

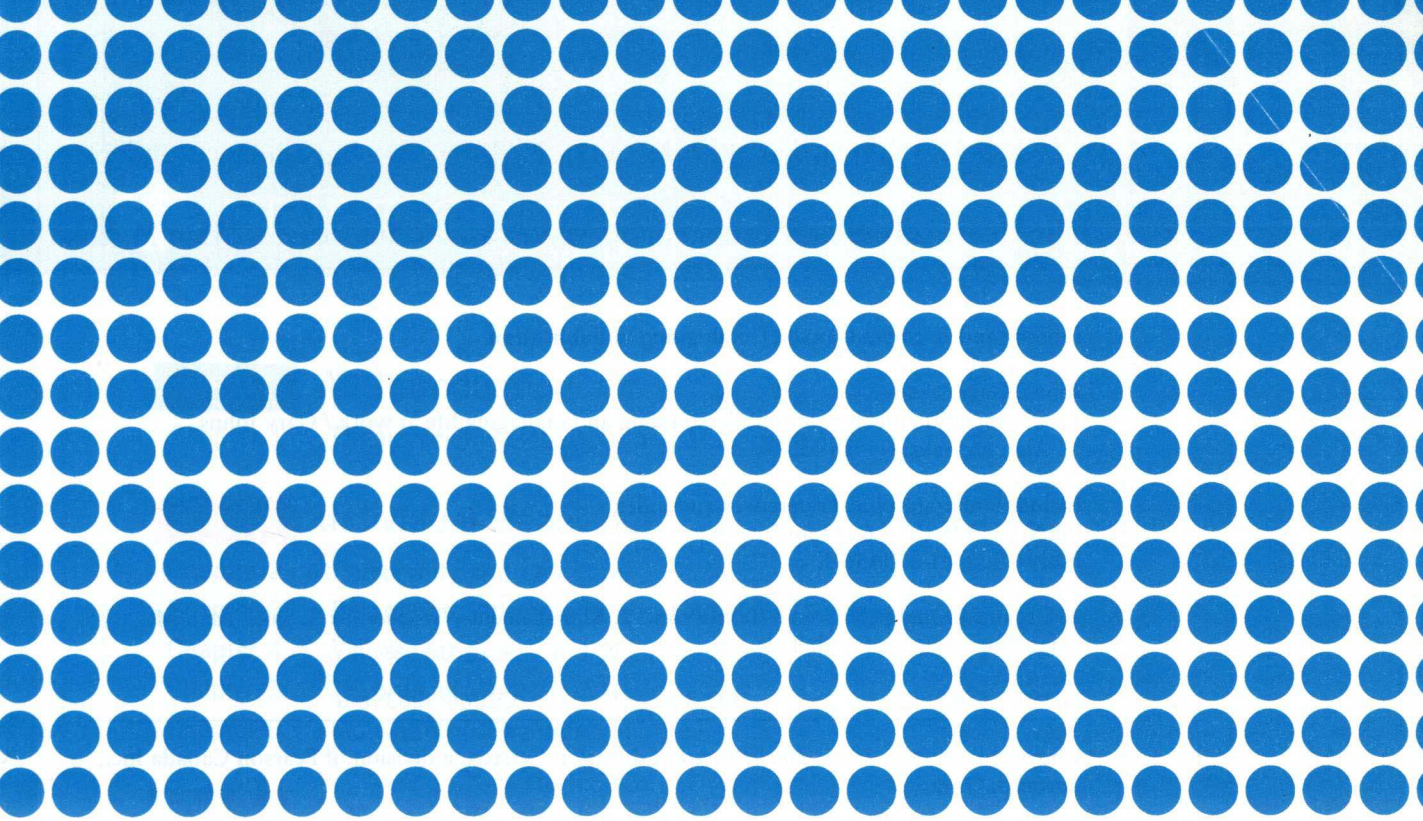


GARY JOHNS ALAN M. SAKS SEVENTH EDITION

# ORGANIZATIONAL BEHAVIOUR

UNDERSTANDING AND MANAGING LIFE AT WORK





# ●ORGANIZATIONAL● BEHAVIOUR

UNDERSTANDING AND MANAGING LIFE AT WORK SEVENTH EDITION

**GARY JOHNS**

CONCORDIA UNIVERSITY

**ALAN M. SAKS**

UNIVERSITY OF TORONTO



Toronto

For Bill and Jean Johns, and for Monika Jörg.

Gary Johns

For Kelly, Justin, and Brooke, and Simon and Renee Saks. Alan M. Saks

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# PREFACE

Welcome to the seventh edition of *Organizational Behaviour: Understanding and Managing Life at Work*! This edition marks the twenty-fifth anniversary of the text, which has been rigorously updated over the years to present students with the latest knowledge and research on both the science and practice of organizational behaviour. First published in 1983, *Organizational Behaviour* is the longest-running, continuously published, regularly revised organizational behaviour textbook authored in Canada.

In writing the seventh edition of this book, we have been guided by three goals. First, we wish to convey the genuine excitement inherent in the subject of organizational behaviour by sharing our enthusiasm about the subject with students who are reading and learning about it for the first time.

Second, we want the presentation of the material to have both academic and practical integrity, acknowledging the debt of the field to both behavioural science research and organizational practice. To put it another way, we want this book to be useful and enjoyable to read without oversimplifying key subjects on the premise that this somehow makes them easier to understand. This requires striking a balance between research and theory on the one hand, and practice and application on the other hand. The seventh edition of *Organizational Behaviour* includes the most recent research and theory in the field (e.g., employee engagement in Chapter 5; the GLOBE project in Chapters 4 and 9; the “Research Focus” feature) as well as many examples of the application and practice of organizational behaviour throughout the text and in the chapter-opening vignettes, the “Applied Focus” feature, and the “You Be the Manager” feature.

Third, we want students to not only learn about organizational behaviour, but also to understand the connections and linkages across topics and how to integrate theory, principles, and concepts across chapters rather than see them as separate or isolated topics. Special features in this edition designed to enhance this skill include an integrative case that runs through each section of the text, integrative discussion questions at the end of every chapter, and the “OB Flashback” feature that shows how material in a current chapter is linked and related to material in previous chapters. We sincerely hope these goals have resulted in a textbook that is interesting and enjoyable to read and that conveys the importance of organizational behaviour.

## NEW TO THE SEVENTH EDITION

The seventh edition of *Organizational Behaviour* adds substantial new content, features, and pedagogy while remaining faithful to the general format and structure of the sixth edition.

While the major topics of the sixth edition remain in this edition, we have added new content to reflect recent research as well as new and emerging themes in organizational behaviour literature and practice in every chapter of the text. Examples of new topics and sections that can be found in the seventh edition include:

- Chapter 1: evidence-based management
- Chapter 2: behavioural modelling training; total rewards; peer recognition programs
- Chapter 3: social identity theory; perceptions of recruitment and selection
- Chapter 4: interactional fairness; the GLOBE project
- Chapter 5: employee engagement



- Chapter 6: stretch assignments
- Chapter 8: proximal and distal socialization outcomes; organizational identification
- Chapter 9: leader reward and punishment behaviour; the GLOBE project; ethical leadership
- Chapter 10: signalling aspects of office decor
- Chapter 12: facets of political skill; whistle-blowing
- Chapter 13: bullying; hindrance versus challenge stressors
- Chapter 14: transition from organic to mechanistic structures
- Chapter 16: the learning organization; the knowing–doing gap
- Appendix: moderating and mediating variables; threats to internal validity

We have updated many other areas throughout the text with the most current and recent research from practising management literature, academic literature, and the popular and business press. We have also replaced the content of many of the features and added new ones. In total, the seventh edition contains 11 new chapter-opening vignettes, 25 new “Focus” boxes, and 12 new “You Be the Manager” features. These features have been carefully chosen to represent current and exciting examples of organizational behaviour. Of those examples that we have retained from the sixth edition, many have been substantially updated.

In addition to new and updated content, the seventh edition includes many new exhibits showing information such as the most admired corporate cultures in Canada (Exhibit 8.6) and common activities included in diversity programs (Exhibit 3.8). New figures concerning the determinants of self-efficacy (Exhibit 2.5), the impact of emotional labour on pay (Exhibit 4.5), the “honeymoon-hangover” effect (Exhibit 4.8), the socialization process (Exhibit 8.1), inferences made from office decor (Exhibit 10.2), and the psychological conditions of employee engagement (Exhibit 5.3) have also been added.

Finally, in the end-of-chapter material, 12 new cases have been added as well as three new case incidents and three new exercises. You will also find many new discussion questions. In addition, we have added a new pedagogical feature called “On-the-Job Challenge Question” (see “Pedagogical Features” on page xxiii for more information).

## ABOUT THE COVER

The cover of the seventh edition of *Organizational Behaviour: Understanding and Managing Life at Work*, along with the pictures throughout the text, features musicians from a performing jazz band. What does a jazz band have to do with organizational behaviour? Actually, a great deal. Jazz has been used as a metaphor for organizations and organizational behaviour for many years.

In 1998, the journal *Organizational Science* published a special issue on jazz improvisation as a metaphor for organizations (vol. 9, no. 5), a result of a symposium called “Jazz as a Metaphor for Organizing in the Twenty-First Century” that was held at the 1995 Academy of Management Conference in Vancouver, British Columbia. The idea was to think about the twenty-first-century organization in the context of the jazz metaphor for organizing. The jazz metaphor has also been adopted by some organizations. In its 1996 annual report, the LEGO Corporation featured its top-management team as a jazz ensemble with the CEO playing the saxophone—the CEO wanted to highlight the importance of improvisation at all levels of management.

Organizations and organizational behaviour are like jazz in many ways. Jazz involves improvisation, innovation, and flexibility, all of which are important attrib-

utes of individuals and groups in organizations as well as organizations themselves. Organizations and the people in them must be flexible and capable of innovation and improvisation to survive and adapt to change. Innovation and flexibility are especially important for contemporary organizations.

In his book *Leadership Jazz*, Max De Pree argues that leadership in organizations is like a jazz band: “Jazz-band leaders must choose the music, find the right musicians, and perform—in public. But the effect of the performance depends on so many things—the environment, the volunteers playing in the band, the need for everybody to perform as individuals and as a group, the absolute dependence of the leader on the members of the band, the need of the leader for the followers to play well. What a summary of an organization!”

Finally, as noted by Mary Jo Hatch, one of the chairs of the jazz symposium, the characteristics that are associated with the twenty-first-century organization are very similar to those of a jazz band: It is flexible, adaptable, and responsive to the environment, and it has loose boundaries and minimal hierarchy. Organizational behaviour is very much like a jazz band—individuals working together in the spirit of innovation, improvisation, and inspiration.

## GENERAL CONTENT AND WRITING STYLE

*Organizational Behaviour*, Seventh Edition, is comprehensive—the material is authoritative and up to date, and reflects current research and practical concerns. Both traditional subjects (such as expectancy theory) and newer topics (like employee engagement, bullying, whistle-blowing, ethical leadership, virtual teams, mood and emotions, emotional intelligence, and organizational learning) are addressed. Balanced treatment is provided to micro topics (covered in the earlier chapters) and macro topics (covered in the later chapters).

Although *Organizational Behaviour* is comprehensive, we have avoided the temptation to include too many concepts, theories, and ideas. Rather than composing a long laundry list of marginally related concepts, each chapter is organized in interlocked topics. The topics are actively interrelated and are treated in enough detail to ensure understanding. Special attention has been devoted to the flow and sequencing of the topics.

The writing style is personal and conversational. Excessive use of jargon is avoided and important ideas are well defined and illustrated. Special attention has been paid to consistency of terminology throughout the book. We have tried to foster critical thinking about the concepts under discussion by using devices like asking the reader questions in the body of the text.

Believing that a well-tailored example can illuminate the most complex concept, we have used examples liberally throughout the text to clarify the points under consideration. The reader is not left wondering how a key idea applies to the world of organizations. The book is illustrated with exhibits, cartoons, and excerpts from the business press, such as *Report on Business*, *Canadian Business*, *Fortune*, and the *Globe and Mail*, to enhance the flow of the material and reinforce the relevance of the examples for students.

We have treated the subject matter generically, recognizing that organizational behaviour occurs in all organizations. The reader will find examples, cases, “Focus” selections, and “You Be the Manager” features drawn from a variety of settings, including large and small businesses, high-technology firms, manufacturing firms, hospitals, schools, and the military. In addition, care has been taken to demonstrate that the material covered is relevant to various levels and jobs within these organizations.



## ORGANIZATION

*Organizational Behaviour* is organized in a simple but effective building-block manner. “Part One: An Introduction” defines organizational behaviour, discusses the nature of organizations, introduces the concept of management, and reviews contemporary management concerns. “Part Two: Individual Behaviour” covers the topics of personality, learning, perception, attribution, diversity, attitudes, job satisfaction, organizational commitment, and motivation. “Part Three: Social Behaviour and Organizational Processes” discusses groups, teamwork, socialization, culture, leadership, communication, decision making, power, politics, ethics, conflict, negotiation, and stress. “Part Four: The Total Organization” considers organizational structure, environment, strategy, technology, change, and innovation.

Some instructors may prefer to revise the order in which students read particular chapters, and they can accomplish this easily. However, Chapter 5, “Theories of Work Motivation,” should be read before Chapter 6, “Motivation in Practice.” Also, Chapter 14, “Organizational Structure,” should be read before Chapter 15, “Environment, Strategy, and Technology.” The book has been designed to be used in either a quarter or semester course.

## MAJOR THEMES AND CONTENT

In preparing the seventh edition of *Organizational Behaviour*, we concentrated on developing several themes that are current in contemporary organizational life. This development included adding new content, expanding previous coverage, and addressing the themes throughout the text to enhance integration.

The **global aspects of organizational life** continue to receive strong treatment in this edition to enable students to become more comfortable and competent in dealing with people from other cultures. Major sections on this theme appear in Chapters 4, 5, 9, and 10, which deal respectively with values, motivation, leadership, and communication. Pedagogical support for the global theme includes “Global Focus” features (Chapters 2, 4, 7, 8, and 15), an “Applied Focus” (Chapter 7), a “You Be the Manager” feature (Chapter 10), and an experiential exercise (Chapter 10).

The changing nature of workplace demographics and a need to provide a welcoming work environment for all organizational members has led to explicit coverage of **workforce diversity**. The major treatment of this topic occurs in Chapter 3 in the context of interpersonal perception and attribution. Additional treatment occurs in the context of motivation (Chapter 5), teams (Chapter 7), and communication (Chapter 10). Pedagogical support for the diversity theme can be found in the “You Be the Manager” feature in Chapter 3. We also see it in some “Applied Focus” features (Chapter 3), a chapter-opening vignette (Chapter 3), and two exercises (Chapters 3 and 10).

Contemporary organizations are focusing more and more on **teamwork**. This has led to expanded coverage of teams (such as virtual teams), and the most recent research findings on team characteristics and group effectiveness can be found in Chapter 7. Coverage of group decision making is included in Chapter 11. Pedagogical backup for the teamwork theme includes a chapter-opening vignette, “You Be the Manager” feature, “Global Focus” feature, and a case study and case incident (all in Chapter 7). In addition, the case study in Chapter 10 and two experiential exercises (Chapters 7 and 11) cover aspects of teamwork.

Many organizations continue to undergo major *change* and *transformation*. Interrelated topics involving organizational change such as **reengineering**, **downsizing**, and **advanced technology** continue to receive detailed coverage and are the focus of another theme highlighted in this edition. Coverage of reengineering can be found in

Chapter 16, and related coverage on downsizing can be found in Chapter 14. Although principal coverage of advanced technology is discussed in Chapter 15, the role of technology in communication and decision making can also be found in Chapters 10 and 11, where computer-mediated communication, company television networks and intranets, and electronic brainstorming are covered. Other relevant topics include telecommuting (Chapter 6) as well as sections on virtual, modular, and boundaryless organizational structures (Chapter 14). Several features also portray the use of advanced technology, such as the “You Be the Manager” feature in Chapter 14, the “Research Focus” features in Chapters 12 and 15, and the “OB Flashback” in Chapter 15. Pedagogical backup for the change theme includes three chapter-opening vignettes (Chapters 13, 15, and 16), five “You Be the Manager” features (Chapters 1, 6, 8, 10, 15, and 16), two “Applied Focus” features (Chapters 14 and 16), an “OB Flashback” (Chapter 16), four case studies (Chapters 8, 14, 15, and 16), two case incidents (Chapters 2 and 16), and the integrative case.

Finally, the seventh edition of *Organizational Behaviour* reflects the continuing issue of **ethics** in organizational decision making. The major formal coverage of ethics is included in Chapter 12 with a discussion of power and politics. Pedagogical support for the ethics theme can be found in several chapter-opening vignettes (Chapters 11 and 12), a number of “Ethical Focus” features (Chapters 5, 9, 10, 12, and 13), and the “You Be the Manager” feature in Chapter 12. Case studies are particularly good vehicles for examining the complexity surrounding ethical issues, and the case incidents for Chapters 9 and 12 and the case for Chapter 12 concern explicit ethical dilemmas.

## PEDAGOGICAL FEATURES

The seventh edition’s pedagogical features are designed to complement, supplement, and reinforce the textual material. More specifically, they are designed to promote self-awareness, critical thinking, and an appreciation of how the subject matter applies in actual organizations. The seventh edition of *Organizational Behaviour* includes all of the features found in the previous edition, including three different kinds of cases (case studies, case incidents, and an integrative case), four types of Focus boxes (Applied Focus, Research Focus, Ethical Focus, and Global Focus), You Be the Manager features, and “OB Flashback” features. New to this edition is the “On-the-Job Challenge Question,” which can be found at the end of each chapter, along with discussion questions for each chapter and integrative discussion questions.

- All chapters begin with an **Opening Vignette** chosen to stimulate interest in the chapter’s subject matter. All of these vignettes concern real people in real organizations. Each vignette is carefully analyzed at several points in the chapter to illustrate the ideas under consideration. For example, Chapter 3 begins with a discussion of stereotypes and diversity programs at the Bank of Montreal, and Chapter 10 describes communication at UPS.
- Each chapter opens with several **Learning Objectives** to help focus the student’s attention on the chapter’s subject matter.
- In each chapter, students encounter a “**You Be the Manager**” feature that invites them to stop and reflect on the relevance of the material they are studying to a real problem in a real organization. Venues range from RAC call centres (Chapter 4) to Hudson’s Bay Company (Chapter 6). Problems range from improving customer service (Chapter 4) to bullying at work (Chapter 13). At the end of each chapter, “**The Manager’s Notebook**” offers some observations about the problem and reveals what the organization actually did.



- All chapters contain some combination of the following “Focus” features: “Research Focus,” “Applied Focus,” “Global Focus,” or “Ethical Focus.” These features illustrate or supplement the textual material with material from the practising management literature (e.g., *Harvard Business Review*), the research literature (e.g., the *Academy of Management Journal*), and the popular press (e.g., the *Globe and Mail*). They are chosen to exemplify real-world problems and practices as they relate to organizational behaviour. The “Research Focus” feature provides examples of organizational behaviour research, such as the effects of a computer-based orientation program on new hires’ socialization (Chapter 8) and research on the effects of traumatic national events on stress and work behaviour (Chapter 13). The “Applied Focus” features provide practical examples of the application of the text material in organizations. For example, the “Applied Focus” box in Chapter 3 describes diversity at Procter & Gamble, and the one in Chapter 12 describes employee empowerment programs at Delta Hotels and Resorts. These two features help to reinforce the importance of both the research and practice of organizational behaviour. The “Ethical Focus” feature provides examples of ethics in organizational behaviour research, such as the effects of goal setting on ethical behaviour (Chapter 5) and the effects of workplace violence and stress (Chapter 13). This feature helps to reinforce the importance of ethics in management and organizational behaviour. The “Global Focus” feature provides examples of organizational behaviour around the globe, such as Walt Disney’s operations in Japan and France (Chapter 4) and the culture of Mary Kay Cosmetics in China (Chapter 8). This feature helps to reinforce the importance of cross-cultural issues in management and organizational behaviour.
- Several chapters of the text have an “OB Flashback” feature at the end of the chapter. This feature is an example of our efforts to improve the integration of material throughout the text and to encourage integrative thinking, something that has been suggested by reviewers over the years. The “OB Flashback” appears at the end of eight chapters (Chapters 3, 6, 8, 9, 11, 15, and 16). Each one shows how the material in a current chapter has implications for understanding the material in an earlier chapter. For example, the “OB Flashback” in Chapter 8 (*The Effect of Culture on Learning*) shows students that culture (in particular, a continuous learning culture) has a strong influence on employee learning, which is covered in Chapter 2. The “OB Flashback” in Chapter 3 (*Self-Monitoring and Negative Gender Stereotypes*) describes how women who are high on self-monitoring (discussed in Chapter 2) are able to overcome negative gender stereotypes. Thus, this feature demonstrates how different topics in the text are related and how knowledge of one topic can shed light on our understanding of other topics.
- **Key terms** in each chapter are set in boldface type when they are discussed in the body of the text and are defined in the margin in a **Running Glossary**. To help students find the definitions they need, key terms are highlighted in the index, with page references for definitions, also in boldface.
- Each chapter concludes with a **Learning Objectives Checklist** (keyed to the chapter **Learning Objectives**) and **Discussion Questions**. In addition, each chapter includes two or three **Integrative Discussion Questions**. While the traditional discussion questions deal with issues within each chapter, the integrative discussion questions require the student to relate and integrate the material in a current chapter with concepts and theories from previous chapters. For example, one of the questions in Chapter 12 (“Power, Politics, and Ethics”) requires students to use the material on organizational learning practices (Chapter 2) and contributors to organizational culture (Chapter 8) to understand how an organization can create an ethical workplace. This feature is designed to facilitate student integration of various concepts and theories throughout the text.

- New to this edition is the **On-the-Job Challenge Question** that appears after the integrative discussion questions in each chapter. These questions differ from the other discussion questions in several respects. First, they are based on real issues and problems facing organizations. Second, they are more complex and challenging in that they require students to use their knowledge of all the material in the chapter. Third, these questions are very practical and require students to apply the text material to an actual situation or event facing an organization. For example, the question in Chapter 8 asks students to consider how important it is for Ford to change its culture to restore the company to profitability, how likely it is that they will be able to do this, and how they should proceed. Thus, the answers to these questions are not simple or straightforward and require the student to apply the text material to a real issue or problem facing an organization. We hope that these questions provide students with an interesting and engaging opportunity to use their knowledge of organizational behaviour to address real problems facing organizations today.
- Each chapter includes an **Experiential Exercise**. These exercises span individual self-assessment, role-playing, and group activities. The seventh edition of *Organizational Behaviour* includes four new exercises. In addition, to enhance student understanding and encourage discussion and interaction, most of the exercises have been updated to include a group component in which groups of students work together on an exercise or discuss the results of a self-assessment and answer a series of questions. To ensure confidence in the feedback students receive, the self-assessments generally have a research base.
- A **Case Study** is found in each chapter. The cases are of medium length, allowing great flexibility in tailoring their use to an instructor's personal style. We have selected cases that require active analysis and decision making, not simply passive description. Cases span important topics in contemporary organizations, such as discrimination and workplace diversity (Chapter 3), introducing teams (Chapter 7), and changing corporate culture (Chapter 8). The seventh edition of *Organizational Behaviour* includes 11 new cases.
- **Case Incidents** are included in every chapter. Case incidents are shorter than the case studies and are designed to focus on a particular topic within a chapter. Because they are short (one or two paragraphs) and deal with realistic scenarios of organizational life, they enable an instructor to quickly generate class discussion on a key theme within each chapter. They can be used at the beginning of a class to introduce a topic and to stimulate student thinking and interest, during the class when a particular topic is being discussed, or at the end of a class when the focus turns to the application of the text material. The seventh edition of *Organizational Behaviour* includes four new case incidents.
- The **Integrative Case** is first presented at the end of Part One. Unlike the case studies, which focus only on the material in each chapter, the integrative case requires students to use the material throughout the text to understand the case material. Integrative case questions can be found at the end of each of the four parts of the text. The questions deal with the main issues and themes of the chapters within each part. This enables students to gain an increasing awareness and understanding of the case material upon completion of each part of the text. Answering the case questions requires the integration of material from the chapters within each part as well as preceding parts of the text. Therefore, upon completion of the text and the integrative case questions, the student will have acquired a comprehensive understanding of the case through the integration of issues pertaining to individual behaviour, social behaviour and organizational processes, and the total organization.



## SUPPLEMENTS

**Instructor's Resource CD-ROM.** This resource provides all of the following supplements in one convenient package:

**Instructor's Resource Manual.** Written by the text authors to ensure close coordination with the book, this extensive manual includes chapter objectives, a chapter outline, answers to all of the text questions and cases, supplemental lecture material, video case teaching notes, and teaching notes for each chapter.

**Pearson Education Canada Test Generator.** This software enables instructors to view and edit the existing test bank questions, add new questions, and generate custom tests. It includes about 1700 questions, including a mix of factual and application questions. Multiple-choice, true/false, and short-answer formats are provided. Like the instructor's resource manual, the questions in the test generator have been written by the text authors.

**PowerPoint® Slides.** Each chapter of the text is outlined in a series of PowerPoint slides prepared by the text authors, which include key points, figures, and tables. The slides include detailed teaching notes accessed through PowerPoint's "notes" function.

**CBC/Pearson Education Canada Video Library.** This collection of video cases includes segments from CBC's *Venture*, covering topics such as workplace stress, work-life balance, alternative working schedules, whistle-blowing, employee fraud, and employee turnover. Written cases and questions to accompany the segments can be found on the Media Companion CD-ROM included with the text and on our password-protected Video Central website. Both the cases and answers to the questions are provided in the Instructor's Resource Manual.

**Companion Website.** Found at [www.pearsoned.ca/johns](http://www.pearsoned.ca/johns), this website acts as an online study guide for students, and to ensure close coordination with the book, it has been prepared by the authors of the text. It includes chapter summaries, self-tests, and research-style questions that direct students to access Research Navigator, which is a database of primary source materials, as well as weblinks and search tools.

**Research Navigator™.** Research Navigator™ has been packaged with this text. This research tool helps students complete research assignments efficiently and with confidence by providing three exclusive databases of high-quality scholarly and popular press articles accessed by easy-to-use search engines. Gain access to Research Navigator by using the access code found in the guide that has been packaged with your text.

## ACKNOWLEDGMENTS

Books are not written in a vacuum. In writing *Organizational Behaviour*, Seventh Edition, we have profited from the advice and support of a number of individuals. This is our chance to say thank you.

First, we would like to thank our reviewers for this edition, who provided us with a wealth of insights about how to improve the text:

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I (Gary Johns) am grateful to my Concordia University Management Department colleagues for their interest, support, and ideas. Additionally, I would like to thank my students over the years. In one way or another, many of their questions, comments, challenges, and suggestions are reflected in the book. Also, thanks to all my colleagues who have taken time to suggest ideas for the book when we have met at professional conferences. Finally, thanks to Monika Jörg for her continuing enthusiasm, caring, humour, support, and advice.

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Gary Johns

Alan M. Saks

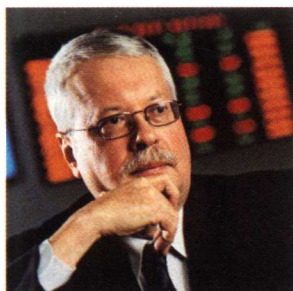
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1 Case Study - broad in scope

↳ org. change, leadership, conflict + stress, learning in org.



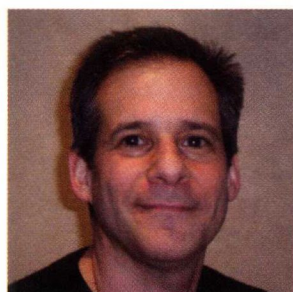
## ABOUT THE AUTHORS



Gary Johns (Ph.D., Wayne State University) is Professor of Management and the Concordia University Research Chair in Management in the John Molson School of Business, Concordia University, Montreal. He has research interests in absenteeism from work, personality, job design, self-serving behaviour, research methodology, and the impact of context on organizational behaviour. Professor Johns has published in *Journal of Applied Psychology*, *Academy of Management Journal*, *Academy of Management Review*, *Organizational Behavior and Human Decision Processes*, *Personnel*

*Psychology*, *Journal of Management*, *Research in Organizational Behavior*, *Research in Personnel and Human Resources Management*, *Journal of Organizational Behavior*, *Journal of Occupational and Organizational Psychology*, *International Review of Industrial and Organizational Psychology*, *Canadian Psychology*, *Human Resource Management Review*, *Human Relations*, *Canadian Journal of Administrative Sciences*, and *Psychology Today*, as well as being co-author of *Organizational Behaviour: Understanding and Managing Life at Work*.

He is the recipient of the Academy of Management Organizational Behavior Division's New Concept Award and Society for Industrial and Organizational Psychology's Edwin E. Ghiselli Research Design Award, and is an Elected Fellow of SIOP, the American Psychological Association, and the Canadian Psychological Association. Among his other credits are Former Chair of the Canadian Society for Industrial and Organizational Psychology and Consulting Editor for *Journal of Organizational Behavior*. Professor Johns is currently on the editorial boards of *Organizational Behavior and Human Decision Processes*, *Journal of Occupational and Organizational Psychology*, *International Journal of Selection and Assessment*, and was formerly on the editorial boards of *Academy of Management Journal*, *Journal of Management*, *Personnel Psychology*, and *Canadian Journal of Administrative Sciences*.



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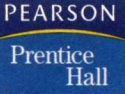
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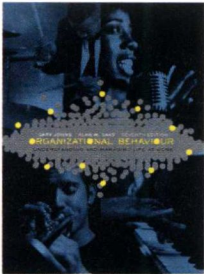


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