

PREFACE

Welcome to the ninth edition of *Organizational Behaviour: Understanding and Managing Life at Work*! This edition marks the 30th 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, and regularly revised organizational behaviour textbook authored in Canada.

In writing the ninth 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 ninth edition of *Organizational Behaviour* includes the most recent research and theory in the field (e.g., psychological capital, Chapter 1; generational differences in values, Chapter 4; relational job design, Chapter 6; servant leadership, Chapter 9; work engagement, Chapter 13; ambidextrous organizations, Chapter 14; and the “Research Focus” features) as well as many examples of the application and practice of organizational behaviour that are throughout the text and showcased in the chapter-opening vignettes, the “Applied Focus” features, and the “You Be the Manager” features.

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 designed to enhance this skill include an integrative case that runs through each section of the text and integrative discussion questions at the end of every chapter. 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 NINTH EDITION

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

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

- Chapter 1: a positive work environment and employee well-being; workplace spirituality; psychological capital
- Chapter 2: trait activation theory; peer recognition programs
- Chapter 3: frame-of-reference training
- Chapter 4: progression of withdrawal from the organization
- Chapter 5: more coverage of self-determination theory
- Chapter 6: relational job design and prosocial motivation

- Chapter 7: information sharing in virtual teams
- Chapter 8: social information processing theory; developmental networks
- Chapter 9: social exchange theory; empowering and servant leadership
- Chapter 10: employee voice and silence
- Chapter 12: effects of strong organizational identification on ethical lapses
- Chapter 14: the merits and demerits of centralization; more coverage of network and virtual organizations
- Chapter 15: the adoption and use of technology
- Chapter 16: the Mayflower Group employee survey consortium; creative deviance

We have updated many other areas throughout the text with the most current and recent research from the 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 ninth edition contains 9 new chapter-opening vignettes, 15 new “Focus” boxes, and 7 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 eighth edition, many have been substantially updated.

In addition to new and updated content, the ninth edition includes several new exhibits. For example, Chapter 4 includes a new depiction of cultural values across nations (Exhibit 4.4), new data on what contributes to employee job satisfaction (Exhibit 4.7), and a graphical portrayal of the progression of withdrawal from an organization (Exhibit 4.10).

Finally, in the end-of-chapter material, there are six new case studies, three new case incidents, and four new experiential exercises. You will also find many new discussion questions.

ABOUT THE COVER

The cover of the ninth 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? 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 attributes 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, ninth 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 workplace spirituality, psychological capital, bullying, whistle-blowing, servant leadership, virtual teams, collective efficacy, emotional intelligence, creative deviance, 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 *Canadian HR Reporter*, 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 vignettes, cases, “Focus” selections, “You Be the Manager” features, and examples drawn from a variety of settings, including large and small businesses, high-tech 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 ninth 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 4, 6, 7, 8, and 10), two “You Be the Manager” features (Chapters 10 and 14), and two case studies (Chapters 6 and 9).

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 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 Chapters 3, 10, and 16. We also see it in an “Applied Focus” feature (Chapter 9), a “Research Focus” feature (Chapter 9), a “Global Focus” feature (Chapter 7), three chapter-opening vignettes (Chapters 3, 4, and 12), a case incident (Chapter 3), two case studies (Chapters 3 and 4), and an experiential exercise (Chapter 3).

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, “Applied Focus” feature, a case study, a case incident, and an experiential exercise (all in Chapter 7).

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 intranets, and electronic brainstorming are covered. Other relevant topics include telecommuting (Chapter 6) as well as sections on virtual, modular, ambidextrous, and boundaryless organizational structures (Chapter 14). Several features also portray the use and abuse of advanced technology, such as the “Ethical Focus” feature in Chapter 10. Pedagogical backup for the change theme includes two chapter-opening vignettes (Chapters 15 and 16), two “You Be the Manager” features (Chapters 8 and 16), an experiential exercise (Chapter 10), a case incident (Chapter 16), two case studies (Chapters 8 and 16), and the Integrative Case.

Finally, the ninth edition of *Organizational Behaviour* reflects the continuing issue of **ethics** in organizations. The major formal coverage of ethics is included in Chapter 12 along with a discussion of power and politics. In addition, coverage of ethical leadership can be found in Chapter 9. Pedagogical support for the ethics theme can be found in a chapter-opening vignette and the “You Be the Manager” feature in Chapter 12, and several “Ethical Focus” features (Chapters 3, 6, 8, 10, 11, and 12). Case studies are particularly good vehicles for examining the complexity surrounding ethical issues, and the case incidents in Chapters 9 and 12 and the case studies in Chapters 10 and 12 deal with explicit ethical dilemmas. One of the experiential exercises in Chapter 9 deals with ethical leadership.

PEDAGOGICAL FEATURES

The ninth 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 ninth 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, experiential exercises, and "On-the-Job Challenge" questions, 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 diversity at KPMG, and Chapter 12 describes sexual harassment at the RCMP. The ninth edition of *Organizational Behaviour* includes nine new and three updated opening vignettes.
- Each chapter opens with **Learning Objectives** to help focus the student's attention on the chapter's subject matter. The Learning Objectives also appear within the chapter, in the margin, beside content relevant to each objective.
- 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 the Toronto Transit Commission (Chapter 1), the Calgary International Airport (Chapter 2), to Loblaw's acquisition of T&T Supermarket (Chapter 15). Problems range from improving customer service (Chapter 1), managing diversity (Chapter 3), and changing an organization's culture (Chapter 8), 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. The ninth edition of *Organizational Behaviour* includes seven new "You Be the Manager" features.
- 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., *Canadian HR Reporter*), the research literature (e.g., *Academy of Management Journal*), and the popular press (e.g., *Toronto Star*, *National Post*). 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 subconscious goals on performance (Chapter 5) and presenteeism in the workplace (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 1 describes green management at the Delta Chelsea Hotel, and the box in Chapter 12 describes employee empowerment at Tim Hortons. 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 incentive compensation and unethical behaviour (Chapter 6) and knowledge hiding in the workplace (Chapter 12). This feature reinforces the importance of ethics in management and organizational behaviour. The "Global Focus" feature provides examples of organizational behaviour around the globe, such as illustrating who has high cultural intelligence (Chapter 4) and the role of national culture in job design (Chapter 6). This feature reinforces the importance of cross-cultural issues in management and organizational behaviour. The ninth edition of *Organizational Behaviour* includes 15 new Focus features.
- **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 students 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.
- **On-the-Job Challenge Questions** appear 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 the culture of CN Rail might have contributed to collisions and derailments and how the culture might be changed to improve safety. 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. The ninth edition of *Organizational Behaviour* includes ten new on-the-job challenge questions.
- Each chapter includes at least one **Experiential Exercise**. These exercises span individual self-assessment, role-playing, and group activities. In addition, to enhance student understanding and encourage discussion and interaction, most of the exercises 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. The ninth edition of *Organizational Behaviour* includes four new experiential exercises.
- **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 applying the text material. The ninth edition of *Organizational Behaviour* includes three new case incidents.
- 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 diversity (Chapter 3), introducing teams (Chapter 7), and changing corporate culture (Chapter 8). The ninth edition of *Organizational Behaviour* includes six new case studies.
- The **Integrative Case** is presented at the end of Part One of the text. 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.

RESOURCES FOR STUDENTS

A successful OB course requires more than a well-written book. A total package of resources extends this edition's emphasis on creating value for you. The following aids support *Organizational Behaviour*.

MyOBLab...where learning comes to life!

An access code to MyOBLab at www.pearsoned.ca/myoblab is included with this textbook. MyOBLab is a state-of-the-art interactive and instructive solution designed to help you master organizational behaviour. MyOBLab provides access to a wealth of resources all geared to meet your learning needs.

Features include

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RESOURCES FOR INSTRUCTORS

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- **MyTest:** Our testbank is available in MyTest in MyOBLab. MyTest is a powerful assessment-generation program that helps instructors easily create and print quizzes, tests, exams, as well as homework or practice handouts. The testbank consists of about 1700 questions, including a mix of factual and application questions. Multiple-choice, true/false, and short-answer formats are provided. The testbank is also available in a Word version for download from the Pearson online catalogue.
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Gary Johns

Alan M. Saks

ABOUT THE AUTHORS



Gary Johns (PhD, 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, presenteeism, personality, job design, research methodology, and the impact of context on organizational behaviour. He 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*, *Journal of Occupational Health Psychology*, *Canadian Psychology*, *Human Resource Management Review*, *Human Relations*, *Applied Psychology: An International Review*, *Canadian Journal of Administrative Sciences*, and *Psychology Today*. Co-author of *Organizational Behaviour: Understanding and Managing Life at Work* (9th Edition, Pearson Prentice Hall). Recipient of Academy of Management Organizational Behavior Division's New Concept Award, Society for Industrial and Organizational Psychology's Edwin E. Ghiselli Research Design Award, the Canadian Society for Industrial and Organizational Psychology's Award for Distinguished Contributions to Industrial and Organizational Psychology, the Concordia University Research Award, and the award for the best article published in *Human Relations* in 2007. Elected Fellow of SIOP, American Psychological Association, Canadian Psychological Association, and Academy of Management. Former Chair of the Canadian Society for Industrial and Organizational Psychology. Associate Editor, *Journal of Organizational Behavior*, 1998–2006. Currently on editorial boards of *Journal of Applied Psychology*, *Human Relations*, *International Journal of Selection and Assessment*, and *Applied Psychology: An International Review*. Formerly on editorial boards of *Academy of Management Journal*, *Journal of Management*, *Personnel Psychology*, *Organizational Behavior and Human Decision Processes*, *Journal of Occupational Health Psychology*, *Canadian Journal of Administrative Sciences*, and *Journal of Occupational and Organizational Psychology*. Held visiting positions at University of Sheffield, University of Oregon, Queensland University of Technology, Australian Graduate School of Management and Australian School of Business (University of New South Wales), Hong Kong University of Science and Technology, and Singapore Management University.



Alan M. Saks (PhD, University of Toronto) is a Professor of Organizational Behaviour and Human Resources Management at the University of Toronto, where he holds a joint appointment in the Department of Management—UTSC, the Centre for Industrial Relations and Human Resources, and the Joseph L. Rotman School of Management. Prior to joining the University of Toronto, Professor Saks was a member of the Department of Management at Concordia University and the School of Administrative Studies at York University. Professor Saks earned an HBA in Psychology from the University of Western Ontario, an MSc in Industrial–Organizational Psychology from the University of Waterloo, and a PhD in Organizational Behaviour and Human Resources from the University of Toronto. His research interests include recruitment, job search, training, employee engagement, and the socialization and on-boarding of new employees. Professor

Saks has published his research in refereed journals such as the *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, *Journal of Organizational Behavior*, *Journal of Vocational Behavior*, *Journal of Business and Psychology*, *Human Resource Management*, *The International Journal of Human Resource Management*, *International Journal of Training and Development*, and *Human Resource Management Review*, as well as in professional journals such as *HR Professional Magazine*, *The Learning Journal*, and *Canadian HR Reporter*. In addition to *Organizational Behaviour: Understanding and Managing Life at Work*, he is also the author of *Research, Measurement, and Evaluation of Human Resources* and co-author of *Managing Performance through Training and Development*. Professor Saks is currently on the editorial boards of the *Journal of Vocational Behavior*, *Human Resource Development Review*, *Journal of Leadership and Organizational Studies*, and *International Journal of Training and Development* and is an Associate Editor of the *Journal of Business and Psychology*.

