

9TH EDITION

Organisational Behaviour

ROBBINS • JUDGE • EDWARDS • SANDIFORD • FITZGERALD • HUNT



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Pearson Australia
707 Collins Street
Melbourne VIC 3008

www.pearson.com.au

Authorised adaptation from Authorised adaptation from the United States edition, entitled ORGANIZATIONAL BEHAVIOR, 18th Edition by ROBBINS, STEPHEN P.; JUDGE, TIMOTHY A., published by Pearson Education, Inc, Copyright © 2019.

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Cover and internal design by Nada Backovic
Cover artwork by Jen Buckley
Typeset by Integra Software Services

Printed in Malaysia

ISBN 9781488620683

ISBN 9781488620706 (eBook)

1 2 3 4 5 24 23 22 21 20



A catalogue record for this
book is available from the
National Library of Australia

Pearson Australia Group Pty Ltd ABN 40 004 245 943



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PREFACE

Welcome to the ninth edition of *Organisational Behaviour*! In the dynamic, fast-paced and diverse 21st-century workplace, managers and their employees are facing more challenges than ever before. In turn, educators must help to prepare their students for the reality of work and it is our hope that this book will help them to achieve this goal. This ninth edition is one of the most contemporary revisions of *Organisational Behaviour* we have undertaken. While we have kept the book's trademark features—clear writing style, solid theoretical underpinnings, cutting-edge content and engaging pedagogy—each chapter has been thoroughly updated to reflect the most recent research within the field of organisational behaviour and the major practical issues facing employees and managers in the contemporary workplace.

What's new in the ninth edition?

- An *Employability Skills Matrix* in every chapter provides students with a visual guide to features that support the development of skills employers are looking for in today's business graduates, helping students to see the relevance of the course to their career goals.
- A *Career Objectives* feature in every chapter provides advice in a question-and-answer format to help students think through issues they may face in the workforce.
- An *Application and Employability* section at the end of every chapter summarises the relevance of each chapter for students' employability, the skills learned from chapter features and the skills to be learned in the end-of-chapter material.
- A new/updated opening vignette in each chapter brings current business trends and events to the forefront.
- New/updated content in each chapter reflects the most current developments in OB research, including:
 - expatriate readjustment
 - deviance and counterproductive work behaviours
 - customer satisfaction
 - emotional labour
 - ethics of emotion regulation
 - mindfulness
 - invisible illnesses
 - unemployment/job search
 - behavioural ethics
 - abusive supervision
 - executive board composition

- espoused and enacted climates
- sleep deprivation
- recovery experiences
- job demands
- pro-social and socially aversive leadership
- types of organisational culture
- forces for organisational change
- the nature of organisational change
- planned versus emergent change
- sources and types of resistance to change
- the stress–performance relationship
- a contemporary model of workplace stress.

Educator resources

A suite of resources is provided to assist with delivery of the content, as well as to support teaching and learning.

INSTRUCTOR/SOLUTIONS MANUAL

The Instructor/Solutions Manual provides educators with detailed, accuracy-verified solutions to in-chapter and end-of-chapter problems in the book. It also provides additional group activities for class use.

TEST BANK

The Test Bank provides a wealth of accuracy-verified testing material. Updated for the new edition, each chapter offers a wide variety of question types, arranged by Learning Objective and tagged by AACSB standards.

Questions can be integrated into Blackboard, Canvas or Moodle Learning Management Systems.

LECTURE SLIDES

A comprehensive set of PowerPoint slides can be used by educators for class presentations or by students for lecture preview or review. They include key figures and tables, as well as a summary of key concepts and examples from the course content.

DIGITAL IMAGE POWERPOINT SLIDES

All the diagrams and tables from the course content are available for lecturer use.

ACKNOWLEDGEMENTS

Textbooks are a team project and many people have contributed to our team. A number of colleagues have been kind enough to make suggestions for improvement and to review all or parts of this book. This is a better book because of insights and suggestions provided by:

Neal Ashkanasy, University of Queensland
Vidya Sagar Athota, University of Notre Dame
Nadine Campbell, Western Sydney University
Lee Di Milia, CQUniversity
Alick Kay, University of South Australia
David Qian, Swinburne University of Technology
Sunil Savur, University of South Australia
Kim Southey, University of Southern Queensland
Pattanee Susomrith, Edith Cowan University
John Whiteoak, Queensland University of Technology.

We also acknowledge the contribution of Ron Cacioppe as an author on the first three editions of this text, Terry Waters-Marsh for his contributions up until and including the fifth edition, Maree Boyle for her contribution to the seventh edition and Bruce Millett for his significant contribution to the past five editions.

Regardless of how good the manuscript is, it is only words until our friends at Pearson Australia swing into action. Pearson's outstanding team of editors, production personnel, designers, marketing specialists, artists and sales representatives turn those words into a textbook and see to it that it gets into faculty and students' hands. Our special thanks go to Nina Sharpe and Nicole Le Grand for their support and encouragement during the development of the ninth edition. We would also like to thank Bernadette Chang, Eva Birch and Sandra Balonyi for their skilful handling of the manuscript in production.

Finally, we want to acknowledge with gratitude the hundreds of academics teaching and researching in the OB discipline in Australia and New Zealand. These people demonstrate amazing commitment and dedication, often in the face of severe resource cutbacks and constraints, to teaching and research in OB in their respective countries. They are not afraid to take risks, to experiment, and to share their successes and failures with others in the discipline. They are the true pioneers in the quest to define, refine and communicate the unique aspects of Australian and New Zealand OB for the benefit of our two societies.

GUIDED TOUR

To help you navigate your way through this ninth edition of *Organisational Behaviour* (OB), we list here the new and updated content contained in every chapter.

Each chapter begins with a list of **LEARNING OBJECTIVES** that outline what you should be able to do after studying the chapter. These objectives are designed to focus your attention on the major issues detailed in the chapter.

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- 1.1 Demonstrate the importance of interpersonal skills in the workplace.
- 1.2 Define 'organisational behaviour' (OB).
- 1.3 Show the value of systematic study to OB.
- 1.4 Identify the major behavioural science disciplines that contribute to OB.
- 1.5 Demonstrate why few absolutes apply in OB.
- 1.6 Identify managers' challenges and opportunities in applying OB concepts.
- 1.7 Compare the three levels of analysis in this book's OB model.
- 1.8 Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Employability Skills Matrix (ESM)

	Myth or science?	Career Objectives	Ethical choice	Point/Counterpoint	Experiential exercise	Case study 1	Case study 2
Critical thinking				✓	✓	✓	✓
Communication	✓	✓	✓		✓		✓
Collaboration	✓	✓			✓		
Knowledge application and analysis		✓		✓	✓	✓	✓
Social responsibility			✓		✓	✓	✓

The new **EMPLOYABILITY SKILLS MATRIX** shows how the features in the chapter will support you in developing the skills employers are looking for.

Effective communication as the driver for organisational renewal

When Steve Mirage was invited to apply for the position of CEO at Greenfield Group, he was a 35-year-old man with over 25 years of experience in the telecommunications industry. He had developed an excellent career with a focus on customer service, and was being lured back by his former employer to the position of CEO. But not by the opportunity to introduce better customer service and bring change. So he re-examined the offer and decided to take on the challenge of leading the organisation forward using management concepts as his key strategy. Working with the board and his executive team, Steve examined the strategy by region leading the organisation from a leading position to a customer renewal leader.




Steve Mirage, CEO of Greenfield Group, is shown in the opening vignette of the chapter.

An opening **VIGNETTE** provides an example about an individual or an organisation relevant to the content in that chapter. The featured individuals or organisations come from a broad spectrum and each example is selected specifically to help you link OB concepts to OB practice.

The **MYTH OR SCIENCE?** feature presents a commonly accepted 'fact' about human behaviour, followed by confirming or disproving research evidence. These sections help you to see how the field of OB, built on a large body of research evidence, can provide valuable insights into human behaviour at work.

Myth or science?



'Smile, and the work world smiles with you'

It's true that a smile isn't always an emotional expression. Smiles are used as social currency in most organisations to create a positive atmosphere, and a smile usually evokes an unconscious reflexive return smile. However, anyone who has ever smiled at an angry manager knows this doesn't always work. In truth, the giving and withholding of smiles is often an unconscious power play of office politics.

Research on the 'smile-a-face' suggests that the amount of power and status a person feels over another person can dictate how well they smile. Subordinates generally smile more often than their bosses smile back at them. This may happen in part because workers are increasingly expected to show expressions of happiness with their jobs. However, the real smiler is the boss and not the worker by cultural culture. In one study, Chinese workers smile only one-fifth as often as those who had the power to give their negative job evaluations with the US. Participants smiled more at managers perceived to have higher social power. Other researchers found that when individuals felt powerful, they usually didn't return a high-smiling individual's smile. Conversely, when people felt powerless, they returned everyone's smile. Your feelings about power and status seem to dictate how much you are willing to return a smile to another person. (credit: reimagined at Ewen Carr affirmed)


The science of smiling transcends the expression of emotion. While an angry manager may not smile back, a happy manager might not smile according to 'loss effect' research.

'The relationship of what we show on our faces and how we feel is a very loose one,' said David Keegan, a professor of emotion research at Jacobs University Bremen in Germany. 'It suggests that when we want to display positive emotions to others we should do more than smile. In service representative roles, when they try to make happy people, their customers with excited voices, job-energising gestures and energetic body movement.'

The science of smiling is an area of current research, but it's clear already that losing your smile has a 'loss effect' suggests every practical application. For one, managers and employees can be made more aware of repeated tensions towards others and through self-observation, change their habits. Comprehensive displays of positive emotion using voice, reflection, gestures and word choice may also be more helpful in building good business relationships than the simple smile.

SOURCES: Smiles in the workplace: context, consequences, and the smile effect. In: Journal of Business Psychology, 2013, 34(2), 104-117.
 The smile effect: how smiling can help you succeed. In: Harvard Business Review, 2010, 88(12), 62-71.
 The science of smiling: how it affects your mood and health. In: Psychology Today, 2018, 51(10), 28-31.

Career Objectives



How can I get a better job?

I feel like my career is at a standstill, and I want to talk to my boss about getting a more developmental assignment. How can I negotiate effectively for a better job position?

Dear Wei,

Your priorities are certainly sensible. Many people see salary as their main concern and negotiate to maximise this. This strategy can appeal in the short term, but sustained career growth has a better long-term payoff. Professional development will prepare you for many future salary increases. Developmental assignments will also give you a better position for future negotiations because you'll have more career options.

Long-term career negotiations based on developmental assignments can be easier to raise with your supervisor because salary negotiation is often seen as a zero-sum situation, while developmental negotiations offer positive outcomes to both sides. When negotiating for a developmental assignment, make sure you emphasise a few key points:

- **When it comes to salary negotiations, most people think either you get the money, or the company keeps the money.** Given that, your interests and the interests of your managers seem directly opposed. On the other hand, negotiating for developmental assignments usually means finding ways to improve your skills and your contribution to the company. You can, in complete honesty, frame your case around these mutual benefits.
- **Let your supervisor know that you are interested in getting better at your job and that you are motivated to improve through a developmental assignment.** Asking your supervisor for opportunities to grow is a clear sign that you're an employee worth investing in.
- **Be open to creative solutions.** There may be idiosyncratic solutions (also called 'I deals') for enhancing both your interests and those of your supervisor. One of the best things about an integrative bargaining situation like this is that you and your negotiation partner can find novel solutions that neither would have imagined separately.

Think strategically about your career, and you're not just negotiating for a better pay cheque tomorrow, but for one that keeps increasing in the years to come.

SOURCES: Based on T. Kiefer and K. Strauss. How I deals build resources for the state: exploration, negotiating role performance and value. *Academy of Management Proceedings*, August 2014. C. Lee, S. J. Wayne and D. M. Rousseau. Idiosyncratic deals in contemporary organisations: a qualitative and meta-analytical review. *Journal of Organizational Behavior*, 15 October 2014.
 W. Bruchmann and M. J. Saks. Is it or isn't it? *Career Development Quarterly*, 2015, 63(1), 147-152.

The new **CAREER OBJECTIVES** feature provides advice, in question-and-answer format, to help you think through how OB concepts can help you address issues you may face in the workforce.

The **KEY TERMS** are highlighted in bold print when they first appear and are defined in the adjoining margin. The terms are also grouped together at the end of the book in the glossary.

Management functions

The work of managers can be categorised into four different activities: planning, organising, leading and controlling. The planning function encompasses defining an organisation's goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate activities. Evidence indicates that this is the function that increases the most as managers move from lower-level to mid-level management.¹¹

Managers are also responsible for designing an organisation's structure. We call this function **organising**. It includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

Every organisation contains people, and it is management's job to direct and coordinate those people. This is the **leading** function. When managers motivate employees, direct their activities, select the most effective communication channels or resolve conflicts among members, they are engaging in **leading**.

To ensure things are going as they should be, management must monitor the organisation's performance and compare it with previously set goals. If there are any significant deviations, it is management's job to get the organisation back on track. This is monitoring, comparing and potential correcting in the **controlling** function.

So, using the functional approach, the answer to the question 'What do managers do?' is that they plan, organise, lead and control.

Office talk

You are working peacefully in your cubicle when your colleague invades your space, a thing on your desk and nearly knocking over your coffee cup. As she talks about the morning meeting, do you (a) stop what you're doing and listen, or (b) explain that you're in the middle of a project and ask to talk some other time?

Your answer may reflect your attitude towards office talk, but it should be guided by whether your part of the job is to listen. Sometimes office conversations can help employees get crucial information and find solutions to problems. Other times office talk can be distracting or wasteful. Consider the scene to be less prejudiced, more sharp and more engaging.

More than 100% of 124 professional employees recently surveyed indicated they encounter incidents daily who frequently share too much about themselves. Some are self-centred, narcissistic and think you want to know all the details of their lives. According to psychologist Alan S. Miller, despite the drawbacks, there is a lot to be gained from office talk. For example, a manager who is an open sharer and comfortably boasts about their latest sales may push other employees to work harder. Employees can also contribute to teamwork when they share personal stories related to organisational goals.

How do you look at the situation? According to the study, if a manager shares information, it comes to a focus to help people become better people. Challenging and outspoken about their work. If they are a self-centred, they can become a bad role model.

Not these people can be top performing employees, they are often highly engaged, inspiring and strong team players who are more likely to work harder than others. Working hard and not being a part of an attitude to keep them performing highly. Research indicates that working to colleagues can also build camaraderie.

Guidelines for acceptable office conversation are almost non-existent in the contemporary age of openness, personalisation and transparency, so you need to decide what kinds of office talk are ethical and productive. Knowing who is approaching you for conversation, why they are approaching you, what they may talk about, and how you may help the discussion proceed in a well-ethical, can help you choose whether to engage or excuse yourself.

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The **ETHICAL CHOICE** features are based on real business scenarios and situations that have posed an ethical dilemma.

The **SUMMARY** and **IMPLICATIONS FOR MANAGERS** sections offer a concise summary of the key themes.

Summary

Managers need to develop their interpersonal, or people, skills to be effective in their jobs. Organisational behaviour (OB) investigates the impact that individuals, groups and structure have on behaviour within an organisation, and it applies that knowledge to make organisations work more effectively.

Implications for managers

- Resist the inclination to rely on generalisations; some provide valid insights into human behaviour, but many are erroneous.
- Use metrics rather than 'hunches' to explain cause-and-effect relationships.
- Work on your interpersonal skills to increase your leadership potential.
- Improve your technical skills and conceptual skills through training and staying current with organisational behaviour trends such as big data and fast data.
- Organisational behaviour can improve your employees' work quality and productivity by showing you how to empower your employees, design and implement change programs, improve customer service and help your employees balance work-life conflicts.

The **POINT/COUNTERPOINT** feature presents opposing positions on hot topics in OB to help you learn to think critically.

HEROES ARE MADE, NOT BORN

POINT

If you really get down to specifics, you can see that CEOs start in leadership roles early in life. They have skills or backgrounds, childhood challenges and coping strategies in fact. It's easy to see a CEO in the making at your local garage sale.

What's the profile of hegemonic CEOs? It starts with their parents who are almost always successful through industry/business. For example, Sir Richard Branson English has news magazine and founder of the Virgin group of companies, grew up with a father who was an English teacher and a grandfather who was an English High Court judge. His mother, Dame Elizabeth, was the daughter of a major in the British armed forces. Dame Branson a renowned philanthropist and author of novels and children's books, served in the forces during World War II and after the war married a bank manager, worked as an air hostess, ran a real estate business, and was a military police officer and a probation officer.

Ricardo Semler, the Brazilian entrepreneur best known for his transformational leadership style and radical form of industrial democracy and innovative management practices, grew up with an ascetic, traditional, industrial or father from whom he took over as CEO when he was 21 years old in 1980, which was the same year in which he became the youngest Harvard MBA graduate. By 1994, Ricardo was named by Time as one of the global 100 young leaders.

Second, many CEOs are raised with responsibilities. Susan Stoy, CEO of a toy company American West, learned as a child that "no matter how bad things get, it's about working hard and taking personal responsibility" because nobody was going to help her. Dame Elizabeth once saw her son Richard off on an 80-kilometre bike ride to the English coast in 19 only some sandal shoes and an apple when he was not even 12 years old. She said in an interview on the way and he didn't manage to get back home until the next day. She said she wanted to teach him the importance of stamina and a sense of direction.

Third, burgeoning CEOs are successful leaders when they're young. Richard Branson started his first successful business, a tourist magazine, at 16 years of age and within one year had generated a net worth of £30,000. Cluway CEOs start early.

COUNTERPOINT

CEOs who start early have good stories to tell about how they became successful, but that doesn't necessarily mean they represent the majority. Let's look at a few other aspects of the leader years of CEOs.

First, we know that much of our personality is attributable to genes, but it's incorrect to believe that we can (a) map the genetic trail for a personality trait from ancestors to CEO or (b) tell where any given person's traits will lead. Likewise, we can't say that if the parents are successful through industry/business their children will be. Susan Stoy's parents worked in a cotton mill and a wallpaper plant, and they "didn't have a lot of money".

Mich Rinksehl, a CEO and founder of the medical website Vitals.com, which regards itself as the largest online database for patient reviews of doctors and facilities. He has observed: "Parents influence you either because you want to be like them or because you want to not be like them".

Second, what child is raised without responsibilities? None, even if all they have to do is go to school. There are a lot of CEOs who had a lot of responsibilities growing up, and others who didn't.

Third, it would be a mistake to conclude that CEOs start as young leaders. The ones who don't simply don't talk about it. The late Dame Ann is Roddick, founder of The Body Shop, didn't open her first Body Shop until she was 34 years old. Robert Branson, Australian entrepreneur and founder of RedBull, an online experience retailer, had a career in corporate marketing before she started RedBull in the age of 37.

The story of CEOs who start early makes for good press reports, but CEOs don't by definition start early. What we can say though is that genetics and experiences both shape young people, and that the relationship between those factors and CEO success is complex.

QUESTIONS FOR REVIEW

align with the chapter learning objectives to help you thoroughly revise the content.

Questions for review

1. What is the importance of interpersonal skills in the workplace?
2. What is organisational behaviour (OB)?
3. How does systematic study contribute to our understanding of OB?
4. What are the major behavioural science disciplines that contribute to OB?
5. Why are there so few absolutes in OB?
6. What are the challenges and opportunities for managers in using OB concepts?
7. What are the three levels of analysis in OB's OB model?

APPLICATION AND EMPLOYABILITY summarises the relevance of the chapter to your employability, the skills you will have learned from chapter features and the skills you will learn by completing the end-of-chapter material.

Application and employability

Diversity, in a variety of forms, is important to the application of OB in the workplace. First, workplace discrimination can undermine the effectiveness of an organisation and can lead to many poor outcomes. Beyond biographical characteristics, other factors such as intellectual and physical abilities are important to OB. Knowledge of diversity in OB can help you and your organisation manage diversity effectively and can help you work effectively with co-workers who may be different from you in a variety of ways. In this chapter, you improved your critical thinking skills and learned various ways to approach issues of social responsibility by considering how even minor elements of a person's appearance (e.g. baldness) can affect perceptions in the workplace, thinking about the role of diversity specifically allowing women in combat roles in the ADF, the considerations to make when deciding whether you should come out at work, and the usefulness and ethics surrounding changes to the 457 visa program. Next, you'll have more opportunities to develop these skills by recognising the differences and similarities between you and your classmates, considering invisible disabilities in the workplace, and learning about the case of Jordan Steele John, an Australian senator bringing his lived experience of disability to Parliament.

Experiential exercise

JOB ATTITUDES SITUATIONAL INTERVIEW

Think about a situation in which you felt satisfied or dissatisfied (or committed or not committed) in the workplace (if you have never been employed, imagine a situation). Write this experience down in as much detail as possible. When you've finished, exchange your answer with another class member. In pairs, take turns asking and recording the answers to the following questions (asking follow up questions as needed).

1. What sorts of feelings were you experiencing at the time? What were you thinking when this was going on? Did you think about doing anything in that moment?
2. What targets were your feelings or thoughts directed towards? For example, were they directed towards your organisation? Towards the job? Colleagues? Pay and benefits?
3. What led you to your feelings of satisfaction/dissatisfaction and commitment in that moment?

4. What did you (actually) do in response to your experience? What was the outcome?
- As a class, share your findings and discuss the following questions

Questions

1. Do you think it's possible for the affective, cognitive or behavioural components of job attitudes to conflict with one another? Why or why not?
2. Can job attitudes be directed towards different targets? Why or why not? What implications does this have for the behavioural outcomes of satisfaction and commitment?
3. Do you believe job attitudes can change over time? Or does each person have a typical level of job attitude that they exhibit from one job to the next?

EXPERIENTIAL EXERCISES provide you with an opportunity to actively engage in your learning of the chapter content either in a group or individually.

CASE STUDIES give you the opportunity to apply the knowledge gained in the chapter to situations in organisations, both real and hypothetical.

Case study 2

JOB CRAFTING

Consider for a moment a mid-level manager, Fatima, who seems to be doing well. She's consistently making her required benchmarks and goals, she has built successful relationships with colleagues, and senior management has identified her as having 'high potential'. But she isn't happy with her work. She'd be much more interested in understanding how her organisation can use social media in marketing efforts at all levels of the organisation. Ideally, she'd like to quit and find something that better suits her passions, but in the current economic environment this may not be an option. So, she has decided to proactively reconfigure her current job.

Fatima is part of a movement towards job 'crafting', which is the process of deliberately reorganising your job so that it better fits your motives, strengths and passions. The process of job crafting can start with creating diagrams of day-to-day activities with a coach. Then you and the coach can collaboratively identify which tasks fit with your personal passions and which tend to drain motivation and satisfaction. Next, you and your coach can work together to imagine ways to emphasise preferred activities and de-emphasise those that are less interesting. Many people engaged in job crafting find that upon deeper consideration, they have more control over their work than they thought.

So, how did Fatima craft her job? She first noticed that she was spending too much of her time monitoring her team's

performance and answering team questions and not enough time working on the creative projects that inspire her. She then considered how to modify her relationship with the team so that these activities incorporated her passion for social media strategies, with team activities more centred around developing new marketing. She also identified members of her team who might be able to help her implement these new strategies, and directed her interactions with these individuals towards her new goals. As a result, not only has her engagement in her work increased, but she has also developed new ideas that are being recognised and advanced within the organisation. As a result, she has found that by actively and creatively examining her work, she has been able to craft her current job into one that is truly satisfying.

As you may have noted, Fatima exhibited a proactive personality: she was eager to develop her own options and find her own resources. Proactive individuals are often self-empowered and are, therefore, more open to seeking workable solutions when they're not satisfied. Research would lead us to believe Fatima will be successful in her customised job. In fact, it's quite possible Fatima's employer never would have helped her craft a better job had she not sought help and that her proactivity is responsible for her success. All employees should feel encouraged to be proactive in creating their best work situations wherever possible.

CASE MATRIX

Part	Chapter	Case type	Case title	Company or topic
1. Introduction	1. What is organisational behaviour?	Vignette	Creating successful 21st-century graduates: the role of OB	The need for graduates to have strong interpersonal skills
		Case study	Confronting aged care's challenges	The aged care industry
		Case study	Apple goes global	Labour force characteristics
2. The individual	2. Diversity in organisations	Vignette	Diversity and inclusiveness at AccorHotels	AccorHotels
		Case study	Invisible disabilities: mental illness in organisations	Coping with stress and mental illness in the workplace
		Case study	Making Parliament House accessible	The importance of workplaces being accessible for those with physical impairments
	3. Attitudes and job satisfaction	Vignette	Job satisfaction in the beauty industry	Mecca
		Case study	Self-service checkouts: from people to computers	Roll-out of self-service checkouts across the retail section—at what cost?
		Case study	Job crafting	Proactive job customisation
	4. Personality and values	Vignette	Orange Sky Australia: 'The power of conversation'	Orange Sky Australia—mobile laundry service
		Case study	On the costs of being nice	Characteristics of an 'agreeable' personality
		Case study	Success in business consulting: personality does matter!	Optimal personality traits required for consultants
	5. Emotions and moods	Vignette	The highs and lows of entrepreneurship	The impact of emotions in decision making
		Case study	Furry friends in the workplace	The benefits of allowing pets in the workplace
		Case study	When the going gets boring	Overcoming boredom in the workplace
	6. Perception and individual decision making	Vignette	Domino's pizza: creativity key in the kitchen	Creativity at the forefront of competitiveness
		Case study	Warning: collaboration overload	The cult of collaboration
		Case study	Feeling bored again	The link between boredom and unethical behaviours
7. Motivation: from concept to application	Vignette	Canva: the best place to work	What makes Canva a great place to work?	
	Case study	Goodbye to the annual pay rise?	The complexities of pay rise frequency	
	Case study	We talk, but they don't listen	The voicing of employee opinions	

Part	Chapter	Case type	Case title	Company or topic
3. The group	8. Foundations of group behaviour	Vignette	Preparing students for the world of work	Working in a group environment
		Case study	Negative aspects of group collaboration	Minimising biases
		Case study	Intragroup trust and survival	Leadership and trust
	9. Understanding work teams	Vignette	Challenging short-term teams	Understanding the complexity of teams
		Case study	Trusting someone you can't see	Building trust in virtual teams
		Case study	Smart teams and dumb teams	What makes a team smart?
	10. Communication	Vignette	Effective communication as the driver for organisational renewal	Scott Morgan and Greater Bank
		Case study	Do men and women speak the same language?	Differences in communication styles
		Case study	Trying to cut the grapevine	The effects of office gossip
	11. Leadership	Vignette	Values-based leadership at Frontline Safety Australia	The traits and capabilities of successful CEOs
		Case study	Leadership, strategy and the management consultancy industry	Strategic leadership
		Case study	Leadership by algorithm	Leadership testing and assessment
	12. Power and politics	Vignette	Workplace bullying in parliament	Defining bullying
		Case study	Barry's peer becomes his boss	Grievances in the workplace
		Case study	Should women have more power?	Gender differences in power
	13. Conflict and negotiation	Vignette	A change of tune	The business of streaming music
		Case study	Disorderly conduct	The culture of organisational conflict
		Case study	Treaty or consultation as conflict resolution	The South Australian Government's treaty negotiations

Part	Chapter	Case type	Case title	Company or topic
4. The organisation system	14. Foundations of organisational structure	Vignette	Heard but not seen—the evolving virtual assistant	Advantages and disadvantages of office assistants
		Case study	Creative deviance: bucking the hierarchy?	Going against the creative advice of the hierarchy
		Case study	Complex hierarchy in action in the Australian army	Military organisational structure
	15. Organisational culture	Vignette	'Culture eats strategy for breakfast'	Yellow Edge and belief in human potential
		Case study	The place makes the people	Open and activity-based workspaces
		Case study	Active cultures	Patagonia and organisational culture
	16. Organisational change and stress management	Vignette	One accounting firm's response to changing client needs	PKF Australia
		Case study	Change at SEE Business Solutions	Employee consultation during times of change
		Case study	Getting active at work	Workplace gains from activity-enhancing initiatives

ABOUT THE AUTHORS



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Stephen P. Robbins is Professor Emeritus of Management at San Diego State University and the world's bestselling textbook author in the areas of both management and organisational behaviour. His books are used at more than 1000 US colleges and universities, have been translated into 19 languages and have adapted editions for Canada, Australia, South Africa and India. Stephen is also the author of the bestselling books *The Truth about Managing People*, 2nd edition (Financial Times/Prentice Hall, 2008) and *Decide and Conquer* (Financial Times/Prentice Hall, 2004). In his 'other life', Stephen actively participates in masters' track competitions. Since turning 50 in 1993, he's won 18 national championships and 12 world titles, and set numerous US and world age-group records at 60, 100, 200 and 400 metres. In 2005, Stephen was elected into the USA Masters' Track and Field Hall of Fame.



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Marissa Edwards

Dr Marissa Edwards is a lecturer at the UQ Business School, University of Queensland. She has extensive experience teaching leadership, ethics, conflict management and organisational behaviour at undergraduate and postgraduate levels, and is a Fellow of the Higher Education Academy. Marissa's current research is focused on exploring how to reduce mental illness and encourage wellness in academic settings. She has been published in the *e-Journal of Business Education & Scholarship of Teaching*, the *Journal of Management and Organization* and the *Journal of Management Education*. In 2017, Marissa and her colleague Dr Erin Gallagher received the Best Paper Award in the Management Education and Development track at the Australian and New Zealand Academy of Management conference. In 2018, Marissa received an 'Outstanding Reviewer of 2017' citation at the *Journal of Management Education* and was appointed to the editorial board. Beyond the classroom, Marissa is an experienced project manager, seminar presenter and educator, and has worked with government and not-for-profit organisations.

Peter Sandiford

Dr Peter Sandiford is senior lecturer in organisational behaviour at the University of Adelaide Business School, where he is director of the school's honours program. He has taught undergraduate and postgraduate courses in organisational behaviour, cross-cultural management and research methodology in Australia, the United Kingdom, Hong Kong, China and Singapore. His teaching and learning philosophy is increasingly influenced by the need to *span the silos* of scholarly subjects, seeking relevance and connectedness across topics and disciplines. Peter is an organisational sociologist with a particular interest in workplace emotions, organisational approaches to hospitality and the role of organisations within the wider community. He has conducted a number of ethnographic studies exploring both organisational and neighbourhood communities. Peter has published his work in several leading journals such as *Work, Employment and Society*, the *Human Resource Management Journal* (UK), the *Journal of Travel Research* and the *International Journal of Hospitality Management*.



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Dr Martin Fitzgerald is Associate Professor in Leadership and Organisational Studies at the University of Newcastle, Australia. He works with students and executives in the areas of leadership, decision making, and organisational behaviour and change and is privileged to be institutionally recognised for his exceptional contributions to teaching and the student learning experience. Martin has more than 20 years' prior career leadership experience across the public and private sectors, including careers as a corporate lawyer, university law academic, university senior executive and as CEO and president of a national non-profit organisation. His research interests are in the area of values-driven leadership, leadership intelligences and the behavioural dimensions of leadership decision making. Martin has published widely across a broad publication base, including books, book chapters, journal articles, government-commissioned reports and international keynote speeches. He recently co-authored *Leadership: Regional and Global Perspectives*, published by Cambridge University Press (2018).



James Hunt

James Hunt is the MBA Program Director at the University of Newcastle, where he lectures in leadership and organisational behaviour at the postgraduate level. James has lived and worked as an academic in the United Kingdom, Spain, Bahrain, Malaysia, The Philippines, Indonesia, Singapore, Hong Kong and Australia. He has served in academia for more than 28 years and in 2003 was awarded the Centenary Medal of Australia by the Office of the Prime Minister for service to the university sector in Australia. James has authored more than 60 academic publications including books, book chapters and research papers. He remains an active researcher in the areas of emotional intelligence, leadership and personality. Throughout his career, James has received seven awards for excellence in university teaching.





PART

1

Introduction

CHAPTER 1 What is organisational behaviour?

2

CHAPTER

1

What is organisational behaviour?

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- 1.1 Demonstrate the importance of interpersonal skills in the workplace.
- 1.2 Define 'organisational behaviour' (OB).
- 1.3 Show the value of systematic study to OB.
- 1.4 Identify the major behavioural science disciplines that contribute to OB.
- 1.5 Demonstrate why few absolutes apply in OB.
- 1.6 Identify managers' challenges and opportunities in applying OB concepts.
- 1.7 Compare the three levels of analysis in this book's OB model.
- 1.8 Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

Employability Skills Matrix (ESM)

	Myth or science?	Career Objectives	Ethical choice	Point/Counterpoint	Experiential exercise	Case study 1	Case study 2
Critical thinking				✓	✓	✓	✓
Communication	✓	✓	✓		✓		✓
Collaboration	✓	✓			✓		
Knowledge application and analysis		✓		✓	✓	✓	✓
Social responsibility			✓		✓	✓	✓

Creating successful 21st-century graduates: the role of OB

Based on her knowledge and experience working in industry and academia for more than two decades, Professor Julie Cogin is quick to acknowledge the importance of Organisational Behaviour (OB) principles in the 21st-century workplace. Named in the top 100 of 'The Australian Financial Review and Westpac 100 Women of Influence' list in 2016, Cogin had a successful corporate career with Qantas and has also consulted to top organisations in Australia, Asia and the United States. She has worked in senior roles at a number of different Australian universities, and also serves as a non-executive director of G8 Education Ltd., Australia's largest publicly listed childcare company.

Reflecting on the major changes that organisations have experienced and the current expectations of new graduates, Cogin says, 'when I talk to employers the consistent business requirement they share is that graduates need interpersonal skills. They also speak of the necessity to collaborate with a diverse range of people, different generations, and levels of seniority as well as customers located in Australia or overseas with various cultural backgrounds. Employers also want graduates who will try something, be open to feedback and keep practising to master a skill. If they fail, they expect graduates to ask for help but be prepared to persevere'.

Of course, organisations are looking for more than simply knowledge and skills; Cogin says it's important to try new things and seize opportunities to work with others on external projects while at university. 'I think what is really important is to engage in activities outside of the classroom, and there are so many different ways to be involved.' Cogin suggests that engaging in extra-curricular activities can help students gain valuable experience while at university. 'Just as organisations have to differentiate themselves from competitors, our students and our graduates also have to differentiate themselves from others going for the same job. Distinctiveness can be built in various ways including investing time as a student representative to inform the curriculum, participating on a committee to improve the university experience, being involved in social clubs or a job fair. These extra-curricular activities enhance learning, and inform a potential employer about your ability to put in discretionary effort'.

Reflecting on her own time at university, Cogin emphasises that students learn skills in OB courses that will serve them well in their future careers—meaning that paying attention in class is important! 'OB was the most useful course in my business degree,' she says. 'One of the most valuable learnings was that a primary prerequisite of managing others and working effectively in teams, is being able to manage yourself. You need to understand your strengths and be prepared to address your shortcomings.' She also acknowledges that, sometimes, the importance of aspects of OB doesn't



Corporate leader and scholar
Professor Julie Cogin
SOURCE: Attila Csaszar/AFR.

become apparent until you're in the workforce: 'I found organisational structure and change were pretty dry during my studies, but those parts have been the most useful in the job that I've got at the moment!'

SOURCES: Conversation with Julie Cogin, 15 January 2018; and 'New leader for UQ Business School', *UQ News*, 10 October 2017, <www.uq.edu.au/news/article/2017/10/new-leader-uq-business-school>.

AS EMPHASISED IN THIS conversation with Professor Julie Cogin, students of organisational behaviour bring critically important knowledge and skills to their workplace. This example further shows that many core concepts and ideas in organisational behaviour remain constant: teamwork, emotions, diversity, effective communication, organisational change and organisational structure, to name a few. Throughout this book, you'll learn how organisational challenges often cut across areas such as these, which is exactly why the systematic approach pursued in this book and in your course is important.

1.1

Demonstrate the importance of interpersonal skills in the workplace.

The importance of interpersonal skills

Until the late 1980s, business school curricula emphasised the technical aspects of management, focusing on economics, accounting, finance and quantitative techniques. Coursework in human behaviour and people skills received less attention. Over the past two to three decades, however, business schools have realised the role that understanding human behaviour plays in determining a manager's effectiveness, and required courses on people skills have been added to many curricula. In fact, a survey of more than 2100 CFOs across 20 industries indicated that a lack of interpersonal skills is the top reason why some employees fail to advance.¹

Incorporating OB principles into the workplace can yield many important organisational outcomes. Developing managers' interpersonal skills can help organisations to attract and keep high-performing employees. Regardless of labour market conditions, outstanding employees are always in short supply.² Companies known as good places to work—such as Mars Australia, Mecca, Salesforce, Birdsnest and SAS Australia—have a big advantage. A recent survey of hundreds of workplaces and more than 200 000 respondents showed that social relationships among colleagues and supervisors were strongly related to overall job satisfaction. Positive social relationships were also associated with lower stress levels at work and fewer people intending to quit.³ So, having managers with good interpersonal skills is likely to make the workplace more pleasant. Research indicates that employees who know how to relate to their managers well with supportive dialogue and proactivity will also find their ideas are endorsed more often, further improving workplace satisfaction.⁴ Creating a pleasant workplace also appears to make good economic sense. Companies with reputations as good places to work (such as the '100 best places to work in Australia') have been found to generate superior financial performance.⁵

Partially for these reasons, universities have begun to incorporate social entrepreneurship education into their curricula in order to train future leaders to address social issues within their organisations using interpersonal skills.⁶ This is especially important because there is a growing awareness of the need to understand the means and outcomes of corporate social responsibility.⁷ We have come to understand that in today's competitive and demanding workplace, managers can't succeed on their technical skills alone. They also have to have good people skills. This book has been written to help managers and potential managers to develop those people skills and to acquire the knowledge that understanding human behaviour provides.

Management and organisational behaviour

1.2

Define 'organisational behaviour' (OB).

Let's begin by briefly defining the terms 'manager' and 'organisation', the place where managers work. Then let's look at the manager's job; specifically, what do managers do?

Managers get things done through other people. They make decisions, allocate resources and direct the activities of others to attain goals. Managers do their work in an **organisation**, which is a consciously coordinated social unit, comprised of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals. By this definition, manufacturing and service firms are organisations, and so are schools, hospitals, churches, military units, retail stores, police departments and local, state and federal government agencies. The people who oversee the activities of others and who are responsible for attaining goals in these organisations are managers (sometimes called administrators, especially in not-for-profit organisations).

More than ever, new hires and other employees are placed into management positions without sufficient management training or informed experience. According to a large-scale survey, more than 58% of managers reported that they had not received any training, and 25% admitted that they were not ready to lead others when they were given the role.⁸ Added to that challenge, the demands of the job have increased: the average manager has seven direct reports (five was once the norm), and less time than before to spend directly supervising them.⁹ Considering that a Gallup poll in the United States found organisations chose the wrong candidate for management positions 82% of the time,¹⁰ it's fair to say that the more you can learn about people and how to manage them, the more likely it is that you'll be prepared for a management role. OB will help you get there. Let's start by identifying a manager's primary activities.

managers Individuals who achieve goals through other people.

organisation A consciously coordinated social unit, comprised of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals.

Management functions

The work of managers can be categorised into four different activities: planning, organising, leading and controlling. The **planning** function encompasses defining an organisation's goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate activities. Evidence indicates that this is the function that increases the most as managers move from lower-level to mid-level management.¹¹

Managers are also responsible for designing an organisation's structure. We call this function **organising**. It includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

Every organisation contains people, and it is management's job to direct and coordinate those people. This is the **leading** function. When managers motivate employees, direct their activities, select the most effective communication channels or resolve conflicts among members, they are engaging in leading.

To ensure things are going as they should be, management must monitor the organisation's performance and compare it with previously set goals. If there are any significant deviations, it is management's job to get the organisation back on track. This monitoring, comparing and potential correcting is the **controlling** function.

So, using the functional approach, the answer to the question 'What do managers do?' is that they plan, organise, lead and control.

planning A process that includes defining goals, establishing a strategy and developing plans to coordinate activities.

organising Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

leading A function that includes motivating employees, directing others, selecting the most effective communication channels and resolving conflicts.

controlling Monitoring activities to ensure they are being accomplished as planned, and correcting any significant deviations.

Management roles

In the late 1960s, Henry Mintzberg, now a prominent management scholar, undertook a careful study of five executives to determine what they did in their jobs. On the basis of his observations, Mintzberg concluded that managers perform ten different, highly interrelated roles, or sets of behaviours.¹² As shown in Exhibit 1.1, these ten roles are primarily (1) interpersonal, (2) informational or (3) decisional.

EXHIBIT 1.1		Mintzberg's managerial roles
Role	Description	
Interpersonal		
Figurehead	Symbolic head; required to perform a number of routine duties of a legal or social nature	
Leader	Responsible for the motivation and direction of employees	
Liaison	Maintains a network of outside contacts who provide favours and information	
Informational		
Monitor	Receives a wide variety of information; serves as the nerve centre of internal and external information of the organisation	
Disseminator	Transmits information received from outsiders or from other employees to members of the organisation	
Spokesperson	Transmits information to outsiders on the organisation's plans, policies, actions and results; serves as an expert on the organisation's industry	
Decisional		
Entrepreneur	Searches the organisation and its environment for opportunities and initiates projects to bring about change	
Disturbance handler	Responsible for corrective action when the organisation faces important, unexpected disturbances	
Resource allocator	Makes or approves significant organisational decisions	
Negotiator	Responsible for representing the organisation at major negotiations	

SOURCE: Adapted from H. Mintzberg, *The Nature of Managerial Work*, Upper Saddle River, NJ: Prentice Hall, 1973. Copyright © 1973 by H. Mintzberg. Reprinted by permission of Pearson Education, Inc.

Interpersonal roles

All managers are required to perform duties that are ceremonial and symbolic in nature. For instance, when the vice-chancellor of a university hands out degrees at graduation or a factory supervisor gives a group of high-school students a tour of the plant, they are acting in a figurehead role. All managers also have a leadership role. This role includes hiring, training, motivating and disciplining employees. The third role within the interpersonal grouping is the liaison role, or contacting others who provide the manager with information. The sales manager who obtains information from the quality-control manager in their own company has an internal liaison relationship. When that sales manager has contact with other sales executives through a marketing trade association, they have an outside liaison relationship.

Informational roles

All managers, to some degree, collect information from outside organisations and institutions, typically by scanning the news media (including the Internet) and talking with other people to learn of changes in the public's tastes, what competitors may be planning, and so on. Mintzberg called this the monitor role. Managers also act as a conduit to transmit information to organisational members. This is the disseminator role. In addition, managers perform a spokesperson role when they represent the organisation to outsiders.

Decisional roles

Mintzberg identified four roles that require making choices. In the entrepreneur role, managers initiate and oversee new projects that will improve their organisation's performance. As disturbance handlers, managers take corrective action in response to unforeseen problems. As resource allocators, managers are responsible for allocating human, physical and monetary

resources. Finally, managers perform a negotiator role, in which they discuss issues and bargain with other units to gain advantages for their own unit.

Management skills

Still another way of considering what managers do is to look at the skills or competencies they need to achieve their goals. Researchers have identified a number of skills that differentiate effective managers from ineffective managers.¹³

Technical skills

Technical skills encompass the ability to apply specialised knowledge or expertise. When you think of the skills of professionals such as civil engineers or oral surgeons, you typically focus on the technical skills they have learned through extensive formal education. Of course, professionals don't have a monopoly on technical skills, and not all technical skills have to be learned in schools or other formal training programs. All jobs require some specialised expertise, and many people develop their technical skills on the job.

technical skills The ability to apply specialised knowledge or expertise.

Human skills

The ability to understand, communicate with, motivate and support other people, both individually and in groups, defines **human skills**. Many people are technically proficient but may be poor listeners, unable to understand the needs of others or weak at managing conflicts. Because managers get things done through other people, they must have good human skills.

human skills The ability to work with, understand and motivate other people, both individually and in groups.

Conceptual skills

Managers must have the mental ability to analyse and diagnose complex situations. These tasks require **conceptual skills**. Decision making, for instance, requires managers to identify problems, develop alternative solutions to correct those problems, evaluate the alternative solutions and select the best one. After they have selected a course of action, managers need to be able to organise a plan of action and then execute it. Integrating new ideas with existing processes and innovating on the job are also crucial conceptual skills for today's managers.

conceptual skills The mental ability to analyse and diagnose complex situations.

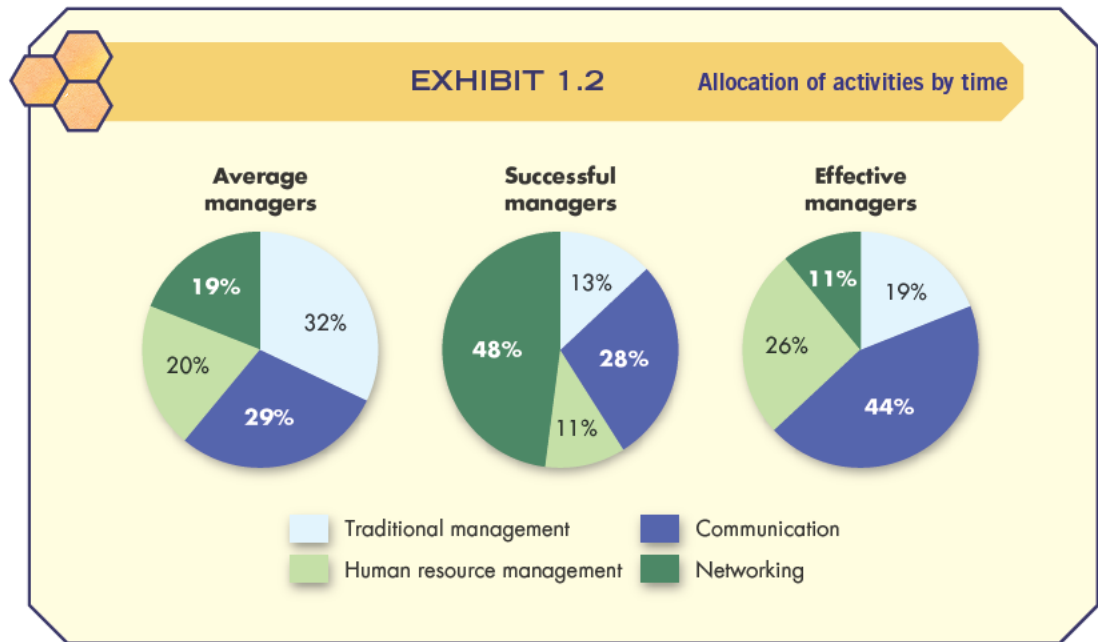
Effective versus successful managerial activities

Fred Luthans and his associates looked at what managers do from a somewhat different perspective.¹⁴ They asked: 'Do managers who move up the quickest in an organisation do the same activities and with the same emphasis as managers who do the best job?' You might think the answer is 'yes'. But that's not always the case.

Luthans and his associates studied more than 450 managers. All of them engaged in four managerial activities:

1. *Traditional management*—decision making, planning and controlling
2. *Communication*—exchanging routine information and processing paperwork
3. *Human resource management*—motivating, disciplining, managing conflict, staffing and training
4. *Networking*—socialising, politicking and interacting with outsiders.

The 'average' manager spent 32% of their time in traditional management activities, 29% communicating, 20% in human resource management activities and 19% networking. However, the time and effort that different individual managers spent on those activities varied a great deal. As shown in Exhibit 1.2, among managers who were successful (defined in terms of speed of promotion within their organisation), networking made the largest relative contribution to success, and human resource management activities made the least relative contribution. Among effective managers (defined in terms of quantity and quality of their performance and the satisfaction and commitment of employees), communication made the largest relative contribution and networking the smallest.



SOURCE: Based on F. Luthans, R. M. Hodgetts and S. A. Rosenkrantz, *Real Managers*, Cambridge, MA: Ballinger, 1988.

More recent studies in Australia, Israel, Italy, Japan and the United States confirm the link between networking and social relationships and success within an organisation.¹⁵ And the connection between communication and effective managers is also clear. A study of 410 US managers indicates that those who seek information from colleagues and employees (even if it is negative) and who explain their decisions are the most effective.¹⁶

This research offers important insights. Successful managers give almost the opposite emphases to traditional management, communication, human resource management and networking as do effective managers. This finding challenges the historical assumption that promotions are based on performance, and it illustrates the importance of networking and political skills in getting ahead in organisations.

Organisational behaviour

Now that we've established what managers do, we need to study how best to do these things. **Organisational behaviour** (often abbreviated to **OB**) is a field of study that investigates the impact that individuals, groups and structure have on behaviour within organisations, for the purpose of applying such knowledge towards improving an organisation's effectiveness. That's a mouthful, so let's break it down.

Organisational behaviour 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 behaviour in organisations: individuals, groups and structure. In addition, OB applies the knowledge gained about individuals, groups and the effect of structure on behaviour in order to make organisations work more effectively.

To sum up our definition, OB is the study of what people do in an organisation and how their behaviour affects the organisation's performance. And because OB is concerned specifically with employment-related situations, you should not be surprised that it emphasises behaviour as related to concerns such as jobs, work, absenteeism, employment turnover, productivity, human performance and management.

Although there is debate about the relative importance of each, OB includes the core topics of motivation, leader behaviour and power, interpersonal communication, group structure and processes, learning, attitude development and perception, change processes, conflict and negotiation, and work design.¹⁷

organisational behaviour (OB) A field of study that investigates the impact that individuals, groups and structure have on behaviour within organisations, for the purpose of applying such knowledge towards improving an organisation's effectiveness.

Complementing intuition with systematic study

1.3

Show the value of systematic study to OB.

Each of us is a student of behaviour. Whether or not you have explicitly thought about it before, you have 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 common-sense 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.

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



Myth or science?

‘Management by walking around is the most effective management’

This statement is mostly false, but with a caveat. Management by walking around (MBWA) is an organisational principle made famous with the 1982 publication of *In Search of Excellence* and based upon a 1970s’ initiative by Hewlett-Packard—in other words, it’s a dinosaur. Years of research indicate that effective management practices are not built around MBWA. But the idea of requiring managers at all levels of the organisation to wander around their departments to observe, converse with and hear from employees continues as a common business practice.

Many companies that expect managers and executives to do regular ‘floor time’ have claimed benefits ranging from employee engagement to deeper management understanding of company issues. A recent three-year study also suggested that a modified form of MBWA may significantly improve safety in organisations because employees become more mindful of following regulatory procedures when supervisors observe and monitor them frequently.

While MBWA sounds helpful, its limitations suggest that modern practices focused on building trust and relationships are more effective for management. Limitations include available hours, focus and application.

1. **Available hours.** Managers are tasked with planning, organising, coordinating and controlling, yet even CEOs—the managers who should be the most in control of their time—report that 53% of their average 55-hour workweek is spent in meetings.
2. **Focus.** MBWA turns management’s focus towards the concerns of employees. This is good, but only to a degree. As noted by Jeff Weiner, CEO of LinkedIn, ‘Part of the key to time management is carving out time to think, as opposed to constantly reacting. And during that thinking time, you’re not only thinking strategically, thinking proactively, thinking longer-term, but you’re literally thinking about what is urgent versus important.’ Weiner and other CEOs argue that meetings distract them from their purpose.
3. **Application.** The principle behind MBWA is that the more managers know their employees, the more effective those managers will be. This isn’t always (or even often) true. As we’ll learn in Chapter 6, knowing (or thinking you know) something shouldn’t always lead us to act on *only* that information because our internal decision making is subjective. We need objective data to make the most effective management decisions.

Based on the need for managers to dedicate their efforts to administering and growing businesses, and given the proven effectiveness of objective performance measures, it seems the time for MBWA is gone. Yet, there is one caveat. Managers should know their employees well. As Rick Russell, CEO of Greer Laboratories, says, ‘Fostering close ties with your lieutenants is the stuff that gets results. You have to rally the troops. You can’t do it from a memo.’ Management should therefore not substitute walking around for true management.

SOURCES: G. Luria and I. Morag, ‘Safety management by walking around (SMBWA): a safety intervention program based on both peer and manager participation’, *Accident Analysis and Prevention*, March 2012, pp. 248–57; R. E. Silverman, ‘Where’s the boss? Trapped in a meeting’, *The Wall Street Journal*, 14 February 2012, pp. B1, B9; and J. S. Lublin, ‘Managers need to make time for face time’, *The Wall Street Journal*, 17 March 2015.

