

9TH EDITION

# Organisational Behaviour

ROBBINS • JUDGE • EDWARDS • SANDIFORD • FITZGERALD • HUNT

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# PREFACE

Welcome to the ninth edition of *Organisational Behaviour*! In the dynamic, fast-paced and diverse 21st-century workplace, managers and their employees are facing more challenges than ever before. In turn, educators must help to prepare their students for the reality of work and it is our hope that this book will help them to achieve this goal. This ninth edition is one of the most contemporary revisions of *Organisational Behaviour* we have undertaken. While we have kept the book's trademark features—clear writing style, solid theoretical underpinnings, cutting-edge content and engaging pedagogy—each chapter has been thoroughly updated to reflect the most recent research within the field of organisational behaviour and the major practical issues facing employees and managers in the contemporary workplace.

## What's new in the ninth edition?

- An *Employability Skills Matrix* in every chapter provides students with a visual guide to features that support the development of skills employers are looking for in today's business graduates, helping students to see the relevance of the course to their career goals.
- A *Career Objectives* feature in every chapter provides advice in a question-and-answer format to help students think through issues they may face in the workforce.
- An *Application and Employability* section at the end of every chapter summarises the relevance of each chapter for students' employability, the skills learned from chapter features and the skills to be learned in the end-of-chapter material.
- A new/updated opening vignette in each chapter brings current business trends and events to the forefront.
- New/updated content in each chapter reflects the most current developments in OB research, including:
  - expatriate readjustment
  - deviance and counterproductive work behaviours
  - customer satisfaction
  - emotional labour
  - ethics of emotion regulation
  - mindfulness
  - invisible illnesses
  - unemployment/job search
  - behavioural ethics
  - abusive supervision
  - executive board composition

- espoused and enacted climates
- sleep deprivation
- recovery experiences
- job demands
- pro-social and socially aversive leadership
- types of organisational culture
- forces for organisational change
- the nature of organisational change
- planned versus emergent change
- sources and types of resistance to change
- the stress–performance relationship
- a contemporary model of workplace stress.

## Educator resources

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

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### **INSTRUCTOR/SOLUTIONS MANUAL**

The Instructor/Solutions Manual provides educators with detailed, accuracy-verified solutions to in-chapter and end-of-chapter problems in the book. It also provides additional group activities for class use.

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### **TEST BANK**

The Test Bank provides a wealth of accuracy-verified testing material. Updated for the new edition, each chapter offers a wide variety of question types, arranged by Learning Objective and tagged by AACSB standards.

*Questions can be integrated into Blackboard, Canvas or Moodle Learning Management Systems.*

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### **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 course content.

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### **DIGITAL IMAGE POWERPOINT SLIDES**

All the diagrams and tables from the course content are available for lecturer use.

# ACKNOWLEDGEMENTS

Textbooks are a team project and many people have contributed to our team. A number of colleagues have been kind enough to make suggestions for improvement and to review all or parts of this book. This is a better book because of insights and suggestions provided by:

Neal Ashkanasy, University of Queensland  
Vidya Sagar Athota, University of Notre Dame  
Nadine Campbell, Western Sydney University  
Lee Di Milia, CQUniversity  
Alick Kay, University of South Australia  
David Qian, Swinburne University of Technology  
Sunil Savur, University of South Australia  
Kim Southey, University of Southern Queensland  
Pattanee Susomrith, Edith Cowan University  
John Whiteoak, Queensland University of Technology.

We also acknowledge the contribution of Ron Cacioppe as an author on the first three editions of this text, Terry Waters-Marsh for his contributions up until and including the fifth edition, Maree Boyle for her contribution to the seventh edition and Bruce Millett for his significant contribution to the past five editions.

Regardless of how good the manuscript is, it is only words until our friends at Pearson Australia swing into action. Pearson's outstanding team of editors, production personnel, designers, marketing specialists, artists and sales representatives turn those words into a textbook and see to it that it gets into faculty and students' hands. Our special thanks go to Nina Sharpe and Nicole Le Grand for their support and encouragement during the development of the ninth edition. We would also like to thank Bernadette Chang, Eva Birch and Sandra Balonyi for their skilful handling of the manuscript in production.

Finally, we want to acknowledge with gratitude the hundreds of academics teaching and researching in the OB discipline in Australia and New Zealand. These people demonstrate amazing commitment and dedication, often in the face of severe resource cutbacks and constraints, to teaching and research in OB in their respective countries. They are not afraid to take risks, to experiment, and to share their successes and failures with others in the discipline. They are the true pioneers in the quest to define, refine and communicate the unique aspects of Australian and New Zealand OB for the benefit of our two societies.

# GUIDED TOUR

To help you navigate your way through this ninth edition of *Organisational Behaviour* (OB), we list here the new and updated content contained in every chapter.

Each chapter begins with a list of **LEARNING OBJECTIVES** that outline what you should be able to do after studying the chapter. These objectives are designed to focus your attention on the major issues detailed in the chapter.

## LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- 1.1 Demonstrate the importance of interpersonal skills in the workplace.
- 1.2 Define 'organisational behaviour' (OB).
- 1.3 Show the value of systematic study to OB.
- 1.4 Identify the major behavioural science disciplines that contribute to OB.
- 1.5 Demonstrate why few absolutes apply in OB.
- 1.6 Identify managers' challenges and opportunities in applying OB concepts.
- 1.7 Compare the three levels of analysis in this book's OB model.
- 1.8 Describe the key employability skills gained from studying OB that are applicable to other majors or future careers.

## Employability Skills Matrix (ESM)

	Myth or science?	Career Objectives	Ethical choice	Point/Counterpoint	Experiential exercise	Case study 1	Case study 2
Critical thinking				✓	✓	✓	✓
Communication	✓	✓	✓		✓	✓	✓
Collaboration	✓	✓			✓		
Knowledge application and analysis		✓		✓	✓	✓	✓
Social responsibility			✓		✓	✓	✓

The new **EMPLOYABILITY SKILLS MATRIX** shows how the features in the chapter will support you in developing the skills employers are looking for.

### Effective communication as the driver for organisational renewal

When Scot Morgan was invited to apply for the position of CEO at Greater Building Society in 2014, his initial reaction was to refuse the offer. With assets of just over \$5 billion, the organisation was nevertheless losing customers. It had developed an insular culture with a limited customer focus, and was being held back by inefficiencies due to the prevalence of its divisional silos.

Enticed by the opportunity to introduce better customer service and lasting change, Scot reconsidered the offer and decided to take on the challenge of leading the organisation forward, using transparent communication as his key strategy. Working with the board and his executive team, Scot commenced this strategy by repositioning the organisation from a building society to a customer-owned bank.

Scot realised that this would be a big investment timeframe, and that it would require all 750 employees to genuinely embrace the prospect of this transformation. He therefore set aside 18 months to prepare his, develop, refine and manage this change throughout the organisation. 'Being authentic in the message is an important, and being open to feedback along the way is critical,' says Scot.

Scot established a People and Process Transformation division to develop a more change-ready culture—one that would adapt quickly to the external environment and respond better to the needs of its customers.

Effective change really involves a mutual understanding of the importance of culture in anything you are looking to do in any business. To develop an organisation's culture, I think you need to be a good communicator and to have the ability to tell that message, so all that can be changed is what's being said with you and enable you to have a strong engagement. And a strongly engaged business is a business that moves forward.

As the Organisational Change Manager, Vanessa Nimral played an important role in enabling employees to provide feedback and voice their concerns about the planned changes. Employee feedback identified concerns that customers would feel negative about the change from a building society to a bank. This prompted the development of a clearly structured internal and external communications strategy that focused on simply explaining the 'why' of the change to customers. The program built awareness and understanding of the merits of a customer-owned bank in delivering superior services and responding to ongoing digital disruptions in the financial landscape in Australia and throughout the world. Employee feedback also identified staff reservations about being able to have effective conversations with customers about the value of the change for them. Training material to enable managers to develop their employee confidence in having these conversations was prepared. This resulted in more effective communication between employees and customers. Vanessa explains the preparatory changes in this way: 'Through effective and ongoing two-way communication, we demonstrated how easy it is to work collaboratively to find solutions that both align to organisational strategy and benefit employees and customers.'



Scot Morgan, CEO of Greater Bank, Scot Morgan (right) is pictured with the members of Greater Bank.

An opening **VIGNETTE** provides an example about an individual or an organisation relevant to the 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.

The **MYTH OR SCIENCE?** feature presents a commonly accepted ‘fact’ about human behaviour, followed by confirming or disproving research evidence. These sections help you to see how the field of OB, built on a large body of research evidence, can provide valuable insights into human behaviour at work.

**‘Smile, and the work world smiles with you’**

**Myth or science?**



It's true that a smile isn't always an emotional expression. Smiles are used as social currency in most organisations to create a positive atmosphere, and a smile usually evokes an unconscious reflexive return smile. However, anyone who has ever smiled at an angry manager knows this doesn't always work. In truth, the giving and withholding of smiles is often an unconscious power play of office politics.

Research on the ‘boss effect’ suggests that the amount of power and status a person feels over another person dictates who will smile. Subordinates generally smile more often than their bosses smile back at them. This may happen in part because workers are increasingly expected to show expressions of happiness with their jobs. However, the relationship is complex and varies by national culture. In one study, Chinese workers reflexively smiled only at bosses who had the power to give them negative job evaluations, while US participants smiled mostly at managers perceived to have higher social power. Other researchers found that when individuals felt powerful, they usually didn't return even a high-ranking individual's smile. Conversely, when people felt powerless, they returned everyone's smiles. Your feelings about power and status seem to dictate how much you are willing to return a smile to another person, cognitive neuroscientist Evan Carr affirmed.

The science of smiling transcends the expression of emotion. While an angry manager may not smile back, a happy manager might not either, according to ‘boss effect’ research.

‘The relationship of what we show on our face and how we feel is a very loose one,’ said Arvid Kappas, professor of emotion research at Jacobs University Bremen in Germany. This suggests that, when we want to display positive emotions to others, we should do more than smile, as service representatives do when they try to create happy moods in their customers with excited voice pitch, encouraging gestures and energetic body movement.

The science of smiling is an area of current research, but it's clear already that knowing about the ‘boss effect’ suggests many practical applications. For one, managers and employees can be made more aware of signed tendencies towards others and, through careful self-observation, change their habits. Comprehensive displays of positive emotion using voice inflection, gestures and word choice may also be more helpful in building good business relationships than the simple smile.

SOURCES: Based on N. L. Meeus, ‘No important to smile back the “boss effect”’, *The Wall Street Journal*, 16 October 2012, p. D2; P. Jankovic, ‘The power of the boss effect’, *The New York Times*, 23 February 2015, p. 14, and C. Kim and D. J. Hove, ‘Why does silence with a smile make employees happy? A social interaction model’, *Journal of Applied Psychology* 97, 2012, pp. 1259-67.

**How can I get a better job?**

*I feel like my career is at a standstill, and I want to talk to my boss about getting a more developmental assignment. How can I negotiate effectively for a better job position?*

— Wei

**Career Objectives**



Dear Wei,

Your priorities are certainly sensible. Many people see salary as their main concern and negotiate to maximise this. This strategy can appeal in the short-term, but sustained career growth has a better long-term payoff. Professional development will prepare you for many future salary increases. Developmental assignments will also give you a better position for future negotiations because you'll have more career options.

Long-term career negotiations based on developmental assignments can be easier to raise with your supervisor because salary negotiation is often seen as a zero-sum situation, while developmental negotiations offer positive outcomes to both sides. When negotiating for a developmental assignment, make sure you emphasise a few key points:

- *When it comes to salary negotiations, most people think either you get the money, or the company keeps the money.* Given that, your interests and the interests of your managers seem directly opposed. On the other hand, negotiating for developmental assignments usually means finding ways to improve your skills and your contribution to the company. You can, in complete honesty, frame your case around these mutual benefits.
- *Let your supervisor know that you are interested in getting better at your job and that you are motivated to improve through a developmental assignment.* Asking your supervisor for opportunities to grow is a clear sign that you're an employee worth investing in.
- *Be open to creative solutions.* There may be idiosyncratic solutions (also called I-deals) for enhancing both your interests and those of your supervisor. One of the best things about an integrative bargaining situation like this is that you and your negotiation partner can find novel solutions that neither would have imagined separately.

Think strategically about your career, and you're not just negotiating for a better pay cheque tomorrow, but for one that keeps increasing in the years to come.

SOURCES: Based on Y. Rothstein, T. Kiefer and K. Strauss, ‘How I-deals build resources to facilitate reconnection: mediating role of positive affective states’, *Academy of Management Proceedings*, August 2014; C. Liao, S. J. Wayne and D. M. Rousseau, ‘Idiosyncratic deals in contemporary organizations: a qualitative and meta-analytical review’, *Journal of Organizational Behavior*, 16 October 2014; and B. Brannenmeijer and M. Hassel-Koning, ‘To cost or not to cost?’, *Career Development International* 20, 2016, pp. 141-62.

The new **CAREER OBJECTIVES** feature provides advice, in question-and-answer format, to help you think through how OB concepts can help you address issues you may face in the workforce.

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.

**Management functions**

The work of managers can be categorised into four different activities: planning, organising, leading and controlling. The planning function encompasses defining an organisation's goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate activities. Evidence indicates that this is the function that increases the most as managers move from lower-level to mid-level management.<sup>11</sup>

Managers are also responsible for designing an organisation's structure. We call this function organising. It includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

Every organisation contains people, and it is a management's job to direct and coordinate those people. This is the leading function. When managers motivate employees, direct their activities, select the most effective communication channels or resolve conflicts among members, they are engaging in leading.

To ensure things are going as they should be, management must monitor the organisation's performance and compare it with previously set goals. If there are any significant deviations, it is management's job to get the organisation back on track. This monitoring, comparing and potential correcting is the controlling function.

So, using the functional approach, the answer to the question ‘What do managers do?’ is that they plan, organise, lead and control.

**planning** A process that includes defining goals, establishing a strategy and developing plans to coordinate activities.

**organising** Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where decisions are to be made.

**leading** A function that includes motivating employees, directing others, selecting the most effective communication channels and resolving conflicts.

**controlling** Monitoring activities to ensure they are being accomplished as planned, and correcting any significant deviations.

**Office talk**

You are working peacefully in your cubicle when your colleague invades your space, sitting on your desk and nearly knocking over your coffee cup. As she talks about the morning meeting, do you (a) stop what you're doing and listen, or (b) explain that you're in the middle of a project and ask to talk some other time?

Your answer may reflect your attitude towards office talk, but it should be guided by whether your participation is ethical. Sometimes office conversations can help employees to process information and find solutions to problems. Other times, office talk can be damaging to everyone. Consider the scenarios from two perspectives: over-sharing and venting.

More than 60% of 214 professional employees recently surveyed indicated they encounter individuals who frequently share too much about themselves. Some are self-centred, narcissistic and think you want to know all the details of their lives, according to psychologist Alan Koffer.

Despite the drawbacks, over-sharers can be strong contributors. For example, a manager who is an over-sharer and constantly boasts about their latest sales may push other employees to work harder. Employees can also contribute to teamwork when they share personal stories related to organisational goals.

Here let's look at this another way. According to Vice Professor Amy Wrzesniewski, when it comes to office talk, some people are often 'the first people to become offended' when they think the organisation is making wrong decisions. They can become emotional, challenging and outspoken about their views. If they are not heard, they can increase their venting or withdrawal.

Yet these people can be top-performing employees; they are often highly engaged, inspiring and strong team players who are more likely to work harder than others. Venting that frustration helps restore a positive attitude to keep them performing highly. Research indicates that venting to colleagues can also build camaraderie.

Guidelines for acceptable office conversation are almost non-existent in the contemporary age of openness, personalisation and transparency, so you need to decide what kinds of office talk are ethical and productive. Knowing who is approaching you for conversation, why they are approaching you, what they may talk about, and how you may keep the discussion productive and ethical can help you choose whether to engage or excuse yourself.

SOURCES: Based on S. Shallegier, 'Office conversations aren't all as bad as they seem', *The Wall Street Journal*, 25 June 2014, p. D3. A. Koffer, '60% of 214 professional employees recently surveyed indicated they encounter individuals who frequently share too much about themselves. Some are self-centred, narcissistic and think you want to know all the details of their lives', according to psychologist Alan Koffer. 'Despite the drawbacks, over-sharers can be strong contributors.' For example, a manager who is an over-sharer and constantly boasts about their latest sales may push other employees to work harder. Employees can also contribute to teamwork when they share personal stories related to organisational goals.' Amy Wrzesniewski, 'When it comes to office talk, some people are often the first people to become offended' when they think the organisation is making wrong decisions. They can become emotional, challenging and outspoken about their views. If they are not heard, they can increase their venting or withdrawal.' Yet these people can be top-performing employees; they are often highly engaged, inspiring and strong team players who are more likely to work harder than others. Venting that frustration helps restore a positive attitude to keep them performing highly. Research indicates that venting to colleagues can also build camaraderie. Guidelines for acceptable office conversation are almost non-existent in the contemporary age of openness, personalisation and transparency, so you need to decide what kinds of office talk are ethical and productive. Knowing who is approaching you for conversation, why they are approaching you, what they may talk about, and how you may keep the discussion productive and ethical can help you choose whether to engage or excuse yourself.'

**Ethical choice**



The **ETHICAL CHOICE** features are based on real business scenarios and situations that have posed an ethical dilemma.

**Summary**

Managers need to develop their interpersonal, or people, skills to be effective in their jobs. Organisational behaviour (OB) investigates the impact that individuals, groups and structure have on behaviour within an organisation, and it applies that knowledge to make organisations work more effectively.

**Implications for managers**

- Resist the inclination to rely on generalisations; some provide valid insights into human behaviour, but many are erroneous.
- Use metrics rather than 'hunches' to explain cause-and-effect relationships.
- Work on your interpersonal skills to increase your leadership potential.
- Improve your technical skills and conceptual skills through training and staying current with organisational behaviour trends such as big data and fast data.
- Organisational behaviour can improve your employees' work quality and productivity by showing you how to empower your employees, design and implement change programs, improve customer service and help your employees balance work-life conflicts.

The **SUMMARY** and **IMPLICATIONS FOR MANAGERS** sections offer a concise summary of the key themes.

The **POINT/COUNTERPOINT** feature presents opposing positions on hot topics in OB to help you learn to think critically.

**HEROES ARE MADE, NOT BORN**

**POINT**

If you really get down to specifics, you can see that CEOs start in leadership roles early in life. They have similar backgrounds, childhood challenges and coping strategies. In fact, it's easy to see a CEO-in-the-making at your local garage sale.

What's the profile of burgeoning CEOs? It starts with their parents, who are almost always successful through industriousness. For example, Sir Richard Branson, English business magnate and founder of the Virgin group of companies, grew up with a father who was an English barrister and a grandfather who was an English High Court judge. His mother, Dame Eve Branson was the daughter of a major in the British armed forces. Dame Branson, a renowned philanthropist and author of novels and children's books, served in the forces during World War II and after the war toured as a ballet dancer, worked as an air hostess, ran a real estate business, and was a military police officer and a probation officer.

Ricardo Semler, the Brazilian entrepreneur best known for his transformational leadership style and radical form of industrial democracy and innovative management practices, grew up with an autodidactic, traditional industrialist father, from whom he took over as CEO when he was 21 years old in 1980, which was the same year in which he became the youngest Harvard MBA graduate. By 1994, Ricardo was named by *Time* as one of the global 100 young leaders.

Second, future CEOs are raised with responsibilities. Susan Story, CEO of utility company American Water, learned as a child that 'no matter how bad things get, it's about working hard and taking personal responsibility, because nobody sees you anything'. Dame Eve Branson once sent her son, Richard, off on an 80-kilometre bike ride to the English coast with only some sandwiches and an apple when he was not even 12 years old. She told him to find water on the way and he didn't manage to get back home until the next day. She said she wanted to teach him the importance of stamina and a sense of direction.

Third, burgeoning CEOs are successful leaders when they're young. Richard Branson started his first successful business, a student magazine, at 16 years of age and within one year had generated a net worth of £30 000. Clearly, CEOs start early.

**COUNTERPOINT**

CEOs who start early have good stories to tell when they become successful, but that doesn't necessarily mean they represent the majority. Let's look at a few other aspects of the tender years of CEOs.

First, we know that much of our personality is attributable to genetics, but it's incorrect to infer that we can (a) map the genetic trail for a personality trait from ancestors to CEO or (b) tell where a young person's traits will lead. Likewise, we can't say that if the parents are successful through industriousness, their children will be. Susan Story's parents worked in a cotton mill and a wastewater plant, and they 'didn't have a lot of money'.

Michl Rothschild is CEO and founder of the medical website Vitals.com, which regards itself as the largest online database for patient reviews of doctors and facilities. He has observed, 'Parents influence you either because you want to be like them or because you want to not be like them'.

Second, what child is raised without responsibilities? None, even if all they have to do is go to school. There are plenty of CEOs who had a lot of responsibilities growing up, and others who didn't.

Third, it would be a mistake to conclude that CEOs start as young leaders. The ones who don't, simply don't talk about it. The late Dame Anita Roddick, founder of The Body Shop, didn't open her first Body Shop until she was 34 years old. Naomi Simson, Australian entrepreneur and founder of RedBalloon, an online experience gift retailer, had a career in corporate marketing before she started RedBalloon at the age of 37.

The stories of CEOs who start early make for good press reports, but CEOs don't by definition start early. What we can say, though, is that genetics and experiences both shape young people, and that the relationship between those factors and CEO success is complex.

**QUESTIONS FOR REVIEW**

align with the chapter learning objectives to help you thoroughly revise the content.

**Questions for review**

1. What is the importance of interpersonal skills in the workplace?
2. What is organisational behaviour (OB)?
3. How does systematic study contribute to our understanding of OB?
4. What are the major behavioural science disciplines that contribute to OB?
5. Why are there so few absolutes in OB?
6. What are the challenges and opportunities for managers in using OB concepts?
7. What are the three levels of analysis in this book's OB model?

SOURCES: Based on A. Branson, 'The job description is just his star', *The New York Times*, 14 September 2014, p. 2. A. Branson, 'Pushing beyond comfort zones', *The New York Times*, 25 January 2015, p. 2. S. Crandall, J. Zenger, M. P. Miller and C. H. Handberg, 'CEO career paths: effects on firm level strategy and social identity', *Academy of Management Journal*, 57, no. 3, 2014, pp. 652-74. Roddick, Branson and Simson, *Profits with Principles*, New York: Crown Publishing, 1993. Richard Branson, *Living my Way*, Australia: Random House Publishers, 2000. Ricardo Semler, *Management 9.0*, New York: Warner Books, 1995, and *Secret Success: Live What You Learn About Passion and Purpose Change Your Life* (HarperCollins Business/Jonathan Little Ltd, 2015).

**APPLICATION AND EMPLOYABILITY** summarises the relevance of the chapter to your employability, the skills you will have learned from chapter features and the skills you will learn by completing the end-of-chapter material.

**Application and employability**

Diversity, in a variety of forms, is important to the application of OB in the workplace. First, workplace discrimination can undermine the effectiveness of an organisation and can lead to many poor outcomes. Beyond biographical characteristics, other factors such as intellectual and physical abilities are important to OB. Knowledge of diversity in OB can help you and your organisation manage diversity effectively and can help you work effectively with co-workers who may be different from you in a variety of ways. In this chapter, you improved your critical thinking skills and learned various ways to approach issues of social responsibility by considering how even minor elements of

a person's appearance (e.g. baldness) can affect perceptions in the workplace, thinking about the role of diversity—specifically allowing women in combat roles—in the ADF, the considerations to make when deciding whether you should come out at work, and the usefulness and ethics surrounding changes to the 457 visa program. Next, you'll have more opportunities to develop these skills by recognising the differences and similarities between you and your classmates, considering invisible disabilities in the workplace, and learning about the case of Jordon Steele-John, an Australian senator bringing his lived experience of disability to Parliament.

**Experiential exercise**

**JOB ATTITUDES SITUATIONAL INTERVIEW**

Think about a situation in which you felt satisfied or dissatisfied (or committed or not committed) in the workplace (if you have never been employed, imagine a situation). Write this experience down in as much detail as possible. When you've finished, exchange your answer with another class member. In pairs, take turns asking and recording the answers to the following questions (asking follow-up questions as needed):

1. What sorts of feelings were you experiencing at the time? What were you thinking when this was going on? Did you think about doing anything in that moment?
2. What targets were your feelings or thoughts directed towards? For example, were they directed towards your organisation? Towards the job? Colleagues? Pay and benefits?
3. What led you to your feelings of satisfaction/dissatisfaction and commitment in that moment?

4. What did you (actually) do in response to your experience? What was the outcome?
- As a class, share your findings and discuss the following questions.

**Questions**

1. Do you think it's possible for the affective, cognitive or behavioural components of job attitudes to conflict with one another? Why or why not?
2. Can job attitudes be directed towards different targets? Why or why not? What implications does this have for the behavioural outcomes of satisfaction and commitment?
3. Do you believe job attitudes can change over time? Or does each person have a typical level of job attitude that they exhibit from one job to the next?

**EXPERIENTIAL EXERCISES** provide you with an opportunity to actively engage in your learning of the chapter content either in a group or individually.

**CASE STUDIES** give you the opportunity to apply the knowledge gained in the chapter to situations in organisations, both real and hypothetical.

**Case study 2**

**JOB CRAFTING**

Consider for a moment a mid-level manager, Fatima, who seems to be doing well. She's consistently making her required benchmarks and goals, she has built successful relationships with colleagues, and senior management has identified her as having 'high potential'. But she isn't happy with her work. She'd be much more interested in understanding how her organisation can use social media in marketing efforts at all levels of the organisation. Ideally, she'd like to quit and find something that better suits her passions, but in the current economic environment this may not be an option. So, she has decided to proactively reconfigure her current job.

Fatima is part of a movement towards job 'crafting', which is the process of deliberately reorganising your job so that it better fits your motives, strengths and passions. The process of job crafting can start with creating diagrams of day-to-day activities with a coach. Then you and the coach can collaboratively identify which tasks fit with your personal passions and which tend to drain motivation and satisfaction. Next, you and your coach can work together to imagine ways to emphasise preferred activities and de-emphasise those that are less interesting. Many people engaged in job crafting find that upon deeper consideration, they have more control over their work than they thought.

So, how did Fatima craft her job? She first noticed that she was spending too much of her time monitoring her team's

performance and answering team questions and not enough time working on the creative projects that inspire her. She then considered how to modify her relationship with the team so that these activities incorporated her passion for social media strategies, with team activities more centred around developing new marketing. She also identified members of her team who might be able to help her implement these new strategies, and directed her interactions with these individuals towards her new goals. As a result, not only has her engagement in her work increased, but she has also developed new ideas that are being recognised and advanced within the organisation. As a result, she has found that by actively and creatively examining her work, she has been able to craft her current job into one that is truly satisfying.

As you may have noted, Fatima exhibited a proactive personality—she was eager to develop her own options and find her own resources. Proactive individuals are often self-empowered and are, therefore, more open to seeking workable solutions when they're not satisfied. Research would lead us to believe Fatima will be successful in her customised job. In fact, it's quite possible Fatima's employer never would have helped her craft a better job had she not sought help and that her proactivity is responsible for her success. All employees should feel encouraged to be proactive in creating their best work situations wherever possible.

# ABOUT THE AUTHORS



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## Stephen P. Robbins

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Stephen P. Robbins is Professor Emeritus of Management at San Diego State University and the world's bestselling textbook author in the areas of both management and organisational behaviour. His books are used at more than 1000 US colleges and universities, have been translated into 19 languages and have adapted editions for Canada, Australia, South Africa and India. Stephen is also the author of the bestselling books *The Truth about Managing People*, 2nd edition (Financial Times/Prentice Hall, 2008) and *Decide and Conquer* (Financial Times/Prentice Hall, 2004). In his 'other life', Stephen actively participates in masters' track competitions. Since turning 50 in 1993, he's won 18 national championships and 12 world titles, and set numerous US and world age-group records at 60, 100, 200 and 400 metres. In 2005, Stephen was elected into the USA Masters' Track and Field Hall of Fame.



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## Timothy A. Judge

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Timothy A. Judge is currently the Joseph A. Alutto Chair in Leadership Effectiveness at the Department of Management and Human Resources, Fisher College of Business, The Ohio State University. He has held academic positions at the University of Notre Dame, University of Florida, University of Iowa, Cornell University, Charles University in the Czech Republic, Comenius University in Slovakia and University of Illinois at Urbana-Champaign. Timothy's primary research interests are in (1) personality, moods and emotions, (2) job attitudes, (3) leadership and influence behaviours and (4) careers (person-organisation fit, career success). Timothy has published more than 154 articles in these and other major topics in journals such as the *Academy of Management Journal* and the *Journal of Applied Psychology*. He is a fellow of several organisations, including the American Psychological Association and the Academy of Management. Among the many professional acknowledgements of his work, Timothy was awarded the Academy of Management Human Resources Division's Scholarly Achievement Award in 2014.



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## Marissa Edwards

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Dr Marissa Edwards is a lecturer at the UQ Business School, University of Queensland. She has extensive experience teaching leadership, ethics, conflict management and organisational behaviour at undergraduate and postgraduate levels, and is a Fellow of the Higher Education Academy. Marissa's current research is focused on exploring how to reduce mental illness and encourage wellness in academic settings. She has been published in the *e-Journal of Business Education & Scholarship of Teaching*, the *Journal of Management and Organization* and the *Journal of Management Education*. In 2017, Marissa and her colleague Dr Erin Gallagher received the Best Paper Award in the Management Education and Development track at the Australian and New Zealand Academy of Management conference. In 2018, Marissa received an 'Outstanding Reviewer of 2017' citation at the *Journal of Management Education* and was appointed to the editorial board. Beyond the classroom, Marissa is an experienced project manager, seminar presenter and educator, and has worked with government and not-for-profit organisations.

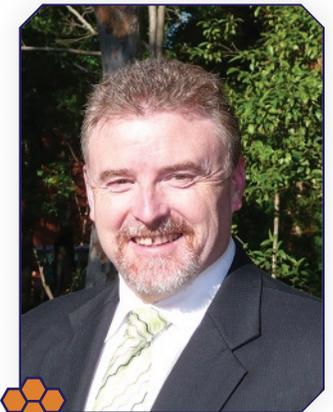
## Peter Sandiford

Dr Peter Sandiford is senior lecturer in organisational behaviour at the University of Adelaide Business School, where he is director of the school's honours program. He has taught undergraduate and postgraduate courses in organisational behaviour, cross-cultural management and research methodology in Australia, the United Kingdom, Hong Kong, China and Singapore. His teaching and learning philosophy is increasingly influenced by the need to *span the silos* of scholarly subjects, seeking relevance and connectedness across topics and disciplines. Peter is an organisational sociologist with a particular interest in workplace emotions, organisational approaches to hospitality and the role of organisations within the wider community. He has conducted a number of ethnographic studies exploring both organisational and neighbourhood communities. Peter has published his work in several leading journals such as *Work, Employment and Society*, the *Human Resource Management Journal* (UK), the *Journal of Travel Research* and the *International Journal of Hospitality Management*.



## Martin Fitzgerald

Dr Martin Fitzgerald is Associate Professor in Leadership and Organisational Studies at the University of Newcastle, Australia. He works with students and executives in the areas of leadership, decision making, and organisational behaviour and change and is privileged to be institutionally recognised for his exceptional contributions to teaching and the student learning experience. Martin has more than 20 years' prior career leadership experience across the public and private sectors, including careers as a corporate lawyer, university law academic, university senior executive and as CEO and president of a national non-profit organisation. His research interests are in the area of values-driven leadership, leadership intelligences and the behavioural dimensions of leadership decision making. Martin has published widely across a broad publication base, including books, book chapters, journal articles, government-commissioned reports and international keynote speeches. He recently co-authored *Leadership: Regional and Global Perspectives*, published by Cambridge University Press (2018).



## James Hunt

James Hunt is the MBA Program Director at the University of Newcastle, where he lectures in leadership and organisational behaviour at the postgraduate level. James has lived and worked as an academic in the United Kingdom, Spain, Bahrain, Malaysia, The Philippines, Indonesia, Singapore, Hong Kong and Australia. He has served in academia for more than 28 years and in 2003 was awarded the Centenary Medal of Australia by the Office of the Prime Minister for service to the university sector in Australia. James has authored more than 60 academic publications including books, book chapters and research papers. He remains an active researcher in the areas of emotional intelligence, leadership and personality. Throughout his career, James has received seven awards for excellence in university teaching.



