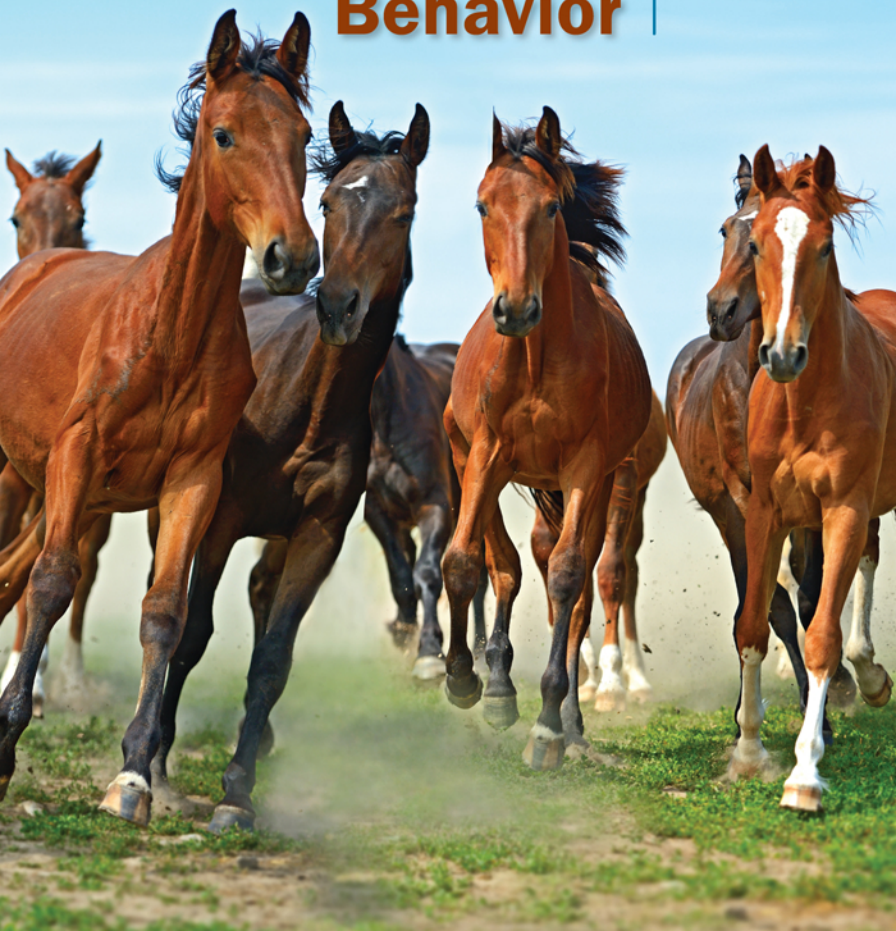


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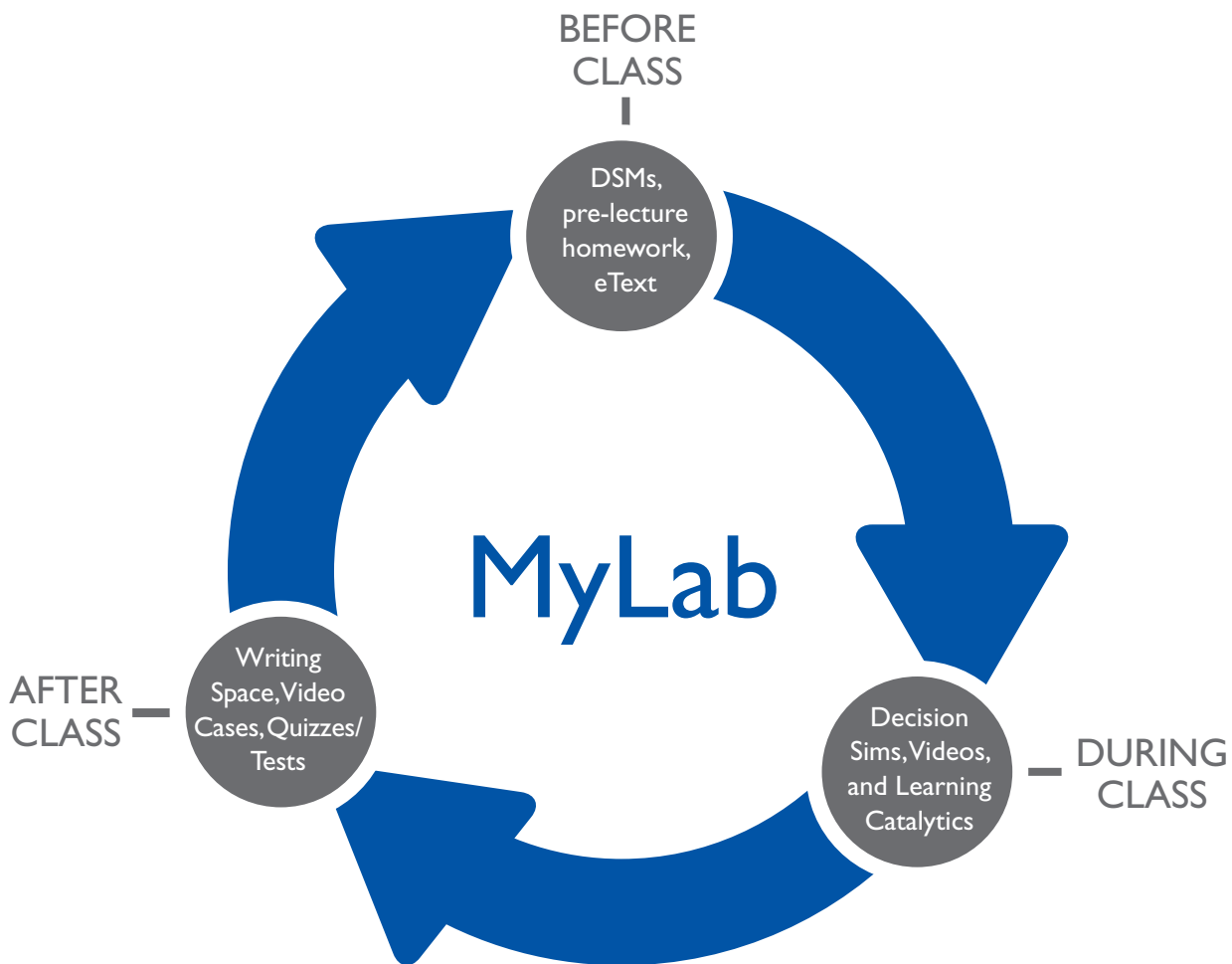
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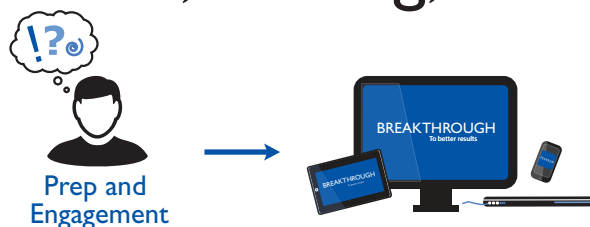


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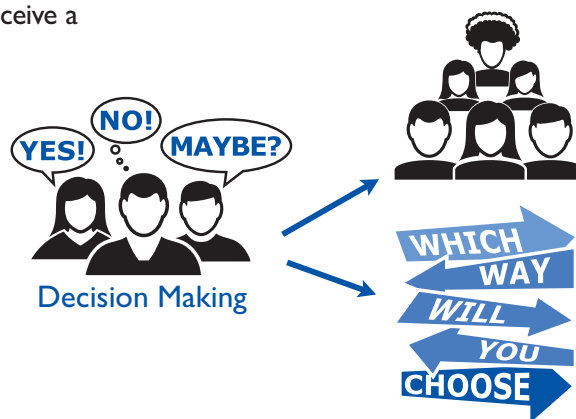
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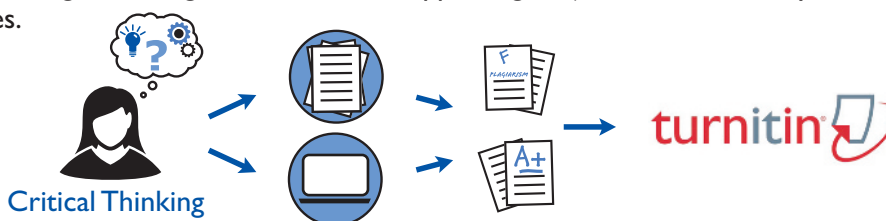


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Library of Congress Cataloging-in-Publication Data

Robbins, Stephen P.

Organizational behavior/Stephen P. Robbins, Timothy A. Judge.—17 Edition.
pages cm

Revised edition of Organizational behavior, 2015.

Includes bibliographical references and index.

ISBN 978-0-13-410398-3

1. Organizational behavior. I. Judge, Tim. II. Title.

HD58.7.R62 2017

658.3—dc23

2015035516

10 9 8 7 6 5 4 3 2 1

PEARSON

ISBN 10: 0-13-410398-X

ISBN 13: 978-0-13-410398-3

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About the Authors



Stephen P. Robbins

Education

Ph.D., University of Arizona

Professional Experience

Academic Positions: Professor, San Diego State University, Southern Illinois University at Edwardsville, University of Baltimore, Concordia University in Montreal, and University of Nebraska at Omaha.

Research: Research interests have focused on conflict, power, and politics in organizations; behavioral decision making; and the development of effective interpersonal skills.

Books Published: World's best-selling author of textbooks in both management and organizational behavior. His books have sold more than 5 million copies and have been translated into 20 languages; editions have been adapted for Canada, Australia, South Africa, and India, such as these:

- *Essentials of Organizational Behavior*, 12th ed. (Prentice Hall, 2014)
- *Management*, 12th ed. with Mary Coulter (Prentice Hall, 2014)
- *Fundamentals of Human Resource Management*, 10th ed., with David DeCenzo (Wiley, 2010)
- *Prentice Hall's Self-Assessment Library 3.4* (Prentice Hall, 2010)
- *Fundamentals of Management*, 8th ed., with David DeCenzo and Mary Coulter (Prentice Hall, 2013)
- *Supervision Today!* 7th ed., with David DeCenzo and Robert Wolter (Prentice Hall, 2013)
- *Training in Interpersonal Skills: TIPS for Managing People at Work*, 6th ed., with Phillip Hunsaker (Prentice Hall, 2012)
- *Managing Today!* 2nd ed. (Prentice Hall, 2000)
- *Organization Theory*, 3rd ed. (Prentice Hall, 1990)
- *The Truth About Managing People*, 2nd ed. (Financial Times/Prentice Hall, 2008)
- *Decide and Conquer: Make Winning Decisions and Take Control of Your Life* (Financial Times/Prentice Hall, 2004).

Other Interests

In his "other life," Dr. Robbins actively participates in masters' track competition. After turning 50 in 1993, he won 18 national championships and 12 world titles. He is the current world record holder at 100 meters (12.37 seconds) and 200 meters (25.20 seconds) for men 65 and over.



Timothy A. Judge

Education

Ph.D., University of Illinois at Urbana-Champaign

Professional Experience

Academic Positions: Associate Dean for Faculty and Research, University of Notre Dame; Franklin D. Schurz Chair, Department of Management, Mendoza College of Business, University of Notre Dame; Concurrent Professor, Department of Psychology, University of Notre Dame; Visiting Distinguished Adjunct Professor of King Abdulaziz University, Saudi Arabia; Visiting Professor, Division of Psychology & Language Sciences, University College London; Matherly-McKethan Eminent Scholar in Management, Warrington College of Business Administration, University of Florida; Stanley M. Howe Professor in Leadership, Henry B. Tippie College of Business, University of Iowa; Associate Professor (with tenure), Department of Human Resource Studies, School of Industrial and Labor Relations, Cornell University; Lecturer, Charles University, Czech Republic, and Comenius University, Slovakia; Instructor, Industrial/Organizational Psychology, Department of Psychology, University of Illinois at Urbana-Champaign.

Research: Dr. Judge's primary research interests are in (1) personality, moods, and emotions; (2) job attitudes; (3) leadership and influence behaviors; and (4) careers (person–organization fit, career success). Dr. Judge has published more than 154 articles on these and other major topics in journals such as *Journal of Organizational Behavior*, *Personnel Psychology*, *Academy of Management Journal*, *Journal of Applied Psychology*, *European Journal of Personality*, and *European Journal of Work and Organizational Psychology*. He serves as Director of Research for Stay Metrics Corporation, linking his research with application in the trucking industry.

Fellowship: Dr. Judge is a fellow of the American Psychological Association, the Academy of Management, the Society for Industrial and Organizational Psychology, and the American Psychological Society.

Awards: In 1995, Dr. Judge received the Ernest J. McCormick Award for Distinguished Early Career Contributions from the Society for Industrial and Organizational Psychology. In 2001, he received the Larry L. Cummings Award for mid-career contributions from the Organizational Behavior Division of the Academy of Management. In 2007, he received the Professional Practice Award from the Institute of Industrial and Labor Relations, University of Illinois. In 2008, he received the University of Florida Doctoral Mentoring Award. And in 2012, he received the Editorial Board of the *European Journal of Work and Organizational Psychology* (EJWOP) best paper of the year award.

Other Books Published: H. G. Heneman III, T. A. Judge, and J. D. Kammeyer-Mueller, *Staffing Organizations*, 8th ed. (Mishawaka, IN: Pangloss Industries, 2015).

Other Interests

Although he cannot keep up (literally!) with Dr. Robbins' accomplishments on the track, Dr. Judge enjoys golf, cooking and baking, literature (he's a particular fan of Thomas Hardy and is a member of the Thomas Hardy Society), and keeping up with his three children, who range in age from adult to middle school.

Preface

Welcome to the seventeenth edition of *Organizational Behavior*! Long considered the standard for all organizational behavior textbooks, this edition continues its tradition of making current, relevant topics come alive for students. While maintaining its hallmark features—engaging writing style, cutting-edge content, and intuitive pedagogy—this edition has been significantly updated to reflect the most recent research and current business events within the field of organizational behavior worldwide. The seventeenth edition is one of the most contemporary revisions of *Organizational Behavior* we've undertaken, and while we've preserved the core relevant material, we're confident that this edition reflects the most important issues facing organizations, managers, and employees today with a balanced, discerning approach.

Key Changes to the Seventeenth Edition

- **NEW** Feature in every chapter! *Career Objectives* in advice, question-and-answer format to help students think through issues they may face in the workforce today.
- **NEW** *Opening Vignette* in every chapter to bring current business trends and events to the forefront.
- **NEW key terms presented in bold** throughout the text (up to three new per chapter) highlight new vocabulary pertinent to today's study of organizational behavior.
- **NEW photos and captions** in every chapter link the chapter content to contemporary real-life worldwide situations to enhance the student's understanding of hands-on application of concepts.
- **NEW** These feature topics are either **completely new or substantially updated** within each chapter as applicable to reflect ongoing challenges in business worldwide and focus the student's attention on new topics:
 - *Learning Objectives* (in 15 chapters)
 - *Exhibits* (15 throughout the text)
 - *Myth or Science?* (8 of 18 total)
 - *An Ethical Choice* (10 of 18 total)
 - *Point/Counterpoint* (8 of 18 total)
- **NEW** The following end-of-chapter material is either **completely new or substantially revised and updated** for each chapter to bring the most contemporary thinking to the attention of students:
 - *Summary* (4 of 18 total)
 - *Implications for Managers* (11 of 18 total)
 - *Questions for Review* (in 16 chapters)
 - *Experiential Exercise* (12 of 18 total)
 - *Ethical Dilemma* (14 of 18 total)
 - *Case Incidents* (25 of 36 total)

MyManagementLab Suggested Activities

For the 17th edition the author is excited that Pearson's MyManagementLab has been integrated fully into the text. These new features are outlined below.

Making assessment activities available on line for students to complete before coming to class will allow you the professor more discussion time during the class to review areas that students are having difficulty in comprehending.

Learn It

Students can be assigned the Chapter Warm-Up before coming to class. Assigning these questions ahead of time will ensure that students are coming to class prepared.

Personal Inventory Assessments (PIA)

Students learn better when they can connect what they're learning to their personal experience. PIA (Personal Inventory Assessments) is a collection of online exercises designed to promote self-reflection and student engagement, enhancing their ability to connect with concepts taught in principles of management, organizational behavior, and human resource management classes. Assessments are assignable by instructors who can then track students completions. Student results include a written explanation along with a graphic display that shows how their results compare to the class as a whole. Instructors will also have access to this graphic representation of results to promote classroom discussion.

Watch It!

Recommends a video clip that can be assigned to students for outside classroom viewing or that can be watched in the classroom. The video corresponds to the chapter material and is accompanied by multiple choice questions that re-enforce the student's comprehension of the chapter content.

Try It!

Recommends a mini simulation that can be assigned to students as an outside classroom activity or it can be done in the classroom. As the students watch the simulation, they will be asked to make choices based on the scenario presented in the simulation. At the end of the simulation, the student will receive immediate feedback based on the answers they gave. These simulations re-enforce the concepts of the chapter and the students, comprehension of those concepts.

Talk About It

These are discussion questions that can be assigned as an activity within the classroom.

Assisted Graded Writing Questions

These are short essay questions that the students can complete as an assignment and submit to you the professor for grading.

Chapter Quiz

These are review questions that can be assigned to students to answer upon completion of the chapter, this gradeable activity allows you the professor to see if the students have comprehended the chapter's content.

Chapter-by-Chapter Changes

Chapter 1: What Is Organizational Behavior?

- New *Opening Vignette* (Wall Street Warriors)
- New Feature! *Try It* (Simulation: What Is Management?)

- New research in The Importance of Interpersonal Skills
- New Feature! *Watch It* (*Herman Miller: Organizational Behavior*)
- Newly revised section: Management and Organizational Behavior
- Updated *Myth or Science?* (Management by Walking Around Is the Most Effective Management)
- New research in Big Data
- New section: Current Usage
- New section: New Trends
- New section: Limitations
- New research in Overseeing Movement of Jobs to Countries with Low-Cost Labor
- New research in Adapting to Differing Cultural and Regulatory Norms
- New major section: Workforce Demographics
- New research in Customer Service
- New major section: Social Media
- New research in Positive Work Environment
- New research in Ethical Behavior
- New Feature! *Career Objectives* (What do I say about my termination?)
- Updated *OB Poll* (Percentage of Men and Women Working)
- New Feature! *Personal Inventory Assessment* (Multicultural Awareness Scale)
- New section in Withdrawal Behavior
- New international research in Productivity
- Revised *Questions for Review*
- New *Point/Counterpoint* (The Battle of the Texts)
- New *Experiential Exercise* (Managing the OB Way)
- New *Ethical Dilemma* (There's a Drone in Your Soup)
- Updated *Case Incident 1* (Apple Goes Global)
- New *Case Incident 2* (Big Data for Dummies)

Chapter 2: Diversity in Organizations

- Revised *Learning Objectives*
- New *Opening Vignette* (Exploiting a Loophole)
- Revised section: Demographic Characteristics
- Updated *OB Poll* (Gender Pay Gap: Narrowing but Still There)
- Updated *An Ethical Choice* (Affirmative Action for Unemployed Veterans)
- New major section: Stereotype Threat
- New Feature! *Personal Inventory Assessment* (Intercultural Sensitivity Scale)
- New research in Discrimination in the Workplace
- Updated *Myth or Science?* (Bald Is Better)
- New research and section in Age
- New international research in Sex
- New international research in Race and Ethnicity
- New international research in Disabilities
- New major section: Hidden Disabilities
- New international research in Religion
- New international research in Sexual Orientation and Gender Identity
- New Feature! *Career Objectives* (Is it okay to be gay at work?)
- New Feature! *Watch It* (Verizon: Diversity)
- New research in Intellectual Abilities
- Major new section: Hidden Disabilities
- New international research in Physical Abilities
- New research in Diversity in Groups
- New Feature! *Try It* (Simulation: Human Resources and Diversity)
- Updated *Implications for Managers*

- New/updated *Point/Counterpoint* (Affirmative Action Programs Have Outlived Their Usefulness)
- Revised *Questions for Review*
- New *Experiential Exercise* (Differences)
- New/updated *Ethical Dilemma* (Getting More Women on Board)
- New *Case Incident 1* (Walking the Walk)
- New/updated *Case Incident 2* (The Encore Career)

Chapter 3: Attitudes and Job Satisfaction

- Revised *Learning Objectives*
- New *Opening Vignette* (Patching Together a Career)
- New Feature! *Watch It* (Gawker Media: Attitudes and Job Satisfaction)
- New *An Ethical Choice* (Office Talk)
- New *Exhibit 3-2* (Worst Jobs of 2014 for Job Satisfaction)
- New research in How Satisfied Are People in Their Jobs?
- New section: Job Conditions
- New section: Personality
- New Feature! *Personal Inventory Assessment* (Core Self-Evaluation [CSE] Scale)
- New *Exhibit 3-5* (Relationship Between Average Pay in Job and Job Satisfaction of Employees in That Job)
- New major section: Corporate Social Responsibility (CSR)
- New research in Organizational Citizenship Behavior (OCB)
- New section: Life Satisfaction
- New Feature! *Career Objectives* (How can I make my job better?)
- New major section: Counterproductive Work Behavior (CWB)
- Revised *Implications for Managers*
- New/updated *Point/Counterpoint* (Employer-Employee Loyalty Is an Outdated Concept)
- Revised *Questions for Review*
- New *Experiential Exercise* (What Satisfies You about Your Dream Job?)
- New *Ethical Dilemma* (Tell-All Websites)
- Updated *Case Incident 1* (The Pursuit of Happiness: Flexibility)
- Updated *Case Incident 2* (Job Crafting)

Chapter 4: Emotions and Moods

- Revised *Learning Objectives*
- New *Opening Vignette* (Blowing Up)
- New international research in The Basic Emotions
- Updated *Myth or Science?* (Smile, and the Work World Smiles with You)
- New research and discussion in Moral Emotions
- Updated *Exhibit 4-2* (The Structure of Mood)
- New international research in Experiencing Moods and Emotions
- New research in The Functions of Emotions
- New research in Do Emotions Make Us Ethical?
- New research in Time of the Day
- New research and discussion in Sleep
- New research and discussion in Emotional Labor
- New research and discussion in Emotional Intelligence
- Updated *An Ethical Choice* (Should Managers Use Emotional Intelligence [EI] Tests?)
- New section in Emotion Regulation Influences and Outcomes
- New section in Emotion Regulation Techniques
- New section: Ethics of Emotion Regulation

- New Feature! *Career Objectives* (How do I turn down the volume on my screaming boss?)
- New research in Safety and Injury at Work
- Revised *Implications for Managers*
- New Feature! *Emotional Intelligence Assessment*
- Updated *Point/Counterpoint* (Sometimes Yelling Is for Everyone's Good)
- Revised *Questions for Review*
- New *Experiential Exercise* (The Happiness Test)
- New *Ethical Dilemma* (Data Mining Emotions)
- Updated *Case Incident 1* (Crybabies)
- New *Case Incident 2* (Tall Poppy Syndrome)

Chapter 5: Personality and Values

- Revised *Learning Objectives*
- New *Opening Vignette* (Secrets of a Successful Entrepreneur)
- New research in What is Personality?
- New international research and discussion in Measuring Personality
- New Feature! *Career Objectives* (How do I ace the personality test?)
- New introduction in Personality Frameworks
- New section in The Myers-Briggs Type Indicator
- New research and discussion in The Big Five Personality Model
- New sections: Conscientiousness at Work, Emotional Stability at Work, Extraversion at Work, Openness at Work, and Agreeableness at Work
- New Feature! *Try It* (Simulation: Individual Behavior)
- New research in The Dark Triad
- New major section: Other Traits
- New/updated *Myth or Science?* (We Can Accurately Judge Individuals' Personalities a Few Seconds After Meeting Them)
- New research and discussion in Proactive Personality
- New research and discussion in Situation Strength Theory
- New Feature! *Watch It* (Honest Tea: Ethics—Company Mission and Values)
- Updated *An Ethical Choice* (Do You Have a Cheating Personality?)
- New international research in Person-Job Fit
- New research and discussion in Person-Organization Fit
- New major section: Other Dimensions of Fit
- New Feature! *Try It* (Simulation: Human Behavior)
- New discussion in Cultural Values
- Revised *Summary*
- Revised *Implications for Managers*
- *New Feature! Personality Inventory Assessment* (Personality Style Indicator)
- New/updated *Point/Counterpoint* (Millennials Are More Narcissistic Than Their Parents)
- Revised *Questions for Review*
- New *Experiential Exercise* (Your Best Self)
- Revised/updated *Ethical Dilemma* (Millennial Job Hopping)
- Updated *Case Incident 2* (The Power of Quiet)

Chapter 6: Perception and Individual Decision Making

- Revised *Learning Objectives*
- New *Opening Vignette* (Is Palmer Luckey Lucky or Masterfully Creative?)
- New research and discussion in Perceiver
- New research and discussion in Target
- New research and discussion in Context

- New Feature! *Watch It* (Orpheus Group Casting: Social Perception and Attribution)
- New discussion and research in Person Perception: Making Judgments about Others
- New Feature! *Career Objectives* (So what if I'm a few minutes late to work?)
- New research in Attribution Theory
- Updated discussion in Halo Effect
- New research and discussion in The Link Between Perception and Individual Decision Making
- New research in Escalation of Commitment
- New Feature! *Try It* (Simulation: Decision Making)
- New research in Gender
- New section: Nudging
- New international research and discussion in Three Ethical Decision Criteria
- New major section: Lying
- New research in Creative Behavior
- New sections created with new research and discussion: Intelligence and Creativity, Personality and Creativity, Expertise and Creativity, Ethics and Creativity
- New section in Creative Environment
- Revised *Implications for Managers*
- New Feature! *Personal Inventory Assessment* (How Creative Are You?)
- Revised *Point-Counterpoint* (Stereotypes Are Dying)
- Revised *Questions for Review*
- New *Experiential Exercise* (Good Liars and Bad Liars)
- New/updated *Ethical Dilemma* (Cheating Is a Decision)
- New *Case Incident 1* (Too Much of a Good Thing)

Chapter 7: Motivation Concepts

- Revised *Learning Objectives*
- New *Opening Vignette* (Motivated Toward Corporate Social Responsibility)
- New Feature! *Watch It* (Motivation [TWZ Role Play])
- New research and discussion in Hierarchy of Needs Theory
- Updated *Exhibit 7-1* (Maslow's Hierarchy of Needs)
- New international research and discussion in McClelland's Theory of Needs
- New Feature! *Career Objectives* (Why won't he take my advice?)
- New research and discussion in Self-Determination Theory
- New international research, discussion, and organization in Goal-Setting Theory
- New section: Goal-Setting and Ethics
- New research in Self-Efficacy Theory
- Updated *An Ethical Choice* (Motivated by Big Brother)
- New research and organization in Equity Theory/Organizational Justice
- New section: Ensuring Justice
- New section with international research and discussion: Culture and Justice
- New Feature! *Try It* (Simulation: Motivation)
- New Feature! *Personal Inventory Assessment* (Work Motivation Indicator)
- Revised *Questions for Review*
- New *Ethical Dilemma* (The New GPA)
- New *Case Incident 1* (The Demotivation of CEO Pay)
- New *Case Incident 2* (The Sleepiness Epidemic)

Chapter 8: Motivation: From Concepts to Applications

- New *Opening Vignette* (Motivated to Risk It All)
- Updated *Exhibit 8-1* (The Job Characteristics Model)

- New section, international research, and discussion in The Job Characteristics Model
- New research and discussion in Job Rotation
- New/updated *Myth or Science?* (Money Can't Buy Happiness)
- New section and research in Relational Job Design
- New Feature! *Personal Inventory Assessment* (Need for Team Building)
- New research in Flextime
- New research in Job Sharing
- New Feature! *Career Objectives* (How can I get flextime?)
- New research and discussion in Telecommuting
- New international research and discussion in Employee Involvement and Participation
- New research in Participative Management
- New research in Representative Participation
- New section, research, and discussion in How to Pay: Rewarding Individual Employees Through Variable-Pay Programs
- New section, international research, and discussion in Piece-Rate Pay
- New research in Merit-Based Pay
- New international research in Bonuses
- New international research in Profit-Sharing Plans
- New research in Employee Stock Ownership Plans
- New/updated section: Evaluation of Variable Pay
- Updated *An Ethical Choice* (Sweatshops and Worker Safety)
- New section and international research in Flexible Benefits: Developing a Benefits Package
- New research in Employee Recognition Programs
- New Feature! *Watch It* (Zappos: Motivating Employees Through Company Culture)
- Revised *Questions for Review*
- New *Case Incident 2* (Pay Raises Every Day)

Chapter 9: Foundations of Group Behavior

- Revised *Learning Objectives*
- New *Opening Vignette* (Crushed by the Herd)
- New major section: Social Identity
- New section: Ingroups and Outgroups
- New section: Social Identity Threat
- New Feature! *Watch It* (Witness.org: Managing Groups & Teams)
- New section: Role Perception
- New section: Role Expectations
- New section: Role Conflict
- New section: Role Play and Assimilation
- New *Myth or Science?* (Gossip and Exclusion Are Toxic for Groups)
- New research in Group Property 2: Norms
- New section: Norms and Emotions
- New research in Norms and Conformity
- Updated *An Ethical Choice*
- New section: Norms and Behavior
- New major section: Positive Norms and Group Outcomes
- New section: Negative Norms and Group Outcomes
- New section: Norms and Culture
- New introduction in new section: Group Property 3: Status and Group Property 4: Size and Dynamics
- New research in Status and Norms

- New research in Status and Group Interaction
- New section: Group Status
- New research in Group Property 4: Size and Dynamics
- New introduction in Group Property 5: Cohesiveness and Group Property 6: Diversity
- New international research in Group Property 6: Diversity
- New Feature! *Personal Inventory Assessment* (Communicating Supportively)
- New international research in Effectiveness and Efficiency
- New Feature! *Career Objectives* (Can I fudge the numbers and not take the blame?)
- Revised *Implications for Managers*
- Revised *Questions for Review*
- New *Case Incident 2* (Intragroup Trust and Survival)

Chapter 10: Understanding Work Teams

- New *Opening Vignette* (Teams That Play Together Stay Together)
- New research and discussion in Why Have Teams Become So Popular?
- New discussion in Problem-Solving Teams
- New research in Cross-Functional Teams
- New research in Virtual Teams
- New research and discussion in Multiteam Systems
- New Feature! *Watch It* (Teams [TWZ Role Play])
- New research and discussion in Creating Effective Teams
- Revised *Exhibit 10-3* (Team Effectiveness Model)
- New international research in Climate of Trust
- New research in Team Composition
- New research and discussion in Personality of Members
- New section: Cultural Differences
- New Feature! *Career Objectives* (Is it wrong that I'd rather have guys on my team?)
- New research in Size of Teams
- New major section: Team Identity
- New major section: Team Cohesion
- New international research and discussion in Mental Models
- New international research and discussion in Conflict Levels
- New Feature! *Personal Inventory Assessment* (Team Development Behaviors)
- New Feature! *Try It* (Simulation: Teams)
- Revised *Implications for Managers*
- New *Ethical Dilemma* (The Sum of the Team Is Less Than Its Members)
- Updated *Case Incident 1* (Tongue-Tied in Teams)
- New *Case Incident 2* (Smart Teams and Dumb Teams)

Chapter 11: Communication

- Revised *Learning Objectives*
- New *Opening Vignette* (Curious Communication)
- New research and discussion in Functions of Communication
- New research in Downward Communication
- New section in Upward Communication
- New research and discussion in The Grapevine
- New Feature! *Watch It* (Communication [TWZ Role Play])
- New *Exhibit 11-4* (Dealing with Gossip and Rumors)
- New section in Oral Communication
- Major new section in Meetings
- Major new section in Videoconferencing and Conference Calling

- Major new section in Telephone
- New Feature! *Career Objectives* (Isn't this too much to accommodate?)
- New research in Letters
- New major section in E-mail
- New research in Social Media Websites
- New section: Apps
- New research in Blogs
- New Feature! *Personal Inventory Assessment* (Communication Styles)
- Updated *Exhibit 11-7* (Information Richness and Communication Channels)
- New research in Choosing Communication Methods
- New Feature! *Try It* (Simulation: Communication)
- New research in Information Overload
- Revised *Questions for Review*
- New *Ethical Dilemma* (BYOD)
- Updated *Case Incident 1* (Organizational Leveraging of Social Media)

Chapter 12: Leadership

- Revised *Learning Objectives*
- New *Opening Vignette* (The Flamboyant Leadership of Jack Ma)
- New Feature! *Watch It* (Leadership [TWZ Role Play])
- New Feature! *Career Objectives* (How can I get my boss to be a better leader?)
- New international research in Trait Theories
- New introduction in Contemporary Theories of Leadership
- New research in Leader-Member Exchange Theory
- New research in What Is Charismatic Leadership?
- New research in Transactional and Transformational Leadership
- New research in How Transformational Leadership Works
- New international research in Evaluation of Transformational Leadership
- New section Transformational versus Charismatic Leadership
- New Feature! *Personal Inventory Assessment* (Ethical Leadership Assessment)
- New introduction in Responsible Leadership
- New research in Servant Leadership
- New section: Trust and Culture
- New Feature! *Try It* (Simulation: Leadership)
- Revised *Summary*
- Revised *Implications for Managers*
- New *Questions for Review*
- New *Point-Counterpoint* (CEOs Start Early)
- New *Ethical Dilemma* (Smoking Success)

Chapter 13: Power and Politics

- Revised *Learning Objectives*
- New *Opening Vignette* (Power in College Sports)
- New Feature! *Watch It* (Power and Political Behavior)
- New Learning Objectives and Questions
- New discussion in Power and Leadership
- Major new section: Social Network Analysis: A Tool for Assessing Resources
- New *Exhibit 13-1* (Sociogram)
- New international research and discussion in Sexual Harassment
- New research and discussion in Individual Factors
- New Feature! *Career Objectives* (Should I become political?)
- New research and discussion in Organizational Factors
- New research in Impression Management

- New *An Ethical Choice* (How Much Should You Manage Interviewer Impressions?)
- New section: Interviews and IM
- New section: Performance Evaluations and IM
- New Feature! *Personal Inventory Assessment* (Gaining Power and Influence)
- Updated *Point/Counterpoint* (Everyone Wants Power)
- Revised *Questions for Review*
- New *Experiential Exercise* (Comparing Influence Tactics)
- New *Case Incident 1* (The Powerful Take All)
- Updated *Case Incident 2* (Barry's Peer Becomes His Boss)

Chapter 14: Conflict and Negotiation

- Revised *Learning Objectives*
- New *Opening Vignette* (A Change of Tune)
- New discussion and organization in A Definition of Conflict
- New international research in Personal Variables
- New research and discussion in Stage IV: Behavior
- New research in Functional Outcomes
- New Feature! *Watch It* (Gordon Law Group: Conflict and Negotiation)
- New international research and discussion in Managing Functional Conflict
- New research in Preparation and Planning
- New Feature! *Career Objectives* (How can I get a better job?)
- New research and discussion in Personality Traits in Negotiations
- New research and discussion in Gender Differences in Negotiations
- New major section: Negotiating in a Social Context
- New research in Third-Party Negotiations
- Revised *Implications for Managers*
- New Feature! *Personal Inventory Assessment* (Strategies for Handling Conflict)
- Updated *Point-Counterpoint* (Pro Sports Strikes Are Caused by Greedy Owners)
- Revised *Questions for Review*
- New *Experiential Exercise* (A Negotiation Role-Play)
- New *Case Incident 1* (Disorderly Conduct)
- Updated *Case Incident 2* (Twinkies, Rubber Rooms, and Collective Bargaining)

Chapter 15: Foundations of Organization Structure

- New *Learning Objectives*
- New *Opening Vignette* (In the Flat Field)
- Revised *Exhibit 15-1* (Key Design Questions and Answers for Designing the Proper Organizational Structure)
- New section in Departmentalization
- New major section: Boundary Spanning
- New major section: The Functional Structure
- New major section: The Divisional Structure
- New design and discussion in Alternate Design Options
- New section: The Team Structure
- New Feature! *Career Objectives* (What structure should I choose?)
- New section: The Circular Structure
- New Feature! *Personal Inventory Assessment* (Organizational Structure Assessment)
- New research in The Leaner Organization: Downsizing
- New research in Organizational Strategies
- New international research in Technology

- New major section: Institutions
- New Feature! *Try It* (Simulation: Organizational Structure)
- New Feature! *Watch It* (ZipCar: Organizational Structure)
- Revised *Questions for Review*
- New *Ethical Dilemma* (Post-Millennium Tensions in the Flexible Organization)
- New *Experiential Exercise* (The Sandwich Shop)

Chapter 16: Organizational Culture

- Revised *Learning Objectives*
- New *Opening Vignette* (Welcome to the Machine)
- New discussion on What Is Organizational Culture?
- New major section: Culture and Sustainability
- Updated research in Culture and Innovation
- New section: Strengthening Dysfunctions
- New section in Barriers to Acquisitions and Mergers
- New research in Socialization
- Revised *An Ethical Choice*
- New Feature! *Try It* (Simulation: Organizational Culture)
- New section introduction: Influencing an Organizational Culture
- New section topic: A Positive Culture
- New Feature! *Career Objectives* (How do I learn to lead?)
- New section topic: The Global Context
- New international research in The Global Context
- New Feature! *Personal Inventory Assessment* (Comfort with Change Scale)
- Revised *Questions for Review*
- New *Experiential Exercise* (Greeting Newcomers)
- New *Ethical Dilemma* (Culture of Deceit)
- New *Case Incident 1* (The Place Makes the People)
- New *Case Incident 2* (Active Cultures)

Chapter 17: Human Resource Policies and Practices

- Revised *Learning Objectives*
- New *Opening Vignette* (Would You Like a Diploma with Your Latté?)
- Revised *Exhibit 17-1* (Model of Selection Process in Organizations)
- New Feature! *Career Objectives* (How do I fire someone?)
- New research and discussion in Recruitment Practices
- New research in Written Tests
- New research and discussion in Interviews
- New research and discussion in Civility Training
- New international research and discussion in Evaluating Effectiveness
- New *Exhibit 17-2* (360-Degree Evaluations)
- New research in Providing Performance Feedback
- New Feature! *Try It* (Simulation: HR)
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- New research in Designing and Administering Benefit Programs
- Updated *An Ethical Choice* (HIV/AIDS and the Multinational Organization)
- New research in Drafting and Enforcing Employment Policies
- New *Myth or Science?* (The 24-Hour Workplace Is Harmful)
- New research in Managing Work–Life Conflicts
- Revised/updated *Exhibit 17-4* (Work–Life Initiatives)
- New Feature! *Watch It* (Patagonia: Human Resource Management)
- New *Summary*
- Revised *Implications for Managers*
- New Feature! *Personal Inventory Assessment* (Positive Practices Survey)

- New *Point/Counterpoint* (Employers Should Check Applicant Criminal Backgrounds)
- Revised *Questions for Review*
- New *Experiential Exercise* (Designing an Effective Structured Job Interview)
- New *Ethical Dilemma* (Are On-Demand Workers Really Employees?)
- New *Case Incident 1* (Getting a Foot in the Door?)

Chapter 18: Organizational Change and Stress Management

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- New *Opening Vignette* (Supporting Change from the Bottom Up)
- New research in Change
- New discussion in Forces for Change
- New research and discussion in Planned Change
- New research in Resistance to Change
- New research in Develop Positive Relationships
- New discussion in Coercion
- New Feature! *Try It* (Simulation: Change)
- New major section: Managing Paradox
- New research in Stimulating a Culture of Innovation
- New international research in Sources of Innovation
- New research in Creating a Learning Organization
- New Feature! *Watch It* (East Haven Fire Department: Managing Stress)
- Updated *Exhibit 18-7* (Work Is the Biggest Stress for Most)
- Updated *OB Poll* (Many Employees Feel Extreme Stress)
- New research and section in What Is Stress?
- Revised/Updated *Exhibit 18-8* (A Model of Stress)
- New Feature! *Career Objectives* (How can I bring my team's overall stress level down?)
- New research in Organizational Factors
- New research in Personal Factors
- Updated *Myth or Science?* (When You're Working Hard, Sleep Is Optional)
- New research in Behavioral Symptoms
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- Revised *Summary*
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- New Feature! *Personal Inventory Assessment* (Tolerance of Ambiguity Scale)
- New *Point/Counterpoint* (Companies Should Encourage Stress Reduction)
- New *Experiential Exercise* (Mindfulness at Work)
- New *Ethical Dilemma* (All Present and Accounted For)
- New *Case Incident 1* (Sprucing Up Walmart)

Instructor Resources

At the Instructor Resource Center, www.pearsonhighered.com/irc, instructors can easily register to gain access to a variety of instructor resources available with this text in downloadable format. If assistance is needed, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247.pearsoned.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available with this text:

- **Instructor's Resource Manual**
- **Test Bank**
- **TestGen® Computerized Test Bank**
- **PowerPoint Presentation**

Acknowledgments

Getting this book into your hands was a team effort. It took faculty reviewers and a talented group of designers and production specialists, editorial personnel, and marketing and sales staff.

The seventeenth edition was peer reviewed by many experts in the field. Their comments, compliments, and suggestions have significantly improved the final product. The authors would also like to extend their sincerest thanks to the following instructors: Pam DeLotell, Kaplan University; Phil Roth, Clemson University; Jody Tolan, MBA, Lecturer, Management and Organization, University of Southern California Marshall School of Business; Holly A. Schroth, University of California, Berkeley; Jon C. Tomlinson, Ph.D., University of Northwestern Ohio; Andrew Johnson, Santa Clara University; Dr. Alan Goldman, Professor of Management, Faculty Director, W. P. Carey School of Business, Arizona State University West; Dr. Edward F. Lisoski, Angelo State University; E. Anne Christo-Baker, Purdue University North Central; and Dr. Josh Plaskoff, Kelley School of Business—IUPUI.

The authors wish to thank Lori Ehrman Tinkey of the University of Notre Dame and John Kammeyer-Mueller of the University of Minnesota for help with several key aspects of this revision.

We owe a debt of gratitude to all those at Pearson Education who have supported this text over the past 30 years and who have worked so hard on the development of this latest edition. On the development and editorial side, we want to thank Kris Ellis-Levy, Senior Acquisitions Editor; Ashley Santora, Program Manager Team Lead; Sarah Holle, Program Manager; and Elisa Adams, Development Editor. On the design and production side, Jeff Holcomb, Project Manager Team Lead, did an outstanding job, as did Kelly Warsak, Project Manager, and Nancy Moudry, Photo Development Editor. Last but not least, we would like to thank Lenny Ann Kucenski, Marketing Manager; Maggie Moylan, Director of Marketing; and their sales staff, who have been selling this text over its many editions. Thank you for the attention you've given to this text.

1

What Is Organizational Behavior?



Source: Chris Goodney/Bloomberg/Getty Images

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- 1-1** Demonstrate the importance of interpersonal skills in the workplace.
- 1-2** Define *organizational behavior* (OB).
- 1-3** Show the value to OB of systematic study.
- 1-4** Identify the major behavioral science disciplines that contribute to OB.
- 1-5** Demonstrate why few absolutes apply to OB.
- 1-6** Identify managers' challenges and opportunities in applying OB concepts.
- 1-7** Compare the three levels of analysis in this text's OB model.



If your professor has chosen to assign this, go to the Assignments section of mymanagementlab.com to complete the chapter warm up.

WALL STREET WARRIORS

Brad Katsuyama had never set foot on Wall Street until his employer, the Royal Bank of Canada (RBC), sent him to New York from Toronto. At 23 years old, he felt unprepared to help put RBC “on the map” of Wall Street investors and had a difficult time applying RBC’s slogan of friendliness—“RBC nice”—to the new environment. Remarking on his early experience, Katsuyama said, “I met more offensive people in a year than I had in my entire life.”

Stock trading is done electronically, so at first Katsuyama could surround himself with fellow RBC employees in his own offices and thus avoid the harsh Wall Street personalities. That all changed in 2006, when RBC acquired U.S. electronic-trading firm Carlin Financial, and Katsuyama was required to work with them. Carlin’s culture was the extreme opposite of RBC nice. Its CEO, Jeremy Frommer, summed it up when he said, “It’s not just enough to fly in first class; I have to know my friends are flying in coach.”

Worse than the culture clash between RBC and Carlin was the shocking lack of technical acumen in both companies. RBC didn’t know much about electronic trading, and Katsuyama found that, surprisingly, Carlin didn’t either. Problems began to arise soon after the merger: every time Katsuyama tried to complete a trade, the offers would vanish off his screen. At first, he assumed it was a problem with Carlin’s systems, but gradually he learned that many Wall Street investors were



experiencing the same problem. “I now see that it isn’t just me,” Katsuyama said. “My frustration is the market’s frustration. And I was like, ‘Whoa, this is serious.’”

Katsuyama knew help would not come from Carlin—its people didn’t have the knowledge. Now RBC’s newly appointed head of electronic trading, he did what he’d done before—he surrounded himself with people who were “RBC nice,” and smart. He formed a team to figure out why the electronic trading system worked lucratively for some traders and miserably for others. The team learned that the more stock exchanges used it to place orders, the fewer orders were filled due to the “vanishing market.” Why? Technologist Rob Park found it all came down to milliseconds. One millisecond can equal 500 quote changes and about 150 trades, but only for companies that have fantastic physical network connections. Programmer Allen Zhang confirmed the diagnosis by writing a program that delayed the transmissions of orders through the faster exchanges so the orders to all exchanges arrived at the same time.

Katsuyama concluded, “There’s no way I’m the first guy to have figured this out. So what happened to everyone else?” The answer: Any firm that figured out the timing discrepancy was keeping it secret and profiting from it. Katsuyama couldn’t stand the injustice. He and his team went on the hunt for the profiteers and found profound moral apathy among them—those who profited would not seek change, no matter how corrupt and sinister the game became.

Katsuyama told his wife, “I think there’s only a few people in the world who can do anything about this. If I don’t do something right now—me, Brad Katsuyama—there’s no one to call.” He quit his job and, with fellow warriors Park and trading strategist Ronan Ryan, created a new independent exchange to protect investors from Wall Street’s predators. The result was their new company IEX, the Investors Exchange, and in December 2013, its rate of exchange was greater than that of AMEX. It has now surpassed four of the 13 U.S. exchanges—the NYSE MKT, the Chicago Stock Exchange, the National Stock Exchange, and the CBOE Stock Exchange. Katsuyama and his band of warriors are now seeking reform measures for all stock exchanges.

Sources: H. Lash, “Trading Venue IEX Urges Reform of Stock Exchange Governance,” Reuters (December 11, 2014), <http://www.reuters.com/article/2014/12/11/markets-iex-governance-idUSL1N0TV1XK20141211>; M. Lewis, “The Wolf Hunters of Wall Street,” *The New York Times Magazine* (March 31, 2014), <http://www.nytimes.com/2014/04/06/magazine/flash-boys-michael-lewis.html?emc=eta1>; and E. Picardo, “How IEX Is Combating Predatory Types of High-Frequency Traders,” *Forbes* (April 23, 2014), <http://www.forbes.com/sites/investopedia/2014/04/23/how-iex-is-combating-predatory-types-of-high-frequency-traders/>.

The details of this story are at once disheartening and inspiring, reflecting the increasing complexity of organizational life. They also highlight several issues of interest to those of us seeking to understand organizational behavior, including motivation, ethics, emotions, personality, and culture. Throughout this text, you'll learn how we can systematically study all these elements.

The Importance of Interpersonal Skills

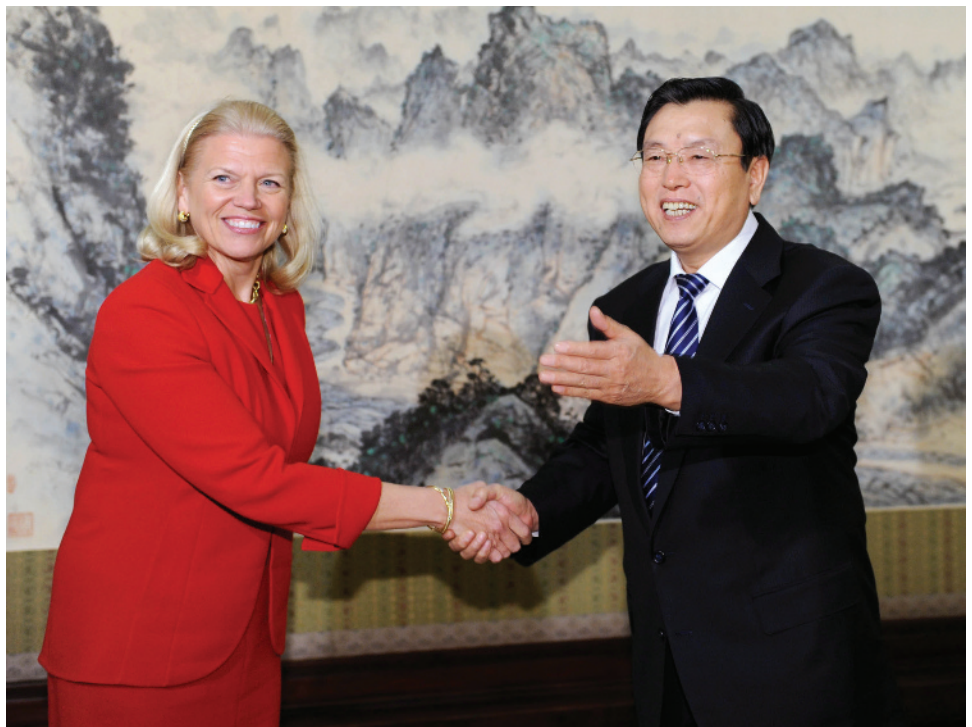
1-1 Demonstrate the importance of interpersonal skills in the workplace.

Until the late 1980s, business school curricula emphasized the technical aspects of management, focusing on economics, accounting, finance, and quantitative techniques. Course work in human behavior and people skills received relatively less attention. Since then, however, business schools have realized the significant role interpersonal skills play in determining a manager's effectiveness. In fact, a survey of over 2,100 CFOs across 20 industries indicated that a lack of interpersonal skills is the top reason why some employees fail to advance.¹

Incorporating OB principles into the workplace can yield many important organizational outcomes. For one, companies known as good places to work—such as Genentech, the Boston Consulting Group, Qualcomm, McKinsey & Company, Procter & Gamble, Facebook, and Southwest Airlines²—have been found to generate superior financial performance.³ Second, developing managers' interpersonal skills helps organizations attract and keep high-performing employees, which is important since outstanding employees are always in short supply and are costly to replace. Third, there are strong associations between the quality of workplace relationships and employee job satisfaction, stress, and turnover. One very large survey of hundreds of workplaces and more than 200,000 respondents showed that social relationships among coworkers and supervisors were strongly related to overall job satisfaction. Positive social relationships also were associated with lower stress at work and lower intentions

IBM Chief Executive Virginia Rometty has the interpersonal skills required to succeed in management. Communication and leadership skills distinguish managers such as Rometty, who rise to the top of their profession. Shown here at a meeting in Beijing, Rometty is an innovative leader capable of driving IBM's entrepreneurial culture.

Source: Li Tao/Xinhua Press/Corbis



to quit.⁴ Further research indicates that employees who relate to their managers with supportive dialogue and proactivity find that their ideas are endorsed more often, which improves workplace satisfaction.⁵ Fourth, increasing the OB element in organizations can foster social responsibility awareness. Accordingly, universities have begun to incorporate social entrepreneurship education into their curriculum in order to train future leaders to address social issues within their organizations.⁶ This is especially important because there is a growing need for understanding the means and outcomes of corporate social responsibility, known as CSR.⁷

We understand that in today's competitive and demanding workplace, managers can't succeed on their technical skills alone. They also have to exhibit good people skills. This text has been written to help both managers and potential managers develop those people skills with the knowledge that understanding human behavior provides.

★ TRY IT!

If your professor has assigned this, go to the Assignments section of mymanagementlab.com to complete the **Simulation: What Is Management?**

1-2 Define *organizational behavior* (OB).

manager An individual who achieves goals through other people.

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

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

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

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

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

Management and Organizational Behavior

Let's begin by briefly defining the terms *manager* and *organization*. First, the defining characteristic of **managers** is that they get things done through other people. They make decisions, allocate resources, and direct the activities of others to attain goals. Managers are sometimes called *administrators*, especially in not-for-profit organizations. They do their work in an **organization**, which is a consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals. By this definition, manufacturing and service firms are organizations, and so are schools, hospitals, churches, military units, nonprofits, police departments, and local, state, and federal government agencies.

More than ever, a manager is someone placed into the position without management training or informed experience. According to a large-scale survey, more than 58 percent of managers reported they had not received any training and 25 percent admitted they were not ready to lead others when they were given the role.⁸ Added to that challenge, the demands of the job have increased: the average manager has seven direct reports (five was once the norm), and has less management time to spend with them than before.⁹ Considering that a Gallup poll found organizations chose the wrong candidate for management positions 82 percent of the time,¹⁰ we conclude that the more you can learn about people and how to manage them, the better prepared you will be to be that right candidate. OB will help you get there. Let's start with identifying the manager's primary activities.

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

When managers engage in designing their work unit's structure, they are **organizing**. The organizing function includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.

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

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

Management Roles

Henry Mintzberg, now a prominent management scholar, undertook a careful study of executives to determine what they did on their jobs early in his career. On the basis of his observations, Mintzberg concluded that managers perform 10 different, highly interrelated roles, or sets of behaviors, and serve a critical function in organizations.¹² As shown in Exhibit 1-1, these 10 roles are primarily (1) interpersonal, (2) informational, or (3) decisional. Although much has changed in the world of work since Mintzberg developed this model, research indicates the roles have changed very little.¹³

Interpersonal Roles All managers are required to perform duties that are ceremonial and symbolic in nature. For instance, when the president of a college hands out diplomas at commencement or a factory supervisor gives a group of high school students a tour of the plant, they are acting in a *figurehead* role. Another key interpersonal role all managers have is a *leadership* role.

Exhibit 1-1 Mintzberg’s Managerial Roles	
Role	Description
Interpersonal	
Figurehead	Symbolic head; required to perform a number of routine duties of a legal or social nature
Leader	Responsible for the motivation and direction of employees
Liaison	Maintains a network of outside contacts who provide favors and information
Informational	
Monitor	Receives a wide variety of information; serves as nerve center of internal and external information of the organization
Disseminator	Transmits information received from outsiders or from other employees to members of the organization
Spokesperson	Transmits information to outsiders on organization’s plans, policies, actions, and results; serves as expert on organization’s industry
Decisional	
Entrepreneur	Searches organization and its environment for opportunities and initiates projects to bring about change
Disturbance handler	Responsible for corrective action when organization faces important, unexpected disturbances
Resource allocator	Makes or approves significant organizational decisions
Negotiator	Responsible for representing the organization at major negotiations

Source: Mintzberg, Henry, *The Nature of Managerial Work*, 1st Ed., © 1973, pp. 92–93. Reprinted and Electronically reproduced by permission of Pearson Education, Inc., New York, NY.

This role includes hiring, training, motivating, and disciplining employees. The third role within the interpersonal grouping is the *liaison* role, or contacting and fostering relationships with others who provide valuable information. The sales manager who obtains information from the quality-control manager in his own company has an internal liaison relationship. When that sales manager has contact with other sales executives through a marketing trade association, he has external liaison relationships.

Informational Roles All managers, to some degree, collect information from outside organizations and institutions, typically by scanning the news media and talking with other people to learn of changes in the public's tastes, what competitors may be planning, and the like. Mintzberg called this the *monitor* role. Managers also act as a conduit to transmit information to organizational members. This is the *disseminator* role. In addition, managers perform a *spokesperson* role when they represent the organization to outsiders.

Decisional Roles Mintzberg identified four roles that require making choices. In the *entrepreneur* role, managers initiate and oversee new projects that will improve their organization's performance. As *disturbance handlers*, managers take corrective action in response to unforeseen problems. As *resource allocators*, managers are responsible for allocating human, physical, and monetary resources. Finally, managers perform a *negotiator* role, in which they discuss issues and bargain with other units (internal or external) to gain advantages for their own unit.

Management Skills

Still another way of considering what managers do is to look at the skills or competencies they need to achieve their goals. Researchers have identified a number of skills that differentiate effective from ineffective managers.¹⁴ Each of these skills is important, and all are needed to become a well-rounded and effective manager.

technical skills The ability to apply specialized knowledge or expertise.

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

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

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

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

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

Effective versus Successful Managerial Activities

Fred Luthans and his associates looked at what managers do from a somewhat different perspective.¹⁵ They asked, “Do managers who move up most quickly in an organization do the same activities and with the same emphasis as managers who do the best job?” You might think the answer is yes, but that’s not always the case.

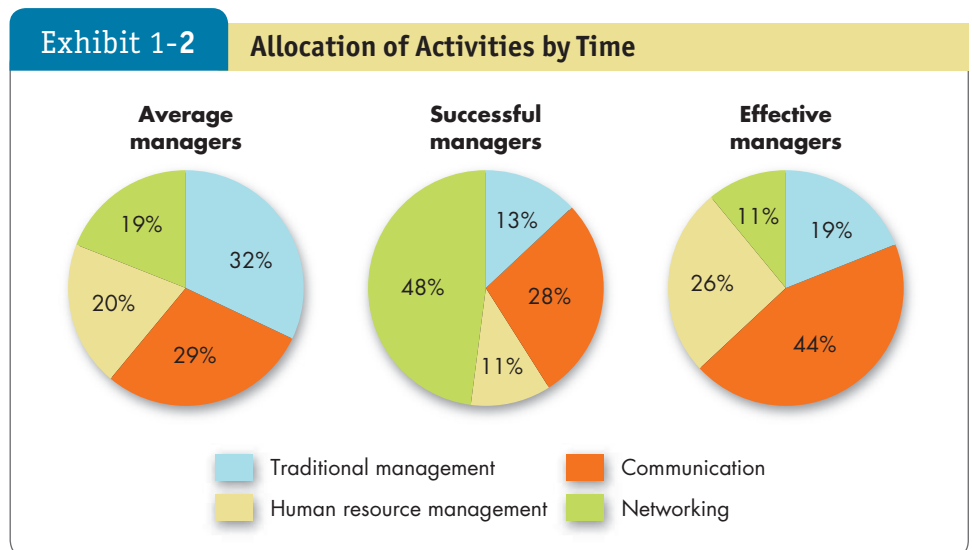
Luthans and his associates studied more than 450 managers. All engaged in four managerial activities:

1. **Traditional management.** Decision making, planning, and controlling.
2. **Communication.** Exchanging routine information and processing paperwork.
3. **Human resource management.** Motivating, disciplining, managing conflict, staffing, and training.
4. **Networking.** Socializing, politicking, and interacting with outsiders.

The “average” manager spent 32 percent of his or her time in traditional management activities, 29 percent communicating, 20 percent in human resource management activities, and 19 percent networking. However, the time and effort different *individual* managers spent on those activities varied a great deal. As shown in Exhibit 1-2, among managers who were *successful* (defined in terms of speed of promotion within their organization), networking made the largest relative contribution to success, and human resource management activities made the least relative contribution. Among *effective* managers (defined in terms of quantity and quality of their performance and the satisfaction and commitment of employees), communication made the largest relative contribution and networking the least. Other studies in Australia, Israel, Italy, Japan, and the United States confirm the link between networking, social relationships, and success within an organization.¹⁶ The connection between communication and effective managers is also clear. Managers who explain their decisions and seek information from colleagues and employees—even if the information turns out to be negative—are the most effective.¹⁷

This research offers important insights. *Successful* (in terms of promotion) managers give almost the opposite emphases to traditional management, communication, human resource management, and networking as do *effective*

When you see this icon, Global OB issues are being discussed in the paragraph.



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