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Stephen P. Robbins | Timothy A. Judge



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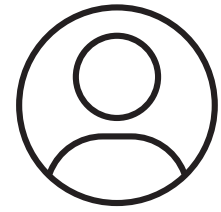


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Timothy A. Judge is the Joseph A. Alutto Chair in Leadership Effectiveness, and Executive Director of the Fisher Leadership Initiative, Fisher College of Business, The Ohio State University. In the past, Dr. Judge has been a Fellow of the Cambridge Judge Business School, University of Cambridge, and Visiting Professor, Division of Psychology & Language Sciences, University College London. He has held academic positions at the University of Notre Dame, University of Florida, University of Iowa, Cornell University, and Charles University in the Czech Republic. Dr. Judge's primary research interests are in (1) personality, moods, and emotions; (2) job attitudes; (3) leadership; and (4) careers. Dr. Judge has published more than 155 articles in these and other major topics in refereed journals. He is a fellow of several professional societies, including the American Psychological Association, the Academy of Management, and the International Association of Applied Psychology. Among the many professional acknowledgments of his work, Dr. Judge has received the Heneman Career Achievement Award, the Mahoney Doctoral Mentoring Award, and the Scholarly Achievement Award, all from the Human Resources Division of the Academy of Management. In addition, a 2017 study identified him as the most cited out of more than 8,000 scholars in applied psychology. Dr. Judge is a co-author of *Essentials of Organizational Behavior* with Stephen P. Robbins and *Staffing Organizations* with John Kammeyer-Mueller. Judge's primary nonwork passion revolves around rock climbing and mountaineering. He has climbed the three highest peaks in the United Kingdom and more than half of the highest peaks in the lower forty-eight states. He and his wife Jill are the parents of three children.

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Preface

The World’s Most Successful Organizational Behavior Text Is Better Than Ever

This new 19th edition of *Organizational Behavior* continues to distinguish itself by solving today’s most pressing teaching and learning challenges in the field of organizational behavior. OB instructors often face a major challenge in keeping up with advancement and innovation in our understanding of people at work. Moreover, students’ learning, engagement with, and understanding of OB are framed by the present. Many students wonder about the implications of transformative current events on the world of work.

For instance, the COVID-19 crisis has brought questions to light about whether telecommuting is effective, how work and life interactions can be managed, and the effect of the pandemic’s stressors on employee mental and physical well-being. The pandemic has also renewed interest in the burgeoning gig economy and the many ethical and practical issues that follow. Also, the Black Lives Matter and #MeToo movements have sparked considerations of how organizations, leaders, and employees can fight for equality and equity, promote and value diversity, and foster inclusive practices in the workplace. Finally, advancements in technology (e.g., artificial intelligence, machine learning, social media) have revolutionized the way organizations do business. Therefore, the way employees interact with customers, coworkers, and leaders has been changed as well.

In this edition of *Organizational Behavior*, we build upon the basic core of OB knowledge to highlight timely advancements in these topics. Over half of the examples and references have been updated since the previous edition. We have completely revisited, revised, and refreshed the chapters on Diversity, Equity, and Inclusion, Communication, Culture and Change, and Stress and Health to meet these current learning and teaching challenges. Apart from updating half of the in-text features and end-of-text exercises, this edition contains a new feature (Toward a Better World) that highlights social responsibility, justice, and ethics issues facing organizations today. Moreover, we augment the improved topic coverage with supplements designed to enhance the teaching and learning experience.

Lastly, *Organizational Behavior* focuses on translating state-of-the-art theory and research on OB into actionable practices that students can directly apply in the world of work. By focusing on why OB matters in the workplace, students can apply what they learn to their own working experiences, regardless of their field of study. We offer a complete, high-tech support package for both faculty and students. For more information about any of our supplemental resources, please visit the Pearson Higher Education website.

This matrix identifies which features and end-of-chapter material will help you develop specific skills employers are looking for in job candidates.

Employability Skills Matrix (ESM)

	Myth or Science?	An Ethical Choice	Point/Counterpoint	Toward a Better World	Experiential Exercise	Ethical Dilemma	Case Incident
Critical Thinking & Creativity		✓	✓	✓	✓	✓	✓
Communication	✓				✓	✓	
Collaboration					✓		✓
Self-Management	✓				✓	✓	✓
Social Responsibility		✓	✓	✓	✓	✓	✓
Leadership	✓	✓	✓	✓			✓
Career Management	✓	✓	✓	✓		✓	

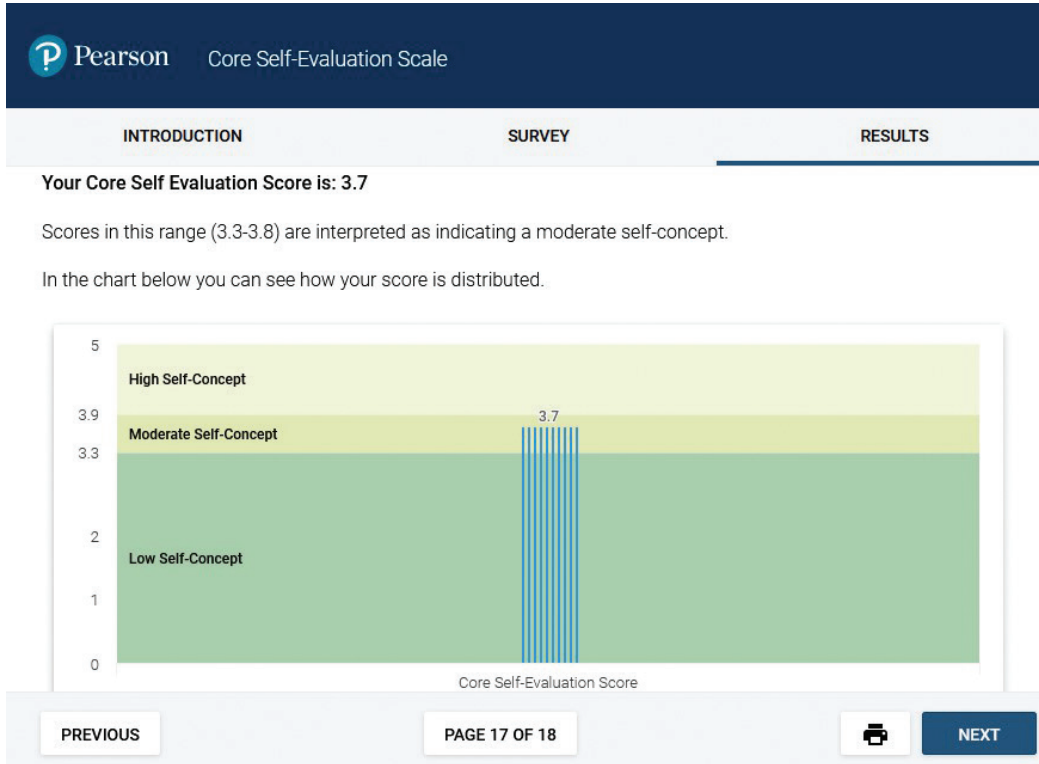
(Employability Skills Matrix for Chapter 2)

Employability

An **Employability Skills Matrix** at the beginning of each chapter provides students with a visual guide to features that support the development of skills employers are looking for in today’s business graduates, helping students see the relevance of the course to their career goals from the very start of class.

Develop Self-Awareness and an Awareness of Others

The authors have recommended **Personal Inventory Assessments** for each chapter, which are assignable in the MyLab. These assessments help develop professionalism and awareness of oneself and others, skills necessary for future career success.



Additional Application Practice in End-of-Chapter Material

Experiential Activities, Ethical Dilemmas, and Cases are included at the end of each chapter. Also, **five Comprehensive Cases** at the end of the textbook provide more practice than any other text available.

EXPERIENTIAL EXERCISE **Managing Remote Teams**

Guava is a music streaming service located in Silicon Valley that is steadily growing (with roughly 500 employees currently). Guava has plans to hire many new employees within the coming year. The CEO, Lennox Reynolds, has a vision to permanently transition roughly half of the existing employees to remote work and potentially hire additional remote workers. Reynolds also wants the company to develop a flatter structure. Rather than have departments organized by traditional functions like engineering or marketing, employees would work on project teams and have greater autonomy. Reynolds believes this will allow creativity and innovation to thrive (helping Guava develop a competitive advantage). Reynolds thinks a rigid traditional structure restricts employees and stifles creativity and innovation. Rather than having a single designated leader, teams will allow individuals to emerge as leaders.

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development for newer employees, and developing a new structure for making important decisions. Furthermore, all employees were surveyed to assess whether they would choose to work remotely full-time or part-time if given the option. Thirty percent of existing employees said they were very interested in working remotely full-time. Another 20 percent said they were somewhat interested. While some employees have expressed strong preferences for working remotely, other employees and many supervisors have various concerns. Guava needs to decide soon regarding its remote work policy. The decision will impact whether the company chooses to scale back office space and require significant structural changes.

ETHICAL DILEMMA **Credit Where Credit Is Due**

You are preparing for the weekly team meeting, during which each team member shares a new idea that they have been working on that week. One idea in particular receives very positive feedback. The idea sticks with you as incredibly innovative, and you remark to your coworker, Aiden, "Wasn't that a great idea that Alex shared?"

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she would completely take the idea as her own. But Alex and I work together frequently. I do not want to create an uncomfortable situation." Finally, after a long pause, Aiden says more confidently, "I'm not going to say anything. I think I was overacting."

CASE INCIDENT **Work-Life Balance at R.G. & Company**

Tatum is a consultant at R.G. & Company (R.G.), a global consulting firm. She has enjoyed the past few years working at the company. As an ambitious person, she has been focusing on her long-term goal of advancing within the company. Furthermore, Tatum has always been passionate about her work and could not imagine working anywhere else. Nonetheless, working at R.G. as a mother of a young child has not been without its challenges. The company does offer some flexibility in terms of when she is in the office. As long as she completes her work, her supervisors usually do not care if she leaves early or works from home when her daughter is sick.

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If Tatum wants a promotion, she believes she needs to make herself stand out among all the company's qualified individuals.

R.G. has policies to accommodate those with family responsibilities. But, in practice, Tatum knows that few employees take advantage of them. For example, Tatum was a little surprised at how quickly her supervisor, Kennedy, returned to the office after having a child. However, Kennedy was much admired at R.G. and was held up as an example that it was possible to have it all—to be a successful working mother. The alternative was for Tatum to transition to working part-time or switch to a less demanding role. Unfortunately, these alternatives would essentially mean putting aside her goal of advancement.

Real and Relevant Examples

Every chapter is filled with examples to make OB more meaningful and help students recognize course concepts in action. **Profiles of real companies and their leaders** throughout illustrate how course concepts have helped their success.

Ursula Burns, former CEO of Xerox, and the first woman to lead a Fortune 500 company, speaks at the Annual John Wooden Global Leadership Award Dinner. Burns' ability to engage with individuals and be "listener-in-chief" contributed to Xerox's massive growth during her tenure as CEO.
Source: Matt Sayles/Invision/AP/Shutterstock.

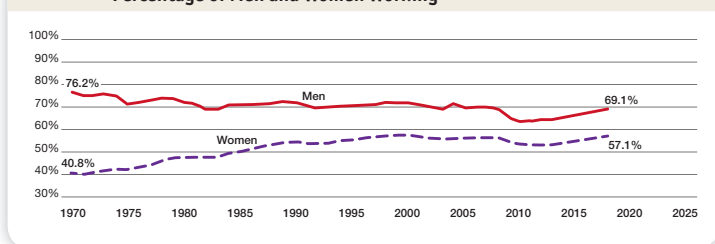


Bernd Van Jutrczenka/DPA Picture Alliance/Alamy Stock Photo

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OB POLL

Percentage of Men and Women Working



Sources: Based on U.S. Bureau of Labor Statistics, "Women in the Labor Force: A Datebook," 2019. <https://www.bls.gov/opub/reports/womens-databook/2019/home.htm>

The **OB Poll** in each chapter highlights statistics that challenge common assumptions.

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The recently added **Toward a Better World** provides examples of organizations that highlight corporate social responsibility, sustainability, diversity and inclusion, and justice in the workplace. These features help demonstrate how real-world companies approach these issues, both successfully and unsuccessfully.

Toward a Better World

Ben & Jerry's: The Scoop on What It Takes to Be a CSR-Oriented Company

Ben & Jerry's, an ice cream maker headquartered in Vermont, is often touted as the poster child for corporate social responsibility (CSR). From humble beginnings, Ben & Jerry's has a storied history of making unique, chunky ice cream flavors, churning out immense profits on just about a yearly basis, and eventually being acquired by a major corporation. But despite all these changes throughout the company's history, their commitment to a

better place. In 2019, for instance, they eliminated 245,000 pounds of plastic packaging, straws, and spoons.

However, Ben & Jerry's has not gone without critique. The pretty picture of what it takes to be a CSR-oriented company often focuses on the successes, but rarely do we see the failures. For instance, in the 1990s, one researcher uncovered actions with good intentions gone wrong. As some examples, many have taken issue with the price of the

by OB scientists. For instance, one study focused on CEO letters and interviews with long-tenured employees and newcomers to Ben & Jerry's over a 30-year span. It found that, following the acquisition, employees had to "whipsaw" back and forth between the triple bottom line and the financial performance desired by the post-acquisition CEOs. Further, another research study found that the acquiring organization (Unilever) may have

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Work Has to Be Purposeful to Be Motivating

Describing the impact employees' work has on the world has become a familiar strategy that organizations use to inspire employees. For example, Amazon tells employees they are building the future, and Microsoft describes how employees empower individuals and organizations around the world to achieve more. The belief is that if workers view their job as purposeful, organizations can avert demotivation.

However, only a small percentage of employees worldwide, regardless of

could have unintended consequences. Although workplaces from IKEA to Microsoft promise meaningful work with a greater purpose, employees' tasks may be routine and disconnected from the inspirational purpose organizations are promising. One survey of seven hundred employees across twenty-two industries demonstrates this disconnect. In this study, all but one employee were able to very quickly identify a trivial or meaningless task that they were required to do regularly for their job. In other words, most employees seem

of impact than their actual impact. The result is lower levels of meaning, enjoyment, and motivation.

However, just because some jobs require employees to do more of these routine tasks does not mean these employees have to be any less motivated or engaged. One promising intervention is "superordinate framing." Employees can use this framing tool to think about how seemingly unimportant tasks work to achieve a greater purpose. If organizations invest in helping employees find meaning and purpose in even the most

Myth or Science?

Myth or Science? engages students with popular opinions, conclusions, or conjectures from the working world, carefully considering whether these conclusions are supported or refuted based on empirical evidence.

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What Should You Do If Your Values Do Not Align with Your Company's?

So, you find yourself at work listening to your coworkers expressing values and beliefs radically different from your own. You decide not to say anything and sometimes even pretend you agree with their opinions. Although you are suppressing your thoughts, you have learned that it is best to leave your personal views outside the office. You

“facades of conformity” when faced with job insecurity.

Furthermore, research signals that inauthenticity in the workplace can lead individuals to engage in more unethical behavior than when individuals have greater identity integration. Value incongruence is positively related to ego depletion, or the loss of self-control, which ultimately harms

review your employers’ mission or value statements, or even informally ask around your work group. It is also a good idea when interviewing with a new job to ask your interviewer this question or—even better—to do some fact-finding before the interview to find out yourself to ask informed follow-up questions.

An Ethical Choice

An Ethical Choice confronts students with common ethical dilemmas in the working world related to OB topics and how these dilemmas can be approached with fairness, justice, and respect for others.

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The **Point/Counterpoint** at the end of each chapter presents opposing positions on hot topics in Organizational Behavior to help students learn to think critically.

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Business Books: Facts? Or Just Fads?	
POINT	COUNTERPOINT
<p>Conduct a quick search on Amazon and you will find a wide selection of management books whose titles tell us the topics we apparently need to know about:</p> <ul style="list-style-type: none"> • <i>Drive to Thrive</i> (Bajaj, 2020) • <i>The Savage Leader: 13 Principles to Become a Better Leader from the Inside Out</i> (Reinke, 2021) • <i>The First-Time Manager</i> (McCormick, 2018) • <i>The Making of a Manager: What to Do When Everyone Looks to You</i> (Zhao, 2019) • <i>American Crisis: Leadership Lessons from the COVID-19 Pandemic</i> (Cummings, 2020) 	<p>People want to know about management—the good, the bad, and the ugly. People who have experience or high interest write about the topics that interest readers, and publishers put out the best of these texts. When books become popular, we know people are learning from them and finding good results by applying the author’s management ideas. Texts like these can provide people with the secrets to management that others have worked out through experience. Isn’t it better to learn about management from people in the trenches instead of academia’s latest obscure references? Many of the most important insights we gain in life are not necessarily the product of careful empirical research studies.</p>

Key Changes to the Nineteenth Edition

- **NEW Opening Vignettes** in several chapters bring current business trends and events to the forefront.
- **NEW AND SUBSTANTIALLY REVISED** chapters, including Chapter 2, “Diversity, Equity, and Inclusion in Organizations”; Chapter 11, “Communication”; Chapter 16, “Organizational Culture and Change”; and Chapter 18, “Stress and Health in Organizations,” overhaul the content from prior editions to represent the newest cutting-edge perspectives on these topics in OB.
- **NEW AND UPDATED** content in every chapter reflects the most current developments in OB research. This new content (over 800 new examples and references) particularly emphasizes the following topics:
 - Diversity, equity, and inclusion (DEI)
 - COVID-19 and crisis management
 - Remote work and telecommuting
 - The gig economy
 - Artificial intelligence (AI), social media, and technology
- **NEW** photos and captions added in each chapter link the chapter content to contemporary, real-life worldwide situations to enhance students’ understanding of hands-on application of concepts.
- **NEW** Point/Counterpoint features reflect ongoing tensions between perspectives in OB, focusing students’ attention on new topics in 9 of 18 chapters.
- The following within-chapter material is either completely new or substantially revised and updated for each chapter, bringing to light novel issues confronting organizations, leaders, and workers:
 - *Point/Counterpoint* (8 of 18 total)
 - *An Ethical Choice* (9 of 18 total)
 - *OB Poll* (9 of 18 total)
 - *Myth or Science?* (9 of 18 total)

- The following end-of-chapter material is either completely new or substantially revised and updated for each chapter, bringing the most contemporary thinking to the attention of students:
 - *Experiential Exercise* (9 of 18 total)
 - *Ethical Dilemma* (9 of 18 total)
 - *Case Incidents* (13 of 18 total)
- Updated Employability Matrices and Application and Employability sections in every chapter.
- Updated Summaries, Implications for Managers, and Questions for Review at the end of every chapter.
- Updated with nearly 1,500 new examples, citations, and references throughout the text.

Chapter-by-Chapter Changes

Chapter 1: What Is Organizational Behavior?

- Revised *Learning Objectives*
- Revised/updated sections: Management and *Organizational Behavior*; Challenges and Opportunities, Coming Attractions: Developing an OB Model
- New sections: Corporate Social Responsibility (CSR), The Gig Economy, OB During Crises
- New *Opening Vignette* (The Rise and Fall of WeWork's CEO)
- New *Toward a Better World* (Ben & Jerry's: The Scoop on What It Takes to Be a CSR-Oriented Company)
- New *An Ethical Choice* (What Should You Do If Your Values Do Not Align with Your Company's?)
- New *Experiential Exercise* (Managing Remote Teams)
- New *Ethical Dilemma* (Credit Where Credit Is Due)
- New *Case Incident* (Work–Life Balance at R.G. & Company)
- Updated research on work roles in organizations, organizational behavior core topics, evidence-based management, intuition, big data, artificial intelligence, continuing globalization, workforce diversity and inclusion, technology and social media, (un)ethical behavior, OB outcomes, withdrawal behavior, productivity
- Updated Exhibit 1-3 *Toward an OB Discipline*
- Updated Exhibit 1-5 *A Basic OB Model*
- Updated Exhibit 1-6 *The Plan of the Text*
- Updated *OB Poll* (Percentage of Men and Women Working)
- Updated *Point/Counterpoint* (Business Books: Facts? Or Just Fads?)

Chapter 2: Diversity, Equity, and Inclusion in Organizations

- Revised *Learning Objectives*
- Revised/updated sections: Understanding Diversity, Implementing Diversity Management
- New sections: Prejudice and Discrimination in Organizations; Prejudice and Implicit Bias; Discrimination, Disparate Impact, and Treatment; Subtle Discrimination in the Workplace; Theoretical Perspectives on Prejudice, Discrimination, and Diversity; Social Categorization; Stereotyping, Stereotype Threat, and Stigma; System Justification and Social Dominance; Intersectionality and the Cultural Mosaic; Group Composition; Faultlines; Cross-Cultural

Organizational Behavior (OB); Hofstede's Framework; The GLOBE Framework; Cultural Tightness and Looseness; Cultural Intelligence (CQ); Theoretical Basis Underlying Diversity Management; Cultures and Climates for Diversity; The Challenge of Diversity Management

- New *Toward a Better World* (Hot Chicken Takeover: Putting Restorative Justice into Practice)
- New *Point/Counterpoint* (Using Artificial Intelligence for Hiring Leads to Greater Diversity)
- New *Ethical Dilemma* (Should You Question an Employer About Its DEI Policy?)
- New Exhibit 2-2 *The Cultural Mosaic*
- New Exhibit 2-3 *Hofstede's Cultural Values by Nation*
- New Exhibit 2-4 *Hofstede–GLOBE Comparison*
- Updated research on levels of diversity, biographical characteristics, religion, expatriate adjustment, diversity management, diversity management practices
- Updated *OB Poll* (Gender Pay Gap: Narrowing but Still There)
- Updated *An Ethical Choice* (Affirmative Action for Unemployed Veterans)
- Updated Exhibit 2-1 *Forms of Discrimination*

Chapter 3: Job Attitudes

- Revised *Learning Objectives*
- Revised/updated sections: Attitudes, Attitudes and Behavior, Job Attitudes, Job Satisfaction, Organizational Commitment, What Causes Job Satisfaction?, Outcomes of Job Satisfaction, The Impact of Job Dissatisfaction
- New sections: Job Attitudes in the Gig Economy
- New *Toward a Better World* (Nvidians: Together Transforming Communities Around the World)
- New *Point/Counterpoint* (Earning That Promotion May Be Key to Higher Job Satisfaction)
- New *Experiential Exercise* (Managing Political Views in the Office)
- Updated research on organizational identification, organizational commitment, perceived organizational support, employee engagement, racial and ethnic differences in job satisfaction levels, job conditions, personality and individual differences (in job satisfaction), pay, life satisfaction, counterproductive work behavior, financial implications of job attitudes
- Updated *An Ethical Choice* (Office Talk)
- Updated *Exhibit 3-2* (Worst Jobs of 2019 for Job Satisfaction)
- Updated *Exhibit 3-3* (Average Job Satisfaction Levels by Facet)
- Updated *Exhibit 3-4* (Average Levels of Employee Job Satisfaction by Country)
- Updated *Ethical Dilemma* (Tell-All Websites)

Chapter 4: Emotions and Moods

- Revised/updated sections: What Are Emotions and Moods?, Sources of Emotions and Moods, Emotional Labor, Affective Events Theory, Emotional Intelligence, Emotion Regulation, OB Applications of Emotions and Moods
- New *Opening Vignette* (Bringing Your Sense of Humor to Work)
- New *Myth or Science?* (All Employees Experience Emotional Labor in the Same Way)
- New *Toward a Better World* (Scream Agency: Harnessing Customer Emotions to Bolster CSR)
- New *Case Incident* (Performance Review Shock: Being Told How to Feel and Act)

- Updated research on positive and negative affect, the basic emotions, moral emotions, ideal affect, sources of emotions and moods (e.g., personality, weather, social interactions, sleep, exercise, gender identity), controlling emotional displays, affective events, emotional intelligence, emotion regulation influences and outcomes, emotion regulation techniques, ethics of emotion regulation, emotions in HR practices (e.g., selection, leadership, negotiation, customer service, safety), emotions and (un)ethical behavior
- Updated *Point/Counterpoint* (Sometimes Yelling Is for Everyone's Good)
- Updated *Exhibit 4-1* (Affect, Emotions, and Moods)

Chapter 5: Personality and Individual Differences

- Revised *Learning Objectives*
- Revised/updated sections: Linking Individuals to the Workplace, Personality, Personality Frameworks, Other Personality Attributes Relevant to OB, Personality and Situations, Values
- New sections: Ability, Intellectual Abilities, Physical Abilities
- New *Opening Vignette* (The Rise and Fall of Theranos)
- New *Toward a Better World* (Uber: In the Median or Back on the Road Again?)
- New *OB Poll* (Are Personality Assessments Only Used for High-Level Positions?)
- New *An Ethical Choice* (Do Certain Personality Traits Make You More Unethical?)
- New *Experiential Exercise* (Acing the Interview)
- New *Ethical Dilemma* (How Long Should You Wait Before Deciding If a Job Is Not a Good Fit?)
- New *Case Incident* (Sky Energy)
- Updated research on person–job fit, person–organization fit, person–group fit, person–supervisor fit, personality traits, personality measurement, the Myers-Briggs Type Indicator (MBTI), the Big Five Personality Model, the Dark Triad, the DiSC framework, the HEXACO model, core self-evaluation (CSE), self-monitoring, proactive personality, situation strength theory, trait activation theory, terminal versus instrumental values, generational values
- Updated *Myth or Science?* (We Can Accurately Judge Individuals' Personalities a Few Seconds After Meeting Them)
- Updated Exhibit 5-5 *Dimensions of Intellectual Ability*
- Updated Exhibit 5-6 *Nine Basic Physical Abilities*
- Updated Exhibit 5-7 *Dominant Generational Work Values in Today's Workforce*

Chapter 6: Perception and Individual Decision Making

- Revised/updated sections: What Is Perception?; Person Perception; The Link Between Perception and Individual Decision Making; Decision Making in Organizations; Influences on Decision Making; Individual Differences and Organizational Constraints; Ethics in Decision Making; Creativity, Creative Decision Making, and Innovation in Organizations
- New sections: (Perception and) Social Media, Potential Remedies (for Shortcuts in Organizations), Outcome Bias, Decision Making in Times of Crisis
- New *Toward a Better World* (Volkswagen: Going Green or Just Greenwashing)
- New *OB Poll* (Are Managers Using Decision-Making Time Effectively?)
- New *An Ethical Choice* (Are We as Ethical as We Think We Are?)
- New *Experiential Exercise* (Bringing Life to a Food Desert)
- Updated research on factors that influence perception, attribution theory, self-serving biases, common shortcuts in judging others (e.g., selective perception, halo and horns, contrast effects, stereotyping), applications of shortcuts in organizations, problems and decisions, rational decision making,

bounded rationality, intuition, common biases and errors in decision making (e.g., overconfidence, anchoring, confirmation, availability, escalation of commitment, randomness, risk aversion, hindsight), individual differences in decision making (e.g., personality, gender identity, intellectual abilities), organizational constraints on decision making (e.g., formal regulations, time constraints, historical precedents), choosing between ethical criteria, behavioral ethics, lying, creative behavior (e.g., idea generation and evaluation), causes of creative behavior (e.g., creative potential, creative environments), creative outcomes

Chapter 7: Motivation Concepts

- Revised *Learning Objectives*
- Revised/updated sections: Motivation Defined, Classic Theories of Motivation, Contemporary Theories of Motivation: Content-Based, Contemporary Theories of Motivation: Context-Based, Contemporary Theories of Motivation: Process-Based, Organizational Justice
- New sections: Contemporary Theories: A Primer, Regulatory Focus Theory, Goal Orientation, Goal Conflict
- New *Opening Vignette* (Engaging Employees at Salesforce)
- New *OB Poll* (Is a Lack of Motivation the Biggest Issue Remote Workers Face?)
- New *Myth or Science?* (Work Has to Be Purposeful to Be Motivating)
- New *Toward a Better World* (Kroger: Zero Hunger, Zero Waste)
- New *Point/Counterpoint* (Feel-Good Messaging Is More Motivating Than Instrumental Messaging)
- New *Experiential Exercise* (How Do You Motivate an Employee?)
- New *Case Incident* (Why Lead by Example?)
- Updated research on motivation defined, hierarchy of needs theory, McClelland's theory of needs, self-determination theory, job engagement, reinforcement theory, social learning theory, expectancy theory, goal-setting theory, self-efficacy theory, equity theory, organizational justice, distributive justice, procedural justice, interactional justice, justice outcomes, culture and justice

Chapter 8: Motivation: From Concepts to Applications

- Revised *Learning Objectives*
- Revised/updated sections: Motivating by Job Design: The Job Characteristics Model (JCM), Job Redesign, Alternative Work Arrangements, Employee Involvement, Using Extrinsic Rewards to Motivate Employees, Using Benefits to Motivate Employees, Using Intrinsic Rewards to Motivate Employees
- New *Opening Vignette* (Teacher Merit Pay: Is It the Solution?)
- New *Myth or Science?* (Job Crafting Is a Practical Way to Reduce Boredom and Burnout)
- New *Toward a Better World* (Sociable Trees: Rewarding Through Reforestation)
- New *Ethical Dilemma* (Playing Favorites?)
- New *Case Incident* (JP Transport)
- Updated research on job design, efficacy of the JCM, job redesign, job rotation, job enrichment, relational job design, alternative work arrangements, flextime, job sharing, telecommuting (and the implications of COVID-19), employee involvement programs (EIP), pay structures, variable-pay programs (e.g., pay secrecy, piece-rate pay, merit pay, bonuses, profit sharing, employee stock ownership plans), benefits, flexible benefits, employee recognition programs
- Updated *OB Poll* (Who Works from Home?)

Chapter 9: Foundations of Group Behavior

- Revised/updated sections: Defining and Classifying Groups; Group Property 1: Roles; Group Property 2: Norms; Group Property 3: Status, and Group Property 4: Size and Dynamics; Group Property 5: Cohesion; Group Decision Making
- New *Opening Vignette* (Confronting Deviant Norms)
- New *OB Poll* (What Types of Workplace Deviance Are Most Common?)
- New *An Ethical Choice* (Managing a Narcissist in the Group)
- New *Toward a Better World* (Whirlpool: Building Cohesion Through Volunteering)
- New *Point/Counterpoint* (Conformity Is Counterproductive and Should Be Avoided)
- New *Ethical Dilemma* (Follow the Leader?)
- New *Case Incident* (Cultural Context and Group Dynamics)
- Updated research on social identity, group roles, role perception, role expectations, psychological contracts, role conflict, group norms (e.g., the roles of emotions and culture, effects on group outcomes, conformity), group status (e.g., the relationship between norms and status, the role of group interaction, status inequity), group size, social loafing, group cohesion, group decision making, groupthink and groupshift

Chapter 10: Understanding Work Teams

- Revised *Learning Objectives*
- Revised/updated sections: Differences Between Groups and Teams, Types of Teams, Creating Effective Teams, Turning Groups of Employees into Teams
- New sections: Crises and Extreme Contexts
- New *Opening Vignette* (Resilient Teams)
- New *Toward a Better World* (Hershey: Advancing Diversity, Equity, and Inclusion Through Groups and Teams)
- New *Myth or Science?* (Teams Should Practice Collective Mindfulness)
- New *OB Poll* (Why Do Some Employees Not Like Working on Teams?)
- New *Point/Counterpoint* (Team Building Exercises Are a Waste of Time)
- Updated research on work teams, problem-solving teams, self-managed work teams, cross-functional teams, virtual teams (and COVID-19 implications), multiteam systems, team effectiveness, team context (e.g., leadership, structure, culture, climate, performance evaluation, reward systems), team composition (e.g., abilities, personalities, allocation of roles, organizational demography), team size, team processes and states (e.g., reflexivity, mental models, conflict, motivation, efficacy, identity, cohesion, team selection, team training, team rewards)
- New *Case Incident* (Psychological Safety and Team Effectiveness)
- Updated Exhibit 10-3 *Team Effectiveness Model*
- Updated Exhibit 10-4 *Key Roles of Teams*

Chapter 11: Communication

- Revised *Learning Objectives*
- Revised/updated sections: Modes of Communication, Choosing Communication Methods, Cross-Cultural Communication
- New sections: Synchronicity; Conversations, Discussions, and Listening; Speeches; Natural Language Processing; Body Language and Movement; Contact and Senses; Physical Space and the Use of Time; Communicating in Times of Crisis (with COVID-19 implications); Advancements in Virtual Communication; Blogging, Vlogging, and Podcasting; E-collaboration and

E-learning; The Currency of Virtual Communication: Emojis, Usernames, Selfies, and More; Smartphones, Social Media, and Cybersecurity; Smartphones (and Other Smart Devices); Smartphones and Stress, Health, and Well-Being; Other Smart Devices; Most of Us Use It, but What Is Social Media Anyway?; You Are What You Post: Personality via Social Media; The Personal and Relational Outcomes of Social Media; The Organizational Outcomes of Social Media; The Interface Between Cultures

- New Exhibit 11-1 *Active and Reflective Listening in Oral Communication*
- New Exhibit 11-2 *Time Spent Checking E-mail at Work*
- New Exhibit 11-3 *Guide to Choosing Communication Methods*
- New Exhibit 11-6 *Cross-Cultural Interaction Approaches*
- New *Myth or Science?* (Better Listening Is the Key to Better Working Relationships)
- New *OB Poll* (Is It Appropriate and Common to Use Texting for Work Purposes?)
- New *Toward a Better World* (Mobile Citizen and Mobile Beacon: Two Companies Enhancing Access to Smartphones and the Internet)
- New *An Ethical Choice* (What Should You Do If an Employee Is Being Cyberbullied or Harassed Online?)
- New *Point/Counterpoint* (Work Friendships Are Not a Good Idea)
- New *Case Incident* (How Do You Communicate That You Are Passionate During an Interview?)
- Updated research on communication, oral communication (e.g., meetings), written communication (e.g., e-mail, instant messaging, text messaging, natural language processing), nonverbal communication, choosing communication methods, barriers to effective communication (e.g., information overload and communication apprehension), channel richness, videoconferencing, blogging, social media, cybersecurity, cross-cultural communication, the cultural context, aspects of cultural communication (e.g., semantics, word connotations, tone differences, tolerance and methods for resolving conflict), cross-cultural communication guidelines
- Updated *Ethical Dilemma* (BYOD)

Chapter 12: Leadership

- Revised *Learning Objectives*
- Revised/updated sections: Trait Theories, Behavioral Theories, Contingency Theories, Positive Leadership Styles and Relationships, The (Un)ethical Aspects of Leadership, Leadership and Trust, Challenges and Opportunities to Our Understanding of Leadership
- New sections: Proactive Personality Traits, Shared Leadership Theory, Followership Theory, Leading in Times of Crisis (with COVID-19 implications), What Makes Transformational Leadership So Great?, Are There Downsides to Transformational Leadership?
- New Exhibit 12-2 *Manager Leadership Styles by Behavior in Situational Leadership Theory*
- New *Opening Vignette* (The Time Is Now)
- New *An Ethical Choice* (The Ethics of Nudging)
- New *Toward a Better World* (The Institute for Corporate Social Responsibility [iCSR]: Training Leaders to Work Toward a Better Tomorrow)
- New *OB Poll* (Leadership Representation in Organizations)
- New *Myth or Science?* (Leaders Can Be Trained)