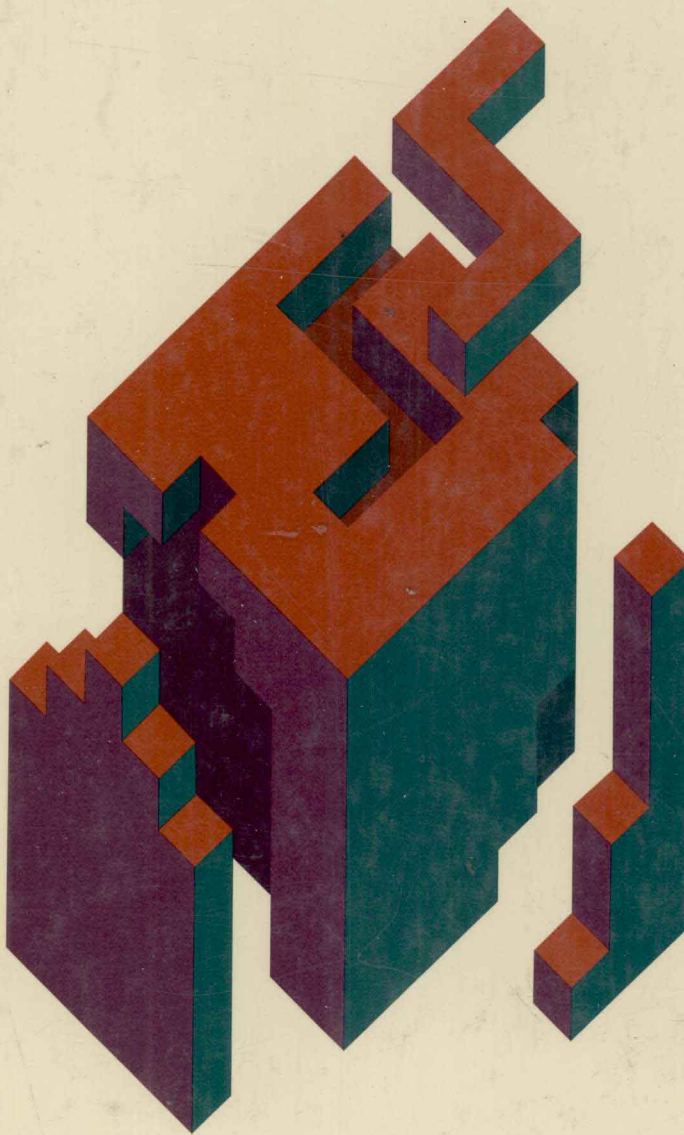


ORGANIZATIONS

Behavior

Structure

Processes



GIBSON
IVANCEVICH
DONNELLY

Seventh
Edition

ORGANIZATIONS

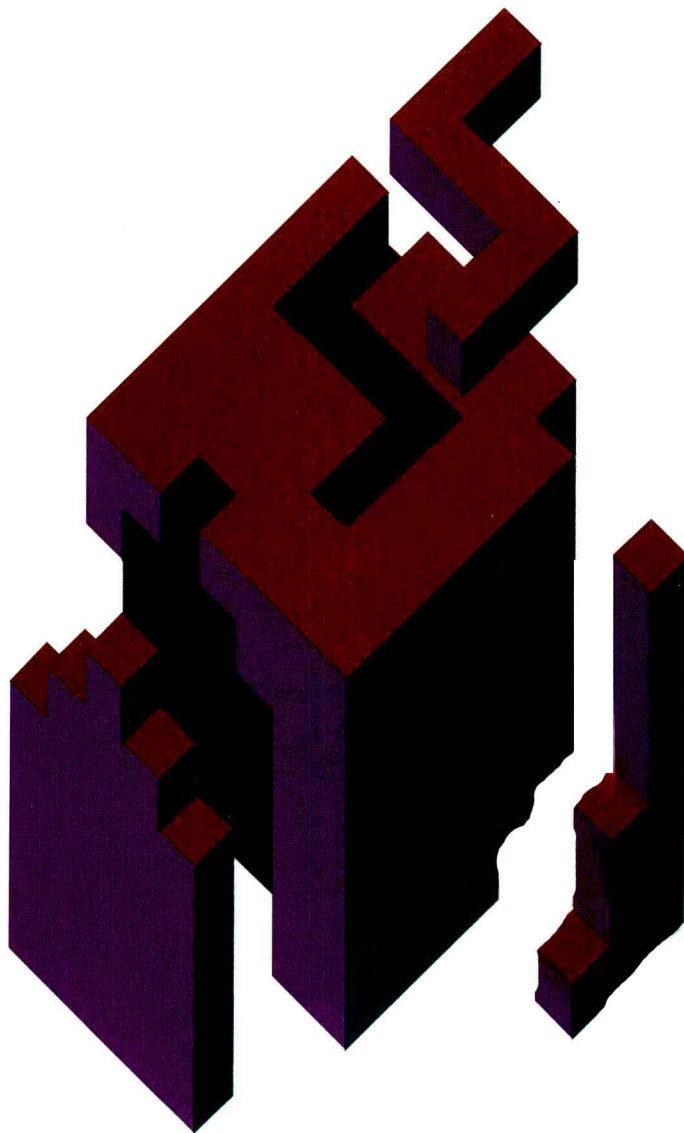
Behavior



Structure



Processes



ORGANIZATIONS

Behavior — Structure — Processes

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Seventh Edition

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PREFACE

OBJECTIVES OF THIS EDITION

The changes sweeping the world in Europe, the Pacific Rim, Latin America, and North America have been astounding: the Berlin Wall has crumbled, dictators have been removed from office, calls for the restructuring of entire economic and management systems are heard daily, and citizens have been given opportunities to vote for their leaders. Properly managing these rapid changes, shifting economies, and the production enterprises in society is now the major challenge facing the world. Politicians can make declarations about freedom, autonomy, and restructuring, but it is managers who must implement the changes.

The objective of the seventh edition of *Organizations: Behavior, Structure, Processes* is to present a realistic, relevant, and complete view of people working in organizations around the world. Instead of focusing on the United States, we have expanded our approach to include worldwide issues, problems, and considerations. The U.S. manager must work, negotiate, conduct business, and compete for customers with managers from around the world.

The text provides theories, research results, and applications that apply to people in worldwide organizations. Realism, relevance, and thoroughness have been our targets in developing the chapters, cases, and exercises for this and previous editions. Over the history of *Organizations: Behavior, Structure, Processes*, student and instructor feedback has indicated that our objective has been achieved.

A theme introduced early and carried throughout the book is that effective management of organizational behavior requires an understanding of theory, research, and practice. Given this theme, our task is to present and interpret organizational behavior theory and research so that students can comprehend the three characteristics common to all organizations—behavior, structure, processes—as affected by actions of managers. Accordingly, we illustrate how organizational behavior theory leads to research and

how both theory and research provide the basic foundation for practical applications in business firms, hospitals, educational institutions, and governmental agencies.

We have attempted to move our readers from the role of bystanders or rote readers to the role of active participants. When students become more involved in weighing and evaluating the decisions a manager must make, the dynamics and vitality of managing people become more real, relevant, and complete.

NEW MATERIAL IN THIS EDITION

The seventh edition includes important new subject matter as well as additional learning approaches. Explained at the end of this preface is one of those learning approaches: our new “integrated color coding” system for the figures that appear in this text. This system will help readers better understand the figures throughout the book. The new subject matter is elaborated below.

First, we have integrated international material into the entire book. At one time, the international aspects of managing organizational behavior mattered only to a few American enterprises. International management was in the domain of large, multinational firms, not the average manufacturer or service firm. Today, discussing any concept of managing organizational behavior for any size firm requires an appreciation of the international scene. What happens in a Toyota plant in Osaka, Japan, influences what happens in a Ford plant in Chicago.

Second, we have made a conscious effort to use examples of managing organizational behavior in firms of all sizes. This is not a book on managing Fortune 500 organizational behavior. The millions of new jobs being created in the United States occur in medium and small firms. Thus, the examples we use of medium and small firms highlight their importance.

Third, we have expanded our coverage of leadership. Leadership is such a major factor in the world that we decided to establish two leadership chapters rather than the single one included in the previous edition. Chapter 11 focuses on trait and behavioral leadership issues, while Chapter 12 addresses situational, charismatic, and transformational leadership theory, research, and practice. Throughout the leadership discussion we maintain a balance of theory, research, and application.

Fourth, reviewers of the text encouraged us to combine the reward and evaluation material, topics covered in separate chapters in previous editions. Concluding that the reviewers were correct, we have created a combined reward and evaluation chapter (Chapter 6).

Fifth, as our first rule for any revision, the material in existing chapters was updated. Material on expectancy theory, negotiating, conflict resolution, creativity and innovation, mentoring, company turnarounds, punishment, social support, Type A, not-for-profit organizations, flexible manufacturing, groupthink, social support networks, transformational and charismatic leadership, quality of work life, career counseling, and other topics was added or expanded in appropriate chapters. In all cases, the new material complements existing material. A listing of additional references at the end of each chapter provides current sources for readers who desire more in-depth discussions of these and other topics.

Sixth, positive reactions to the experiential exercises in the last four editions have encouraged us to change and modify some of the exercises in this edition. We have also retained the most requested and popular end-of-chapter cases included in the previous edition and have added several new ones. Each case has been written to emphasize a particular issue or managerial technique. The cases cover a variety of different types and sizes of organizations and include problems of all levels of management.

Seventh, the "Organizations: Close-Ups" have been enthusiastically received by students and instructors. The Close-Ups report actual applications of the concepts and theories presented in the chapter. They appear at the point where the concept or theory is discussed in the text. Most of the chapters in this edition contain at least three Close-Ups. Presenting actual managerial applications of text

materials narrows the gap between classroom and real world.

Eighth, discussions of social responsibility and ethical issues from industry to industry, company to company, and country to country appear throughout the text. Americans do not have the only viewpoint about social responsibility, and managers must resolve specific ethical questions. Students are introduced to some of the more pressing issues.

Ninth, hard work, planning, and consideration for teaching the course went into preparing the supplements for the text. We believe they are among the best ever prepared. Special care was devoted to developing supplements of the highest quality. Both students and instructors were considered, which adds to the students' understanding and the instructor's ability to teach an exciting course. The Instructor's Manual, Lecture Resource Manual, color transparencies, Test Bank, and Computerized Test Service are excellent for both in-class and out-of-class assignments.

In addition to the practical relevance of the experiential exercises, cases, Close-Ups, and self-report questionnaires, the text discussion itself carries out our intention to interpret the practical significance of theory and research. Of course, many issues in organizational behavior are unresolved, and alternative theories compete. In these instances, issues are presented, and readers are encouraged to consider the relative strengths of each theory. Where appropriate, we acknowledge the tenuousness of both contemporary theory and practice.

To focus reader interest and to highlight the contingent nature of much of the subject matter, each chapter again begins by introducing an appropriate "Organizational Issue for Debate." The debates are short presentations of arguments both for and against a popular principle, theory, or application. Some issues are new; others have been retained and expanded from the previous edition.

FRAMEWORK OF THIS EDITION: SEVEN MAJOR PARTS

The content of the book is organized in a sequence based on the three previously cited characteristics common to all organizations: behavior, structure,

and processes. This order has been followed in response to the requests of numerous adopters, who found it easier to discuss the material on human behavior first, followed by the material on structure and processes. In this edition, each major part has been written as a self-contained unit and can be presented in whatever sequence the instructor prefers.

Part One—Introduction—consists of two introductory chapters. Chapter 1 discusses the significance of organizations as a means by which societies produce and distribute goods and services and introduces readers to the format and rationale for the book. Chapter 2 develops important ideas concerning the roles of management in achieving effective individual, group, and organizational performance.

Part Two—Behavior within Organizations: The Individual—includes five chapters that focus on *individual behavior* in organizations. Separate chapters are devoted to individual characteristics and differences (Chapter 3); content and process motivation theories and applications (Chapters 4 and 5); evaluating, rewarding, and punishing behavior (Chapter 6); and individual stress (Chapter 7).

Part Three—Behavior within Organizations: Groups and Interpersonal Influence—focuses on *group behavior and interpersonal influence* in organizations. Its five chapters focus on group behavior (Chapter 8), intergroup behavior and conflict management (Chapter 9), power and politics (Chapter 10), and leadership (Chapters 11 and 12).

Part Four—The Structure and Design of Organizations—includes three chapters. Separate chapters are devoted to the anatomy of organizations (Chapter 12), job design (Chapter 13), and organizational design (Chapter 14). The latter two follow a micro (job design)–macro (organizational design) sequence.

Part Five—The Processes of Organizations—includes three chapters. Chapters 16 and 17 deal with communication and decision making. Chapter 18 addresses socialization and career processes.

Part Six—Developing Organizational Effectiveness—is a two-chapter sequence that presents the theory of organizational development in the context of an integrated model (Chapter 19) and then describes and evaluates the more widely used OD techniques (Chapter 20).

The book concludes with two appendixes. Appendix A covers procedures and techniques for studying *Organizations: Behavior, Structure, Processes*. Referring directly to Appendix A, readers can examine research procedures and quantitative and qualitative techniques used in studying organizational behavior. Appendix B contains three comprehensive cases that are intended to encourage users to integrate materials, concepts, and models found in the text.

CONTRIBUTORS TO THIS EDITION

Authors do not just happen to end up one day with seventh edition books. Arriving at this juncture takes teamwork, the work of the publisher, a dedicated sales force, satisfied students, adopters, and outstanding reviewers. Many friends, colleagues, and scholars also have made this a successful book. We always attempt to recognize each person who has helped us; if we have omitted someone, please accept our apologies. In addition, thousands of students whom we personally have taught have helped us improve, update, and revise our work.

The authors wish to acknowledge the contributions of reviewers of all editions. Their suggestions are reflected in this text. The numerous comments, recommendations, and detailed suggestions of colleagues over the history of the book have been incorporated throughout these chapters.

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Finally, Richard Furst, dean of the College of Business and Economics, University of Kentucky, provided much support for our efforts. Ginger Roberts and Jacque Franco were invaluable in making numerous changes, preparing many drafts, and making sure that everything was done right. Of course, they are not responsible for any errors which the authors failed to remove. This revision was truly a team effort of many dedicated, intelligent, and motivated people.

James L. Gibson
John M. Ivancevich
James H. Donnelly, Jr.

INTEGRATIVE COLOR CODING

Each edition of *Organizations* has contained many figures, diagrams, and models. They were used to highlight, illustrate, summarize, and integrate. Over the years of teaching organizational behavior and management, we have heard a common lament from students: “What do these boxes and arrows in the figures and exhibits mean?” The student views a figure, which authors use to tie things together or to summarize, and is puzzled by the diagram.

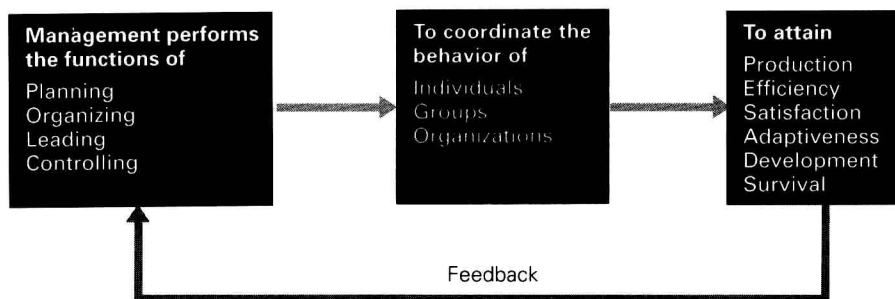
In this edition, we employ a color coding technique that we hope will lessen students’ confusion. In any diagram, figure, or model that involves presumed independent, dependent, moderator, or feedback variables/factors, a color code will be used. For example, Figure 2–5 is presented on page 40 and it appears below.

The color rust designates independent variables, presumed to be those that are influencing other variables or are manipulated or controlled in an experiment, and the color plum designates a dependent variable, presumed to be the consequent of the

independent variable(s). Dark green specifies moderator variables or presumed factors that influence the degree and kind of relationship between other variables. Dark gray specifies what is considered to be a feedback linkage in the illustration.

Emphasis here is on the word *presumed*. In most cases, the literature, research, and evidence only suggest that these are independent, dependent, moderator, and/or feedback variables. We do not claim that these are always scientifically derived, perfectly valid designations. The color code, when it is used, is only a guideline to help the learning process. We are attempting to bring some order and continuity to the numerous figures used in the text.

When a figure, illustration, or model does not contain the colors rust, plum, dark green, or dark gray, the evidence does not suggest that these are independent, dependent, moderator, or feedback variables. The authors or other individuals have simply illustrated the variables presented.



BRIEF CONTENTS

| | | | |
|---|-----|---|-----|
| <hr/> | | <hr/> | |
| PART I | | PART III | |
| INTRODUCTION | 3 | BEHAVIOR WITHIN ORGANIZATIONS: GROUPS AND INTERPERSONAL INFLUENCE | 263 |
| CHAPTER 1 | | CHAPTER 8 | |
| <i>The Study of Organizations</i> | 5 | <i>Group Behavior</i> | 265 |
| CHAPTER 2 | | CHAPTER 9 | |
| <i>Managing Individual, Group, and Organizational Effectiveness</i> | 21 | <i>Intergroup Behavior and Managing Conflict</i> | 295 |
| <hr/> | | CHAPTER 10 | |
| PART II | | <i>Power and Politics</i> | 327 |
| BEHAVIOR WITHIN ORGANIZATIONS: THE INDIVIDUAL | 55 | CHAPTER 11 | |
| CHAPTER 3 | | <i>Leadership: Theories and Models</i> | 361 |
| <i>Individual Behavior and Differences</i> | 57 | CHAPTER 12 | |
| CHAPTER 4 | | <i>Leadership: Emerging Concepts and Approaches</i> | 399 |
| <i>Motivation: Content Theories and Applications</i> | 95 | <hr/> | |
| CHAPTER 5 | | PART IV | |
| <i>Motivation: Process Theories and Applications</i> | 127 | THE STRUCTURE AND DESIGN OF ORGANIZATIONS | 433 |
| CHAPTER 6 | | CHAPTER 13 | |
| <i>Evaluating, Rewarding, and Punishing Behavior</i> | 177 | <i>Organization Structure</i> | 435 |
| CHAPTER 7 | | CHAPTER 14 | |
| <i>Stress and the Individual</i> | 221 | <i>Job Design</i> | 469 |
| | | CHAPTER 15 | |
| | | <i>Organizational Design</i> | 501 |

| | | | |
|--|-----|---|-----|
| <hr/> | | APPENDIX A | |
| PART V | | <i>Procedures and Techniques for Studying Organizations: Behavior, Structure, Processes</i> | 693 |
| <i>THE PROCESSES OF ORGANIZATIONS</i> | 535 | | |
| CHAPTER 16 | | APPENDIX B | |
| <i>Communication Processes</i> | 537 | <i>Comprehensive Cases</i> | 709 |
| CHAPTER 17 | | GLOSSARY OF TERMS | 737 |
| <i>Decision-Making Processes</i> | 571 | | |
| CHAPTER 18 | | COMPANY INDEX | 749 |
| <i>Socialization and Career Processes</i> | 597 | NAME INDEX | 751 |
| | | SUBJECT INDEX | 759 |
| <hr/> | | | |
| PART VI | | | |
| <i>DEVELOPING ORGANIZATIONAL EFFECTIVENESS</i> | 633 | | |
| CHAPTER 19 | | | |
| <i>Organizational Development: Improving Performance</i> | 635 | | |
| CHAPTER 20 | | | |
| <i>Organizational Development Interventions</i> | 665 | | |

DETAILED CONTENTS

PART I

INTRODUCTION

CHAPTER 1

The Study of Organizations

Close-Up Quality and Management an
Inseparable Pair

The Importance of Studying Organizational
Behavior

Organizational behavior follows principles of
human behavior 9

Organizations are social systems 9

Multiple factors shape organizational
behavior 9

Structure and processes affect organizational
behavior and the emergent culture 9

A Model for Managing Organizations:
Behavior, Structure, Processes

The organization's environment 10

Behavior within organizations:
The individual 12

Close-Up Semco's Unique Reward
Practices

Behavior within organizations: Groups and
interpersonal influence 14

The structure and design of organizations 15

The processes of organizations 16

Performance outcomes: Individual, group, and
organizational 18

Organizational development and change 18

Conclusion

Discussion and Review Questions

Additional References

CHAPTER 2

Managing Individual, Group, and Organizational Effectiveness

An Organizational Issue for Debate
Management Makes a Difference

Perspectives on Effectiveness

Close-Up *Fortune's* Survey of the Most
Admired Corporations

Three Influential Approaches to Evaluating
Effectiveness

Close-up Effectiveness in Small Banks

Goal approach 29

Close-Up Improving Effectiveness of
Knowledge Workers

Systems theory approach 31

Multiple-constituency theory of organizational
effectiveness 33

The Time Dimension Model of
Organizational Effectiveness

Criteria of Effectiveness

Production 37

Efficiency 37

Satisfaction 37

Adaptiveness 38

Development 38

The Nature of Managerial Work

Planning effective performance 40

Organizing effective performance 42

Leading effective performance 43

Controlling effective performance 44

Managerial work and the behavior, structure,
and processes of organizations 45

| | | | |
|--|----|--|-----|
| Organizational Culture | 46 | CHAPTER 4 | |
| Close-Up Bob Daniell's Checklist for Managing in the 1990s | 47 | <i>Motivation: Content Theories and Applications</i> | 95 |
| Close-Up Speed Saves Jobs | 51 | An Organizational Issue for Debate Can Self-Actualization Be Achieved? | 96 |
| Summary of Key Points | 52 | What Is Motivation? | 98 |
| Discussion and Review Questions | 52 | The Starting Point: The Individual | 99 |
| Additional References | 53 | Close-up Motivation Is Not and Will Not Be a Science | 100 |
| <hr/> | | Motivation Theories: A Classification System | 100 |
| PART II | | Maslow's Need Hierarchy | 102 |
| <i>BEHAVIOR WITHIN ORGANIZATIONS: THE INDIVIDUAL</i> | 55 | Selected need hierarchy research | 104 |
| | | Alderfer's ERG Theory | 105 |
| CHAPTER 3 | | Close-Up Assessing the Importance of Needs | 106 |
| <i>Individual Behavior and Differences</i> | 57 | ERG: Limited research to date | 107 |
| An Organizational Issue for Debate Individual-Personality Theories | 58 | Herzberg's Two-Factor Theory | 109 |
| The Basis for Understanding Behavior | 59 | Critique of Herzberg's theory | 110 |
| Individual Variables | 62 | Close-Up Workers' Needs around the World: More Similarities than Differences | 112 |
| Abilities and skills | 62 | McClelland's Learned Needs Theory | 112 |
| Individual Psychological Variables | 64 | Research on n Ach | 114 |
| Perception | 64 | A Synopsis of the Four Content Theories | 117 |
| Attitudes | 70 | Close-Up The Quality Factor | 119 |
| Personality | 78 | Summary of Key Points | 120 |
| Close-Up The Myers-Briggs Type Indicator (MBTI) Is Preferred by Managers | 82 | Discussion and Review Questions | 120 |
| Close-Up Noodling and Training May Spur Creativity | 86 | Additional References | 121 |
| Close-Up Measuring Your Machiavellian Tendencies | 88 | Case for Analysis Entrepreneurs' Motivations: Do Theories Explain Them? | 122 |
| Summary of Key Points | 89 | Experiential Exercise Applying Motivation Theory | 125 |
| Discussion and Review Questions | 89 | | |
| Additional References | 90 | CHAPTER 5 | |
| Case for Analysis Violence in the Workplace | 91 | <i>Motivation: Process Theories and Applications</i> | 127 |
| Experiential Exercise Self-Perception: Are You on Target? | 93 | An Organizational Issue for Debate Participative Management Is an Ethical Imperative | 128 |
| Experiential Exercise Who Controls Your Life? The Rotter Internal-External Scale | 94 | | |

| | | | | |
|--|-----|--|--|-----|
| Learning | 130 | Experiential Exercise | Goal Setting: How to Do It, and a Critique | 174 |
| Classical conditioning | 130 | | | |
| Operant conditioning | 131 | | | |
| Social learning | 132 | | | |
| Reinforcement Theory | 134 | CHAPTER 6 | | |
| Principles of operant conditioning | 134 | <i>Evaluating, Rewarding, and Punishing Behavior</i> | | 177 |
| Reinforcement schedules | 136 | | | |
| Behavior modification: A managerial perspective | 138 | An Organizational Issue for Debate | Is Pay for Performance Effective? | 178 |
| Research on reinforcement theory | 142 | Performance Evaluation | | 180 |
| Criticisms of behavior modification | 143 | Performance criteria | 181 | |
| Behavioral Self-Management | 145 | Selecting raters and timing/frequency of evaluations | 185 | |
| A self-regulation model | 146 | Alternative Evaluation Methods | | 188 |
| Research on behavior self-management | 146 | Graphic rating scales | 188 | |
| Expectancy Theory | 147 | Ranking methods | 190 | |
| Terminology | 147 | Close-Up | Proceed with Caution | 190 |
| Principles of expectancy theory | 148 | Weighted checklists | 192 | |
| Management implications of expectancy theory | 149 | Descriptive essays | 192 | |
| Research on expectancy | 151 | Behaviorally anchored rating scales | 192 | |
| Criticisms of expectancy theory | 151 | A Review of Performance Evaluation Methods | | 194 |
| Equity Theory | 152 | Developing Employees through Performance Evaluation Feedback | | 195 |
| Change procedures to restore equity | 153 | Organizational Reward Systems | | 196 |
| Research on equity | 154 | A model of individual rewards | 196 | |
| Goal-Setting Theory | 156 | Intrinsic and Extrinsic Rewards | | 198 |
| The goal-setting process | 156 | Extrinsic rewards | 198 | |
| Goal-setting research | 157 | Close-Up | Is a CEO Worth \$1 Billion? | 199 |
| Close-Up | 160 | Close-Up | The Best Compensation Plan in America | 202 |
| Goal Setting | | Intrinsic rewards | 202 | |
| Goal setting: An application at Tenneco, Inc. | 164 | The interaction of intrinsic and extrinsic rewards | 204 | |
| Close-Up | 165 | Rewards, turnover, and absenteeism | 205 | |
| Self-Set Goals: Some Helpful Pointers | | Rewards and job performance | 206 | |
| Criticisms of goal setting | 165 | Rewards and organizational commitment | 207 | |
| Reviewing Motivation | 166 | Innovative Reward Systems | | 207 |
| Close-Up | 167 | Cafeteria-style fringe benefits | 207 | |
| Should Managers Be Psychologists? NO! | | Banking time off | 209 | |
| Summary of Key Points | 169 | The all-salaried team | 209 | |
| Discussion and Review Questions | 169 | Skill-based pay | 209 | |
| Additional References | 170 | Gainsharing | 210 | |
| Case for Analysis | 171 | | | |
| Jack Welch of General Electric: A Neutron Bomb or a Motivator? | | | | |

| | | | |
|--|-----|--|-----|
| Punishment and Discipline | 211 | Close-Up Wellness at Work | 250 |
| Punishment and behavior | 212 | Individual Approaches to Stress | 251 |
| Arguments against using punishment | 212 | Exercise | 252 |
| Conditions of punishment | 213 | Relaxation | 252 |
| Summary of Key Points | 214 | Humor | 253 |
| Discussion and Review Questions | 215 | Biofeedback | 253 |
| Additional References | 215 | Summary of Key Points | 255 |
| Case for Analysis The Politics of Performance Appraisal | 216 | Discussion and Review Questions | 255 |
| Experiential Exercise Making Choices about Rewards | 219 | Additional References | 256 |
| | | Case for Analysis Am I a Success or a Failure? | 257 |
| | | Experiential Exercise Analysis of Your Type A Tendencies | 258 |
| CHAPTER 7 | | | |
| <i>Stress and the Individual</i> | 221 | | |
| An Organizational Issue for Debate Firms Should Reduce Stress through Health Promotion | 222 | PART III | |
| What Is Stress? | 223 | <i>BEHAVIOR WITHIN ORGANIZATIONS: GROUPS AND INTERPERSONAL INFLUENCE</i> | 263 |
| A working definition | 223 | | |
| The Psychophysiology of Stress | 224 | CHAPTER 8 | |
| The general adaptation syndrome | 224 | <i>Group Behavior</i> | 265 |
| Stress and Work: A Model | 226 | An Organizational Issue for Debate Does Allowing Work Groups More Freedom Improve Group Performance? | 266 |
| Physical environmental stressors | 227 | The Nature of Groups | 267 |
| Individual stressors | 228 | A group in terms of perception | 267 |
| Close-Up Exxon Valdez: A Complicated Legal Case | 229 | A group in terms of organization | 268 |
| Group stressors | 231 | A group in terms of motivation | 268 |
| Organizational stressors | 231 | A group in terms of interaction | 268 |
| Life-Event Stressors | 233 | Types of Groups | 269 |
| Individual Differences | 235 | Formal groups | 269 |
| Type A behavior pattern | 235 | Informal groups | 269 |
| Hardiness | 240 | Why People Form Groups | 270 |
| Social support | 241 | The satisfaction of needs | 270 |
| Consequences of Stress | 242 | Close-Up Avoiding Apathy at Phillips Paper Corporation | 271 |
| The most costly effects of stress | 243 | Proximity and attraction | 272 |
| Close-Up An Inside Look at Employee Assistance Programs | 244 | Group goals | 272 |
| Physical and mental health | 247 | Economics | 272 |
| Organizational Programs to Manage Stress | 248 | | |
| Role analysis and clarification | 248 | | |
| Companywide programs | 249 | | |

| | | | |
|--|-----|--|-----|
| Stages of Group Development | 273 | Close-Up Dysfunctional Conflict in Franchise Systems | 301 |
| Mutual acceptance | 273 | Views on intergroup conflict in practice | 301 |
| Communication and decision making | 273 | Why Intergroup Conflict Occurs | 302 |
| Motivation and productivity | 274 | Work Interdependence | 302 |
| Control and organization | 274 | Differences in goals | 303 |
| Characteristics of Groups | 274 | Close-Up Interdependence in Sports | 304 |
| Structure | 274 | Differences in perceptions | 305 |
| Status hierarchy | 275 | Close-Up The Top Management–Everybody Else Conflict | 306 |
| Roles | 275 | Increased demand for specialists | 307 |
| Norms | 275 | Consequences of Dysfunctional Intergroup Conflict | 308 |
| Leadership | 276 | Changes within groups | 308 |
| Cohesiveness | 277 | Changes between groups | 309 |
| Close-Up PRIDE Means Better Work and More Profits | 278 | Managing Intergroup Conflict through Resolution | 310 |
| Close-Up Influencing Group Cohesiveness | 280 | Problem solving | 310 |
| Intergroup conflict | 281 | Superordinate goals | 310 |
| The Role Concept | 282 | Expansion of resources | 310 |
| Multiple roles and role sets | 282 | Avoidance | 311 |
| Close-Up The Role of the Follower | 283 | Smoothing | 311 |
| Role perception | 283 | Compromise | 311 |
| Role conflict | 284 | Authoritative command | 311 |
| An Integrated Model of Group Formation and Development | 286 | Altering the human variable | 312 |
| Summary of Key Points | 287 | Altering the structural variable | 312 |
| Discussion and Review Questions | 287 | Identifying a common enemy | 312 |
| Additional References | 288 | Managing Intergroup Conflict through Negotiation | 312 |
| Case for Analysis The “No Martini” Lunch | 289 | Group negotiations | 313 |
| Experiential Exercise Participation in and Observations of Group Processes | 291 | Prenegotiation tasks | 314 |
| | | Negotiation tactics | 315 |
| CHAPTER 9 | | The impact of personalities on the negotiation process | 315 |
| <i>Intergroup Behavior and Managing Conflict</i> | 295 | The role of trust | 316 |
| An Organizational Issue for Debate Should Management Seek to Eliminate Conflict? | 296 | Alternatives to direct negotiations | 316 |
| A Realistic View of Intergroup Conflict | 297 | Managing Intergroup Conflict through Stimulation | 317 |
| Functional conflict | 297 | Communication | 317 |
| Close-Up The Teamwork Approach at Kimberly-Clark | 298 | Bringing outside individuals into the group | 318 |
| Dysfunctional conflict | 298 | Altering the organization’s structure | 318 |
| Conflict and organizational performance | 299 | Stimulating competition | 318 |

| | | | |
|---|-----|---|-----|
| Summary of Key Points | 319 | Ethics, Power, and Politics | 353 |
| Discussion and Review Questions | 319 | Summary of Key Points | 354 |
| Additional References | 320 | Discussion and Review Questions | 355 |
| Cases for Analysis: Changing Work Interdependence at Ford; “We’ll Just Let Them Show Their Stuff” | 321 | Additional References | 355 |
| Experiential Exercise The Old Stack Problem | 324 | Case for Analysis The Power Center at Geico Corporation | 357 |
| | | Experiential Exercise Occupational Power Differences and Tactics | 359 |
| CHAPTER 10 | | CHAPTER 11 | |
| <i>Power and Politics</i> | 327 | <i>Leadership: Theories and Models</i> | 361 |
| An Organizational Issue for Debate Sharing of Power: Possible or Impossible? | 328 | An Organizational Issue for Debate Are Leaders Really Needed? | 362 |
| Power and Authority | 329 | Close-Up The Growing Number of Women in Leadership Positions: A Fact of Life | 364 |
| Interpersonal power 331 | | Leadership Defined | 364 |
| Legitimate power 331 | | Is Leadership Important? | 366 |
| Reward power 331 | | Substitutes for Leadership | 368 |
| Coercive power 331 | | Close-Up Flexibility: A Leadership Substitute at Harbor Sweets | 368 |
| Close-Up Bosses Who Rely on Two Types of Power | 332 | Trait Theories | 370 |
| Expert power 332 | | Intelligence 371 | |
| Reference power 332 | | Personality 371 | |
| Need for power 333 | | Physical characteristics 371 | |
| Structural and Situational Power | 336 | Supervisory ability 372 | |
| Resources 336 | | Close-Up A Leadership Trait: The Quadracci Risk-Taking Approach at Quad/Graphics | 372 |
| Decision-making power 337 | | Personal-Behavioral Theories | 374 |
| Information power 337 | | The University of Michigan Studies: Job-centered and employee-centered leadership 374 | |
| Upward Flow of Power | 338 | The Ohio State University Studies: Initiating structure and consideration 375 | |
| Interdepartmental Power | 339 | Synopsis of the personal-behavioral theories 377 | |
| Close-Up Will ESOPs Increase Upward Power? | 340 | Situational Theories | 378 |
| Coping with uncertainty 343 | | Contingency Leadership Model | 379 |
| Centrality 343 | | Important considerations 379 | |
| Substitutability 344 | | Research on Fiedler’s model 382 | |
| The Illusion of Power | 344 | Critique of the contingency model 385 | |
| Political Strategies and Tactics | 347 | | |
| Research on politics 347 | | | |
| Close-Up Who Really Holds the Power? | 348 | | |
| Playing politics 349 | | | |
| Close-Up Hard Work May Not Be Enough | 351 | | |