with unwavering support, while solving the behind-the-scenes challenges that made everyone's lives much easier. Kim Brewster (Managing Editor, Development) demonstrated amazingly cool coordination skills as this author pushed the deadline limits so students could have the latest OB knowledge. The keen copy-editing skills of Gillian Scobie made *Canadian Organizational Behaviour*, Fifth Edition, incredibly error-free. Margaret Henderson, our Senior Supervising Editor, met the challenge of a tight production schedule. Thanks also to Kelly Dickson, Manager of Editorial Services, for her ongoing support. Sharon Lucas provided an excellent cover

design. Alison Derry triumphed to deliver the many photos that I selected for this edition. Thanks to you all. This has been an exceptional team effort!

As was mentioned earlier, more than 100 instructors around the world reviewed parts or all of *Canadian Organizational Behaviour*, Fifth Edition, or its editions in other regions over the past two years. This represents one of the most comprehensive and global reviews of any OB textbook. The following people from Canadian colleges and universities provided the most recent feedback for improvements specifically for *Canadian Organizational Behaviour*. Their compliments were energizing, and their suggestions significantly improved the final product:

Céleste Brotheridge *University of Regina*
James Buchkowsky *Saskatchewan Institute of Applied Science and Technology*
Ron Burke *York University*
Regena Farnsworth *University of New Brunswick, Saint John*
B.J. Gdanski *Fanshawe College*
Jim Green *University of Toronto*
Bernard Gross *Red River College*
Anne Harper *Humber College*
Jean Helms-Mills *Acadia University*
Roy Kirby *Carleton University*
Raymond Lee *University of Manitoba*
Beverly Linnell *Southern Alberta Institute of Technology*
Richard Marleau *Canadore College*
Susan Meredith *Selkirk College*
Albert Mills *Saint Mary's University*
Penny Perrier *Sault College of Applied Arts & Technology*
Wilf Ratzberg *British Columbia Institute of Technology*
Shirley Richards *Humber College*
Sudhir Saha *Memorial University*
Don Schepens *Grant MacEwan College*
Andrea Soberg *Trinity Western University*
Barbara Thistle *George Brown College*
Bill Todorovic *University of Waterloo*
Alvin Turner
Xiaonyun Wang *University of Manitoba*
Gerrie Waugh *Capilano College*

I would also like to extend sincere thanks to the exceptional efforts of Sandra Steen, University of Regina, who updated and compiled new end-of-chapter Discussion Questions, as well as co-authored the Instructor's Resource Manual. Sandra's enthusiasm for the project is much admired and appreciated.

I am also very grateful to the many instructors in Canada and abroad who contributed cases and exercises to this edition of *Canadian Organizational Behaviour*:

Jeffrey Bagraim *University of Cape Town, South Africa*
Hazel Bothma *University of Cape Town, South Africa*
James Buchkowsky *Saskatchewan Institute of Applied Science & Technology*
Sharon Card *Saskatchewan Institute of Applied Science & Technology*
Beth Gilbert *University of New Brunswick, Saint John*
Cheryl Harvey *Wilfrid Laurier University*
Lisa Ho *Louis Vuitton, Singapore*

Roy Kirby *Carleton University*
Theresa Kline *University of Calgary*
David L. Luechauer *Butler University, U.S.A.*
Fiona McQuarrie *University College of the Fraser Valley*
Susan Meredith *Selkirk College*
Albert Mills *St. Mary's University*
Kim Morouney *Wilfrid Laurier University*
Caroline O'Connell *St. Mary's University*
Gary M. Shulman *Miami University, U.S.A.*
Bill Todorovic *University of Waterloo*
Alvin Turner

Along with the reviewers, contributors, and editorial team, I would like to extend special thanks to my students for sharing their learning experiences and assisting with the development of the three organizational behaviour textbooks in Canada, the United States, and the Pacific Rim. These students include officers attending my MBA classes at SAFTI Military Institute's Command and Staff College in Singapore, and Master of Business Administration students at the University of Western Australia.

I am also very grateful to my colleagues at the Graduate School of Management who teach organizational behaviour, including (in alphabetical order): Gail Broady, Renu Burr, Stacy Chappell, Catherine Jordan, Sandra Kiffin-Petersen, Chris Perryer, David Plowman, and Chris Taylor. These wonderful people listen patiently to my ideas, diplomatically correct my wayward thoughts, and share their experiences using the American or Pacific Rim editions of this book in Perth (Australia), Jakarta (Indonesia), Manila (Philippines), Shanghai (Republic of China), and Singapore.

Finally, I am forever indebted to my wife Donna McClement and to our wonderful daughters, Bryton and Madison. Their love and support give special meaning to my life.