

ORGANIZATIONAL BEHAVIOR

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Organizational Behavior

13TH EDITION

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Dr. Uhl-Bien's research interests are in leadership, followership, and ethics. In addition to her conceptual work on complexity and relational leadership, some of the empirical projects she is currently involved in include investigations of "Leadership and Adaptability in the Healthcare Industry" (a \$300,000 grant from Booz Allen Hamilton), "Adaptive Leadership and Innovation: A Focus on Idea Generation and Flow" (at a major financial institution in the U.S.), and "Social Constructions of Followership and Leading Up." She has published in such journals as *The Academy of Management Journal*, the *Journal of Applied Psychology*, *The Leadership Quarterly*, the *Journal of Management*, and *Human Relations*. She won the Best Paper Award in *The Leadership Quarterly* in 2001 for her co-authored article on Complex Leadership. She has been on the editorial boards of *The Academy of Management Journal*, *The Academy of Management Review*, *The Leadership Quarterly*, *Leadership*, and *The International Journal of Complexity in Leadership and Management*, and is senior editor of the Leadership Horizons series (Information Age Publishers). Dr. Uhl-Bien has consulted with Disney, the U.S. Fish and Wildlife Service, British Petroleum, and the General Accounting Office, and served as the executive consultant for State Farm Insurance Co. from 1998–2004. She has been a Visiting Scholar in Spain, Portugal, and Sweden. Dr. Uhl-Bien has trained Russian businesspeople for the American Russian Center at the University of Alaska Anchorage from 1993–1996, worked on a USAID grant at the Magadan Pedagogical Institute in Magadan, Russia from 1995–1996, and participated in a Fulbright-Hays grant to Mexico during the summer of 2003.

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Dr. Schermerhorn focuses his teaching and textbooks on bridging the gap between the theory and practice of management. He has won awards for teaching excellence at Tulane University, The University of Vermont, and Ohio University, where he was named a *University Professor*, the university's leading campus-wide award for undergraduate teaching. He also received the excellence in leadership award for his service as Chair of the Management Education and Development Division of the Academy of Management.

Dr. Schermerhorn's international experience adds a unique global dimension to his teaching and writing. He holds an honorary doctorate from the University of Pécs in Hungary, awarded for his international scholarly contributions to management research and education. He has also served as a Visiting Fulbright Professor at the University of Botswana, Visiting Professor of Management at the Chinese University of Hong Kong, on-site Coordinator of the Ohio University MBA and Executive MBA programs in Malaysia, and Kohei Miura Visiting Professor at the Chubu University of Japan. Presently he is Adjunct Professor at the National University of Ireland at Galway, a member of the graduate faculty at Bangkok University in Thailand, and Permanent Lecturer in the PhD program at the University of Pécs in Hungary.

An enthusiastic scholar, Dr. Schermerhorn is a member of the Academy of Management, where he served as chairperson of the Management Education and Development Division. Educators and students alike know him as author of *Exploring Management* (2014) and *Management 12e* (Wiley, 2013). His many books are available in Chinese, Dutch, French, Indonesian, Portuguese, Russian, and Spanish language editions. Dr. Schermerhorn has also published numerous articles in publications such as the *Academy of Management Journal*, *Academy of Management Review*, *Academy of Management Executive*, *Organizational Dynamics*, *Journal of Management Education*, and the *Journal of Management Development*.

Dr. Schermerhorn is a popular guest speaker at colleges and universities. His recent student and faculty workshop topics include innovations in business education, teaching the millennial generation, global perspectives in management, and textbook writing and scholarly manuscript development.

Dr. Richard N. Osborn

Dr. Richard N. Osborn is a Wayne State University Distinguished Professor, Professor of Management Emeritus, and former Board of Governors Faculty Fellow. He has received teaching awards at Southern Illinois University at Carbondale and Wayne State University, and he has also taught at Arizona State University, Monash University (Australia), Tulane University, University of Munich, and the University of Washington. He received a DBA from Kent State University after earning an MBA at Washington State University and a B.S. from Indiana University. With over 200 presentations and publications, he is a charter member of the Academy of Management Journals Hall of Fame. Dr. Osborn is a leading authority on international alliances in technology-intensive industries and is co-author of an organization theory text as well as *Basic Organizational Behavior* (John Wiley & Sons, 1995, 1998). He has served as editor of international strategy for the *Journal of World Business* and Special Issue Editor for *The Academy of Management Journal*. He serves or has served as a member of the editorial boards for *The Academy of Management Journal*, *The Academy of Management Review*, *Journal of High Technology Management*, *The Journal of Management, Leadership Quarterly*, and *Technology Studies*, among others. He is very active in the Academy of Management, having served as divisional program chair and president, as well as the Academy representative for the International Federation of Scholarly Associations of Management. Dr. Osborn's research has been sponsored by the Department of Defense, Ford Motor Company, National Science Foundation, Nissan, and the Nuclear Regulatory Commission, among others. In addition to teaching, Dr. Osborn spent a number of years in private industry, including a position as a senior research scientist with the Battelle Memorial Institute in Seattle, where he worked on improving the safety of commercial nuclear power.

From the Authors

Global warming, economic uncertainty, poverty, discrimination, unemployment, illiteracy—these are among the many issues and problems we now face. But how often do we stop and accept responsibility for problem solving and positive action in an increasingly complex world? What we do today will have a lasting impact on future generations. And whether we are talking about families, communities, nations, or the organizations in which we work and volunteer, the core question remains: How can we join together to best serve society?

Look at the cover and think about people with goals and aspirations. Think about people working together and collaborating around the world. Think about how people can expand the positive impact of society's institutions when their ideas and talents come together in supportive and nurturing work settings. And think about the delicate balances—between work and family, between individuals and teams, and between organizations and society—that must be mastered in the quest for future prosperity.

Yes, our students do have a lot to consider in the complex and ever-shifting world of today. But, we believe they are up to the challenge. And, we believe that courses in organizational behavior have strong roles to play in building their capabilities to make good judgments and move organizational performance forward in positive and responsible ways.

That message is a fitting place to begin *Organizational Behavior*, 13th Edition. Everyone wants to have a useful and satisfying job and career; everyone wants all the organizations of society—small and large businesses, hospitals, schools, governments, nonprofits, and more—to perform well; everyone seeks a healthy and sustainable environment. In this context the lessons of our discipline are strong and applicable. Armed with an understanding of organizational behavior, great things are possible as people work, pursue careers, and contribute to society through positive personal and organizational accomplishments.

Organizational behavior is rich with insights for career and life skills. As educators, our job is to engage students and share with them the great power of knowledge, understanding, and inquiry that characterizes our discipline. What our students do with their talents will not only shape how organizations perform, but also fundamentally contribute to society and alter lives around the globe. Our job is to help them gain the understanding and confidence to become leaders of tomorrow's organizations.

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Welcome to *Organizational Behavior*, 13th Edition

New Edition at a Glance

OB 13/e has a new author team.

We are pleased to feature in this edition the ideas, insights, and scholarly expertise of **Mary Uhl-Bien**. Mary brings extensive knowledge of leadership and relational processes in OB. She has received awards for her research, and is currently serving in the OB Division Chair track in the Academy of Management. She places deep value on rigor *and* relevance in OB, which she accomplishes by engaging in cutting edge research conducted through strong partnerships between scholars and practitioners. Along with Mary, **John Schermerhorn** continues to play a senior role in content, design, and pedagogy, while **Dick Osborn** focuses his attention on updating macro themes.

OB 13/e offers flexible, topic-specific presentation of OB topics.

Topics in the book are easily assigned in any order based on instructor preferences. There are many options available for courses of different types, lengths, and meeting schedules, including online and distance learning formats. It all depends on what fits best with your course design, learning approaches, and class session objectives. There is no complicated “model” that requires a structured content approach. Instructors can select core OB topics and themes while moving among chapters organized in four parts—Individual Behavior and Performance, Teams and Teamwork, Influence Processes and Leadership, and Organizational Context.

In this edition you will see timely updates to all chapters as well as extensive revisions to enhance the discussion of interpersonal and relational processes and streamline the macro treatment. Look for the following updates and special themes in *Organizational Behavior, 13th edition*.

- *Context*. We place context front and center as a key theme throughout the book. Students are continually reminded to think about organizational behavior as it occurs in a dynamic and ever changing world.
- *Relationships*. Positive relationships are essential building blocks for effective organizations, but this topic is often missed in OB texts. We draw from research to describe the importance of interpersonal relationships in OB, while giving special emphasis to relationship-building processes relative to communication, power, and leadership.
- *Collaboration*. Along with expanded focus on relationships, this edition pushes beyond the limits of hierarchical thinking and recognizes we live in an increasingly interconnected and collaborative world. The changing nature of organizational

life requires everyone, not just managers, to embrace shared responsibility and collaborative thinking. Making sense of and building skills to succeed in this collaborative context are mainstream themes for the book.

- **Communication.** Organizations need effective communicators. The discussion of communication has been refreshed to incorporate research on voice, silence, feedback-giving and feedback-seeking. We also expand coverage of supportive communication principles and how to use communication to build and maintain effective relationships. A key goal is helping students understand how they can overcome problems of avoidance in communication.
- **Leadership.** Our approach to the leadership process material has been substantially updated to reflect emerging trends in leadership research in reaction to changing leadership environments. We recognize leadership as a process and not just a position or an individual behavior. We bring in the latest research on identity, followership, relational leadership, and collective leadership. And, the overview of trait, behavioral, and contingency approaches to leadership is extended to include a discussion of complexity leadership and ethics.
- **Power and politics.** Power and politics are essential in organizational functioning, and many employers indicate that new graduates are naïve when it comes to these issues. We provide a more balanced view of both positive and negative aspects of power and politics. New findings from network theory, research on perceptions of politics and political skills, and the nature of political climates provide students with a broad-based and practical understanding of how power and politics issues matter to them.

OB 13/e uses an integrated learning design.

Every chapter opens with a subtitle and photograph that help students identify with the content right from the beginning. This is followed by the **Key Point** conveyed in a short smart-phone sized message. Major chapter headings are listed in **Chapter At a Glance**. And, **What's Inside** directs student attention to major chapter features or learning accents—*Bringing OB to Life*, *Worth Considering... Or Best Avoided?* *Checking Ethics in OB*, *Finding the Leader in You*, *OB in Popular Culture*, and *Research Insight*.

Chapter content begins with each major heading linked with a Learning Roadmap which identifies major subheads for the section. The end-of-chapter **Study Guide** includes a summary of **Key Questions and Answers**, **Terms to Know**, a **Chapter Self-Test**, and suggested active learning activities found in the end-of-book **OB Skills Workbook**—a selection of *Cases for Critical Thinking*, *Team and Experiential Exercises*, and *Self-Assessments*.

OB 13/e makes "flipping" the classroom easy.

"Flipped" classrooms shift the focus from instructors lecturing and students listening, to instructors guiding and students engaging. The first step to making that possible is for students to read and study assigned materials outside of class. When they come to class prepared, the instructor has many more options for engagement. The organization and content of *Organizational Behavior, 13th Edition*, coupled with the power of the *WileyPLUS* online learning environment help greatly in this regard.

Success in flipping the classroom also requires a variety of discussion activities, projects, and quick-hitting experiences that turn class time into engaged learning time. You will find that this book is "packed" with such opportunities. The following chapter features are not only interesting to readers; they are also prompts and frames that can be used for flipped classroom activities and discussions, and for individual and team assignments.

OB 13/e is full of timely and engaging application and discussion features.

- **Bringing OB to Life**—Timely, even controversial issues from real life, are framed for student thought and discussion. Examples include “Building Skills to Succeed in a Collaboration Economy,” “Taking Steps to Curb Bias in Performance Assessment,” “Welcoming the Elephant to the Conference Room,” and “Paying or Not Paying for Kid’s Grades.”
- **Worth Considering... Or Best Avoided?**—Briefly summarizes a recent trend or decision from practice with pro and con aspects that can be analyzed from an OB perspective, and asks students to take a position on its efficacy. Examples include “Want Vacation? No Problem, Take as Much as You Want,” “Not Enough Women on Board? Europe Considers Setting Quotas,” “Own a Yoga Mat? Meditation Can be Good for You and Your Job,” and “Software Makes Online Meetings Easy. Is It Time to Kill Face-to-Face Sit Downs?”
- **Finding the Leader in You**—Introduces a real person’s leadership experience and asks students to use it to inquire into their personal leadership capacities. Examples include: Michelle Greenfield, sustainability entrepreneur, Ursula Burns, CEO of Xerox and the first African American woman to head a *Fortune* 500 firm; Gary Hirshberg, social entrepreneur and co-founder of Stonyfield Farms; and, Sarah Blakely, founder of Spanx.
- **Checking Ethics in OB**—Poses a situation or dilemma and asks students to answer the ethics questions. Examples include: “Social Loafing May Be Closer than You Think,” “Privacy in an Age of Social Networking,” “Workers Share their Salary Secrets,” “Cheat Now . . . Cheat Later,” “Blogging Can be Fun, but Bloggers Beware,” and “Furlough or Fire? Weighing Alternative Interests.”
- **OB in Popular Culture**—A short vignette that links chapter topics with popular culture examples from movies and television. Examples include “Ambition and the *Social Network*,” “Self-Management and *Slumdog Millionaire*,” “Conflict and the *Devil Wears Prada*,” and “Critical Thinking and *Tron Legacy*.”
- **Research Insight**—Highlights an article from a respected journal such as the *Academy of Management Journal* and the *Journal of Applied Psychology*. Sample topics include—interactional justice, racial bias, social loafing, demographic faultlines, and workplace identities.

OB 13/e once again includes the popular all-in-one teaching resource—*The OB Skills Workbook*.

The end-of-text *OB Skills Workbook* has become a hallmark feature of the textbook, and it has been updated and expanded for the new edition. The four sections in the new updated workbook that offer many ways to extend the OB learning experience in creative and helpful ways. All items have chapter assignment recommendations.

- **Cases for Critical Thinking**—20 cases selected for topical content and matched with recommended chapters.
- **Student Leadership Practices Inventory**—The popular Kouzes/Posner instrument ready for class use.
- **Team and Experiential Exercises**—52 exercises useful for teamwork and in-class experiential activities.
- **Self-Assessment Portfolio**—22 self assessment instruments for students’ personal reflection.

Student and Instructor Support

Organizational Behavior, 13th Edition, is supported by a comprehensive learning package that assists the instructor in creating a motivating and enthusiastic environment.

Companion Web Site The text's Web site at <http://www.wiley.com/college/schermerhorn> contains myriad tools and links to aid both teaching and learning, including nearly all of the student and instructor resources.

Instructor's Resource Guide The Instructor's Resource Guide offers helpful teaching ideas, advice on course development, sample assignments, and chapter-by-chapter text highlights, learning objectives, lecture outlines, class exercises, lecture notes, answers to end-of-chapter material, and tips on using cases.

Test Bank This comprehensive Test Bank is available on the instructor portion of the Web site and consists of over 200 questions per chapter. Each chapter has true/false, multiple choice, and short answer questions. The questions are designed to vary in degree of difficulty to challenge your OB students. The *Computerized Test Bank* contains content from the Test Bank provided within a test-generating program that allows instructors to customize their exams.

PowerPoint This robust set of lecture/interactive PowerPoints is provided for each chapter to enhance your students' overall experience in the OB classroom. The PowerPoint slides can be accessed on the instructor portion of the Web site and include lecture notes to accompany each slide. An *Image Gallery*, containing jpg files for all of the figures in the text, is also provided for instructor convenience.

Web Quizzes This set of online quizzes is written to match the Test Bank and varies in level of difficulty. It is designed to help your students evaluate their individual progress through a chapter. Web quizzes are available on the student portion of the Web site. Here students will have the ability to test themselves with 15–25 multiple choice and true-false questions per chapter.

Organizational Behavior Video Series and Teaching Guide Short news clips tied to the major topics in organizational behavior are available. These clips provide an excellent starting point for lectures or for general class discussion. Teaching notes for using the video clips are available on the instructor's portion of the Web site.

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Organizational Behavior All Access Pack The All Access Pack is perfect for today's students who want all of their course materials to be accessible anytime, anywhere. The All Access Pack includes the *WileyPLUS* online learning environment, a Wiley E-Text, downloadable to any device, and the printed OB Skills Workbook, which contains Self-Assessments, Team and Experiential Exercises, and Cases for Critical Thinking.

WileyPLUS

WileyPLUS is an innovative, research-based, online environment for effective teaching and learning.

WileyPLUS builds students' confidence because it takes the guesswork out of studying by providing students with a clear roadmap: **what to do, how to do it, if they did it right**. This interactive approach focuses on:

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MOTIVATION—To increase and sustain motivation throughout the semester, *WileyPLUS* helps students learn **how to do it** at a pace that's *right* for them. Our integrated resources—available 24/7—function like a personal tutor, directly addressing each student's demonstrated needs with specific problem-solving techniques.

SUCCESS—*WileyPLUS* helps to assure that each study session has a positive outcome by putting students in control. Through instant feedback and study objective reports, students know *if they did it right*, and where to focus next, so they achieve the strongest results.

With *WileyPLUS*, our efficacy research shows that students improve their outcomes by as much as one letter grade. *WileyPLUS* helps students take more initiative, so you'll have greater impact on their achievement in the classroom and beyond.

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- CBS/BBC videos
- Self-Assessments quizzes students can use to test themselves on topics such as emotional intelligence, diversity awareness, and intuitive ability.
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- Image Gallery
- Instructor's Resource Guide
- Gradable Reading Assignment Questions (embedded with online text)
- Question Assignments: all end-of-chapter questions
- Test Bank
- Web Quizzes
- Video Teaching Notes—includes questions geared towards applying text concepts to current videos

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WileyPLUS with ORION

Helping you learn by learning about you™.

WileyPLUS with ORION is an adaptive, personal learning experience that helps students find their way as they make new discoveries about how they learn. Highlighting both strengths and problem areas, **WileyPLUS with ORION** is the guide that helps all types of learners navigate through their studies to get optimal results in the most efficient amount of time.

WileyPLUS with ORION provides students with a personal, adaptive learning experience so they can build their proficiency on topics and use their study time most effectively. ORION helps students learn by learning about them.

- Unique to ORION, students **begin** by taking a quick diagnostic for any chapter. This will determine each student's baseline proficiency on each topic in the chapter. Students see their individual diagnostic report to help them decide what to do next with the help of ORION's recommendations.
- For each topic, students can either **Study** or **Practice**. Study directs students to the specific topic they choose in *WileyPLUS*, where they can read from the e-textbook or use the variety of relevant resources available there. Students can also practice, using questions and feedback powered by ORION's adaptive learning engine. Based on the results of their diagnostic and ongoing practice, ORION presents students with questions appropriate for their current level of understanding. The system continuously adapts to each student so that he or she can build proficiency.
- *WileyPLUS* with ORION includes a number of reports and ongoing recommendations for students to help them **maintain** their proficiency over time for each topic.

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OB Skills Workbook

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Research Methods in OB

Human Resource Management

Organizational Development

People make the difference

Juan Ocampo/NBAE/Getty

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Introducing Organizational Behavior

The Key Point

People in all of their rich diversity are the basic building blocks of organizations. Everyone deserves to be respected at work and to be satisfied with their jobs and accomplishments. The field of organizational behavior offers many insights into managing individuals and teams for high performance in today's complex workplace. ■

What's Inside

■ Bringing OB to LIFE

BUILDING SKILLS TO SUCCEED IN A COLLABORATION ECONOMY

■ Worth Considering . . . or Best Avoided?

TROUBLE BALANCING WORK AND HOME? HOME WORKING MAY BE THE ANSWER

■ Checking Ethics in OB

IS MANAGEMENT A PROFESSION?

■ Finding the Leader in You

MICHELLE GREENFIELD LEADS WITH A SUSTAINABILITY VISION

■ OB in Popular Culture

MORAL MANAGEMENT AND *JOHN Q*

■ Research Insight

WOMEN MIGHT MAKE BETTER LEADERS

Chapter at a Glance

- What Is Organizational Behavior, and Why Is It Important?
- How Do We Learn about Organizational Behavior?
- What Is the Context of Organizational Behavior?
- What Are the Challenges of Management in Organizations?
- What Are the Challenges of Leadership in Organizations?

Introducing Organizational Behavior

LEARNING ROADMAP

WHAT IS ORGANIZATIONAL BEHAVIOR?
IMPORTANCE OF ORGANIZATIONAL BEHAVIOR

■ What Is Organizational Behavior?

If you pause to consider the vast effects of our recent economic and social turmoil, there shouldn't be any doubt that organizations and their members face huge challenges. Talk to friends and follow the news headlines. Preferred jobs are still hard to come by for new college graduates, and unemployment remains high, especially for candidates without strong career skills. Those with jobs often struggle to support a desired lifestyle while balancing conflicting demands of work and family responsibilities. Like it or not, this is your world. It's the one you'll have to master for both career and personal success.

In this challenging era, the body of knowledge we call organizational behavior offers many insights of great value. **Organizational behavior (OB)** is the study of human behavior in organizations. It is an academic discipline devoted to understanding individuals, teams, interpersonal processes, and organizational dynamics. Learning about OB can help you build solid job skills and expand your potential for career success in the dynamic, shifting, and complex workplaces of today . . . and tomorrow.

Organizational behavior is the study of human behavior in organizations.

■ Importance of Organizational Behavior

Think OB and great jobs! Think OB and career success! Think OB and overall life satisfaction! Don't think—OB and another course completed for my degree!

The real importance of OB boils down to how it helps you develop the skills needed for a successful career in our ever-changing world. This is a time in which the normal complexities of human behavior in organizations are ramped up by an environment of constant change and the growing influence of social technology. Take the OB relevance test. How prepared are you to excel in jobs with fashion-forward titles like these?¹

Relationship champion • Logistics ringmaster • Innovation game changer
• Collaboration pioneer • Market trends virtuoso

If you can describe in your own words what these job holders would be doing, you're already moving in the right direction. You're starting to get a real sense of what it takes to succeed in this emerging new workplace and why it pays to learn what OB can teach us about human behavior in organizations.

Behind each of the prior job titles is a common foundation that comes to life as "networking," "connecting," "ideating," "collaborating," "helping," "linking," "supporting," "seeking," and "performing." These and other similar behaviors drive what can be called a **smart workforce**, one in which you must be prepared to excel.² Smart workforces are communities of action whose members tackle constantly shifting projects while sharing knowledge and skills to solve real and often complex problems. Smart workforces are built through connections activated by relational skills and social technologies and used to forge a powerful collective brain that keeps growing and adapting over time.

This text helps you bridge the gap between OB as a body of knowledge and OB as a pathway to career and life success. Our book is about people, everyday people like you and like us, who work and pursue careers in today's demanding settings. It's about people who seek fulfillment in their lives and jobs in a variety of ways and in uncertain times. It's about

Members of a **smart workforce** work in shifting communities of action in which knowledge and skills are shared to solve real and complex problems.

BRINGING OB TO LIFE

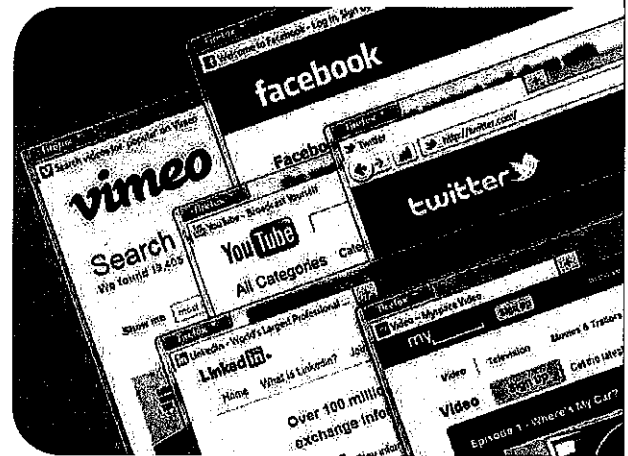
"Collaboration leaders help make the people-to-people connections that give life to collaborative organizations."

Building Skills to Succeed in a Collaboration Economy

Every time you log onto Facebook or LinkedIn, join a multiplayer online game, or check Yelp for advice on a good restaurant, you are part of a fast-moving technology-driven, and very social world. But, are you taking the skills honed in these everyday experiences and developing them for career success in a new "collaboration economy?" It's a setting where work gets done, customers get served, and ideas and information get shared 24/7.

Dean Sally Blount of Northwestern's Kellogg School says that success is earned in our collaboration economy by "people and companies who connect and collaborate more effectively." Jacob Morgan, author of *The Collaborative Organization* (McGraw-Hill, 2012), says that there is a great opportunity for "collaboration leaders" who value and respect others as the most important assets of organizations.

Collaboration leaders aren't figureheads with formal titles. They are everyday leaders who are exceptionally good at teamwork, information sharing, giving and receiving feedback, providing peer support, and recognizing the contributions of others. In other words, collaboration leaders help make the people-to-people connections that give life to collaborative organizations. They bring social technology together with face-to-face interactions to harness the powers of knowledge, creativity, and teamwork.



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The collaboration economy presents a pretty stiff career test. It calls for "hard" technology skills and real job expertise to be combined with "soft" people skills and a genuine personal presence. But that's the great opportunity of your course in organizational behavior—a chance to learn more about yourself and how people work together in organizations. The question is this: Are you ready to jump in and let OB help build your skills for success in a collaboration economy?

the challenges of leadership, ethics, globalization, technology, diversity, work-life balance, and many social issues. And it is about how our complex ever-changing environment requires people and organizations to continuously adapt and improve in the quest for promising futures.

There is no doubt that success with our life and career goals requires ongoing learning and continuous attention to new trends, practices, and opportunities. The following changes in what people expect and value in terms of human behavior in organizations are of special interest in the study of OB.³

- **Importance of connections and networks.** Work is increasingly being done through personal connections and networks. In this environment, building effective relationships face to face and online is a must-have career skill.
- **Commitment to ethical behavior.** Highly publicized scandals involving unethical and illegal practices prompt concerns for ethical behavior in the workplace; growing intolerance for breaches of public faith by organizations and those who run them are drawing new attention to business ethics.

◀ Trends with human behavior in organizations

- *Broader views of leadership.* New pressures and demands mean organizations can no longer rely on just managers for leadership. Leadership is valued from all members, found at all levels, and flows in all directions—not just top-down.
- *Emphasis on human capital and teamwork.* Success is earned through knowledge, experience, and commitments to people as valuable human assets; work is increasingly team based with a focus on peer contributions.
- *Demise of command-and-control.* Traditional hierarchical structures and practices are being replaced by shared leadership, flexible structures, and participatory work settings that engage human and social capital.
- *Influence of information technology.* As new technologies—including social media—penetrate the workplace, implications for work arrangements, organizational systems and processes, and individual behavior are continuously evolving.
- *Respect for new workforce expectations.* The new generation is less tolerant of hierarchy, more high tech, and less concerned about status. Balance of work and nonwork responsibilities is a top-priority value.
- *Changing concept of careers.* New economy jobs require special skill sets and a continuous development. More people now work as independent contractors and freelancers who shift among employers rather than hold full-time jobs.
- *Concern for sustainability.* Issues of sustainability are top priorities. Decision making and goal setting increasingly give attention to the environment, climate justice, and preservation of resources for future generations.

Organizational Behavior as a Science

LEARNING ROADMAP

SCIENTIFIC FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR
HOW WE LEARN ABOUT ORGANIZATIONAL BEHAVIOR

How do we find out what a new generation of graduates really wants and needs from work and in careers? How do we learn how to integrate multigenerational workforces around common goals and high performance expectations? How do we gain solid insights into how these and other important issues of human behavior play out in day-to-day organizational practice? The answer is found in one word: *science*.

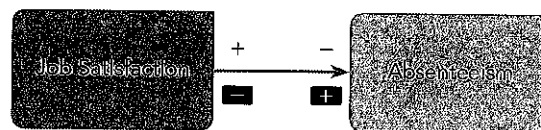
■ Scientific Foundations of Organizational Behavior

More than a century ago, consultants and scholars were already giving attention to the systematic study of management and organizational practices. Although the early focus was on physical working conditions, principles of administration, and industrial engineering, interest soon broadened to include the human factor. This led to research dealing with individual attitudes, group dynamics, and the relationships between managers and workers. Organizational behavior then emerged as a scholarly discipline devoted to scientific understanding of individuals and groups in organizations, and of the performance implications of organizational processes, systems, and structures.⁴

Interdisciplinary Body of Knowledge Organizational behavior is an interdisciplinary body of knowledge with strong ties to the behavioral sciences—psychology, sociology, and anthropology—as well as to allied social sciences such as economics and

political science. What makes OB unique is its desire to integrate the diverse insights of these other disciplines and apply them to real-world organizational problems and opportunities. The ultimate goal of OB is to improve the performance of people, groups, and organizations, and to improve the quality of work life overall.

Use of Scientific Methods The field of organizational behavior uses scientific methods to develop and empirically test generalizations about behavior in organizations. OB scholars often propose and test **models**—simplified views of reality that attempt to identify major factors and forces underlying real-world phenomena. These models link **independent variables**—presumed causes—with **dependent variables**—outcomes of practical value and interest. For example, the following model describes one of the findings of OB research: Job satisfaction (independent variable) influences, absenteeism (dependent variable). The “+” and “−” signs indicate that as job satisfaction increases absenteeism is expected to go down, and as job satisfaction decreases, absenteeism should go up.



Models are simplified views of reality that attempt to explain real-world phenomena.

Independent variables are presumed causes that influence dependent variables.

Dependent variables are outcomes of practical value and interest that are influenced by independent variables.

As you look at the above model, you might ask what dependent variables other than absenteeism are also important to study in OB—perhaps things like task performance, ethical behavior, work stress, incivility, team cohesion, and leadership effectiveness. Think also about job satisfaction as a dependent variable in its own right. What independent variables do you believe might explain whether satisfaction will be high or low for someone doing a service job, such as an airline flight attendant, or a managerial job, such as a school principal?

Figure 1.1 describes methods commonly used by OB researchers to study models and the relationships among variables. These research methods are based on scientific thinking. This means (1) the process of data collection is controlled and systematic, (2) proposed explanations are carefully tested, and (3) only explanations that can be rigorously verified are accepted.

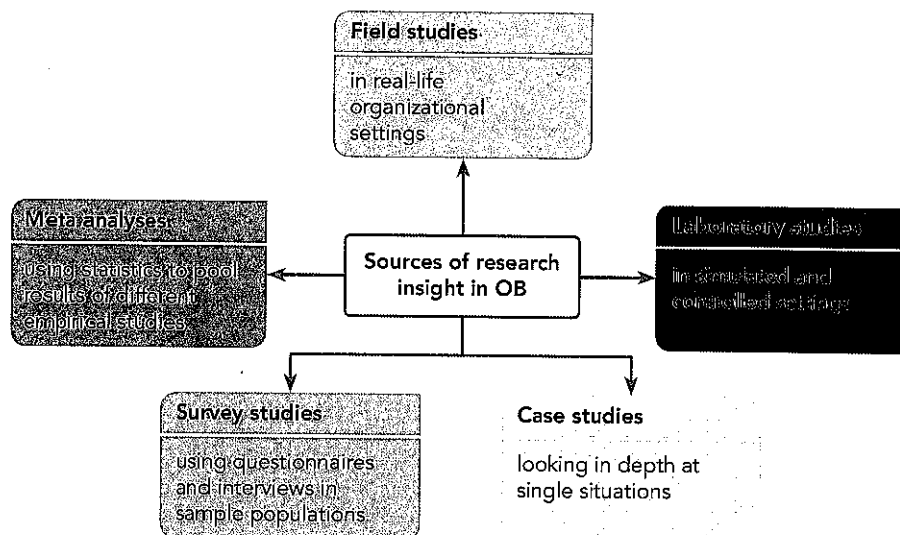


FIGURE 1.1 Common scientific research methods in organizational behavior.

Something to Read—*The Shift: The Future of Work Is Already Here*

As professor of management at the London Business School, Lynda Gratton worries that students fail to understand the nature, pace, and complexity of forces shaping the future of work. Her book, *The Shift* (HarperBusiness UK, 2011) describes five key forces: technology (helpful but time consuming), globalization (workers from everywhere compete for the same jobs), demography (more people, less space), society (traditional communities under threat), and energy resources (too few and shrinking). So “What’s the worker to do?” she asks. Her answer is that we can

default and accept a bleak future, or craft for ourselves a bright one.

To work on the bright side we have to shift from “shallow generalist to serial master” of things; from “isolated competitor to innovative connector” in vast networks; and from “voracious consumer to impassioned producer” more focused on creating things than buying them.



Eamonn McCabe/Camera Press/
Redux Pictures

Focus on Application The science of organizational behavior focuses on applications that can make a real difference in how organizations and people in them perform. Some examples of the many practical research questions addressed by the discipline of OB and reviewed in this book are:

What causes unethical and socially irresponsible behavior by people in organizations? • How should rewards such as pay raises be allocated? • How can jobs be designed for both job satisfaction and high performance? • What are the ingredients of successful teamwork? • How can a manager deal with resistance to change? • Should leaders make decisions by individual, consultative, or group methods? • How can win–win outcomes be achieved in negotiations?

Contingency Thinking Rather than assuming that there is one best or universal answer to questions such as those just posed, OB recognizes that behavior and practices must be tailored to fit the exact nature of each situation—this is called **contingency thinking**. In fact, one of the most accepted conclusions of scientific research to date is that there is no single best way to handle people and the situations that develop as they work together in organizations.

Stated a bit differently, contingency thinking recognizes that cookie-cutter solutions cannot be universally applied to solve organizational problems. Responses must be crafted to best fit the circumstances and people involved. As you might expect, this is where solid scientific findings in organizational behavior become very helpful. Many examples are provided in the “Research Insight” feature found in each chapter.

Quest for Evidence An essential responsibility of any science is to create and test models that offer evidence-based foundations for decision making and action. A book by scholars Jeffrey Pfeffer and Robert Sutton defines **evidence-based management** as making decisions on “hard facts”—that is, about what really works, rather than on “dangerous half-truths”—what sounds good but lacks empirical substantiation.⁵ One of the ways evidence-based thinking manifests itself in OB is through a

Contingency thinking seeks ways to meet the needs of different management situations.

Evidence-based management uses hard facts and empirical evidence to make decisions.

Research Insight

Women Might Make Better Leaders

No one doubts there are good and bad leaders of both genders. But research by Alice Eagley and her colleagues at Northwestern University suggests that women are often perceived as more likely than men to use leadership styles that result in high performance by followers.

In a meta-analysis that statistically compared the results of forty-five research studies dealing with male and female leadership styles, Eagley and her team concluded that women are frequently described as leading by inspiring, exciting, mentoring, and stimulating creativity. They point out that these behaviors have "transformational" qualities that build stronger organizations through innovation and teamwork. Women also score higher on rewarding positive performance, while men score higher in punishing and correcting mistakes.

Eagley and her colleagues explain the findings in part by the fact that followers are more accepting of a transformational style when the leader is female, and that the style comes more naturally to women because of its emphasis on nurturing. They also suggest that because women may have to work harder than men to succeed,

their leadership skills get tough tests and end up being better developed.

Possible Leadership Strengths of Women

- Transformational
- Good at mentoring
- Very inspiring
- Encourage creativity
- Show excitement about goals
- Reward positive performance

Do the Research What do you think: Is this study on track? Conduct an interview study of people working for female and male managers. Ask this question: Do women lead differently from men? Organize the responses, and prepare an analysis that answers your research question. Although not scientific, your study could prove quite insightful.

Source: Alice H. Eagley, Mary C. Johannesen-Smith, and Marloes I. van Engen, "Transformational, Transactional and Laissez-Faire Leadership: A Meta-Analysis of Women and Men," *Psychological Bulletin* 24.4 (2003), pp. 569–591.

contingency approach in which researchers identify how different situations can best be understood and handled.

Cross-Cultural Awareness In a time of complex globalization, it's important for everyone, from managers and employees to government leaders, to understand how OB theories and concepts apply in different countries.⁶ Although it is relatively easy to conclude that what works in one culture may not work as well in another, it is far more difficult to describe how specific cultural differences can affect such things as ethical behavior, motivation, job satisfaction, leadership style, and negotiating tendencies. OB is now rich with empirically based insights into cross-cultural issues.

Learning about Organizational Behavior

Today's knowledge-based world and smart workforces place a great premium on learning. Only the learners, so to speak, will be able to keep the pace and succeed in a connected, high-tech, global, and constantly changing environment. But just what are we talking about here?

Think of **learning** as an enduring change of behavior that results from experience. Think also of **lifelong learning** as a process of learning continuously from day-to-day experiences. When it comes to learning about OB, this book and your course are starting points and launch platforms to make your experiences more meaningful. There also is a rich and ever-expanding pool of learning experiences available in the work events and

Learning is an enduring change in behavior that results from experience.

Lifelong learning is continuous learning from everyday experiences.

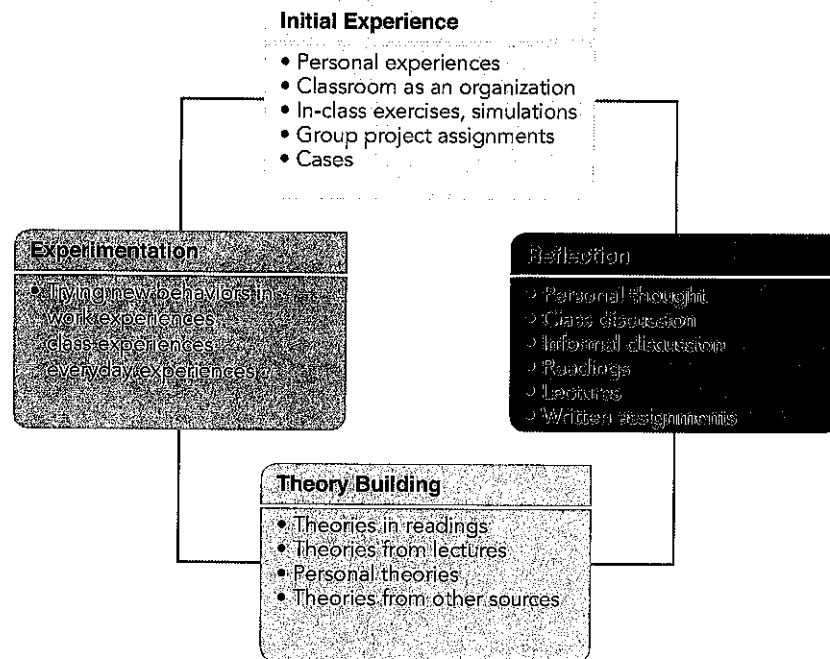


FIGURE 1.2 Experiential learning in an OB course.

activities, conversations with colleagues and friends, counseling and advice provided by mentors, success models, training seminars and workshops, and other daily opportunities that consume your time. What is learned from all such experiences—now and in the future—will in many ways be the key to your personal and career success. The “Bringing OB to Life” feature helps you make these connections between OB and our everyday experiences.

Figure 1.2 shows how the content and activities of the typical OB course fit together in an experiential learning cycle.⁷ The learning sequence begins with initial experience and subsequent reflection. It grows as theory building takes place to try to explain what has happened. Theory is then tested in behavior. Textbooks, readings, class discussions, and other course assignments and activities should help you practice the phases of the learning cycle.

Notice that Figure 1.2 assigns to you a substantial responsibility for learning. Along with your instructor, our author team can offer examples, cases, and exercises to provide you with initial experience. We can even stimulate your reflection and theory building by presenting concepts and discussing their research and practical implications. Sooner or later, however, you must become an active participant in the process; you and only you can do the work required to take full advantage of the learning cycle.

At the end of this book you’ll find the rich and useful *OB Skills Workbook*. It provides a variety of active learning opportunities that can help you better understand the practical applications of OB concepts, models, and theories. The workbook contains cases for analysis, team and experiential exercises, and a portfolio of self-assessments that includes the popular Kouzes and Posner “Student Leadership Practices Inventory.”

Finally, don’t forget that opportunities to learn more about OB and yourself abound in everyday living. Every team project, part-time work experience, student co-curricular activity, or visit to the store is rich in learning potential. Even our leisure pastimes from sports to social interactions to television, movies, and online games offer learning insights—if we tune in. The “OB in Popular Culture” feature in each chapter is a reminder to keep your learning dialed in all the time.

OB IN POPULAR CULTURE

Moral Management and *John Q*

Moral managers try to act with ethical principles while immoral managers make decisions primarily on self-interest. To be sure, many decisions in organizations are quite complicated, and their ethical components may be hard to sort out.

The film *John Q* depicts the story of a desperate father's attempt to save his dying child. John Archibald (Denzel Washington) learns that his son, Mike, needs a heart transplant and he does not have sufficient insurance coverage. He decides to take the heart surgeon hostage in the hospital's emergency room. During a lull, the hostages and medical staff discuss how managed care insurance practices and hospital policies result in treatment decisions that are not always in the best interests of the patient. One hostage questions these practices in light of the medical profession's Hippocratic Oath.

When Mike's (Daniel Smith) condition worsens, John decides to commit suicide so that a heart will be available. The heart surgeon initially balks for ethical reasons, then agrees to do the surgery. In the end, the sacrifice is



New Line Cinema/Photofest

not necessary. The hospital gets word that a donor heart is available and on its way.

This movie is worth watching as a study in organizational behavior. It illustrates that ethical lines can sometimes be blurry. What's "right" or "wrong" isn't always clear or agreed upon. If an insurance company refuses to pay for preventive health screening, should the doctor order it? If someone can't pay, should doctors and hospitals still provide medical care? Should a doctor adhere to hospital policies if they jeopardize the health of a patient?

Get to Know Yourself Better Take Assessment 5, Personal Values, in the *OB Skills Workbook*. The values we hold influence our ethical views. This is a good time to check yours by taking the assessment and asking yourself these questions: What did I learn about my values? Are they balanced? Do the results suggest anything about how I might approach situations with ethical components? Can the emphasis I place on certain values create pressures to act unethically?

The Context of Organizational Behavior

LEARNING ROADMAP

ORGANIZATIONS AND THE EXTERNAL ENVIRONMENT
THE INTERNAL ENVIRONMENT OF ORGANIZATIONS
DIVERSITY AND MULTICULTURALISM IN ORGANIZATIONS

■ Organizations and the External Environment

In order to understand the complex forces that influence human behavior in organizations, we need to begin with the nature of the "organization" itself. Simply stated, an **organization** is a collection of people working together in a division of labor to achieve a common purpose. This definition describes everything from clubs, voluntary

An **organization** is a collection of people working together to achieve a common purpose.

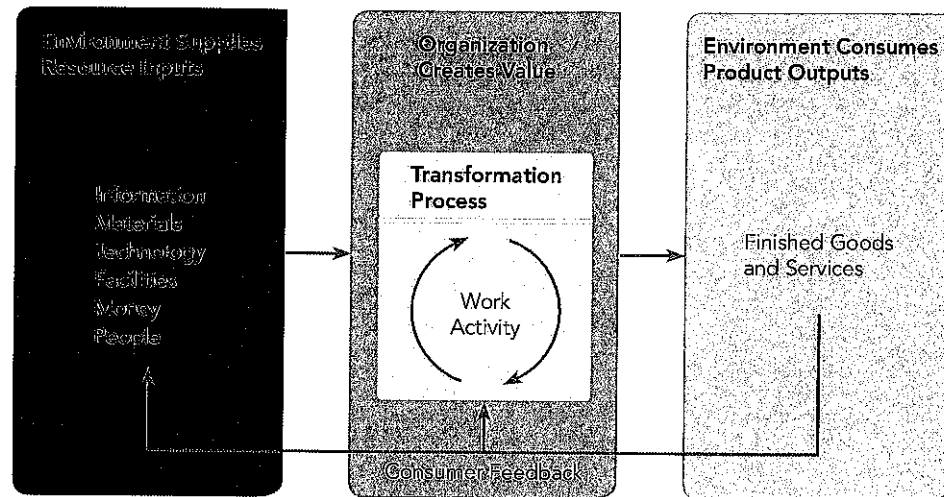


FIGURE 1.3 Organizations are open systems that create value while interacting with their environments.

Open systems transform human and material resource inputs into finished goods and services.

Complex adaptive systems interact and adapt with their environments to survive.

Stakeholders are people and groups with an interest or stake in the performance of the organization.

organizations, and religious bodies to entities such as small and large businesses, schools, hospitals, and government agencies.

Figure 1.3 shows that organizations are dynamic **open systems**. They obtain resource inputs from the environment and transform them into finished goods or services that are returned to the environment as product outputs. If everything works right, suppliers value the organization and continue to provide needed resources, employees infuse work activities with their energies and intellects, and customers and clients value the organization's outputs enough to create a continuing demand for them.

Organizations are also **complex adaptive systems**. Because the environments they interact with are constantly evolving and changing, organizations must adapt to survive. And in a world that is increasingly complicated—socially, politically, and economically—this process of adaptation is never ending. Organizations today are embedded in environments whose components are so highly interconnected that changes in one have consequences—sometimes unpredictable and even uncontrollable—for other parts. A recent IBM Global Chief Executive Officer Study identifies this rise of complexity as the biggest challenge facing world leaders today. One CEO says: “The time available to capture, interpret and act on information is getting shorter and shorter.”⁸

It can be useful to describe and analyze the external environments of organizations in terms of **stakeholders**—people, groups, and institutions that are affected by and thus have an interest or stake in an organization's performance. Key stakeholders from an OB perspective include an organization's customers, owners, employees, suppliers, regulators, and local communities, as well as future generations.

Although an organization should ideally operate in ways that best serve all stakeholders, the realities are that conflicting interests add to the complexity faced by decision makers. Consider possibilities such as these. Customers want value pricing and high-quality products, owners want profits and returns on investments. Employees want secure jobs with good pay and benefits, suppliers want reliable contracts and on-time payments. Regulators want compliance with laws, local communities want good organizational citizenship and community support. Present generations want the benefits of available natural resources, future generations want preserved and protected for long-term sustainability.

■ The Internal Environment of Organizations

The internal environment of organizations also creates an important context for human behavior. Think about it. Do you act differently when you are with your friends, at school, or at work? In many cases the answer is probably “yes,” and the question then becomes “Why?” The answer is that the context is different. To understand behavior in any setting, we must always ask how contextual factors influence it and in what ways. And, we must also consider how we or other people are affecting the context. The question in this respect is: How do our behaviors contribute to what is happening to us and around us, and in both positive and negative ways?

One of the strongest contextual influences on human behavior is **organizational culture**—the shared beliefs and values that influence the behavior of organizational members. Former eBay CEO Meg Whitman calls it the “character” of the organization. She says organization culture is “the set of values and principles by which you run a company” and becomes the “moral center” that helps every member understand what is right and wrong in terms of personal behavior.⁹

Organizational cultures influence the way we feel and act as members. In more authoritarian and hierarchical cultures, people are hesitant to make decisions and take action on their own. So, they withhold initiative and wait for approval. In competitive cultures, people can be extremely aggressive in the quest for rewards. Still other cultures are known for their emphasis on speed and agility in dealing with markets and environments, and in generating new ideas and innovations.

There is also something called **organizational climate**—the shared perceptions among members regarding what the organization is like in terms of management policies and practices. You have probably noticed that relations among managers and employees are relaxed and communication is free-flowing in some climates. But in others, managers act distant and communication is restricted.

Just how an organization’s culture and climate affect members depends on something called “fit”—the match of internal environment and individual characteristics. People who find a good fit tend to experience confidence and satisfaction. Those with a bad fit may be prone to withdraw, experience stress, and even become angry and aggressive due to dissatisfaction. The sidebar suggests possible fit preferences for today’s graduates.

Organizational culture is a shared set of beliefs and values within an organization.

Organizational climate represents shared perceptions of members regarding what the organization is like in terms of management policies and practices.

Workforce diversity describes how people differ on attributes such as age, race, ethnicity, gender, physical ability, and sexual orientation.

■ Diversity and Multiculturalism in Organizations

People are an important aspect of the internal environment of any organization. Consultant R. Roosevelt Thomas makes the point that positive organizational cultures tap the talents, ideas, and creative potential of *all* members.¹⁰ This focuses attention on **workforce diversity**, the presence of individual differences based on gender, race and ethnicity, age, able-bodiedness, and sexual orientation.¹¹ It also highlights

Today’s Grads Take Values to Work

They’re called “Generation F,” short for the Facebook Generation. Management scholar and consultant Gary Hamel says they are bringing new expectations to the workplace.

- All ideas deserve a hearing.
- Contributions overrule credentials.
- Authority is earned, not given.
- Leaders are chosen, not assigned.
- Power comes from information sharing.
- Wisdom lies within the crowd.
- Teams are self organizing.
- Community grows from shared decision making.
- Recognition and joy count along with money as motivators.
- Rabble rousing is embraced, not discouraged.

Multiculturalism refers to pluralism and respect for diversity in the workplace.

Inclusion is the degree to which an organization's culture respects and values diversity.

multiculturalism as an attribute of organizations that emphasize pluralism, and genuine respect for diversity and individual differences.¹² And in respect to Thomas's point again, organizations benefit when the variety of ideas and perspectives of a diverse workforce help them deal with complexity through innovation and adaptability.

Demographic trends driving workforce diversity in American society are well recognized. There are more women working than ever before. They earn 60 percent of college degrees and fill a bit more than half of managerial jobs.¹³ The proportion of African Americans, Hispanics, and Asians in the population is now above 43 percent and increasing. By the year 2060, six out of every 10 Americans will be a person of color, and close to 30 percent of the population overall will be Hispanic.¹⁴

A key issue in any organization is **inclusion**—the degree to which the culture embraces diversity and is open to anyone who can perform a job, regardless of their diversity attributes.¹⁵ In practice, however, valuing diversity must still be considered a work in progress. Women still earn only about 75 cents per dollar earned by men; female CEOs earn 85 cents per dollar earned by males. At *Fortune* 500 companies women hold only 15 CEO jobs and 6.2 percent of top-paying positions; women of color hold only 1.7 percent of corporate officer positions and 1 percent of top-paying jobs.¹⁶ Indeed, when Ursula Burns was named CEO of Xerox, she became the first African-American woman to head a *Fortune* 500 firm.¹⁷

Management and Organizational Behavior

LEARNING ROADMAP

EFFECTIVE MANAGERS • THE MANAGEMENT PROCESS
ESSENTIAL MANAGERIAL SKILLS • ETHICAL MANAGEMENT

Effective Managers

A **manager** is a person who supports the work efforts of other people.

A **manager** is someone whose job it is to directly support the work efforts of others. Being a manager is a unique challenge with responsibilities that link closely with the field of organizational behavior. At the heart of the matter, managers help other people get important things done in timely, high-quality, and personally satisfying ways. And in the workplaces of today, this is accomplished more through “helping” and “supporting” than through traditional notions of “directing” and “controlling.” You’ll find that the word *manager* is increasingly being replaced in conversations by such terms as *coordinator*, *coach*, or *team leader*.

Technology Makes Crowdsourcing Grades Easy, But Is It a Step Too Far?

As colleges and universities face financial and political pressures to increase “productivity” in academic programs, online course offerings are proliferating. Instructors are experimenting with new ways to deliver and grade online content.

One innovation is to take grading away from the instructor and give it to the “crowd.” An assignment is graded by averaging scores assigned by the online students reading each other’s work.

It’s an attractive option since productivity goes up as instructors can easily handle more student enrollments. But critics view it as an unfortunate change in the instructor’s role.

Professor Adam Falk of Williams College asks if the educational outcome is the “equivalent of a highly trained professor providing thoughtful evaluation and detailed response?”



© Chris Schmidt/iStockphoto

Whatever the label used, someone who is an **effective manager** helps other people achieve both high performance and job satisfaction. This definition focuses attention on two key outcomes, or dependent variables, that are important in OB. The first is **task performance**. Think of this as the quality and quantity of the work produced or the services provided by an individual, team or work unit, or organization as a whole. The second is **job satisfaction**. It indicates how people feel about their work and the work setting.

OB is quite clear that managers and team leaders should be held accountable for both task performance and job satisfaction. Performance pretty much speaks for itself. Satisfaction might give you some pause for thought. But just as a valuable machine should not be allowed to break down for lack of proper maintenance, the talents and enthusiasm of an organization's workforce should never be lost or compromised for lack of proper care. In this sense, taking care of job satisfaction today can be considered an investment in tomorrow's performance potential.

An **effective manager** helps others achieve high levels of both performance and satisfaction.

Task performance is the quantity and quality of work produced.

Job satisfaction is a positive feeling about one's work and work setting.

The Management Process

Anyone serving as a manager or team leader faces a challenging and complicated job. The nature of managerial work is often described and taught through the four functions shown in Figure 1.4—planning, organizing, leading, and controlling. These functions make up the **management process** and involve the following responsibilities.

Four functions of management

- **Planning.** Defining goals, setting specific performance objectives, and identifying the actions needed to achieve them.
- **Organizing.** Creating work structures and systems, and arranging resources to accomplish goals and objectives.
- **Leading.** Instilling enthusiasm by communicating with others, motivating them to work hard, and maintaining good interpersonal relations.
- **Controlling.** Ensuring that things go well by monitoring performance and taking corrective action as necessary.

The **management process** involves fulfilling the four responsibilities of planning, organizing, leading, and controlling.

Planning sets objectives and identifies the actions needed to achieve them.

Organizing divides up tasks and arranges resources to accomplish them.

Leading creates enthusiasm to work hard to accomplish tasks successfully.

Controlling monitors performance and takes any needed corrective action.

In what has become a classic study, Henry Mintzberg described how managers enact the management process in a busy, hectic, and challenging work context where they are move among many tasks and face many interruptions.¹⁸ He went on to point out that the

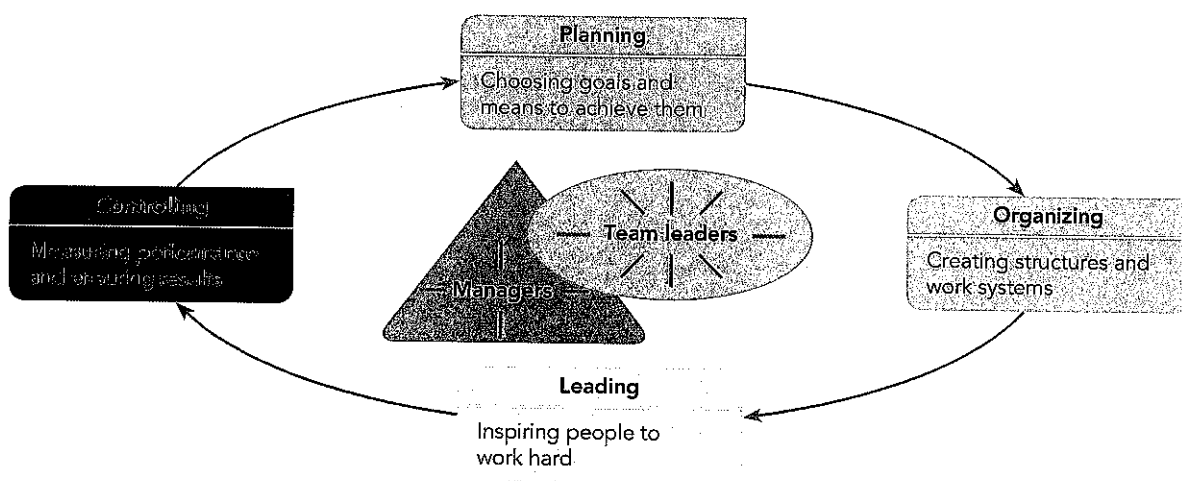


FIGURE 1.4 The management process of planning, organizing, leading, and controlling.

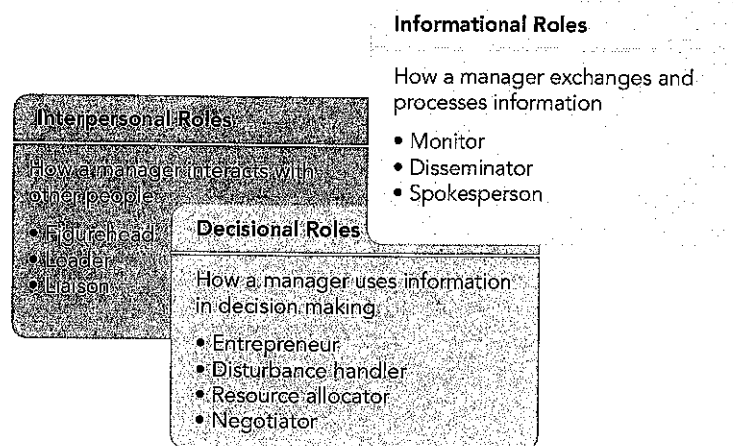


FIGURE 1.5 Mintzberg's ten roles of effective managers.

four management functions are fulfilled more simultaneously than step-by-step. They are also accomplished while a manager acts out the set of ten managerial roles shown in Figure 1.5.

A manager's *interpersonal roles* involve working directly with other people, hosting and attending official ceremonies (figurehead), creating enthusiasm and serving people's needs (leader), and maintaining contacts with important people and groups (liaison). The *informational roles* involve managers exchanging information with other people, seeking relevant information (monitor), sharing it with insiders (disseminator), and sharing it with outsiders (spokesperson). A manager's *decisional roles* involve making decisions that affect other people, seeking problems to solve and opportunities to explore (entrepreneur), helping to resolve conflicts (disturbance handler), allocating resources to various uses (resource allocator), and negotiating with other parties (negotiator).

■ Essential Managerial Skills

We all need skills to do well in work and life. It's no different for managers and team leaders—it takes skill to perform well. Formally stated, a **skill** is an ability to translate knowledge into action that results in a desired performance. Robert Katz divides the essential managerial skills into three categories: technical, human, and conceptual.¹⁹

A **skill** is an ability to turn knowledge into effective action.

Technical skill is an ability to perform specialized tasks.

Technical Skills A **technical skill** is an ability to perform specialized tasks using knowledge or expertise gained from education or experience. A good example is skill in using the latest communication and information technologies. In the high-tech workplaces of today, technical proficiency in database management, spreadsheet analysis, presentation software, video chats and conferencing, and social media is often a hiring prerequisite. It's also helpful to think "skills" in respect to your college major. Recruiters today don't just want to know that you are a marketing or finance or MIS major with high grades. They want to know what skills in the major you are going to bring with you to the job.

Human skills comprise the ability to work well with other people.

Human Skills Central to all aspects of managerial work and team leadership are **human skills**, or the ability to work well with other people. They show up as a spirit of trust, enthusiasm, and genuine involvement in interpersonal relationships. A person with good human skills will have a high degree of self-awareness and a capacity for understanding or empathizing with the feelings of others. People with this skill are able to interact well with others, engage in persuasive communications, and deal successfully with disagreements and conflicts.

Emotional intelligence is the ability to manage oneself and one's relationships effectively.

A manager or team leader's human skills should contain a strong base of **emotional intelligence** (EI). As defined by Daniel Goleman, EI is the ability to understand and

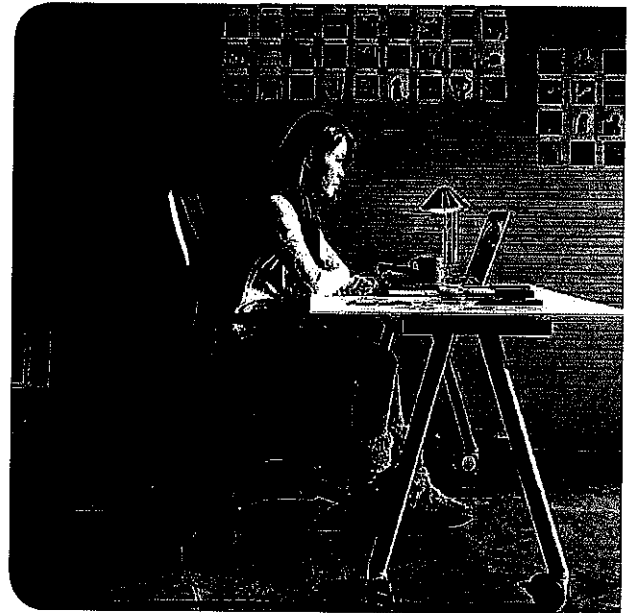
WORTH CONSIDERING ...OR BEST AVOIDED?

Trouble Balancing Work and Home? Home Working May Be the Answer

A group of Stanford University researchers wondered if allowing work to be done at home was really worth it to employers. Seeking real facts upon which to base a conclusion, they set up a field experiment using call center workers at a large Chinese travel agency.

Using odd or even birth dates, 255 volunteers were randomly assigned to "at home" or "in the office" work shifts for 9 months. Their performance was monitored and an overall evaluation made at the end of the research period. Results showed that telecommuters were online for more minutes, took more calls per hour, and were less likely to quit. They also reported more positive moods and greater job satisfaction than did the office workers. Working at home also resulted in fewer break times while on shift and fewer days of sick leave.

When productivity gains, reduced training and hiring costs, and office rentals were tallied, the company calculated it saved \$2,000 for every \$3,000 spent on telecommuter salaries. And when the experiment was over and workers were given the chance to switch groups if they wished, those that ended up in the telecommuter group became even more productive.



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Do the Analysis

What's your take? Do the findings make sense in terms of your impressions and experience? Does this study suggest that everyone should be given the option to work from

home at least part of the time? What conditions might you set on the types of jobs and job holders that qualify for work from home? Is the evidence from this study good enough to make real-world decisions about the use of telecommuting?

manage emotions well, both personally and in relationships with others.²⁰ The building blocks for emotional intelligence are:

- *Self-awareness*—ability to understand your own moods and emotions
- *Self-regulation*—ability to think before acting and to control bad impulses
- *Motivation*—ability to work hard and persevere
- *Empathy*—ability to understand the emotions of others
- *Social skill*—ability to gain rapport with others and build good relationships

◀ Core building blocks of emotional intelligence

Human skills in emotional intelligence and interpersonal relationships are essential to success in each of the managerial activities and roles previously discussed. If you don't have the human skills you can't connect with other people in a positive way. Managers and team leaders need these skills to develop, maintain, and work well with a wide variety of people, both inside and outside the organization.²¹ These include *task networks* of specific job-related contacts, *career networks* of career guidance and opportunity resources, and *social networks* of trustworthy friends and peers.²² It can be said in this sense that strong human skills are the pathways to obtain **social capital** in the form of relationships and networks that can be called upon as needed to get work done through other people.

Social capital is a capacity to get things done due to relationships with other people.

Conceptual Skills In addition to technical and human skills, managers should be able to view the organization or situation as a whole so that problems are always solved

Conceptual skill is the ability to analyze and solve complex problems.

for the benefit of everyone concerned. This capacity to think analytically and solve complex and sometimes ambiguous problems is a **conceptual skill**. It involves the ability to see and understand how systems work and how their parts are interrelated, including human dynamics. Conceptual skill is used to identify problems and opportunities, gather and interpret relevant information, and make good problem-solving decisions.

One final point about Katz's model of essential managerial skills is worth thinking about. He suggests that the relative importance of these skills varies across the different levels of management. Technical skills are considered more important at entry levels, where supervisors and team leaders must deal with job-specific problems. Senior executives require more conceptual skills as they face more complex problems and deal with strategic issues related to organizational mission and fitness. Human skills, which are strongly grounded in the foundations of organizational behavior, are consistently important across all managerial levels.

■ Ethical Management

Having managerial and leadership skills is one thing; using them correctly to get things done in organizations is quite another. And when it comes to ethics and morality, scholar Archie B. Carroll draws a distinction between immoral managers, amoral managers, and moral managers.²³

An **immoral manager** chooses to behave unethically.

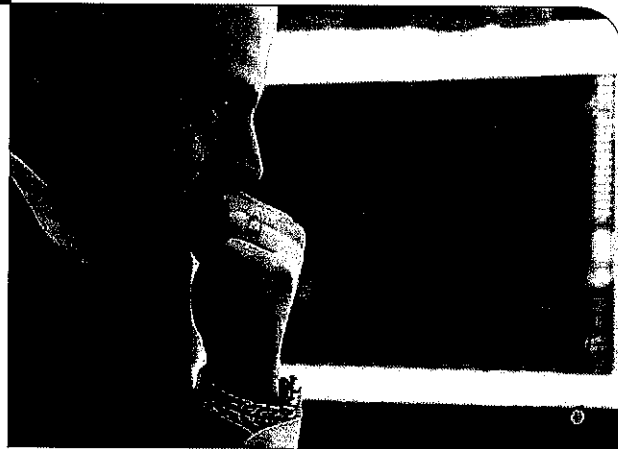
The **immoral manager** essentially chooses to behave unethically. She or he doesn't subscribe to any ethical principles, making decisions and acting to gain best personal

CHECKING ETHICS IN OB

Is Management a Profession?

Does it surprise you that a *Harvard Business Review* article claims managers are losing the public trust? To help change things for the better, the authors call for business schools to address management as a "profession" that is governed by codes of conduct that "forge an implicit social contract with society." One response to their call is MBA Oath, a nonprofit organization. Its goal is to create a community of graduating MBA students from any university that voluntarily sign an oath that pledges them to "create value responsibly and ethically." So far over 250 schools are represented in the community. A student signing the MBA Oath accepts statements such as these:

"I will manage my enterprise with loyalty and care, and will not advance my personal interests at the expense of my enterprise or society."



Jin Lee/Bloomberg/Getty Images, Inc.

"I will refrain from corruption, unfair competition, or business practices harmful to society."

"I will protect the human rights and dignity of all people affected by my enterprise, and I will oppose discrimination and exploitation."

Make Ethics Personal What is your position on the MBA Oath? Would you take it, and sincerely try to live up to it in day-to-day practice? How about the whole concept of management being a profession like medicine and law? Can professionalizing management really make a difference in terms of ethical accountability and everyday managerial behavior?

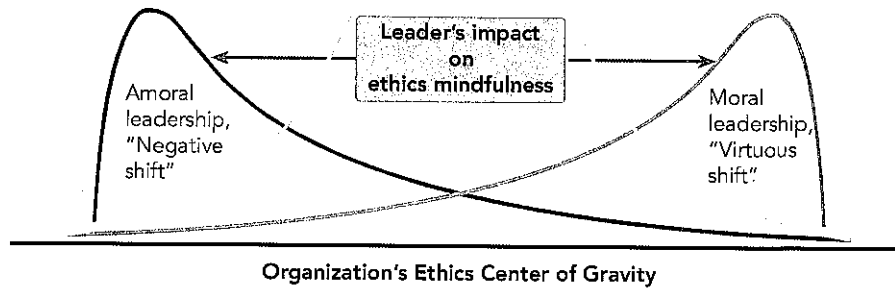


FIGURE 1.6 Moral leadership, ethics mindfulness, and the virtuous shift.

Source: Developed from Terry Thomas, John R. Schermerhorn Jr., and John W. Dinehart, "Strategic Leadership of Ethical Behavior in Business," *Academy of Management Executive* 18 (May 2004), pp. 56–66.]

advantage. Perhaps the best examples are disgraced executives such as Bernard Madoff, whose unethical acts made national and world headlines. The **amoral manager**, by contrast, acts unethically at times but does so unintentionally. This manager fails to consider the ethics of a decision or behavior. Unintentional ethical lapses that we all must guard against include prejudice from unconscious stereotypes and attitudes, showing bias based on in-group favoritism, and claiming too much personal credit for performance accomplishments.²⁴ The **moral manager** incorporates ethical principles and goals into his or her personal behavior. Ethical behavior is a goal, a standard, and even a matter of routine; ethical reasoning is part of every decision, not just an occasional afterthought.

Carroll believes that the majority of managers tend to act amorally. If this is true, and because we also know immoral managers are around, it is very important to understand personal responsibilities for everyday ethical behavior and leadership. All organization members can and should be ethical leaders. This includes always acting as ethical role models and being willing to take stands in the face of unethical behavior by those above, below, and around them.

A review article by Terry Thomas and his colleagues describes how the "ethics center of gravity" shown in Figure 1.6 can be moved positively through moral leadership or negatively through amoral leadership.²⁵ In this view, a moral manager or moral leader always sets an ethics example, communicates ethics values, and champions **ethics mindfulness**. This is defined as an "enriched awareness" that causes one to behave with an ethical consciousness from one decision or behavioral event to another.

Moral managers and moral leaders contribute to the "virtuous shift" shown in Figure 1.6. They help create an organizational culture in which people encourage one another to act ethically as a matter of routine. One of the themes of this book, as reflected in the "Ethics in OB" feature in each chapter, is that ethics is the responsibility of everyone in the organization.

An **amoral manager** fails to consider the ethics of a decision or behavior.

A **moral manager** makes ethical behavior a personal goal.

Ethics mindfulness is an enriched awareness that causes one to consistently behave with ethical consciousness.

Leadership and Organizational Behavior

LEARNING ROADMAP

THE LEADERSHIP PROCESS • EFFECTIVE LEADERS • EFFECTIVE FOLLOWERS

■ The Leadership Process

The job of a manager or team leader has never been more demanding than it is in today's dynamic and hypercompetitive work environments. But the fact is, not all managers are

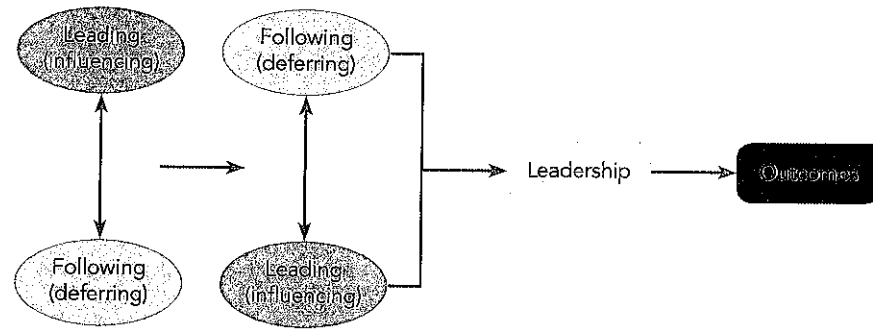


FIGURE 1.7 The leadership process.

The leadership process involves leaders and followers jointly producing leadership outcomes.

good leaders. And even if they were, the challenges facing organizations are too complex for managers alone to resolve. Organizations today require leadership at all levels, not just from those holding the formal titles.

Leadership occurs when leaders and followers work together to advance change that benefits the mission and vision of the organization. Leadership is a *process*, not just the leader's behavior. As shown in Figure 1.7, it requires leaders and followers to partner in jointly producing leadership outcomes. Effective following is an essential—perhaps the most important part—of the **leadership process**. Without followers there can be no leaders.

Interestingly, leadership doesn't always have to be intentional. Sometimes others follow because they see leadership potential in someone, or they like what a person says and how they say it. This means that leadership is not only downward influence, it also involves influencing upward and side to side. You can be a leader by convincing higher management to adopt new practices suggested from your level. You can be a leader among your peers by becoming the person people turn to for advice, support, or direction. And, remember the notion of the manager as “coach” and “coordinator”? Every time you act in ways that fit these descriptions, there's no doubt you're being a leader.

■ Effective Leaders

Effective leaders contribute to the leadership process by using their influence to advance positive outcomes. Leaders are those who are willing to proactively envision new ways of doing things and take initiative in promoting needed changes in organizations. Organizations are full of leaders, managers and non-managers alike. These are people who get listened to by their peers, their bosses, and people below and higher up in the organization.

Leaders know that competence and reputation, being an effective communicator, and developing relationships and influence are vital to their success. Therefore they work to develop these skills. Effective leaders, for example, frame communication in ways that others will listen. **Framing** in this setting means tailoring communication in ways to encourage certain interpretations and discourage others. An effective leader recognizes that focusing on organizational interest (e.g., “We can increase productivity if we give people more time to rest and rejuvenate”) will be a more effective frame than focusing on self-interest (e.g., “We've been working too hard and want time off”).

Effective leaders also know how to build relationships. They do what they can to be trustworthy, reliable, and respectful in not sharing or spreading information inappropriately. They understand that relationships are developed through **social exchange**, so they manage exchange processes and reciprocity to build partnerships and networks. They help others out when needed because they know that the **law of reciprocity** will invoke a sense of obligation by the other to return the favor (“if I do something for you, you will do something for me later if I need it”). This helps them build networks and relationships that serve as a key source of leadership influence.

Leaders succeed when people follow them not because they have to, but because they *want* to. They are followed because others see the value of their ideas and

Framing means tailoring communication in ways to encourage certain interpretations and discourage others.

Social exchange means that people build human relationships and trust through exchanges of favors based on reciprocity.

The **law of reciprocity** states that if someone does something for someone else it will invoke a sense of obligation to return the favor.

FINDING THE LEADER

IN YOU Michelle Greenfield Leads with a Sustainability Vision

When she was named as a recipient of the Ohio Department of Development's Keys to Success Award, Michelle Greenfield said, "It's exciting. It's kind of nice to be recognized as a good business owner. The goal is not to have the award, the goal is to have a good business and do well." She and her husband, Geoff, certainly do have a good business; it's called Third Sun Solar Wind and Power, Ltd.

The Greenfields began by building a rural home that used no electricity in rural Athens County, Ohio. Solar power was the replacement, and they have yet to pay an electric utility bill. As friends became interested, they helped others get into solar power, and the business kept growing from there. It has been ranked by *Inc.* magazine as thirty-second among the fastest-growing energy businesses in the United States. Third Sun is the largest provider of solar energy systems in the Midwest and has experienced a 390 percent growth in 3 years. Quite a story for an idea that began with a sustainable home!

Soon after its birth, Third Sun moved into a business incubator dedicated to helping local firms grow and prosper. Michelle says that they lived very frugally in their rural home, and this helped them start the business on a low budget. They have also benefited from tapping the local workforce in a university town and from having MBA students work with their firm in consulting capacities.

As their company grew, Geoff focused on technical issues while Michelle spent most of her time on the business and managerial ones. She's now the CEO and primarily concerned with strategic issues as the firm grows. "I do a lot of marketing," she says, "I do speaking engagements . . . I serve on the Board of Directors of Green Energy Ohio."



Christian Baird Photography

What's the Lesson Here?

Michelle Greenfield is proud of her accomplishments and says, "I think it's nice to be able to point out that there are women in the field that also have enough brains to be successful." She also points out that the name Third Sun was chosen to represent a "third son" for the couple, one requiring lots of nurturing in order to help it grow big and strong. Michelle's leadership combines entrepreneurship with vision to help save our planet. Could more people, even you, follow her path?

suggestions. This positive influence emerges from leaders' competence, persuasiveness, and human skills. Managers and team leaders, by virtue of their positions of authority, have the opportunity to act as leaders. But they don't always do so, or do so successfully. The "Finding the Leader in You" feature in each chapter is designed to provide role models and get you thinking about developing your leadership potential.

Effective Followers

Effective followers are those who work *with* leaders to produce positive outcomes. They support leaders by being willing to collaborate and defer when needed, rather than working against leaders or trying to undermine their power. At the same time, effective followers are not blindly obedient or subservient and passive. You are being an effective follower when you assume responsibility for telling leaders information they need to know, and not avoiding responsibility for passing along the "bad" news as well as the "good" news.

The best followers do not have to be micromanaged. They take responsibility for their own attitudes and behaviors and view themselves as partners with leaders in the leadership process. They help the manager by avoiding engaging in **upward delegation**, or passing their problems on to managers and burdening them with even more work. The best followers bring solutions along with problems. Overall, they try to identify things that could cause problems for leaders and then work to seek solutions before the problems escalate into big issues.

Organizations today are undergoing major transitions. They require successful leadership at all levels, and the need for more effective followership is on the rise. Followers today cannot get away with shrugging off responsibility or passing along blame as they might have

Upward delegation means passing problems or responsibilities upward in the hierarchy in ways that burden managers with more work.

in the past. They are expected to question and challenge leaders when needed, and to bring new ideas and creativity to their work. But to do so effectively they must act with respect, and keep the higher purpose in mind—the focus is on working with leaders in ways that advance the mission and purpose of the organization. And when leaders and followers partner effectively together, the result is a more meaningful, engaging and fulfilling work experience.

1 Study Guide

Key Questions and Answers

What is organizational behavior, and why is it important?

- Organizational behavior (OB) is the study of human behavior in organizations, focusing on individuals, teams, interpersonal processes, and organizational dynamics.
- OB is a body of knowledge with real applications to everyday living and careers, particularly in respect to a smart workforce where connections and collaboration are the keys to success.
- Trends and issues of interest in OB include ethical behavior, the importance of human capital, an emphasis on teams, the growing influence of information technology, new workforce expectations, changing notions of careers, and concerns for sustainability.
- OB is an applied discipline developed through scientific methods and taking a contingency perspective that there is no single best way to handle people and the situations that develop as they work together in organizations.

How do we learn about organizational behavior?

- Learning is an enduring change in behavior that results from experience.
- Lifelong learning about organizational behavior requires a commitment to continuous learning from one's work and everyday experiences.
- Most organizational behavior courses use a variety of instructional methods—self-assessments, experiential exercises, team projects, and case studies—to take advantage of the experiential learning cycle.

What is the context of organizational behavior?

- An organization is a collection of people working together in a division of labor for a common purpose.
- Organizations are open and adaptive systems that change over time while interacting with their environments to obtain resource and transform them into useful products and services.
- Key stakeholders in the external environments of organizations include customers, owners, suppliers, regulators, local communities, employees, and future generations.
- The organizational culture is the internal “personality” of the organization, including the beliefs and values that are shared by members.
- Positive organizational cultures place a high value on workforce diversity and multiculturalism, emphasizing respect and inclusiveness for all members.

What are the challenges of management in organizations?

- Effective managers directly support and help others reach high levels of both performance and job satisfaction; they are increasingly expected to act more like “coaches” and “facilitators” than like “bosses” and “controllers.”

- The four functions of management are planning—to set directions; organizing—to assemble resources and systems; leading—to create workforce enthusiasm; and controlling—to ensure desired results.
- Managers use a combination of essential technical, human, and conceptual skills while working in networks of people to fulfill a variety of interpersonal, informational, and decisional roles.

What are the challenges of leadership in organizations?

- Effective leaders are individuals who successfully use influence to create change that benefits the mission and vision of the team or organization.
- Not all managers are good leaders that attract followers because their ideas or suggestions are valued and others choose to go along or align with them.
- Essential leadership skills include building competence and reputation, being an effective communicator, and developing relationships and influence.
- Essential followership skills involve being supportive of leaders, not delegating upward, and proactively anticipating problems or issues that could disrupt the team or the leader's ability to meet organizational goals.

Terms to Know

Amoral manager (p. 19)	Independent variables (p. 7)	Organizational behavior (p. 4)
Complex adaptive systems (p. 12)	Job satisfaction (p. 15)	Organizational climate (p. 13)
Conceptual skill (p. 18)	Law of Reciprocity (p. 20)	Organizational culture (p. 13)
Contingency thinking (p. 8)	Leadership process (p. 20)	Organizing (p. 15)
Controlling (p. 15)	Leading (p. 15)	Planning (p. 15)
Dependent variables (p. 7)	Learning (p. 9)	Skill (p. 16)
Effective manager (p. 15)	Lifelong learning (p. 9)	Smart workforce (p. 4)
Emotional intelligence (p. 16)	Management process (p. 15)	Social capital (p. 17)
Ethics mindfulness (p. 19)	Manager (p. 14)	Social exchange (p. 20)
Evidence-based management (p. 8)	Models (p. 7)	Stakeholders (p. 12)
Framing (p. 20)	Moral manager (p. 19)	Task performance (p. 15)
Human skills (p. 16)	Multiculturalism (p. 14)	Technical skill (p. 16)
Immoral manager (p. 18)	Open systems (p. 12)	Upward delegation (p. 21)
Inclusion (p. 14)	Organization (p. 11)	Workforce diversity (p. 13)

Self-Test 1

■ Multiple Choice

1. Which of the following issues would be most central to the field of organizational behavior (OB)?
 - (a) How to improve advertising for a new product.
 - (b) How to increase job satisfaction and performance among members of a team.
 - (c) Making plans for a new strategy for organizational growth.
 - (d) Designing a new management information system.

2. What is the best description of the context for organizational behavior today?
 - (a) Command-and-control is in.
 - (b) The new generation is similar to the old.
 - (c) Empowerment is out.
 - (d) Work-life balance concerns are in.
3. The term workforce diversity typically refers to differences in race, age, gender, ethnicity, and _____ among people at work.
 - (a) social status
 - (b) personal wealth
 - (c) able-bodiedness
 - (d) political preference
4. Which statement about OB is most correct?
 - (a) OB seeks "one-best-way" solutions to management problems.
 - (b) OB is a unique science that has little relationship to other scientific disciplines.
 - (c) OB is focused on using social science knowledge for practical applications.
 - (d) OB is so modern that it has no historical roots.
5. In the open-systems view of organizations, such things as technology, information, and money are considered _____.
 - (a) transformation elements
 - (b) feedback
 - (c) inputs
 - (d) outputs
6. If the organization culture represents the character of an organization in terms of shared values, the _____ represents the shared perceptions of members about day-to-day management practices.
 - (a) value chain
 - (b) organization climate
 - (c) transformation process
 - (d) organization strategy
7. Which of the following is *not* a good match of organizational stakeholder and the interests they often hold important?
 - (a) customers—high-quality products
 - (b) owners—returns on investments
 - (c) future generations—value pricing
 - (d) regulators—compliance with laws
8. Which word best describes an organizational culture that embraces multiculturalism and in which workforce diversity is highly valued?
 - (a) inclusion
 - (b) effectiveness
 - (c) dynamism
 - (d) predictability
9. The management function of _____ is concerned with creating enthusiasm for hard work among organizational members.
 - (a) planning
 - (b) motivating
 - (c) controlling
 - (d) leading
10. In the management process, _____ is concerned with measuring performance results and taking action to improve future performance.
 - (a) transforming
 - (b) organizing
 - (c) leading
 - (d) controlling
11. Among Mintzberg's ten managerial roles, acting as a figurehead and liaison are examples of _____ roles.
 - (a) interpersonal
 - (b) informational
 - (c) decisional
 - (d) conceptual

12. When a manager moves upward in responsibility, Katz suggests _____ skills decrease in importance and _____ skills increase in importance.
 (a) human, conceptual (b) conceptual, emotional
 (c) technical, conceptual (d) emotional, human
13. A person with high emotional intelligence would be strong in _____, the ability to think before acting and to control disruptive impulses.
 (a) motivation (b) perseverance
 (c) self-regulation (d) empathy
14. When a person's human skills are so good that he or she has relationships with other people who can be confidently asked for help and assistance at work, these skills have created _____ social capital for the individual.
 (a) analytical capacity (b) ethics mindfulness
 (c) social capital (d) multiculturalism
15. Class discussions, "debriefs," and individual papers based on case studies, team projects, and in-class activities are all ways an instructor tries to engage students in which part of the experiential learning cycle?
 (a) initial experience (b) reflection
 (c) theory building (d) experimentation

■ Short Response

16. What are the key characteristics of OB as a scientific discipline?
17. What does "valuing diversity" mean in the workplace?
18. What does "self-regulation" mean in the context of emotional intelligence?
19. When is a manager an effective leader?

■ Applications Essay

20. Carla, a college junior, is participating in a special "elementary education outreach" project in her local community. Along with other students from the business school, she is going to spend the day with fourth- and fifth-grade students and introduce them to the opportunities of going to college. One of her tasks is to lead a class discussion of the question "How is the world of work changing today?" Help Carla out by creating an outline of the major points she should discuss with the students.

Steps to Further Learning 1

Top Choices from *The OB Skills Workbook*

These learning activities from *The OB Skills Workbook* found at the back of the book are suggested for Chapter 1.

Case for Critical Thinking	Team and Experiential Exercises	Self-Assessment Portfolio
• Trader Joe's • Leadership Training Dilemma	• My Best Manager • My Best Job • Graffiti Needs Assessment	• Learning Styles • Student Leadership Practices Inventory • Managerial Assumptions • 21st-Century Manager • Turbulence Tolerance Test

● *Appreciation opens doors to opportunity*

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