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ORGANIZATIONAL BEHAVIOR

Improving Performance and Commitment
in the Workplace

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Fifth Edition

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Commitment in the Workplace

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

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This book is printed on acid-free paper.

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

ISBN 978-1-259-54509-2

MHID 1-259-54509-1

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Design: *Srdjan Savanovic*
Content Licensing Specialists: *Ann Marie Jannette; Shannon Manderscheid*
Cover Image: © *Paramount Pictures/Photofest*
Typeface: *10/12 STIX MathJax*
Composer: *SPi Global*
Printer: *R. R. Donnelley*

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Library of Congress Cataloging-in-Publication Data

Names: Colquitt, Jason, author. | LePine, Jeffery A., author. | Wesson, Michael J.

Title: Organizational behavior : improving performance and commitment in the workplace / Jason A. Colquitt, University of Georgia, Jeffery A. LePine, Arizona State University, Michael J. Wesson, Texas A&M University.

Description: Fifth Edition. | New York : McGraw-Hill Education, [2016] | Revised edition of the authors' Organizational behavior, 2015. | Includes index.

Identifiers: LCCN 2015045777 | ISBN 9781259545092 (alk. paper)

Subjects: LCSH: Organizational behavior. | Personnel management. | Strategic planning. | Consumer satisfaction. | Job satisfaction.

Classification: LCC HD58.7 .C6255 2016 | DDC 658.3—dc23

LC record available at <http://lccn.loc.gov/2015045777>

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

-J.A.C.

To Marcie, Izzy, and Eli, who support me and fill my life with meaning and joy. And to my parents and siblings, Susan, Karen and David, who somehow put up with me in my youth.

-J.A.L.

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

-M.J.W.

About the Authors



JASON A. COLQUITT

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

Jason's research interests include organizational justice, trust, team effectiveness, and personality influences on task and learning performance. He has published more than 30 articles on these and other topics in *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology*. He recently served as editor-in-chief for *Academy of Management Journal* and has served on a number of editorial boards, including *Academy of Management Journal*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, *Personnel Psychology*, *Journal of Management*, and *International Journal of Conflict Management*. He is a recipient of the Society for Industrial and Organizational Psychology's Distinguished Early Career Contributions Award and the Cummings Scholar Award for early to mid-career achievement, sponsored by the Organizational Behavior division of the Academy of Management. He was also elected to be a representative-at-large for the Organizational Behavior division.

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



JEFFERY A. LEPINE

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

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

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

Jeff spends most of his free time with his wife, Marcie, daughter, Izzy, and son, Eli. He enjoys being manager of Eli's soccer team, playing guitar, mountain biking in the desert, and working on his growing collection of classic Pontiac muscle cars.

MICHAEL J. WESSON

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

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

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



Preface

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

DOES ANY OF THIS STUFF REALLY MATTER?

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

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

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

HOW DOES ALL THIS STUFF FIT TOGETHER?

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

DOES THIS STUFF HAVE TO BE SO DRY?

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

NEW AND IMPROVED COVERAGE

- *Chapter 1: What Is OB?*—This chapter now opens with a wraparound case on Google. The case describes how Google bases its human resource decisions on data rather than opinion, including decisions about hiring and organizational change initiatives. The case also describes Project Oxygen, an internal study conducted by Google to study whether “managers matter.” The study showed how employees with better managers thrived more than employees with worse managers, and the project also revealed behaviors that better managers shared. The chapter also introduces a new key term—analytics—to capture the use of data in decision making.
- *Chapter 2: Job Performance*—This chapter features a new wraparound case on JPMorgan Chase, which overviews how employee effectiveness depends on a variety of different behaviors and, given costly legal and regulatory problems, how employee behaviors that contribute to the company in a negative way are now emphasized. The case describes steps JPMorgan Chase has taken to manage the costly negative aspects of employee job performance. Most notably, the company is using a computer algorithm to try to catch rule breakers before they actually break a rule. Our OB at the Bookstore feature has been changed to *A World Gone Social*. This bestselling book overviews implications of social media to managers and emphasizes how social media may encourage employees to engage in behaviors that contribute to the company in ways that are both positive and negative.
- *Chapter 3: Organizational Commitment*—Goldman Sachs serves as the wraparound case in this edition, spotlighting the things the company does to keep its employees loyal, even given their grueling workweeks. The case also describes how Goldman’s role in the events leading up to the Great Recession might affect employee’s commitment levels. Our OB on Screen feature has changed to *Chef*, a film that spotlights a talented chef who is no longer committed to the restaurant he works for. The OB at the Bookstore selection is now *Widgets*, a book that lays out “the new rules” for keeping employees committed in the contemporary workplace. The chapter also introduces a new key term—volunteering—in describing how a company’s charitable efforts can breed loyalty.
- *Chapter 4: Job Satisfaction*—This chapter’s wraparound case now highlights Twitter, the company that’s changed much of how information is shared and absorbed. Twitter employees derive satisfaction from the impact of their product and the collaborative culture forged by top management. The case also focuses on Twitter’s efforts to give back to the low-income neighborhood where their new headquarters resides,

asking the degree to which satisfaction can depend on a company's outreach—not just its products. The OB at the Bookstore selection is now *Are You Fully Charged?*, which examines three drivers of mental sharpness and physical health. One of those is meaningfulness—the sense that one's job activities make a difference for others. The OB on Screen feature examines the distinction between job satisfaction and life satisfaction. *Her* depicts an employee who, by all accounts, is good at his job and enjoys it. Something is still missing, however, illustrating that happiness depends on more than just one's job.

- *Chapter 5: Stress*—The Internal Revenue Service (IRS) is now featured in the wrap-around case for this chapter. The chapter opening provides a snapshot of the organization and what it's like to work there. In particular, the opening builds to convey the fact that jobs at this particular government agency are quite stressful. The case provides details regarding several factors that are causing stress among IRS employees and the challenges faced by managers to control the situation. The OB on Screen now features the movie *Gravity*, which provides insight into the stressful demands experienced in a life-threatening situation. The bestselling book *Essentialism* is now our OB at the Bookstore feature. The authors of this book describe how doing less not only results in less stress, but also higher effectiveness. This attractive message is complemented by good advice for putting this strategy into practice. Finally, the chapter also includes reference to new research findings, including an updated list of the most and least stressful jobs.
- *Chapter 6: Motivation*—This chapter now opens with a wrap-around case on Deloitte, the “Big Four” accounting and professional services firm. The case describes the changes made in Deloitte's performance evaluation process, which has significant effects on employee engagement. The OB on Screen feature focuses on psychological empowerment using *Big Hero 6*, where Hiro Hamada decides to pursue a path of purpose after being inspired by his older brother and a robotics professor. The OB at the Bookstore focuses on *Hundred Percenters*, a take on motivation that argues for HARD goals: goals that are Heartfelt, Animated, Required, and Difficult.
- *Chapter 7: Trust, Justice, and Ethics*—Uber serves as the wrap-around case for the revised chapter. As the app-based taxi cab alternative has grown in scope and profile, it has grappled with a number of ethical controversies. Those include its pricing, its handling of location data, and its drivers attempting to actively hinder the performance of rival companies. *Whiplash* is the OB on Screen selection for the chapter, with the focus being on a professor who embodies abusive supervision by using profanity and derogatory remarks in an attempt to motivate the drummer in his prestigious jazz band. The OB at the Bookstore selection is now *The Road to Character*, which describes how the priorities of contemporary society have eaten away at certain virtues that fall under the integrity umbrella.
- *Chapter 8: Learning and Decision Making*—UPS serves as the wrap-around case in this edition, highlighting the company's unique training facility and the “340 methods” drivers must learn to do their job effectively. The case describes how UPS is now trying to automate the process by which UPS drivers deliver packages and the decision-making quandary that creates for their employees. The OB on Screen feature

now focuses on *Interstellar*, highlighting how difficult it is to make a rational decision in the midst of a very emotional situation. The chapter also includes a number of research updates as well as several new company examples.

- *Chapter 9: Personality and Cultural Values*—This chapter’s wraparound case is now Chipotle. The case describes the 13 traits that the fast-growing burrito chain prioritizes when hiring employees and promoting managers. Chipotle prioritizes those traits over experience, given that time spent with other fast-food companies is as likely to be a hindrance as a help. *Boyhood* represents the OB on Screen selection, with the film following Mason Evans Jr. from his childhood to his first day in college. The film allows you to see how Mason’s personality develops over the course of his life, providing a forum for discussing the nature and nurture issues that shape personality.
- *Chapter 10: Ability*—New material in this chapter focuses on abilities that are thought to enhance creativity and innovation, which complement the wraparound case on IDEO, an award-winning global design firm that emphasizes emotional intelligence in its people practices. *The Innovators* is now our OB at the Bookstore feature. This book describes how the most important innovations of the digital age were largely a function of collaboration and, following from this, abilities that help people work effectively with others. This provides a great counterpoint to the idea that innovations are a function of the genius of individuals. The new movie for our OB on Screen feature is *Lucy*. This movie provides a provocative description of the relationship between cognitive ability and emotional intelligence. We also now include a caveat in our discussion of how scores on cognitive ability tests may be used by organizations in hiring.
- *Chapter 11: Teams: Characteristics and Diversity*—Deutsch Lufthansa AG serves as the new wraparound case for this chapter. The chapter opens with a discussion of the nature of the flight crews on which the success of Deutsch Lufthansa’s passenger airline business depends. The case focuses on the crash of Germanwing’s Flight 9525. Although attributed to the troubled co-pilot who intentionally crashed the plane, the case explores the incident in terms of flight crew characteristics. The OB on Screen now discusses the movie *Avengers: Age of Ultron*, which provides excellent examples of task, goal and outcome interdependence. *The Hard Hat* is now featured in our OB at the Bookstore feature. This book provides a powerful example of an outstanding team player; an individual who engaged in all the right team role behaviors.
- *Chapter 12: Teams: Processes and Communication*—This chapter includes an updated opening that describes how NASA astronauts work together in crews to accomplish missions. The case describes a planned mission to Mars and some of the unique challenges relating to team processes that the astronaut crew will likely face. The OB on Screen feature now centers on *The SpongeBob Movie: Sponge Out of Water*, a lighthearted example of nature and benefits of effective teamwork. Our OB at the Bookstore feature has been changed to *Making Conflict Work*, which overviews how conflict can be managed so that it enhances team effectiveness. We also include updated research findings related to many of the chapter’s concepts.
- *Chapter 13: Leadership: Power and Negotiation*—This chapter features a new wrap-around case on Theranos’s CEO Elizabeth Holmes—a leader who is consistently

mentioned as one of the most powerful women in business and certainly one of the richest. Her rise to power is detailed through the use of expertise and a passion for the company she created. The case highlights the issues that come with her severe desire to keep Theranos technology a secret and what that means for her leadership. It also details what most people would describe as an “extreme” dedication. The chapter has been updated with new research, tie-ins with other chapters, as well as a number of new leadership examples including Ginni Rommety’s (IBM) ability to develop consensus and the Uber leadership team’s new approach to conflict resolution. The new OB on Screen feature uses *Foxcatcher* to illustrate forms of power and what happens when a leader has lots of some (organizational) and none of the others (personal).

- *Chapter 14: Leadership: Styles and Behaviors*—The chapter begins with a new wrap-around case featuring the controversial Elon Musk and SpaceX. The opener and the case highlight Musk’s ability to be a transformative leader and the passion he creates among those around him. It also highlights how his vision comes along with an extremely hands-on leadership style and the issues that creates. A new OB at the Bookstore feature highlights Herminia Ibarra’s *Act Like a Leader, Think Like a Leader*, which is a book not afraid to push back on things. Ibarra’s take is that all of the “inward” leadership development movement is overrated and we should start with behaviors. The chapter includes a number of new research findings as well as updated company examples, including organizations such as Iron Mountain and Google’s Project OXYGEN.
- *Chapter 15: Organizational Structure*—Zappos is the focus of this chapter’s new wrap-around case that highlights the company’s reorganization into “Holocracy,” which is essentially a no-job-title, self-management type of structure. While that sounds cool at first, it creates a lot of problems. Fourteen percent of Zappos’ workforce took off when the CEO offered buyouts to those who felt they didn’t fit with the new structure. The problems with getting new hires adjusted to the culture is also raised. A number of new company examples such as McDonald’s, Campbell Soup, and updated detail on the company split at HP have been added. A new OB on Screen features *The Imitation Game*, which illustrates trying to get a good idea around an organization’s chain of command and centralized decision making structure.
- *Chapter 16: Organizational Culture*—This chapter has a new wrap-around case that focuses on General Motors and the tough task that CEO Mary Barra has in front of her. GM is the epitome of a negative and impossible to change culture. It should frame culture differently than most students tend to think about it (which is mostly positive). The chapter has been updated with new research and has a slew of new company examples, including Patagonia, Clif Bar, and others. The OB at the Bookstore feature now highlights *Work Rules!*, a new book by Google’s head of People Operations on how Google creates its culture. The chapter also introduces a new key term—sustainability culture—in describing how many companies are following their values and mission both inside and outside the organization.

Acknowledgments

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

We thank Michael Ablassmeir, our executive editor, for his suggestions and guidance on the third, fourth and fifth editions, and John Weimeister for filling that same role with earlier editions. We are thankful to both for allowing us to write the book that we wanted to write. Thanks also go out to Kelly Pekelder, our product developer, for keeping us on track and being such a pleasure to work with during this revision. We also owe much gratitude to our marketing manager, Casey Keske. We also would like to thank Christine Vaughan, Srdjan Savanovic, Carrie Burger, and Keri Johnson at McGraw-Hill, as they are the masterminds of much of how the book actually looks as it sits in students' hands; their work and effort were spectacular. A special thanks also goes out to Jessica Rodell (University of Georgia) and Megan Endres (Eastern Michigan University) for their assistance with our CONNECT content.

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

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

Jason Colquitt

Jeff LePine

Michael Wesson

Text Features: OB Insert Boxes

OB ON SCREEN

This feature uses memorable scenes from recent films to bring OB concepts to life. Films like *Interstellar*, *Gravity*, *Her*, *Big Hero 6*, *Whiplash*, and *Boyhood* offer rich, vivid examples that grab the attention of students.



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

OB AT THE BOOKSTORE

This feature links the content in each chapter to a mainstream, popular business book. Books like *Essentialism*, *The Road to Character*, and *Quiet* represent the gateway to OB for many students. This feature helps them put those books in a larger context.

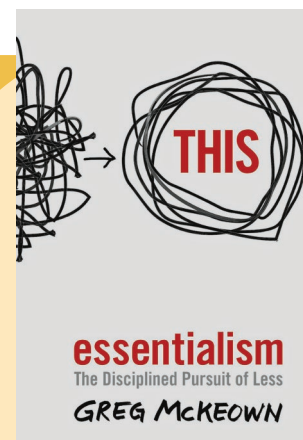
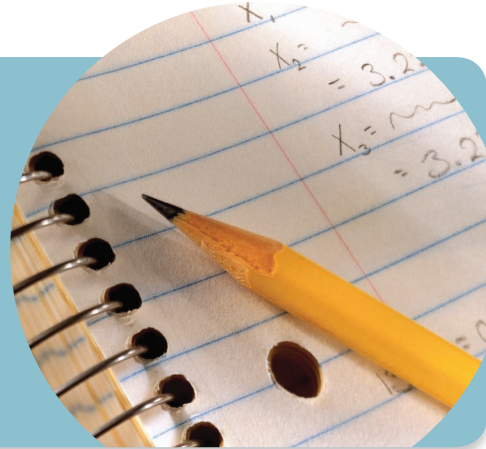


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OB ASSESSMENTS

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



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

OB INTERNATIONALLY

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



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Supplement Features

PowerPoint® Presentation Slides

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

Instructor's Manual

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

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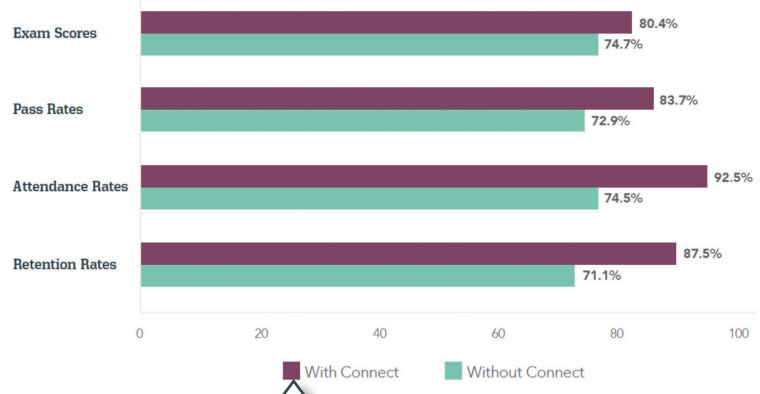


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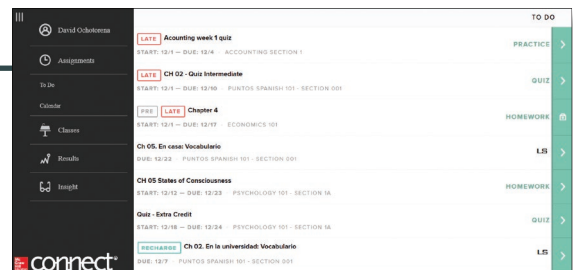
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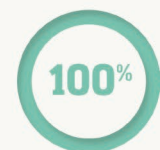
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ORGANIZATIONAL BEHAVIOR

Improving Performance and Commitment in
the Workplace



P A R T

1

INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

CHAPTER 1

What Is Organizational Behavior?

CHAPTER 2

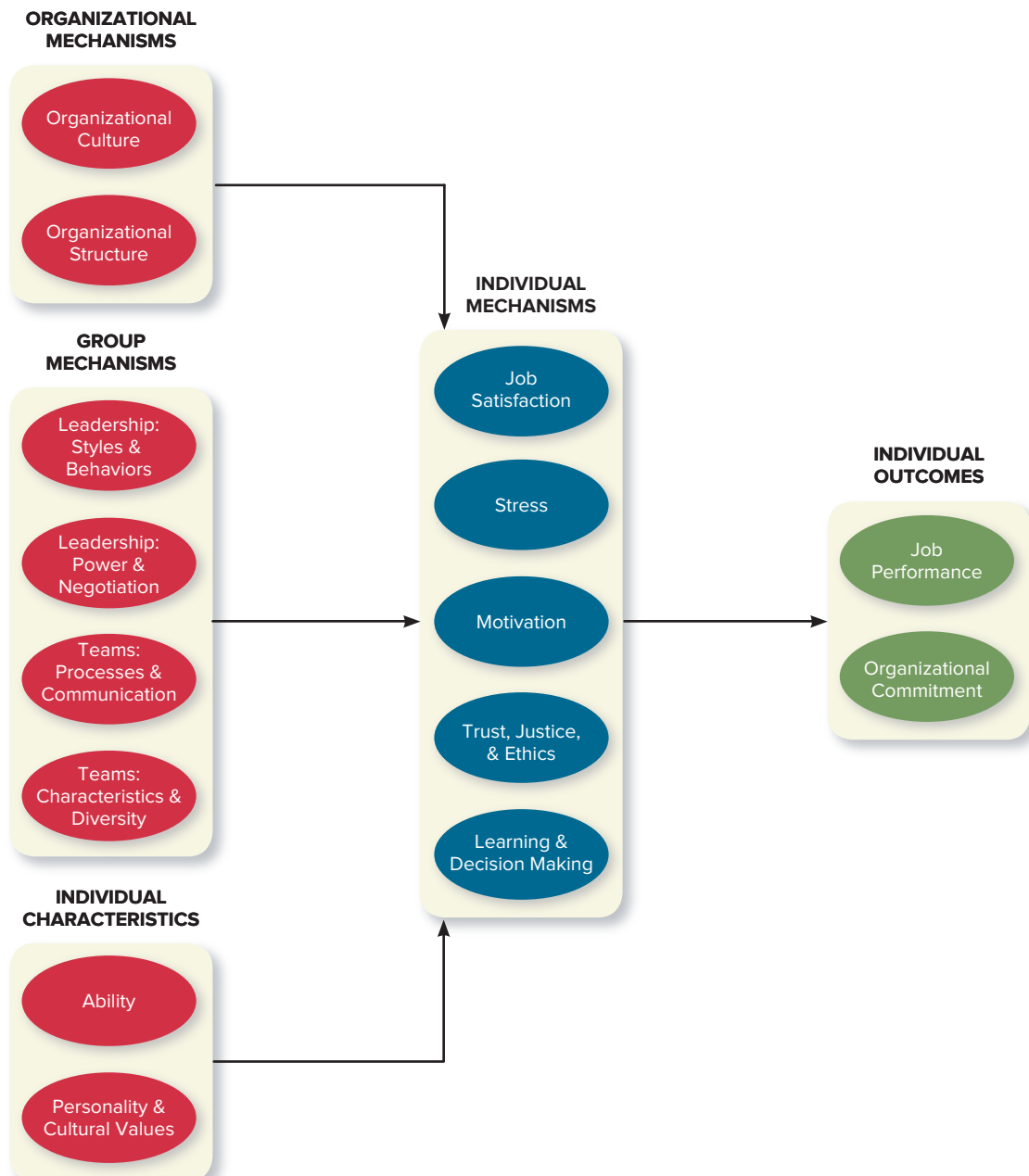
Job Performance

CHAPTER 3

Organizational Commitment

chapter

What Is Organizational Behavior?





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LEARNING GOALS

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

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

GOOGLE

Google is a company built on data. Its search engine uses data on how often sites are visited to rank-order the results of search queries. Its ads use data on client bids and landing page relevance to decide where to place ads on a page. More targeted ads also use data on previous browsing sessions to prioritize ads relevant to one's interests, hobbies, and habits. All of these data uses are key to Google's business and explain, in part, how it has grown into an organization with 60,000 employees working in 40 countries.

But Google is a company built on data in another, more literal, sense. Google's People Operations group bases its human resource decisions on data, rather than opinion. Hiring decisions are based on structured measures of ability, personality, and cultural fit rather than the gut instincts of specific managers. The process of evaluating and rewarding people has evolved based on careful study of what works and what doesn't. Change initiatives are based on results from Googlegeist, the company's annual attitude survey. And those initiatives are tested using carefully designed experiments before they're rolled out more broadly. Google's People Analytics team even has an internal think tank—the People and Innovation Lab

(PiLab)—staffed in part by employees with PhDs in organizational behavior, industrial/organizational psychology, sociology, and economics.

Laszlo Bock, Google's senior vice president of People Operations, summarizes the company's philosophy: "Relying on data—indeed, expecting every conversation to be rooted in data—upends the traditional role of managers. It transforms them from being providers of intuition to facilitators in a search for truth . . . One of the core principles of Google has always been 'Don't politick. Use data.'" Bock notes that this embracing of the technical side of human resources has allowed a company built by engineers to trust in the importance of management. It seems that many of those data-based conversations have worked out, as Google has maintained its standing as one of *Fortune's* 100 Best Companies to Work For, earning the top spot in the most recent rankings. Google's employees point to the corporate culture and the exceptional perks, of course. But they also point to the people. As one veteran of the company explained, "The best perk of working at Google is working at Google . . . We are surrounded by smart, driven people who provide the best environment for learning I've ever experienced."

WHAT IS ORGANIZATIONAL BEHAVIOR?

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

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



1.1

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

ORGANIZATIONAL BEHAVIOR DEFINED

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

TABLE 1-1

The Best of Coworkers, the Worst of Coworkers

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

The Million-Dollar Question:*Why do these two employees act so differently?*

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

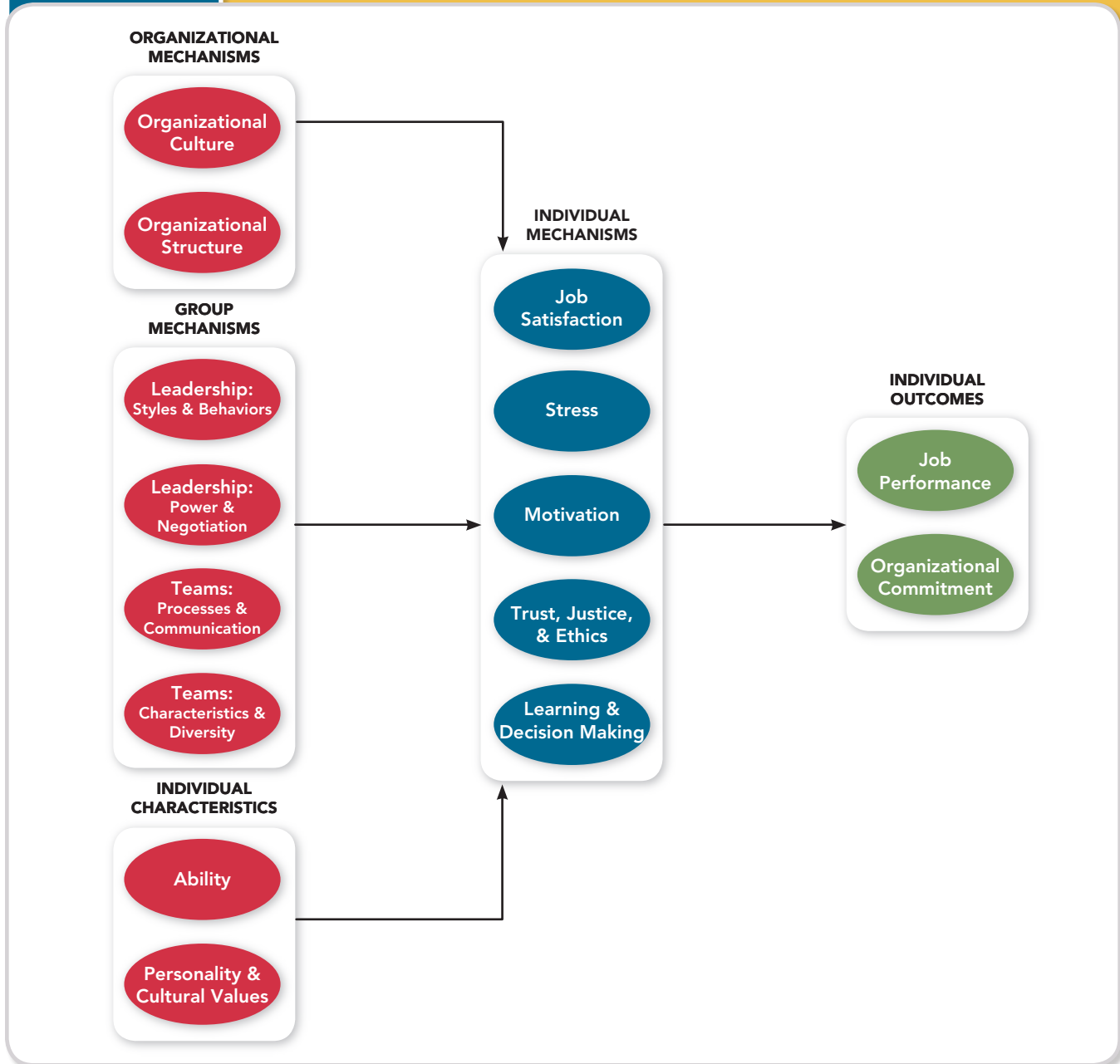
The theories and concepts found in OB are actually drawn from a wide variety of disciplines. For example, research on job performance and individual characteristics draws primarily from studies in industrial and organizational psychology. Research on satisfaction, emotions, and team processes draws heavily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

AN INTEGRATIVE MODEL OF OB

Because of the diversity in its topics and disciplinary roots, it is common for students in an organizational behavior class to wonder, “How does all this stuff fit together?” How does what gets covered in Chapter 3 relate to what gets covered in Chapter 13? To clarify such issues, this

FIGURE 1-1

Integrative Model of Organizational Behavior



textbook is structured around an integrative model of OB, shown in Figure 1-1, that's designed to provide a roadmap for the field of organizational behavior. The model shows how the topics in the next 15 chapters—represented by the 15 ovals in the model—all fit together. We should stress that there are other potential ways of combining the 15 topics, and Figure 1-1 likely oversimplifies the connections among the topics. Still, we believe the model provides a helpful guide as you move through this course. Figure 1-1 includes five different kinds of topics.

**1.2**

What are the two primary outcomes in studies of OB?

INDIVIDUAL OUTCOMES The right-most portion of the model contains the two primary outcomes of interest to organizational behavior researchers (and employees and managers in

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

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

INDIVIDUAL MECHANISMS Our integrative model also illustrates a number of individual mechanisms that directly affect job performance and organizational commitment. These include *job satisfaction*, which captures what employees feel when thinking about their jobs and doing their day-to-day work (Chapter 4). Another individual mechanism is *stress*, which reflects employees' psychological responses to job demands that tax or exceed their capacities (Chapter 5). The model also includes *motivation*, which captures the energetic forces that drive employees' work effort (Chapter 6). *Trust, justice, and ethics* reflect the degree to which employees feel that their company does business with fairness, honesty, and integrity (Chapter 7). The final individual mechanism shown in the model is *learning and decision making*, which deals with how employees gain job knowledge and how they use that knowledge to make accurate judgments on the job (Chapter 8).

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

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

