

organizational behavior



organizational behavior

seventh edition

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dedication

Dedicated with love and devotion to Donna, and to our wonderful daughters, Bryton and Madison

—S.L.M.

Dedicated to Zack, Emma, Googun, Blue, Lucky, Chloe, and Grazia

—M.A.V.G.

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Welcome to the dynamic world of organizational behavior! Knowledge is replacing infrastructure. Social media and virtual teams are transforming the way employees interact and accomplish organizational objectives. Values and self-leadership are replacing command-and-control management. Companies are looking for employees with emotional intelligence and team competencies, not just technical smarts.

Organizational Behavior, Seventh Edition, is written in the context of these emerging workplace realities. This edition explains how emotions are the foundation of employee motivation, attitudes, and decisions; how social networks generate power and shape communication patterns; how self-concept influences individual behavior, team cohesion, and leadership; and how adopting a global mindset has become an important employee characteristic in this increasingly interconnected world. This book also presents the reality that organizational behavior is not just for managers; it is relevant and valuable to anyone who works in and around organizations.

Linking Theory With Reality

Every chapter of *Organizational Behavior* is filled with examples to make OB knowledge more meaningful and reflect the relevance and excitement of this field. These stories about real people and organizations translate academic theories into relevant knowledge and real-life applications. For example, we describe how Hilcorp Energy Company has become one of the most successful oil and gas companies in the United States through job design and organization-level rewards; how JCPenney's sales dropped by one-third after its incoming CEO and fellow executives made a series of decision blunders; how Michigan software company Menlo Innovations has an intensive team-based "pair programming" work arrangement; how Telstra CEO David Thodey orchestrated a remarkable turnaround of the Australian telecommunications giant; how Deloitte Touche Tohmatsu employees are motivated through innovative game-based positive reinforcement to document client visits and attend online courses; and how online shoe retailer Zappos thrives on a strong corporate culture.

These real-life stories appear in many forms. Every chapter is filled with photo captions and in-text anecdotes about work life. Lengthier examples appear in *Global Connections* features, which "connect" OB concepts with real organizational incidents and situations. Case studies in each chapter also connect OB concepts to the emerging workplace realities. These stories provide representation across the United States and around the planet, covering a wide range of industries—from software to government, and from small businesses to the largest global organizations.

Global Focus

From its first edition, this book has been crafted around the reality that we live in a world of increasing globalization. The Seventh Edition continues this global focus by introducing the theme in the first chapter and by discussing global and cross-cultural issues in many other chapters. Furthermore, every chapter includes truly global examples, not just how American companies operate in other parts of the world. Some examples include how Tencent founder and CEO "Pony" Ma Huateng relies on transformational leadership rather than charisma to lead China's social media revolution; how the MARS model of individual behavior helps Iceland Foods Group in the United Kingdom create a high-performing workforce; how Brasilata in Sao Paulo, Brazil, succeeds through employee involvement and creativity; how the CEO of Alcoa Russia fended off corruption by emphasizing the company's values; and how DHL Express in Africa succeeds through high employee engagement.

Contemporary Theory Foundation

Organizational Behavior has a solid foundation in contemporary and classic research and writing, as reflected in the references. Each chapter is based on dozens of articles, books, and other sources. The most recent literature receives thorough coverage, resulting in what we believe is the most up-to-date organizational behavior textbook available. The topics in this book reflect our strong belief that organizational behavior is multi-disciplinary, not aligned mainly with one social science field. This book's references also reveal that we reach out to marketing, information management, human resource management, and other business disciplines for new ideas. Our approach is also to focus information that readers value, namely OB knowledge and practices. Consequently, with a few classic exceptions, we avoid writing a "who's who" book; most scholars are named in the references, not in the main text.

One of the driving forces for writing *Organizational Behavior* is to provide a faster conduit for emerging OB knowledge to reach students, practitioners, and fellow scholars. To its credit, this is apparently the first major OB book to discuss the full self-concept model (not just core self-evaluation), workplace emotions, social identity theory, global mindset, four-drive theory, specific elements of social networks, appreciative inquiry, affective events theory (but without the jargon), somatic marker theory (also without the jargon), virtual teams, mindfulness in ethical behavior, Schwartz's values model, employee engagement, learning orientation, workaholism, and several other groundbreaking topics. This edition continues this leadership by introducing the latest knowledge on predictors of moral intensity, distinguishing the two main types of matrix organizational structure, the degrees of virtuality (ranging from in-situ to virtual teams), task interdependence as a contingency in the team cohesion-performance relationship, communicator characteristics that influence coding and decoding, and the social characteristics of job design.

Organizational Behavior Knowledge for Everyone

Another distinctive feature of *Organizational Behavior* is that it is written for everyone in organizations, not just managers. The philosophy of this book is that everyone who works in and around organizations needs to understand and make use of organizational behavior knowledge. People throughout the organization—systems analysts, production employees, accounting professionals—are taking on more responsibilities as companies remove layers of management and give the rest of us more autonomy and accountability for our work outcomes. This book helps everyone to make sense of organizational behavior, and provides the conceptual tools to work more effectively in the workplace.

Active Learning and Critical Thinking Support

We teach organizational behavior, so we understand how important it is to use a textbook that offers deep support for active learning and critical thinking. Business school accreditation associations also emphasize the importance of the learning experience, which further reinforces our attention on classroom activities. This Seventh Edition includes almost three dozen case studies in various forms and levels of complexity, as well as four dozen self-assessments, most of which have been empirically tested and validated. This book is also a rich resource for in-class activities, some of which are not available in other organizational behavior books, such as the Employee Involvement Cases, Deciphering the (Social) Network, Test Your Knowledge of Personality, Mist Ridge, and the Cross-Cultural Communication Game.

Changes to the Seventh Edition

In response to reviews by dozens of organizational behavior instructors and researchers in several countries, there are numerous improvements throughout the book. Chapter 8 (teams) and Chapter 12 (leadership) have been significantly revised, and almost every other chapter has noticeable updates and revisions. Along with dozens of conceptual improvements, this edition has substantially revised the examples. All chapter-opening case studies are new or revised. Most captioned photos and Global Connections features are new or updated. We have also added more than 100 new in-text examples. Here are the main conceptual improvements in *Organizational Behavior*, Seventh Edition:

- *Chapter 1: Introduction to the Field of Organizational Behavior*—This opening chapter received considerable revision in the previous edition, so this edition has relatively minor refinements and updates, notably regarding the four perspectives of organizational effectiveness.
- *Chapter 2: Individual Behavior, Personality, and Values*—This edition updates several topics in this chapter, including new information about organizational citizenship behaviors, elements of task performance, the importance of role clarity, predictors of moral intensity, and mindfulness in ethical behavior. The sections on personality and personal values have also been further refined in several places.
- *Chapter 3: Perceiving Ourselves and Others in Organizations*—This book was apparently the first to discuss the full model of self-concept and its relevance to organizational behavior. This edition further refines this important topic, including a new exhibit that illustrates the full set of self-concept characteristics and processes. Other improvements to this chapter are found in the topics on attribution rules, fundamental attribution error, and improving perceptions through meaningful interaction.
- *Chapter 4: Workplace Emotions, Attitudes, and Stress*—This was the first OB book to discuss theories of emotion (i.e., affective events theory, somatic marker hypothesis, and affect infusion model) and to integrate those concepts with attitudes, motivation, decision making, and other topics. This edition continues this tradition by updating information on types of emotions, the relationship between emotions and attitudes, and emotional labor. The topics of cognitive dissonance and emotional intelligence outcomes and training have also been updated.
- *Chapter 5: Foundations of Employee Motivation*—This chapter has relatively minor updating, including some rewriting on employee drives and Maslow's needs hierarchy.
- *Chapter 6: Applied Performance Practices*—This edition introduces recent job design knowledge about the social characteristics of jobs as well as the predictability or information processing demands of jobs.
- *Chapter 7: Decision Making and Creativity*—The most noticeable change in this chapter is that the topic of escalation of commitment is significantly rewritten and updated. You will also find minor rewriting and updating on subjective expected utility, problems with problem identification, and a few other topics.
- *Chapter 8: Team Dynamics*—This chapter has been substantially revised and updated. The types of teams are now discussed around the emerging taxonomy of team permanence, skill differentiation, and authority differentiation. The team decision-making section has been substantially rewritten, including the addition of brainwriting as a team structure to improve creative decisions in teams. The team environment topic has been rewritten to distinguish environmental resources from drivers of change within teams. The task characteristics discussion now points out the tension between task complexity and task ambiguity. The virtual teams topic incorporates the emerging concept of virtuality. The chapter now outlines two key contingencies

(task interdependence and team norms) in the team cohesion-performance relationship. The outdated “groupthink” concept has been replaced with overconfidence as a team decision-making constraint. The topics of team diversity and team development processes (team identities and mental models) have also been revised.

- *Chapter 9: Communicating in Teams and Organizations*—Along with almost complete replacement or updating of examples throughout this chapter, this edition refines and updates the topic of effective coding and decoding. There is also minor rewriting on the topics of direct communication with top management and workplace communication through social media.
- *Chapter 10: Power and Influence in the Workplace*—The previous edition substantially revised this chapter (particularly on social networks), whereas this edition has relatively minor changes. In particular, the topics of impression management and ingratiation as well as minimizing organizational politics have been rewritten.
- *Chapter 11: Conflict and Negotiation in the Workplace*—This chapter has minor changes and updated content, particularly on task conflict, emotional stability as a factor that minimizes the link with relationship conflict, and conflict avoidance strategies.
- *Chapter 12: Leadership in Organizational Settings*—This chapter has been completely reorganized and substantially rewritten. Transformational leadership is widely considered the core perspective on this subject, so we now begin the chapter with the transformational leadership perspective (after the chapter introduction, which also describes shared leadership). The transformational leadership perspective also now includes “encourage experimentation” as one of its four elements. The second perspective, managerial leadership, is described and contrasted with transformational leadership. The managerial leadership perspective incorporates earlier behavioral leadership concepts, contemporary contingency leadership theories, and servant leadership. The other two leadership perspectives—implicit leadership and leadership competencies—have minor updates from the previous edition.
- *Chapter 13: Designing Organizational Structures*—This chapter revises and updates the matrix structure topic, including the two main forms of this structure (divisional-based and project-based), and specific problems with matrix structures. Other parts of this chapter, such as organic structures, received more subtle updating and revision.
- *Chapter 14: Organizational Culture*—The section on changing and strengthening organizational culture has been revised, particularly with the addition of supporting workforce stability and communication. The issue of espoused versus enacted values is more clearly highlighted.
- *Chapter 15: Organizational Change*—This edition streamlines the discussion on resistance to change and updates the discussion of why employees resist change.

acknowledgments

Organizational behavior is a fascinating subject. It is also incredibly relevant and valuable, which becomes apparent while developing a world-class book such as *Organizational Behavior, Seventh Edition*. Throughout this project, we witnessed the power of teamwork, the excitement of creative thinking, and the motivational force of the vision that we collectively held as our aspiration. The tight coordination and innovative synergy was evident throughout this venture. Our teamwork is even more amazing when you consider that most team members on this project are scattered throughout the United States, and the lead co-author (Steve) spends most of his time on the other side of the planet!

Executive brand manager Mike Ablassmeir led the development of *Organizational Behavior* with unwavering enthusiasm and foresight. Managing development editor Laura Hurst Spell orchestrated the daily process with superhuman skill and determination, which is particularly important given the magnitude of this revision, the pressing deadlines, and the 24-hour time zones in which we operated. Jennifer Blankenship, our photo researcher, continues to amaze us. She tracked down photos that we sought from every corner of the globe. Debra Kubiak created a refreshing book design that elegantly incorporated the writing, exhibits, anecdotes, photos, and many other resources that we pack into this volume. We also extend our thanks to Elisabeth Nevins Caswell for superb copy editing, Katie Klochan for leading the production process like a precision timepiece, and Elizabeth Trepkowski for her excellent marketing and sales development work. Thanks to you all. This has been a truly wonderful journey!

Several dozen instructors around the world reviewed parts or all of *Organizational Behavior, Seventh Edition*, or related editions in other countries over the past few years. Their compliments were energizing, and their suggestions significantly improved the final product. The following people from U.S. colleges and universities provided the most recent feedback for improvements specifically for this edition:

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Steve also extends special thanks to his students for sharing their learning experiences and assisting with the development of the organizational behavior textbooks he writes in the United States, Canada, and the Asia-Pacific region. Along with working with Mary Ann, Steve is honored to work with his other co-authors, including Kevin Tasa (Schulich School of Business, York University) and Sandra Steen (University of Regina) for the Canadian edition, and Mara Olekalns (Melbourne Business School) and Tony Travaglione (Pro vice-chancellor, Curtin Business University) for the Asia-Pacific edition. He also thanks the co-authors of other translations and adaptations. Steve is grateful to his colleagues at the University of Western Australia for their support during these changing times. But more than anything else, Steve is forever indebted to his wife Donna McClement and to their wonderful daughters, Bryton and Madison. Their love and support give special meaning to Steve's life.

Mary Ann would also like to acknowledge the many professionals at McGraw-Hill/Irwin who have worked to make the 7th edition a reality. In addition, she would like to thank the many, many students who have used and hopefully enjoyed this book, so a big shout out to all students everywhere who have used and enjoyed previous editions of this book. She would also like to thank the faculty and staff at Florida International University, and also her CIBER staff: Sonia, Nathalie, and Sara-Michelle. Most importantly though, Mary Ann thanks coauthor Steve McShane for his tireless efforts. Finally, Mary Ann would like to thank her family, starting with the immediate ones, Emma, Zack, Googun, Chloe, Lucky, and Blue. She would also like to thank John, Rhoda, Lauren, Lindsay, and Christen. She also acknowledges the critical role that some very special people play in her life: Janet, Peter M., Bill, Karen, Alan, Danny, Peter W., Letty D., John D, CEK and Jeff, Damian, Debra, Mary T, Linda C., and Susan RW. Thanks to you all!

supporting the learning process

AN INTERNATIONAL AUTHOR TEAM FOR THE GLOBAL EMPLOYEE

Drawing on their extensive international teaching and research experience, the authors have produced a book that is highly regarded for its global focus. Steve McShane teaches in Australia and Singapore and gives talks each year to schools throughout Asia and North America. As Director of the Center for International Business Education, Mary Ann Von Glinow regularly visits and conducts research in South America, China, and elsewhere around the world.

DEBATING POINTS

Debating Point boxes help students to think critically and to recognize that even seemingly obvious ideas have logical counterarguments. Debating Points also raise the bar by focusing on topics that are central to the world of work.



debating point

IS THERE ENOUGH EVIDENCE TO SUPPORT EVIDENCE-BASED MANAGEMENT?

One of the core anchors of organizational behavior is that knowledge must be built on a solid foundation of scientifically based research. This evidence-based management (EBM) approach particularly embraces scientific methods—relevant measures, appropriate sampling, systematic experimental design, and the like—because they produce more valid theories to guide management decisions. Scholars also advise managers to become more aware of these well-studied cause-effect principles, and to use diagnostic tools (such as surveys and checklists) to effectively apply those principles in the workplace. Invariably, supporters of the evidence-based management movement contrast this systematic approach with reliance on management fads, hyped consulting, or untested personal mental models.

It seems obvious that we should rely on good evidence rather than bad evidence (or no evidence at all) to make sound decisions in the workplace. Yet there is another side to this debate.³² The question isn't whether good evidence is valuable; it is about the meaning of "good evidence." One concern is that scholars might be advocating an interpretation of good evidence that is far too narrow. They typically limit evidence to empirical research and consider qualitative information "anecdotal." Albert Einstein tried to avoid this questionable view by keeping the following message framed on his wall: "Not everything that can be counted counts, and not everything that counts can be counted."

Another concern is that managers don't view organizational research as particularly relevant to the issues they face.³³ This partly occurs because academic journals usually set very high standards for studies, requiring uncontaminated, quantifiable measures in environments that control for other factors. But managers do not operate in such pristine conditions. Their world is much more complex, with more obscure indicators of key variables. One indicator of this research-practice gap is that most organizational studies are correlational, whereas managers typically require knowledge of behavioral interventions. Only about 2 percent of organizational studies are real-world interventions.³⁴

A third critique of the EBM movement is that the systematic elements of organizational research studies (e.g., sample size, measurement reliability, advanced data analysis methods) sometimes mask other potentially serious faults. Cross-cultural studies, for example, often use college student samples to represent an entire culture. Lab studies with students assume they replicate workplace conditions, without considering substantial differences in skills and team dynamics between the two settings. Indeed, some meta-analyses report substantially different results of studies using students versus employees. Finally, even if the published research is valid, it is usually biased because studies with nonsignificant results are much less likely to be published.



global connections 2.1

Working with High Power Distance in China⁹⁷

As the only Westerner in a 50-employee start-up winery in China, Emilie Bourgois soon noticed that Chinese managers seemed to use their power more directly than did European or American bosses. "I was surprised to see that taking the initiative most of the time was seen as rude and as a failure to respect the executives' authority," says Bourgois, a public relations professional from Bordeaux, France. "At work, everyone had to perform well in their own tasks, but permission was required for anything other than what was expected."

This high power distance was also apparent in how Chinese managers interacted with staff. "Western-style bosses tend to develop a closer relationship with employees," Bourgois suggests. "The hierarchy is much more clearly divided in Chinese-dominant companies than it is in foreign ones."

Bourgois worked well with her colleagues at the Chinese winery, but she acknowledges that "beyond that, there is still an important cultural gap." She is now employed in the Beijing office of executive recruitment firm Antal International, where cultural differences seem to be less pronounced because the company has team building events to improve bonding and mutual understanding.



Emilie Bourgois, second from right with coworkers at Antal International in Beijing, discovered in an earlier job that Chinese-dominant companies have higher power distance compared with most Western firms.

REAL-WORLD EXAMPLES BRING OB TO LIFE

Every chapter is filled with examples to make OB knowledge more meaningful and reflect the relevance and excitement of this field. Opening vignettes set the stage; captioned photos depict OB concepts; and Global Connections features present more detailed vignettes.

SELF-ASSESSMENT

HOW MUCH DOES WORK DEFINE YOUR SELF-CONCEPT?

Work is an important part of our lives, but some people view it as secondary to other life interests, whereas others view work as central to their identity as individuals. The following scale estimates the extent to which you view work as a central or not-so-central life interest. Read each of the statements below and decide how accurate each one is in describing your focus in life. Then, use the scoring key

in Appendix B at the end of this book to calculate your results. Remember that there are no right or wrong answers to these questions. Also, this self-assessment should be completed alone so that you can rate yourself honestly without concerns of social comparison. Class discussion will focus on the meaning of this scale and its relevance to self-concept and perceptions.

Work Centrality Scale

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH EACH STATEMENT BELOW IN DESCRIBING YOUR FOCUS IN LIFE.	STRONGLY DISAGREE	MODERATELY DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	MODERATELY AGREE	STRONGLY AGREE
1. The most important things that happen in life involve work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work is something people should get involved in most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work should be only a small part of one's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Work should be considered central to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In my view, an individual's personal life goals should be work-oriented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Life is worth living only when people get absorbed in work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: R. N. Kanungo, *Work Alienation: An Integrative Approach* (New York: Praeger, 1982).

SELF-ASSESSMENTS

Self-assessments are an important and engaging part of the active learning process. This edition features self-assessments in every chapter, including new scales such as proactive personality, romance of leadership, work centrality, sensing-intuitive type, and learning goal orientation. Most self-assessments are also available online in Connect.

student and instructor support materials

Organizational Behavior, Seventh Edition, includes a variety of supplemental materials to help instructors prepare and present the material in this textbook more effectively.

Online Learning Center (www.mhhe.com/mcshane7e)

The Online Learning Center provides instructors with the following teaching tools.

INSTRUCTOR'S MANUAL

This is one of the few textbooks for which the authors write the *Instructor's Manual*, ensuring that the instructor materials represent the textbook's content and support instructor needs. Each chapter includes the learning objectives, glossary of key terms, a chapter synopsis, complete lecture outline with thumbnail images of corresponding PowerPoint slides, and suggested answers to the end-of-chapter discussion questions. Also included are teaching notes for the chapter case(s), team exercises, and self-assessments. The *Instructor's Manual* also provides complete teaching notes for the additional cases.

TEST BANK AND EZ TEST

Updated for this edition, the Test Bank includes more than 2,000 multiple-choice, true/false, and essay questions. Each question identifies the relevant learning objective, Bloom's taxonomy level, AACSB standard for assurance of learning, and difficulty level.

In addition, McGraw-Hill's testing software, EZ Test, allows you to easily query for learning objectives that directly relate to the learning objectives for your course; the reporting features of EZ Test also enable you to aggregate student results, making the collection and presentation of assurance-of-learning data quick and easy. The program provides a means to create tests that are book-specific and even add your own questions. Multiple versions of a test can be created, and any test can be exported for use with course management systems such as WebCT and Blackboard or with any other course management system.

POWERPOINT PRESENTATION SLIDES

The PowerPoint slides have been prepared by the authors, allowing seamless integration between the slides and the *Instructor's Manual*. Each chapter includes more than two dozen slides, featuring key points, photographs, and figures from the text, as well as teaching tips and notes for using the slides.

Student Supplements

Students can access self-graded quizzes and chapter review materials.

Video Resources

ORGANIZATIONAL BEHAVIOR VIDEO DVD VOL. 2

For instructors who want to incorporate more real-world examples into the classroom, this compilation of video clips features interesting and timely issues, companies, and people related to organizational behavior. The clips and teaching notes are also located in the Instructor Center of the Online Learning Center and in the Connect Library Resources.

MANAGER'S HOT SEAT

Now instructors can put students in the hot seat with access to an interactive program. Students watch real managers apply their years of experience when confronting unscripted issues. As the scenario unfolds, questions about how the manager is handling the situation pop up, forcing the student to make decisions along with the manager. At the end of the scenario, students watch a post-scenario interview with the manager, to see how their responses matched up with the manager's decisions. The Manager's Hot Seat videos are now available as assignments in Connect.

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- eBook
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AACSB Statement

McGraw-Hill Education is a proud corporate member of AACSB International. Understanding the importance and value of AACSB accreditation, the authors of *Organizational Behavior, Seventh Edition*, recognize the curricula guidelines detailed in the AACSB standards for business accreditation by connecting selected questions in the text and/or the Test Bank to the six general knowledge and skill guidelines in the AACSB standards.

The statements contained in *Organizational Behavior, Seventh Edition* are provided only as a guide for the users of this textbook. The AACSB leaves content coverage and assessment within the purview of individual schools, the mission of the school, and the faculty. While *Organizational Behavior* and the teaching package make no claim of any specific AACSB qualification or evaluation, we have within *Organizational Behavior* labeled selected questions according to the six general knowledge and skill areas.



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Ebooks are an innovative way for students to save money and to “go green.” McGraw-Hill’s ebooks are typically 40% off the bookstore price. Students have the choice between an online and a downloadable CourseSmart ebook.

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organizational behavior

