Canadian Organizational Behaviour

2nd Edition

Steven L. McShane

Canadian Organizational Behaviour

Second Edition

Steven L. McShane

Faculty of Business Administration
Simon Fraser University

Represented in Canada by

Times Mirror
Professional Publishing Ltd.

IRWIN

Toronto • Chicago • Bogotá • Boston • Buenos Aires
Caracas • London • Madrid • Mexico City • Sydney

©RICHARD D. IRWIN, INC., 1992 and 1995

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

Sponsoring editor: Evelyn Veitch
Product manager: Murray Moman
Project editor: Waivah Clement
Production supervisor: Dina L. Treadaway
Designer: Keith McPherson
Interior designer: Annette Spadoni/Keith McPherson
Cover designer: Keith McPherson
Cover illustrator: Rick McCollum
Art studio: ElectraGraphics, Inc.
Graphics supervisor: Heather D. Burbridge
Compositor: Carlisle Communications, Ltd.
Typeface: 10/12 New Baskerville
Printer: Von Hoffmann Press, Inc.

ISBN: 0-256-14573-3
Library of Congress Catalog Card Number: 94-79193

Printed in the United States of America

3 4 5 6 7 8 9 0 VH 2 1 0 9 8 7 6

Dedicated with Love and Devotion to Donna,
and to Our Wonderful Daughters,
Bryton & Madison

Preface

These are exciting times for the field of organizational behaviour. More than ever, business, nonprofit, and government leaders are applying OB knowledge to help their organizations reach new heights in effectiveness and employee well-being. The field of organizational behaviour has also forged new links with information science (electronic brainstorming, e-mail), engineering (concurrent engineering teams), architecture (culture, team dynamics), and other disciplines.

Canadian Organizational Behaviour, 2nd ed., builds on the success of the first edition by incorporating these new perspectives and applications of organizational behaviour knowledge. At the same time, this textbook continues to embrace the four distinctive philosophies that guided the first edition: Canadian orientation, theory–practice link, OB knowledge for everyone, and contemporary theory foundation. These core elements made the first edition of *Canadian Organizational Behaviour* a popular and highly rated book among students, and we hope they will make your journey through this field both meaningful and enjoyable.

Canadian Orientation

Canadian Organizational Behaviour, 2nd ed., has been written specifically for the Canadian audience, although it may be used effectively in other countries (just as American texts have been used in Canada and elsewhere for so many years). This book includes several Canadian cases and makes solid use of Canadian scholarship in organizational behaviour. The Canadian orientation is most apparent in the Canadian examples that appear throughout this textbook. For example, you will read about improving customer service at Marine Atlantic, reducing waste at Bell Canada, using team-based rewards at Sport Mart, making tough ethical choices at Sunnybrook Hospital, creating a team-based organization at GE Canada's Bromont plant, and overcoming colour-coded conflict at Canadian Airlines International.

Of course, *Canadian Organizational Behaviour,* 2nd ed., also includes numerous international examples, such as appreciating cultural values in Hawaii, managing the communication grapevine in Scotland, using stomach language in Japan, and building a circle organizational structure in Brazil. Still, Canadians don't know enough about themselves. Recent surveys report that Canadians expect universities and colleges to put more effort into communicating Canadian culture. This book serves the important goal of building the Canadian identity as well as introducing central concepts in organizational behaviour.

此为试读,需要完整PDF请访问: www.ertongbook.com

Theory–Practice Link

Canadian Organizational Behaviour, 2nd ed., relies on real-life examples to help students understand organizational behaviour concepts more easily. The value of this theory–practice link philosophy is well known among educators and trainers. Anecdotes effectively communicate the relevance and excitement of this field by bringing abstract concepts closer to reality. The stories found throughout this book also make interesting reading, such as how a public works employee in Saskatoon was motivated to work *less* hard, and how employees rebelled against a Nova Scotia company whose organization development sessions got too personal!

Organizational Behaviour Knowledge for Everyone

A distinctive feature of *Canadian Organizational Behaviour,* 2nd ed., is that it is written for everyone in organizations, not just traditional "managers." The philosophy of this book is that everyone who works in and around organizations needs to understand and make use of organizational behaviour knowledge. The new reality is that people throughout the organization—from systems analysts to production employees to accounting professionals—are assuming more responsibilities as companies remove layers of bureaucracy and give teams more autonomy over their work. This book helps all employees make sense of organizational behaviour, and gives them the tools to work more effectively within organizations.

Contemporary Theory Foundation

The first edition of *Canadian Organizational Behaviour* was respected for its solid foundation of contemporary organizational behaviour scholarship. By thoroughly searching the recent literature on every major OB topic, the second edition has maintained those standards. As you can see in the endnotes, each chapter is based on dozens of articles, books, and other sources, a large percentage of which have been published within the past five years. This literature update has produced numerous content changes throughout *Canadian Organizational Behaviour,* 2nd ed., which are described next.

Changes to the Second Edition

Canadian Organizational Behaviour, 2nd ed., includes many important additions and changes from the first edition. Several chapters have been reorganized. The writing style throughout the book has been streamlined so that important ideas are presented smoothly without bogging readers down with unnecessary details. Every chapter has been substantially updated with new conceptual and anecdotal material. In fact, over one-half of the *Perspectives* and almost all of the chapter-opening vignettes are new.

Based on a substantial literature search, *Canadian Organizational Behaviour,* 2nd ed., has numerous content changes and significantly updated references in every chapter. Here are some of the emerging concepts and issues discussed in this edition: appreciative inquiry, competency-based rewards, concurrent engineering teams, creative decision making, dialogue, electronic brainstorming, electronic mail, gender differences in communication style, network organization, organizational citizenship behaviours, romance of leadership, tacit skills and knowledge, team-based organizations, third-party conflict resolution, transformational leadership, virtual organization, and work–family stressors. This edition also adds established OB topics that did not appear in the first edition, such as creative decision making, social learning theory, and research methods in organizational behaviour (Appendix A).

Another change is that *Canadian Organizational Behaviour,* 2nd ed., gives more attention to the ethical and cross-cultural aspects of organizational behaviour. Ethical issues are described in the sections on organizational effectiveness, monitoring employee performance, stereotyping employees, making individual decisions, using peer pressure, engaging in organizational politics, and applying organization development practices. Cross-cultural issues are discussed around the topics of gender differences in communication (Chapter 6), the cross-cultural relevance of motivation theories (Chapter 3), cultural values in aboriginal organizations (Chapter 8), and the cross-cultural relevance of organization development practices (Chapter 15).

Finally, *Canadian Organizational Behaviour,* 2nd ed., includes several improvements to the experiential exercises and cases. Three-quarters of the experiential exercises have been replaced. Most exercises now involve interesting team-based activities, such as a not-so-trivial game about cultural gestures, a team-trust exercise, and an occupational stereotype exercise. There is a new section at the end of the book where additional cases have been added. These cases make excellent assignments, because most relate to concepts in several chapters. Several end-of-chapter cases are also new to this edition.

Learning Elements

Canadian Organizational Behaviour, 2nd ed., includes several learning elements to make your reading of this book more enjoyable and render the OB material more memorable.

Learning Objectives and Chapter Outline Several learning objectives and an outline of the main topic headings are listed at the beginning of each chapter to guide you through the main points of the material to follow.

Chapter vignette and photos Every chapter begins with a vignette about a Canadian organization that relates to some of the concepts presented in the chapter. A photograph accompanies each vignette to give the story more visual meaning. Most chapters include additional photos that visualize examples found in the text. A few cartoons have been added to provide more colourful interpretations of OB issues.

Perspective boxes and in-text examples Each chapter includes three or four Perspectives—stories that describe specific organizational incidents in Canada

and elsewhere. These anecdotes are strategically placed near the relevant organizational behaviour concepts, and the text clearly links them to these concepts. The text of each chapter also includes numerous real-life examples to further strengthen the theory–practice link.

Graphic exhibits Graphic exhibits created with recent computer technologies are placed throughout each chapter to help you visualize key elements of OB models or integrate different points made in the text.

Margin notes and end-of-text glossary This book minimizes unnecessary jargon, but the field of organizational behaviour (as with every other discipline) has its own language. To help you learn this language, key terms are highlighted in bold and brief definitions appear in the margin. These definitions are also presented in an alphabetical glossary at the end of the text.

Chapter Summary and Discussion Questions Each chapter closes with a summary and list of discussion questions. The chapter summary highlights important material, whereas the discussion questions help you to check your understanding of the main points in the chapter.

Cases and Experiential Exercises Every chapter includes one case and one experiential exercise. Several additional cases appear at the end of the textbook. The cases encourage you to use organizational behaviour knowledge as a tool to diagnose and solve organizational problems. The experiential exercises involve you in activities in which you either experience organizational behaviour or practise your OB knowledge in entertaining and informative ways.

Indexes A corporate index, name index, and subject index are included at the end of this textbook to help you search for relevant information and make this book a valuable source for years to come.

Supplemental Materials

Canadian Organizational Behaviour, 2nd ed., includes a variety of supplemental materials to help instructors prepare and present the material in this textbook more effectively.

Instructor's Manual The *Instructor's Manual* includes a wealth of information that instructors will find useful. For each chapter, the manual presents the learning objectives, glossary or highlighted words, a chapter summary, complete lecture outline (in larger typeface!), solutions to the end-of-chapter discussion questions, notes for the case and experiential exercise, and at least one supplemental lecture. It also includes a very large set of transparency masters, some cases and exercises not found in the textbook, and notes for the end-of-text cases.

Test Bank The *Test Bank* manual includes dozens of multiple-choice and true/false questions for each chapter. It also includes several essay questions along with answers to these questions. All questions were written by the author and many have been tested in large class examinations. For example, for many of the multiple-choice questions there is information in the *Test Bank* manual indicating the percentage of students answering the question correctly.

Computerized Test Bank The entire *Test Bank* manual is available in a computerized version for either IBM-compatible or Macintosh computers. Instructors receive special software that lets them design their own examinations from the test bank questions, edit test items, and add their own questions to the test bank.

PowerPoint® overheads Instructors who adopt *Canadian Organizational Behaviour,* 2nd ed., can receive PowerPoint presentation files in either IBM-compatible or Macintosh formatted disks. These disks include a PowerPoint file for each chapter as well as PowerPoint Viewer software to display these files on any microcomputer with a Macintosh® or Microsoft Windows® system. Each PowerPoint file has several overheads relating to the chapter, complete with builds and transitions. Some files include photographs from the textbook. You can get more details about these PowerPoint disks from the Irwin representative in your area.

Video package We live in the age of television, so it isn't surprising that students appreciate video programs to punctuate the lectures, cases, and other pedagogical devices used in the organizational behaviour class. Irwin has several organizational behaviour video programs in its library, copies of which are available to adopters of *Canadian Organizational Behaviour,* 2nd ed. You can get details from the Irwin representative in your area.

Acknowledgments

One of the best decisions I ever made was to move to Vancouver and join the Faculty of Business Administration at Simon Fraser University. This is a unique institution that quite correctly deserves its high ratings from the media and public. For their continued support, guidance, and friendship, I would especially like to thank my organizational behaviour colleagues at SFU: Mark Wexler, Rosalie Tung, Dean Tjosvold, Bob Rogow, Larry Pinfield, Stephen Havlovic, Carolyn Egri, Gervase Bushe, Stephen Blumenfeld, and Neil Abramson. I also owe a special debt of gratitude to Dean Stan Shapiro for being a superb role model, and for supporting me throughout this project.

Several colleagues from other colleges and universities across Canada provided valuable feedback and suggestions as reviewers of *Canadian Organizational Behaviour,* 2nd ed. Their comments significantly improved the quality of the final product. These colleagues are:

Donna Bentley, Northern Alberta Institute of Technology

Ronald Burke, York University

Beth Gilbert, University of New Brunswick, Saint John

Pat Sniderman, Ryerson Polytechnic University

Paul Tambeau, Conestoga College

Judy Wahn, University of Northern British Columbia

I would also like to extend my gratitude to the following colleagues who provided valuable input in the first edition of this book:

Brenda Bear, Northern Alberta Institute of Technology

Richard Foggo, Southern Alberta Institute of Technology

Brian Harrocks, Algonquin College
Jack Ito, University of Regina
Anwar Rashid, Ryerson Polytechnic University
John Redston, Red River Community College

The students in my BUS272 classes deserve special mention. They have been very supportive as I lectured on new OB concepts, introduced new cases and exercises, tested new examination questions, and experimented with computer-based overheads. My BUS272 class typically has over 200 people who come from all age groups and walks of life. I could not ask for a better setting in which to test out this book. Through their enthusiasm for this project and favourable ratings of the book, BUS272 students have doubled my energy.

Canadian Organizational Behaviour, 2nd ed., was very much a team effort. Two people who deserve a special note of thanks are Lenard Reid and Waivah Clement. Lenard Reid was an outstanding research assistant on the first edition, but he exceeded his previous superb performance in this second edition. Lenard graduated from SFU last year and is nicely launched into his career, yet he wanted to participate in this project. He worked nights and early mornings to gather research materials, photographs, cartoons—almost everything that you see in this book. Waivah Clement was project editor on the first edition and rearranged her busy schedule to serve as project editor on the second edition. I was very touched by Waivah's request to work with me again, because she is a genuinely wonderful person who maintains the highest standards in book publishing quality. It has been a privilege to work with both Waivah and Lenard on this project.

Evelyn Veitch was an excellent sponsoring editor for this second edition. She kept me on schedule (well, I almost kept on schedule!) and was always there to support the project. I would also like to extend my continued thanks to Rod Banister for planting the original seed that resulted in the first edition of *Canadian Organizational Behaviour,* and to Michelle Berner, Anne Courtney, Tammi Mason, Henrick Jorgennsen, and Karim Karmali for their valuable research assistance on this or the first edition.

Finally, I am forever indebted to my wife and best friend, Donna McClement, and to our wonderful daughters, Bryton and Madison. Their love and support give special meaning to my life. I dedicate this book to them.

Steven L. McShane

Contents in Brief

PART 1 Introduction 2

1 Introduction to the Field of Organizational Behaviour 4

PART 2 Individual Behaviour and Motivation 36

2 Individual Behaviour and Learning in Organizations 38

3 Theories of Employee Motivation 68

4 Applied Motivation Practices 104

5 Stress Management 140

PART 3 Individual and Interpersonal Processes 166

6 Interpersonal and Organizational Communication 168

7 Perception and Personality in Organizations 202

8 Work Attitudes and Values 232

9 Individual Decision Making in Organizations 260

PART 4 Team Processes 290

10 Team Dynamics and Effectiveness 292

11 Employee Involvement and Team Decision Making 324

12 Organizational Power and Politics 354

13 Organizational Conflict and Negotiation 382

14 Organizational Leadership 414

PART 5 Organizational Processes 442

15 Organizational Change and Development 444

16 Organizational Culture, Socialization, and Careers 474

17 Organizational Structure and Design 506

此为试读,需要完整PDF请访问: www.ertongbook.com

End-of-Text Cases **539**

Appendix A Theory Building and the Scientific Method **567**

Appendix B Vroom-Jago Decision Tree **577**

Glossary **579**

Corporate Index **593**

Name Index **595**

Subject Index **605**

Contents

PART 1
Introduction 2

Chapter 1 Introduction to the Field of Organizational Behaviour **4**
Learning Objectives 4
Chapter Outline 4
The Field of Organizational Behaviour 6
What are organizations? 7
Why Study Organizational Behaviour? 7
Satisfying the need to predict and understand 8
Adopting more accurate theories of reality 8
Controlling organizational events 8
Fundamental Perspectives of Organizational Behaviour 9
OB as a multidisciplinary field 9
Organizations as open systems 10
Applying the scientific method 12
The contingency approach 12
Perspective 1–1 Unintended Consequences of a Productivity Improvement Program at the City of Calgary 13
Multiple levels of analysis 13
Organizational Effectiveness: Doing the Right Things 14
Goal attainment approach 15
Systems approach 15
Stakeholder (multiple constituency) approach 16
Productivity: Doing Things Right 17
Canadian productivity and organizational behaviour 18
Perspective 1–2 Service Sector Productivity Improvement at London Life 19
Ethics and Organizational Effectiveness 19
Total Quality Management 21
Perspective 1–3 Drug Testing at Imperial Oil: Whose Rights Take Priority? 22
Total quality management principles 22
Perspective 1–4 Standard Aero Ltd. Flies Higher with Total Quality Management 25
Total quality management and organizational effectiveness 25
Organization of This Book 26
Chapter Summary 28
Discussion Questions 29
Notes 29
Chapter Case: Jersey Dairies Ltd. 32
Experiential Exercise: Organizational Effectiveness Analysis 33

PART 2
Individual Behaviour and Motivation 36

Chapter 2 Individual Behaviour and Learning in Organizations **37**
Learning Objectives 38
Chapter Outline 38
Types of Work-Related Behaviour 40
Joining the organization 41
Remaining with the organization 41
Maintaining work attendance 42
Performing required job duties 42
Exhibiting organizational citizenship 42
Perspective 2–1 Chronic Absenteeism at Cape Breton Development Corp. 43
A Model of Individual Behaviour and Performance 44
Employee motivation 45
Ability 46
Role perceptions 47
Perspective 2–2 Kao Infosystems Canada Boosts Productivity through Skill Development 48
Situational contingencies 49
Learning in Organizations 49
Organizational Behaviour Modification 50
A-B-Cs of OB modification 51
Contingencies of reinforcement 52
Comparing reinforcement strategies 54
Schedules of reinforcement 54
Shaping complex behaviour 56
Organizational behaviour modification in practice 56
Perspective 2–3 Bingo! Reinforcing Safe Behaviour at Knott's Berry Farm 57
Limitations of organizational behaviour modification 57
Ethical problems with OB modification 58
Social Learning Theory 58
Behavioural modelling 58
Learning behaviour consequences 59
Self-reinforcement 60
Chapter Summary 60
Discussion Questions 61
Notes 62
Chapter Case: Pushing Paper Can Be Fun 64
Experiential Exercise: Performance Standards Exercise 65

Chapter 3 Theories of Employee Motivation **68**
Learning Objectives 68
Chapter Outline 68

The Motivation Process: A Basic Framework 70
Content Theories of Motivation 70
Maslow's needs hierarchy theory 71
Alderfer's ERG theory 72
Herzberg's motivator-hygiene theory 73
McClelland's theory of learned needs 74
Practical implications of content theories 75
Expectancy Theory of Motivation 76
E→P expectancy 77
P→O expectancy 77
Outcome valences 78
Predicting work effort: an organizational example 78
Practical implications of expectancy theory 78
Perspective 3–1 Pacing Yourself at Saskatoon's Department of Parks and Relaxation 79
Does expectancy theory fit reality? 82
Goal Setting 82
Characteristics of effective goals 82
Providing Effective Feedback 84
Feedback sources 85
Characteristics of effective feedback 86
Ethical concerns with monitoring employee performance 87
Perspective 3–2 Warm-Fuzzy Feedback at Delta Credit Union 88
Equity Theory 89
Outcome/input ratio 89
Comparison other 89
Equity evaluation 89
Consequences of inequity 90
The equity process: an organizational example 92
Equity research and implications 92
Perspective 3–3 Fair Pay in a Montreal Mail-Order House 93
Are Motivation Theories Culture Bound? 93
Employee Motivation: A Final Word 94
Chapter Summary 95
Discussion Questions 96
Notes 96
Chapter Case: Steelfab Ltd. 99
Experiential Exercise: Predicting Harry's Work Effort 100

Chapter 4 Applied Motivation Practices 104
Learning Objectives 104
Chapter Outline 104
Reward Systems 106
Membership and seniority-based rewards 106
Job status-based rewards 107
Competency-based rewards 108
Performance-based rewards 109
Perspective 4–1 The Rewards of Team Performance 111
Problems with performance-based rewards 112
Discipline and Punishment 113
Perspective 4-2 What Gets Rewarded Gets Done 114
Progressive discipline 114
Problems with punishment 114
Applying punishment effectively 115
Mixed consequences model 116
Discipline without punishment 117
Perspective 4–3 Using the Mixed Consequences Approach to Reduce Absenteeism 118
Job Design 118
Job Design and Work Efficiency 119
Scientific management 119
Problems with job specialization 121
Job Design and Work Motivation 122
Core job characteristics 123
Critical psychological states 123
Individual differences 124
Job Design Strategies to Increase Work Motivation 124
Job rotation 125
Job enlargement 126
Job enrichment 126
Perspective 4–4 Job Enrichment at Imperial Oil 128
Job Design Prospects and Problems 129
Obstacles in job design 129
Chapter Summary 130
Discussion Questions 131
Notes 132
Chapter Case: Vêtements Ltée 135
Experiential Exercise: Choosing the Appropriate Level of Discipline 136

Chapter 5 Stress Management 140
Learning Objectives 140
Chapter Outline 140
What Is Stress? 142
General adaptation syndrome 142
Stressors: The Causes of Stress 144
Physical environment stressors 144
Role-related stressors 144
Interpersonal stressors 145
Perspective 5–1 Lean and Mean: Work Stress in Lean Production Systems 146
Organizational stressors 146
Work–family stressors 147
Perspective 5–2 "Having It All": Supermoms of the 1990s 148
Stress and occupations 148
Individual Differences in Stress 149
Type A/type B behaviour pattern 150
Consequences of Distress 151
Individual consequences 151
Organizational consequences 151
Job burnout 151
Managing Work-Related Stress 153
Removing the stressor 153
Withdrawing from the stressor 154
Changing stress perceptions 154
Controlling the consequences of stress 155
Perspective 5–3 Shedding Work Stress through Relaxation and Meditation 156
Social support 156
Chapter Summary 157
Discussion Questions 158
Notes 158

Chapter Case: Jim Black: Sales Representative 161
Experiential Exercise: Behaviour Activity Profile—The Type A Scale 162

PART 3
Individual and Interpersonal Processes 166

Chapter 6 Interpersonal and Organizational Communication **168**
Learning Objectives 168
Chapter Outline 168
A Model of Communication 170
Communication Media 171
Written communication 172
Verbal communication 172
Nonverbal communication 173
Choosing the Best Communication Medium 174
Media richness 174
Perspective 6–1 Understanding True Intentions Through "Stomach Language" 175
Symbolic meaning of the medium 176
Communication in Organizational Hierarchies 177
Downward communication 177
Upward communication 178
Perspective 6–2 Canada Trust Keeps Employees Tuned In 179
Horizontal communication 180
Communicating through the Grapevine 180
Grapevine characteristics 180
Grapevine advantages and disadvantages 181
Barriers to Effective Communication 182
Language 182
Filtering 184
Perceptual errors 184
Information overload 184
Physical settings 186
Cross-Cultural and Gender Communication 187
Language and verbal differences 187
Nonverbal differences 188
Gender differences in communication 188
Perspective 6–3 Coca-Cola Executive Learns that Noise to Some Is Music to Others 189
Improving Interpersonal Communications 190
Getting your message across 190
Active listening 190
Persuasive Communication: From Understanding to Acceptance 192
Communicator characteristics 192
Message content 192
Communication medium 193
Audience characteristics 193
Chapter Summary 193
Discussion Questions 194
Notes 195
Chapter Case: Sea Pines 198
Experiential Exercise: Cross-Cultural Communication: A Not-so-Trivial Trivia Game 200

Chapter 7 Perception and Personality in Organizations **202**
Learning Objectives 202
Chapter Outline 202
Selective Perception 204
Characteristics of the object 204
Characteristics of the perceiver 205
Characteristics of the situation 207
Perceptual Organization and Interpretation 207
Figure/ground principle 207
Perceptual grouping 207
Stereotyping 208
Ethical problems of stereotyping 208
Perspective 7–1 Breaking the Glass Ceiling by Dispelling Stereotypic Myths about Women in Management 210
Attribution Theory 211
Attribution errors 211
Self-Fulfilling Prophecy 212
Self-fulfilling prophecies in practice 213
Other Perceptual Errors 214
Projection 214
The halo effect 214
Perspective 7–2 The Costs of Projecting Silence at Dome Petroleum 215
Primacy effect 216
Recency effect 216
Improving Perceptual Accuracy 216
Increase awareness of perceptual biases 216
Postpone impression formation 217
Empathize with others 217
Compare perceptions with others 218
Know yourself: Applying the Johari Window 218
Perspective 7–3 Increasing Empathy by Being There 219
Personality 221
How do personalities form? 221
Personality and organizational behaviour 222
Selected Personality Dimensions 222
Locus of control 223
Authoritarianism and dogmatism 223
Self-monitoring 223
Chapter Summary 224
Discussion Questions 224
Notes 225
Chapter Case: Nupath Foods Ltd. 228
Experiential Exercise: Toward Consensus on Occupational Stereotypes 230

Chapter 8 Work Attitudes and Values **232**
Learning Objectives 232
Chapter Outline 232
What Are Attitudes? 234
Three components of attitudes 234
Importance of Work Attitudes 235
Linking Work Attitudes to Behaviour 236
From beliefs to feelings 236
From feelings to intentions 237
From intentions to behaviour 237
Cognitive dissonance: From behaviour to attitude 237
Job Satisfaction 238
A model of job satisfaction 239
Job satisfaction in Canada 240
Job satisfaction and work behaviours 240

Perspective 8–1 No Pay-Off for Job Dissatisfaction 242
Organizational Commitment 243
The decline of organizational commitment 244
Building organizational commitment 245
Perspective 8–2 Ontario Hydro Reorganization Threatens Employee Loyalty 246
Continuance commitment 247
Work-Related Values 247
Cultural differences in values 248
Perspective 8–3 Valuing Employee Cultural Values at Westin Kauai 249
Chapter Summary 251
Discussion Questions 251
Notes 252
Chapter Case: Rough Seas on the LINK650 255
Experiential Exercise: General Union Attitude Exercise 257

Chapter 9 Individual Decision Making in Organizations 260
Learning Objectives 260
Chapter Outline 260
A General Model of Decision Making 262
Identify problems and opportunities 262
Choose the best decision style 263
Develop alternative solutions 264
Choose the best solution 264
Perspective 9–1 Ted Rogers's Winning Heuristic 265
Implement the selected alternative 265
Evaluate decision outcomes 265
Barriers to Identifying Problems and Opportunities 266
Barriers to Choosing the Best Solution 267
Perspective 9–2 Famous Missed Opportunities 268
Problems with goals 268
Problems with information processing 269
Problems with maximization 270
Barriers to Evaluating Decision Outcomes 270
Postdecisional justification 270
Escalation of commitment 270
Causes of escalating commitment 271
Minimizing Decision Errors 272
Structural approaches to better decisions 273
Intuitive Decision Making 273
Perspective 9–3 Deciding the Best Work Schedule at Baxter Healthcare 274
Developing more intuitive decision making 275
Creative Decision Making 275
Conditions for creativity 276
Strategies to assist creativity 277
Ethical Decision Making 277
Utilitarianism 278
Individual rights 278
Perspective 9–4 Tough Choices at Sunnybrook Health Science Centre 279
Distributive justice 279
Maintaining ethical standards in organizational decisions 280
Chapter Summary 282
Discussion Questions 282
Notes 283
Chapter Case: Shooting Down the Avro Arrow 285
Experiential Exercise: Ethical Dilemmas in Employment 287

PART 4
Team Processes 290

Chapter 10 Team Dynamics and Effectiveness 292
Learning Objectives 292
Chapter Outline 292
What Are Teams? 294
Formal Work Teams 294
Team-Based organizations 296
Task forces 296
Perspective 10–1 Concurrent Engineering Teams Improve Product Design 297
Informal Groups 297
Informal groups and cultural diversity 298
Why Do People Join Teams? 299
Goal accomplishment 299
Affiliation and status 300
Emotional support 300
A Model of Team Dynamics and Effectiveness 300
Team Context and Design 301
Organizational environments 301
Task characteristics 302
Team size 302
Team composition 303
Stages of Team Development 304
Forming 304
Storming 304
Norming 305
Performing 305
Adjourning 305
Team Norms 306
Conformity to team norms 306
How team norms develop 307
Perspective 10–2 The Power and Politics of Peer Pressure 308
Changing team norms 308
Team Cohesiveness 309
Causes of team cohesiveness 309
Consequences of team cohesiveness 311
Social Loafing 312
Minimizing social loafing 313
Team Building 313
Types of team building 314
Perspective 10–3 Having Fun Building Better Teams 315
Is team building effective? 316
Chapter Summary 317
Discussion Questions 318
Notes 318
Chapter Case: The "No Martini" Lunch 321
Experiential Exercise: Team-Trust Exercise 323

Chapter 11 Employee Involvement and Team Decision Making 324
Learning Objectives 324
Chapter Outline 324

Forms and Levels of Employee Involvement 326
Levels of employee involvement 327
Perspective 11–1 Codetermination at Canadian Airlines International 328
Self-Managing Work Teams 328
Perspective 11–2 Self-Managing Work Teams at Pratt & Whitney 329
Sociotechnical design theory 330
Sociotechnical design at Shell Canada 330
Potential Benefits of Employee Involvement 331
Design quality 331
Perspective 11–3 The Saga of MacMillan Bloedel's Team 100 332
Decision commitment 333
Employee satisfaction and empowerment 333
Employee development 333
Barriers to Employee Involvement 333
Cultural differences 333
Management resistance 334
Labour union resistance 334
Team Decision Making 335
Time constraints 335
Evaluation apprehension 336
Conformity 336
Groupthink 336
Group polarization 337
Improving Team Decision Making 338
Constructive controversy 339
Brainstorming 339
Nominal group technique 340
Perspective 11–4 Consensus Brainstorming at Hostess Foods 341
Delphi technique 342
Electronic brainstorming 343
Comparing team decision-making methods 345
Chapter Summary 346
Discussion Questions 346
Notes 347
Chapter Case: Employee Involvement Cases 350
Experiential Exercise: Winter Survival Exercise 352

Chapter 12 Organizational Power and Politics **354**
Learning Objectives 354
Chapter Outline 354
The Meaning of Power 356
Power, dependence, and resource scarcity 356
A model of power in organizations 358
Sources of Power in Organizations 358
Legitimate power 358
Reward power 359
Coercive power 359
Expert power 360
Referent power 360
Information and Power 360
Control over information flow 360
Coping with uncertainty 361
Perspective 12–1 Information Power Shortages in Team-Based Organizations 362
Contingencies of Power 363
Substitutability 363
Centrality 364
Discretion 364
Perspective 12–2 Centrality and Power in a Major League Baseball Strike 365
Visibility 365
Consequences of Power 366
Organizational Politics 367
Politics and organizational effectiveness 368
The ethics of organizational politics 368
Perspective 12–3 Political Battles at McCain 369
Types of Political Activity 369
Attacking or blaming others 369
Selectively distributing information 370
Perspective 12–4 Information Politics at the Canadian Imperial Bank of Commerce 371
Controlling information channels 371
Forming coalitions 371
Cultivating networks 372
Creating obligations 372
Managing impressions 372
Perspective 12–5 The Politics of Exclusion for Women in Management 373
Conditions for Organizational Politics 374
Personal characteristics 374
Controlling Political Behaviour 374
Chapter Summary 375
Discussion Questions 376
Notes 376
Chapter Case: Analyzing Political Behavior in Organizations 379
Experiential Exercise: Power Relations in a Loony Organization 380

Chapter 13 Organizational Conflict and Negotiation **382**
Learning Objectives 382
Chapter Outline 382
What Is Conflict? 384
The conflict cycle 384
Consequences of Organizational Conflict 385
Sources of Conflict in Organizations 387
Goal incompatibility 387
Perspective 13–1 Conflict at Consumers Packaging Runs Hot and Cold 388
Differentiation 388
Task interdependence 389
Scarce resources 390
Ambiguity 390
Communication problems 391
Interpersonal Conflict Management Styles 391
Structural Approaches to Conflict Management 393
Emphasizing superordinate goals 394
Reducing differentiation 394
Improving communication and understanding 394
Perspective 13–2 Reducing Conflict through Dialogue at Nissan Canada 395
Reducing task interdependence 396
Perspective 13–3 Intergroup Mirroring at Cardinal River Coals 397

此为试读,需要完整PDF请访问: www.ertongbook.com