

Organizational

Behavior

Kinicki
Fugate

A Practical,
Problem-Solving
Approach

Mc
Graw
Hill
Education





CONNECT FEATURES

Interactive Applications

Interactive Applications offer a variety of automatically graded exercises that require students to **apply** key concepts. Whether the assignment includes a *click and drag*, *video case*, or *decision generator*, these applications provide instant feedback and progress tracking for students and detailed results for the instructor.

Activating Employees Through Job Design
 Identifying Employees Through Job Design
 Job design is used when a manager adjusts the type of work an employee performs or characteristics of the work environment are causing motivational problems. Job design also refers to any set of activities that involve the alteration of specific jobs or reorganization systems of jobs with the intent of improving the quality of the employee's job experience and their on-the-job productivity. Commonly held are three practices in the field of job design. Some authors use the following approach to job design known as job crafting which involves the worker making changes to their task or relational boundaries rather than the manager. Others may end up with a "middle ground" approach known as telepresence design, or telework. I don't believe the industrial employee negotiating the terms of their work for themselves. In the exercise, you are asked to identify the motivational approaches to job design.

Job Design	Definition
1 Job design job redesign work design	refers to any set of activities that involve the alteration of specific jobs or reorganized systems of jobs with the intent of improving the quality of employee job experience and that on the job productivity"
2 Scientific management	The kind of management which conducts a business or affairs by standards established by facts or truths gained through systematic observation, experiment, or reasoning.
3 Job enlargement	putting more variety into a worker's job by combining specialized tasks of comparable difficulty.
4 Job rotation	moving employees from one specialized job to another.
5 Job enrichment	providing a job with that an employee has the opportunity to experience professional, intellectual, stimulating work, responsibility, and achievement.
6 Job characteristics model	provides high intrinsic motivation by designing jobs that possess the five core job characteristics of skill variety, task identity, task significance, autonomy, and feedback.
7 Job crafting	the physical and cognitive changes individuals make in the task or relational boundaries of their work.
8 Telepresence design (2-decks)	employment terms individuals negotiate for themselves, taking myriad forms from health care to other environments.

For this activity first rollover the name of each motivational approach to job design and read the description. Next, drag and drop the various motivational approaches into the correct spot on the chart that corresponds with the appropriate technique.

List of motivational approaches to job design	Techniques	Correct motivational approach
Employee-driven modification	Job crafting	Employee-driven modification
Individually negotiated terms	Telepresence design	Individually negotiated terms
Combining	Job enlargement	Combining
Modifying	Job rotation	Modifying

Self-Assessments

Self-awareness is a fundamental aspect of personal or professional development. With 95 researched-based self-assessments, students will have frequent opportunities to make the chapter concepts come to life by seeing how they apply to them personally.

This question accepts all answers.

	Regularly 1-5 pts.	Sometimes 1-3 pts.	Never 1-0 pts.
Make a conscious effort not to think stereotypically (stereotyping example: that person's blonde; therefore, she must be dumb). (1wt.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen with interest to the ideas of people who don't think like you do. (1wt.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect other people's opinions, even when you disagree. (1wt.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend time with individuals who are different from you with regard to age, race, gender, cultural background, physical ability, economic status, education, etc. (1wt.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ebook & resources](#)

Manager's Hot Seat Videos

The Manager's Hot Seat is an interactive online video program that allows students to watch real managers apply their years of experience in confronting issues. Students assume the role of the manager as they watch the video and answer multiple-choice questions that pop up during the segment, forcing them to make decisions on the spot. Students learn from the manager's mistakes and successes, and then do a report critiquing the manager's approach by defending their reasoning.

Manager's Hot Seat: Leadership

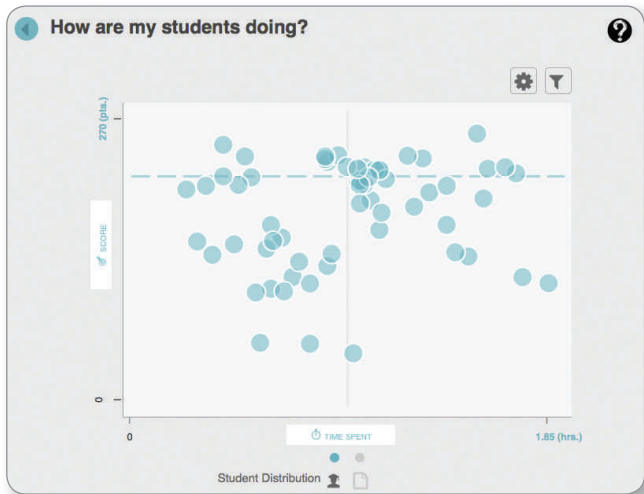
1. value: 10.00 points

QUESTION PROCESSES Introduction Video Case

Video Case: Manager's Hot Seat: Leadership

1. In this video case, a manager is having an early morning meeting with his employees. This manager would have by the authority that comes with the virtue of his position in the organization's hierarchy.

4 prev glossary



Connect Insight

The first and only analytics tool of its kind, Connect Insight is a series of visual data displays, each of which is framed by an intuitive question and provides at-a-glance information regarding how an instructor's class is performing. Connect Insight is available through Connect titles.



EASY TO USE

Learning Management System Integration

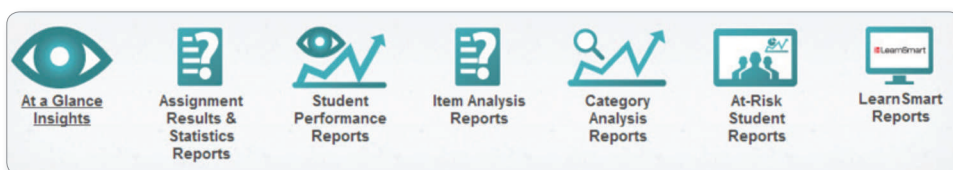
McGraw-Hill Campus is a one-stop teaching and learning experience available to use with any learning management system. McGraw-Hill Campus provides single sign-on to faculty and students for all McGraw-Hill material and technology from within the school website. McGraw-Hill Campus also allows instructors instant access to all supplements and teaching materials for all McGraw-Hill products.

Blackboard users also benefit from McGraw-Hill's industry-leading integration, providing single sign-on to access all Connect assignments and automatic feeding of assignment results to the Blackboard grade book.



POWERFUL REPORTING

Connect generates comprehensive reports and graphs that provide instructors with an instant view of the performance of individual students, a specific section, or multiple sections. Since all content is mapped to learning objectives, Connect reporting is ideal for accreditation or other administrative documentation.



Organizational Behavior

A Practical, Problem-Solving Approach

Angelo Kinicki

Arizona State University

Mel Fugate

Southern Methodist University





ORGANIZATIONAL BEHAVIOR: A PRACTICAL, PROBLEM-SOLVING APPROACH

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2016 by McGraw-Hill Education. All rights reserved. Printed in the United States of America. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 RMN/RMN 1 0 9 8 7 6 5

ISBN 978-1-25-918841-1
MHID 1-25-918841-8

Senior Vice President, Products & Markets: *Kurt L. Strand*
Vice President, General Manager, Products & Markets: *Michael Ryan*
Vice President, Content Design & Delivery: *Kimberly Meriwether David*
Managing Director: *Susan Gouijnstook*
Brand Manager: *Michael Ablasmeir*
Director, Product Development: *Meghan Campbell*
Product Developers: *Jane Beck/Andrea Scheive*
Marketing Manager: *Elizabeth Trepkowski*
Director, Content Design & Delivery: *Terri Schiesl*
Program Manager: *Mary Conzachi*
Content Project Managers: *Harvey Yep / Danielle Clement*
Buyer: *Michael F. McCormick*
Design: *Keith McPherson*
Content Licensing Specialist: *Lori Hancock*
Cover Image: *Getty images® Collection E+ By Syolacam*
Compositor: *Aptara®, Inc.*
Printer: *R. R. Donnelley*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Kinicki, Angelo.
Organizational behavior : a practical, problem-solving approach / Angelo Kinicki,
Arizona State University, Mel Fugate, Southern Methodist University. — First edition.
pages cm
ISBN 978-1-259-18841-1 (alk. paper)—ISBN 1-259-18841-8 (alk. paper)
1. Organizational behavior. I. Fugate, Mel. II. Title.
HD58.7.K52638 2016
658—dc23

2014041010

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill Education, and McGraw-Hill Education does not guarantee the accuracy of the information presented at these sites.

DEDICATION

To Bob Kreitner, my best friend and co-author for over 30 years. I love ya man.

— *Angelo*

I want to thank my sweet wife, Donna. Her support, understanding, and friendship are invaluable. I'm glad you're my wife.

— *Mel*

about the authors



Angelo Kinicki is an award winning professor, author, and consultant. He is a Professor of Management and is the recipient of the Weatherup/Overby Chair in Leadership at the W.P. Carey School of Business, Arizona State University. He also is a Dean's Council of 100 Distinguished Scholar at the W. P. Carey School of Business. He joined the faculty in 1982, the year he received his doctorate in business administration from Kent State University.

Angelo is the recipient of six teaching awards from Arizona State University, where he teaches in its nationally ranked MBA and PhD programs. He also received several research awards, and was selected to serve on the editorial review boards for four scholarly journals. His current research interests focus on the dynamic relationships among leadership, organizational culture, organizational change, and individual, group, and organizational

performance. Angelo has published over 98 articles in a variety of academic journals and is co-author of eight textbooks (30 including revisions) that are used by hundreds of universities around the world. Several of his books have been translated into multiple languages, and two of his books were awarded revisions of the year by The McGraw-Hill Company.

Angelo is a busy international consultant and is a principal at Kinicki and Associates, Inc., a management consulting firm that works with top management teams to create organizational change aimed at increasing organizational effectiveness and profitability. He has worked with many *Fortune* 500 firms as well as numerous entrepreneurial organizations in diverse industries. His expertise includes facilitating strategic/operational planning sessions, diagnosing the causes of organizational and work-unit problems, conducting organizational culture interventions, implementing performance management systems, designing and implementing performance appraisal systems, developing and administering surveys to assess employee attitudes, and leading management/executive education programs. He developed a 360° leadership feedback instrument called the Performance Management Leadership Survey (PMLS) that is used by companies throughout the World.

Angelo and his wife of 32 years Joyce have enjoyed living in the beautiful Arizona desert for 31 years. They are both natives of Cleveland, Ohio. They enjoy traveling, hiking, and spending time in the White Mountains with Gracie, their adorable golden retriever. Angelo also has a passion for golfing.



Mel Fugate is a professor and consultant. He is an associate professor of Management and Organizations in the Cox School of Business at Southern Methodist University. He teaches executive, MBA, and undergraduate courses. He has won six teaching awards across undergraduate and graduate levels. Prior to the Cox School he was a visiting assistant professor of Organizational Behavior at Tulane University's A.B. Freeman College of Business. He also has international teaching experience in the International MBA program at EM Lyon School of Management in Lyon, France. Prior to earning his Ph.D. in Business Administration and Management from Arizona State University, Mel performed consulting services

in marketing and business development and was a sales representative and manager in the pharmaceutical industry. He also has a BS in engineering and business administration from Michigan State University.

Mel's primary research interests involve employee reactions to organizational change and transitions at work. This includes but is not limited to downsizings, mergers and acquisitions, restructurings, and plant closings. Another research stream involves the development of a dispositional perspective of employability and its implications for employee careers and behavior. Current interests also include the influence of leadership and organizational culture on performance and the influence of emotions on behavior at work. He has published in a number of premier management and applied psychology journals. His current consulting work includes many industries (e.g., healthcare, legal, energy, information technology, and financial services) and aims to enhance individual and organizational performance by utilizing a variety of practical, research-based tools.

Professor Fugate's research and comments have been featured in numerous media outlets: *The Wall Street Journal*, *The New York Times*, *Financial Times*, *FastCompany*, *Dallas Morning News*, CNN, Fox, ABC, and NBC.

Mel and his wife, Donna, are both very active and enjoy fitness, traveling, live music, and catering to their sweet Jack Russell Terrier, Mila.

Kinicki/Fugate: A Book Aimed at Helping Students Flourish Both Personally & Professionally

Organizational Behavior: A Practical Problem-Solving Approach is intended for use as a concepts book for the Organizational Behavior (OB) course at the undergraduate and MBA levels. We wrote this book because of our sincere belief that the application of knowledge about organizational behavior can help people flourish both personally and professionally.

Drawing on our combined 51 years of teaching organizational behavior along with our key strengths—12 teaching awards, success publishing scientific OB research, extensive management consulting and textbook writing—we have created a highly engaging, practical text based solidly on classic and contemporary OB research. To achieve this, we’ve integrated an informal and conversational writing style with a visually interesting magazine-like layout that **appeals to the preferences and learning styles of today’s students**. This follows an approach successfully applied by Angelo Kinicki and Brian Williams’s text *Management: A Practical Introduction*, 6th ed. Topics are broken down into **easily grasped, “bit-sized” portions, interspersed with frequent features that reinforce learning**. Our goal was to create a text that students enjoy reading and that will make a difference in their lives by providing them with practical tools that can be used at work, home, and school. If we have made learning about organizational behavior engaging, easy, and practical, we have accomplished our mission.

The text is organized according to the traditional flow from individual to group to organizational levels. Within each level we discuss the issues that today’s students need to master to succeed, such as human and social capital, ethics, emotional intelligence, person–environment fit, critical thinking, problem solving, diversity, positive OB, social media, crucial conversations, influence, working with others and leadership.

While our book is unique in many ways, five features are especially notable:

1. A student-centric approach to learning
2. An explicitly applied and practical approach
3. An emphasis on problem solving
4. Imaginative writing for readability and engagement
5. Resources that work

FEATURE #1: A STUDENT-CENTRIC APPROACH TO LEARNING

Chapter openers are designed to frame chapter content and help students read with purpose. Each chapter begins with four to seven provocative, motivational **Major Questions** associated with the main topics of the chapter. These Major Questions are intended to help students answer the more fundamental questions “so what?” and “why does this matter to me?” for each major topic in the chapter. The Major Questions help students read with purpose and focus.

Instead of opening with a conversational vignette or short case like many texts, we open with **Winning at Work**, a feature which offers practical nuts-and-bolts or “how to” advice about issues that are important to students’ personal and professional success.

“I think this [Major Question/ The Bigger Picture] is a great idea. Students want to have an idea of why it is important and what it means to them. This book will really speak to the Millennial generation.”

—Holly Schroth,
University of California, Berkeley

winning at work

YOUR FUTURE

Imagine you are about to walk in the door and start your first full-time job. It's the job you've always wanted. Or if you are working now, imagine you've finally won the promotion you've worked so hard for, and you're about to enter your new office or work area on a new floor. Both cases are full of excitement—your professional life has so much promise!

Now take stock of your existing knowledge, skills, experiences, and common sense. Even with these assets, wouldn't you want to give yourself an even greater advantage and transform your knowledge and common sense into practical benefits at your job? After all, what value are your talents if you don't apply them?

This is why we study OB.

KNOWLEDGE IS NOT ENOUGH

Expertise alone does not solve business problems. For decades, businesses have attributed their successes to the knowledge or technical expertise of their employees. The rationale was that if workers had the knowledge and necessary technical training, then results would automatically follow. But over time firms have realized that knowledge and training alone do not guarantee success. In recent years, business experts have called this disparity the *knowing-doing gap*.¹ The *knowing-doing gap* identifies the gap between what people know and what they actually do. For instance, everybody knows that treating people with respect is a good idea, but some managers don't always do this. Closing such gaps is an important element of your own success at school, work, and home. This also is a major focus of OB and this book.

THE LIMITS OF COMMON SENSE

You may feel that common sense will go a long way toward solving most business and career challenges. But you'd be wrong. If common sense were all that mattered, businesses would be more successful and all managers would be effective, while you and other new employees would consistently be happy and perform at your very best. However, this certainly isn't true of all employers and managers, and entry-level employees are often ill prepared and underperform.



WHERE EMPLOYERS SAY NEW HIRES FALL SHORT

Fortune published results from a Global Strategy Group study of 500 senior managers and executives. Only 65 percent of these business leaders found new employees "somewhat prepared" for success in business, while a significant percentage said new employees are "not prepared at all." Jeffrey Holmes, a principal at architectural firm Woods Bagot and sponsor of the

survey, confirmed these findings and said: "Companies need people who can synthesize information and apply it to business problems. . . . There's less room for new hires who don't have that ability. Technical skill is not enough." This preference applies to both bachelors and masters students.²

EMPLOYERS WANT PROBLEM SOLVING AND CRITICAL THINKING

Regardless of your area of study, arguably the greatest benefit of your education is developing problem-solving and critical thinking skills. The Global Strategy Group survey of executives revealed that the most sought-after skills for all entry-level employees were problem solving (49%), collaboration (43%), and critical thinking (36%).³ Building your skills in these areas is the overarching goal of this book.

FOR YOU WHAT'S AHEAD IN THIS CHAPTER

You'll learn how OB can drive your job and career success. We'll explain why it's important that you and your employers invest in building both your human and social capital. We'll also explore how ethics are integral to long-term individual and organizational success and we'll introduce a problem-solving framework you can use in a wide variety of situations at school, work, and life more generally. But what really powers this book is our Integrative Framework for Understanding and Applying OB, which we introduce mid-chapter. This framework will help you organize and apply OB concepts and tools as you learn them.

Examples include being proactive in the first 30 days of a new job, managing perceptions during employment interviews, nine daily habits that make people happy, negotiating a salary for a new job, multitasking and personal effectiveness, and leading meetings.

The Winning at Work feature is followed with **For You: What's Ahead in This Chapter**, that outlines the content to come in the chapter and why it is important to students' personal and professional lives. Chapters then are organized to cover each major question in turn, giving students bite-sized chunks of information. Each section begins with a recap of the **Major Question** and includes **The Bigger Picture**, which are intended to help students consider how the chapter content will be useful in their own professional and personal lives. The goal here is to go beyond the narrower demands of the course and show personal relevance.

Content portioning aids student interest and retention of information. Topics divide into easily grasped segments to make them more "digestible." Each section consists of a certain number of full pages. *Each new section starts on a new page.*

Other pedagogical devices in the chapter text also help students develop understanding:

- **Key terms** are highlighted and definitions boldfaced, to help students build their OB vocabulary.
- **Illustrations appear with relevant text discussion** so students can avoid the frustration of having to flip pages back and forth in order to study an important figure, table, or diagram described in the text.
- Frequent use of **bulleted lists and headings** helps students grasp the main concepts.
- Our consistent use of the **Integrative Framework for Understanding and Applying OB**, especially at the beginning and end of chapters, provides a structure to help students classify, organize, and apply the many OB concepts and theories that define the study of OB. We find that without some type of organizing structure, students experience information overload and fail to see how concepts are related, which in turn reduces their ability to apply their knowledge. The Integrative Framework

2.1 PERSONAL VALUES

MAJOR QUESTION

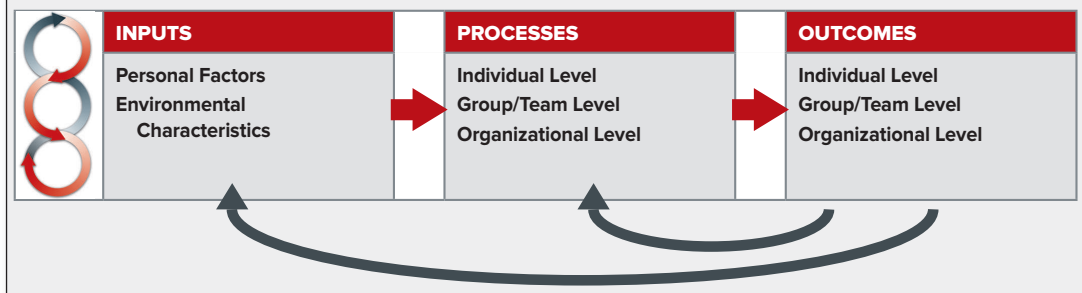
What role do values play in influencing my behavior?

THE BIGGER PICTURE

You may already have a good understanding of your personal values and the role they play in your life. In an organization, personal values contribute to workplace attitudes and behavior. So it's important to understand how the full range of potential human values impacts our attitudes and behavior at work. In the values model shown on the next page, see if you can locate yourself first, and then your friends or coworkers. From an OB perspective, you first need to understand personal values to understand, let alone influence, workplace attitudes.

Values are abstract ideals that guide one's thinking and behavior across all situations. They are strongly influenced by our religious or spiritual beliefs, the values of our parents, experiences during childhood, and events occurring throughout the communities and societies in which we live. Managers need to understand an employee's values because they encompass concepts, principles, or activities for which people are willing to work hard. All workers need an understanding of values to work effectively with others and manage themselves. Renowned researcher Shalom Schwartz created a theory of personal values that over time many managers and OB professionals have found especially useful for understanding the motivational impact of our values.

FIGURE 1.3 INTEGRATIVE FRAMEWORK FOR UNDERSTANDING AND APPLYING OB



is introduced in Chapter 1, is consistently applied in every chapter, applied, and grows in detail and scope as additional topics are introduced.

- **Chapter summaries** pull much of this together and are organized around the Major Questions outlined at the beginning of each chapter.

FEATURE #2: AN EXPLICITLY APPLIED & PRACTICAL APPROACH

We want this book to be a “keeper” for students, a resource they retain and continue to use in order to effectively navigate issues in their jobs, careers, and personal lives. To achieve this goal, a central theme of Chapter 1 is to explain to students why OB matters in their professional and personal lives and how OB can help them develop higher-level soft skills such as problem solving, critical thinking, and teamwork that employers seek. The focus on application is reinforced in the following special features:

- **Winning at Work** opens each chapter and shows the personal, real-world importance of the coming chapter content.
- **Problem-Solving Applications** are box features that appear in every chapter (30 total). They describe actual problems facing real-world people and organizations. The feature always conclude with a **Your Call** extension, asking students to apply an easy 3-Stop Problem-Solving Approach, which we introduce in Chapter 1 and apply in every subsequent chapter to strengthen their problem-solving skills.

solving application

Sodexo Encounters Diversity-Related Problems

problem

Sodexo, one of the world’s largest providers of food services and management, with nearly 420,000 employees in 80 countries, is a good example of a company that has attempted to effectively manage diversity. Sodexo has a deserved if well-groomed reputation for its diversity efforts, but the company’s record is not perfect. Although the company was rated by DiversityInc in 2013 as the very best company for diversity based on its annual survey of 893 firms, Sodexo still is encountering diversity-related problems.⁸⁹

Problems at Sodexo. Sodexo began its diversity program in 2002 in response to an anti-discrimination class-action lawsuit, brought by African-American employees who

claimed they were not being promoted at the same rate as their white colleagues. The suit was eventually settled for \$80 million in 2005. In 2010 NPR reported that “about a quarter of the company’s managers are minorities, but only about 12 percent are black, which is not much of a change from five years ago, when the lawsuit was settled.”⁹⁰

Sodexo continues to have issues with labor and the law. Since the 2005 settlement, allegations of discrimination have continued, although often local in scope. The company has had other labor problems, with workers complaining about low wages. Also in 2010 Sodexo was called out by the Human Rights Watch in a 2010 report detailing the company’s violations of workers’ rights to unionize at several US



Executives from Sodexo speaking to employees.

locations. On the legal front Sodexo has fought isolated health code violations and charges of pocketing rebates from vendors to the detriment of several state clients.⁹¹ In 2013 Sodexo agreed to pay \$20 million in one such rebate fraud lawsuit brought by New York.⁹²

YOUR CALL Apply the 3-Stop Problem-Solving Approach.

Stop 1: What is the problem in this case?

Stop 2: Identify the OB concepts or theories to use to solve the problem.

Stop 3: What would you do to correct this situation?

“Problem solving is what company leaders want to know that students can do. By incorporating this throughout the text you [provide] students multiple opportunities to learn and master this skill. . . . I am impressed with the clarity and process used to teach this skill.”

—Brenda D. Bradford,
Missouri Baptist University

- **Example boxes**, 44 vignettes about well-known companies and individuals taken from today’s headlines, appear throughout the chapters to demonstrate practical application of OB concepts and tools. These Examples arm students with tools they can apply at school, at work, and throughout their careers. Example boxes always conclude with a **Your Thoughts?** extension where students are asked to put themselves in the situation and describe what they might do.

EXAMPLE Google Search: “How Can We Keep Talented Employees?”

While Google’s talent is constantly being poached by its competitors, some employees simply quit, especially women. The company noticed that many women were leaving, or, more precisely, not returning after maternity leave. Some women of course choose to stay home after childbirth. However, Google realized that such employees were leaving at twice the average rate of all employees. It then explored the possibility that its policies might play a role.

THE INDUSTRY STANDARD Generally, the tech industry, Silicon Valley in particular, offers 12 weeks of paid time off for maternity leave and seven weeks for employees outside of California.

NEW PLAN Google’s response was to offer five months of full pay and full benefits! Better still, new mothers can split the time and take some before the birth, some after, and some later still when the child is older.

NEW PLAN PLUS Seven weeks of “new-parent” leave is now offered to all of its employees around the world. This enables new mothers *and fathers* the opportunity to manage their time and new joy/baby.⁵ Other companies expand these practices further still. Alston & Bird, an Atlanta-based law firm, provides employees \$10,000 and 90 days of paid leave toward adoptions. Infertility issues are also covered by their health plan.⁶

YOUR THOUGHTS?

1. If you alone could make policies at Google (or where you work), what would you do to keep valuable employees?
2. How could you apply the contingency approach to make these and other policies more effective?
3. What else would you do?

- **Take-Away Applications—TAAPs** represent 42 opportunities throughout the text for students to apply the material and concepts immediately after reading them. TAAPs ask students to apply OB concepts to issues that affect their personal and professional success.

TAKE-AWAY APPLICATION—TAAP

Using Table 1.3:

1. Think of your most desired job. Now describe what you could do to develop your human *and* social capital to make you a more attractive job candidate.
2. Assume you graduate this year and are fortunate enough to get a job interview with your most desired employer. Explain in terms of human *and* social capital how you would promote or sell yourself in that interview.

- **Self-Assessments**, 57 research-based self-assessments integrated within the text,

“This is a great collection of self-assessments. I feel that it adds a lot to the student experience, provides rich fodder for class discussions, and makes the concepts relate specifically to students, and that has many advantages in learning and retention.”

—Laura Martin, *Midwestern State University*

allow students to immediately assess their own personal characteristics related to OB concepts being discussed.

- **Problem-Solving Application Cases** at the end of each chapter allow students to practice their problem-solving skills and apply chapter-specific content to actual problems confronting real-world people and organizations.
- **Legal/Ethical Challenges**, closing each chapter, are short cases that ask students to recommend a course of action when faced with business situations that fall into a “gray” area of legal or ethical conflicts.
- **Group Exercises** for each chapter enable students to engage in experiential activities aimed at applying chapter content.

FEATURE #3: AN EMPHASIS ON PROBLEM SOLVING

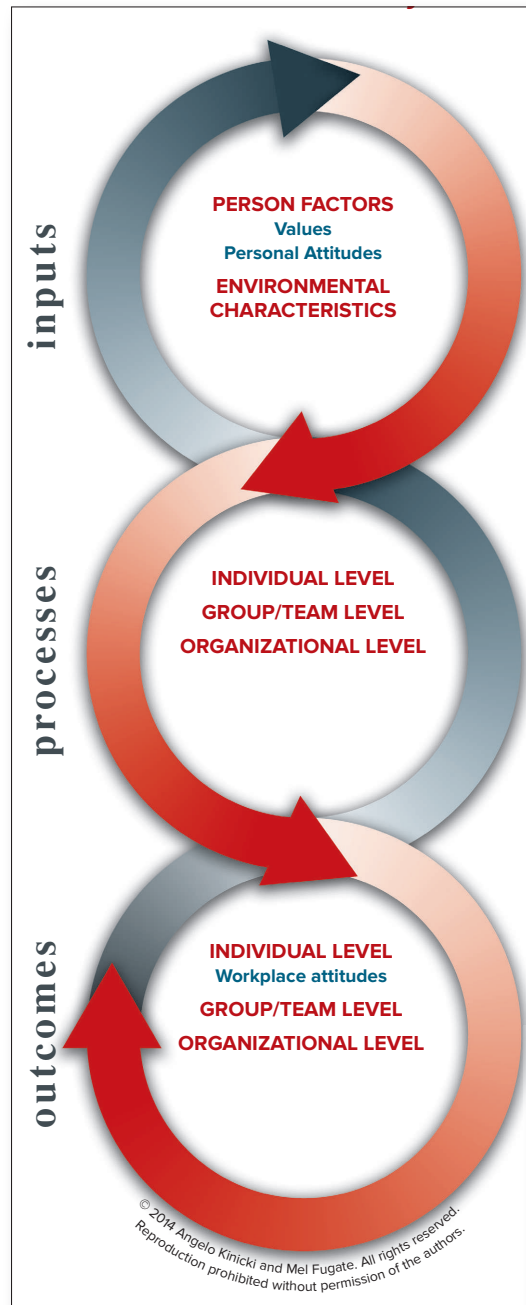
A simple **Problem-Solving Approach** is introduced in Chapter 1 and applied multiple times in every chapter throughout the book. The repeated application in every chapter helps students develop their problem-solving skills. Our problem-solving approach is described as a journey with three stops along the way: **Stop 1**, in which students define the problem; **Stop 2**, in which students use OB concepts to identify causes of the problem; and **Stop 3**, in which students apply their knowledge to generate (or even implement) a solution.

“Repeating the problem-solving approach in detail helps guide the students on the correct path to solving the problem in a methodical way . . . it encourages the students to become critical thinkers.”

—Kenneth Solano, *Northeastern University*

The **Integrative Framework for Understanding and Applying OB** is another tool to help students solve problems. Not only does it help students organize OB concepts and understand relationships among them, but it also assists in identifying problems, causes, and solutions.

Integrative Framework for Understanding and Applying OB



To build and reinforce students' problem-solving skills, we utilize a number of features in each chapter:

- The 30 **Problem-Solving Application** boxes, mentioned previously, appearing one or more times in each chapter, offer students the opportunity to solve problems facing real individuals, teams, and organizations.
- As mentioned above, each chapter concludes with a more in-depth **Problem-Solving Application Case**. These cases, which involve a host of companies including DISH, Google, Costco, Yahoo!, and McDonald's, enable students to hone the application of OB by trying to solve real problems with chapter-related content.
- A **Comprehensive Problem-Solving Application Case** on Zappos that spans multiple chapters allows students to exercise their growing problem-solving skills in a more complex context that involves multiple concepts and challenges across the three levels of OB (individual, team, and organizational).

FEATURE #4: IMAGINATIVE WRITING FOR READABILITY & ENGAGEMENT

Research shows that textbooks written in an **imaginative, people-oriented style significantly improve students' ability to retain information**. We use a number of journalistic devices to make the material as engaging as possible for students.

- Our use of a *conversational and informal tone* provides a casual and direct connection to the student. This tone removes barriers and draws students in to the content.
- We use *colorful facts, attention-grabbing quotes, biographical sketches, lively tag lines, and innovative illustrations* to get students' attention and enhance retention.
- Our *emphasis on practicality and application* extends to the Example boxes, Problem-Solving Application boxes, Take-Away Applications, and Self-Assessments, all of which help to keep students involved and make OB relevant.
- The text is animated by an *enticing and diverse photo program* of varying sizes and shapes to help illustrate concepts. Many photo captions end with a question to generate student interest.

"I like the idea of bite-sized chunks and applicability of the material . . . because student friendliness is one part readability, one part personal application, and two parts style."

—Dan Morrell,
Middle Tennessee
State University

FEATURE #5: RESOURCES THAT WORK

No matter the course you teach—on-campus, hybrid, or online courses—we set out to provide you with the most comprehensive set of resources to enhance your Organizational Behavior course.

McGraw-Hill Connect Management

Less managing . . . More teaching . . . Greater learning . . .

McGraw-Hill *Connect Management* is an online assignment and assessment solution that connects students with the tools and resources they need to achieve success. With *Connect Management*, students can engage with their coursework anytime, anywhere, enabling faster learning, more efficient studying, and higher retention of knowledge. It also offers faculty powerful tools that make managing assignments easier, so instructors can spend more time teaching.

Features

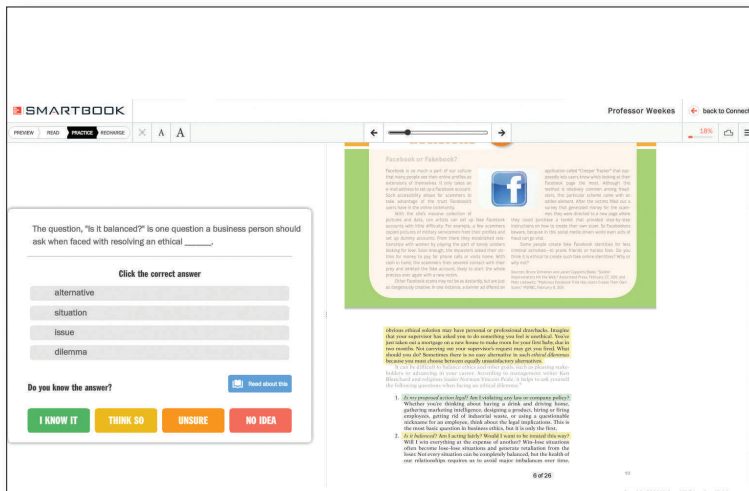


1. **SmartBook™.** Fueled by LearnSmart—SmartBook is the first and only adaptive reading experience available today. Distinguishing what students know from what they don't, and honing in on concepts they are most likely to forget, SmartBook personalizes content for each student in a continuously adapting reading experience. Reading is no longer a passive and linear experience, but an

engaging and dynamic one where students are more likely to master and retain important concepts, coming to class better prepared. Valuable reports provide instructors insight as to how students are progressing through textbook content, useful for shaping in-class time or assessment. As a result of the adaptive reading experience found in SmartBook, students are more likely to retain knowledge, stay in class, and get better grades.

2. **Interactive Applications.** Interactive Applications offer a variety of automatically graded exercises that require students to apply key concepts. Whether the assignment includes a drag and drop, video case, sequence, or case analysis, these applications provide instant feedback and progress tracking for students and detailed results for the instructor.

3. **Interactive Self-Assessments.** Self-awareness is a fundamental aspect of personal or professional development. And because self-awareness is so important to students' professional and personal effectiveness, *Organizational Behavior* incorporates self-assessments unlike any other textbook in the market. *Multiple SAs* are incorporated in each chapter, which provides students with frequent opportunities to *make OB concepts come to life* by seeing how they apply to them personally. *Organizational Behavior* does this with 57 SAs spread across the chapters that help make OB real for students and show them how to apply concepts and theories as they learn them. These assessments are research-based and are drawn from notable journals in the field of OB, such as the *Journal of Applied Psychology*, *Journal of Management*, *Journal of Organizational Behavior*, *Personnel Psychology*, *Educational and Psychological Measurement*, and *Journal of Personality and Social Psychology*.



connect

SELF-ASSESSMENT 1.1 How Strong Is My Motivation to Manage?

Go to connect.mheducation.com and when finished respond to the following:

1. Does this instrument accurately assess your potential as a manager? Explain.
2. Which of the seven dimensions do you think is likely the best predictor of managerial success? Which is the least? Explain.
3. The instrument emphasizes competition with others in a win-lose mentality. Describe the pros and cons of this approach to management.

- Every SA is introduced in-text by explaining its benefits and practical relevance to the student. The intent is to motivate students to complete the assessments and appreciate their value.
 - Each chapter contains an average of three self-assessments.
 - Multiple-choice questions accompany each SA, which enable instructors to assure that students complete assigned assessments and understand how they illustrate the associated concepts and theories.
 - Self-assessments are automatically scored in *Connect*.
 - In addition to being housed in *Connect*, SA references are positioned near the concepts they illustrate in-text, with questions that focus on having students reflect on their scores; contemplate the implications for them at school, work, and home; and apply this new self-knowledge to their own lives. These questions were also written to be amenable to class discussion or personal development plan-type assignments.
 - The Instructor's Manual includes guidance on how to interpret each SA and suggested avenues for class discussion and student application.
- 4. Problem-Solving Application and Comprehensive Case.** While cases are common in the OB textbook market, *Organizational Behavior* takes a different approach. First, each chapter concludes with a Problem-Solving Application Case that is also available with assignable content in *Connect*. These cases are all based on real companies and people and explicitly focus on actual problems they confront. Students therefore have repeated opportunities to build their problem-solving skills, a key attribute sought by employers, while also applying the concepts and tools they learned in that particular chapter.
- Second, *Organizational Behavior* has created a comprehensive case for *Connect* that includes assignable content. Unlike many additional or integrative cases used in other books, which are often based on fictitious people

or organizations and illustrate only a handful of concepts, the case used in *Organizational Behavior* is an actual company—Zappos. Not only does the company have appeal to today's students, but it also was created using multiple sources to provide a truly comprehensive case. The intent is to offer students and their instructors a single case that spans all three levels of OB—individual, group/team, and organizational—and allows for the application of the many concepts and tools introduced throughout the book. We wrote this case to serve many potential purposes—a comprehensive final exam, team project, or complex problem-solving case.

Consistent with some of the major themes of our book, we selected and wrote cases that students will find both appealing and highly relevant opportunities to apply their OB knowledge.

- 5. Manager's Hot Seat.** This interactive, video-based application puts students in the manager's hot seat; it builds critical-thinking and decision-making skills and allows students to apply concepts to real managerial challenges. Students watch as 21 real managers apply their years of experience when confronting unscripted issues such as bullying in the workplace, cyber loafing, globalization, intergenerational work conflicts, workplace violence, and leadership versus management.

VIDEO CASE 1: Office Romance: Groping for Answers

VIDEO CASE 2: Ethics: Let's Make a Fourth Quarter Deal

VIDEO CASE 3: Negotiation: Thawing the Salary Freeze

VIDEO CASE 4: Privacy: Burned by the Firewall?

VIDEO CASE 5: Whistle Blowing: Code Red or Red Ink?

VIDEO CASE 6: Change: More Pain Than Gain

VIDEO CASE 7: Partnership: The Unbalancing Act

VIDEO CASE 8: Cultural Differences: Let's Break a Deal

VIDEO CASE 9: Project Management: Steering the Committee

VIDEO CASE 10: Diversity: Mediating Morality

VIDEO CASE 11: Personal Disclosure:
Confession Coincidence

VIDEO CASE 12: Virtual Workplace: Out of
the Office Reply

VIDEO CASE 13: Listening Skills: Yeah,
Whatever

VIDEO CASE 14: Diversity in Hiring:
Candidate Conundrum

VIDEO CASE 15: Working in Teams: Cross-
Functional Dysfunction

VIDEO CASE 16: Cyberloafing

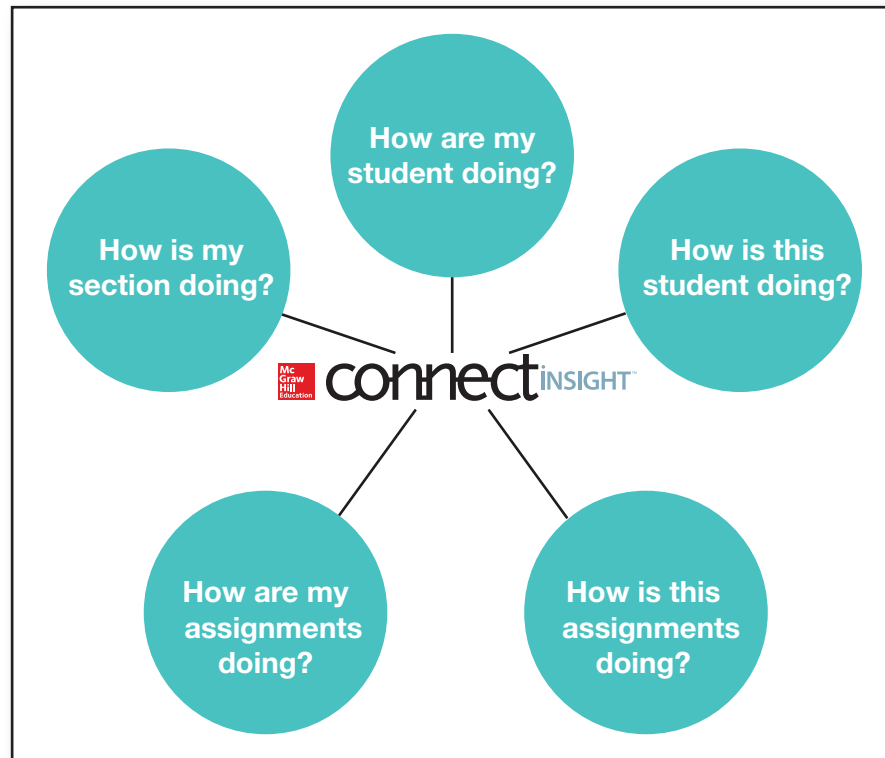
VIDEO CASE 17: Globalization

VIDEO CASE 18: Leadership

VIDEO CASE 19: Work–Life Balance

VIDEO CASE 20: Workplace Aggression

VIDEO CASE 21: Workplace Bullying



6. **Insight.** Insight plots students on a graph of core by time-spent, revealing, among other things, which students are trying but still not succeeding, suggesting that they might be the most responsive to help. Insight plots assignments on a graph of average student score by average time-spent, revealing, among other things, relatively difficult assignments and relatively easy assignments.

7. **Smart Grading.** When it comes to studying, time is precious. *Connect Management* helps students learn more efficiently by providing feedback and

practice material when they need it, where they need it. When it comes to teaching, your time also is precious. The grading function enables you to . . .

- Have assignments scored automatically, giving students immediate feedback on their work and side-by-side comparisons with correct answers.
- Access and review each response; manually change grades or leave comments for students to review.
- Reinforce classroom concepts with practice tests and instant quizzes.

8. Simple Assignment Management. With *Connect Management*, creating assignments is easier than ever, so you can spend more time teaching and less time managing. The assignment management function enables you to . . .

- Create and deliver assignments easily with selectable end-of-chapter questions and test bank items.
- Streamline lesson planning, student progress reporting, and assignment grading to make classroom management more efficient than ever.
- Go paperless with the eBook and online submission and grading of student assignments.

9. Instructor Library. The *Connect Management* Instructor Library is your repository for additional resources to improve student engagement in and out of class. You can select and use any asset that enhances your lecture. The *Connect Management* Instructor Library includes . . .

- Instructor's Manual
- PowerPoint files
- Test Bank
- Management Asset Gallery
- eBook
- Connect IM

10. McGraw-Hill *Connect Plus Management*. McGraw-Hill reinvents the textbook-learning experience for the modern student with *Connect Plus Management*. *Connect Plus* features the following:

- An integrated eBook.
- All *Connect* assignments and tools, which provide a dynamic link between your assignment and chapter content.
- A powerful search function to pinpoint and connect key concepts in a snap.

For more information about *Connect*, go to www.mcgrawhillconnect.com, or contact your local McGraw-Hill sales representative.

Organizational Behavior Video Library DVDs

McGraw-Hill/Irwin offers the most comprehensive video support for the Organizational Behavior classroom through a course library

video DVD. This discipline has a library volume DVD tailored to integrate and visually reinforce chapter concepts. The library volume DVD contains more than 55 clips! The rich video material, organized by topic, comes from sources such as PBS, NBC, BBC, SHRM, and McGraw-Hill. Video cases and video guides are provided for some clips.

Tegrity Campus



Lectures 24/7. Tegrity Campus is a service that makes class time available 24/7 by automatically capturing every lecture in a searchable format for students to review when they study and complete assignments. With a simple one-click start-and-stop process, you capture all computer screens and corresponding audio. Students can replay any part of any class with easy-to-use browser-based viewing on a PC or Mac.

Educators know that the more students can see, hear, and experience class resources, the better they learn. In fact, studies prove it. With Tegrity Campus, students quickly recall key moments by using Tegrity Campus's unique search feature. This search helps students efficiently find what they need, when they need it, across an entire semester of class recordings. Help turn all your students' study time into learning moments immediately supported by your lecture. Lecture Capture enables you to . . .

- Record and distribute your lecture with a click of a button.
- Record and index PowerPoint presentations and anything shown on your computer so it is easily searchable, frame by frame.
- Offer access to lectures anytime and anywhere by computer, iPod, or mobile device.
- Increase intent listening and class participation by easing students' concerns about note taking.

Lecture Capture will make it more likely you will see students' faces, not the tops of their heads.

To learn more about Tegrity, watch a two-minute Flash demo at <http://tegritycampus.mhhe.com>

Create



create™

Craft your teaching resources to match the way you teach!

With McGraw-Hill Create, www.mcgrawhillcreate.com, you can easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, like your course syllabus or teaching notes. Find the content you need in Create by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book and you'll receive a complimentary print review copy in three to five business days or a complimentary electronic review copy (eComp) via e-mail in about one hour. Go to www.mcgrawhillcreate.com today and register. Experience how McGraw-Hill Create empowers you to teach your students *your way*.

McGraw-Hill Higher Education and Blackboard have teamed up.

What does this mean for you?

The Best of Both Worlds



1. **Your life simplified.** Now you and your students can access McGraw-Hill's Connect™ and Create™ right from within your Blackboard course—all with one single sign-on. Say goodbye to the days of logging in to multiple applications.
2. **Deep integration of content and tools.** Not only do you get single sign-on with Connect™ and Create™, you also get deep integration of McGraw-Hill content and content engines right in Blackboard. Whether you're choosing a book for your course or building Connect™ assignments, all the tools you need are right where you want them—inside of Blackboard.
3. **Seamless gradebooks.** Are you tired of keeping multiple gradebooks and manually synchronizing grades into Blackboard? We thought so. When a student

completes an integrated Connect™ assignment, the grade for that assignment automatically (and instantly) feeds your Blackboard grade center.

4. **A solution for everyone.** Whether your institution is already using Blackboard or you just want to try Blackboard on your own, we have a solution for you. McGraw-Hill and Blackboard can now offer you easy access to industry-leading technology and content, whether your campus hosts it or we do. Be sure to ask your local McGraw-Hill representative for details.

INSTRUCTOR RESOURCES

Multiple high-quality, fully integrated resources are available to make your teaching life easier:

- **The Instructors Manual (IM)** includes thorough coverage of each chapter. New in this edition, we offer two versions of the IM, for newer and experienced faculty. Included in both versions are the appropriate level of theory, recent application or company examples, teaching tips, PowerPoint references, critical discussion topics, and answers to end-of-chapter exercises.
- **The PowerPoint (PPT)** slides provide comprehensive lecture notes, video links, and company examples not found in the textbook. There will be instructor media-enhanced slides as well as notes with outside application examples.
- **The Test Bank** includes 100–150 questions per chapter, in a range of formats and with a greater-than-usual number of comprehension, critical-thinking, and application (or scenario-based) questions. It's tagged by learning objective, Bloom's Taxonomy levels, and AACSB compliance requirements.
- **EZ Test**, McGraw-Hill's flexible and easy-to-use electronic testing program, allows instructors to create tests from book-specific items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT or BlackBoard.

- **EZ Test Online**, available at www.eztestonline.com, allows you to access the test bank virtually anywhere at any time, without installation, and to administer EZ Test–created exams and quizzes online, providing instant feedback for students.
- **The Online Learning Center (OLC)**, located at www.mhhe.com/kfob1e, offers downloadable resources for instructors. On the instructors’ portion of the OLC, which is password-protected, instructors can access all of the teaching resources described above.

MCGRAW-HILL CUSTOMER CARE CONTACT INFORMATION

At McGraw-Hill, we understand that getting the most from new technology can be challenging. That’s why our services don’t stop after you purchase our products. You can e-mail our Product Specialists 24 hours a day, seven days a week, to get product training online. Or you can search our knowledge bank of Frequently Asked Questions on our support website. For Customer Support, call **800-331-5094**, e-mail hmsupport@mcgraw-hill.com, or visit www.mhhe.com/support. One of our Technical Support Analysts will be able to assist you in a timely fashion.

ASSURANCE OF LEARNING READY

Many educational institutions today are focused on the notion of assurance of learning, an important element of many accreditation standards. *Organizational Behavior* is designed specifically to support your assurance of learning initiatives with a simple yet powerful solution.

Each chapter in the book begins with a list of numbered learning objectives, which appear throughout the chapter as well as in the end-of-chapter assignments. Every Test Bank question for *Organizational Behavior* maps to a specific chapter learning objective in the textbook. Each Test Bank question also identifies topic area, level of difficulty, Bloom’s Taxonomy level, and AACSB skill area. You can use our Test Bank software, EZ Test and EZ Test Online, or *Connect Management* to easily search for learning objectives that directly relate to the learning objectives for your course. You can then

use the reporting features of EZ Test to aggregate student results in a similar fashion, making the collection and presentation of assurance of learning data simple and easy.

AACSB STATEMENT

McGraw-Hill/Irwin is a proud corporate member of AACSB International. Understanding the importance and value of AACSB accreditation, *Organizational Behavior* recognizes the curricula guidelines detailed in the AACSB standards for business accreditation by connecting selected questions in the Test Bank to the general knowledge and skill guidelines in the AACSB standards.

The statements contained in *Organizational Behavior* are provided only as a guide for the users of this textbook. The AACSB leaves content coverage and assessment within the purview of individual schools, the mission of the school, and the faculty. While *Organizational Behavior* and the teaching package make no claim of any specific AACSB qualification or evaluation, we have within *Organizational Behavior* labeled selected questions according to the general knowledge and skills areas.

Acknowledgements

We could not have completed this product without the help of a great number of people. It all began with the vision of our executive brand manager Michael Ablassmeir. He signed the project and assembled a fantastic team to work with us to craft a text that was unlike anything else in the market. Among our first-rate team at McGraw-Hill, we want to acknowledge key contributors: Ann Torbert’s assistance was instrumental in structuring the editorial process and arriving at the text’s vision and predicted appeal; Bill Teague, Jane Beck, Trina Hauger, and Andrea Scheive, developmental editors, helped us realize our vision and enhance that appeal; Elizabeth Trepkowski, executive marketing manager, for creative and proactive marketing; Harvey Yep, lead project manager, led the product through the production process; designer Keith McPherson; Lori Hancock, content licensing specialist; Terri Lawson for permission; and Danielle Clement, project manager, for managing the digital products.

We would also like to thank Mindy West, Arizona State University, for her work on the Instructor’s Manual; Christine Mark, Lander

University, for PowerPoint slides; Eileen Hogan, Kutztown University, for the test bank; Floyd Ormsbee, Clarkson University, for his work on *Connect*, and Patrick Soleymani, George Mason University, for his work on creating self-assessment material for *Connect*.

Warmest thanks and appreciation go to the individuals who provided valuable input during the development stages of this first edition, as follows:

James Bishop,
New Mexico State University, Las Cruces

Brenda D. Bradford,
Missouri Baptist University

Chris Bresnahan,
University of Southern California

Holly Buttner,
University of North Carolina, Greensboro

Dean Cleavenger,
University of Central Florida

Matthew Cronin,
George Mason University

Kristen DeTienne,
Brigham Young University

Ken Dunegan,
Cleveland State University

Steven M. Elias,
New Mexico State University

Aimee Ellis,
Ithaca College

John D. Fuehrer,
Baldwin Wallace University

Cynthia Gilliland,
University of Arizona

Early Godfrey,
Gardner Webb University

Roy Lynn Godkin,
Lamar University

Connie Golden,
Lakeland Community College

Wayne Hochwarter,
Florida State University

Madison Holloway,
Metropolitan State University of Denver

Kendra Ingram,
Texas A&M University Commerce

Hank Karp,
Hampton University

Michael Kosicek,
Indiana University of Pennsylvania

Caroline Leffall,
Bellevue College

Fengru Li,
Business School, University of Montana

Katie Liljequist,
Brigham Young University

Douglas Mahony,
Lehigh University

Laura Martin,
Midwestern State University

Douglas McCabe,
Georgetown University

Lorianne Mitchell,
East Tennessee State University

Dan Morrell,
Middle Tennessee State University

Paula Morrow,
Iowa State University

Dave Mull,
Columbia College, Columbia (MO)

Floyd Ormsbee,
Clarkson University

Bradley P. Owens,
State University of New York at Buffalo

Jeff Peterson,
Utah Valley State College

Don Powell,
University of North Texas

Gregory R. Quinet,
Southern Polytechnic State University

Jude Rathburn,
University of Wisconsin, Milwaukee

Herb Ricardo,
Indian River State College

Joe Rode,
Miami University, Oxford

Matt Rodgers,
The Ohio State University

Kristie Rogers,
University of Kansas

Christopher Roussin,
Suffolk University

Gordon Schmidt,
Indiana Purdue University, Ft. Wayne

Holly Schroth,
University of California

Kenneth Solano,
Northeastern University

Patrick Soleymani,
George Mason University

Dan Spencer,
University of Kansas

Judy Tolan,
University of Southern California

Brian Usilaner,
University of Maryland University College

Finally, we would like to thank our wives, Joyce and Donna, for being tough and caring “first customers” of our work. This book has been greatly enhanced by their input and reality testing. Thanks in large part to their love, moral support, and patience, this project was completed on schedule and it strengthened rather than strained a treasured possession—our friendship.

We hope you enjoy this textbook. Best wishes for happiness, health, and success!

**Angelo Kinicki
Mel Fugate**

“The Kinicki/
Fugate text
is an excel-
lent collection
of learning
tools that
are current,
interesting,
and carefully
constructed.”

—Early Godfrey,
Gardner Webb
University

Organizational Behavior: A Practical, Problem-Solving Approach 1e

The following Self-Assessment list was created to help you navigate through the library of 94 available assessments. As noted earlier, 57 of these assessments have been integrated directly into the textbook. The first part of the table of contents shows you a chapter-by-chapter outline of the title for each of these assessments. This can help you to decide which of the in-text assessments you might like to use. The second part of this table of contents provides a listing of the additional 37 self-assessments in the Kinicki Self-Assessment Library. These additional self-assessments are categorized according to topic—individual, group/team, and organization. It is important to note that all 95 self-assessments are contained within *Connect*, making them assignable and gradable.

CHAPTER 1

Making OB Work for Me: What Is OB and Why Is It Important?

1. How Strong Is My Motivation to Manage?
2. Assessing My Perspective on Ethics
3. Thinking and Problem Solving *

CHAPTER 2

Values and Attitudes: How Do They Affect Work-Related Outcomes?

1. What Are My Core Values?
2. To What Extent Am I Engaged in My Studies? *
3. How Satisfied Are You with Your Present Job? *

CHAPTER 3

Individual Differences and Emotions: How Does Who I Am Affect My Performance?

1. What Is My Big Five Personality Profile?
2. How Proactive Am I?
3. How Positively Do I See Myself?

CHAPTER 4

Social Perception and Managing Diversity: Why Are These Topics Essential for Success?

1. Attitudes About Working with Older Employees *
2. Assessing an Organization's Diversity Climate
3. How Does My Diversity Profile Affect My Relationships with Other People?

CHAPTER 5

Foundation of Employee Motivation: How Can Managers Apply Motivation Theories?

1. What Is the Status of My Acquired Needs? *
2. Measuring Perceived Interpersonal Treatment *
3. To What Extent Have I Used Job Crafting?
4. Creating an I-Deal

CHAPTER 6

Performance Management: How Can You Use Goals, Feedback, Rewards, and Positive Reinforcement to Boost Effectiveness?

1. What Is My Desire for Performance Feedback?
2. What Rewards Do I Value Most?

CHAPTER 7

Positive Organizational Behavior: How Can I Flourish at School, Work, and Home?

1. What Is My Positivity Ratio?
2. What Is My Level of Mindfulness?
3. What Is My Level of PsyCap?
4. What Are My Signature Strengths?

* Indicates assessments used in both books (Kinicki/Fugate—*Organizational Behavior: A Practical, Problem-Solving Approach*, 1e and Kinicki/Williams—*Management: A Practical Introduction*, 7e).

CHAPTER 8

Groups and Teams: How Can Working with Others Increase Everybody's Performance?

1. Group and Team Role Preference Scale
2. Is This a Mature Work Group or a Team?
3. Evaluate Your Team Member Effectiveness
4. How Trusting Am I?

CHAPTER 9

Communication in the Digital Age: How Can I Become a More Effective Communicator?

1. Assessing My Communication Competence *
2. Assessing My Listening Style
3. Assess Social Media Readiness

CHAPTER 10

Managing Conflict and Negotiations: How Can These Skills Give Me an Advantage?

1. Interpersonal Conflict Tendencies
2. Psychological Safety Climate
3. School– Non-School Conflict
4. Bullying Scale
5. Preferred Conflict-Handling Style

CHAPTER 11

Decision Making and Creativity: How Critical Is It to Master These Skills?

1. Am I Intuitive? *
2. What Is My Decision-Making Style? *
3. What Is the Level of Minority Dissent and Participation in Group Decision Making in One of My Work Groups? *
4. Assessing Climate for Creativity

CHAPTER 12

Power, Influence, and Politics: How Can You Apply These to Increase Your Effectiveness?

1. How Much Power Do I Have?
2. Which Influence Tactics Do I Use?
3. How Political Am I?
4. Your Impression Management—Who and How

CHAPTER 13

Leadership Effectiveness: What Does it Take to Be Effective?

1. Am I Ready to Be A Leader? *
2. My Task- and Relationship-Oriented Leadership Style *
3. Is My Boss a Servant-Leader? *
4. Is My Manager Transformational? *
5. Assessing My Leader-Member Exchange *

CHAPTER 14

Organizational Culture, Socialization, and Mentoring: How Can Use These Concepts for Competitive Advantage?

1. What Is the Organizational Culture at My Current Employer?
2. What Type of Organizational Culture Do I Prefer? *
3. Have You Been Adequately Socialized?
4. Assessing My Level of Mentoring

CHAPTER 15

Organizational Design, Effectiveness, and Innovation: How Can Understanding These Key Processes and Outcomes Help Me Succeed?

1. Am I Working for a Learning Organization? *
2. What Is My Preference for Telecommuting? *
3. Assessing the Innovation Climate of My Organization *

CHAPTER 16

Managing Change and Stress: How Can You Apply OB and Show What You Have Learned?

1. What Are My General Attitudes Toward Change?*
2. What Is Your Readiness for Change?
3. How Resistant Are You to Change?

* Indicates assessments used in both books (Kinicki/Fugate—Organizational Behavior: A Practical Problem Solving Approach, 1e and Kinicki/Williams—Management: A Practical Introduction 7e).

Additional Assessments Found in *Kinicki/Williams—Management: A Practical Introduction, 7e*

WHAT ABOUT ME?

- A.** Learning About Your Personality
 - Assessing Your Entrepreneurial Orientation
 - Assessing Your Ethical Ideology
 - Where Do You Stand on the Big Five Dimensions of Personality?
 - What Is Your Level of Emotional Intelligence?
 - How Adaptable Are You?
- B.** Your Values and Work Attitudes
 - What Is Your Orientation Toward Theory X/Y?
 - Assessing Your Consumer Ethnocentrism
 - Assessing Your Stand on the GLOBE Dimensions
 - Assessing Your Career Vision and Plan
 - Assessing Your Financial Literacy
 - Assessing Your Attitudes Toward Corporate Social Responsibility
 - Is a Career in HR Right for You?
 - Assessing Your Attitudes Toward Unions
 - Assessing Your Satisfaction with Your University Experience
- C.** Your Motivation
 - Assessing Your Intrinsic/Extrinsic Motivation
 - Assessing Motives Associated With Self-Determination

WORKING IN GROUPS

- A.** Groups and Teams
 - Assessing Your Attitudes toward Teamwork
 - Assessing Your Team's Productive Energy
 - Assessing Your Team's Level of Groupthink
 - Assessing Your Team's Effectiveness

- B.** Communication Skills
 - Assessing Your Listening Style
 - Assessing Your Supportive and Defensive Communication Climate
 - To What Extent Are You Using Online Social Networking at Work?
- C.** Conflict and Negotiations
 - Assessing Your Conflict Management Style
- D.** Effective Leadership
 - Assessing Your Motivation to Lead
 - Assessing Your Global Manager Potential

ORGANIZATION LIFE

- A.** Culture, Socialization, and Mentoring
 - Assessing the Four Basic Strategy Types
 - To What Extent Is Your Organization Committed to Total Quality Management (TQM)?
 - Assessing the Quality of Goal Setting within an Organization
 - Assessing the Quality of HR Practices
 - Assessing Your Job Fit
 - Assessing the Innovation and Learning Perspective of the Balanced Scorecard
- B.** Organizational Design, Effectiveness, and Innovation
 - Assessing Strategic Thinking
 - Core Skills Required for Strategic Planning
 - Assessing Obstacles to Strategic Execution
 - Assessing Your Organizational Structure Preference
- C.** Managing Change and Stress
 - Assessing Your Resistance to Change

PART ONE Individual Behavior 1

1 MAKING OB WORK FOR ME

What Is OB and Why Is It Important? 2

2 VALUES AND ATTITUDES

How Do They Affect Work-Related Outcomes? 38

3 INDIVIDUAL DIFFERENCES AND EMOTIONS

How Does Who I Am Affect My Performance? 72

4 SOCIAL PERCEPTION AND MANAGING DIVERSITY

Why Are These Topics Essential for Success? 110

5 FOUNDATIONS OF EMPLOYEE MOTIVATION

How Can I Apply Motivation Theories? 144

6 PERFORMANCE MANAGEMENT

How Can You Use Goals, Feedback, Rewards, and Positive Reinforcement to Boost Effectiveness? 180

7 POSITIVE ORGANIZATIONAL BEHAVIOR

How Can I Flourish at School, Work, and Home? 216

PART TWO Groups 253

8 GROUPS AND TEAMS

How Can Working with Others Increase Everybody's Performance? 254

9 COMMUNICATION IN THE DIGITAL AGE

How Can I Become a More Effective Communicator? 292

10 MANAGING CONFLICT AND NEGOTIATIONS

How Can These Skills Give Me an Advantage? 328

11 DECISION MAKING AND CREATIVITY

How Critical Is It to Master These Skills? 366

12 POWER, INFLUENCE, AND POLITICS

How Can I Apply These to Increase My Effectiveness? 402

13 LEADERSHIP EFFECTIVENESS

What Does It Take to Be Effective? 438

PART THREE Organizational Processes 477

14 ORGANIZATIONAL CULTURE, SOCIALIZATION, AND MENTORING

How Can I Use These Concepts for Competitive Advantage? 478

15 ORGANIZATIONAL DESIGN, EFFECTIVENESS, AND INNOVATION

How Can Understanding These Key Processes and Outcomes Help Me Succeed? 518

16 MANAGING CHANGE AND STRESS

How Can You Apply OB and Show What You've Learned? 556

PART ONE

Individual Behavior 1

1 MAKING OB WORK FOR ME

What Is OB and Why Is It Important? 2

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 2

WINNING AT WORK 3

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 3

1.1 THE VALUE OF OB TO MY JOB AND CAREER 4

How OB Fits into My Curriculum and Future Success 4

EXAMPLE: Google Search: "How Can We Keep Talented Employees?" 5

Employers Want Both Hard and Soft Skills 6

How OB Fits into My Career 7

1.2 HUMAN AND SOCIAL CAPITAL 9

Human and Social Capital as Investments 9

How to Build Human and Social Capital 11

How Self-Awareness Can Help You Build a Fulfilling Career 12

SELF-ASSESSMENT 1.1: How Strong Is My Motivation to Manage? 12

1.3 RIGHT VS. WRONG—ETHICS AND MY PERFORMANCE 13

Cheating 13

Ethical Lapses—Legality, Frequency, Causes, and Solutions 14

EXAMPLE: Wrong? Absolutely! Illegal? Seemingly Not. 15

EXAMPLE: The Whistleblower's Dilemma 16

SELF-ASSESSMENT 1.2: Assessing My Perspective on Ethics 18

1.4 APPLYING OB TO SOLVE PROBLEMS 20

A 3-Stop Journey 21

Tools to Reinforce My Problem-Solving Skills 22

SELF-ASSESSMENT 1.3: Thinking and Problem Solving 22

1.5 STRUCTURE AND RIGOR IN SOLVING PROBLEMS 23

The Person–Environment Distinction 23

PROBLEM-SOLVING APPLICATION: Technology: An Environmental Characteristic That Greatly Impacts My Performance 24

Levels—Individual, Group/Team, and Organization 25

Applying OB Concepts to Identify the Right Problem 26

1.6 THE INTEGRATIVE FRAMEWORK FOR UNDERSTANDING AND APPLYING OB 27

A Basic Version of the Integrative Framework 27

EXAMPLE: Life Is Sweeter on Mars 28

Using the Integrative Framework for Problem Solving 29

Applied Approaches to Selecting a Solution 29

Basic Elements for Selecting an Effective Solution 30

A Practice Problem-Solving Scenario 30

What Did I Learn? 33

PSAC: The Cost of "Doing the Right Thing" 35

Legal/Ethical Challenge: To Tell or Not to Tell? 36

Group Exercise: Timeless Advice 36

2 VALUES AND ATTITUDES

How Do They Affect Work-Related Outcomes? 38

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 38

WINNING AT WORK 39

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 39

2.1 PERSONAL VALUES 40

Schwartz's Value Theory 40

SELF-ASSESSMENT 2.1: *What Are My Core Values?* 42

The Dynamics of Values 43

2.2 PERSONAL ATTITUDES AND THEIR IMPACT ON BEHAVIOR AND OUTCOMES 44

Personal Attitudes: They Represent My Consistent Beliefs and Feelings about Specific Things 45

Attitudes Affect Behavior via Intentions 46

PROBLEM-SOLVING APPLICATION: *Why Do Patients Lie to Doctors and Doctors Lie to Patients?* 47

EXAMPLE: *Alston & Bird Engages Employees through Its Words and Deeds* 49

2.3 KEY WORKPLACE ATTITUDES 50

Organizational Commitment 50

Employee Engagement 52

SELF-ASSESSMENT 2.2: *To What Extent Am I Engaged in My Studies?* 54

PROBLEM-SOLVING APPLICATION: *Companies Foster Employee Engagement in Different Ways* 54

Perceived Organizational Support 55

PROBLEM-SOLVING APPLICATION: *POS Can Be Positive or Negative* 56

2.4 THE CAUSES OF JOB SATISFACTION 57

SELF-ASSESSMENT 2.3: *How Satisfied Are You with Your Present Job?* 57

At a Glance: Five Predominant Models of Job Satisfaction 58

Brief Review: Five Predominant Models of Job Satisfaction 58

A Shorter Walk to Work 60

PROBLEM-SOLVING APPLICATION: *Yahoo! CEO Marissa Mayer Bans Telecommuting* 60

2.5 MAJOR CORRELATES AND CONSEQUENCES OF JOB SATISFACTION 61

Attitudinal Outcomes of Job Satisfaction 61

PROBLEM-SOLVING APPLICATION: *What To Do About Bullying* 62

Behavioral Outcomes of Job Satisfaction 63

What Did I Learn? 66

PSAC: *A Good Stock to Own, a Bad Place to Work?* 68

Legal/Ethical Challenge: *Social Media in the Hiring Process* 69

Group Exercise: *The Paper Airplane Contest* 70

3 INDIVIDUAL DIFFERENCES AND EMOTIONS

How Does Who I Am Affect My Performance? 72

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 72

WINNING AT WORK 73

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 73

3.1 THE DIFFERENCES MATTER 74

3.2 INTELLIGENCES: THERE IS MORE TO THE STORY THAN IQ 76

Intelligence Matters . . . And We Have More Than We Think 76

Practical Implications 79

EXAMPLE: *Smarts and Money* 79

3.3 PERSONALITY, OB, AND MY EFFECTIVENESS 80

There Is More to Personality Than Liking and Fit 80

The Big Five Personality Dimensions 81

SELF-ASSESSMENT 3.1: *What Is My Big Five Personality Profile?* 82

Proactive Personality 82

SELF-ASSESSMENT 3.2: *How Proactive Am I?* 83

Personality and Performance 84

Personality Testing at Work 85

There Is No "Ideal Employee" Personality 85

3.4 CORE SELF-EVALUATIONS: HOW MY SELF-EFFICACY, SELF-ESTEEM, LOCUS OF CONTROL, AND EMOTIONAL STABILITY AFFECT MY PERFORMANCE 86

Self-Efficacy—"I Can Do That" 87

PROBLEM-SOLVING APPLICATION: *How Can I See My Own Blind Spots to Build Efficacy and Effectiveness?* 89

Self-Esteem—"Look in the Mirror" 89

Locus of Control: Who's Responsible—Me or External Factors? 91

Emotional Stability 92

Three Practical Considerations Regarding CSEs 92

EXAMPLE: *A Female Wall Street Financial Chief Avoids the Pitfall That Stymied Others* 93

SELF-ASSESSMENT 3.3: *How Positively Do I See Myself?* 94

3.5 THE VALUE OF BEING EMOTIONALLY INTELLIGENT 95

What is Emotional Intelligence? 95

Benefits of EI 95

3.6 UNDERSTAND EMOTIONS TO INFLUENCE PERFORMANCE 98

Emotions—We All Have Them, but What Are They? 98

Emotions as Positive or Negative Reactions to Goal Achievement 98

Besides Positive and Negative, Think Past vs. Future 99

How Can I Manage My Negative Emotions at Work? 99

EXAMPLE: *The Good and Bad of Anger at Work* 100

3.7 PRACTICE, LUCK, AND SUCCESS 102

Success = 10,000 Hours 102

Talent Is Overrated—Practice Is the Key 103

Most Practice Is NOT Deliberate 104

Would I Rather Be Lucky or Good? 104

What Did I Learn? 105

PSAC: *Why Are Employees Leaving Google? Facebook? Who's Next?* 107

Legal/Ethical Challenge: *Companies Shift Smoking Bans to Smoker Ban* 108

Group Exercise: *Anger Control Role Play* 108

4 SOCIAL PERCEPTION AND MANAGING DIVERSITY

Why Are These Topics Essential for Success? 110

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 110

WINNING AT WORK 111

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 111

4.1 A SOCIAL INFORMATION PROCESSING MODEL OF PERCEPTION 112

EXAMPLE: *How Perception of Apologies Differs in the United States and Japan* 112

Stage 1: Selective Attention/Comprehension 113

Stage 2: Encoding and Simplification 114

Stage 3: Storage and Retention 114

Stage 4: Retrieval and Response 115

Managerial Implications 115

EXAMPLE: *Virtual Interviews Can Improve the Accuracy of Job Interviews and Reduce Costs* 116

4.2 STEREOTYPES 117

Stereotype Formation and Maintenance 117

Managerial Challenges and Recommendations 117

4.3 CAUSAL ATTRIBUTIONS 119

Kelley's Model of Attribution 119

Attributional Tendencies 121

Managerial Application and Implications 121

4.4 DEFINING AND MANAGING DIVERSITY 122

Layers of Diversity 122

Affirmative Action vs. Managing Diversity 124

4.5 BUILDING THE BUSINESS CASE FOR MANAGING DIVERSITY 126

Business Rationale 126

Trends in Workforce Diversity 127

EXAMPLE: *Why Is a Skills Gap Important to the United States?* 129

SELF-ASSESSMENT 4.1: *Attitudes about Working with Older Employees* 130

4.6 BARRIERS AND CHALLENGES TO MANAGING DIVERSITY 131

SELF-ASSESSMENT 4.2: *Assessing an Organization's Diversity Climate* 132

4.7 ORGANIZATIONAL PRACTICES USED TO EFFECTIVELY MANAGE DIVERSITY 133

Framework of Options 133

How Companies Are Responding to the Challenges of Diversity 135

SELF-ASSESSMENT 4.3: *How Does My Diversity Profile Affect My Relationships with Other People?* 137

PROBLEM-SOLVING APPLICATION: *Sodexo Encounters Diversity-Related Problems* 137

What Did I Learn? 138

PSAC: Seal of Disapproval 140

Legal/Ethical Challenge: Swastikas and Neonatal Care 141

Group Exercise: Managing Diversity-Related Interactions 142

5 FOUNDATIONS OF EMPLOYEE MOTIVATION

How Can I Apply Motivation Theories? 144

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 144

WINNING AT WORK 145

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 145

5.1 THE WHAT AND WHY OF MOTIVATION 146

Motivation: What Is It, and Why Is It Important? 146

The Two Fundamental Perspectives on Motivation: An Overview 147

5.2 CONTENT THEORIES OF MOTIVATION 148

McGregor's Theory X and Theory Y 148

Maslow's Need Hierarchy Theory: Five Levels of Needs 148

Acquired Needs Theory: Achievement, Affiliation, and Power 150

SELF-ASSESSMENT 5.1: *What Is the Status of My Acquired Needs?* 150

Self-Determination Theory: Competence, Autonomy, and Relatedness 151

PROBLEM-SOLVING APPLICATION: *Life Is Good Co. Builds an Onsite Tavern to Foster Relatedness* 153

Herzberg's Motivator-Hygiene Theory: Two Ways to Improve Satisfaction 153

5.3 PROCESS THEORIES OF MOTIVATION 156

Equity/Justice Theory: Am I Being Treated Fairly? 156

SELF-ASSESSMENT 5.2: *Measuring Perceived Interpersonal Treatment* 159

Expectancy Theory: Does My Effort Lead to Desired Outcomes? 161

PROBLEM-SOLVING APPLICATION: *Corporate Boards Decide to Lower the Instrumentalities between CEO Performance and Pay* 163

PROBLEM SOLVING APPLICATION: *A High School Principal Uses Principles of Expectancy Theory to Motivate Students* 164

Goal-Setting Theory: How Can I Harness the Power of Goal Setting? 165

5.4 MOTIVATING EMPLOYEES THROUGH JOB DESIGN 168

Top-Down Approaches—"Management Designs Your Job" 169

EXAMPLE: *Job Swapping Is the Latest Application of Job Rotation* 170

Bottom-Up Approaches—"You Design Your Own Job" 172

SELF-ASSESSMENT 5.3: *To What Extent Have I Used Job Crafting?* 173

Idiosyncratic Deals (I-Deals)—"You Negotiate the Design of Your Job" 174

SELF-ASSESSMENT 5.4: *Creating an I-Deal* 174

What Did I Learn? 175

PSAC: A Fickle Cat 177

Legal/Ethical Challenge: Should Senior Executives Receive Bonuses for Navigating a Company through Bankruptcy 179

Group Exercise: Applying the Job Characteristics Model 179

6 PERFORMANCE MANAGEMENT

How Can You Use Goals, Feedback, Rewards, and Positive Reinforcement to Boost Effectiveness? 180

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 180

WINNING AT WORK 181

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 181

6.1 PERFORMANCE MANAGEMENT PROCESSES 182

Effective Performance Management 182

Common Uses of Performance Management 183

What Goes Wrong with Performance Management 184

Importance of Good Management and Leadership 184

EXAMPLE: *Effective Performance Management: More Pizza and More Burgers* 185

6.2 STEP 1: DEFINE PERFORMANCE—EXPECTATIONS AND SETTING GOALS 186

Two Types of Goals 187

Managing the Goal-Setting Process 187

Contingency Approach to Defining Performance 189

EXAMPLE: *Green, Yellow, and Red Doctors* 190

6.3 STEP 2: PERFORMANCE MONITORING AND EVALUATION 191

Monitoring Performance—Measure Goals Appropriately and Accurately 191

Evaluating Performance 192

6.4 STEP 3: REVIEWING PERFORMANCE AND THE IMPORTANCE OF FEEDBACK AND COACHING 194

The Importance of Feedback 194

What Effective Feedback Is . . . and Is Not 194

Two Functions of Feedback 195

Important Sources of Feedback—Including Those Often Overlooked 195

EXAMPLE: *How Do You Spell Feedback and Self-Improvement—Z-A-P-P-O-S!* 196

Your Perceptions Matter 197

SELF-ASSESSMENT 6.1: *What Is My Desire for Performance Feedback?* 197

Feedback Do's and Don'ts 199

Coaching—Turning Feedback into Change 199

6.5 STEP 4: PROVIDE CONSEQUENCES—ADMINISTER REWARDS AND PUNISHMENT 200

Types of Rewards 200

SELF-ASSESSMENT 6.2: *What Rewards Do I Value Most?* 201

Distribution Criteria 201

Desired Outcomes of the Reward System 202

Be Sure You Get the Outcomes You Desire 202

Extrinsic, Total, and Alternative Rewards 203

PROBLEM-SOLVING APPLICATION: *Why Rewards Often Fail to Motivate* 204

Pay for Performance 204

Making Pay for Performance Work 205

6.6 REINFORCEMENT AND ADDITIONAL CONSIDERATIONS FOR PROVIDING APPROPRIATE CONSEQUENCES 206

The Law of Effect—Linking Consequences and Behaviors 206

Using Reinforcement to Condition Behavior 207

Contingent Consequences 207

Positive Reinforcement Schedules 208

Work Organizations Typically Rely on the Weakest Schedule 209

What Did I Learn? 211

PSAC: *Improving Customer Satisfaction at McDonald's* 213

Legal/Ethical Challenge: *Timing of Stock Vesting to Reduce Taxes* 214

Group Exercise: *Rewards, Rewards, Rewards* 215

7 POSITIVE ORGANIZATIONAL BEHAVIOR

How Can I Flourish at School, Work, and Home? 216

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 216

WINNING AT WORK 217

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 217

7.1 THE IMPORTANCE OF POSITIVE OB 218

Two Modes of Viewing Organizations 218

How Positivity Works 219

The Benefits of POB Extend beyond Good Performance 220

PROBLEM-SOLVING APPLICATION: *"Opportunity to Do Well and Do Good"—New Orleans Style!* 221

Conscious Capitalism (CC)—Supercharged Corporate Social Responsibility 222

PROBLEM-SOLVING APPLICATION: *Conscious Capitalism at Whole Foods* 223

7.2 THE POWER OF POSITIVE EMOTIONS 224

Beyond Good vs. Bad 224

Positive Emotions Lead to Success at School, at Work, and in Life 226

How Much Positivity Is Enough? 226

SELF-ASSESSMENT 7.1: *What Is My Positivity Ratio?* 228

7.3 FOSTERING MINDFULNESS 229

Mindlessness vs. Mindfulness 229

EXAMPLE: *Does the Use of Headphones Help Achieve Mindfulness?* 230

Inhibitors of Mindfulness 231

Benefits of Mindfulness 232

SELF-ASSESSMENT 7.2: *What Is My Level of Mindfulness?* 232

Practicing Mindfulness 233

- 7.4 POSITIVE PSYCHOLOGICAL CAPITAL: CAPITAL THAT I OWN AND CONTROL 235**
 Hope = Willpower + “Waypower” 235
EXAMPLE: *It Takes Hope to Build a Business* 236
 Efficacy 237
 Resilience 237
 Optimism 237
 How I Can Develop My PsyCap 238
SELF-ASSESSMENT 7.3: *What Is My Level of PsyCap?* 238
- 7.5 CREATING A CLIMATE THAT FOSTERS POSITIVE OB 239**
 Organizational Values 239
 Organizational Practices 240
 Virtuous Leadership 240
- 7.6 FLOURISHING: THE DESTINATION OF POSITIVE OB 242**
PROBLEM-SOLVING APPLICATION: *Ethical Investing* 243

- Positive Emotions 243
 Engagement 244
SELF-ASSESSMENT 7.4: *What Are My Signature Strengths?* 244
 Relationships 245
 Meaningfulness 246
 Achievement 246
EXAMPLE: *McDonald’s Helps Employees to Flourish* 247

- What Did I Learn?** 248
PSAC: Best Buy: Trouble at the Top 250
Legal/Ethical Challenge: Tracking Sensors Invade the Workplace: Devices on Workers, Furniture Offer Clues for Boosting Productivity 251
Group Exercise: Disputing Negative Beliefs 252

PART TWO

Groups 253

8 GROUPS AND TEAMS

How Can Working with Others Increase Everybody’s Performance? 254

MAJOR TOPICS I’LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 254

WINNING AT WORK 255

FOR YOU: WHAT’S AHEAD IN THIS CHAPTER 255

8.1 GROUP CHARACTERISTICS 256

- Formal and Informal Groups 256
 Functions of Formal Groups 257
 Roles and Norms—Social Building Blocks for Group and Organizational Behavior 258
SELF-ASSESSMENT 8.1: *Group and Team Role Preference Scale* 259
PROBLEM-SOLVING APPLICATION: *No Cash Bonuses at Wooga?! But Everybody Else Gets Them!* 262

8.2 THE GROUP DEVELOPMENT PROCESS 264

- Stage 1: Forming 264
 Stage 2: Storming 265
 Stage 3: Norming 265
 Stage 4: Performing 266
 Stage 5: Adjourning 266

8.3 TEAMS AND THE POWER OF COMMON PURPOSE 267

- A Team Is More Than Just a Group 267
SELF-ASSESSMENT 8.2: *Is This a Mature Work Group or a Team?* 268
EXAMPLE: *Team Building Is an Important Part of Talent Management* 269
 Developing Your Teamwork Competencies and Being a Team Player Instead of a “Free-Rider” 269

SELF-ASSESSMENT 8.3: *Evaluate Team Member Effectiveness* 270

- Team Building 272
 Self-Managed Teams 274
EXAMPLE: *The Art of the Self-Managing Team* 275
 Virtual Teams 276

8.4 TRUST BUILDING AND REPAIR—ESSENTIAL TOOLS FOR SUCCESS 279

- Three Forms of Trust 279
 Building Trust 280
SELF-ASSESSMENT 8.4: *How Trusting Am I?* 281
 Repairing Trust 281

8.5 KEYS TO TEAM EFFECTIVENESS 282

- Characteristics of High-Performing Teams 282
 The 3 Cs of Effective Teams 282
 Rewards, Competition, and Collaboration 283
EXAMPLE: *Exemplary Teamwork at NASA* 283
 Effective Team Size 284

What Did I Learn? 285

- PSPAC: Group Forms to Amp Up Research** 287
Legal/Ethical Challenge: When an “A” Is Not an “A”—Who’s Responsible? 288
Group Exercise: A Committee Decision—The Johnny Rocco Case 289

9 COMMUNICATION IN THE DIGITAL AGE

How Can I Become a More Effective Communicator? 292

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 292

WINNING AT WORK 293

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 293

9.1 BASIC DIMENSIONS OF THE COMMUNICATION PROCESS 294

Defining Communication 294

How the Communication Process Works 295

Selecting the Right Medium 297

PROBLEM-SOLVING APPLICATION: *Using Multiple Communication Media to Implement Organizational Change* 297

Media Richness 297

9.2 COMMUNICATION COMPETENCE 299

SELF-ASSESSMENT 9.1: *Assessing My Communication Competence* 299

Sources of Nonverbal Communication 299

Active Listening 301

EXAMPLE: *The CEO of CarMax Proactively Listens to Employees* 302

SELF-ASSESSMENT 9.2: *Assessing My Listening Style* 303

Nondefensive Communication 304

9.3 GENDER, GENERATIONS, AND COMMUNICATION 305

Communication Differences between Women and Men 305

Generational Differences in Communication 306

Improving Communications between the Sexes and Generations 307

9.4 SOCIAL MEDIA AND ORGANIZATIONAL PRODUCTIVITY 308

Social Media and Increased Productivity 308

EXAMPLE: *Expanding Organizational Boundaries with Crowdsourcing* 310

Costs of Social Media 310

Make E-mail Your Friend, Not Your Foe 311

Social Media Concerns and Remedies—What Companies Can Do 312

SELF-ASSESSMENT 9.3: *Assess Social Media Readiness* 313

EXAMPLE: *Coke's Online Social Media Principles* 315

9.5 COMMUNICATION SKILLS TO BOOST YOUR EFFECTIVENESS 317

Presenting—Do You Give Reports or Do You Tell Stories? 317

Crucial Conversations 319

Managing Up 321

Effective Upward Management 321

What Did I Learn? 322

PSAC: *Costco Management Walks Tightrope with Social Media* 324

Legal/Ethical Challenge: *Should an Employee Be Fired Because She Complained about Customers via Facebook?* 325

Group Exercise: *Practicing Different Styles of Communication* 325

10 MANAGING CONFLICT AND NEGOTIATIONS

How Can These Skills Give Me an Advantage? 328

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 328

WINNING AT WORK 329

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 329

10.1 A CONTEMPORARY VIEW OF CONFLICT 330

A Modern View of Conflict and Escalation 330

PROBLEM-SOLVING APPLICATION: *Seemingly Small Incidents Can Escalate* 331

SELF-ASSESSMENT 10.1: *Interpersonal Conflict Tendencies* 332

Functional vs. Dysfunctional Conflict 333

EXAMPLE: *How to Take a Positive Approach to Conflict* 334

Metaphors and the Language of Conflict 334

Why People Avoid Conflict 335

Desired Outcomes of Conflict Management 336

10.2 CONVENTIONAL FORMS OF CONFLICT 337

Personality Conflicts 337

How to Deal with Personality Conflicts 337

EXAMPLE: *A CEO Who Planned a "Food Fight"* 338

Intergroup Conflict 338

How to Handle Intergroup Conflict 339

SELF-ASSESSMENT 10.2: *Psychological Safety Climate* 341

10.3 FORMS OF CONFLICT INTENSIFIED BY TECHNOLOGY 342

Work–Family Conflict 342

SELF-ASSESSMENT 10.3: *School–Non-School Conflict* 343

Incivility—Treating Others Poorly Has Real Costs 344

SELF-ASSESSMENT 10.4: *Bullying Scale* 347

10.4 EFFECTIVELY MANAGING CONFLICT 348

Programming Functional Conflict 348

Styles of Conflict Handling 350

SELF-ASSESSMENT 10.5: *Preferred Conflict-Handling Style* 351

Third-Party Interventions: Alternative Dispute Resolution 353

EXAMPLE: *Implementing ADR at Your Company* 354

Apply Your Conflict Management Knowledge 355

PROBLEM-SOLVING APPLICATION: *Transforming Dysfunctional into Functional Conflict* 355

10.5 NEGOTIATION 356

Two Basic Types of Negotiation 356

Added-Value Negotiation 357

Emotions and Negotiations 358

Ethics and Negotiations 359

What Did I Learn? 360

PSAC: *Without George Zimmer, Does Men's Wearhouse Like the Way It Looks?* 362

Legal/Ethical Challenge: *It's Not My Problem . . . Or Is It?* 363

Group Exercise: *Bangkok Blowup—A Role-Playing Exercise* 363

11 DECISION MAKING AND CREATIVITY

How Critical Is It to Master These Skills? 366

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 366

WINNING AT WORK 367

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 367

11.1 RATIONAL AND NONRATIONAL MODELS OF DECISION MAKING 368

Rational Decision Making: Managers Make Logical and Optimal Decisions 368

PROBLEM-SOLVING APPLICATION: *J.P. Morgan Chase Is Trying to Resolve the London Whale Trading Fiasco* 370

Nonrational Models of Decision Making: Decision Making Does Not Follow an Orderly Process 371

EXAMPLE: *Bounded Rationality Dooms an Acquisition Decision* 372

SELF-ASSESSMENT 11.1: *Am I Intuitive?* 375

11.2 DECISION-MAKING BIASES: RULES OF THUMB OR "HEURISTICS" 376

PROBLEM-SOLVING APPLICATION: *Heuristics Partly to Blame for BP Oil Spill* 377

11.3 EVIDENCE-BASED DECISION MAKING 380

A Model of Evidence-Based Decision Making (EBDM) 381

Big Data: The Next Frontier in EBDM 382

PROBLEM-SOLVING APPLICATION: *Kroger Uses Big Data to Improve Customer Service and Profits* 383

11.4 FOUR DECISION-MAKING STYLES 384

Value Orientation and Tolerance for Ambiguity 384

The Directive Style: Action-Oriented Decision Makers Who Focus on Facts 384

The Analytical Style: Careful and Slow Decision Makers Who Like Lots of Information 385

The Conceptual Style: Intuitive Decision Makers Who Involve Others in Long-Term Thinking 386

The Behavioral Style: Highly People-Oriented Decision Makers 386

Which Style Are You? 386

SELF-ASSESSMENT 11.2: *What Is My Decision-Making Style?* 386

11.5 A ROAD MAP TO ETHICAL DECISION MAKING 387

11.6 GROUP DECISION MAKING 389

Advantages and Disadvantages of Group Decision Making 389

Groupthink 390

SELF-ASSESSMENT 11.3: *What Is the Level of Minority Dissent and Participation in Group Decision Making in One of My Work Groups?* 391

Practical Contingency Recommendations about Group Decision Making 391

Reaching Consensus: The Goal of Group Problem-Solving Techniques 392

Practical Problem-Solving Techniques 392

PROBLEM-SOLVING APPLICATION: *Rosemont Center Addresses Employee-Related Issues* 393

11.7 CREATIVITY 394

A Model of Creativity 394

SELF-ASSESSMENT 11.4: *Assessing Climate for Creativity* 396

Practical Recommendations for Increasing Creativity 396

What Did I Learn? 397

PSAC: Redeeming Goupon 399

Legal/Ethical Challenge: Hospitals Are Using Big Data to Evaluate Doctors at Work: Is It a Good Idea? 400

Group Exercise: Ethical Decision Making 400

12 POWER, INFLUENCE, AND POLITICS

How Can I Apply These to Increase My Effectiveness 402

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 402

WINNING AT WORK 403

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 403

12.1 POWER AND ITS BASIC FORMS 404

Five Bases of Power 404

SELF-ASSESSMENT 12.1: *How Much Power Do I Have?* 407

Position v. Personal Power 407

EXAMPLE: *From Teammate to Manager: Taking Charge* 407

Power, but for What Purpose? 408

PROBLEM-SOLVING APPLICATION: *A Heavy Hand at J&J* 409

12.2 POWER SHARING AND EMPOWERMENT 411

Structural Empowerment 411

Psychological Empowerment 412

How to Empower Individuals, Teams, and Organizations 413

12.3 EFFECTIVELY INFLUENCING OTHERS 415

Common Influence Tactics 415

SELF-ASSESSMENT 12.2: *Which Influence Tactics Do I Use?* 416

Match Tactics to Influence Outcomes 416

How Can I Increase My Own Influence? 417

Six Principles of Persuasion 418

Apply Your Knowledge 419

12.4 POLITICAL TACTICS AND HOW TO USE THEM 420

Organizational Politics—The Good and the Bad 420

SELF-ASSESSMENT 12.3: *How Political Am I?* 422

Frequently Used Political Tactics 422

Failure, Blame, and Politics 423

Three Levels of Political Action 423

Keeping Organizational Politics in Check 424

12.5 IMPRESSION MANAGEMENT 426

What Is Impression Management? 426

Good Impressions 426

EXAMPLE: *Impression Management Venture Capital Style* 429

SELF-ASSESSMENT 12.4: *Your Impression Management—How and Who* 430

Bad Impressions—The Common if Not Subtle Kind 430

Spinning Bad into Good, or Good into Better 431

What Did I Learn? 433

PSAC: Writing the Book (Review) on Conflict of Interest 435

Legal/Ethical Challenge: Secret Banking Elite Rules Trading in Derivatives 436

Group Exercise: You Make Me Feel So Good! 437

13 LEADERSHIP EFFECTIVENESS

What Does It Take to Be Effective? 438

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 438

WINNING AT WORK 439

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 439

13.1 MAKING SENSE OF LEADERSHIP THEORIES 440

An Integrated Model of Leadership 441

What Is Effective Leadership? 441

What Is the Difference between Leading and Managing? 442

SELF-ASSESSMENT 13.1: *Am I Ready to Be a Leader?* 442

13.2 TRAIT THEORIES: DO LEADERS POSSESS UNIQUE TRAITS AND PERSONAL CHARACTERISTICS? 443

What Are the Core Traits Possessed by Leaders? 443

What Is the Role of Emotional Intelligence in Leadership Effectiveness? 445

Do Women and Men Display the Same Leadership Traits? 445

How Important Are Knowledge and Skills? 446

Do Perceptions Matter? 446

What Are the Takeaways from Trait Theory? 446

EXAMPLE: *MasterCard and InterContinental Hotels Group (IHG) Develop Employees' "Global Mind-set"* 447

13.3 BEHAVIORAL STYLE THEORIES: WHICH LEADER BEHAVIORS DRIVE EFFECTIVENESS? 448

Task-Oriented Leader Behavior 448

EXAMPLE: *Nick Saban Uses Task-Oriented Leadership to Achieve National Championships in Football* 449

Relationship-Oriented Leader Behavior 450

SELF-ASSESSMENT 13.2: *My Task- and Relationship-Oriented Leadership Style* 450

SELF-ASSESSMENT 13.3: *Is My Boss a Servant-Leader?* 452

Passive Leadership 453

What Are the Takeaways from Behavioral Styles Theory? 453

13.4 SITUATIONAL THEORIES: DOES EFFECTIVE LEADERSHIP DEPEND ON THE SITUATION? 454

Fiedler's Contingency Model 454

PROBLEM-SOLVING APPLICATION: *Bill Marriott Selects Arne Sorenson to Be CEO over His Son* 457

House's Path-Goal Theory 458

Applying Situational Theories 460

Caveat When Applying Situational Theories 461

13.5 TRANSFORMATIONAL LEADERSHIP: HOW DO LEADERS TRANSFORM EMPLOYEES' MOTIVES? 462

A Model of Transformational Leadership 462

How Does Transformational Leadership Work? 464

SELF-ASSESSMENT 13.4: *Is My Manager Transformational?* 465

13.6 ADDITIONAL PERSPECTIVES ON LEADERSHIP 466

The Leader-Member Exchange (LMX) Model of Leadership 466

SELF-ASSESSMENT 13.5: *Assessing My Leader-Member Exchange* 468

The Role of Followers in the Leadership Process 469

What Did I Learn? 471

PSAC: *Leadership Style and Substance at Dignity Health* 473

Legal/Ethical Challenge: *Is GlaxoSmithKline Effectively Responding to Allegations about Inappropriately Rewarding Doctors?* 474

Group Exercise: *Exhibiting Leadership within the Context of Running a Meeting* 475

PART THREE

Organizational Processes 477

14 ORGANIZATIONAL CULTURE, SOCIALIZATION, AND MENTORING

How Can I Use These Concepts for Competitive Advantage? 478

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 478

WINNING AT WORK 479

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 479

14.1 THE FOUNDATION OF ORGANIZATIONAL CULTURE: UNDERSTANDING ITS DRIVERS AND FUNCTIONS 480

Defining Culture and Exploring Its Impact 480

The Three Levels of Organizational Culture 481

EXAMPLE: *Unilever Strives to Promote a Sustainability Culture* 483

The Four Functions of Organizational Culture 484

14.2 THE IMPACT OF ORGANIZATIONAL CULTURE TYPES ON OUTCOMES 487

Identifying Culture Types with the Competing Values Framework 487

PROBLEM-SOLVING APPLICATION: *The Dabbawalas Rely on a Hierarchical Culture to Effectively Deliver Food* 491

SELF-ASSESSMENT 14.1: *What Is the Organizational Culture at My Current Employer?* 492

Outcomes Associated with Organizational Culture 492

14.3 THE PROCESS OF CULTURE CHANGE 494

Twelve Mechanisms for Creating Culture Change 495

EXAMPLE: *Salo LLC Uses Rites and Rituals to Embed a Clan and Market Culture* 499

EXAMPLE: *Zappos Works Hard to Recruit and Select People Who Fit Its Culture* 500

SELF-ASSESSMENT 14.2: *What Type of Organizational Culture Do I Prefer?* 501

14.4 THE ORGANIZATIONAL SOCIALIZATION PROCESS 502

A Three-Phase Model of Organizational Socialization 502

EXAMPLE: *Companies Use Different Approaches to Onboard Employees* 504

SELF-ASSESSMENT 14.3: *Have You Been Adequately Socialized?* 506

Practical Application of Socialization Research 506

14.5 EMBEDDING ORGANIZATIONAL CULTURE THROUGH MENTORING 508

Functions of Mentoring 508

Developmental Networks Underlying Mentoring 509

Personal and Organizational Implications 510

SELF-ASSESSMENT 14.4: *Assessing My Level of Mentoring* 511

What Did I Learn? 512

PSAC: *Changing the Culture at Yahoo! Inc.* 514

Legal/Ethical Challenge: *Is an Apology Enough?* 515

Group Exercise: *Assessing the Organizational Culture at Your School* 516

15 ORGANIZATIONAL DESIGN, EFFECTIVENESS, AND INNOVATION

How Can Understanding These Key Processes and Outcomes Help Me Succeed? 518

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 518

WINNING AT WORK 519

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 519

15.1 THE FOUNDATION OF AN ORGANIZATION 520

What Is an Organization? 520

Organization Charts 521

An Open-System Perspective of Organizations 522

Learning Organizations 524

SELF-ASSESSMENT 15.1: *Am I Working for a Learning Organization?* 525

15.2 ORGANIZATIONAL DESIGN 526

Three Categories 527

Seven Types of Organizational Structures 528

EXAMPLE: *W.L. Gore & Associates Operates with a Horizontal Design* 529

SELF-ASSESSMENT 15.2: *What Is My Preference for Telecommuting?* 530

PROBLEM-SOLVING APPLICATION: *Freelancers Use the Internet to Obtain Work* 531

15.3 THE CONTINGENCY APPROACH TO DESIGNING ORGANIZATIONS 535

Mechanistic versus Organic Organizations 535

EXAMPLE: *Whole Foods Market Uses an Organic Structure* 535

Getting the Right Fit 537

15.4 STRIVING FOR ORGANIZATIONAL EFFECTIVENESS 540

Generic Effectiveness Criteria 540

Mixing Effectiveness Criteria: Practical Guidelines 542

15.5 ORGANIZATIONAL INNOVATION 544

Types of Innovation: Product or Process, Core or Transformational 544

Myths about Innovation 545

The Seeds of Innovation: The Starting Point of Innovation 545

PROBLEM-SOLVING APPLICATION: *Extended Stay America Tries to Increase Innovation* 546

Learning from Failure 547

The Supporting Forces for Innovation 547

SELF-ASSESSMENT 15.3: *Assessing the Innovation Climate of My Organization* 548

EXAMPLE: *Design Thinking Your Way to Innovative Solutions* 549

What Did I Learn? 550

PSAC: *Sears Holding and Organizational Structure* 552

Legal/Ethical Challenge: *One of the Fastest-Growing Businesses Involves Spying on Consumers: Is This Ethical?* 553

Group Exercise: *Strategic Constituent Analysis* 554

16 MANAGING CHANGE AND STRESS

How Can You Apply OB and Show What You've Learned? 556

MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER 556

WINNING AT WORK 557

FOR YOU: WHAT'S AHEAD IN THIS CHAPTER 557

16.1 FORCES FOR CHANGE 558

SELF-ASSESSMENT 16.1: *What Are My General Attitudes Toward Change?* 558

External Forces 558

Internal Forces 561

16.2 TYPES AND MODELS OF CHANGE 563

Three General Types of Change 563

Lewin's Change Model 564

EXAMPLE: *Jump-Starting a Sluggish Company* 565

A Systems Model of Change 566

EXAMPLE: *How to Formulate a Meaningful Mission* 568

SELF-ASSESSMENT 16.2: *What Is Your Readiness for Change?* 569

Kotter's Eight Steps for Leading Organizational Change 570

Creating Change through Organization Development 571

EXAMPLE: *OD and the Big Shift* 573

16.3 UNDERSTANDING RESISTANCE TO CHANGE 574

A Dynamic View of Resistance 574

Causes of Resistance to Change 575

SELF-ASSESSMENT 16.3: *How Resistant Are You to Change?* 575

EXAMPLE: *How to Be a Successful Change Agent* 578

16.4 THE GOOD AND BAD OF STRESS 579

Stress—Good and Bad 579

A Model of Occupational Stress 580

EXAMPLE: *Barrie D'Rozario (DiLorenzo (BD'D) Takes Advertising, Marketing, and Employee Stress Very Seriously!* 583

16.5 EFFECTIVE CHANGE AND STRESS MANAGEMENT 584

Applying the Systems Model of Change—Strategic Planning and Diagnosis 584

PROBLEM-SOLVING APPLICATION: *Systems Model of Change* 584

How to Overcome Resistance to Change 585

How to Manage Stress 587

Pulling It All Together—Change Management Tips for Managers 588

EXAMPLE: *Your Future: Five Tips for Successful Managers of Change* 589

What Did I Learn? 590

PSAC: *Audi Is Driving Change* 592

Legal/Ethical Challenge: *Job Cuts and Legal Settlements . . . Two Ways to Profit* 593

Group Exercise: *Creating Personal Change through Force-Field Analysis* 594

ENDNOTES CN1

PHOTO CREDITS CR-1

GLOSSARY/SUBJECT INDEX I-1

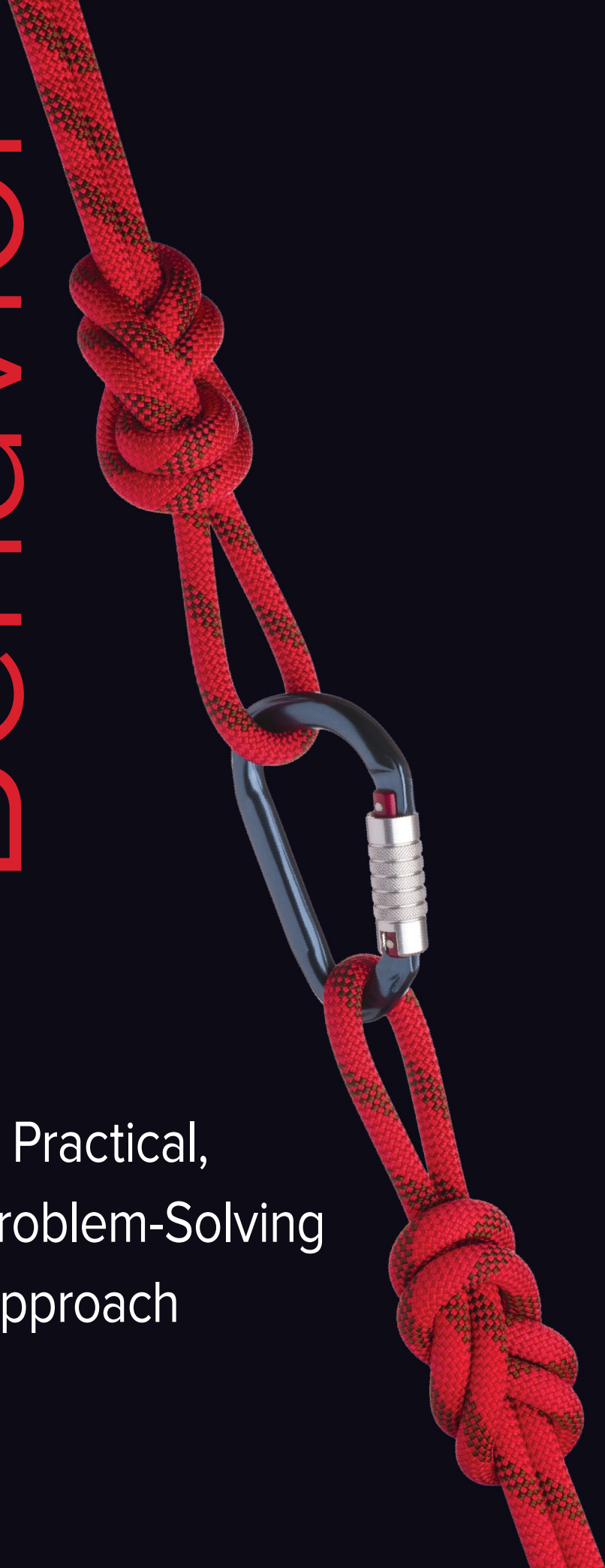
NAMES INDEX I-21

COMPANY INDEX I-24

Organizational

Behavior

A Practical,
Problem-Solving
Approach



Individual Behavior

part one

1

MAKING OB WORK FOR ME

What Is OB and Why Is It Important?



MAJOR TOPICS I'LL LEARN AND QUESTIONS I SHOULD BE ABLE TO ANSWER

1.1 THE VALUE OF OB TO MY JOB AND CAREER

MAJOR QUESTION: How can I use knowledge of OB to enhance my job performance and career?

1.2 HUMAN AND SOCIAL CAPITAL

MAJOR QUESTION: How can human and social capital affect my career opportunities and job performance?

1.3 RIGHT VS. WRONG—ETHICS AND MY PERFORMANCE

MAJOR QUESTION: Why do people fall into ethical lapses, even unwittingly, and what lessons can I learn from that?

1.4 APPLYING OB TO SOLVE PROBLEMS

MAJOR QUESTION: How can I apply OB in a practical way to increase my effectiveness?

1.5 STRUCTURE AND RIGOR IN SOLVING PROBLEMS

MAJOR QUESTION: How could I explain to a fellow student the practical relevance and power of OB to help solve problems?

1.6 THE INTEGRATIVE FRAMEWORK FOR UNDERSTANDING AND APPLYING OB

MAJOR QUESTION: How can the Integrative Framework help me understand and apply OB knowledge and tools—and improve my problem solving?

winning at work

YOUR FUTURE

Imagine you are about to walk in the door and start your first full-time job. It's the job you've always wanted. Or if you are working now, imagine you've finally won the promotion you've worked so hard for, and you're about to enter your new office or work area on a new floor. Both cases are full of excitement—your professional life has so much promise!

Now take stock of your existing knowledge, skills, experiences, and common sense. Even with these assets, wouldn't you want to give yourself an even greater advantage and transform your knowledge and common sense into practical benefits at your job? After all, what value are your talents if you don't apply them?

This is why we study OB.

KNOWLEDGE IS NOT ENOUGH

Expertise alone does not solve business problems. For decades, businesses have attributed their successes to the knowledge or technical expertise of their employees. The rationale was that if workers had the knowledge and necessary technical training, then results would automatically follow. But over time firms have realized that knowledge and training alone do not guarantee success. In recent years, business experts have called this disparity the *knowing-doing gap*.¹ **The *knowing-doing gap* identifies the gap between what people know and what they actually do.** For instance, everybody knows that treating people with respect is a good idea, but some managers don't always do this. Closing such gaps is an important element of your own success at school, work, and home. This also is a major focus of OB and this book.

THE LIMITS OF COMMON SENSE

You may feel that common sense will go a long way toward solving most business and career challenges. But you'd be wrong. If common sense were all that mattered, businesses would be more successful and all managers would be effective, while you and other new employees would consistently be happy and perform at your very best. However, this certainly isn't true of all employers and managers, and entry-level employees are often ill prepared and underperform.



WHERE EMPLOYERS SAY NEW HIRES FALL SHORT

Fortune published results from a Global Strategy Group study of 500 senior managers and executives. Only 65 percent of these business leaders found new employees "somewhat prepared" for success in business, while a significant percentage said new employees are "not prepared at all." Jeffrey Holmes, a principal at architectural firm Woods Bagot and sponsor of the

survey, confirmed these findings and said: "Companies need people who can synthesize information and apply it to business problems. . . . There's less room for new hires who don't have that ability. Technical skill is not enough." This preference applies to both bachelors and masters students.²

EMPLOYERS WANT PROBLEM SOLVING AND CRITICAL THINKING

Regardless of your area of study, arguably the greatest benefit of your education is developing problem-solving and critical thinking skills. The Global Strategy Group survey of executives revealed that the most sought-after skills for all entry-level employees were problem solving (49%), collaboration (43%), and critical thinking (36%).³ Building your skills in these areas is the overarching goal of this book.

FOR YOU WHAT'S AHEAD IN THIS CHAPTER

You'll learn how OB can drive your job and career success. We'll explain why it's important that you and your employers invest in building both your human and social capital. We'll also explore how ethics are integral to long-term individual and organizational success and we'll introduce a problem-solving framework you can use in a wide variety of situations at school, work, and life more generally. But what really powers this book is our Integrative Framework for Understanding and Applying OB, which we introduce mid-chapter. This framework will help you organize and apply OB concepts and tools as you learn them.

MAJOR QUESTION

How can I use knowledge of OB to enhance my job performance and career?

THE BIGGER PICTURE

Are you uncertain about the value of organizational behavior (OB) and how it fits into your curriculum, or even into your professional life? Use that uncertainty to judge how well this section makes the case for the value of OB. You'll see how OB knowledge and tools can enhance your personal job performance and career success. Look for the differences between what it takes to get hired versus promoted, and the importance of building your human and social capital. All of these topics affect your future.

The term **organizational behavior (OB)** describes an interdisciplinary field dedicated to understanding and managing people at work. This includes self-management. OB draws on research and practice from many disciplines to deal with how people behave at work, including:

- Anthropology
- Economics
- Ethics
- Management
- Organizational Theory
- Political Science
- Psychology
- Sociology
- Statistics
- Vocational Counseling

As you can see, OB is very much an applied discipline that draws from many sources; its value depends on its usefulness to your job and career. In that spirit, we wrote this book to make the material as applied and useful for you as possible.

Let's begin by looking at how OB compares to your other courses and explain the contingency perspective, which is the fundamental premise of contemporary OB.

How OB Fits into My Curriculum and Future Success

Consider how OB fits in with other courses in your curriculum. Organizational behavior is an academic designation focused on understanding and managing people at work. This includes managing yourself, as well as others, up, down, and sideways. But unlike jobs associated with functional disciplines (like accounting, marketing, and finance), you will not get a job in OB.

So then, what is the benefit to learning about and applying OB? The answer is that the effective application of OB is critical for your success in all fields and across disciplines. As you'll learn, technical knowledge associated with any given job is important, but what makes the difference is your ability to influence, get along with, and manage others. People skills! Applying OB knowledge and tools gives you job opportunities, sets you apart from your peers and competition, and contributes to your success. And an important part of your success is your ability to know which tools to use and under what circumstances. This is described as a contingency approach to managing people and is the foundation of contemporary OB.

A Contingency Perspective—The Contemporary Foundation of OB A **contingency approach** calls for using OB concepts and tools as situationally appropriate, instead of trying to rely on “one best way.” This means there is no single best way to manage people, teams, and organizations. The best or most effective course of action instead depends on the situation. A particular management practice that worked today may not work tomorrow. What worked with one employee may not work with another.

This is why the contingency approach is so central to OB. It is both pragmatic and demanding. Pragmatically, the user of the approach is not looking for any single approved or canned response but the one that will work most appropriately. Demanding, because the user of the approach must often work to find that appropriate solution. We will expand on the contingency approach later in this chapter.

Harvard’s Clayton Christensen puts it like this: “Many of the widely accepted principles of good management are only situationally appropriate.”⁴ In other words, don’t use a hammer unless the job involves nails. You’ll learn in Chapter 13, for instance, that there is no single best style of leadership. In this way, OB differs from many of your other courses in that answers are not always black and white, right or wrong, but instead the best answer (behavior) *depends on the situation*. The explicit consideration of the situation or environmental factors is fundamental to OB and is emphasized later in the chapter and throughout the book.

Accordingly, to be effective you need to do what is appropriate given the situation, rather than adhering to hard-and-fast rules. Organizational behavior specialists, and many effective managers, embrace the contingency approach because it helps them consider the many factors that influence behavior and performance within and among individuals, groups, and organizations. Whether you are a manager or employee, you need to consider many potential factors that can influence your performance and the performance of the people you may manage or affect. You also need to be aware of your own preferences or typical responses, and question them so as to do what the situation requires, rather than default to personal habit or organizational custom. Taking a broader, contingent perspective like this is a fundamental key to your success in the short and long term.

The following Example box illustrates how Google has applied the contingency approach and changed some of its benefits to more precisely meet employees’ preferences for work–life balance and parenthood.

EXAMPLE Google Search: “How Can We Keep Talented Employees?”

While Google’s talent is constantly being poached by its competitors, some employees simply quit, especially women. The company noticed that many women were leaving, or, more precisely, not returning after maternity leave. Some women of course choose to stay home after childbirth. However, Google realized that such employees were leaving at twice the average rate of all employees. It then explored the possibility that its policies might play a role.

THE INDUSTRY STANDARD Generally, the tech industry, Silicon Valley in particular, offers 12 weeks of paid time off for maternity leave and seven weeks for employees outside of California.

NEW PLAN Google’s response was to offer five months of full pay and full benefits! Better still, new mothers can split the time and take some before the birth, some after, and some later still when the child is older.

NEW PLAN PLUS Seven weeks of “new-parent” leave is now offered to all of its employees around the world. This enables new mothers *and fathers* the opportunity to manage their time and new joy/baby.⁵ Other companies expand these practices further still. Alston & Bird, an Atlanta-based law firm, provides employees \$10,000 and 90 days of paid leave toward adoptions. Infertility issues are also covered by their health plan.⁶

YOUR THOUGHTS?

1. If you alone could make policies at Google (or where you work), what would you do to keep valuable employees?
2. How could you apply the contingency approach to make these and other policies more effective?
3. What else would you do?

Uncommon Sense At first glance the contingency perspective may look like simple common sense. But it's different. It attempts to overcome the limits of common sense by not settling for traditional options if another solution may be more practical and effective. Similarly, understanding the Integrative Framework and 3-Stop Problem Solving Approach you'll learn about later provides more insight than common sense alone. The goal of OB is to give you *more* than common sense and instead enhance your understanding of situations at work and guide your behaviors.

Moreover, common sense has three main weaknesses that you need to consider and avoid.

- **Overreliance on hindsight.** Common sense excels in well-known scenarios with predictable outcomes. But much of modern business involves uncertainty and adapting to change. In other words, common sense is especially weak in responding to the unknown or unexpected. And because it focuses on the past, common sense lacks vision for the future.
- **Lack of rigor.** If we are comfortable with our commonsense response, we may not apply the effort required to find the real problem when considering possible causes. This will likely result in not choosing the optimal course of action or solution. If you lack rigor, then you are unlikely to measure the right predictors and outcomes when solving problems.
- **Lack of objectivity.** Common sense can be overly subjective and lack a basis in science. In such cases we are not always able to explain our reasoning to others, let alone apply it to new situations.

In *BusinessNewsDaily*, Microsoft researcher Duncan Watts says we love common sense because we prefer narrative. “You have a story that sounds right and there’s nothing to contradict it.” Watts contrasts a more effective approach, as outlined in his book *Everything Is Obvious Once You Know the Answer: How Common Sense Fails Us*. He advocates using a scientific approach. “The difference is we test the stories and modify them when they don’t work,” he says. “Storytelling is a useful starting point. The real question is what we do next.”⁷

One way that OB moves beyond the limitations of common sense is by its systematic and science-based approach to understanding people and how they behave at work. OB therefore can make you more attractive to potential employers and more effective once employed. Let’s explore this idea in more detail, beginning with the importance of possessing and developing both hard and soft skills.

Employers Want Both Hard and Soft Skills

Most of us know the difference between hard and soft skills.

- **Hard skills** are the technical expertise and knowledge to do a particular task or job function, such as financial analysis, accounting, or operations.
- **Soft skills** relate to our human interactions and include both interpersonal skills and personal attributes.

Employers are increasingly aware of the importance of soft skills. “People rise in organizations because of their hard skills and fall due to a dearth of soft skills.”⁸ Maybe that’s why firms tend to weight soft skills so heavily when hiring for top positions. Recruiters rate interpersonal skills, cultural fit with the company, and leadership attributes as the top three selection criteria for MBA graduates.⁹

Experts agree: Anyone can take a course in C++, but it’s not going to land you the job. . . . The most sought-after skill-sets for recruiters are becoming less and less about proficiency in specific [technical or job skills] and more about how you think . . . and work within the context of the team. Learning [the technical details or skills of a job] is the easy part. Having the mindset to apply it . . . [and social/psychological dexterity] are the critical skills.¹⁰

TABLE 1.1 FOUR SKILLS MOST DESIRED BY EMPLOYERS

SKILL	DESCRIPTION	THIS BOOK
1. Critical thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.	Fundamental to this book and woven throughout. We designed features and exercises to help you think critically and apply your OB knowledge and tools.
2. Problem solving	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	Our problem-solving approach is used throughout the book. We repeatedly ask you to apply your knowledge for solving problems at school, work, and life.
3. Judgment and decision making	Considering the relative costs and benefits of potential actions to choose the most appropriate ones.	Integral to problem solving and success. We integrate judgment and decision making in all problem-solving content and devote an entire chapter to these soft skills.
4. Active listening	Giving full attention to what other people are saying; taking time to understand the points being made; asking questions as appropriate and not interrupting.	Key success factor at work. We address this directly in the chapters on influencing others and leadership.

desired skills

SOURCE: Adapted from M. Casserly, "The 10 Skills That Will Get You Hired in 2013," *Forbes*, December 12, 2012, <http://www.forbes.com/sites/meghancasserly/2012/12/10/the-10-skills-that-will-get-you-a-job-in-2013/>; and M. Robles, "Executive Perception of the Top 10 Skills Needed in Today's Workplace," *Business Communication Quarterly*, 2012, 453–65.

The above quote comes from a study by CareerBuilder on the most desired skills for the top 10 jobs in 2013. Table 1.1 shows the top four such skills, along with a brief explanation of how they are directly addressed in this book.

What do you notice about the top four items? Which are hard skills? None! Instead, all are soft skills, the skills you need to interact with, influence, and perform with others.

Soft skills are not job specific. **They are portable skills, more or less relevant in every job, at every level, and throughout your career.**¹¹ All of these and many more soft skills represent OB topics covered in this book, whether in the personal or interpersonal domain:

Personal attributes

- (build goodwill and trust; demonstrate integrity)
- **Attitudes** (Chapter 2)
- **Personality** (Chapter 3)
- **Teamwork** (Chapter 8)
- **Leadership** (Chapter 13)

Interpersonal skills

- (foster respectful interactions)
- **Active listening** (Chapters 12 and 13)
- **Positive attitudes** (Chapters 2 and 7)
- **Effective communication** (Chapter 9)

How OB Fits into My Career

Hard skills are of course important, as they give you credibility. For instance, accountants need to understand debits and credits; finance people, net present value; and both need to understand cash flows. However, to be competitive and give employers what they want, you need to develop your soft skills as well. In fact, certain kinds of soft skills *increase* in importance over one's career and help set you apart from your competition.¹² To highlight this point, think about the criteria used for hiring workers versus promoting them.

- **What It Takes to Get Hired.** Regardless of where you are in your career today, ask yourself: What criteria were used to hire you for your first job? What factors did your hiring manager consider? (If your first job is still ahead of you, what factors do you imagine are most important?) Most of you will identify things like education, grades, interpersonal skills, and experience. In short, for most jobs you are



An understanding of OB can give you extremely valuable knowledge and tools to help “sell” yourself during job interviews. Applying this OB knowledge can also enhance your chances for promotions.

selected for your technical skills, your ability to do the given job. Firms may assume you possess particular competencies needed to meet basic job responsibilities based on your education (say an accounting degree if you’re going to be an auditor or a finance degree if you’re going to be an analyst).

- **What It Takes to Get Promoted.** Now ask yourself, what criteria are being used for promotions? Of course, often performance in the current job will be a primary consideration. However, you and many other employees may fail to realize that your perceived ability to get things done through others and manage people will be another important deciding factor. If you and three of your coworkers are all vying for an open manager’s job, likely all four of you perform at a high level. Therefore performance isn’t the deciding factor. Instead, it is your perceived ability to directly or indirectly manage others!

Roxanne Hori, an associate dean at Northwestern University’s Kellogg School of Management, echoes this argument: “Yes, your knowledge of the functional area you’re pursuing is important. But to succeed longer term . . . having strong team skills and knowing how to build and manage relationships were seen as just as important.” One executive she interviewed suggested that students “take as much organizational behavior coursework as possible . . . because as you move into leadership roles, the key skills that will determine your success will be around your ability to interact with others in a highly effective fashion.”¹³

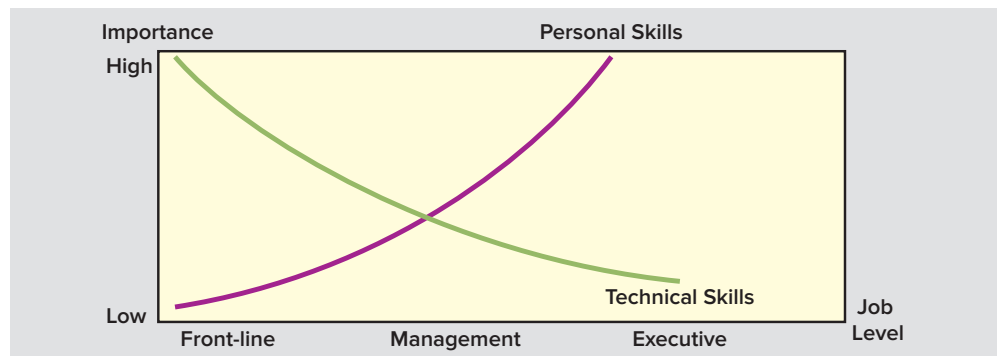
We make this point visually in Figure 1.1. It illustrates how technical or job-specific skills decline in importance as you move to levels of higher responsibility, while personal skills increase.

Performance Gives Me Credibility Performance matters because it gives you credibility with your peers and those you may manage. Just be aware that early in your career your bosses will be looking for more. They will evaluate your management potential, and their opinion affects your opportunities. So even in a line (non-management) position you need to know how to:

- Apply different motivational tools (Chapter 5)
- Provide constructive feedback (Chapter 6)
- Develop and lead productive teams (Chapters 8 and 13)
- Understand and manage organizational culture and change (Chapters 14 and 16)

Therefore, knowledge of OB is critical to your individual performance, your ability to work with and manage others, and your career success (promotions, pay raises, increased opportunities).

FIGURE 1.1 RELATIVE IMPORTANCE OF DIFFERENT SKILLS BASED ON JOB LEVEL



SOURCE: Adapted from M. Lombardo and R. Eichinger, *Preventing Derailment: What to Do Before It's Too Late* (Greensboro, NC: Center for Creative Leadership, 1989).

MAJOR QUESTION

How can human and social capital affect my career opportunities and job performance?

THE BIGGER PICTURE

You've likely heard the expression—"It's not what you know, but who you know" that determines whether you get a particular job. We argue that both matter, and that you and your employers benefit from investing in what you know and who you know.

You may have older or retired relatives who worked the same job for all of their lives. But such "cradle-to-grave" careers are increasingly rare. The U.S. Bureau for Labor Statistics, examining a younger segment of the baby-boomer generation (born 1946–1964), finds that the average number of jobs was 11! Men had on average 11.4 jobs and women, 10.7. But we're not all average. Twenty-five percent had 15 or more jobs and 12 percent had zero to four. The same study revealed that changes continue into middle age, where 33 percent of employees held jobs for less than a year!¹⁴ It thus seems extremely unlikely you will experience a "cradle-to-grave" career with one company as in generations past. It therefore is extremely important that you continually develop your skills and your network. The first is part of your human capital and the second, part of your social capital.

Human and Social Capital as Investments

Just as individuals and companies invest in more traditional forms of capital (e.g., real estate, stocks, bonds, facilities, and equipment) to earn a positive future return, both employees and their employers invest in human and social capital with the intention of reaping future returns or benefits. This is good news to all of us, as we can continue to increase our value through such investments.

Human resource experts acknowledge this development, which is highlighted in the following comment: "In the modern knowledge-based and service-oriented economy, the success of many firms has shifted from acquisition of tangible (physical) resources to the accumulation of intangible (human) resources."¹⁵

In the ideal job environment, both employer and employee will invest in these two forms of capital, which is why we discuss them together. Table 1.2 lists some basic forms of human and social capital.

A Closer Look at Human Capital Remember that **human capital** is the **productive potential of an individual's knowledge, skills, and experiences**. *Potential* is the operative word in this intentionally broad definition. A present or future employee with the right combination of knowledge, skills, experience, and motivation represents human capital with the potential to give the organization a competitive advantage. For that reason today's executives concern themselves with recruiting and retaining talented people, developing employees' skills, keeping them fully engaged, and preparing for the day when valuable people retire or leave for another employer.¹⁶ Research also supports the benefits of human capital, such that employers who invest in employees' human capital by building their skills, purposefully motivating them, and providing opportunities also enjoy lower turnover and improved financial outcomes.¹⁷