ORGANIZATIONAL BEHAVIOR

Improving Performance and
Commitment in the Workplace

Colquitt
LePine
Wesson

SIXTH EDITION

McGraw Hill Education

ORGANIZATIONAL BEHAVIOR
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Sixth Edition
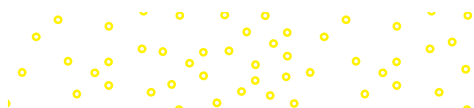
JASON A. COLQUITT
University of Georgia

JEFFERY A. LEPINE
Arizona State University

MICHAEL J. WESSON
Texas A&M University

ORGANIZATIONAL BEHAVIOR: IMPROVING PERFORMANCE AND COMMITMENT
IN THE WORKPLACE, SIXTH EDITION

Dedication

To Catherine, Cameron, Riley, and Connor, and also to Mom, Dad, Alan, and Shawn. The most wonderful family I could imagine, two times over.
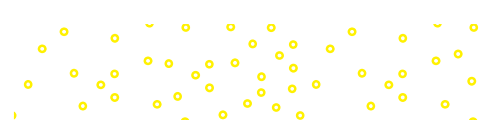
–J.A.C.

To Marcie, Izzy, and Eli, who support me and fill my life with meaning and joy.

–J.A.L.

To Liesl and Dylan: Their support in all I do is incomparable. They are my life and I love them both. To my parents: They provide a foundation that never wavers.

–M.J.W.

About the Authors

JASON A. COLQUITT

Jason A. Colquitt is the William H. Willson Distinguished Chair in the Department of Management at the University of Georgia's Terry College of Business. He received his PhD from Michigan State University's Eli Broad Graduate School of Management and earned his BS in psychology from Indiana University. He has taught organizational behavior and human resource management at the undergraduate, masters, and executive levels and has also taught research methods at the doctoral level. He has received awards for teaching excellence at the undergraduate, masters, and executive levels.

Jason's research interests include organizational justice, trust, team effectiveness, and personality influences on task and learning performance. He has published more than 40 articles on these and other topics in *Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes,* and *Personnel Psychology.* He recently served as editor-in-chief for *Academy of Management Journal* and has served on a number of editorial boards, including *Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes,* and *Personnel Psychology.* He is a recipient of the Society for Industrial and Organizational Psychology's Distinguished Early Career Contributions Award and the Cummings Scholar Award for early to mid-career achievement, sponsored by the Organizational Behavior division of the Academy of Management. He was also elected to be a representative-at-large for the Organizational Behavior division.

Jason enjoys spending time with his wife, Catherine, and three sons, Cameron, Riley, and Connor. His hobbies include playing basketball, playing the trumpet, watching movies, and rooting on (in no particular order) the Pacers, Colts, Cubs, Spartans, Gators, Hoosiers, and Bulldogs.

Courtesy of Jason Colquitt

JEFFERY A. LEPINE

Jeffery A. LePine is the PetSmart Chair in Leadership in the Department of Management at Arizona State University's W.P. Carey School of Business. He received his PhD in organizational behavior from the Eli Broad Graduate School of Management at Michigan State University. He also earned an MS in management from Florida State University and a BS in finance from the University of Connecticut. He has taught organizational behavior, human resource management, and management of groups and teams at undergraduate and graduate levels. He has also delivered courses to doctoral students in research methods, meta-analysis, scale development, and human resource management. He received the Outstanding Doctoral Professor Award from the W.P. Carey School of Business for his teaching and mentoring of doctoral students and his work as PhD program director.

Jeff's research interests include team functioning and effectiveness, individual and team adaptation, citizenship behavior, voice, employee engagement, and occupational stress. He has published more than 30 articles on these and other topics in *Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Personnel Psychology,* and *Journal of Management.* He has served as associate editor of *Academy of Management Review* and *Journal of Applied Psychology.* He has also served on the editorial boards of *Academy of Management Journal,*

Courtesy of Jeffrey A. LePine

Academy of Management Review, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Personnel Psychology, Journal of Management, Journal of Organizational Behavior, and *Journal of Occupational and Organizational Psychology.* He is a recipient of the Society for Industrial and Organizational Psychology's Distinguished Early Career Contributions Award and the Cummings Scholar Award for early to mid-career achievement, sponsored by the Organizational Behavior division of the Academy of Management. He was also elected to the Executive Committee of the Human Resource Division of the Academy of Management. Prior to earning his PhD, Jeff was an officer in the U.S. Air Force.

Jeff spends most of his free time with his wife, Marcie, daughter, Izzy, and son, Eli. He also enjoys playing guitar, hiking and mountain biking, working on his growing collection of classic Pontiacs, and serving as the caretaker of his family's desert hideaway, tentatively called the Goat Farm.

MICHAEL J. WESSON

Michael J. Wesson is an associate professor in the Management Department at Texas A&M University's Mays Business School. He received his PhD from Michigan State University's Eli Broad Graduate School of Management. He also holds an MS in human resource management from Texas A&M University and a BBA from Baylor University. He has taught organizational behavior and human resource management–based classes at all levels but currently spends most of his time teaching Mays MBAs, EMBAs, and executive development at Texas A&M. He was awarded Texas A&M's Montague Center for Teaching Excellence Award.

Michael's research interests include organizational justice, leadership, organizational entry (employee recruitment, selection, and socialization), person–organization fit, and compensation and benefits. His articles have been published in journals such as *Journal of Applied Psychology, Personnel Psychology, Academy of Management Review,* and *Organizational Behavior and Human Decision Processes.* He has served on several editorial boards and has been an ad hoc reviewer for many others. He is active in the Academy of Management and the Society for Industrial and Organizational Psychology. Prior to returning to school, Michael worked as a human resources manager for a *Fortune* 500 firm. He has served as a consultant to the automotive supplier, health care, oil and gas, and technology industries in areas dealing with recruiting, selection, onboarding, compensation, and turnover.

Michael spends most of his time trying to keep up with his wife, Liesl, and son, Dylan. He is a self-admitted food and wine snob, home theater aficionado, and college sports addict. (Gig 'em Aggies!)

Courtesy of Michael J. Wesson

Preface

Why did we decide to write this text? Well, for starters, organizational behavior (OB) remains a fascinating topic that everyone can relate to (because everyone either has worked or is going to work in the future). What makes people effective at their job? What makes them want to stay with their employer? What makes work enjoyable? Those are all fundamental questions that organizational behavior research can help answer. However, our desire to write this text also grew out of our own experiences (and frustrations) teaching OB courses using other texts. We found that students would end the semester with a common set of questions that we felt we could answer if given the chance to write our own text. With that in mind, *Organizational Behavior: Improving Performance and Commitment in the Workplace* was written to answer the following questions.

DOES ANY OF THIS STUFF REALLY MATTER?

Organizational behavior might be the most relevant class any student ever takes, but that doesn't always shine through in OB texts. The introductory section of our text contains two chapters not included in other texts: *Job Performance* and *Organizational Commitment.* Being good at one's job and wanting to stay with one's employer are obviously critical concerns for employees and managers alike. After describing these topics in detail, every remaining chapter in the text links that chapter's content to performance and commitment. Students can then better appreciate the practical relevance of organizational behavior concepts.

IF THAT THEORY DOESN'T WORK, THEN WHY IS IT IN THE TEXT?

In putting together this text, we were guided by the question, "What would OB texts look like if all of them were first written now, rather than decades ago?" We found that many of the organizational behavior texts on the market include outdated (and indeed, scientifically disproven!) models or theories, presenting them sometimes as fact or possibly for the sake of completeness or historical context. Our students were always frustrated by the fact that they had to read about, learn, and potentially be tested on material that we knew to be wrong. Although historical context can be important at times, we believe that focusing on so-called evidence-based management is paramount in today's fast-paced classes. Thus, this text includes new and emerging topics that others leave out and excludes flawed and outdated topics that some other texts leave in.
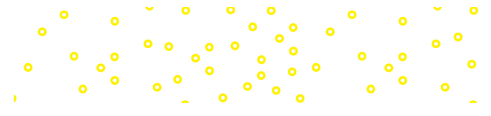
HOW DOES ALL THIS STUFF FIT TOGETHER?

Organizational behavior is a diverse and multidisciplinary field, and it's not always easy to see how all its topics fit together. Our text deals with this issue in two ways. First, all of the chapters in our text are organized around an integrative model that opens each chapter (see the back of the text). That model provides students with a road map of the course, showing them where they've been and where they're going. Second, our chapters are tightly focused around specific topics and aren't "grab bag–ish" in nature. Our hope is that students (and instructors) won't ever come across a topic and think, "Why is this topic being discussed in this chapter?"
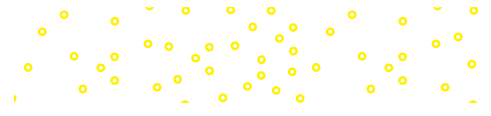
DOES THIS STUFF HAVE TO BE SO DRY?

Research on motivation to learn shows that students learn more when they have an intrinsic interest in the topic, but many OB texts do little to stimulate that interest. Put simply, we wanted to create a text that students enjoy reading. To do that, we used a more informal, conversational style when writing the text. We also tried to use company examples that students will be familiar with and find compelling. Finally, we included insert boxes, self-assessments, and exercises that students should find engaging (and sometimes even entertaining!).

NEW AND IMPROVED COVERAGE

- *Chapter 1: What Is OB?*—This chapter now opens with a wraparound case on IKEA. The case describes the personality of the company's founder, Ingvar Kamprad, as well as the values at play in the corporate culture. The case also describes some of the practices IKEA uses to maximize job satisfaction and motivation, along with some of its corporate social responsibility initiatives. The OB at the Bookstore selection has been changed to *How to Have a Good Day.* This book describes how research in psychology, neuroscience, and behavioral economics can be used to improve employee attitudes and behaviors.

- *Chapter 2: Job Performance*—This chapter features a new wraparound case on General Electric (GE), which describes how and why the company's approach to managing employee job performance has changed. With a new emphasis on creativity and rapid innovation, GE abandoned formal annual job performance evaluations. Our OB at the Bookstore feature has been changed to *Mastering Civility.* This book overviews implications and costs of incivility in the workplace, and outlines steps that employees and managers can take to manage this form of counterproductive behavior. Our new OB on Screen feature, *Sully,* provides a glimpse of extraordinary job performance as well as the dilemma of distinguishing job performance behavior from results.

- *Chapter 3: Organizational Commitment*—PwC serves as the wraparound case in this edition, spotlighting the things the company does to build loyalty among Millennials. The case also describes studies that PwC performed on what Millennials value at work, and how those studies match the findings of scientific research. One key finding was that Millennials value leisure time more than prior generations. That insight triggered a new initiative at PwC where managers work with employees to chart out a schedule that suits them.

- *Chapter 4: Job Satisfaction*—This chapter's wraparound case now highlights Publix, the Florida-based supermarket chain. Publix does a number of things to keep their employees satisfied, including promoting from within, paying above market wages, and reimbursing tuition. The case also focuses on Publix's employee stock ownership plan and what owning a piece of the company can do for job satisfaction. The OB at the Bookstore selection is now *The Power of Meaning,* which contrasts the pursuit of short-term happiness with the pursuit of long-term meaning. The book describes a number of ways to pursue meaning, including work that promotes a purpose. The OB on Screen feature examines the subjective nature of job satisfaction. *Paterson* depicts a bus driver who has a seemingly boring, repetitive job. Yet he winds up satisfied because it affords him free time for his passion in life: poetry.

- *Chapter 5: Stress*—Honeywell is now featured in the wraparound case for this chapter. Honeywell has grown and evolved through mergers and acquisitions, and this has placed a variety of stressful demands on employees. The case describes how the company's response to a slowdown in one of its businesses created even more stress. Our OB on Screen feature has been changed to *Deepwater Horizon.* The film provides insight into the nature of role conflict and how it contributed to the the largest marine oil spill in U.S. history. The bestselling book, *Work Without Stress,* is now our OB at the Bookstore feature. The authors argue that rumination is responsible for turning demands into stress, and thus, the whole key to managing stress, is to stop ruminating. The authors provide many suggestions for putting this rather provocative idea into practice.

- *Chapter 6: Motivation*—This chapter now opens with a wraparound case on Google. The case describes exactly how Google evaluates and compensates its employees so that it can motivate them. The case also describes Google's philosophy on "star" employees, including how to retain talent that contributes fundamentally more than the norm. The OB on Screen feature focuses on psychological empowerment using *Star Trek Beyond,* where Captain Kirk struggles with purpose given the monotony of his job and the infinite vastness of space. The OB at the Bookstore focuses on *Deep Work,* a form of work that requires a distraction-free state that pushes the limits of one's ability. The book argues that deep work is increasingly vital in a knowledge economy, but several factors conspire to limit the motivation to perform such work.

- *Chapter 7: Trust, Justice, and Ethics*—SeaWorld serves as the wraparound case for the revised chapter. The case spotlights the controversies over the park's orca shows that have caused it to phase out those attractions. The case also describes how corporate ethics are often shaped by a combination of public pressure and government intervention. *The Founder* is the OB on Screen selection for the chapter. The film details how Ray Kroc wrested control over McDonald's from the brothers who founded the company, including performing actions that the brothers deemed unethical. The OB at the Bookstore selection is now *Radical Candor,* which describes how trust can be cultivated by a combination of caring personally, but also challenging directly. Of course, the latter component is difficult for many managers, so the book provides some specific tips for improvement.

- *Chapter 8: Learning and Decision Making*—Bridgewater Associates and the highly unique "radical transparency" philosophy established by hedge fund manager and founder Ray Dalio serves as the wraparound case in this edition. The case describes how Bridgewater is attempting, by using decisions made by people in the organization paired with organizational "principles," to develop a software system that will make the majority of management decisions after Dalio is gone. The OB on Screen feature now focuses on *The Big Short,* highlighting how decision-making errors were at the core of the financial crash of 2008. *A* new OB at the Bookstore feature highlights *Peak* and the development of expertise through deliberate practice. The chapter also includes a number of research updates as well as several new company examples.

- *Chapter 9: Personality and Cultural Values*—This chapter's wraparound case is now the Chicago Cubs. The case describes the personality traits that Theo Epstein, the club's president, looked for to turn around the losing history of the franchise. *La La Land* is

the chapter's OB on Screen selection, with the film spotlighting a musician who possesses high openness to experience but low conscientiousness. He's therefore talented with his music, but finds it difficult to hold down a job. The OB at the Bookstore selection is *Grit,* which focuses on a personality trait that represents a combination of passion and perseverance. It is the "gritty" employees that remain resilient and determined in the face of adversity.

- *Chapter 10: Ability*—This chapter's wraparound case now features the Federal Bureau of Investigation (FBI). The case describes how various jobs at the FBI require unique abilities, and how the organization ensures that agents possess these abilities when they're hired. The case also discusses how the FBI introduced annual physical fitness testing to deal with the potential erosion of physical abilities after agents are hired. *Humility Is the New Smart* is now our OB at the Bookstore feature. The authors argue that jobs are quickly being replaced by smart machines, and following from this, the definition of what it means to be smart is also changing. Specifically, the authors propose that being smart now involves interpersonal capacities, such as humility and putting others first, that promote cooperation and collaborative efforts. The new movie for our OB on Screen feature is *Hidden Figures.* This film provides vivid real-world examples of various quantitative abilities, and their role in the U.S. space program during the 1960s.

- *Chapter 11: Teams: Characteristics and Diversity*—Whole Foods serves as the new wraparound case for this chapter. The case discusses how Whole Foods relies on teams, which are largely self-managed, at all levels of the organization. The case describes how existing teams are involved in the hiring of new team members. The OB on Screen feature now discusses the movie *Arrival,* which provides excellent examples of task, goal, and outcome interdependence. *Inclusion* is now discussed in our OB at the Bookstore feature. The author of this book describes how a special type of parallel team, the employee resource group or ERG, provides support and guidance to members of their communities who may be dealing with diversity- or inclusion-related challenges.

- *Chapter 12: Teams: Processes and Communication*—This chapter includes a new wraparound case featuring Microsoft. Microsoft responded to an erosion of their position in the tech industry by restructuring around multidisciplinary teams. The case focuses on how Microsoft redesigned two buildings to inspire creativity and encourage collaboration among team members. The OB on Screen feature now centers on the movie *Spotlight.* This film illustrates how boundary-spanning activities are crucial to the effectiveness of a team of investigative reporters. Our OB at the Bookstore feature has been changed to *Smart Collaboration.* This book addresses the challenge of managing teams in the professional services industry, where highly specialized employees are typically not keen on collaborating.

- *Chapter 13: Leadership: Power and Negotiation*—This chapter features a new wraparound case on Zappos's move toward "holocracy"—a self-management oriented organizational structure. Tony Hsieh (CEO) expects this move to get rid of organizational politics and take away organizational forms of power, which should allow Zappos employees to manage themselves and make decisions for the right reasons. It isn't going well. The chapter has been updated with new research including our decision to move "exchange" to a lower tier of effectiveness as an influence tactic based on a new meta-analysis.
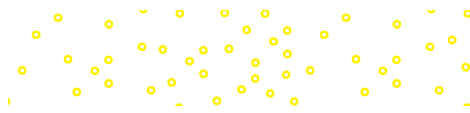
The new OB on Screen feature uses *Bridge of Spies* to illustrate what might lead one to take a competing style of conflict resolution in a negotiation. *Pre-suasion* is the new OB at the Bookstore feature, which focuses on the best way to set things up to be able to influence others.

- *Chapter 14: Leadership: Styles and Behaviors*—The chapter begins with a new wrap-around case featuring the consistent Mary Barra of General Motors. The opener and the case highlight Barra's push to make GM's culture shift from slow to fast. Several examples, including Barra's push toward her vision of autonomous cars, highlight her transformational leadership style. A new OB at the Bookstore feature highlights Sydney Finkelstein's *Superbosses,* which is a unique book that ends up being more about transformational leadership than it lets on. The new OB on Screen is *The Martian,* which gives students a chance to utilize the time-driven model of leadership to see if the leader made the correct decision in the movie. The chapter includes a number of new research findings as well as updated company examples, including organizations such as American Apparel, Chobani, and GoPro.

- *Chapter 15: Organizational Structure*—Apple is the focus of this chapter's new wraparound case that highlights the company's dogged determination to stay with the functional structure that has served them well for so long amid lots of pressure to change. A number of new company examples such as Facebook, Chipotle, and Cargill have been added as well as the introduction of "Dunbar's number" (150), which a number of companies pay attention to when it comes to size and structure. A new OB at the Bookstore features *The Silo Effect,* which illustrates the trials and tribulations of how organizational structure (and culture) plays havoc with our perceptions and ability to communicate inside an organization.

- *Chapter 16: Organizational Culture*—This chapter has a new wraparound case that focuses on both Delta and United. The case spotlights the differences in the cultures at the two carriers—differences that can explain specific actions and their larger reputations. The OB at the Bookstore feature now highlights *Originals,* a book that describes the kinds of people who "go against the grain" by performing creative acts. Many organizations try to foster a culture that encourages such originality. The OB on Screen selection is now *The Circle,* a film that spotlights a faux Silicon Valley corporation whose work is ethically murky. The film provides a vivid example of several elements of organizational culture. A number of new company examples such as Wells Fargo, Cirque du Soleil, and Whataburger have been added.
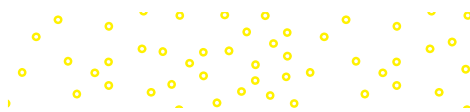
Acknowledgments

An enormous number of persons played a role in helping us put this text together. Truth be told, we had no idea that we would have to rely on and put our success in the hands of so many different people! Each of them had unique and useful contributions to make toward the publication of this text, and they deserve and thus receive our sincere gratitude.

We thank Michael Ablassmeir, our executive editor, for his suggestions and guidance on the last four editions, and John Weimeister for filling that same role with earlier editions. We are thankful to both for allowing us to write the text that we wanted to write. Thanks also go out to Kelly Pekelder, our product developer, for keeping us on track and being such a pleasure to work with during this revision. We also owe much gratitude to our marketing manager, Debbie Clare. We also would like to thank Melissa Leick, Egzon Shaqiri, and Ann Marie Jannette at McGraw-Hill, as they are the masterminds of much of how the text actually looks; their work and effort were spectacular. A special thanks also goes out to Jessica Rodell (University of Georgia) and Megan Endres (Eastern Michigan University) for their assistance with our CONNECT content.

We would also like to thank our students at the undergraduate, masters, and executive levels who were taught with this text for their constructive feedback toward making it more effective in the classroom. Thanks also to our PhD students for allowing us to take time out from research projects to focus on this effort.

Finally, we thank our families, who gave up substantial amounts of time with us and put up with the stress that necessarily comes at times during an endeavor such as this.

Jason Colquitt

Jeff LePine

Michael Wesson

Text Features: OB Insert Boxes

OB | ON SCREEN

This feature uses memorable scenes from recent films to bring OB concepts to life. Films like *Hidden Figures, The Founder, La La Land, The Martian, Sully,* and *The Big Short* offer rich, vivid examples that grab the attention of students.

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> **"Very comprehensive.** *Well laid-out.* **Interesting.** *Good mix of theoretical material and practical insights."*

OB | AT THE BOOKSTORE

This feature links the content in each chapter to a mainstream, popular business book. Books like *Originals, The Power of Meaning, Grit,* and *Peak* represent the gateway to OB for many students. This feature helps them put those books in a larger context.
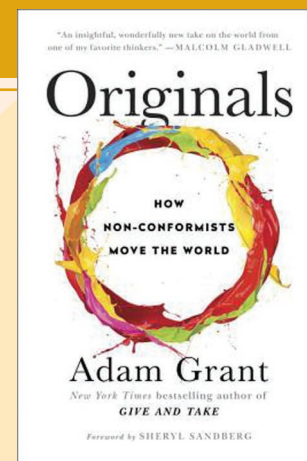
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OB ASSESSMENTS

This feature helps students see where they stand on key OB concepts in each chapter. Students gain insights into their personality, their emotional intelligence, their style of leadership, and their ability to cope with stress, which can help them understand their reactions to the working world.

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> "*The material presented in this chapter is **well balanced**. Again, the **tables, charts,** and **figures** help to organize the material for students.*"

OB INTERNATIONALLY

Changes in technology, communications, and economic forces have made business more global and international than ever. This feature spotlights the impact of globalization on the organizational behavior concepts described in this text. It describes cross-cultural differences in OB theories, how to apply them in international corporations, and how to use OB to manage cultural diversity in the workplace.

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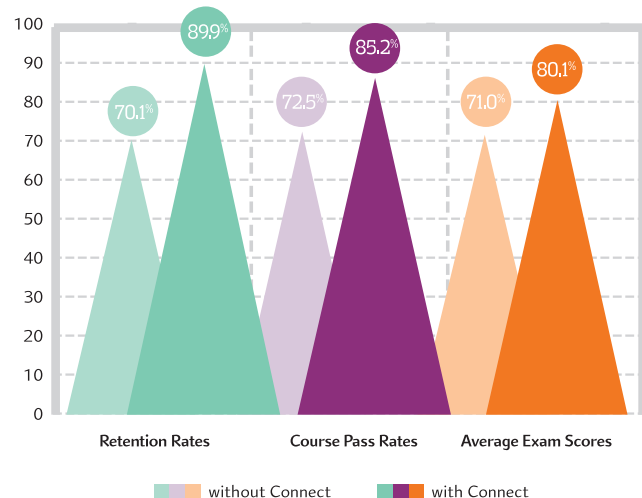
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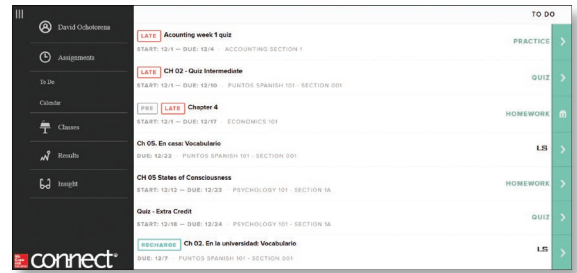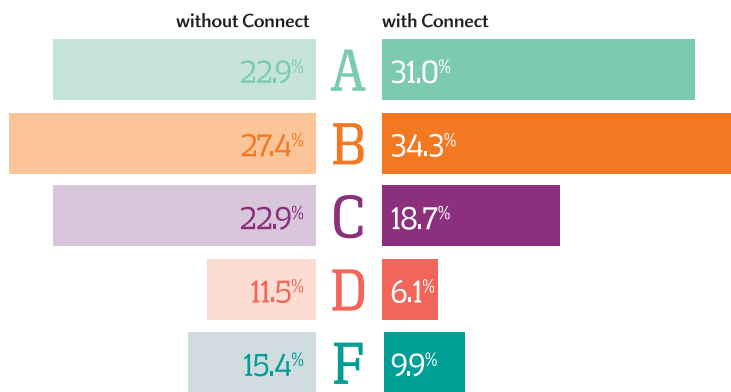
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PowerPoint® Presentation Slides

The PowerPoint presentation slides are designed to help instructors deliver course content in a way that maintains students' engagement and attention. The slides include a Notes section that offers specific tips for using the slides (and the text). The Notes also provide bridges to many of the resources in the Instructor's Manual, including innovative teaching tips and suggestions for using OB on Screen. Finally, the PowerPoints also include bonus OB Assessments for instructors who want additional assessments for their teaching.

Instructor's Manual

Prepared by Jason Colquitt, this manual was developed to help you get the most out of the text in your own teaching. It contains an outline of the chapters, innovative teaching tips to use with your students, and notes and answers for the end-of-chapter materials. It also provides a guide for the assessments in the text, and suggestions for using the OB on Screen feature. The manual also contains additional cases, exercises, and OB on Screen selections from earlier editions of the text, giving you extra content to use in your teaching.

Brief Contents

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Improving Performance and Commitment in the Workplace

INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

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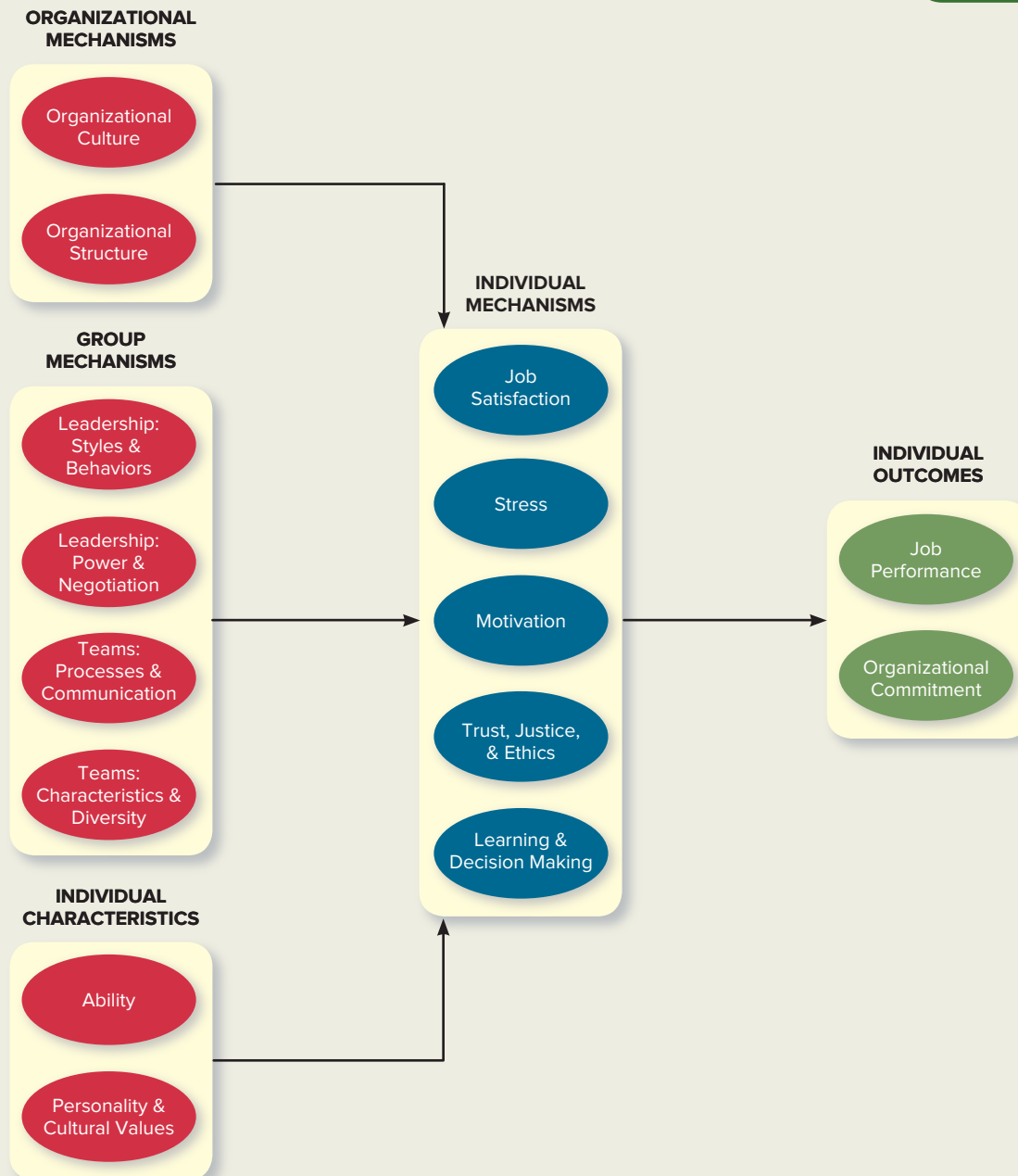
LEARNING GOALS

After reading this chapter, you should be able to answer the following questions:

1.1 What is the definition of "organizational behavior" (OB)?
1.2 What are the two primary outcomes in studies of OB?
1.3 What factors affect the two primary OB outcomes?
1.4 Why might firms that are good at OB tend to be more profitable?
1.5 What is the role of theory in the scientific method?
1.6 How are correlations interpreted?
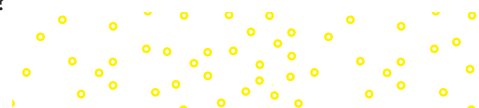
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IKEA

Does the name Ingvar Kamprad ring a bell? What if I told you he grew up on a farm called Elmtaryd near the village of Agunnaryd? That's right—he's the founder of Sweden-based IKEA (and now you know what the letters stand for). IKEA operates 389 stores worldwide, employing 183,000 employees. Kamprad built his massive company from the humblest of beginnings. At the age of five, he began buying boxes of matches in order to sell them by the book for profit. He founded IKEA in 1943 at the age of seventeen, using seed money from his father. Kamprad began by selling knickknacks and trinkets before moving on to furniture five years later. IKEA expanded beyond Sweden in 1963 and opened its first U.S. store in Philadelphia in 1985.

Kamprad has been described as having the classic entrepreneur's personality—highly conscientiousness, highly creative, but very willing to disagree with the opinions and views of others. Those traits helped him make a number of innovations, including shipping furniture using "flatpacking"—where the buyer assembles the finished product. Today, Kamprad's company tries to instill specific traits in its employees and its organizational culture. New hires are given the "Little IKEA Dictionary" that describes the importance of humility, heritage, simplicity, equality, togetherness, and sustainability.

How do such values shape the experience of working at IKEA? In terms of equality, Lars Petersson, the leader of IKEA's Conshohocken, Pennsylvania-based U.S. headquarters, notes that "Hierarchy is not a big Swedish thing . . . We actually work with trust rather than control." The company has also successfully combatted the glass ceiling, with more than half of senior managerial roles filled by women. In terms of sustainability, Nabeela Ixtabalan, the head of human resources, notes "My boss would say, 'Go home, you've been here too long,' . . . Here, if you can't do your job successfully in a reasonable amount of time, you're doing something wrong." IKEA's pay philosophy is also sensitive to the long term. Hourly wages average $15.45—double the minimum wage—and are indexed to MIT's Living Wage Calculator. And part-time employees qualify for health benefits if they work 20 hours per week. These and other aspects of life at IKEA explain why it was recently named one of Fortune's *100 Best Companies to Work For*.

WHAT IS ORGANIZATIONAL BEHAVIOR?

Before we describe what the field of organizational behavior studies, take a moment to ponder this question: Who was the single *worst* coworker you've ever had? Picture fellow students who collaborated with you on class projects; colleagues from part-time or summer jobs; or peers, subordinates, or supervisors working in your current organization. What did this coworker do that earned him or her "worst coworker" status? Was it some of the behaviors shown in the right column of Table 1-1 (or perhaps all of them)? Now take a moment to consider the single *best* coworker you've ever had. Again, what did this coworker do to earn "best coworker" status—some or most of the behaviors shown in the left column of Table 1-1?

If you found yourself working alongside the two people profiled in the table, two questions would be foremost on your mind: "*Why* does the worst coworker act that way?" and "*Why* does the best coworker act that way?" Once you understand why the two coworkers act so differently, you might be able to figure out ways to interact with the worst coworker more effectively (thereby making your working life a bit more pleasant). If you happen to be a manager, you might formulate plans for how to improve attitudes and behaviors in the unit. Such plans could include how to screen applicants, train and socialize new organizational members, manage evaluations and rewards for performance, and deal with conflicts that arise between and among employees. Without understanding why employees act the way they do, it's extremely hard to find a way to change their attitudes and behaviors at work.

ORGANIZATIONAL BEHAVIOR DEFINED

Organizational behavior (OB) is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations. Scholars

1.1

What is the definition of "organizational behavior" (OB)?

TABLE 1-1	The Best of Coworkers, the Worst of Coworkers
THE BEST	**THE WORST**
Have you ever had a coworker who usually acted this way?	*Have you ever had a coworker who usually acted this way?*
Got the job done, without having to be managed or reminded	Did not got the job done, even with a great deal of hand-holding
Adapted when something needed to be changed or done differently	Was resistant to any and every form of change, even when changes were beneficial
Was always a "good sport," even when bad things happened at work	Whined and complained, no matter what was happening
Attended optional meetings or functions to support colleagues	Optional meetings? Was too lazy to make it to some required meetings and functions!
Helped new coworkers or people who seemed to need a hand	Made fun of new coworkers or people who seemed to need a hand
Felt an attachment and obligation to the employer for the long haul	Seemed to always be looking for something else, even if it wasn't better
Was first to arrive, last to leave	Was first to leave for lunch, last to return
The Million-Dollar Question:	
Why do these two employees act so differently?	

in management departments of universities and scientists in business organizations conduct research on OB. The findings from those research studies are then applied by managers or consultants to see whether they help meet "real-world" challenges. OB can be contrasted with two other courses commonly offered in management departments: human resource management and strategic management. **Human resource management** takes the theories and principles studied in OB and explores the "nuts-and-bolts" applications of those principles in organizations. An OB study might explore the relationship between learning and job performance, whereas a human resource management study might examine the best ways to structure training programs to promote employee learning. **Strategic management** focuses on the product choices and industry characteristics that affect an organization's profitability. A strategic management study might examine the relationship between firm diversification (when a firm expands into a new product segment) and firm profitability.

The theories and concepts found in OB are actually drawn from a wide variety of disciplines. For example, research on job performance and individual characteristics draws primarily from studies in industrial and organizational psychology. Research on satisfaction, emotions, and team processes draws heavily from social psychology. Sociology research is vital to research on team characteristics and organizational structure, and anthropology research helps inform the study of organizational culture. Finally, models from economics are used to understand motivation, learning, and decision making. This diversity brings a unique quality to the study of OB, as most students will be able to find a particular topic that's intrinsically interesting and thought provoking to them.

AN INTEGRATIVE MODEL OF OB

Because of the diversity in its topics and disciplinary roots, it is common for students in an organizational behavior class to wonder, "How does all this stuff fit together?" How does what gets covered in Chapter 3 relate to what gets covered in Chapter 13? To clarify such issues, this textbook is structured around an integrative model of OB, shown in Figure 1-1, that's designed to provide a roadmap for the field of organizational behavior. The model shows how the topics in the next 15 chapters—represented by the 15 ovals in the model—all fit together. We should stress that there are other potential ways of combining the 15 topics, and Figure 1-1 likely oversimplifies the connections among the topics. Still, we believe the model provides a helpful guide as you move through this course. Figure 1-1 includes five different kinds of topics.

INDIVIDUAL OUTCOMES The right-most portion of the model contains the two primary outcomes of interest to organizational behavior researchers (and employees and managers in organizations): *job performance* and *organizational commitment*. Most employees have two primary goals for their working lives: to perform their jobs well and to remain a member of an organization that they respect. Likewise, most managers have two primary goals for their employees: to maximize their job performance and to ensure that they stay with the firm for a significant length of time. As described in Chapter 2, there are several specific behaviors that, when taken together, constitute good job performance. Similarly, as described in Chapter 3, there are a number of beliefs, attitudes, and emotions that cause an employee to remain committed to an employer.

This book starts by covering job performance and organizational commitment so that you can better understand the two primary organizational behavior goals. Our hope is that by using performance and commitment as starting points, we can highlight the practical importance of OB topics. After all, what could be more important than having employees who perform well and want to stay with the company? This structure also enables us to conclude the other chapters in the book with sections that describe the relationships between each chapter's topic and performance and commitment. For example, the chapter on motivation concludes by describing the relationships between motivation and performance and motivation and commitment. In this way, you'll learn which of the topics in the model are most useful for understanding your own attitudes and behaviors.

1.2

What are the two primary outcomes in studies of OB?
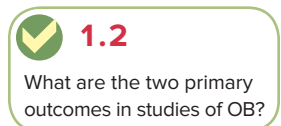
FIGURE 1-1   **Integrative Model of Organizational Behavior**

1.3
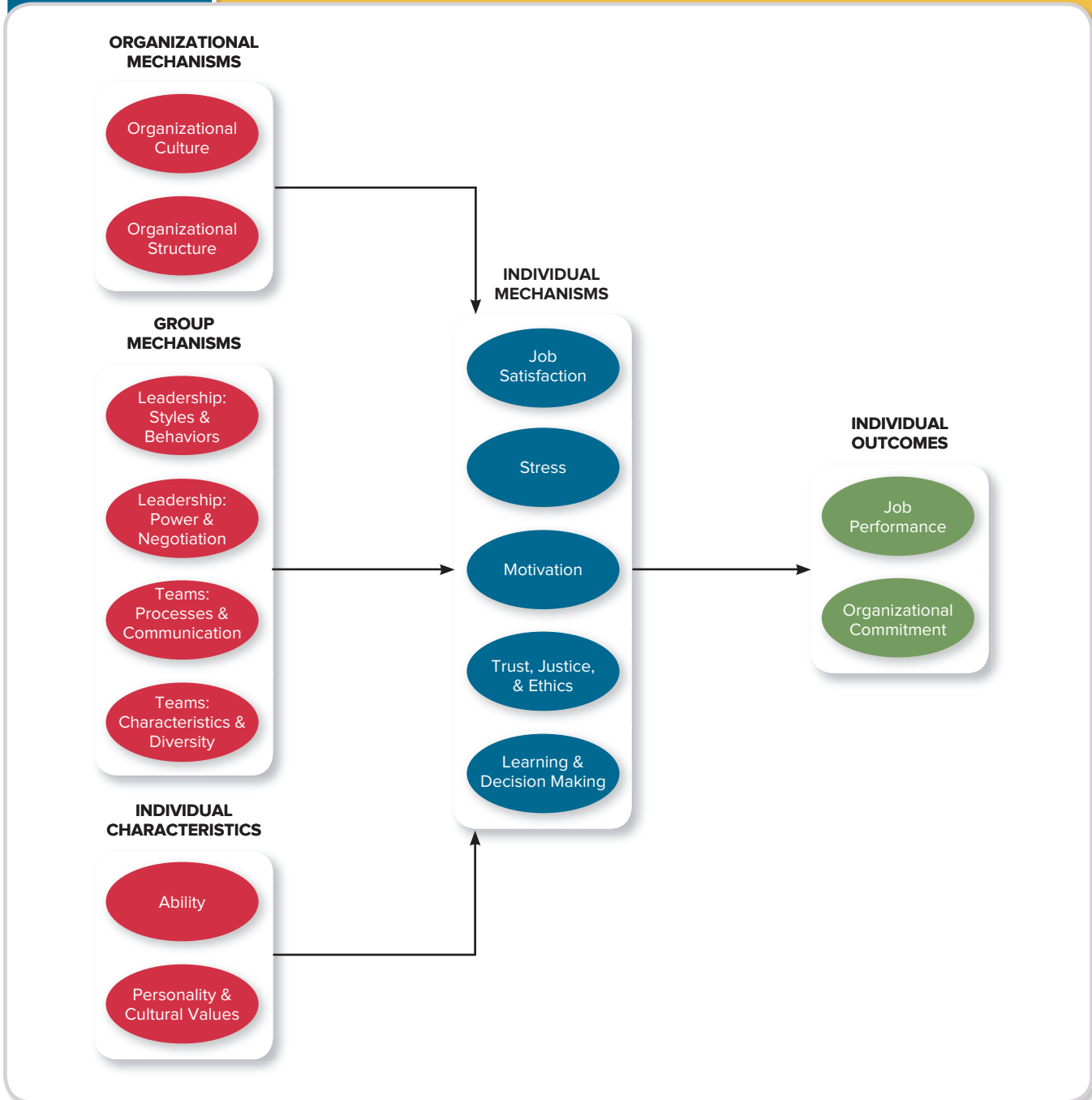
What factors affect the two primary OB outcomes?

INDIVIDUAL MECHANISMS Our integrative model also illustrates a number of individual mechanisms that directly affect job performance and organizational commitment. These include *job satisfaction,* which captures what employees feel when thinking about their jobs and doing their day-to-day work (Chapter 4). Another individual mechanism is *stress,* which reflects employees' psychological responses to job demands that tax or exceed their capacities (Chapter 5). The model also includes *motivation,* which captures the energetic forces that drive employees' work effort (Chapter 6). *Trust, justice, and ethics* reflect the degree to which employees feel that their company does business with fairness, honesty, and integrity (Chapter 7). The final individual mechanism

shown in the model is *learning and decision making,* which deals with how employees gain job knowledge and how they use that knowledge to make accurate judgments on the job (Chapter 8).

INDIVIDUAL CHARACTERISTICS Of course, if satisfaction, stress, motivation, and so forth are key drivers of job performance and organizational commitment, it becomes important to understand what factors improve those individual mechanisms. Two such factors reflect the characteristics of individual employees. *Personality and cultural values* reflect the various traits and tendencies that describe how people act, with commonly studied traits including extraversion, conscientiousness, and collectivism. As described in Chapter 9, personality and cultural values affect the way people behave at work, the kinds of tasks they're interested in, and how they react to events that happen on the job. The model also examines *ability,* which describes the cognitive abilities (verbal, quantitative, etc.), emotional skills (other awareness, emotion regulation, etc.), and physical abilities (strength, endurance, etc.) that employees bring to a job. As described in Chapter 10, ability influences the kinds of tasks an employee is good at (and not so good at).

GROUP MECHANISMS Our integrative model also acknowledges that employees don't work alone. Instead, they typically work in one or more work teams led by some formal (or sometimes informal) leader. Like the individual characteristics, these group mechanisms shape satisfaction, stress, motivation, trust, and learning. Chapter 11 covers *team characteristics and diversity*—describing how teams are formed, staffed, and composed, and how team members come to rely on one another as they do their work. Chapter 12 then covers *team processes and communication*—how teams behave, including their coordination, conflict, and cohesion. The next two chapters focus on the leaders of those teams. We first describe how individuals become leaders in the first place, covering *leader power and negotiation* to summarize how individuals attain authority over others (Chapter 13). We then describe how leaders behave in their leadership roles, as *leader styles and behaviors* capture the specific actions that leaders take to influence others at work (Chapter 14).

ORGANIZATIONAL MECHANISMS Finally, our integrative model acknowledges that the teams described in the prior section are grouped into larger organizations that themselves affect satisfaction, stress, motivation, and so forth. For example, every company has an *organizational structure* that dictates how the units within the firm link to (and communicate with) other units (Chapter 15). Sometimes structures are centralized around a decision-making authority, whereas other times, structures are decentralized, affording each unit some autonomy. Every company also has an *organizational culture* that captures "the way things are" in the organization—shared knowledge about the values and beliefs that shape employee attitudes and behaviors (Chapter 16).

SUMMARY Each of the chapters in this textbook will open with a depiction of this integrative model, with the subject of each chapter highlighted. We hope that this opening will serve as a roadmap for the course—showing you where you are, where you've been, and where you're going. We also hope that the model will give you a feel for the "big picture" of OB—showing you how all the OB topics are connected.

DOES ORGANIZATIONAL BEHAVIOR MATTER?

Having described exactly what OB is, it's time to discuss another fundamental question: Does it really matter? Is there any value in taking a class on this subject, other than fulfilling some requirement of your program? (You might guess that we're biased in our answers to these questions, given that we wrote a book on the subject!) Few would disagree that organizations need to know principles of accounting and finance to be successful; it would be impossible to conduct business without such knowledge. Similarly, few would disagree that organizations need to know principles of marketing, as consumers need to know about the firm's products and what makes those products unique or noteworthy.

However, people sometimes wonder whether a firm's ability to manage OB has any bearing on its bottom-line profitability. After all, if a firm has a good-enough product, won't people buy it