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UHL-BIEN SCHERMERHORN OSBORN

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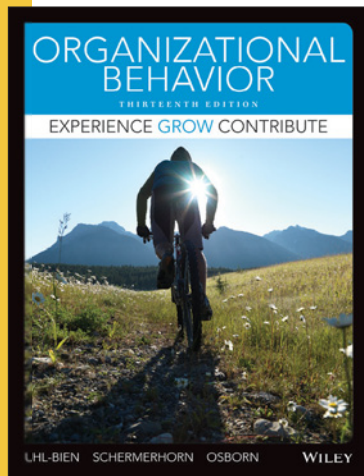
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MAINTAIN

ORION includes a number of reports and ongoing recommendations for students to help them **MAINTAIN** their proficiency over time for each topic.

Students can easily access ORION from multiple places within *WileyPLUS*. It does not require any additional registration, and there will not be any additional charge for students using this adaptive learning system.

ABOUT THE ADAPTIVE ENGINE

ORION includes a powerful algorithm that feeds questions to students based on their responses to the diagnostic and to the practice questions. Students who answer questions correctly at one difficulty level will soon be given questions at the next difficulty level. If students start to answer some of those questions incorrectly, the system will present questions of lower difficulty. The adaptive engine also takes into account other factors, such as reported confidence levels, time spent on each question, and changes in response options before submitting answers.

The questions used for the adaptive practice are numerous and are not found in the *WileyPLUS* assignment area. This ensures that students will not be encountering questions in *ORION* that they may also encounter in their *WileyPLUS* assessments.

ORION also offers a number of reporting options available for instructors, so that instructors can easily monitor student usage and performance.

WileyPLUS with ORION helps students learn by learning about them.™

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. JOHN R. SCHERMERHORN JR. is the Charles G. O'Bleness Emeritus Professor of Management in the College of Business at Ohio University where he teaches undergraduate and MBA courses in management, organizational behavior, and Asian business. He earned a PhD degree in organizational behavior from Northwestern University, after receiving an MBA degree (with distinction) in management and international business from New York University, and a BS degree in business administration from the State University of New York at Buffalo.

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.

Darden Business Cases Through the Wiley Custom Select website, you can choose from thousands of cases from Darden Business Publishing to create a book with any combination of cases, Wiley textbook chapters and original material. Visit <http://www.customselect.wiley.com/collection/dardencases> for more information.

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:

CONFIDENCE—Research shows that students experience a great deal of anxiety over studying. That's why we provide a structured learning environment that helps students focus on **what to do**, along with the support of immediate resources.

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.

What do students receive with *WileyPLUS*?

- The complete digital textbook, saving students up to 60% off the cost of a printed text.
- Question assistance, including links to relevant sections in the online digital textbook.
- Immediate feedback and proof of progress, 24/7.
- Integrated, multi-media resources including the following resources and many more that provide multiple study paths and encourage more active learning.
- CBS/BBC videos
- Self-Assessments quizzes students can use to test themselves on topics such as emotional intelligence, diversity awareness, and intuitive ability.
- Flash Cards
- Hot Topic Modules
- Crossword Puzzles
- Self-Study Questions

What do instructors receive with *WileyPLUS*?

Customizable Course Plan: *WileyPLUS* comes with a pre-created Course Plan designed by a subject matter expert uniquely for this course. Simple drag-and-drop tools make it easy to assign the course plan as-is or modify it to reflect your course syllabus.

Pre-created Activity Types Include:

- Questions
- Readings and resources
- Presentations
- Print Tests
- Concept Mastery
- Projects

Course Materials and Assessment Content:

- PowerPoint Slides
- 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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- Student data privacy compliance means student data is always protected and secure.

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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.
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People make the difference



Juan Ocampo/NBAE/Getty

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*.

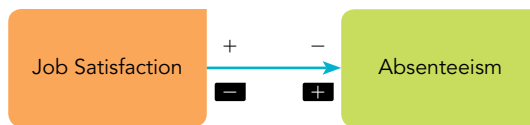
Scientific Foundations of Organizational Behavior

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.



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.

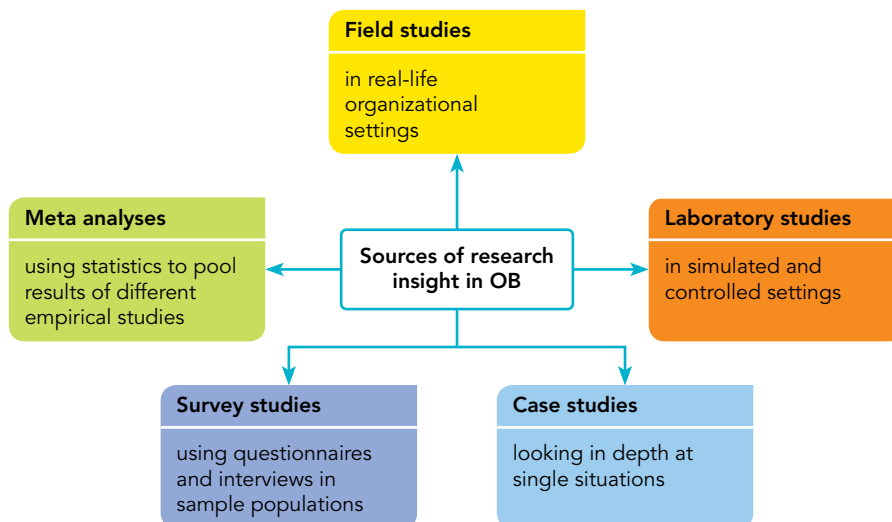


FIGURE 1.1 Common scientific research methods in organizational behavior.

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.

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.