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Welcome to the eighth edition of *Organisational Behaviour*. Long considered the standard for all organisational behaviour textbooks, the text's latest edition continues its tradition of making current, relevant research come alive for students. While maintaining the book's hallmark features—clear writing style, cutting-edge content and engaging pedagogy—the eighth edition has been thoroughly updated to reflect the most recent research within the field of organisational behaviour. While we have preserved the core material, we’re confident that this edition reflects the most important research and topical issues facing organisations, managers and employees.

What’s new in the eighth edition?

The authors and editorial team at Pearson have worked very closely with existing users and other key academics in the market to ensure that we have developed a book that continues to be in line with growing student and lecturer needs. The following list provides a brief summary of the updates to each chapter.

**Chapter 1. What is organisational behaviour?**
- New opening vignette (Turnaround at Tassal)
- New *Myth or Science?* (‘Management by walking around is the most effective management’)
- New *OB in Practice* (Organisational behaviour, productivity and big data)
- New feature! *Personal Inventory Assessments* (Multicultural awareness scale)
- New *Ethical Choice* (Holiday deficit disorder)
- Major new section (Enhancing employee well-being at work)
- New research on the importance of interpersonal skills
- Updated discussion on challenges and opportunities for OB
- Updated section with new research on improving customer service
- A change to the OB model
- New *Point/Counterpoint* (Lost in translation?)
- New *Experiential Exercise* (Intoxicated workplaces)
- New *Case Study* (Apple goes global)

**Chapter 2. Diversity in organisations**
- New opening vignette (A true champion in the executive suite)
- New feature! *Personal Inventory Assessments* (Intercultural sensitivity scale)
- New *Myth or Science?* (‘Bald is better’)
- Updated discussion on gender
- New *Ethical Choice* (Board quotas)
- New *OB in Practice* (Twitter’s diversity issue)
- New *Globalisation* (Worldwide talent search for women)
- New *Point/Counterpoint* (Affirmative action should be abolished)
- Updated *Case Study* (Human capital in the ageing workforce)

**Chapter 3. Attitudes and job satisfaction**
- New opening vignette (Patching together a career)
- New *Ethical Choice* (Are employers responsible for workplace incivilities?)
- New research and discussion on employee engagement
• New Globalisation (Exodus phenomenon)
• New OB in Practice (A clash of attitudes in health care)
• New research on cultural differences in job satisfaction
• New Myth or Science? (‘Happy workers means happy profits’)
• New feature! Personal Inventory Assessments (Core self-evaluation (CSE) scale)
• Updated Point/Counterpoint (Employer–employee loyalty is an outdated concept)
• New Case Study (Job crafting)

Chapter 4. Personality and values
• New opening vignette (Aligning individual and organisational values in a police service)
• New feature! Personal Inventory Assessments (Are you a Type A personality?)
• Major new section (The Dark Triad)
• Updated section on other personality traits related to OB
• New Myth or Science? (‘We can accurately judge individuals’ personalities a few seconds after meeting them’)
• New research and discussion on proactive personality
• Major new section (Personality and situations)
• New Globalisation (Is the personality profile of an entrepreneur the same across different countries?)
• New OB in Practice (Dealing with issues of personality in the workplace)
• Updated discussion on terminal and instrumental values
• New Ethical Choice (Do you have a cheating personality?)
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• New Experiential Exercise (Generational values and ‘staying put’)
• New Case Study (The power of quiet)

Chapter 5. Emotions and moods
• New opening vignette (Affective computing: reading your mind)
• New Myth or Science? (‘Smile, and the work world smiles with you’)
• New research and discussion on the role of emotions in ethical decisions
• New research on gender and emotions
• New OB in Practice (How leaders can influence emotions in the workplace)
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• New feature! Personal Inventory Assessments (Emotional intelligence assessment)
• Major new section (Emotion regulation)
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• New research and discussion on anger and workplace outcomes
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• Updated Experiential Exercise (Who can catch a liar?)
• Updated Case Study (Can you read emotions from faces?)

Chapter 6. Perception and individual decision making
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• New Globalisation (Does multicultural experience make for better decisions?)
• New OB in Practice (The perceptive coach)
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• New OB in Practice (Good leaders help create motivating workplaces)
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• Updated Myth or Science? (‘US workers are more biased than Asians’)
• Updated Ethical Choice (Using peer pressure as an influence tactic)
• New Point/Counterpoint (People are more creative when they work alone)

Chapter 9. Understanding work teams
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• New feature! Personal Inventory Assessments (Team development behaviours)
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• New Experiential Exercise (Composing the ‘perfect’ team)
• New Case Study (Tongue-tied in teams)

Chapter 10. Communication
• New opening vignette (Do you suffer from communication incompatibility?)
• Updated section on oral communication
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- New research and discussion on sexual harassment
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- New feature! Personal Inventory Assessments (Gaining power and influence)
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- New Case Study (Barry’s peer becomes his boss)

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- New Myth or Science? (‘Employees can work just as well from home’)
- New Point/Counterpoint (The end of management)
- New Case Study (Boeing Dreamliner: engineering nightmare or organisational disaster?)

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- Major new section on the ethical dimension of culture
- Major new section on culture and innovation
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Chapter 16. Organisational change and stress management
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- New research on forces for change
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- Major new section on organisational change and stress
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- New Myth or Science? (‘When you’re working hard, sleep is optional’)
- New Ethical Choice (Manager and employee stress during organisational change)
- New feature! Personal Inventory Assessments (Tolerance of ambiguity scale)
- New Experiential Exercise (Strategising change)
- New Case Study (When companies fail to change)
Resources for educators and students

Additional material has been developed for both educators and students and is designed to complement the textbook.

MYMANAGEMENTLAB FOR ROBBINS/JUDGE/MILLETT/BOYLE

ORGANISATIONAL BEHAVIOUR, EIGHTH EDITION

THE POWER OF PRACTICE.

MyManagementLab creates the perfect pedagogical loop that provides not only text-specific assessment and practice problems, but also tutorial support to make sure students learn from their mistakes.

**STUDY PLAN:** A study plan is generated from each student’s results on a pre-test. Students can clearly see which topics they have mastered and, more importantly, which they need to work on.

**UNLIMITED PRACTICE:** MyManagementLab comes with pre-loaded assignments covering in-chapter content, all of which are automatically graded, to ensure students get as much practice as they need.
LEARNING RESOURCES: The following links to additional learning resources are incorporated into the Study Plan:

- the relevant section of the eText, so students can review key concepts
- videos which demonstrate real-world management scenarios
- simulations which enable students to practice making real-world decisions in a safe environment.

ASSIGNABLE CONTENT: Educators can select content from the Study Plan, Multimedia, Personal Inventory Assessments and/or Test Bank and assign to students as homework or quizzes.
PERSONAL INVENTORY ASSESSMENTS (PIA)
Students learn better when they can connect what they’re learning to their personal experience. PIA (Personal Inventory Assessments) is a collection of online exercises designed to promote self-reflection and student engagement, enhancing students’ ability to connect with concepts taught in principles of management, organisational behaviour and human resource management classes. Assessments are assignable by instructors who can then track student completion.

Educator resources
A suite of resources is provided to assist with delivery of the text, as well as to support teaching and learning.

SOLUTIONS MANUAL
The Solutions Manual provides educators with detailed, accuracy-verified solutions to the end-of-chapter problems in the book.

TEST BANK
The Test Bank provides a wealth of accuracy-verified testing material. Updated for this new edition, each chapter offers a wide variety of question types arranged by learning objective and tagged by AACSB standards. Each Test Bank question can also be assigned to students and auto-graded through MyManagementLab.

POWERPOINT LECTURE SLIDES
A comprehensive set of PowerPoint slides can be used by educators for class presentations or by students for lecture preview or review. They include key figures and tables, as well as a summary of key concepts and examples from the text.

DIGITAL IMAGE POWERPOINT SLIDES
All the diagrams and tables from the text are available for lecturer use in chapter-based PowerPoint slides.
Guided tour

Foundations of group behaviour

A tribe is a group of people connected to one another, connected to a leader and connected to an idea. For millions of years, human beings have been part of one tribe or another. A group needs only two things to be a tribe: a shared interest and a way to communicate.

Seth Godin

Learning Objectives

1. Define group and differentiate between different types of groups.
2. Identify the five stages of group development.
3. Show how role requirements change in different situations.
4. Demonstrate how norms and status affect influence on an individual's behaviour.
5. Show how status and size affect group performance.
6. Describe how barriers to cohesion and diversity can be integrated for group effectiveness.
7. Contrast the strengths and weaknesses of group decision-making.

Chapter 8

After studying this chapter, you should be able to:

Learning Objectives

1. Define group and differentiate between different types of groups.
2. Identify the five stages of group development.
3. Show how role requirements change in different situations.
4. Demonstrate how norms and status affect influence on an individual's behaviour.
5. Show how status and size affect group performance.
6. Describe how barriers to cohesion and diversity can be integrated for group effectiveness.
7. Contrast the strengths and weaknesses of group decision-making.

Vignettes

Open each chapter with a case example about an individual or an organisation relating to the particular content in that chapter. The featured individuals or organisations come from a broad spectrum and each example is selected specifically to help you link OB concepts to OB practice.

OB in Practice

Boxes look at current issues in OB and put forward the differing points of view that surround an issue.
companies.

The KEY TERMS are highlighted in bold print when they first appear and are defined in the adjoining margin. The terms are also grouped together at the end of the book in the Glossary.
**ETHICAL CHOICE** boxes are based on real business scenarios and situations that have posed an ethical dilemma.

**GLOBALISATION** boxes enlighten students on international OB practice.

**SUMMARY AND IMPLICATIONS FOR MANAGERS** sections offer a concise summary of the key themes in each chapter.