

Organizational Behaviour

Concepts, Controversies, Applications

Seventh Canadian Edition

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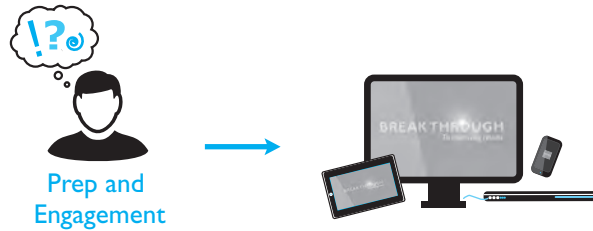
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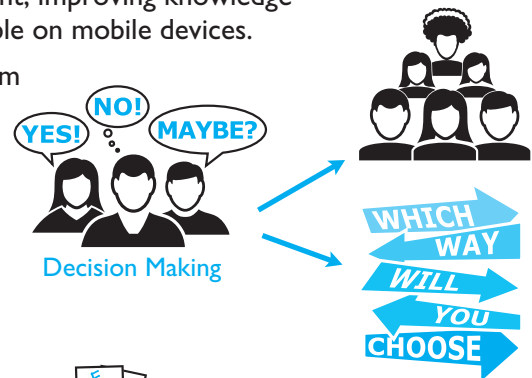
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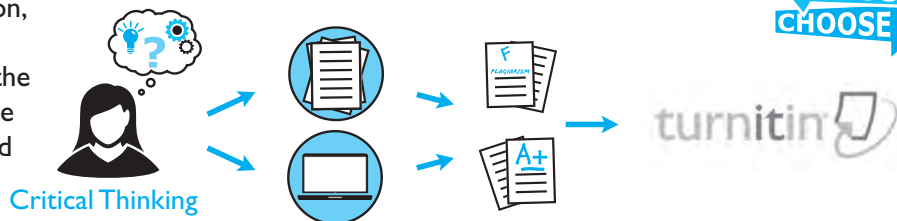
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PREFACE

Welcome to the seventh Canadian edition of *Organizational Behaviour*. Since its arrival in Canada, *Organizational Behaviour* has enjoyed widespread acclaim across the country for its rich Canadian content and has quickly established itself as the leading text in the field.

Organizational Behaviour, Seventh Canadian edition, is truly a Canadian product. While it draws upon the strongest aspects of its American cousin, it expresses its own vision and voice. It provides the context for understanding organizational behaviour (OB) in the Canadian workplace and highlights the many Canadian contributions to the field. Indeed, it goes a step further than most OB texts prepared for the Canadian marketplace.

Specifically, it asks, in many instances:

- How does this theory apply in the Canadian workplace of today?
- What are the implications of the theory for managers and employees working in the twenty-first century?
- What are the implications of the theory for everyday life? OB, after all, is not something that applies only in the workplace.

This text is sensitive to important Canadian issues. Subject matter reflects the broad multicultural flavour of Canada and also highlights the roles of women and visible minorities in the workplace. Examples reflect the broad range of organizations in Canada: large, small, public and private sector, unionized and non-unionized.

Organizational Behaviour continues to be a vibrant and relevant text because it's a product of the Canadian classroom. It is used in Canada by the first author and her colleagues. Thus, there is a "front-line" approach to considering revisions. We also solicit considerable feedback from OB instructors and students throughout the country. While we have kept the features of the previous edition that adopters continue to say they like, there is also a great deal that is new.

Our Pedagogical Approach in Writing the Text

- *Relevance*. The text reminds both teacher and student alike that we must contend with a new paradigm of work that is more globally focused and competitive, relies more heavily on part-time and contract jobs, and places a higher premium on entrepreneurial skills, either within the traditional workplace structure, as an individual seeking out an alternative job, or as the creator of your own new business. Today's younger employees can expect to hold many more jobs, and possibly be self-employed more and longer than their parents.

From its beginning, this text was the first to emphasize that OB is for everyone, from the bottom-rung employee to the CEO, as well as to anyone who has to interact with others to accomplish a task. We continue to emphasize this theme. We remind readers of the material's relevance beyond a "9-to-5" job by concluding each chapter with a summary that outlines the implications not only for the workplace and managers, but also for

individuals in their daily lives. We also include the feature **OB in the Street**, which further emphasizes how OB applies outside the workplace.

- *Writing style.* Clarity and readability are the hallmarks of this text. Our reviewers find the text “conversational,” “interesting,” “student-friendly,” and “very clear and understandable.” Students say they really like the informal style and personal examples.
- *Examples, examples, examples.* From our teaching experience, we know that students may not remember a concept, but they will remember an example. This text is packed full of recent real-world examples drawn from a variety of organizations: business and not-for-profit, large and small, and local and international. We also use examples taken from the world at large, to illustrate the broader applicability of OB material.
- *Comprehensive literature coverage.* This text is regularly singled out for its comprehensive and up-to-date coverage of OB from both academic journals as well as business periodicals. The latest research can be found in sections marked “Research Findings” and “Focus on Research.”
- *Skill-building emphasis.* Each chapter’s **OB at Work** section is full of exercises to help students make the connections between theories and real-world applications. Exercises at the end of each chapter reinforce critical thinking, self-analysis, behavioural analysis, and team building.

Highlights of the Seventh Edition

The seventh edition was designed to evolve with today’s students. There are more relevant examples, updated theory coverage, and a continued emphasis on providing the latest research findings. Based on reviews from numerous instructors and students across Canada, we have found that many potential users want chapters that have the right balance of theory, research, and application material, while being relevant to student learning. To accomplish this, we have:

- Continued to highlight the importance of Learning Outcomes as a “road map” leading to focused reading and increased learning comprehension. Learning Outcomes appear initially as an enumerated list on the chapter-opening page and then the numbered outcomes appear throughout the chapter again in the margins to direct readers to the section where the Learning Outcome is addressed. Finally, the numbered outcomes are linked to review questions at the end of the chapter so that students can test whether they have achieved these outcomes.
- Continued to feature current and topical chapter-opening vignettes as well as the subsequent references back to the vignettes that appear throughout the chapter, at the start of most major sections.
- At the beginning of each chapter, a “Big Idea” item appears in the margin which is meant to give readers a big picture view of the topic at hand. Then, at the end of the chapter a “Lessons Learned” appears in the margin to recap the key takeaways for the chapter.
- Continued to integrate a series of relevant and helpful questions throughout the chapters (look for questions that are set in a square design) to encourage students to think about how OB applies to their everyday lives and engage students in their reading of the material. These questions first appear as bullet lists at the bottom of the chapter opener, under the heading “OB Is for Everyone,” and then appear throughout each chapter.

- Updated the boxed features throughout the text, including **OB in Action**, **OB in the Street**, **OB in the Workplace**, **Focus on Research**, **Focus on Ethics**, and **Focus on Diversity** boxes.
- Continued to address and highlight how OB principles vary across cultures in the **Global Implications** sections. Chapters now conclude with references to the cultural differences that exist within and between countries. Until recently, most OB research was conducted in Western countries. That is changing, however, and we are now in a much better position to answer the question “How does what we know about OB vary based on culture?” Some OB principles vary little across cultures, while others vary a great deal.
- Continued to include the popular **For You** feature at the end of each chapter, to highlight the relevance of the chapter to one’s everyday life.
- Reflected the ever-changing world of organizational behaviour through a series of new end-of-chapter case incidents.
- Included four new comprehensive cases in the **Additional Cases**. Case 1: The Personality Problem deals with the topics of personality, organizational culture, and work attitudes; Case 4: Bad Faith Bargaining? Government Power and Negotiations with the Public Service covers power and politics, conflict and negotiation, and ethics; Case 7: Promotion from Within covers motivation, work attitudes, communication, and politics. Case 9: Boundaryless Organizations deals with organizational structure and boundaryless organizations, organizational culture, diversity and teams, organizational socialization, and organizational change. In addition, a new table was added at the beginning of the Additional Cases to show the chapters that apply to the major topic areas addressed in each case for easy reference.
- Continued to include our **OB on the Edge** feature, which highlights what’s new and hot in OB. *OB on the Edge*, which is unique to the Canadian edition, provides an opportunity to explore challenging issues and encourages students to read more about these hot topics. In this edition, we cover four topics in this innovative feature: *Stress at Work*; *Trust*; *Workplace Bullying*; and *Spirituality in the Workplace*.

Chapter-by-Chapter Highlights: What’s New

In this seventh edition, we have made a concerted effort to thoroughly update the text. Taken together, the changes we made render this text the leader in the market and the undisputed pioneer vis-à-vis meaningful application of OB concepts and theories. Each chapter offers new examples, the latest cutting-edge research, discussions of current issues, and a wide variety of application material. The key *changes* are listed below.

Chapter 1: What Is Organizational Behaviour?

- New *Opening Vignette* about Lululemon Athletica
- New section: “Big Data”
- New exhibit: “Employment Options”
- New major section: “Challenges and Opportunities in the Canadian Workplace”

- New *Focus on Diversity*: "SaskTel Is a Top Diversity Employer"
- New major section: "Coming Attractions: Developing an OB Model"
- New exhibit: "A Basic OB Model"
- New exhibit: "The Plan of the Book"
- New *Point/Counterpoint*: "Lost in Translation?"
- New *Ethical Dilemma*: "Jekyll and Hyde"
- New *Case Incident*: "Apple Goes Global"
- New *Case Incident*: "Era of the Disposable Worker?"

Chapter 2: Perception, Personality, and Emotions

- New *Opening Vignette* about Matthew Corrin, the CEO of the restaurant Freshii
- New *Research Findings*: "Stereotyping"
- New section: "The Dark Triad"
- New exhibit: "Jobs in Which Certain Big Five Personality Traits Are More Relevant"
- New exhibit: "Does Business School Make You Narcissistic?"
- New *Focus on Research*: "First Impressions Count"
- New research and discussion on emotional intelligence
- New exhibit: "A Cascading Model of Emotional Intelligence"
- New *Focus on Ethics*: "An Ethical Choice"
- New *Focus on Research*: "Smile, and the Work World Smiles with You"
- New section: "Emotion Regulation"
- New *Research Findings*: "Emotion Regulation"
- New *OB in the Workplace*: "Affective Computing: Reading Your State of Mind"
- New exhibit: "Emotional States Cross-Culturally"
- New *Point/Counterpoint*: "Millennials Are More Narcissistic"
- New *Experiential Exercise*: "Who Can Catch a Liar?"
- New *Ethical Dilemma*: "Happiness Coaches for Employees"
- New *Case Incident*: "On the Costs of Being Nice"
- New *Case Incident*: "Can You Read Emotions from Faces?"

Chapter 3: Values, Attitudes, and Diversity in the Workplace

- New *Opening Vignette* about Corus Entertainment partnering with TD Bank to help a program designed to aid Aboriginal children achieve literacy through summer camps
- New *Research Findings*: "Hofstede"
- Updated exhibit: "Hofstede's Cultural Values by Nation"

- New exhibit: “Dominant Work Values in Today’s Workforce”
- New *Research Findings*: “Generational Differences”
- New *OB in the Street*: “Generation Z: Coming to Your Workplace Soon”
- New research in “Francophone and Anglophone Values”
- Updated major section: “Attitudes”
- New exhibit: “The Components of an Attitude”
- New exhibit: “The Worst Jobs for Job Satisfaction, 2013”
- New exhibit: “Relationship between Average Pay in Job and Job Satisfaction of Employees in That Job”
- New section: “Perceived Organizational Support”
- New research and discussion in “Employee Engagement”
- New *OB in the Workplace*: “Minding Manners, Helping Customers”
- Updated exhibit: “Practices Used by a Selected Sample of Canada’s Most Welcoming Places to Work”
- New exhibit: “Average Levels of Employee Job Satisfaction by Country”
- Updated section with new research: “Are Employees in Western Cultures More Satisfied with Their Jobs?”
- New *Point/Counterpoint*: “Employer–Employee Loyalty Is an Outdated Concept”
- New *Experiential Exercise*: “Feeling Excluded”

OB on the Edge: Stress at Work

- New research in “Consequences of Stress”
- New discussion of personality in “Why Do Individuals Differ in Their Experience of Stress?”
- New research and discussion in “Organizational Approaches”
- Updated the list of “The Most and Least Stressful Jobs”

Chapter 4: Theories of Motivation

- New *Opening Vignette* about how motivation influenced Olympic snowboarder Mark McMorris to win a medal just weeks after fracturing a rib
- New *OB in the Workplace*: “Stock Analyst Recommendations and Valence”
- Updated section: “The Importance of Providing Performance Feedback”
- Updated *Research Findings*: “The Effects of Goal Setting”
- Updated section: “Reinforcement Theory”
- Updated section: “Fair Process and Treatment”
- New *Point/Counterpoint*: “Goals Get You to Where You Want to Be”
- New *Experiential Exercise*: “Organizational Justice”

- New *Ethical Dilemma*: “Grade Inflation”
- New *Case Incident*: “Equity and Executive Pay”

Chapter 5: Motivation in Action

- New *Opening Vignette* about how high-growth social media start-up Hootsuite manages to keep its workforce engaged and productive
- New research in “What to Pay: Establishing a Pay Structure”
- Updated section: “Merit-Based Pay”
- New research in “Flexible Benefits: Developing a Benefits Package”
- New *Focus on Research*: “The Reward for Helping Others at Work”
- New *OB in the Street*: “Rewarding Gym Attendance While Wanting Weight Loss”
- Updated exhibit: “Examples of High and Low Job Characteristics”
- New section: “Relational Job Design”
- New research in “Flextime”
- Updated *Research Findings*: “Telecommuting”
- New research in “Variable Pay”
- New *Point/Counterpoint*: “‘Face-Time’ Matters”
- Updated *Ethical Dilemma*: “Are CEOs Paid Too Much?”
- New *Case Incident*: “Motivation for Leisure”
- New *Case Incident*: “Attaching the Carrot to the Stick”

Chapter 6: Groups and Teamwork

- New research in “Self-Managed Teams”
- New research in “Virtual Teams”
- New *Focus on Ethics*: “Virtual Teams Leave a Smaller Carbon Footprint”
- New section: “Multiteam Systems”
- New *OB in the Workplace*: “Turning Around a Losing Team”
- New *Focus on Diversity*: “Developing Team Members’ Trust across Cultures”
- New research in “(Team) Composition”
- Updated section: “Diversity of Members”
- New *Point/Counterpoint*: “To Get the Most Out of Teams, Empower Them”
- New *Case Incident*: “Tongue-Tied in Teams”

OB on the Edge: Trust

- Revised section: “What Determines Trust?”
- New box: “What Are the Consequences of Trust?”
- New discussion in “Basic Principles of Trust”

Chapter 7: Communication

- New *Opening Vignette* about how the two young entrepreneurs who launched Palette, a mechatronics company, use communication to find investors for their new invention and to stay connected
- Updated major section: “Barriers to Effective Communication”
- New research in “Downward (Communication)”
- New exhibit: “Allocation of Time at Work for Managers and Professionals”
- New *OB in the Workplace*: “Asleep in Paris, Busy Working in Toronto”
- Updated section: “Social Media”
- Updated section: “A Cultural Guide”
- New *Point/Counterpoint*: “Employees’ Social Media Presence Should Matter to Managers”
- New *Ethical Dilemma*: “The Pitfalls of Email”
- New *Case Incident*: “Using Social Media to Your Advantage”
- New *Case Incident*: “PowerPoint Purgatory”

Chapter 8: Power and Politics

- New *Opening Vignette* about former Toronto mayor Rob Ford
- Updated major section: “Bases of Power”
- New major section: “How Power Affects People”
- New *OB in the Workplace*: “It’s Not About the Affair, It’s About the Coverup”
- New research in “Sexual Harassment”
- New *Focus on Ethics*: “Sex at Work”
- Updated *Research Findings*: “Politicking”
- New *Focus on Research*: “Powerful Leaders Keep Their (Fr)Enemies Close”
- Updated *Research Findings*: “Impression Management Techniques”
- New section: “The Ethics of Behaving Politically”
- New *Point/Counterpoint*: “Everyone Wants Power”
- New *Ethical Dilemma*: “How Much Should You Defer to Those in Power?”
- New *Case Incident*: “Delegate Power, or Keep It Close?”
- New *Case Incident*: “Barry’s Peer Becomes His Boss”

Chapter 9: Conflict and Negotiation

- New *Opening Vignette* on the BC Teachers’ Federation strike
- New section: “Types of Conflict”
- New section: “Loci of Conflict”
- Updated *Research Findings*: “The Constructive Effects of Conflict”

- New research and discussion in “Personality Traits in Negotiation”
- New *Focus on Ethics*: “Using Empathy to Negotiate More Ethically”
- New research in “Moods/Emotions in Negotiation”
- New research and discussion in “Gender Differences in Negotiation”
- New major section: “Third-Party Negotiations”
- New *Ethical Dilemma*: “The Lowball Applicant”
- New *Case Incident*: “Choosing Your Battles”
- New *Case Incident*: “The Pros and Cons of Collective Bargaining”

OB on the Edge: Workplace Bullying

- New research and discussion in “Workplace Violence”
- New section: “Legislation to Prevent Bullying”
- New statistics on workplace bullying

Chapter 10: Organizational Culture

- New *Opening Vignette* about how the Calgary Stampede’s organizational culture helped it deal with an unexpected crisis
- New discussion in “Definition of *Organizational Culture*”
- New *OB in the Workplace*: “WestJet Brings on the Fun”
- New section: “The Ethical Dimension of Culture”
- New research in “Strong vs. Weak Cultures”
- New *OB in the Workplace*: “Making Culture Work”
- New research and discussion in “Socialization”
- New research and discussion in “Barrier to Mergers and Acquisitions”
- New discussion in major section: “Changing Organizational Culture”
- New research in “Creating an Ethical Organizational Culture”
- New *Point/Counterpoint*: “Organizations Should Strive to Create a Positive Organizational Culture”
- New *Ethical Dilemma*: “A Bankrupt Culture”
- New *Case Incident*: “Google and P&G Swap Employees”

Chapter 11: Leadership

- New *Opening Vignette* about Bryce Williams and the leadership issues faced by the young chief of the Tsawwassen First Nation
- New *Research Findings*: “Behavioural Theories of Leadership”
- Updated *Research Findings*: “Path-Goal Theory”
- Updated *Research Findings*: “Transformational Leadership”
- New research in “Mentoring”

- New research and discussion in “Ethical Leadership”
- New section: “Servant Leadership”
- New *Point/Counterpoint*: “Heroes Are Made, Not Born”
- New *Ethical Dilemma*: “Undercover Leaders”
- New *Case Incident*: “Leadership by Algorithm”

Chapter 12: Decision Making, Creativity, and Ethics

- New *Opening Vignette* about Billy-Joe Nachuk, a military veteran who suffered discrimination by three police officers due to their poor decision making
- New discussion in “Bounded Rationality in Considering Alternatives”
- New *Focus on Research*: “Putting Intuition to Work in the Workplace”
- New research in “Escalation of Commitment”
- New *OB in the Street*: “Groupthink at Target Canada”
- New exhibit: “Three-Stage Model of Creativity in Organizations”
- New section: “Creative Behaviour”
- New section: “Causes of Creative Behaviour”
- New discussion in “Creative Potential”
- New section: “Creative Outcomes (Innovation)”
- New discussion in “Four Ethical Decision Criteria”
- New *Focus on Research*: “Why People Cheat”
- New research and discussion in “Making Ethical Decisions”
- New *OB in the Workplace*: “The Ethics of Fostering a ‘Culture of Shortcuts’”
- New *Global Implications* section: “Creativity”
- New *Point/Counterpoint*: “People Are More Creative When They Work Alone”
- New *Case Incident*: “The Youngest Female Self-Made Billionaire”

OB on the Edge: Spirituality in the Workplace

- New definition of *workplace spirituality*
- New discussion in “Why Spirituality Now?”
- New section: “Spirituality and Mindfulness”
- New research and discussion in “Characteristics of a Spiritual Organization”
- New section: “Achieving a Spiritual Organization”

Chapter 13: Organizational Structure

- New *Opening Vignette* about how the nonprofit Revitalization Saint-Pierre owes its success to embedding community participation in its organizational structure
- New research and discussion in “Centralization and Decentralization”

- New *OB in the Workplace*: “The World Is My Corporate Headquarters”
- New research and discussion in “The Virtual Organization”
- New research and discussion in “The Boundaryless Organization”
- New research and discussion in “The Leaner Organization: Organization Downsizing”
- New *Focus on Research*: “Working from Home”
- New *Global Implications* section: “Culture and the Impact of Downsizing”
- New *Point/Counterpoint*: “The End of Management”
- New *Case Incident*: “Creative Deviance: Bucking the Hierarchy?”

Chapter 14: Organizational Change

- New *Opening Vignette* about the organizational changes that the Hudson’s Bay has undergone to stay relevant and profitable in a competitive marketplace
- New research in “Overcoming Resistance to Change”
- New *OB in the Workplace*: “Habitat for Humanity and Rockwood Institution Partner to Change Lives”
- New *Ethical Dilemma*: “Changes at the Television Station”
- New *Case Incident*: “Starbucks Returns to Its Roots”
- New *Case Incident*: “When Companies Fail to Change”

Pedagogical Features

The pedagogical features of *Organizational Behaviour: Concepts, Controversies, Applications*, Seventh Canadian edition, are designed to complement and reinforce the textual material. This text offers the most complete assortment of pedagogy available in any OB book on the market.

- The text is developed in a “story-line” format that emphasizes how the topics fit together. Each chapter opens with a list of learning outcomes related to a main example that threads through the chapter. The opening vignette is carried throughout the chapter to help students apply a real-life example to the concepts they are learning. The learning outcome questions appear in the margin of the text, to indicate where they are addressed. In “For Review” at the end of each chapter, students can discover whether they have achieved these learning outcomes.



- **OB Is for Everyone** in the chapter-opener highlights the integrated questions that students will encounter throughout each chapter. Right from the start, these questions encourage students to think about how OB applies to everyday lives.
- A “Big Idea/Lessons Learned” feature appears at the beginning and end of each chapter. These resources are designed to work hand-in-hand. At the beginning of the chapter, a “Big Idea” item appears in the margin which is meant to give readers a big-picture view of the topic at hand. Then, at the end of the chapter a “Lessons Learned” appears in the margin to recap the key takeaways from the chapter.

- Exclusive to the Canadian edition, **OB in the Street, OB in the Workplace, Focus on Ethics, Focus on Diversity, and Focus on Research** help students see the links between theoretical material and applications.

OB IN THE WORKPLACE
The Ethics of Fostering a "Culture of Shortcuts"

How can an organization's culture contribute to a deadly disaster? The Transportation Safety Board of Canada's report about the Lac-Mégantic, Quebec, derailment that killed 47 people and obliterated part of the town indicated that MMA's lax attitude toward safety contributed to the disaster.⁸⁷ The TSB found MMA was a company with a weak safety culture that did not have a functioning safety management system to manage risks. The agency said: "The company's approach to safety represents a significant breach of ethics given the threat posed by a lack of appropriate standards in the rail industry. Gaps in training, employee monitoring, and maintenance were noted. One such gap, a failure to properly test the air brake system, contributed directly to the tragic events of July 6, 2013. From all indications, this "culture of shortcuts" was well established. Management's decision to let this culture flourish ultimately led MMA to disaster, bankruptcy, and ruin."

- **OB in Action** features provide tips for using the concepts of OB in everyday life, such as **Managing Virtual Teams, Choosing Strategies to Deal with Conflicts, Social Networking Responsibly, and Reducing Biases and Errors in Decision Making.**

OB IN ACTION
Engaging in Self-Leadership

To engage in effective self-leadership:⁹⁰

- **Think horizontally, not vertically.** Vertical relationships in the organization matter, but peers can become trusted colleagues and have a great impact on your work.
- **Focus on influence, not control.** Work with your colleagues, not for them. Be collaborative and share credit.
- **Create opportunities,** don't wait for them. Rather than look for the right time, be more action oriented.

- To help instructors and students readily spot significant discussions of **Research Findings**, we have included a research icon to indicate where these discussions appear. **Focus on Research** provides additional links to related research. Marking research discussions so clearly helps emphasize the strong research foundation that underlies OB.

RESEARCH FINDINGS: Generational Differences

Although it's fascinating to think about generational values, remember that these classifications lack solid research support. Early research was plagued by methodological problems that made it difficult to assess whether differences actually exist. Recent reviews suggest many of the generalizations are either overblown or incorrect.⁸⁹ Studies that have found differences across generations often don't support popular conceptions of how generations differ. One study that used an appropriate longitudinal design did find the value placed on leisure has increased over generations from the Baby Boomers to the Millennials and work centrality has declined, but it did not find that Millennials had more altruistic work values as expected.⁹⁰ Generational classifications may help us understand our own and other generations better, but we must also appreciate their limits. A new generation will be coming to the workplace soon, and researchers suggest that this new generation may be the cause of revolution in the workplace. OB in the Street looks at Generation Z.

- We have continued to integrate a series of relevant and helpful questions throughout the chapters to encourage students to think about how OB applies to their everyday lives and engage students in their reading of the material. These questions first appear as a bullet list in the chapter opener, under the heading **OB Is for Everyone**, and then appear throughout each chapter.

should be selected personalities and preferences that personality has employee behaviour. team behaviour. ed in the Big Five be relevant to team suggests that three of ant for team performance.⁷⁵ Specifically, teams ciousness and openness to experience tend

Why do some team members seem to get along better than others?

- The **Global Implications** section addresses and highlights how OB principles vary across cultures.

- **Summary** provides a review of the key points of the chapter, while the **Snapshot Summary** provides a study tool that helps students to see the overall connections among concepts presented within each chapter.

Summary

An understanding of the way people make decisions can help us explain and predict behaviour. But how important decisions are simple or complicated enough for the rational decision-making model's assumptions to apply. We find individuals looking for solutions that satisfy their own objectives, rather than the decision process, and asking for intuition. Managers should encourage autonomy in employees and come to create a sense of innovative decision-making. Individuals are more likely to make ethical decisions when the culture in which they work supports ethical decision making.

LEARNING OBJECTIVES

Individuals often don't use the rational decision-making process and decisions look to be based on intuition. Managers should encourage autonomy and give employees the authority to make ethical decisions when the culture in which they work supports ethical decision making.

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Individuals often don't use the rational decision-making process and decisions look to be based on intuition. Managers should encourage autonomy and give employees the authority to make ethical decisions when the culture in which they work supports ethical decision making.

- Each chapter concludes with **OB at Work**, a set of resources designed to help students apply the lessons of the chapter. Included in **OB at Work** are the following features:

- **For Review** poses a series of questions that are linked to the learning outcomes identified in the chapter opener.
- **New For Managers** outlines ways that managers can apply OB in the workplace.
- **For You** outlines how OB can be used by individuals in their daily lives.

OB at Work

For Review

1. What is a personality trait? Do you think it's important to know about your own personality traits?
2. What is a personality trait? Do you think it's important to know about your own personality traits?
3. What is a personality trait? Do you think it's important to know about your own personality traits?
4. What is a personality trait? Do you think it's important to know about your own personality traits?
5. What is a personality trait? Do you think it's important to know about your own personality traits?
6. What is a personality trait? Do you think it's important to know about your own personality traits?
7. What is a personality trait? Do you think it's important to know about your own personality traits?
8. What is a personality trait? Do you think it's important to know about your own personality traits?
9. What is a personality trait? Do you think it's important to know about your own personality traits?
10. What is a personality trait? Do you think it's important to know about your own personality traits?

For Managers

1. Consider how your personality traits might affect your leadership style. Do you think you are more likely to be a task-oriented leader or a relationship-oriented leader? Why?

2. How do you think your personality traits might affect your communication style? Do you think you are more likely to be a direct communicator or an indirect communicator? Why?

3. How do you think your personality traits might affect your decision-making style? Do you think you are more likely to be a rational decision-maker or an intuitive decision-maker? Why?

4. How do you think your personality traits might affect your conflict-resolution style? Do you think you are more likely to be a competitive conflict-resolver or a collaborative conflict-resolver? Why?

5. How do you think your personality traits might affect your stress-management style? Do you think you are more likely to be a proactive stress-manager or a reactive stress-manager? Why?

For You

1. How do you think your personality traits might affect your overall well-being? Do you think you are more likely to be a resilient person or a fragile person? Why?

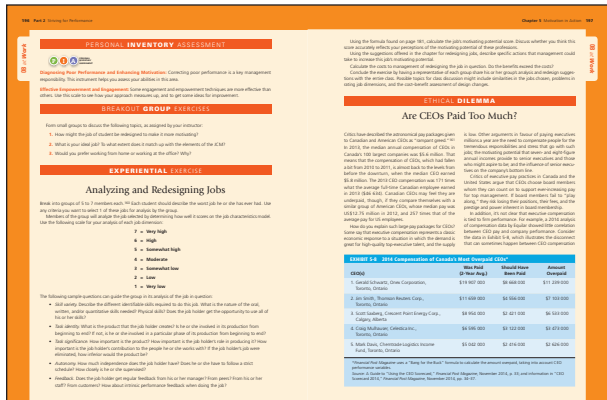
2. How do you think your personality traits might affect your relationships with others? Do you think you are more likely to be a supportive person or a competitive person? Why?

3. How do you think your personality traits might affect your career development? Do you think you are more likely to be a proactive career-developer or a reactive career-developer? Why?

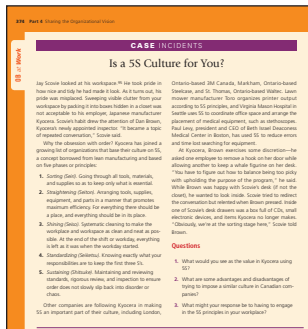
4. How do you think your personality traits might affect your personal growth? Do you think you are more likely to be a self-motivated person or a self-doubting person? Why?



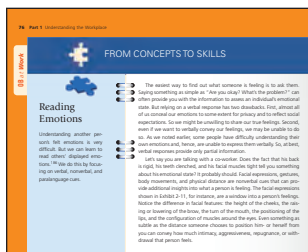
- **Point/Counterpoint** promotes debate on contentious OB issues. This feature presents more focused arguments.



- **New Personal Inventory Assessment (PIA)** is a collection of online exercises designed to promote self-reflection and engagement in students, enhancing their ability to connect with the concepts taught in the text. PIA marginal icons appear throughout the text.
- **Breakout Group Exercises, Experiential Exercise, and Ethical Dilemma** are valuable application exercises for the classroom. The many new exercises included here are ones that we have found particularly stimulating in our own classrooms. Our students say they like these exercises *and* they learn from them. Additional exercises can be found on MyManagementLab.



- **Case Incidents** (two per chapter) deal with real-world scenarios and require students to exercise their decision-making skills. Each case enables an instructor to quickly generate class discussion on a key theme within the chapter.



- **From Concepts to Skills** provides a wide range of applications for students. The section begins with a practical set of tips on topics such as reading emotions, setting goals, and solving problems creatively, which demonstrate real-world applications of OB theories. These tips are followed by the features *Practising Skills* and *Reinforcing Skills*. *Practising Skills* presents an additional case or group activity to apply the chapter's learning outcomes. *Reinforcing Skills* asks students to talk about the material they have learned with others, or to apply it to their own personal experiences.



- **Exclusive to the Canadian edition, OB on the Edge** (following each part) takes a close look at some of the hottest topics in the field: work-related stress, trust, behavioural pathologies that can lead to workplace bullying, and spirituality in the workplace. Since this is a stand-alone feature, these topics can be introduced at the instructor's discretion.
- Our reviewers have asked for more cases, and more comprehensive and integrated cases. To address this request, we have included 10 **Additional Cases** that feature a variety of challenges and organizations. All of these cases require students to apply material from a variety of chapters.

Supplements

MyManagementLab

We have created an outstanding supplements package for *Organizational Behaviour*, Seventh Canadian edition. In particular, we have provided access to MyManagementLab, which provides students with an assortment of tools to help enrich and expedite learning. MyManagementLab is an online study tool for students and an online homework and assessment tool for faculty. MyManagementLab lets students assess their understanding through auto-graded tests and assignments, develop a personalized study plan to address areas of weakness, and practise a variety of learning tools to master management principles. New and updated MyManagementLab resources include the following:

- *New Personal Inventory Assessment (PIA)*. Students learn better when they can connect what they are learning to their personal experience. PIA is a collection of online exercises designed to promote self-reflection and engagement in students, enhancing their ability to connect with concepts taught in principles of management, organizational behaviour, and human resource management classes. Assessments can be assigned by instructors, who can then track students' completions. Student results include a written explanation along with a graphic display that shows how their results compare to the class as a whole. Instructors will also have access to this graphic representation of results to promote classroom discussion.
- *New Personalized Study Plan*. As students work through MyManagementLab's new Study Plan, they can clearly see which topics they have mastered—and, more importantly, which they need to work on. Each question has been carefully written to match the concepts, language, and focus of the text, so students can get an accurate sense of how well they've understood the chapter content.
- *New Business Today Videos*. Business Today is a dynamic and expanding database of videos covering the disciplines of management, business, marketing, and more. Instructors will find new videos posted monthly, which makes Business Today the ideal resource for up-to-date video examples that are perfect for classroom use.
- *New Learning Catalytics*. Learning Catalytics is a “bring your own device” student engagement, assessment, and classroom intelligence system. It allows instructors to engage students in class with a variety of question types designed to gauge student understanding.
- *Assignable Mini-Cases and Video Cases*. Instructors have access to a variety of case-based assessment material that can be assigned to students, with multiple-choice quizzes or written-response format in MyManagementLab's new Writing Space.
- *eText*. Students can study without leaving the online environment. They can access the eText online, including videos and simulations. The interactive eText allows students to highlight sections, bookmark pages, or take notes electronically just as they might do with a traditional text. Instructors can also add their own notes to the text and then share them with their students.
- *Glossary Flashcards*. This study aid is useful for students' review of key concepts.
- *Simulations*. Simulations help students analyze and make decisions in common business situations; the simulations assess student choices and include reinforcement quizzes, outlines, and glossaries.

Most of the following materials are available for download from a password-protected section of Pearson Canada's online catalogue (www.pearsoncanada.ca/highered). Navigate to your text's catalogue page to view a list of those supplements that are available. Contact your local sales representative for details and access.

- *Instructor's Resource Manual with Video Guide.* Each chapter of the Instructor's Resource Manual with Video Guide includes a chapter outline, learning outcomes, chapter synopsis, study questions, suggested teaching plan, annotated lecture outlines, answers to questions found under *OB at Work's For Review*, a summary and analysis of *Point/Counterpoint* features, comments on end-of-chapter exercises and notes on the *Case Incidents, From Concepts to Skills*, and key terms.
- *Computerized Test Bank.* The Test Bank contains over 1800 items, including multiple choice, true/false, and discussion questions that relate not only to the body of the text but to *From Concepts to Skills, Point/Counterpoint*, and case materials. For each question we have provided the correct answer, a reference to the relevant section of the text, a difficulty rating, and a classification (recall/applied). Pearson's computerized test banks allow instructors to filter and select questions to create quizzes, tests, or homework. Instructors can revise questions or add their own, and may be able to choose print or online options. These questions are also available in Microsoft Word format.
- *PowerPoint Presentation.* A ready-to-use PowerPoint slideshow designed for classroom presentation. Use it as is, or edit content to fit your individual classroom needs.
- *Image Gallery.* This package provides instructors with images to enhance their teaching.

CourseSmart. CourseSmart goes beyond traditional expectations—providing instant, online access to the texts and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eText that allows you to search for the most relevant content at the very moment you need it. Whether it's evaluating texts or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors.

Pearson Custom Library. For enrollments of at least 25 students, you can create your own text by choosing the chapters that best suit your own course needs. To begin building your custom text, visit www.pearsoncustomlibrary.com. You may also work with a dedicated Pearson Custom editor to create your ideal text—publishing your own original content or mixing and matching Pearson content. Contact your local Pearson Representative to get started.

Learning Solutions Managers. Pearson's Learning Solutions Managers work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources, by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Education sales representative can provide you with more details on this service program.

Acknowledgments

A number of people worked hard to give this seventh Canadian edition of *Organizational Behaviour* a new look.

I received incredible support for this project from a variety of people at Pearson Canada. The three people who worked hardest to keep this project on track were Jennifer Murray, Developmental Editor, Claudia Forgas, Copy Editor and Production Editor, and Jessica Hellen, Project Manager. All three were extremely supportive and helpful. Jennifer supplied a number of great ideas for examples and vignettes, never complained when I was late with chapters, and she provided much needed cheerfulness at some of the most difficult parts of this project. I can't thank her enough for her dedication to the task.

Claudia Forgas was the Copy Editor and Production Editor for the project. Claudia has worked on a number of my projects and still continues to amaze for how well she makes sure everything is in place and written clearly. Claudia provided a wealth of support, great ideas, and goodwill throughout the production process. Turning the manuscript into the text you hold in your hands could not have happened without her inspired leadership. She was extremely diligent about checking for consistency throughout the text and performed a number of helpful fact-checking activities. Her keen eyes helped to make these pages as clean as they are. I am grateful for the opportunity to work with her again.

There are a variety of other people at Pearson who also had a hand in making sure that the manuscript would be transformed into this book and then delivered to you. To all of them I extend my thanks. I know the Pearson sales team will do everything possible to make this book successful.

I also want to acknowledge my divisional secretary, Nancy Tang, who helps keep me on track in a variety of ways. I could not ask for a better, more dedicated, or more cheerful assistant. She really helps keep things together.

In our continuing effort to improve the text, we have conducted many reviews to elicit feedback over the years and editions. Many thanks to several students from the Northern Alberta Institute of Technology (NAIT) who provided us with suggestions for improving the text. The students are Barb Kosak, Prudence Musinguzi, Andres Sarrate, and Robert Tucci. Student input helps keep the material fresh and alive.

Finally, I want to acknowledge the many reviewers of this text for their detailed, helpful comments. I appreciate the time and care that they put into their reviewing. The reviewers include Ian Anderson (Algonquin College), Julia Dotson (Confederation College), Patricia Fitzgerald (Saint Mary's University), Judith Hunter (Sheridan Institute of Technology and Advanced Learning), Martha Reavley (University of Windsor), and Yanelia Yabar (Red Deer College).

ABOUT THE AUTHORS

Nancy Langton received her Ph.D. from Stanford University. Since completing her graduate studies, Dr. Langton has taught at the University of Oklahoma and the University of British Columbia. Currently a member of the Organizational Behaviour and Human Resources division in the Sauder School of Business, UBC, she teaches at the undergraduate, MBA, and Ph.D. levels and conducts executive programs on attracting and retaining employees, time management, family business issues, as well as women and management issues. Dr. Langton has received several major three-year research grants from the Social Sciences and Humanities Research Council of Canada, and her research interests have focused on human resource issues in the workplace, including pay equity, gender equity, and leadership and communication styles. Her articles on these and other topics have appeared in such journals as *Administrative Science Quarterly*, *American Sociological Review*, *Sociological Quarterly*, *Journal of Management Education*, and *Gender, Work and Organizations*. She has won Best Paper commendations from both the Academy of Management and the Administrative Sciences Association of Canada.



Dr. Langton routinely wins high marks from her students for teaching. She has been nominated many times for the Commerce Undergraduate Society Awards, and has won several honourable mention plaques. She has also won the Sauder School of Business's most prestigious award for teaching innovation, The Talking Stick. The award was given for Dr. Langton's redesign of the undergraduate organizational behaviour course as well as the many activities that were a spin-off of these efforts. She was also part of the UBC MBA Core design team that won the Alan Blizzard award, a national award that recognizes innovation in teaching. More recently, she was acknowledged by the Sauder School of Business for her development of the Sauder Africa Initiative, which took her to Kenya with UBC students to help young people in the slums of Nairobi write business plans.

In Dr. Langton's "other life," she engages in the artistry of quilting, and one day hopes to win first prize at *Visions*, the juried show for quilts as works of art. More recently, she has been working at mastering the art of photography, creating abstract art using segments of real objects. When she is not designing quilts or taking photographs, she is either reading novels recommended by her book club colleagues or studying cookbooks for new ideas. All of her friends would say that she makes the best pizza from scratch in all of Vancouver, and one has even offered to supply venture capital to open a pizza parlour.



Stephen P. Robbins

Education

Ph.D., University of Arizona

Professional Experience

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

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

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

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

Other Interests

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

Timothy A. Judge

Education

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

Professional Experience

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

Research: Dr. Judge's primary research interests are in (1) personality, moods, and emotions; (2) job attitudes; (3) leadership and influence behaviours; and (4) careers (person–organization fit, career success). Dr. Judge has published more than 145 articles on these and other major topics in journals such as *Journal of Organizational Behavior*, *Personnel Psychology*, *Academy of Management Journal*, *Journal of Applied Psychology*, *European Journal of Personality*, and *European Journal of Work and Organizational Psychology*.

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

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

Other Books Published: H. G. Heneman III, T. A. Judge, and J. D. Kammeyer-Mueller, *Staffing Organizations*, 7th ed. (Madison, WI: Mendota House/Irwin, 2012)

Other Interests

Although he cannot keep up (literally!) with Dr. Robbins' accomplishments on the track, Dr. Judge enjoys golf, cooking and baking, literature (he's a particular fan of Thomas Hardy and is a member of the Thomas Hardy Society), and keeping up with his three children, who range in age from 24 to 10.

