Twelfth Edition

Organizational Behavior

Schermerhorn Osborn Uhl-Bien Hunt

International Student Version

12th edition

ORGANIZATIONAL BEHAVIOR

International Student Version

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Dedicated to instructional excellence and serving the needs of practicing managers, Dr. Schermerhorn focuses on bridging the gap between the theory and practice of management in both the classroom and in his textbooks. He has won awards for teaching excellence at Tulane University, The University of Vermont, and Ohio University, where he was named a *University Professor*, the university's leading campus-wide award for undergraduate teaching. He also received the excellence in leadership award for his service as Chair of the Management Education and Development Division of the Academy of Management.

Dr. Schermerhorn's international experience adds a unique global dimension to his teaching and textbooks. He holds an honorary doctorate from the University of Pécs in Hungary, awarded for his international scholarly contributions to management research and education. He has also served as a Visiting Professor of Management at the Chinese University of Hong Kong, as on-site Coordinator of the Ohio University MBA and Executive MBA programs in Malaysia, and as Kohei Miura visiting professor at the Chubu University of Japan. Presently he is Adjunct Professor at the National University of Ireland at Galway, a member of the graduate faculty at Bangkok University in Thailand, and Permanent Lecturer in the PhD program at the University of Pécs in Hungary.

An enthusiastic scholar, Dr. Schermerhorn is a member of the Academy of Management, where he served as chairperson of the Management Education and Development Division. Educators and students alike know him as author of *Management 11e* (Wiley, 2011) and *Exploring Management 3e* (2012), and senior co-author of *Organizational Behavior 12/e* (Wiley, 2012). His many books are available in Chinese, Dutch, French, Indonesian, Portuguese, Russian, and Spanish language editions. Dr. Schermerhorn's published articles are found in the *Academy of Management Journal, Academy of Management Review Academy of Management Executive, Organizational Dynamics, Journal of Management Education*, and the *Journal of Management Development*.

Dr. Schermerhorn is a popular guest speaker at colleges and universities. His recent student and faculty workshop topics include innovations in business education, teaching the millennial generation, global perspectives in management education, and textbook writing and scholarly manuscript development.

Dr. James G. (Jerry) Hunt

The late Dr. James G. (Jerry) Hunt was the Paul Whitfield Horn Professor of Management, Professor of Health Organization Management, Former Director, Institute for Leadership Research, and former department Chair of Management, Texas Tech University. He received his Ph.D. and master's degrees from the University of Illinois after completing a B.S. (with honors) at Michigan Technological University. Dr. Hunt co-authored an organization theory text and *Core Concepts of Organizational Behavior* (Wiley, 2004) and authored or co-authored three leadership monographs. He founded the Leadership Symposia Series and co-edited the eight volumes based on the series. He was the former editor of the *Journal of Management* and *The Leadership Quarterly*. He presented or published some 200 articles, papers, and book chapters, and among his better-known books are *Leadership: A New Synthesis*, published by Sage, and *Out-of-the-Box Leadership*, published by JAI. The former was a finalist for the Academy of Management's 1993 Terry Distinguished Book Award. Dr. Hunt received the Distinguished Service Award from the Academy of Management, the Sustained Outstanding Service Award from the Southern Management Association, and the Barnie E. Rushing, Jr. Distinguished Researcher Award from Texas Tech University for his long-term contributions to management research and scholarship. He also lived and taught in England, Finland, and Thailand, and taught in China.

Dr. Richard N. Osborn

Dr. Richard N. Osborn is a Wayne State University Distinguished Professor, Professor of Management Emeritus, and former Board of Governors Faculty Fellow. He has received teaching awards at Southern Illinois University at Carbondale and Wayne State University, and he has also taught at Arizona State University, Monash University (Australia), Tulane University, University of Munich, and the University of Washington. He received a DBA from Kent State University after earning an MBA at Washington State University and a B.S. from Indiana University. With over 200 presentations and publications, he is a charter member of the Academy of Management Journals Hall of Fame. Dr. Osborn is a leading authority on international alliances in technology-intensive industries and is co-author of an organization theory text as well as *Basic Organizational Behavior* (John Wiley & Sons, 1995, 1998). He has served as editor of international strategy for the *Journal of World Business* and Special Issue Editor for *The Academy of Management Journal*. He serves or has served as a member of the editorial boards for *The Academy of Management Journal, The Academy of Management Review, Journal of High Technology Management, The Journal of Management, Leadership Quarterly*, and *Technology Studies*, among others. He is very active in the Academy of Management, having served as divisional program chair and president, as well as the Academy representative for the International Federation of Scholarly Associations of Management. Dr. Osborn's research has been sponsored by the Department of Defense, Ford Motor Company, National Science Foundation, Nissan, and the Nuclear Regulatory Commission, among others. In addition to teaching, Dr. Osborn spent a number of years in private industry, including a position as a senior research scientist with the Battelle Memorial Institute in Seattle, where he worked on improving the safety of commercial nuclear power.

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Dr. Mary Uhl-Bien

Dr. Mary Uhl-Bien is the Howard Hawks Chair in Business Ethics and Leadership at the University of Nebraska. She earned her Ph.D. and M.B.A. in organizational behavior at the University of Cincinnati after completing an undergraduate degree in International Business and Spanish. She teaches organizational behavior, leadership, and ethics courses at the undergraduate and graduate (MBA and doctoral) levels, and has been heavily involved in executive education, teaching to business executives and physicians in the United States, China, Europe, and Saudi Arabia and to the senior executive service of the U.S. government for The Brookings Institute in Washington, D.C. She has been a visiting professor/scholar at Pablo de Olavide University in Seville, Spain, the Universidade Nova de Lisboa/Catolica Portuguesa in Lisbon, Portugal, and University Lund in Sweden.

Dr. Uhl-Bien's research interests are in leadership, followership, and ethics. In addition to her conceptual work on complexity and relational leadership, some of the empirical projects she is currently involved in include investigations of "Leadership and Adaptability in the Healthcare Industry" (a $300,000 grant from Booz Allen Hamilton), "Adaptive Leadership and Innovation: A Focus on Idea Generation and Flow" (at a major financial institution in the U.S.), and "Social Constructions of Followership and Leading Up." She has published in such journals as *The Academy of Management Journal,* the *Journal of Applied Psychology, The Leadership Quarterly*, the *Journal of Management*, and *Human Relations*. She won the Best Paper Award in *The Leadership Quarterly* in 2001 for her co-authored article on Complex Leadership. She has been on the editorial boards of *The Academy of Management Journal, The Academy of Management Review, The Leadership Quarterly, Leadership*, and *The International Journal of Complexity in Leadership and Management*, and is senior editor of the Leadership Horizons series (Information Age Publishers). Dr. Uhl-Bien has consulted with Disney, the U.S. Fish and Wildlife Service, British Petroleum, and the General Accounting Office, and served as the executive consultant for State Farm Insurance Co. from 1998–2004. She has been a Visiting Scholar in Spain, Portugal, and Sweden. Dr. Uhl-Bien has trained Russian businesspeople for the American Russian Center at the University of Alaska Anchorage from 1993–1996, worked on a USAID grant at the Magadan Pedagogical Institute in Magadan, Russia from 1995–1996, and participated in a Fulbright-Hays grant to Mexico during the summer of 2003.

preface

Global warming, economic uncertainty, poverty, discrimination, unemployment, illiteracy . . . these are among the many issues and problems we face as citizens today. But how often do we stop and recognize our responsibilities for problem solving and positive action in this social context? What we do today will have a lasting impact on future generations. And whether we are talking about families, communities, nations, or the organizations in which we work and volunteer, the core question remains: How can we join together to best serve society?

Think about people working together and collaborating in organizations around the world. Think about how organizations and their members grow, and how individuals can expand the positive impact of society's institutions as their ideas and talents come together in supportive and nurturing work settings. And, think about the delicate balances between work and family, between individuals and teams, and between organizations and society that must be mastered in the quest for future prosperity.

Yes, our students do have a lot to consider in the complex and ever-shifting world of today. But, we believe they are up to the challenge. And, we believe that courses in organizational behavior have strong roles to play in building their capabilities to make good judgments and move organizational performance forward in positive and responsible ways.

That message is a fitting place to begin *Organizational Behavior*, 12th Edition. Everyone wants to have a useful and satisfying job and career; everyone wants all the organizations of society—small and large businesses, hospitals, schools, governments, nonprofits, and more—to perform well; everyone seeks a healthy and sustainable environment. In this context the lessons of our discipline are strong and applicable. Armed with an understanding of organizational behavior, great things are possible as people work, pursue careers, and contribute to society through positive personal and organizational accomplishments.

Organizational behavior is a discipline rich with insights for career and life skills. As educators, our job is to bring to the classroom and to students the great power of knowledge, understanding, and inquiry that characterizes our discipline and its commitment to understanding human behavior in organizations. What our students do with their talents will not only shape how organizations all contribute to society, but also fundamentally alter lives around the globe. We must do our parts as educators to help them gain the understanding and confidence to become leaders of tomorrow's organizations.

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about this book

Organizational Behavior, 12th Edition, brings to its readers the solid and complete content core of prior editions, an enriched and exciting "OB Skills Workbook," and many revisions, updates, and enhancements that reflect today's dynamic times.

Content

All chapters are written so that they can be used in any sequence that best fits the instructor's course design. Each has also been updated to reflect new research findings and current applications and issues. For this edition, major changes were made to strengthen the research component, expand and refocus the chapters dealing with individual behavior and performance, and more fully treat the emerging directions in leadership research and thinking. A module on Research Methods in OB has been placed online to offer easy ways to further enrich the course experience.

Ethics Focus

To help students anticipate, understand, and confront the ethical challenges of work and careers today, we have continued our special feature in each chapter—*Ethics in OB*. This feature presents a situation or issue from an actual case or news report and asks a question of the student reader that requires personal reflection on the ethics and ethics implications. Examples include "Workers Concerned about Ethical Workplace, Personality Testing, Social Loafing May Be Closer than You Think, Privacy in an Age of Social Networking, and Cheat Now . . . Cheat Later."

Leadership Focus

To focus students on their roles in demonstrating leadership in organizations, we revised the leadership feature to "Finding the Leader in You." This feature helps students think about how they can develop their own leadership skills and capabilities to enhance organizational performance. Examples include Patricia Karter of Dancing Deer Baking, Jim Senegal of Costco, Karen Bryant of the Seattle Storm, and Jeff Bezos of Amazon.

Research Focus

To better communicate the timely research foundations of OB, we have continued the popular *Research Insights* found in each chapter. Each highlights an article from a respected journal such as the *Academy of Management Journal* and the *Journal of Applied Psychology*. Sample topics include

interactional justice, racial bias, social loafing, demographic faultlines, and workplace identities.

Applications Focus

To help students apply the insights of OB to real situations and problems, each chapter includes *Visual Sidebars* that highlight key action points to remember—such as "Things Are Changing as the Facebook Generation Goes to Work"; *Margin Essays* that provide brief and timely examples—such as "Employee Morale Varies Around the World," and *OB and Popular Culture* that links movies and television to management insights—such as Moral Management and John Q.

Pedagogy

As always, our primary goal is to create a textbook that appeals to the student reader while still offering solid content. Through market research surveys and focus groups with students and professors, we continue to learn what features worked best from previous editions, what can be improved, and what can be added to accomplish this goal both effectively and efficiently. Our response is a pedagogical frame that combines popular elements from the last edition with new ones.

- **Chapter Opening**—a timely, real-world vignette introduces the chapter, *The Key Point* helps clarify the topic, *Chapter at a Glance* highlights major study questions, and *What's Inside* highlights the key features.
- **Inside the Chapter**—a variety of thematic embedded boxes as previously noted—*Ethics in OB, Finding the Leader in You, OB in Popular Culture,* and *Research Insight,* highlight relevant, timely, and global themes and situations that reinforce chapter content. Margin *Photo Essays* provide further short examples highlighting events and issues. To assist with chapter study and test preparation, each chapter has a running *Margin Glossary* and *Margin List Identifiers.*
- **End of Chapter**—a *Study Guide* helps students review and test their mastery of chapter content. Key components are Key Questions and Answers (keyed to opening *Chapter at a Glance* topics), *Key Terms,* and a *Self-Test* (with multiple choice, short response, and essay questions). Next Steps: Top Choices from the OB Skills Workbook highlight the Cases for Critical Thinking, Team and Experiential Exercises, and Self-Assessments found in the back of the book that complement each chapter.

The OB Skills Workbook

The end-of-text *OB Skills Workbook* has become a hallmark feature of the textbook, and it has been updated and expanded for the new edition. This edition features the Learning Style Inventory and Kouzes/Posner Student Leadership

Practices Inventory. Both fit well in an OB course as opportunities for substantial student reflection and course enhancement. The five sections in the new updated workbook that offer many ways to extend the OB learning experience in creative and helpful ways are:

- Learning Style Inventory
- Student Leadership Practices Inventory
- Self-Assessment Portfolio
- Team and Experiential Exercises
- Cases for Critical Thinking

New Student and Instructor Support

Organizational Behavior, 12th Edition, is supported by a comprehensive learning package that assists the instructor in creating a motivating and enthusiastic environment.

Instructor's Resource Guide The Instructor's Resource Guide, written by Andrea Smith-Hunter, Siena College, offers helpful teaching ideas, advice on course development, sample assignments, and chapter-by-chapter text highlights, learning objectives, lecture outlines, class exercises, lecture notes, answers to end-of-chapter material, and tips on using cases.

Test Bank This comprehensive Test Bank, written by Amit Shah, Frostburg University, is available on the instructor portion of the Web site and consists of over 200 questions per chapter. Each chapter has true/false, multiple choice, and short answer questions. The questions are designed to vary in degree of difficulty to challenge your OB students.

The Computerized Test Bank is for use on a PC running Windows. It contains content from the Test Bank provided within a test-generating program that allows instructors to customize their exams.

PowerPoint This robust set of lecture/interactive PowerPoints prepared by Karen Edwards, Chemeketa Community College, is provided for each chapter to enhance your students' overall experience in the OB classroom. The PowerPoint slides can be accessed on the instructor portion of the Web site and include lecture notes to accompany each slide.

Web Quizzes Written by Amit Shah, Frostburg University, these are designed to help your students evaluate their individual progress through a chapter. Web quizzes are available on the student portion of the Web site. Here students will have the ability to test themselves with 15–25 questions per chapter and include true-false and multiple choice questions.

Companion Web Site The text's Web site at http://www.wiley.com/go/global/schermerhorn contains myriad tools and links to aid both teaching and learning, including nearly all of the student and instructor resources.

Videos and Video Teaching Guide

Short video clips tied to the major topics in organizational behavior are available. These clips provide an excellent starting point for lectures or for general class discussion. Teaching notes for using the video clips, written by Stacy Shriver, University of Colorado, Boulder, are available on the instructor's portion of the Web site.

WileyPLUS

WileyPLUS is an innovative, research-based, online environment for effective teaching and learning.

What do students receive with *WileyPLUS*?

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- *WileyPLUS* adds structure by organizing textbook content into smaller, more manageable "chunks."
- Related media, examples, and sample practice items reinforce the learning objectives.

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- Animated Figures
- CBS/BBC Videos
- Self-Assessments quizzes students can use to test themselves on topics such as emotional intelligence, diversity awareness, and intuitive ability.
- Management Calendar Including Daily Management Tips
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- Flash Cards
- Hot Topic Modules
- Crossword Puzzles
- Self-Study Questions

Measurable Outcomes Throughout each study session, students can assess their progress and gain immediate feedback. *WileyPLUS* provides precise reporting of strengths and weaknesses, as well as individualized quizzes, so that students

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are confident they are spending their time on the right things. With *WileyPLUS*, students always know the exact outcome of their efforts.

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Pre-created Activity Types Include:

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Course Materials and Assessment Content:

- Lecture Notes PowerPoint Slides
- Image Gallery
- Instructor's Manual
- Gradable Reading Assignment Questions (embedded with online text)
- Question Assignments: all end-of-chapter problems
- Testbank
- Pre- and Post-Lecture Quizzes
- Web Quizzes
- Video Teaching Notes—includes questions geared towards applying text concepts to current videos

Gradebook *WileyPLUS* provides instant access to reports on trends in class performance, student use of course materials, and progress towards learning objectives, helping inform decisions and drive classroom discussions.

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Powered by proven technology and built on a foundation of cognitive research, *WileyPLUS* has enriched the education of millions of students in over 20 countries around the world.

Cases for Critical Thinking

Barry R. Armandi, *State University of New York*, David S. Chappell, *Ohio University*, Bernardo M. Ferdman, *Alliant International University*, Placido L. Gallegos, *Southwest Communications Resources, Inc.* and the *Kaleel Jamison Consulting Group. Inc.*, Carol Harvey, *Assumption College*, Ellen Ernst Kossek, *Michigan State University*, Barbara McCain, *Oklahoma City University*, Mary McGarry, *Empire State College*, Marc Osborn, *R&R Partners, Phoenix, AZ*, Franklin Ramsoomair, *Wilfrid Laurier University*, Hal Babson and John Bowen of *Columbus State Community College*.

Experiential Exercises and Self-Assessment Inventories

Barry R. Armandi, *State University of New York, Old Westbury*, Ariel Fishman, *The Wharton School, University of Pennsylvania*, Barbara K. Goza, *University of California, Santa Cruz*, D.T. Hall, *Boston University*, F.S. Hall, *University of New Hampshire*, Lady Hanson, *California State Polytechnic University, Pomona*, Conrad N. Jackson, *MPC, Inc.*, Mary Khalili, *Oklahoma City University*, Robert Ledman, *Morehouse College*, Paul Lyons, *Frostburg State University*, J. Marcus Maier, *Chapman University*, Michael R. Manning, *New Mexico State University*, Barbara McCain, *Oklahoma City University*, Annie McKee, *The Wharton School, University of Pennsylvania*, Bonnie McNeely, *Murray State University*, W. Alan Randolph, *University of Baltimore*, Joseph Raelin, *Boston College*, Paula J. Schmidt, *New Mexico State University*, Susan Schor, *Pace University*, Timothy T. Serey, *Northern Kentucky University*, Barbara Walker, *Diversity Consultant*, Paula S. Weber, *New Mexico Highlands University*, Susan Rawson Zacur, *University of Baltimore*.

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