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# Essentials of Organizational Behavior

THIRTEENTH EDITION

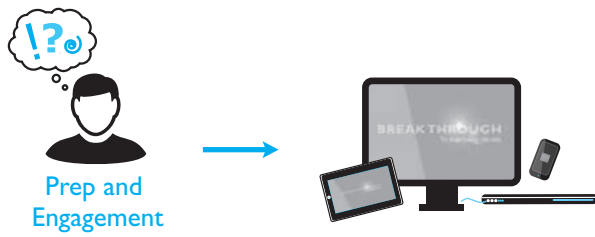
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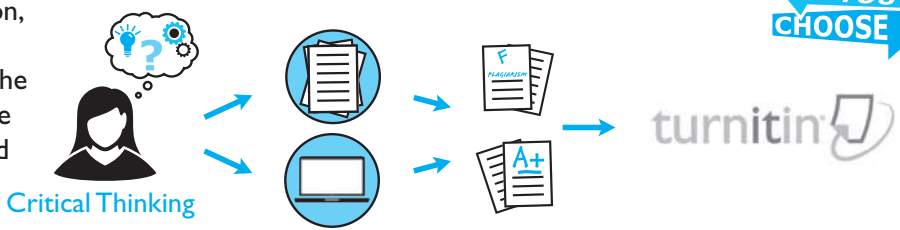
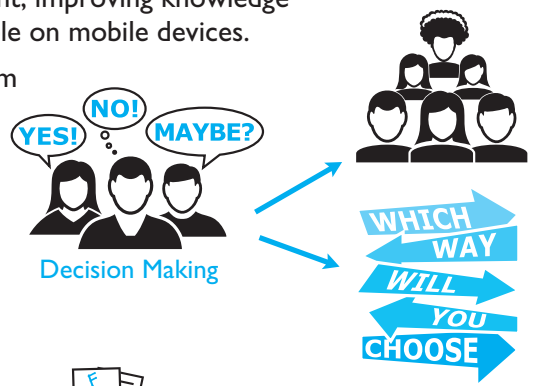
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**ESSENTIALS OF  
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# ESSENTIALS OF ORGANIZATIONAL BEHAVIOR

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*This book is dedicated to our friends and colleagues in  
The Organizational Behavior Teaching Society  
who, through their teaching, research, and commitment  
to the leading process, have significantly  
improved the ability of students  
to understand and apply OB concepts.*

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# PREFACE

This book was created as an alternative to the 622- or 722-page comprehensive textbook in organizational behavior (OB). It attempts to provide balanced coverage of all the key elements comprising the discipline of OB in a style that readers will find both informative and interesting. We're pleased to say that this text has achieved a wide following in short courses and executive programs as well as in traditional courses as a companion volume with experiential, skill development, case, and readings books. It is currently used at more than 500 colleges and universities in the United States, Canada, Latin America, Europe, Australia, and Asia. It's also been translated into Spanish, Portuguese, Japanese, Chinese, Dutch, Polish, Turkish, Danish, and Bahasa Indonesian.

## KEY CHANGES FOR THE THIRTEENTH EDITION

- Increased content coverage was added to include updated research, relevant discussion, and new exhibits on current issues of all aspects of organizational behavior.
- Increased integration of contemporary global issues was added into topic discussions.
- A new Implications for Managers section was created to bring chapter topics together with practical applications for managers.
- New global icons have been added to indicate material with a specific international application.
- P.I.A. (Personal Inventory Assessment) new assessment tool.
- Glossary and Index are now separate sections.

## MyManagementLab® Suggested Activities

For the 13th edition, the authors are excited that Pearson's MyManagementLab® has been integrated fully into the text. These new features are outlined below. Making assessment activities available online for students to complete before coming to class will allow the professor more discussion time during the class to review areas that students are having difficulty comprehending.

## CHAPTER WARM-UP

Students can be assigned the Chapter Warm-up before coming to class. Assigning these questions ahead of time will ensure that students are coming to class prepared.

## WATCH IT

This feature recommends a video clip that can be assigned to students for outside classroom viewing or that can be watched in the classroom. The video corresponds to the chapter material and is accompanied by multiple-choice questions that reinforce students' comprehension of the chapter content.

## Personal Inventory Assessments (PIA)

Students learn better when they can connect what they are learning to their personal experience. PIA (Personal Inventory Assessments) is a collection of online exercises designed to promote self-reflection and engagement in students, enhancing their ability to connect with concepts taught in principles of management, organizational behavior, and human resource management classes. Assessments are assignable by instructors who can then track students' completions. Student results include a written explanation along with a graphic display that shows how their results compare to the class as a whole. Instructors will also have access to this graphic representation of results to promote classroom discussion

## RETAINED FROM THE PREVIOUS EDITION

What do people like about this book? Surveys of users have found general agreement about the following features. Needless to say, they've all been retained in this edition.

- **Length.** Since its inception in 1984, we've tried diligently to keep this book in the range of 350 to 400 pages. Users tell us this length allows them considerable flexibility in assigning supporting materials and projects.
- **Balanced topic coverage.** Although short in length, this book continues to provide balanced coverage of all the key concepts in OB. This

includes not only traditional topics, such as personality, motivation, and leadership, but also cutting-edge issues such as emotions, diversity, negotiation, and teamwork.

- **Writing style.** This book is frequently singled out for its fluid writing style and extensive use of examples. Users regularly tell us that they find this book “conversational,” “interesting,” “student friendly,” and “very clear and understandable.”
- **Practicality.** This book has never been solely about theory. It’s about *using* theory to better explain and predict the behavior of people in organizations. In each edition of this book, we have focused on making sure that readers see the link between OB theories, research, and implications for practice.
- **Absence of pedagogy.** Part of the reason we’ve been able to keep this book short in length is that it doesn’t include review questions, cases, exercises, or similar teaching/learning aids. It continues to provide only the basic core of OB knowledge, allowing instructors the maximum flexibility in designing and shaping their courses.
- **Integration of globalization, diversity, and ethics.** The topics of globalization and cross-cultural differences, diversity, and ethics are discussed throughout this book. Rather than being presented only in separate chapters, these topics have been woven into the context of relevant issues. Users tell us they find that this integrative approach makes these topics more fully part of OB and reinforces their importance.
- **Comprehensive supplements.** Although this book may be short in length, it’s not short on supplements. It comes with a complete, high-tech support package that includes a comprehensive Instructor’s Manual and Test Bank, TestGenerator, and PowerPoint slides. See below for access information.

## CHAPTER-BY-CHAPTER CHANGES

### Chapter 1 What Is Organizational Behavior?

- New exhibit “Employment Options”
- Major new section “Enhancing Well-Being at Work”

- New research on the importance of interpersonal skills
- Updated discussion in “Challenges and Opportunities for OB” and “Responding to Economic Pressures”
- New section “Adapting to Differing Cultural and Regulatory Norms”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

### Chapter 2 Workplace Diversity

- New research on the composition and fitness of the aging workforce
- New research and discussion on the representation of gender equality at work
- New research in “Race and Ethnicity” section
- Updated/new major section “Sexual Orientation and Gender Identity”
- Major new section “Cultural Identity”
- New research in “Attracting, Selecting, Developing, and Retaining Diverse Employees”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

### Chapter 3 Attitudes

- New research on the relationship between job satisfaction and turnover
- New research in “What Are the Major Job Attitudes?” and “Are These Job Attitudes Really All That Distinct?”
- New research and discussion in “Perceived Organizational Support”
- New research and discussion in “Employee Engagement”
- New research in “Does Behavior Always Follow from Attitudes?” and “What Causes Job Satisfaction?”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

### Chapter 4 Emotions at Work

- New exhibit “Time of Day Effects on Mood of U.S. Adults as Rated from Twitter Postings”
- New exhibit “Day-of-Week Mood Effects across Four Cultures”
- New research and discussion on the role of emotions on ethical decisions

- New research on surface acting and well-being
- Major new section “Emotion Regulation”
- New research and discussion on transformational leadership and emotional display
- New research and discussion on anger and workplace outcomes
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 5 Values and Personality

- Major new section “The Dark Triad”
- Major new section “Personality and Situations”
- New exhibit “Trait Activation Theory: Jobs in Which Certain Big Five Traits Are More Relevant”
- Major new section “Approach–Avoidance”
- New research and discussion in “Proactive Personality”
- Major revision regarding Hofstede’s model of culture and its consequences
- Updated research in “The GLOBE Framework for Assessing Cultures” and new Comparison section
- Updated discussion in “Terminal Versus Instrumental Values”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 6 Perception and Decision Processes

- Major new section “Creativity in Organizations”
- New exhibit “Three-Stage Model of Creativity in Organizations”
- New research and discussion in “Three Ethical Decision Criteria”
- New research on the availability bias
- New research and discussion on “Escalation of Commitment”
- New research and discussion in “The Rational Model, Bounded Rationality, and Intuition”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 7 The Basics of Motivation

- New research on extrinsic rewards
- New research and discussion on goal pursuit and accomplishment

- New/updated section “Equity Theory/Organizational Justice”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 8 Applied Motivation

- Major new section “Relational Job Design”
- New research on flextime
- New research on job sharing
- New research and discussion on telecommuting
- New research on employee involvement and participative management
- New research and discussion on pay strategies
- Updated section “Merit-Based Pay”
- New research in “Bonuses” and “Profit-Sharing Plans”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 9 Communication at Work

- New research and discussion in “Choosing Communication Methods”
- New research and discussion in “A Cultural Guide”
- Major new section “Choice of Communication Channel”
- New exhibit “Information Richness and Communication Channels”
- Major new section “Persuasive Communication”
- New research on nonverbal communication and information security
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 10 From Groups to Teams

- Major new section “Multiteam Systems”
- Review of research on team decision-making strategies
- New perspectives on creativity in teams
- Presents new literature on work teams in international contexts
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 11 Key Group Concepts

- Major new section “Faultlines”

- New research and discussion in “Deviant Workplace Behavior”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 12 Leadership and Trust

- Major new section “Other Contingency Theories”
- New research and discussion in “Charismatic Leadership”
- New research and discussion in “Transformational Leadership”
- New research in “Authentic Leadership: Ethics and Trust”
- New/updated section “Ethical Leadership”
- Major new section “Leading for the Future: Mentoring”
- Major new section “Finding and Creating Effective Leaders”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 13 Power and Organizational Politics

- Major new section “How Power Affects People”
- Major new section “Mapping Your Political Career”
- New exhibit “Drawing Your Political Map”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 14 Conflict and Organizations

- Major new section “Types and Loci of Conflict”
- New section “Culture in Negotiations”
- New section “Gender Differences in Negotiation”
- New research and discussion in “Personality Traits in Negotiation”
- New research and discussion in “Moods/Emotions in Negotiation”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 15 Organization Design

- New research in the latest trends in job specialization
- New research on centralization/decentralization
- Updated information on the simple structure

- New research and discussion on downsizing and organizational strategy
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 16 Creating and Sustaining Culture

- New research in “Culture as a Liability”
- New research in “Keeping a Culture Alive”
- New research and discussion regarding how employees learn culture through rituals and symbols
- New research in “Emphasizing Vitality and Growth”
- New research and discussion in “Global Implications”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## Chapter 17 Managing Change

- New research in “Forces for Change”
- New research in “Work Stress and Its Management”
- New section “Implications for Managers,” with how-to tips on applying the chapter to worklife

## INSTRUCTOR RESOURCES

At the Instructor Resource Center, [www.pearsonglobaleditions.com/Robbins](http://www.pearsonglobaleditions.com/Robbins), instructors can easily register to gain access to a variety of instructor resources available with this text in downloadable format. If assistance is needed, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247.pearsoned.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available with this text:

- Instructor’s Resource Manual
- Test Bank
- TestGen<sup>®</sup> Computerized Test Bank
- PowerPoint Presentation

## 2015 Qualitative Business Video Library

Additional videos illustrating the most important subject topics are available in MyManagementLab<sup>®</sup>, under Instructor Resources: Business Today.

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## ABOUT THE AUTHORS

*Stephen P. Robbins*

*Ph.D., University of Arizona*

Stephen P. Robbins is professor emeritus of management at San Diego State University and the world's best-selling textbook author in the areas of both management and organizational behavior. His books are used at more than a thousand U.S. colleges and universities, have been translated into nineteen languages, and have adapted editions for Canada, Australia, South Africa, and India. Dr. Robbins is also the author of the best-selling books *The Truth About Managing People*, 2nd ed. (Financial Times/Prentice Hall, 2008) and *Decide & Conquer* (Financial Times/Prentice Hall, 2004).

In his “other life,” Dr. Robbins actively participates in masters’ track competitions. Since turning fifty in 1993, he’s won eighteen national championships; twelve world titles; and set numerous U.S. and world age-group records at 60, 100, 200, and 400 meters. In 2005, Dr. Robbins was elected into the USA Masters’ Track & Field Hall of Fame.

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Timothy A. Judge is currently the Franklin D. Schurz Professor of Management at the Mendoza College of Business, University of Notre Dame; and Visiting Professor, Division of Psychology & Language Sciences, University College London. He has held academic positions at the University of Florida, University of Iowa, Cornell University, Charles University in the Czech Republic, Comenius University in Slovakia, and University of Illinois at Urbana-Champaign. Dr. Judge’s primary research interests are in (1) personality, moods, and emotions; (2) job attitudes; (3) leadership and influence behaviors; and (4) careers (person–organization fit, career success). Dr. Judge published more than 150 articles in these and other major topics in journals such as the *Academy of Management Journal* and the *Journal of Applied Psychology*. He is a fellow of several organizations, including the American Psychological Association and the Academy of Management. Among the many professional acknowledgments of his work, most recently Dr. Judge was awarded the Academy of Management Human Resources Division’s Scholarly Achievement Award for 2014. Dr. Judge is a co-author of *Organizational Behavior*, 16th ed., with Stephen P. Robbins, and *Staffing Organizations*, 8th ed., with Herbert G. Heneman III. At Notre Dame, Judge teaches undergraduate and MBA classes in management skills, organizational behavior, leadership, and staffing. He is married and has three children—a daughter who is a health care social worker, a daughter who is currently studying abroad, and a son in middle school.

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# 1

## What Is Organizational Behavior?

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### LEARNING OBJECTIVES

**After studying this chapter, you should be able to:**

1. Demonstrate the importance of interpersonal skills in the workplace.
2. Define *organizational behavior (OB)*.
3. Show the value to OB of systematic study.
4. Identify the major behavioral science disciplines that contribute to OB.
5. Demonstrate why few absolutes apply to OB.
6. Identify the challenges and opportunities managers have in applying OB concepts.
7. Compare the three levels of analysis in this text's OB model.

### ★ Chapter Warm-up

If your professor has chosen to assign this, go to [www.mymanagementlab.com](http://www.mymanagementlab.com) to see what you should particularly focus on and to take the Chapter 1 warm up.

**Y**ou've probably made many observations about people's behavior in your life. In a way, you are already proficient at seeing some of the major themes in organizational behavior (OB). At the same time, you probably have not had the tools to make these observations systematically. This is where OB comes into play. And, as we'll learn, OB is much more than common sense, intuition, and soothsaying.

## THE IMPORTANCE OF INTERPERSONAL SKILLS

Until the late 1980s, business school curricula emphasized the technical aspects of management, focusing on economics, accounting, finance, and quantitative techniques. Course work in human behavior and people skills received relatively less attention. Since then, however, business schools have realized the significant role understanding human behavior plays in determining a manager's effectiveness. As the director of leadership at MIT's Sloan School of Business stated, "M.B.A. students may get by on their technical and quantitative skills the first couple of years out of school. But soon, leadership and communication skills come to the fore in distinguishing the managers whose careers really take off."<sup>1</sup>

Incorporating OB principles into the workplace can yield many important organizational outcomes. For one, companies known as good places to work—such as Starbucks, Adobe Systems, Cisco, Whole Foods, Google, American Express, Amgen, Pfizer, and Marriott—have been found to generate superior financial performance.<sup>2</sup> Second, developing managers' interpersonal skills helps organizations attract and keep high-performing employees, which is important since outstanding employees are always in short supply and are costly to replace. Third, there are strong associations between the quality of workplace relationships and employee job satisfaction, stress, and turnover. One large survey of hundreds of workplaces and more than 200,000 respondents showed that social relationships among coworkers and supervisors were strongly related to overall job satisfaction. Positive social relationships also were associated with lower stress at work and lower intentions to quit.<sup>3</sup> Further research indicates that employees who relate to their managers with supportive dialogue and proactivity find that their ideas are endorsed more often, which improves workplace satisfaction.<sup>4</sup> Finally, increasing the OB element in organizations can foster social responsibility awareness. Accordingly, universities have begun to incorporate social entrepreneurship education into their curriculum in order to train future leaders to use interpersonal skills to address social issues within their organizations.<sup>5</sup> This curriculum reflects a growing awareness of the need for understanding the means and outcomes of corporate social responsibility.<sup>6</sup>

We understand that in today's competitive and demanding workplace, managers can't succeed on their technical skills alone. They also have to exhibit good people skills. This text has been written to help both managers and potential managers develop those people skills with the knowledge that understanding human behavior provides.

## ENTER ORGANIZATIONAL BEHAVIOR

OB's goal is to understand and predict human behavior in organizations. The complexities of human behavior are not easy to predict, but neither are they random—certain fundamental consistencies underlie the behavior of all individuals.

We've made the case for the importance of people skills. But neither this text nor the discipline on which it is based is called "people skills." The term that is widely used to describe the discipline is *organizational behavior*.

**Organizational behavior** (often abbreviated OB) is a field of study that investigates the impact individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. That's a mouthful, so let's break it down.

Organizational behavior is a field of study, meaning that it is a distinct area of expertise with a common body of knowledge. It studies three determinants of behavior in organizations: individuals, groups, and structure. In addition, OB applies the knowledge

gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively.

To sum up our definition, OB is the study of what people do in an organization and how their behavior affects the organization's performance. And because OB is concerned specifically with employment-related situations, it emphasizes behavior as related to concerns such as jobs, work, absenteeism, employment turnover, productivity, human performance, and management. Although debate exists about the relative importance of each, OB includes these core topics:

- Motivation
- Leader behavior and power
- Interpersonal communication
- Group structure and processes
- Attitude development and perception
- Change processes
- Conflict and negotiation
- Work design<sup>7</sup>

## WATCH IT

If your professor assigned this, sign into **mymanagementlab.com** to watch a video titled Herman Miller: Organizational Behavior to learn more about this topic and respond to questions.

## COMPLEMENTING INTUITION WITH SYSTEMATIC STUDY

Each of us is a student of behavior. Whether you've explicitly thought about it before, you've been "reading" people almost all your life, watching their actions and trying to interpret what you see or predict what people might do under different conditions. Unfortunately, the casual or commonsense approach to reading others can often lead to erroneous predictions. However, you can improve your predictive ability by supplementing intuition with a more systematic approach.

The systematic approach in this text will uncover important facts and provide a base from which to make more accurate predictions of behavior. Underlying this systematic approach is the belief that behavior is not random. Rather, we can identify fundamental consistencies underlying the behavior of all individuals and modify them to reflect individual differences.

These fundamental consistencies are very important. Why? Because they allow predictability. Behavior is generally predictable, and the *systematic study* of behavior is a means to making reasonably accurate predictions. When we use the term **systematic study**, we mean looking at relationships, attempting to attribute causes and effects, and basing our conclusions on scientific evidence—that is, on data gathered under controlled conditions, and measured and interpreted in a rigorous manner.

**Evidence-based management (EBM)** complements systematic study by basing managerial decisions on the best available scientific evidence. For example, we want doctors to make decisions about patient care based on the latest available evidence, and EBM argues that managers should do the same, becoming more scientific in how they think about management problems. A manager might pose a managerial question, search

for the best available evidence, and apply the relevant information to the question or case at hand. You might think it difficult to argue against this (what manager would say decisions shouldn't be based on evidence?), but the vast majority of management decisions are made “on the fly,” with little systematic study of available evidence.<sup>8</sup>

Systematic study and EBM add to **intuition**, or those “gut feelings” about what makes others (and ourselves) “tick.” Of course, the things you have come to believe in an unsystematic way are not necessarily incorrect. Jack Welch (former CEO of GE) noted, “The trick, of course, is to know when to go with your gut.” But if we make *all* decisions with intuition or gut instinct, we're working with incomplete information—like making an investment decision with only half the data about the potential for risk and reward.

## Big Data

It is good news for the future of business that researchers, the media, and company leaders have identified the potential of data-driven management and decision making. While “big data”—the extensive use of statistical compilation and analysis—has been applied to many areas of business, increasingly it is applied to making effective decisions and managing human resources. Let's discuss the roots of this new trend in management, which began over in the marketing department of some of the first online retailers.

It's difficult to believe it now, but it was not long ago that companies treated online shopping as a virtual point-of-sale experience: shoppers could browse websites anonymously, and sales data were tracked only on what shoppers bought. Gradually, though, online retailers began to track and act upon information on customer preferences that was uniquely available through the Internet shopping experience, information far superior to data gathered in simple store transactions. This enabled them to create more targeted marketing strategies than ever before. The bookselling industry is a case in point: Before online selling, brick-and-mortar bookstores could collect data about book sales only to create projections about consumer interests and trends. With the advent of Amazon, suddenly a vast array of information about consumer preferences became available for tracking: what customers bought, what they looked at, how they navigated the site, and what they were influenced by (such as promotions, reviews, and page presentation). The challenge for Amazon then was to identify which statistics were *persistent*, giving relatively constant outcomes over time, and *predictive*, showing steady causality between certain inputs and outcomes. The company used these statistics to develop algorithms that let it forecast which books customers would like to read next. Amazon then could base its wholesale purchase decisions on the feedback customers provided, both through passive methods and through solicited recommendations for upcoming titles.

The use of big data for managerial practices is a relatively new area but one that holds convincing promise. A manager who uses data to define objectives, develop theories of causality, and test those theories can determine which employee activities are relevant to the objectives.<sup>9</sup> However, we're not advising that you throw your intuition, or all the business press, out the window. In dealing with people, leaders often rely on hunches, and sometimes the outcomes are excellent. Other times, human tendencies get in the way. Research findings indicate we are likely to be biased toward information that we've heard most recently, that has been frequently repeated, or that is of personal relevance. While research findings should be viewed with the same discernment as data output, the prudent use of big data, along with an understanding of human behavioral