

FOURTH EDITION

# Organizational Psychology

An Experiential Approach  
to Organizational Behavior



DAVID A. KOLB / IRWIN M. RUBIN / JAMES M. McINTYRE

**fourth edition**

# ORGANIZATIONAL PSYCHOLOGY

An Experiential Approach  
to Organizational  
Behavior

**DAVID A. KOLB**

*Case Western Reserve University*

**IRWIN M. RUBIN**

*Situation Management Systems, Inc.*

**JAMES M. McINTYRE**

*Development Research Associates, Inc.*

*Library of Congress Cataloging in Publication Data*

Kolb, David A., (date)

Organizational psychology.

(Prentice-Hall behavioral science in business series)

Includes bibliographical references.

1. Psychology, Industrial. I. Rubin, Irwin M.,  
(date). II. McIntyre, James M., (date).

III. Title. IV. Series.

HF5548.8.K552 1983 158.7 83-19250  
ISBN 0-13-641282-3

Editorial/production supervision and interior design by Margaret Rizzi  
Cover design: Wanda Lubelska Design  
Manufacturing buyer: Ed O'Dougherty

Prentice-Hall Behavioral Science in Business Series  
Herbert A. Simon, Editor

© 1984, 1979, 1974, 1971 by Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be  
reproduced, in any form or by any means,  
without permission in writing from the publisher.

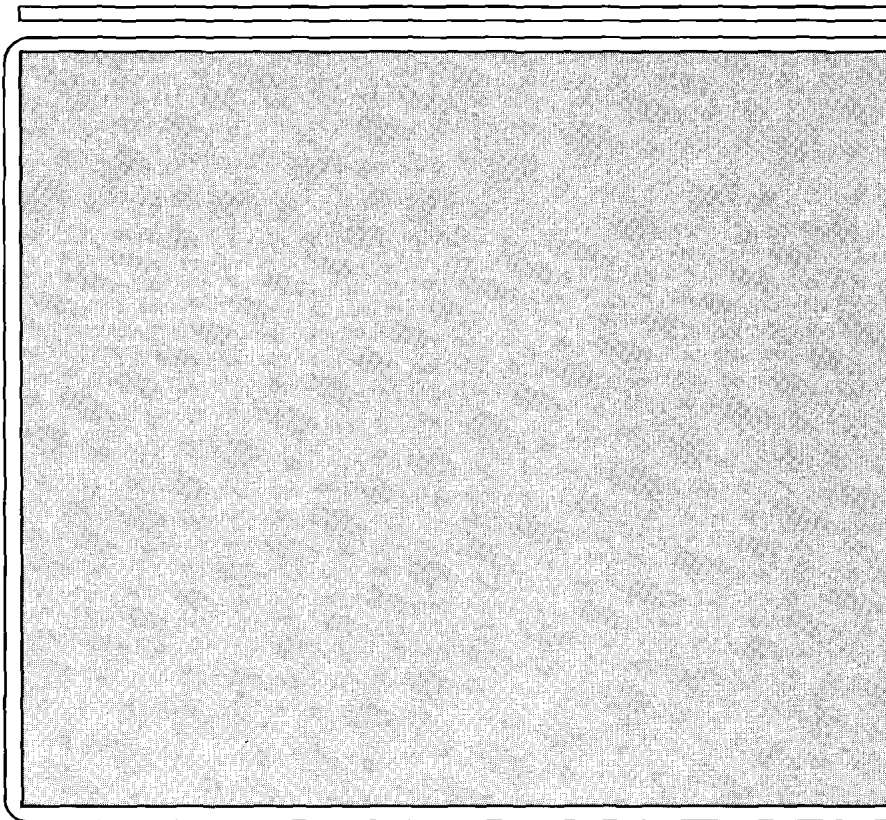
Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-641282-3

Prentice-Hall International, Inc. *London*  
Prentice-Hall of Australia Pty. Limited, *Sydney*  
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*  
Prentice-Hall Canada, Inc., *Toronto*  
Prentice-Hall of India Private Limited, *New Delhi*  
Prentice-Hall of Japan, Inc., *Tokyo*  
Prentice-Hall of Southeast Asia Pte. Ltd., *Singapore*  
Whitehall Books Limited, *Wellington, New Zealand*

## Foreword



This book—or better, the body of experiences it proposes—seeks to communicate some knowledge of general psychological principles, and some skill in applying that knowledge to social and organizational situations. Science tries to illuminate concrete reality by disclosing the general laws and principles that make the reality what it is. The generalization gives meaning to the concrete instance, but the instance carries the generalization into the real world—makes it usable. Experiencing social situations and then analyzing that experience brings generalization and concrete reality into effective union.

In teaching undergraduate and graduate management courses, I have frequently encountered students who hold a magical belief in a real world, somehow entirely different from any world they had hitherto experienced, and different, too, from the world of their textbooks. In teaching experienced executives, I have as frequently encountered men who balked at the proposal to apply general psychological principles to the concrete experiences of their everyday world. If there are skeptics of either variety in a group that undertakes one of these exercises, they can conduct their own tests of the relevance of theory to experience and vice versa. That is what the exercises are about.

But are the exercises themselves “real”? Can you really simulate social or organizational phenomena in a laboratory? The answer hangs on what we know of people—of their readiness to take roles, or, more accurately, their *inability not* to take roles when they find themselves in appropriate social situations, but this in itself is a psychological generalization: Man is a role taker. Like any generalization, it should be tested empirically; and the exercises do just that. Each participant can be his own witness to the reality—or lack of it—of what has gone on.

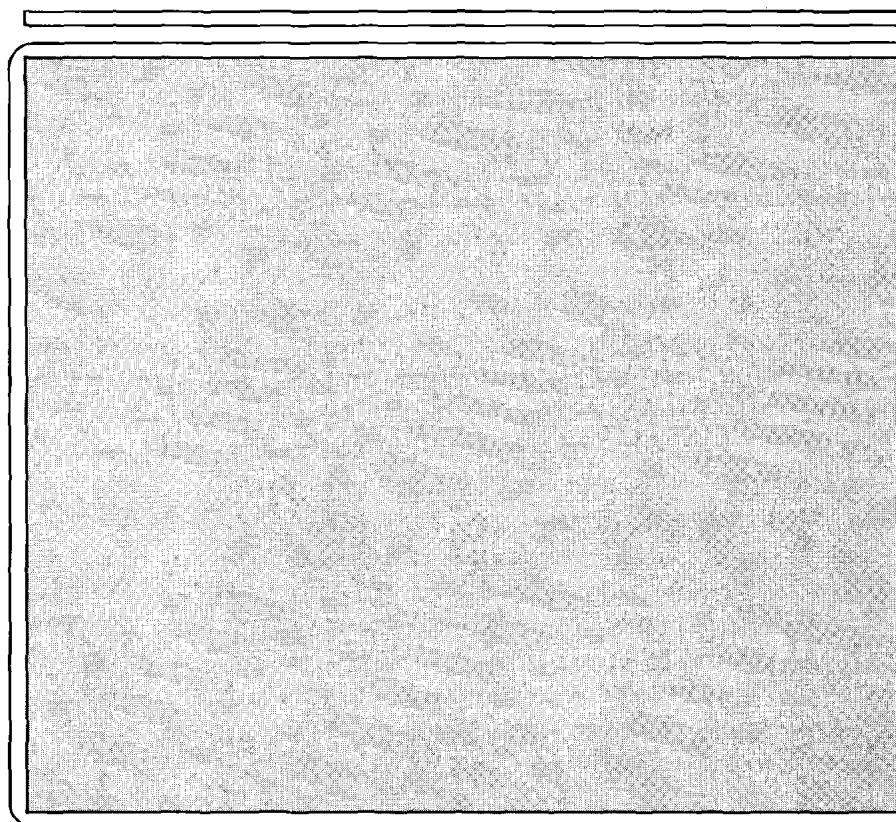
But the purpose of the exercises is not just to increase understanding of principles, or

understanding of concrete situations in terms of principles. They can be useful also as a means of developing skills for group situations: skills of observing, skills of self-insight, skills of understanding the behaviors and motives of others, skills of adapting behavior to the requirements of a task and the needs of groups and persons.

There is no magic to it. Learning here, like all learning, derives from time and attention directed to relevant material. The exercises provide the material. The time, attention, and active participation must be supplied by those who take part in them.

*Herbert A. Simon*

## Preface



The publication of this Fourth Edition of *Organizational Psychology: An Experiential Approach to Organizational Behavior* marks for us over 15 years of involvement in the theory and practice of experiential learning in universities and organizations in the private and public sector. The first edition of this book was the first management text based on the principles of experiential learning. Since its publication a number of other experience-based texts have been published in organizational behavior and other management specialities, and experiential-learning approaches have become widely accepted in higher education, particularly in programs for adult learners. The value of educational approaches that link the concepts and techniques of academia with learners' personal experiences in the real world is no longer questioned. In this latest edition of *Organizational Psychology* we have attempted to refine the state of the art in the practice of experiential learning and to bring these teaching approaches to bear on the latest thinking and research in the field of organizational behavior.

This book is intended for students and managers who wish to explore the personal relevance and conceptual bases of the phenomena of organizational psychology. This book is designed with a focus on exercises, self-analysis techniques, and role plays to make the insights of behavioral science meaningful and relevant to practicing managers and students of organizational behavior. Each chapter is designed as an educational intervention that facilitates each stage of the experience-based learning process. Exercises and simulations are designed to produce experiences that create the phenomena of organizational psychology. Observation schemes and methods are introduced to facilitate understanding of these experiences. Theories and models are added to aid in forming generalizations. And finally, the intervention is structured in a way that encourages learners to experiment with what they have learned in new experiences related to their personal life.

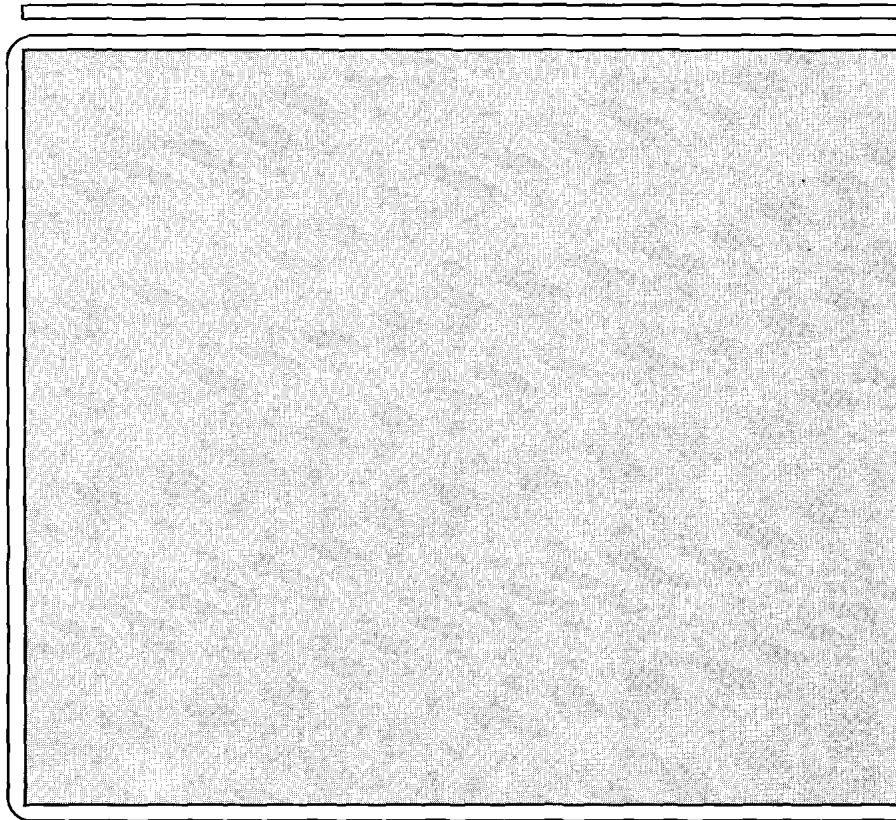
There is also to be a companion book, *Organizational Psychology: Readings on Human Behavior in Organizations, Fourth Edition*, also published by Prentice-Hall. Many footnotes in this volume make references to articles which have been reprinted here. That these articles appear in our readings book will be denoted by "Readings" at the end of the footnote entry.

Our feelings of pride in our product are tempered by the great indebtedness we feel to many others whose ideas and insights preceded ours. It is a tribute to the spirit of collaboration that pervades our field that the origin of many of the exercises recorded here is unknown. We have tried throughout the manuscript to trace the origins of those exercises we know about and in the process we may, in many areas, fall short of the original insight. For that we can only apologize. The major unnamed contributors are our students. In a very real sense, this book could never have been completed without their active participation in our explorations.

The more immediate sources of indebtedness are easily identified—the friends and colleagues who helped in the creation of this manuscript. Dick Beckhard, Warren Bennis, David Berlew, Ronald Fry, the late Don Marquis, Ed Schein and Suresh Srivastva helped greatly in the design, testing, and evaluation of various exercises in the book. The chapter on "Managing Differences in Multicultural Organizations" was jointly developed by a Case Western Reserve University project team, consisting of David Akinussi, Lynda Benroth, Rafael Estevez, Elizabeth Fisher, Mary Ann Hazen, David Kolb, Dennis O'Connor, and Michelle Spain. Marian Hogue deserves special recognition for her assistance in preparation of the final manuscript. Their work did much to improve the quality of the manuscript, but we, of course, must remain responsible for its final form.

*David A. Kolb*  
*Irwin M. Rubin*  
*James M. McIntyre*

# Contents



Foreword xix

Preface xxi

Introduction 1

*Learning About Organizational Psychology /  
The Plan of This Book / Your Role as a Learner*

PART



## THE INDIVIDUAL AND THE ORGANIZATION

CHAPTER

1

### Organization Socialization

- I. Objectives, 9
- II. Premeeting Preparation, 9
- III. Introduction, 10

*A Model for Managing Psychological Contracts*



- IV. Procedure for Group Meeting, 13
- V. Summary, 21
- VI. Self-Evaluation and Completing the Learning Loop, 24

CHAPTER  
**2**

## Learning and Problem Solving

- I. Objectives, 25
- II. Premeeting Preparation, 25
- III. Introduction, 31

*A Model of the Learning/Problem-solving Process / Interpretation of Your Scores on the Learning Style Inventory / Identifying Your Learning Style Type*

- IV. Procedure for Group Meeting, 37

*Using the Experiential Learning Model to Analyze Personal Approaches to Problem Solving*

- V. Summary, 45

*Learning Styles and Management Education / The Organization as a Learning System / Managing the Learning Process*

- VI. Self-Evaluation and Completing the Learning Loop, 50

CHAPTER  
**3**

## Individual Motivation and Organizational Behavior

- I. Objectives, 51
- II. Premeeting Preparation, 51
- III. Introduction, 67

**IV. Procedure for Group Meeting, 70**

*Discussion of Motive Scores / Typical Patterns  
in Money Auction*

**V. Summary, 80**

*Some Effects of Competitive and Collaborative  
Behaviors*

**VI. Self-Evaluation and Completing the Learning  
Loop, 83**

**CHAPTER  
4**

**Personal Growth and Career  
Development**

**I. Objectives, 85**

**II. Premeeting Preparation, 85**

**III. Introduction, 101**

**IV. Procedure for Group Meeting, 105**

**V. Summary, 123**

**VI. Self-Evaluation and Completing the Learning  
Loop, 125**

**PART  
II**

**WORKING IN GROUPS**

**CHAPTER  
5**

**Group Dynamics**

**I. Objectives, 127**

**II. Premeeting Preparation, 127**

**III. Introduction, 128**

*Content versus Process / Communication /  
Decision-Making Procedures / Task,  
Maintenance, and Self-oriented Behavior /  
Emotional Issues: Causes of Self-oriented  
Emotional Behavior / Group Norms*

- IV. Procedure for Group Meeting, 134
- V. Summary, 143
- VI. Self-Evaluation and Completing the Learning Loop, 145

## CHAPTER 6

### Problem Solving in Groups

- I. Objectives, 147
- II. Premeeting Preparation, 147
- III. Introduction, 151

*The Nature of Problem Solving / A Model of Problem Solving Based on the Theory of Experiential Learning / The Dialectics of Problem Solving*

- IV. Procedure for Group Meeting, 160
- V. Summary, 165
- VI. Self-Evaluation and Completing the Learning Loop, 170

## CHAPTER 7

### Managing Work Team Effectiveness

- I. Objectives, 181
- II. Premeeting Preparation, 181
- III. Introduction, 182

*Task-Related Factors Influencing Team Effectiveness—The GRPI Model / A Summary Example*

**IV. Procedure for Group Meeting, 184**

*Marketing Department Situation / Sales  
Department Situation / Production Department  
Situation / Personnel Department Situation /  
Research Department Situation / Finance  
Department Situation / Instructions  
to President and Executive Vice President /  
Instructions to Vice Presidents and Their  
Department Members*

**V. Summary, 191**

**VI. Self-Evaluation and Completing the Learning  
Loop, 192**

**CHAPTER**

**8**

**Managing Conflict Among Groups**

**I. Objectives, 193**

**II. Premeeting Preparation, 193**

**III. Introduction, 194**

**IV. Procedure for Group Meeting, 195**

*The Task*

**V. Summary, 198**

**VI. Self-Evaluation and Completing the Learning  
Loop, 201**

**PART**

**III**

**WORKING RELATIONSHIPS**

**CHAPTER**

**9**

**Interpersonal Communication**

**I. Objectives, 203**

**II. Premeeting Preparation, 203**

III. Introduction, 204

*Summary*

IV. Procedure for Group Meeting, 209

*Part I / Part II / Suggested Scenarios*

V. Summary, 219

VI. Self-Evaluation and Completing the Learning Loop, 220

CHAPTER  
**10**

Interpersonal Perception

I. Objectives, 221

II. Premeeting Preparation, 221

III. Introduction, 222

*Example 1: The Stereotypical Female /  
Example 2: A Managerial Dilemma*

IV. Procedure for Group Meeting, 225

V. Summary, 233

VI. Self-Evaluation and Completing the Learning Loop, 236

CHAPTER  
**11**

Managing Differences in Multicultural Organizations

I. Objectives, 237

II. Premeeting Preparation, 237

III. Introduction, 243

*Stereotyping / Networks / Multicultural Organizations*

- IV. Procedure for Group Meeting, 246
- V. Summary, 247
- VI. Self-Evaluation and Completing the Learning Loop, 250

**PART  
IV**

**LEADERSHIP AND MANAGEMENT**

**CHAPTER  
12**

**Leadership and Decision Making**

- I. Objectives, 251
- II. Premeeting Preparation, 251
- III. Introduction, 265
- IV. Procedure for Group Meeting, 269
- V. Summary, 273
- VI. Self-Evaluation and Completing the Learning Loop, 275

**CHAPTER  
13**

**Leadership: The Effective Exercise of Power and Influence**

- I. Objectives, 279
- II. Premeeting Preparation, 279
- III. Introduction, 283

*Reward and Punishment / Participation and Trust / Common Vision / Assertive Persuasion / The Value Issues—Positive versus Negative Power*

- IV. Procedure for Group Meeting, 286

- V. Summary, 307
- VI. Self-Evaluation and Completing the Learning Loop, 309

CHAPTER  
**14**

## Supervision and Employee Development

- I. Objectives, 311
- II. Premeeting Preparation, 311
- III. Introduction, 312

*The Helping Relationship: A Generic Model*

- IV. Procedure for Group Meeting, 318
- V. Summary, 322
- VI. Self-Evaluation and Completing the Learning Loop, 323

CHAPTER  
**15**

## Leadership and Organization Climate

- I. Objectives, 325
- II. Premeeting Preparation, 325
- III. Introduction, 333

*Stages of Organization Growth*

- IV. Procedure for Group Meeting, 335
- V. Summary, 351
- VI. Self-Evaluation and Completing the Learning Loop, 353

PART  
**V**

## ORGANIZATIONS AS SOCIOTECHNICAL SYSTEMS

CHAPTER  
**16**

### Motivation and the Design of Work

- I. Objectives, 355
- II. Premeeting Preparation, 355
- III. Introduction, 356
- IV. Procedure for Group Meeting, 357
- V. Summary, 381
- VI. Self-Evaluation and Completing the Learning Loop, 383

CHAPTER  
**17**

### Organization Design: Organization Structure and Communication Networks

- I. Objectives, 425
- II. Premeeting Preparation, 425
- III. Introduction, 426

*Some Typical Pictures: Three Pure Models of Organizational Structure / Functional Form / Product or Service Form / Matrix Form / Advantages and Problems / Organization Design: The Issues and Principles / Formal Integration Mechanisms / The Informal Organizational Structure / Informal Integrative Mechanisms / Mapping Organizational Structures*

- IV. Procedure for Group Meeting, 435

*Your Primary Formal Task in This Class / Content Discussion Guidelines / Process Discussion Guidelines*



- V. Summary, 436
- VI. Self-Evaluation and Completing the Learning Loop, 440

CHAPTER  
**18**

## Organizational Analysis: The Organization as an Open System

- I. Objectives, 441
- II. Premeeting Preparation, 441
- III. Introduction, 442

*Organizations as Open Systems / Using the Open Systems Perspective to Build Your Personal Organizational Theory*

- IV. Procedure for Group Meeting, 461
- V. Summary, 461

*Organizational Health and Open Systems Approach to Organizations / Organizational Health and Effectiveness*

- VI. Self-Evaluation and Completing the Learning Loop, 464

CHAPTER  
**19**

## Planned Change and Organization Development

- I. Objectives, 465
- II. Premeeting Preparation, 465
- III. Introduction, 466