



Stephen P. Robbins

Organizational Behavior

CONCEPTS, CONTROVERSIES, AND APPLICATIONS

Third Edition

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THIRD EDITION

Organizational Behavior

CONCEPTS, CONTROVERSIES,
AND APPLICATIONS

Stephen P. Robbins

San Diego State University



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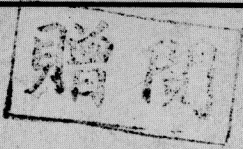
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PART I INTRODUCTION

- Chapter 1 *What Is Organizational Behavior?*
- Chapter 2 *Toward Explaining and Predicting Behavior*

PART II THE INDIVIDUAL

- Chapter 3 *Foundations of Individual Behavior*
- Chapter 4 *Values, Attitudes, and Job Satisfaction*
- Chapter 5 *Ability and Motivation*

PART III THE GROUP

- Chapter 6 *Foundations of Group Behavior*
- Chapter 7 *Communication and Group Decision Making*
- Chapter 8 *Leadership*
- Chapter 9 *Power and Politics*
- Chapter 10 *Conflict*

PART IV THE ORGANIZATION SYSTEM

- Chapter 11 *Foundations of Organization Structure*
- Chapter 12 *Job Design, Work Settings, and Job Stress*
- Chapter 13 *Human Resource Policies and Practices*
- Chapter 14 *Organizational Culture*
- Chapter 15 *Organizational Change and Development*

PART V EPILOGUE

- Chapter 16 *Summary and Selected Special Topics*

For Joan G. Rapp—
my “in-house” library resource

Preface

The third edition of this text continues my commitment to present readers with a balanced, integrative, and highly readable introduction to the field of organizational behavior (OB). I want to use the next couple of pages to explain how I've tried to achieve this and also to describe the major changes since the last edition.

BALANCED TOPIC COVERAGE

This edition has been streamlined to 16 chapters from 19. Essentially this has been achieved by reducing the number of chapters on individual behavior. There is now a minimal degree of overlap with concepts typically covered in introductory psychology courses. I think I've further improved the text's balance by reorganizing the group material and integrating organizational politics into the chapter on power.

The entire research base for the book has been revised and updated since the previous edition. This activity brought to light a number of topics that needed to be added or significantly expanded. The following list represents some of the topics that are new to this edition:

- research methods in organizational behavior
- biographical characteristics (age, sex, tenure, etc.)
- self-perception theory
- ability's effect on performance
- decision making (individual and group)
- group demography
- stages of group development
- impact of unions on employee behavior
- Hersey and Blanchard's situational leadership theory

- the physical work setting (temperature, noise, work space, and so forth.)
- career development
- evaluating OD effectiveness
- impact of retrenchment on employee behavior
- two-tier pay systems
- dual career couples
- OB in an international context

INTEGRATIVE FRAMEWORK

This book makes use of two unique devices for helping you to integrate and synthesize its contents. The first is a building-block model, presented in Chapter 2, that explains why the topics are organized as they are and the interrelationships between them. The second is a set of four comprehensive models, included in the last chapter, that shows you how it all fits together and what it means.

The building-block model originated with the first edition and has proven to be an effective framework for overviewing the field of organizational behavior. It describes OB as focusing on three levels—the individual, the group, and the organization system—and defines the objectives of OB as explaining and predicting four outcomes—employee productivity, absence, turnover, and satisfaction.

I came to realize, however, that the building-block framework didn't go far enough in helping readers integrate OB concepts. So, for this edition, I've developed a set of comprehensive models that isolate and prioritize the key OB variables. In Chapter 16, you'll find a separate model for explaining and predicting each of the four outcome objectives. These four integrative models represent my best efforts at summarizing literally thousands of research studies.

READABILITY

Students and instructors have described earlier editions of this book in such terms as “lively,” “interesting,” “logical,” and “conversational.” But writing style is difficult to measure objectively. I think you'll find this revision maintains the high readability of the previous editions—with special care given to explaining concepts fully and making extensive use of examples—but only you can judge the accuracy of this claim.

PEDAGOGICAL FEATURES

An effective textbook is a comprehensive learning system. It should be designed to facilitate understanding and application. I've included a number of features in this book to help you better assimilate its contents.

- *Key terms and concepts*—Each chapter opens with a set of terms and concepts that you should be able to define and understand after reading the material.
- *Implications for performance and satisfaction*—Each of the core chapters ends with a section where that chapter's concepts are summarized in terms of their relevance to explaining and predicting employee performance and satisfaction.
- *Chapter wrap-ups*—All chapters end with a set of discussion questions and references for further reading.

- *“Point-Counterpoint” debates*—A unique pedagogical component in this text is the inclusion of “Point-Counterpoint” debates. They present interesting and current controversies in OB. My experience is that these debates are excellent for stimulating class discussion. For the third edition, the “Point-Counterpoint” sections have been shortened and rewritten to be more lively and focused.
- *Cases and exercises*—To assist in the transition from theory to practice, you’ll find cases at the end of each major part and self-assessment exercises at the conclusion of the Individual, Group, and Organization System sections. Both the cases and exercises have been expanded by 30 percent. There are now 26 cases and 12 exercises included in the book.

ACKNOWLEDGMENTS

Every author has a long list of individuals to whom he is indebted. I appreciate the comments and suggestions made by the outside reviewers: Mark Miller, Pennsylvania State University; Douglas T. Hall, Boston University; Robert H. Drumm, the University of Texas at San Antonio; and Ronald Fry, Case Western Reserve University. I am also appreciative of the ideas offered by my colleagues at San Diego State, particularly Penny Wright, Alan Omens, Jim Lackritz, and Jim Beatty. My typist, Sharon Dillon, did an excellent job of translating my “hen scratchings” into a neatly typed manuscript.

There are dozens of people at Prentice-Hall who contributed to this book. To acknowledge all of them is impossible. Special thanks, however, are directed to Alison Reeves; Alison’s assistant, Linda Siebert; Gerry Johnson; my production editor, Eve Mossman; and designer, Christine Wolf.

On a more personal note, I want to recognize the three women in my life. My daughters Dana and Jennifer make me look as if I knew what I were doing in my role as a father. My “friend,” Joan, has opened my eyes to how good a relationship can be.

Oh, one last comment before I close. It’s appropriate for authors to claim full responsibility for any errors or omissions in their text. I’ve often thought how nice it would be to veer from this tradition and to place the blame for any such mistakes somewhere else. Maybe my graduate assistant could have overlooked an important piece of research, my typist may have unintentionally left out a sentence or two, the copy editor may have had her mind somewhere else, the proof-reader might have “hung one on” the night before reviewing these pages. . . . Unfortunately, such excuses won’t work. If you find any errors or omissions, there’s only one person to hold accountable. His name is on the cover!



San Diego, California

5, 7, 10, 11, 13, 14, 15

Contents

Preface xvii

PART ONE

INTRODUCTION

1 What Is Organizational Behavior? 2

- Replacing Intuition with Systematic Study 4*
- Putting the "Organization" into Organizational Behavior 5*
- Is OB Worth Studying? 6*
- Contributing Disciplines to the OB Field 7*
 - Psychology, 7 Sociology, 8 Social Psychology, 9*
 - Anthropology, 9 Political Science, 9*
- Are "OB" and "Management" Synonymous Terms? 10*
- There Are Few Absolutes in OB 10*
- POINT: OB Is a Social Science 12*
- COUNTERPOINT: Behavior Is Genetically Determined 13*
- For Discussion 14*
- For Further Reading 14*

2 Toward Explaining and Predicting Behavior 16

- Research in Organizational Behavior 17*
 - Purpose of Research, 18 Evaluating Research, 18 Research*

Design, 19	Research Settings, 23	Summary, 24
<i>Developing an OB Model</i> 24		
What Is a Model?, 25	Key Components in a Model, 25	OB Model Components, 27
Toward a Contingency OB Model, 32		
<i>POINT: Employee Turnover Is Dysfunctional to an Organization</i>		35
<i>COUNTERPOINT: Employee Turnover Can Be Functional</i>		36
<i>For Discussion</i>		37
<i>For Further Reading</i>		37

CASES FOR PART I

IA	<i>Do Accountants Need People Skills?</i>	39
IB	<i>"I'm Not Always Right, But I'm Right Most of the Time"</i>	40
IC	<i>An Afternoon Talk at the Old Lion Tavern</i>	41
ID	<i>Arnie Bentley—Househusband</i>	43
IE	<i>"I Love My Work"</i>	44

PART TWO

THE INDIVIDUAL

3

Foundations of Individual Behavior 48

Biographical Characteristics 49

Age, 50 Sex, 50 Marital Status, 51 Number of Dependents, 51 Tenure, 52

Personality 52

What Is Personality?, 52 Personality Determinants, 53 Personality Traits, 55 Major Personality Attributes Influencing OB, 57 ✓
Matching Personality and Jobs, 60

Perception 62

What Is Perception and Why Is It Important?, 62 Factors Influencing Perception, 63 Perception and Individual Decision Making, 66
Person Perception: Making Judgments About Others, 67 ✓

Learning 73

A Definition of Learning, 73 Theories of Learning, 74 Shaping: A Managerial Tool, 77 Some Specific Organizational Applications, 80

Implications for Performance and Satisfaction 81

Biographical Characteristics, 81 Personality, 82 Perception, 82
Learning, 83

<i>POINT: Training Can Improve Perceptual Accuracy</i>	84
<i>COUNTERPOINT: Training Doesn't Always Improve Perceptual Accuracy</i>	85
<i>For Discussion</i>	86
<i>For Further Reading</i>	86

4 Values, Attitudes, and Job Satisfaction 91

<i>Values</i>	92
Importance of Values, 93	Sources of Our Value Systems, 93
Types of Values, 94	Changing Employee Values, 96
<i>Attitudes</i>	97
Sources of Attitudes, 97	Types of Attitudes, 98
Attitudes and Consistency, 99	Cognitive Dissonance Theory, 99
Measuring the A-B Relationship, 101	An Application: Attitude Surveys, 103
<i>Job Satisfaction</i>	104
Measuring Job Satisfaction, 104	Job Satisfaction in the Workplace Today, 105
Job Satisfaction as a Dependent Variable, 105	Job Satisfaction as an Independent Variable, 106
<i>Implications for Performance and Satisfaction</i>	109
<i>POINT: The Importance of High Job Satisfaction</i>	110
<i>COUNTERPOINT: Job Satisfaction Has Been Overemphasized</i>	111
<i>For Discussion</i>	112
<i>For Further Reading</i>	112

5 Ability and Motivation 116

<i>Ability</i>	117
Intellectual Abilities, 118	Physical Abilities, 119
The Ability-Job Fit 119	
<i>Motivation</i>	121
What Is Motivation?, 121	Early Theories of Motivation, 122
Contemporary Theories of Motivation, 127	Integrating Contemporary Theories of Motivation, 140
<i>Implications for Performance and Satisfaction</i>	142
<i>POINT: Money Motivates!</i>	144
<i>COUNTERPOINT: Money Doesn't Motivate Most Employees Today!</i>	145
<i>For Discussion</i>	146
<i>For Further Reading</i>	146

CASES FOR PART II

IIA	<i>Is There an Accounting Personality?</i>	151
IIB	<i>The Hi-Tech Disaster</i>	152

IIC	<i>Business Is Good at Consolidated—Check It Out!</i>	153
IID	<i>Tom's Midlife Crisis</i>	154
IIE	<i>Money Isn't Everything, I Guess!</i>	155
IIF	<i>The Green Bay Legend</i>	156

EXERCISES FOR PART II

IIA	<i>Value Assessment Test</i>	158
IIB	<i>Determining Your Locus of Control</i>	161
IIC	<i>Needs Test</i>	163
IID	<i>Supervisory Attitude Scale</i>	164

PART THREE

THE GROUP

6

Foundations of Group Behavior 168

<i>Defining and Classifying Groups</i>	169
<i>Why Do People Join Groups?</i>	170
Security, 170	Status and Self-Esteem, 171
Affiliation, 171	Power, 171
Interaction and Goal Achievement, 172	
<i>Stages of Group Development</i>	172
<i>Group Structure</i>	174
Roles, 174	Norms, 178
Status, 184	
<i>Contingency Variables That Affect Group Behavior</i>	190
Personality Characteristics of Members, 190	Group Size, 190
Heterogeneity of Members, 191	
<i>Characteristics of Effective Groups</i>	193
<i>Should Management Seek Cohesive Groups?</i>	194
Determinants of Cohesiveness, 194	Effects of Cohesiveness on Group Productivity, 196
<i>Implications for Performance and Satisfaction</i>	198
Performance, 198	Satisfaction 199
<i>POINT: Designing Jobs around Groups</i>	200
<i>COUNTERPOINT: Jobs Should Be Designed around Individuals</i>	201
<i>For Discussion</i>	202
<i>For Further Reading</i>	202

7

Communication and Group Decision Making 206

- Functions of Communication* 207
- The Communication Process* 208
 - A Communication Model, 208 Sources of Distortion, 210
- Barriers to Effective Communication* 211
 - Filtering, 212 Selective Perception, 212
 - Emotions, 212 Language, 212
- Overcoming the Barriers* 214
 - Use Feedback, 214 Simplify Language, 214 Listen Actively, 215
 - Constrain Emotions, 215
- Communication Patterns* 215
 - Directions of Communication, 216 Communication Networks, 218
- Nonverbal Communication* 221
- Perception and the Creation of Meaning* 222
 - Applying Equity Theory to Communication, 223 Looking for Informational Cues, 224
- Group Decision Making* 225
 - Groups vs. the Individual, 225 Groupthink and Groupshift, 227 Group Decision-Making Techniques, 230
- Implications for Performance and Satisfaction* 231
- POINT: Making Judgments Is the Major Barrier to Communication* 234
- COUNTERPOINT: The Search for Improved Communication Is the Problem* 235
- For Discussion* 236
- For Further Reading* 236

8

Leadership 239

- What Is Leadership?* 240
- Transition in Leadership Theories* 241
- Trait Theories* 241
- Behavioral Theories* 242
 - Ohio State Studies, 243 University of Michigan Studies, 244 The Managerial Grid, 244 Summary of Behavioral Theories, 245
- Contingency Theories* 246
 - Autocratic-Democratic Continuum Model, 246 Fiedler Model, 248
 - Hersey-Blanchard's Situational Theory, 251 Path-Goal Theory, 254 Leader-Participation Model, 255 Sometimes Leadership Is Irrelevant! 258
- Looking for Common Ground: What Does It All Mean?* 259

<i>Implications for Performance and Satisfaction</i>	260
<i>POINT: Leaders Make a Real Difference!</i>	262
<i>COUNTERPOINT: Leaders Don't Make a Difference!</i>	263
<i>For Discussion</i>	264
<i>For Further Reading</i>	264

9

Power and Politics 268

<i>A Definition of Power</i>	269
<i>Contrasting Leadership and Power</i>	271
<i>Bases and Sources of Power</i>	271
<i>Bases of Power,</i>	272
<i>Sources of Power,</i>	273
<i>Summary,</i>	275
<i>Dependency: The Key to Power</i>	275
<i>The General Dependency Postulate,</i>	275
<i>What Creates Dependency?</i>	276
<i>Power Tactics</i>	279
<i>Power in Groups: Coalitions</i>	281
<i>Politics: Power in Action</i>	282
<i>Definition,</i>	282
<i>The Importance of a Political Perspective,</i>	283
<i>Factors Contributing to Political Behavior,</i>	284
<i>Implications for Performance and Satisfaction</i>	285
<i>POINT: Successful Managers Are Power Oriented</i>	287
<i>COUNTERPOINT: The Case for the Relational Manager</i>	288
<i>For Discussion</i>	289
<i>For Further Reading</i>	289

10

Conflict 292

<i>A Definition of Conflict</i>	293
<i>Transitions in Conflict Thought</i>	294
<i>The Traditional View,</i>	294
<i>The Behavioral View,</i>	295
<i>The Interactionist View,</i>	295
<i>Functional Versus Dysfunctional Conflict</i>	295
<i>The Conflict Paradox</i>	296
<i>Conflict Process</i>	297
<i>Stage I: Potential Opposition,</i>	297
<i>Stage II: Cognition and Personalization,</i>	299
<i>Stage III: Behavior,</i>	300
<i>Stage IV: Outcomes,</i>	303
<i>Implications for Performance and Satisfaction</i>	305

<i>POINT: Conflict Is Good for an Organization</i>	307
<i>COUNTERPOINT: All Conflicts Are Dysfunctional!</i>	308
<i>For Discussion</i>	309
<i>For Further Reading</i>	309

CASES FOR PART III

IIIA	<i>Welcome to the School Board</i>	311
IIIB	<i>A Man Has Got to Know His Place</i>	312
IIIC	<i>Tip Says No Way</i>	314
IIID	<i>Getting Off to a Good Start</i>	315
IIIE	<i>Games People Play in the Shipping Department</i>	316
IIIF	<i>I Don't Make Decisions!</i>	318

EXERCISES FOR PART III

IIIA	<i>Status-Ranking Task</i>	320
IIIB	<i>Test Your Management Communication Skills</i>	321
IIIC	<i>Leadership Questionnaire</i>	323
IIID	<i>Power Orientation Test</i>	324

PART IV

THE ORGANIZATION SYSTEM

11

Foundations of Organization Structure 328

<i>What Is Structure?</i>	330
Complexity,	330
Formalization,	331
Centralization,	331
<i>Classifying Organization Structures</i>	332
Mechanistic and Organic Structures,	332
The Simple Structure,	335
The Functional Structure,	335
The Product Structure,	336
The Matrix Structure,	337
<i>Why Do Structures Differ?</i>	338
Organization Size,	338
Technology,	340
Environment,	341
Power-Control,	342
Applying the Contingency Factors,	343
<i>Key Structural Variables and Their Relevance to OB</i>	345
Organization Size,	345
Organizational Level,	346
Span of Control,	346
Horizontal Differentiation,	346
Vertical Differentiation,	347
Centralization,	347

<i>Are Organization Structures Real or in People's Minds?</i>	347
<i>Implications for Performance and Satisfaction</i>	348
<i>POINT: Bureaucracies Are a Dying Structural Breed</i>	351
<i>COUNTERPOINT: Bureaucracies Are Alive, Well, and Flourishing</i>	352
<i>For Discussion</i>	353
<i>For Further Reading</i>	353

12

Job Design, Work Settings, and Job Stress 356

Job Design 358

<i>What Is Job Design?,</i>	359	<i>Historical Development of Job Design,</i>	359
<i>Individual Redesign Options</i>	362	<i>Group Redesign Options,</i>	365
<i>Alternative Work Schedule Options,</i>	368	<i>The Job Characteristics Model,</i>	371

Work Settings 376

<i>Physical Environment,</i>	377	<i>Workspace Design</i>	378
------------------------------	-----	-------------------------	-----

Job Stress 382

<i>What Is Stress?,</i>	382	<i>Facts about Stress and Work,</i>	383	<i>Causes of Stress,</i>	384
<i>Symptoms of Stress,</i>	384	<i>Stress and Performance,</i>	385		

Implications for Performance and Satisfaction 388

POINT: A Job Design Scenario: Route One 389

COUNTERPOINT: A Job Design Scenario: Route Two 390

For Discussion 391

For Further Reading 391

13

Human Resource Policies and Practices 396

Selection Practices 397

<i>Job Analysis,</i>	397	<i>Selection Devices,</i>	398
----------------------	-----	---------------------------	-----

Performance Evaluation Systems 400

<i>Purposes of Performance Evaluation,</i>	400	<i>Performance Evaluation and Motivation,</i>	401
<i>What Do We Evaluate?,</i>	402	<i>Methods of Performance Evaluation,</i>	403
<i>Potential Problems,</i>	404	<i>Overcoming the Problems,</i>	406
<i>Performance Feedback,</i>	409		

Reward Systems 410

<i>Determinants of Rewards,</i>	410	<i>Types of Rewards,</i>	412	<i>Reward Systems in Practice: The Case of Pay,</i>	415
---------------------------------	-----	--------------------------	-----	---	-----

Career Development Practices 416

<i>Career Stages,</i>	416	<i>Effective Career Development Practices,</i>	417
-----------------------	-----	--	-----

<i>The Union-Management Interface</i>	419
<i>Implications for Performance and Satisfaction</i>	420
Selection Practices,	420
Performance Evaluation Systems,	421
Reward Systems,	421
Career Development Practices,	422
Union-Management Interface,	422
<i>POINT: College Students Shouldn't Be Asked to Grade Their Teachers</i>	423
<i>COUNTERPOINT: Challenges to the Assumption of Competence For Discussion</i>	424
<i>For Further Reading</i>	425

14

Organizational Culture 428

<i>Prelude to Culture: Institutionalization</i>	430
<i>What Is Culture?</i>	430
A Definition,	431
Culture Is a Descriptive Term,	431
Do Organizations Have Uniform Cultures?,	432
Strong vs. Weak Cultures,	433
Culture vs. Formalization,	434
Is There a "Right" Culture?,	434
<i>What Does Culture Do?</i>	435
Culture's Functions,	435
Culture as a Liability,	436
<i>Creating and Sustaining Culture</i>	436
How a Culture Begins,	437
Keeping a Culture Alive,	437
Summary: How Cultures Form,	442
<i>How Employees Learn Culture</i>	442
Stories,	442
Rituals,	443
Material Symbols,	443
Language,	444
<i>Culture in Action</i>	444
GM & EDS: When Cultures Collide,	445
AT&T: Seeking a New Culture,	446
<i>Implications for Performance and Satisfaction</i>	447
<i>POINT: The Case against Cultural Change</i>	449
<i>COUNTERPOINT: How to Change an Organization's Culture For Discussion</i>	450
<i>For Further Reading</i>	451

15

Organizational Change and Development 454

<i>Some Definitions</i>	456
<i>Resistance to Change</i>	457
<i>The Change Process</i>	457