

Appendix

Research in Organizational Behavior

For every complex problem, there is a solution that is simple, neat, and wrong.

—H. L. Mencken

A number of years ago, a friend of mine was excited because he had read about the findings from a research study that finally, once and for all, resolved the question of what it takes to make it to the top in a large corporation. I doubted there was any simple answer to this question but, not wanting to dampen his enthusiasm, I asked him to tell me of what he had read. The answer, according to my friend, was *participation in college athletics*. To say I was skeptical of his claim is a gross understatement, so I asked him to tell me more.

The study encompassed 1,700 successful senior executives at the 500 largest U.S. corporations. The researchers found that half of these executives had played varsity-level college sports.¹ My friend, who happens to be good with statistics, informed me that since fewer than 2 percent of all college students participate in intercollegiate athletics, the probability of this finding occurring by mere chance is less than 1 in 10 million! He concluded his analysis by telling me that, based on this research, I should encourage my management students to get into shape and to make one of the varsity teams.

My friend was somewhat perturbed when I suggested that his conclusions were likely to be flawed. These executives were all males who attended college in the 1940s and 1950s. Would his advice be meaningful to females in the twenty-first century? These executives also weren't your typical college students. For the most part, they had attended elite private colleges such as Princeton and Amherst, where a large proportion of the student body participates in intercollegiate sports. And these "jocks" hadn't necessarily played football or basketball; many had participated in golf, tennis, baseball, cross-country running, crew, rugby, and similar minor sports. Moreover, maybe the researchers had confused the direction of causality. That is, maybe individuals with the motivation and ability to make it to the top of a large corporation are drawn to competitive activities like college athletics.

My friend was guilty of misusing research data. Of course, he is not alone. We are all continually bombarded with reports of experiments that link certain substances to cancer in mice and surveys that show

changing attitudes toward sex among college students, for example. Many of these studies are carefully designed, with great caution taken to note the implications and limitations of the findings. But some studies are poorly designed, making their conclusions at best suspect, and at worst meaningless.

Rather than attempting to make you a researcher, the purpose of this appendix is to increase your awareness as a consumer of behavioral research. A knowledge of research methods will allow you to appreciate more fully the care in data collection that underlies the information and conclusions presented in this text. Moreover, an understanding of research methods will make you a more skilled evaluator of the OB studies you will encounter in business and professional journals. So an appreciation of behavioral research is important because (1) it's the foundation on which the theories in this text are built, and (2) it will benefit you in future years when you read reports of research and attempt to assess their value.

Purposes of Research

Research is concerned with the systematic gathering of information. Its purpose is to help us in our search for the truth. Although we will never find ultimate truth—in our case, that would be to know precisely how any person or group would behave in any organizational context—ongoing research adds to our body of OB knowledge by supporting some theories, contradicting others, and suggesting new theories to replace those that fail to gain support.

Research Terminology

Researchers have their own vocabulary for communicating among themselves and with outsiders. The following briefly defines some of the more popular terms you're likely to encounter in behavioral science studies.²

Variable

A *variable* is any general characteristic that can be measured and that changes in amplitude, intensity, or both. Some examples of OB variables found in this textbook are job satisfaction, employee productivity, work stress, ability, personality, and group norms.

Hypothesis

A tentative explanation of the relationship between two or more variables is called a *hypothesis*. My friend's statement that participation in college athletics leads to a top executive position in a large corporation is an example of a hypothesis. Until confirmed by empirical research, a hypothesis remains only a tentative explanation.

Dependent Variable

A *dependent variable* is a response that is affected by an independent variable. In terms of the hypothesis, it is the variable that the researcher is interested in explaining. Referring back to our opening example, the dependent variable in my friend's hypothesis was executive succession. In organizational behavior research, the most popular dependent variables are productivity, absenteeism, turnover, job satisfaction, and organizational commitment.³

Independent Variable

An *independent variable* is the presumed cause of some change in the dependent variable. Participating in varsity athletics was the independent variable in my friend's hypothesis. Popular independent variables studied by OB researchers include intelligence, personality, job satisfaction, experience, motivation, reinforcement patterns, leadership style, reward allocations, selection methods, and organization design.

You may have noticed we said that job satisfaction is frequently used by OB researchers as both a dependent and an independent variable. This is not an error. It merely reflects that the label given to a variable depends on its place in the hypothesis. In the statement "Increases in job satisfaction lead to reduced turnover," job satisfaction is an independent variable. However, in the statement "Increases in money lead to higher job satisfaction," job satisfaction becomes a dependent variable.

Moderating Variable

A *moderating variable* abates the effect of the independent variable on the dependent variable. It might also be thought of as the contingency variable: If X (independent variable), then Y (dependent variable) will occur, but only under conditions Z (moderating variable). To translate this into a real-life example, we might say that if we increase the amount of direct supervision in

the work area (X), then there will be a change in worker productivity (Y), but this effect will be moderated by the complexity of the tasks being performed (Z).

Causality

A hypothesis, by definition, implies a relationship. That is, it implies a presumed cause and effect. This direction of cause and effect is called *causality*. Changes in the independent variable are assumed to cause changes in the dependent variable. However, in behavioral research, it's possible to make an incorrect assumption of causality when relationships are found. For example, early behavioral scientists found a relationship between employee satisfaction and productivity. They concluded that a happy worker was a productive worker. Follow-up research has supported the relationship, but disconfirmed the direction of the arrow. The evidence more correctly suggests that high productivity leads to satisfaction rather than the other way around.

Correlation Coefficient

It's one thing to know that there is a relationship between two or more variables. It's another to know the *strength* of that relationship. The term *correlation coefficient* is used to indicate that strength, and is expressed as a number between -1.00 (a perfect negative relationship) and $+1.00$ (a perfect positive correlation).

When two variables vary directly with one another, the correlation will be expressed as a positive number. When they vary inversely—that is, one increases as the other decreases—the correlation will be expressed as a negative number. If the two variables vary independently of each other, we say that the correlation between them is zero.

For example, a researcher might survey a group of employees to determine the satisfaction of each with his or her job. Then, using company absenteeism reports, the researcher could correlate the job satisfaction scores against individual attendance records to determine whether employees who are more satisfied with their jobs have better attendance records than their counterparts who indicated lower job satisfaction. Let's suppose the researcher found a correlation coefficient of $+0.50$ between satisfaction and attendance. Would that be a strong association? There is, unfortunately, no precise numerical cutoff separating strong and weak relationships. A standard statistical test would need to be applied to determine whether the relationship was a significant one.

A final point needs to be made before we move on: A correlation coefficient measures only the strength of association between two variables. A high value does *not* imply causality. The length of women's skirts and stock market prices, for instance, have long been noted to

be highly correlated, but one should be careful not to infer that a causal relationship between the two exists. In this instance, the high correlation is more happenstance than predictive.

Theory

The final term we introduce in this section is *theory*. Theory describes a set of systematically interrelated concepts or hypotheses that purports to explain and predict phenomena. In OB, theories are also frequently referred to as *models*. We use the two terms interchangeably.

There are no shortages of theories in OB. For instance, we have theories to describe what motivates people, the most effective leadership styles, the best way to resolve conflicts, and how people acquire power. In some cases, we have half a dozen or more separate theories that purport to explain and predict a given phenomenon. In such cases, is one right and the others wrong? No! They tend to reflect science at work—researchers testing previous theories, modifying them, and, when appropriate, proposing new models that may prove to have higher explanatory and predictive powers. Multiple theories attempting to explain common phenomena merely attest that OB is an active discipline, still growing and evolving.

Evaluating Research

As a potential consumer of behavioral research, you should follow the dictum of *caveat emptor*—let the buyer beware! In evaluating any research study, you need to ask three questions.⁴

Is it valid? Is the study actually measuring what it claims to be measuring? A number of psychological tests have been discarded by employers in recent years because they have not been found to be valid measures of the applicants' ability to do a given job successfully. But the validity issue is relevant to all research studies. So, if you find a study that links cohesive work teams with higher productivity, you want to know how each of these variables was measured and whether it is actually measuring what it is supposed to be measuring.

Is it reliable? Reliability refers to consistency of measurement. If you were to have your height measured every day with a wooden yardstick, you'd get highly reliable results. On the other hand, if you were measured each day by an elastic tape measure, there would probably be considerable disparity between your height measurements from one day to the next. Your height, of course, doesn't change from day to day. The variability is due to the unreliability of the measuring device. So if a company asked a group of its employees to complete a reliable job satisfaction questionnaire, and then repeat the questionnaire six

months later, we'd expect the results to be very similar—provided nothing changed in the interim that might significantly affect employee satisfaction.

Is it generalizable? Are the results of the research study generalizable to groups of individuals other than those who participated in the original study? Be aware, for example, of the limitations that might exist in research that uses college students as subjects. Are the findings in such studies generalizable to full-time employees in real jobs? Similarly, how generalizable to the overall work population are the results from a study that assesses job stress among 10 nuclear power plant engineers in the hamlet of Mahone Bay, Nova Scotia?

Research Design

Doing research is an exercise in trade-offs. Richness of information typically comes with reduced generalizability. The more a researcher seeks to control for confounding variables, the less realistic his or her results are likely to be. High precision, generalizability, and control almost always translate into higher costs. When researchers make choices about whom they'll study, where their research will be done, the methods they'll use to collect data, and so on, they must make some concessions. Good research designs are not perfect, but they do carefully reflect the questions being addressed. Keep these facts in mind as we review the strengths and weaknesses of five popular research designs: case studies, field surveys, laboratory experiments, field experiments, and aggregate quantitative reviews.

Case Study

You pick up a copy of Soichiro Honda's autobiography. In it he describes his impoverished childhood; his decisions to open a small garage, assemble motorcycles, and eventually build automobiles; and how this led to the creation of one of the largest and most successful corporations in the world. Or you're in a business class and the instructor distributes a 50-page handout covering two companies: Wal-Mart and Kmart. The handout details the two firms' histories; describes their corporate strategies, management philosophies, and merchandising plans; and includes copies of their recent balance sheets and income statements. The instructor asks the class members to read the handout, analyze the data, and determine why Wal-Mart has been so much more successful than Kmart in recent years.

Soichiro Honda's autobiography and the Wal-Mart and Kmart handouts are case studies. Drawn from real-life situations, case studies present an in-depth analysis of one setting. They are thorough descriptions, rich in details about an individual, a group, or an organization. The primary source of information in case studies is

obtained through observation, occasionally backed up by interviews and a review of records and documents.

Case studies have their drawbacks. They're open to the perceptual bias and subjective interpretations of the observer. The reader of a case is captive to what the observer/case writer chooses to include and exclude. Cases also trade off generalizability for depth of information and richness of detail. Because it's always dangerous to generalize from a sample of one, case studies make it difficult to prove or reject a hypothesis. On the other hand, you can't ignore the in-depth analysis that cases often provide. They are an excellent device for initial exploratory research and for evaluating real-life problems in organizations.

Field Survey

A lengthy questionnaire was created to assess the use of ethics policies, formal ethics structures, formalized activities such as ethics training, and executive involvement in ethics programs among billion-dollar corporations. The public affairs or corporate communications office of all *Fortune* 500 industrial firms and 500 service corporations were contacted to get the name and address of the "officer most responsible for dealing with ethics and conduct issues" in each firm. The questionnaire, with a cover letter explaining the nature of the study, was mailed to these 1,000 officers. Of the total, 254 returned a completed questionnaire, for a response rate just above 25 percent. The results of the survey found, among other things, that 77 percent had formal codes of ethics and 54 percent had a single officer specifically assigned to deal with ethics and conduct issues.⁵

The preceding study illustrates a typical field survey. A sample of respondents (in this case, 1,000 corporate officers in the largest U.S. publicly held corporations) was selected to represent a larger group that was under examination (billion-dollar U.S. business firms). The respondents were then surveyed using a questionnaire or interviewed to collect data on particular characteristics (the content and structure of ethics programs and practices) of interest to the researchers. The standardization of response items allows for data to be easily quantified, analyzed, and summarized, and for the researchers to make inferences from the representative sample about the larger population.

The field survey provides economies for doing research. It's less costly to sample a population than to obtain data from every member of that population. (There are, for instance, more than 5,000 U.S. business firms with sales in excess of a billion dollars; and since some of these are privately held and don't release financial data to the public, they are excluded from the *Fortune* list). Moreover, as the ethics study illustrates, field surveys provide an efficient way to find out how

people feel about issues or how they say they behave. These data can then be easily quantified.

But the field survey has a number of potential weaknesses. First, mailed questionnaires rarely obtain 100 percent returns. Low response rates call into question whether conclusions based on respondents' answers are generalizable to nonrespondents. Second, the format is better at tapping respondents' attitudes and perceptions than behaviors. Third, responses can suffer from social desirability; that is, people saying what they think the researcher wants to hear. Fourth, since field surveys are designed to focus on specific issues, they're a relatively poor means of acquiring depth of information. Finally, the quality of the generalizations is largely a factor of the population chosen. Responses from executives at *Fortune* 500 firms, for instance, tell us nothing about small- or medium-sized firms or not-for-profit organizations. In summary, even a well-designed field survey trades off depth of information for breadth, generalizability, and economic efficiencies.

Laboratory Experiment

The following study is a classic example of the laboratory experiment. A researcher, Stanley Milgram, wondered how far individuals would go in following commands. If subjects were placed in the role of a teacher in a learning experiment and told by an experimenter to administer a shock to a learner each time that learner made a mistake, would the subjects follow the commands of the experimenter? Would their willingness to comply decrease as the intensity of the shock was increased?

To test these hypotheses, Milgram hired a set of subjects. Each was led to believe that the experiment was to investigate the effect of punishment on memory. Their job was to act as teachers and administer punishment whenever the learner made a mistake on the learning test.

Punishment was administered by an electric shock. The subject sat in front of a shock generator with 30 levels of shock—beginning at zero and progressing in 15-volt increments to a high of 450 volts. The demarcations of these positions ranged from "Slight Shock" at 15 volts to "Danger: Severe Shock" at 450 volts. To increase the realism of the experiment, the subjects received a sample shock of 45 volts and saw the learner—a pleasant, mild-mannered man about 50 years old—strapped into an "electric chair" in an adjacent room. Of course, the learner was an actor, and the electric shocks were phony, but the subjects didn't know this.

Taking his seat in front of the shock generator, the subject was directed to begin at the lowest shock level and to increase the shock intensity to the next level each time the learner made a mistake or failed to respond.

When the test began, the shock intensity rose rapidly because the learner made many errors. The subject got verbal feedback from the learner: At 75 volts, the learner began to grunt and moan; at 150 volts, he demanded to be released from the experiment; at 180 volts, he cried out that he could no longer stand the pain; and at 300 volts, he insisted that he be let out, yelled about his heart condition, screamed, and then failed to respond to further questions.

Most subjects protested and, fearful they might kill the learner if the increased shocks were to bring on a heart attack, insisted they could not go on with their job. Hesitations or protests by the subject were met by the experimenter's statement, "You have no choice, you must go on! Your job is to punish the learner's mistakes." Of course, the subjects did have a choice. All they had to do was stand up and walk out.

The majority of the subjects dissented. But dissension isn't synonymous with disobedience. Sixty-two percent of the subjects increased the shock level to the maximum of 450 volts. The average level of shock administered by the remaining 38 percent was nearly 370 volts.⁶

In a laboratory experiment such as that conducted by Milgram, an artificial environment is created by the researcher. Then the researcher manipulates an independent variable under controlled conditions. Finally, since all other things are held equal, the researcher is able to conclude that any change in the dependent variable is due to the manipulation or change imposed on the independent variable. Note that, because of the controlled conditions, the researcher is able to imply causation between the independent and dependent variables.

The laboratory experiment trades off realism and generalizability for precision and control. It provides a high degree of control over variables and precise measurement of those variables. But findings from laboratory studies are often difficult to generalize to the real world of work. This is because the artificial laboratory rarely duplicates the intricacies and nuances of real organizations. In addition, many laboratory experiments deal with phenomena that cannot be reproduced or applied to real-life situations.

Field Experiment

The following is an example of a field experiment. The management of a large company is interested in determining the impact that a four-day workweek would have on employee absenteeism. To be more specific, management wants to know if employees working four 10-hour days have lower absence rates than similar employees working the traditional five-day week of 8 hours each day. Because the company is large, it has a number of manufacturing plants that employ essentially similar

workforces. Two of these are chosen for the experiment, both located in the greater Cleveland area. Obviously, it would not be appropriate to compare two similar-sized plants if one is in rural Mississippi and the other is in urban Copenhagen because factors such as national culture, transportation, and weather might be more likely to explain any differences found than changes in the number of days worked per week.

In one plant, the experiment was put into place—workers began the four-day week. At the other plant, which became the control group, no changes were made in the employees' five-day week. Absence data were gathered from the company's records at both locations for a period of 18 months. This extended time period lessened the possibility that any results would be distorted by the mere novelty of changes being implemented in the experimental plant. After 18 months, management found that absenteeism had dropped by 40 percent at the experimental plant, and by only 6 percent in the control plant. Because of the design of this study, management believed that the larger drop in absences at the experimental plant was due to the introduction of the compressed workweek.

The field experiment is similar to the laboratory experiment, except it is conducted in a real organization. The natural setting is more realistic than the laboratory setting, and this enhances validity but hinders control. In addition, unless control groups are maintained, there can be a loss of control if extraneous forces intervene—for example, an employee strike, a major layoff, or a corporate restructuring. Maybe the greatest concern with field studies has to do with organizational selection bias. Not all organizations are going to allow outside researchers to come in and study their employees and operations. This is especially true of organizations that have serious problems. Therefore, since most published studies in OB are done by outside researchers, the selection bias might work toward the publication of studies conducted almost exclusively at successful and well-managed organizations.

Our general conclusion is that, of the four research designs we've discussed to this point, the field experiment typically provides the most valid and generalizable findings and, except for its high cost, trades off the least to get the most.⁷

Aggregate Quantitative Reviews

What's the overall effect of organizational behavior modification (OB Mod) on task performance? There have been a number of field experiments that have sought to throw light on this question. Unfortunately, the wide range of effects from these various studies makes it hard to generalize.

To try to reconcile these diverse findings, two researchers reviewed all the empirical studies they could

find on the impact of OB Mod on task performance over a 20-year period.⁸ After discarding reports that had inadequate information, had nonquantitative data, or didn't meet all conditions associated with principles of behavioral modification, the researchers narrowed their set to 19 studies that included data on 2,818 individuals. Using an aggregating technique called *meta-analysis*, the researchers were able to synthesize the studies quantitatively and to conclude that the average person's task performance will rise from the 50th percentile to the 67th percentile after an OB Mod intervention.

The OB Mod–task performance review done by these researchers illustrates the use of meta-analysis, a quantitative form of literature review that enables researchers to look at validity findings from a comprehensive set of individual studies, and then apply a formula to them to determine if they consistently produced similar results.⁹ If results prove to be consistent, it allows researchers to conclude more confidently that validity is generalizable. Meta-analysis is a means for overcoming the potentially imprecise interpretations of qualitative reviews and to synthesize variations in quantitative studies. In addition, the technique enables researchers to identify potential moderating variables between an independent and a dependent variable.

In the past 25 years, there's been a surge in the popularity of this research method. Why? It appears to offer a more objective means for doing traditional literature reviews. Although the use of meta-analysis requires researchers to make a number of judgment calls, which can introduce a considerable amount of subjectivity into the process, there is no arguing that meta-analysis reviews have now become widespread in the OB literature.

Ethics in Research

Researchers are not always tactful or candid with subjects when they do their studies. For instance, questions in field surveys may be perceived as embarrassing by respondents or as an invasion of privacy. Also, researchers in laboratory studies have been known to deceive participants about the true purpose of their experiment “because they felt deception was necessary to get honest responses.”¹⁰

The “learning experiments” conducted by Stanley Milgram, which were conducted more than 30 years ago, have been widely criticized by psychologists on ethical grounds. He lied to subjects, telling them his study was investigating learning, when, in fact, he was concerned with obedience. The shock machine he used was a fake. Even the “learner” was an accomplice of Milgram's who had been trained to act as if he were hurt and in pain. Yet ethical lapses continue. For instance, in 2001, a professor of organizational behavior at Columbia

University sent out a common letter on university letterhead to 240 New York City restaurants in which he detailed how he had eaten at this restaurant with his wife in celebration of their wedding anniversary, how he had gotten food poisoning, and that he had spent the night in his bathroom throwing up.¹¹ The letter closed with: “Although it is not my intention to file any reports with the Better Business Bureau or the Department of Health, I want you to understand what I went through in anticipation that you will respond accordingly. I await your response.” The fictitious letter was part of the professor's study to determine how restaurants responded to complaints. But it created culinary chaos among many of the restaurant owners, managers, and chefs as they reviewed menus and produce deliveries for possibly spoiled food, and questioned kitchen workers about possible lapses. A follow-up letter of apology from the university for “an egregious error in judgment by a junior faculty member” did little to offset the distress it created for those affected.

Professional associations like the American Psychological Association, the American Sociological Association, and the Academy of Management have published formal guidelines for the conduct of research. Yet the ethical debate continues. On one side are those who argue that strict ethical controls can damage the scientific validity of an experiment and cripple future research. Deception, for example, is often necessary to avoid contaminating results. Moreover, proponents of minimizing ethical controls note that few subjects have been appreciably harmed by deceptive experiments. Even in Milgram's highly manipulative experiment, only 1.3 percent of the subjects reported negative feelings about their experience. The other side of this debate focuses on the rights of participants. Those favoring strict ethical controls argue that no procedure should ever be emotionally or physically distressing to subjects, and that, as professionals, researchers are obliged to be completely honest with their subjects and to protect the subjects' privacy at all costs.

Summary

The subject of organizational behavior is composed of a large number of theories that are research based. Research studies, when cumulatively integrated, become theories, and theories are proposed and followed by research studies designed to validate them. The concepts that make up OB, therefore, are only as valid as the research that supports them.

The topics and issues in this book are for the most part research-derived. They represent the result of systematic information gathering rather than merely hunch, intuition, or opinion. This doesn't mean, of course, that

we have all the answers to OB issues. Many require far more corroborating evidence. The generalizability of others is limited by the research methods used. But new information is being created and published at an accelerated rate. To keep up with the latest findings, we strongly encourage you to regularly review the latest research in organizational behavior. More academic work can be found in journals such as the *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Human Relations*, *Journal of Applied Psychology*, *Journal of Management*, *Journal of Organizational Behavior*, and *Leadership Quarterly*. For more practical interpretations of OB research findings, you may want to read the *Academy of Management Executive*, *California Management Review*, *Harvard Business Review*, *Organizational Dynamics*, and the *Sloan Management Review*.

Endnotes

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10. For more on ethical issues in research, see T. L. Beauchamp, R. R. Faden, R. J. Wallace, Jr., and L. Walters (eds.), *Ethical Issues in Social Science Research* (Baltimore, MD: Johns Hopkins University Press, 1982); and J. G. Adair, "Ethics of Psychological Research: New Policies, Continuing Issues, New Concerns," *Canadian Psychology*, February 2001, pp. 25–37.
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Comprehensive Cases

CASE

1

Managing Motivation in a Difficult Economy

Learning Goals

In this case, you'll have an opportunity to assess a motivational program designed to reenergize a troubled company's workforce. Acting on behalf of the company's executive board, you'll evaluate the board's current strategy based on survey data. You'll also advise board members about improving the effectiveness of this program based on what you've learned about goal-setting and motivation in organizations.

Major Topic Areas

- Changing nature of work
- Diversity and age
- Goal-setting
- Organizational downsizing
- Organizational justice

The Scenario

Morgan-Moe's drug stores are in trouble. A major regional player in the retail industry, the company has hundreds of stores in the upper Midwest. Unfortunately, a sharp decline in the region's manufacturing economy has put management in a serious financial bind. Revenues have been consistently dwindling. Customers spend less, and the stores have had to switch their focus to very low-margin commodities, such as milk and generic drugs, rather than the high-margin impulse-buy items that used to be the company's bread and butter. The firm has had to close quite a few locations, reversing its expansion plans for the first time since it incorporated.

Being that this is uncharted territory for the company, Jim Claussen, vice president for human relations, had been struggling with how to address the issue with employees. As the company's fortunes worsened, he could see that employees were becoming more and

more disaffected. Their insecurity about their jobs was taking a toll on attitudes. The company's downsizing was big news, and the employees didn't like what they were hearing.

Media reports of Morgan-Moe's store closings have focused on the lack of advance notice or communication from the company's corporate offices, as well as the lack of severance payments for departing employees. In the absence of official information, rumors and gossip have spread like wildfire among remaining employees. A few angry blogs developed by laid-off employees, like IHateMorganMoe.blogspot.com, have made the morale and public relations picture even worse.

Morgan-Moe is changing in other ways as well. The average age of its workforce is increasing rapidly. A couple of factors have contributed to this shift. First, fewer qualified young people are around because many families have moved south to find jobs. Second, stores have been actively encouraged to hire older workers, such as retirees looking for some supplemental income. Managers are very receptive to these older workers because they are more mature, miss fewer days of work, and do not have child care responsibilities. They are also often more qualified than younger workers because they have more experience, sometimes in the managerial or executive ranks.

These older workers have been a great asset to the company in troubled times, but they are especially likely to leave if things get bad. If these older workers start to leave the company, taking their hard-earned experience with them, it seems likely that Morgan-Moe will sink deeper toward bankruptcy.

The System

Claussen wasn't quite sure how to respond to employees' sense of hopelessness and fear until a friend gave him a book entitled *Man's Search for Meaning*. The book was written by a psychologist named Victor Frankl, who survived the concentration camps at Auschwitz. Frankl found that those who had a clear sense of purpose,

a reason to live, were more likely to persevere in the face of nearly unspeakable suffering. Something about this book, and its advocacy of finding meaning and direction as a way to triumph over adversity, really stuck with Claussen. He thought he might be able to apply its lessons to his workforce. He proposed the idea of a new direction for management to the company's executive committee, and they reluctantly agreed to try his suggestions.

Over the last 6 months, stores throughout the company have used a performance management system that, as Claussen says, "gets people to buy into the idea of performing so that they can see some real results in their stores. It's all about seeing that your work serves a broader purpose. I read about how some companies have been sharing store performance information with employees to get them to understand what their jobs really mean and participate in making changes, and I thought that was something we'd be able to do."

The HR team came up with five options for the management system. Corporate allowed individual managers to choose the option they thought would work best with their employees so that managers wouldn't feel too much like a rapid change was being forced on them. Program I is opting out of the new idea, continuing to stay the course and providing employees with little to no information or opportunities for participation. Program II tracks employee absence and sick leave and shares that information with individual employees, giving them feedback about things they can control. Management takes no further action. Program III tracks sales and inventory replacement rates across shifts. As in Program II, information is shared with employees, but without providing employee feedback about absence and sick leave. Program IV, the most comprehensive, tracks the same information as Programs II and III. Managers communicate it in weekly brainstorming sessions, during which employees try to determine what they can do better in the future and make suggestions for improving store performance. Program V keeps the idea of brainstorming but doesn't provide employees with information about their behavior or company profits.

Since implementing the system, Claussen has spoken with several managers about what motivated them to choose the program they did. Artie Washington, who chose Program IV, said, "I want to have my employees' input on how to keep the store running smoothly. Everybody worries about their job security in this economy. Letting them know what's going on and giving them ways to change things keeps them involved."

Betty Alvarez couldn't disagree more. She selected Program I. "I would rather have my employees doing their jobs than going to meetings to talk about doing their jobs. That's what management is for." Michael

Ostremski, another proponent of Program I, added, "It's okay for the employees to feel a little uncertain—if they think we're in the clear, they'll slack off. If they think we're in trouble, they'll give up."

Cal Martins also questions the need to provide information to the whole team, but he chose Program II. "A person should know where he or she stands in the job, but they don't have to know about everyone else. It creates unnecessary tension."

This is somewhat similar to Cindy Ang's reason for picking Program V. "When we have our brainstorming meetings, I learn what they [the employees] think is most pressing, not what some spreadsheet says. It gives me a better feel for what's going on in my store. Numbers count, of course, but they don't tell you everything. I was also a little worried that employees would be upset if they saw that we aren't performing well."

Results to Date

Claussen is convinced the most elaborate procedure (Program IV) is the most effective, but not everyone in the executive committee is won over by his advocacy. Although they have supported the test implementation of the system because it appears to have relatively low costs, others on the committee want to see results. CEO Jean Masterson has asked for a complete breakdown of the performance of the various stores over the past 4 years. She's especially interested in seeing how sales figures and turnover rates have been affected by the new program.

The company has been collecting data in spreadsheets on sales and turnover rates, and it prepared the following report, which also estimates the dollar cost of staff time taken up in each method. These costs are based on the number of hours employees spend working on the program multiplied by their wage rate. Estimates of turnover, profit, and staff time are collected per store. Profit and turnover data include means and standard deviations across locations; profit is net of the monthly time cost. Turnover information refers to the percentage of employees who either quit or are terminated in a month.

To see if any patterns emerged in managers' selection of programs, the company calculated relationships between program selection and various attributes of the stores. Program I was selected most frequently by the oldest stores and those in the most economically distressed areas. Programs II and III were selected most frequently by stores in urban areas and in areas where the workforce was younger on average. Programs IV and V were selected most frequently in stores in rural areas, and especially where the workforce is older on average.

Program	Methods	Number of Stores	Average Turnover	Weekly Profit per Month	Monthly Staff Time Cost
Program I	Traditional management	83	Mean = 30% SD = 10%	Mean = \$5,700 SD = \$3,000	None
Program II	Share absence and sick leave	27	Mean = 23% SD = 14%	Mean = \$7,000 SD = \$5,800	\$1,960
Program III	Share sales and inventory	35	Mean = 37% SD = 20%	Mean = \$11,000 SD = \$2,700	\$2,440
Program IV	Share information and brainstorm	67	Mean = 17% SD = 20%	Mean = \$13,000 SD = \$3,400	\$3,420
Program V	Brainstorm without sharing information	87	Mean = 21% SD = 12%	Mean = \$14,000 SD = \$2,400	\$2,750

Your Assignment

Your task is to prepare a report for the company's executive committee on the effectiveness of these programs. Make certain it is in the form of a professional business document. Your audience won't necessarily know about the organizational principles you're describing, so make sure you provide detailed explanations that someone in a real business can understand.

When you write, make sure you touch on the following points:

1. Consider the five management systems as variables in an experiment. Identify the independent and dependent variables, and explain how they are related to one another.
2. Based on the discussion of independent and dependent variables in the textbook, is there anything else you'd like to measure as an outcome?
3. Look over the data and decide which method of management appears most effective in generating revenues and reducing turnover, and why. Which methods appear least effective, and why?
4. Are there any concerns you have about these data?
 - a. Does a comparison of the number of stores using each method influence your conclusions at all?
 - b. Does the fact that managers are selecting the specific program to use (including Program I, which continues the status quo) affect the inferences you can draw about program success?
5. What are the advantages of randomly assigning different conditions to the stores instead of using this self-selection process?
5. How does the changing nature of the workforce and the economy, described in your textbook and in the case, affect your conclusions about how to manage retail employees? Does the participation of a more experienced workforce help or hurt these programs? Why might these programs work differently in an economy that isn't doing so poorly?
6. Claussen essentially designed the program on his own, with very little research into goal-setting and motivation. Based on your textbook, how well has he done? Which parts of the program appear to fit well with research evidence on goal-setting? What parts would you change to get more substantial improvements in employee motivation?
7. Describe the feelings employees might have when these systems are implemented that could help or hinder the program's success. What advice would you give managers about how to implement the programs so they match the principles of organizational justice described in your textbook?

CASE

2

Repairing Jobs That Fail to Satisfy

Learning Goals

Companies often divide up work as a way to improve efficiency, but specialization can lead to negative consequences. DrainFlow is a company that has effectively used specialization to reduce costs relative to its competitors' costs for years, but rising customer complaints suggest the firm's strong position may be slipping. After reading the case, you will suggest some ways it can create more interesting work for employees. You'll also tackle the problem of finding people qualified and ready to perform the multiple responsibilities required in these jobs.

Major Topic Areas

- Job design
- Job satisfaction
- Personality
- Emotional labor

The Scenario

DrainFlow is a large residential and commercial plumbing maintenance firm that operates around the United States. It has been a major player in residential plumbing for decades, and its familiar rhyming motto, "When Your Drain Won't Go, Call DrainFlow," has been plastered on billboards since the 1960s.

Lee Reynaldo has been a regional manager at DrainFlow for about 2 years. She used to work for a newer competing chain, Lightning Plumber, that has been drawing more and more customers from DrainFlow. Although her job at DrainFlow pays more, Lee isn't happy with the way things are going. She's noticed the work environment just isn't as vital or energetic as the environment she saw at Lightning.

Lee thinks the problem is that employees aren't motivated to provide the type of customer service Lightning Plumber employees offer. She recently sent surveys to customers to collect information about performance, and the data confirmed her fears. Although 60 percent of respondents said they were satisfied with their experience and would use DrainFlow again, 40 percent felt their experience was not good, and 30 percent said

they would use a competitor the next time they had a plumbing problem.

Lee is wondering whether DrainFlow's job design might be contributing to its problems in retaining customers. DrainFlow has about 2,000 employees in four basic job categories: plumbers, plumber's assistants, order processors, and billing representatives. This structure is designed to keep costs as low as possible. Plumbers make very high wages, whereas plumber's assistants make about one-quarter of what a licensed plumber makes. Using plumber's assistants is therefore a very cost-effective strategy that has enabled DrainFlow to easily undercut the competition when it comes to price. Order processors make even less than assistants but about the same as billing processors. All work is very specialized, but employees are often dependent on another job category to perform at their most efficient level.

Like most plumbing companies, DrainFlow gets business mostly from the Yellow Pages and the Internet. Customers either call in to describe a plumbing problem or submit an online request for plumbing services, receiving a return call with information within 24 hours. In either case, DrainFlow's order processors listen to the customer's description of the problem to determine whether a plumber or a plumber's assistant should make the service call. The job is then assigned accordingly, and a service provider goes to the location. When the job has been completed, via cell phone a billing representative relays the fee to the service rep, who presents a bill to the customer for payment. Billing representatives can take customers' credit card payments by phone or e-mail an invoice for online payment.

The Problem

Although specialization does cut costs significantly, Lee is worried about customer dissatisfaction. According to her survey, about 25 percent of customer contacts ended in no service call because customers were confused by the diagnostic questions the order processors asked and because the order processors did not have sufficient knowledge or skill to explain the situation. That means fully one in four people who call DrainFlow to hire a plumber are worse than dissatisfied: they aren't customers at all! The remaining 75 percent of calls that

did end in a customer service encounter resulted in other problems.

The most frequent complaints Lee found in the customer surveys were about response time and cost, especially when the wrong person was sent to a job. A plumber's assistant cannot complete a more technically complicated job. The appointment has to be rescheduled, and the customer's time and the staff's time have been wasted. The resulting delay often caused customers in these situations to decline further contact with DrainFlow—many of them decided to go with Lightning Plumber.

"When I arrive at a job I can't take care of," says plumber's assistant Jim Larson, "the customer gets ticked off. They thought they were getting a licensed plumber, since they were calling for a plumber. Telling them they have to have someone else come out doesn't go over well."

On the other hand, when a plumber responds to a job easily handled by a plumber's assistant, the customer is still charged at the plumber's higher pay rate. Licensed plumber Luis Berger also does not like being in the position of giving customers bad news. "If I get called out to do something like snake a drain, the customer isn't expecting a hefty bill. I'm caught between a rock and a hard place—I don't set the rates or make the appointments, but I'm the one who gets it from the customer." Plumbers also resent being sent to do such simple work.

Susie McCarty is one of DrainFlow's order processors. She's frustrated too when the wrong person is sent to a job but feels she and the other order processors are doing the best they can. "We have a survey we're supposed to follow with the calls to find out what the problem is and who needs to take the job," she explains. "The customers don't know that we have a standard

form, so they think we can answer all their questions. Most of us don't know any more about plumbing than the caller. If they don't use the terms on the survey, we don't understand what they're talking about. A plumber would, but we're not plumbers; we just take the calls."

Customer service issues also involve the billing representatives. They are the ones who have to keep contacting customers about payment. "It's not my fault the wrong guy was sent," says Elizabeth Monty. "If two guys went out, that's two trips. If a plumber did the work, you pay plumber rates. Some of these customers don't get that I didn't take their first call, and so I get yelled at." The billing representatives also complain that they see only the tail end of the process, so they don't know what the original call entailed. The job is fairly impersonal, and much of the work is recording customer complaints. Remember—40 percent of customers aren't satisfied, and it's the billing representatives who take the brunt of their negative reactions on the phone.

As you can probably tell, all employees have to engage in emotional labor, as described in your textbook, and many lack the skills or personality traits to complete the customer interaction component of their jobs. They aren't trained to provide customer service, and they see their work mostly in technical, or mechanical, terms. Quite a few are actually anxious about speaking directly with customers. The office staff (order processors and billing representatives) realize customer service is part of their job, but they also find dealing with negative feedback from customers and co-workers taxing.

A couple of years ago a management consulting company was hired to survey DrainFlow worker attitudes. The results showed they were less satisfied than workers in other comparable jobs. The following table provides a breakdown of respondent satisfaction levels across a number of categories:

	DrainFlow Plumbers	DrainFlow Plumber Assistants	DrainFlow Office Workers	Average Plumber	Average Office Workers
I am satisfied with the work I am asked to do.	3.7	2.5	2.5	4.3	3.5
I am satisfied with my working conditions.	3.8	2.4	3.7	4.1	4.2
I am satisfied with my interactions with co-workers.	3.5	3.2	2.7	3.8	3.9
I am satisfied with my interactions with my supervisor.	2.5	2.3	2.2	3.5	3.4

The information about average plumbers and average office workers is taken from the management consulting company's records of other companies. They aren't exactly surprising, given some of the complaints DrainFlow employees have made. Top management is worried about these results, but they haven't been able to formulate a solution. The traditional DrainFlow culture has been focused on cost containment, and the "soft stuff" like employee satisfaction hasn't been a major issue.

The Proposed Solution

The company is in trouble, and as revenues shrink and the cost savings that were supposed to be achieved by dividing up work fail to materialize, a change seems to be in order.

Lee is proposing using cash rewards to improve performance among employees. She thinks if employees were paid based on work outcomes, they'd work harder to satisfy customers. Because it's not easy to measure how satisfied people are with the initial call-in, Lee would like to give the order processors a small reward for every 20 calls successfully completed. For the hands-on work, she'd like to have each billing representative collect information about customer satisfaction for each completed call. If no complaints are made and the job is handled promptly, a moderate cash reward would be given to the plumber or plumber's assistant. If the customer indicates real satisfaction with the service, a larger cash reward would be provided.

Lee also wants to find people who are a better fit with the company's new goals. Current hiring procedure relies on unstructured interviews with each location's general manager, and little consistency is found in the way these managers choose employees. Most lack training in customer service and organizational behavior. Lee thinks it would be better if hiring methods were standardized across all branches in her region to help managers identify recruits who can actually succeed in the job.

Your Assignment

Your task is to prepare a report for Lee on the potential effectiveness of her cash reward and structured-interview programs. Make certain it is in the form of a professional business document that you'd actually give to an experienced manager at this level of a fairly large corporation. Lee is very smart when it comes to managing finances and running a plumbing business, but she won't necessarily know about the organizational behavior principles you're describing. Because any new proposals must be passed through top management, you should also address their concerns about cost containment. You'll need to make a strong evidence-based financial case that changing the management style will benefit the company.

When you write, make sure you touch on the following points:

1. Although it's clear employees are not especially satisfied with their work, do you think this is a reason for concern? Does research suggest satisfied workers are actually better at their jobs? Are any other behavioral outcomes associated with job satisfaction?
2. Using job characteristics theory, explain why the present system of job design may be contributing to employee dissatisfaction. Describe some ways you could help employees feel more satisfied with their work by redesigning their jobs.
3. Lee has a somewhat vague idea about how to implement the cash rewards system. Describe some of the specific ways you would make the reward system work better, based on the case.
4. Explain the advantages and disadvantages of using financial incentives in a program of this nature. What, if any, potential problems might arise if people are given money for achieving customer satisfaction goals? What other types of incentives might be considered?
5. Create a specific plan to assess whether the reward system is working. What are the dependent variables that should change if the system works? How will you go about measuring success?
6. What types of hiring recommendations would you make to find people better suited for these jobs? Which Big Five personality traits would be useful for the customer service responsibilities and emotional labor?

CASE

3

Building a Coalition

Learning Goals

Many of the most important organizational behavior challenges require coordinating plans and goals among groups. This case describes a multiorganizational effort, but the same principles of accommodation and compromise also apply when trying to work with multiple divisions within a single organization. You'll create a blueprint for managing a complex development team's progress, steering team members away from negative conflicts and toward productive discussion. You'll also be asked to help create a new message for executives so they can lead effectively.

Major Topic Areas

- Group dynamics
- Maximizing team performance
- Organizational culture
- Integrative bargaining

The Scenario

The Woodson Foundation, a large nonprofit social service agency, is teaming up with the public school system in Washington, D.C., to improve student outcomes. There's ample room for improvement. The schools have problems with truancy, low student performance, and crime. New staff quickly burn out as their initial enthusiasm for helping students is blunted by the harsh realities they encounter in the classroom. Turnover among new teachers is very high, and many of the best and brightest are the most likely to leave for schools that aren't as troubled.

The plan is to create an experimental after-school program that will combine the Woodson Foundation's skill in raising private money and coordinating community leaders with the educational expertise of school staff. Ideally, the system will be financially self-sufficient, which is important because less money is available for schools than in the past. After several months of negotiation, the leaders of the Woodson Foundation and the school system have agreed that the best course is to develop a new agency that will draw on resources from both organizations. The Woodson foundation will provide logistical support and program development and

measurement staff; the school system will provide classrooms and teaching staff.

The first stage in bringing this new plan to fruition is the formation of an executive development team. This team will span multiple functional areas and establish the operating plan for improving school performance. Its cross-organizational nature means representatives from both the Woodson Foundation and the school district must participate. The National Coalition for Parental Involvement in Education (NCPIE) is also going to be a major partner in the program, acting as a representative for parents on behalf of the PTA.

Conflict and Agreement in the Development Team

While it would be perfect if all the groups could work together easily to improve student outcomes, there is little doubt some substantive conflicts will arise. Each group has its own interests, and in some cases these are directly opposed to one another.

School district representatives want to ensure the new jobs will be unionized and will operate in a way consistent with current school board policies. They are very concerned that if Woodson assumes too dominant a role, the school board won't be able to control the operations of the new system. The complexity of the school system has led to the development of a highly complex bureaucratic structure over time, and administrators want to make sure their policies and procedures will still hold for teachers in these programs even outside the regular school day. They also worry that jobs going into the new system will take funding from other school district jobs.

Woodson, founded by entrepreneur Theodore Woodson around 1910, still bears the hallmarks of its founder's way of doing business. Woodson emphasized efficiency and experimentation in everything he did. Many of the foundation's charities have won awards for minimizing costs while still providing excellent services. Their focus on using hard data to measure performance for all their initiatives is not consistent with the school district culture.

Finally, the NCPIE is driven by a mission to increase parental control. The organization believes that when communities are able to drive their own educational methods, students and parents are better able to achieve success together. The organization is strongly

committed to celebrating diversity along racial, gender, ethnic, and disability status categories. Its members are most interested in the process by which changes are made, ensuring everyone has the ability to weigh in.

Some demographic diversity issues complicate the team's situation. Most of the students served by the Washington, D.C., school district are African American, along with large populations of Caucasians and Hispanics. The NCPIE makeup generally matches the demographic diversity of the areas served by the public schools. The Woodson foundation, based in northern Virginia, is predominantly staffed by Caucasian professionals. There is some concern with the idea that a new group that does not understand the demographic concerns of the community will be so involved in a major change in educational administration. The leadership of the new program will have to be able to present an effective message for generating enthusiasm for the program across diverse stakeholder groups.

Although the groups differ in important ways, it's also worth considering what they have in common. All are interested in meeting the needs of students. All would like to increase student learning. The school system does benefit from anything that increases student test scores. And the Woodson Foundation and NCPIE are united in their desire to see more parents engaged in the system.

Candidates for the Development Team

The development team will consist of three individuals—HR representatives from the Woodson Foundation, the schools, and the NCPIE—who have prepared the following list of potential candidates for consideration.

Victoria Adams is the superintendent of schools for Washington, D.C. She spearheaded the initial communication with the Woodson Foundation and has been building support among teachers and principals. She thinks the schools and the foundation need to have larger roles than the parents and communities. "Of course we want their involvement and support, but as the professionals, we should have more say when it comes to making decisions and implementing programs. We don't want to shut anyone out, but we have to be realistic about what the parents can do."

Duane Hardy has been a principal in the Washington area for more than 15 years. He also thinks the schools should have the most power. "We're the ones who work with these kids every day. I've watched class sizes get bigger, and scores and graduation rates go down. Yes, we need to fix this, but these outside groups can't understand the limitations we're dealing with. We have the community, the politicians, the taxpayers—everyone watching what we're doing, everyone thinking

they know what's best. The parents, at least, have more of a stake in this."

"The most important thing is the kids," says second-year teacher Ari Kaufman. He is well liked by his students but doesn't get along well with other faculty members. He's seen as a "squeaky wheel." "The schools need change so badly. And how did they get this way? From too little outside involvement."

Community organizer Mason Dupree doesn't like the level of bureaucracy either. He worries that the school's answer to its problems is to throw more money at them. "I know these kids. I grew up in these neighborhoods. My parents knew every single teacher I had. The schools wanted our involvement then. Now all they want is our money. And I wouldn't mind giving it to them if I thought it would be used responsibly, not spent on raises for people who haven't shown they can get the job done."

Meredith Watson, with the Woodson Foundation, agrees the schools have become less focused on the families. A former teacher, she left the field of education after being in the classroom for 6 years. "There is so much waste in the system," she complains. "Jobs are unnecessarily duplicated, change processes are needlessly convoluted. Unless you're an insider already, you can't get anything done. These parents want to be involved. They know their kids best."

Unlike her NCPIE colleagues, Candace Sharpe thinks the schools are doing the best they can. She is a county social worker, relatively new to the D.C. area. "Parents say they want to be involved but then don't follow through. *We* need to step it up, *we* need to lead the way. Lasting change doesn't come from the outside, it comes from the home."

Victor Martinez has been at the Woodson Foundation for 10 years, starting as an intern straight out of college. "It's sometimes hard to see a situation when you're in the thick of it," he explains. "Nobody likes to be told they're doing something wrong, but sometimes it has to be said. We all know there are flaws in the system. We can't keep the status quo. It just isn't cutting it."

Strategies for the Program Team

Once the basic membership and principles for the development team have been established, the program team would also like to develop a handbook for those who will be running the new program. Ideally, this set of principles can help train new leaders to create an inspirational message that will facilitate success. The actual content of the program and the nature of the message will be hammered out by the development team, but it is still possible to generate some overriding principles for the program team in advance of these decisions.

Your Assignment

The Woodson Foundation, the NCPIE, and the schools have asked you to provide some information about how to form teams effectively. They would like your response to explain what should be done at each step of the way, from the selection of appropriate team members to setting group priorities and goals, setting deadlines, and describing effective methods for resolving conflicts that arise. After this, they'd like you to prepare a brief set of principles for leaders of the newly established program. That means you will have two audiences: the development team, which will receive one report on how it can effectively design the program, and the program team, which will receive one report on how it can effectively lead the new program.

The following points should help you form a comprehensive message for the development team:

1. The development team will be more effective if members have some idea about how groups and teams typically operate. Review the dominant perspectives on team formation and performance from the chapters in the book for the committee so it can know what to expect.
2. Given the profiles of candidates for the development team, provide suggestions for who would likely be a good group member and who might be less effective in this situation. Be sure you are using

the research on groups and teams in the textbook to defend your choices.

3. Using principles from the chapters on groups and teams, describe how you will advise the team to manage conflict effectively.
4. Describe how integrative negotiation strategies might achieve joint goals for the development team.

The following points should help you form a message for the program team:

1. Leaders of the new combined organization should have a good idea of the culture of the school district, the NCPIE, and the Woodson Foundation because they will need to manage relationships with all three groups on an ongoing basis. How would you describe the culture of these various stakeholder organizations? Use concepts from the chapter on organizational culture to describe how they differ and how they are similar.
2. Consider how leaders of the new program can generate a transformational message and encourage employee and parent trust. Using material from the chapter on leadership, describe how you would advise leaders to accomplish these ends.
3. Given the potential for demographic fault lines in negotiating these changes, what would you advise as a strategy for managing diversity issues for program leaders?

CASE 4

Boundaryless Organizations

Learning Goals

The multinational organization is an increasingly common and important part of the economy. This case takes you into the world of a cutting-edge music software business seeking success across three very different national and organizational cultures. Its managers need to make important decisions about how to structure work processes so employees can be satisfied and productive doing very different tasks.

Major Topic Areas

- Organizational structure and boundaryless organizations

- Organizational culture
- Human resources
- Organizational socialization

The Scenario

Newskool Grooves is a transnational company developing music software. The software is used to compose music, play recordings in clubs, and produce albums. Founder and CEO Gerd Finger is, understandably, the company's biggest fan. "I started this company from nothing, from just me, my ideas, and my computer. I love music—love playing music, love writing programs for making music, love listening to music—and the money is nice, too." Gerd says he never wanted to work

for someone else, to give away his ideas and let someone else profit from them. He wanted to keep control over them, and their image. “Newskool Grooves is always ahead of the pack. In this business, if you can’t keep up, you’re out. And we are the company everyone else must keep up with. Everyone knows when they get something from us, they’re getting only the best and the newest.”

The company headquarters are in Berlin, the nerve center for the organization, where new products are developed and the organizational strategy is established. Newskool outsources a great deal of its coding work to programmers in Kiev, Ukraine. Its marketing efforts are increasingly based in its Los Angeles offices. This division of labor is at least partially based on technical expertise and cost issues. The German team excels at design and production tasks. Because most of Newskool’s customers are English speakers, the Los Angeles office has been the best group to write ads and market products. The Kiev offices are filled with outstanding programmers who don’t require the very high rates of compensation you’d find in German or U.S. offices. The combination of high-tech software, rapid reorganization, and outsourcing makes Newskool the very definition of a boundaryless organization.

Gerd also makes the final decision on hiring every employee for the company and places a heavy emphasis on independent work styles. “Why would I want to put my company in the hands of people I can’t count on?” he asks with a laugh. “They have to believe in what we’re doing here, really understand our direction and be able to go with it. I’m not the babysitter, I’m not the school master handing out homework. School time is over. This is the real world.”

The Work Culture

Employees want to work at this company because it’s cutting edge. Newskool’s software is used by a number of dance musicians and DJs, who have been the firm’s core market, seeing it as a relatively expensive but very high-quality and innovative brand. Whenever the rest of the market for music software goes in one direction, it seems like Newskool heads in a completely different direction in an effort to keep itself separate from the pack. This strategy has tended to pay off. While competitors develop similar products and therefore need to continually lower their prices to compete with one another, Newskool has kept revenues high by creating completely new types of products that don’t face this type of price competition.

Unfortunately, computer piracy has eroded Newskool’s ability to make money with just software-based music tools, and it has had to move into the production of hardware, such as drum machines and amplifiers

that incorporate its computer technology. Making this massive market change might be challenging for some companies, but for an organization that reinvents itself every 2 or 3 years like Newskool does, the bigger fight is a constant war against stagnation and rigidity.

The organization has a very decentralized culture. With only 115 employees, the original management philosophy of allowing all employees to participate in decision making and innovation is still the lifeblood of the company’s culture. One developer notes, “At Newskool, they want you to be part of the process. If you are a person who wants to do what you’re told at work, you’re in trouble. Most times, they can’t tell you what they want you to do next—they don’t even know what comes next! That’s why they hire employees who are creative, people who can try to make the next thing happen. It’s challenging, but a lot of us think it’s very much an exciting environment.”

The Boundaryless Environment

Because so much of the work can be performed on computers, Gerd decided early to allow employees to work outside the office. The senior management in Berlin and Los Angeles are both quite happy with this arrangement. Because some marketing work does require face-to-face contact, the Los Angeles office has weekly in-person meetings. Employees who like Newskool are happiest when they can work through the night and sleep most of the day, firing up their computers to get work done at the drop of a hat. Project discussions often happen via social networking on the company’s intranet.

The Kiev offices have been less eager to work with the boundaryless model. Managers say their computer programmers find working with so little structure rather uncomfortable. They are more used to the idea of a strong leadership structure and well-defined work processes.

“When I started,” says one manager, “Gerd said getting in touch with him would be no problem, getting in touch with L.A. would be no problem. We’re small, we’re family, he said. Well, it is a problem. When I call L.A., they say to wait until their meeting day. I can’t always wait until they decide to get together. I call Gerd—he says, ‘Figure it out.’ Then when I do, he says it isn’t right and we have to start again. If he just told me in the first place, we would have done it.”

Some recent events have also shaken up the company’s usual way of doing business. Developers in the corporate offices had a major communications breakdown about their hardware DJ controller, which required many hours of discussion to resolve. It seems

that people who seldom met face to face had all made progress—but had moved in opposite directions! To test and design the company's hardware products, employees apparently need to do more than send each other code; sometimes they need to collaborate face to face. Some spirited disagreements have been voiced within the organization about how to move forward in this new environment.

The offices are experiencing additional difficulties. Since the shift to newer products, Sandra Pelham in the Los Angeles office has been more critical of the company. "With the software, we were more limited in the kinds of advertising media we could access. So now, with the hardware—real instruments—we finally thought, 'All right, this is something we can work with!' We had a whole slate of musicians and DJs and producers to contact for endorsements, but Gerd said, 'No way.' He didn't want customers who only cared that a celebrity liked us. He scrapped the whole campaign. He says we're all about creativity and doing our own thing—until we don't want to do things his way."

Although the organization is not without problems, there is little question Newskool has been a standout success in the computer music software industry. While many are shuttering their operations, Newskool is using its market power to push forward the next generation of electronic music-making tools. As Gerd Finger puts it, "Once the rest of the industry has gotten together and figured out how they're all going to cope with change, they'll look around and see that we're already three miles ahead of them down the road to the future."

Your Assignment

Gerd has asked for your advice on how to keep his organization successful. He wants to have some sort of benchmark for how other boundaryless organizations in the tech sector stay competitive despite the

challenges of so many workers heading in so many different directions. You will need to prepare a report for the company's executive committee. Your report should read like a proposal to a corporate executive who has a great deal of knowledge about the technical aspects of his company but might not have much knowledge of organizational behavior.

When you write, make sure you touch on the following points:

1. Identify some of the problems likely to occur in a boundaryless organization like Newskool Grooves. What are the advantages of boundaryless organizations?
2. Consider some of the cultural issues that will affect a company operating in such different parts of the world and whose employees may not be representative of the national cultures of each country. Are the conflicts you observe a function of the different types of work people have to perform?
3. Based on what you know about motivation and personality, what types of people are likely to be satisfied in each area of the company? Use concepts from job characteristics theory and the emerging social relationships perspective on work to describe what might need to change to increase employee satisfaction in all areas.
4. What types of human resources practices need to be implemented in this sort of organization? What principles of selection and hiring are likely to be effective? Which Big Five traits and abilities might Newskool supervisors want to use for selection?
5. What kind of performance measures might you want to see for each office?
6. How can the company establish a socialization program that will maximize employee creativity and independence? Do employees in all its locations need equal levels of creativity?

CASE

5

The Stress of Caring

Learning Goals

One of the most consistent changes in the structure of work over the past few decades has been a shift from a manufacturing economy to a service economy. More workers are now engaged in jobs that include providing care and assistance, especially in education and medicine. This work is satisfying for some people, but it can also be highly stressful. In the following scenario, consider how a company in the nursing care industry is responding to the challenges of the new environment.

Major Topic Areas

- Stress
- Organizational change
- Emotions
- Leadership

The Scenario

Parkway Nursing Care is an organization facing a massive change. The company was founded in 1972 with just two nursing homes in Phoenix, Arizona. The company was very successful, and throughout the 1980s it continued to turn a consistent profit while slowly acquiring or building 30 more units. This low-profile approach changed forever in 1993 when venture capitalist Robert Quine decided to make a major investment in expanding Parkway in return for a portion of its profits over the coming years. The number of nursing homes exploded, and Parkway was operating 180 homes by the year 2000.

The company now has 220 facilities in the southwestern United States, with an average of 115 beds per facility and a total of nearly 30,000 employees. In addition to health care facilities, it also provides skilled in-home nursing care. Parkway is seen as one of the best care facilities in the region, and it has won numerous awards for its achievements in the field.

As members of the Baby Boom generation become senior citizens, the need for skilled care will only increase. Parkway wants to make sure it is in a good position to meet this growing need. This means the company must continue expanding rapidly.

The pressure for growth is one significant challenge, but it's not the only one. The nursing home industry has come under increasing government scrutiny following investigations that turned up widespread patient abuse and billing fraud. Parkway has always had outstanding patient care, and no substantiated claim of abuse or neglect in any of its homes has ever been made, but the need for increased documentation will still affect the company. As the federal government tries to trim Medicare expenses, Parkway may face a reduction in funding.

The Problem

As growth has continued, Parkway has remained committed to providing dignity and health to all residents in its facilities. The board of directors wants to see renewed commitment to the firm's mission and core values, not a diffusion of its culture. Its members are worried there might be problems to address. Interviews with employees suggest there's plenty to worry about.

Shift leader Maxine Vernon has been with Parkway for 15 years. "Now that the government keeps a closer eye on our staffing levels, I've seen management do what it can to keep positions filled, and I don't always agree with who is hired. Some of the basic job skills can be taught, sure, but how to *care* for our patients—a lot of these new kids just don't pick up on that."

"The problem isn't with staff—it's with Parkway's focus on filling the beds," says nurse's aide Bobby Reed. "When I started here, Parkway's reputation was still about the service. Now it's about numbers. No one is intentionally negligent—there just are too many patients to see."

A recent college graduate with a B.A. in psychology, Dalton Manetti is more stressed than he expected he would be. "These aren't the sweet grannies you see in the movies. Our patients are demanding. They complain about everything, even about being called patients, probably because most of them think they shouldn't be here in the first place. A lot of times, their gripes amount to nothing, but we have to log them in anyway."

Carmen Frank has been with Parkway almost a year and is already considering finding a new job. "I knew there were going to be physical parts to this job, and I thought I'd be able to handle that. It's not like I was looking for a desk job, you know? I go home after every

Year	Patients	Injuries per Staff Member	Incidents per Patient	Certified Absences per Staff	Other Absence per Staff	Turnover Rate
2000	21,200	3.32	4.98	4.55	3.14	0.31
2001	22,300	3.97	5.37	5.09	3.31	0.29
2002	22,600	4.87	5.92	4.71	3.47	0.28
2003	23,100	4.10	6.36	5.11	3.61	0.35
2004	23,300	4.21	6.87	5.66	4.03	0.31
2005	23,450	5.03	7.36	5.33	3.45	0.28
2006	23,600	5.84	7.88	5.28	4.24	0.36
2007	24,500	5.62	8.35	5.86	4.06	0.33
2008	24,100	7.12	8.84	5.63	3.89	0.35
2009	25,300	6.95	9.34	6.11	4.28	0.35

shift with aches all over—my back, my arms, my legs. I’ve never had to take so much time off from a job because I hurt. And then when I come back, I feel like the rest of the staff thinks I’m weak.”

“I started working here right out of high school because it was the best-paid of the jobs I could get,” says Niecey Wilson. “I had no idea what I was getting myself into. Now I really like my job. Next year I’m going to start taking some night classes so I can move into another position. But some of the staff just think of this as any other job. They don’t see the patients as people, more like inventory. If they want to work with inventory, they should get a job in retail.”

Last month, the company’s human resources department pulled the following information from its records at the request of the board of directors. The numbers provide some quantitative support for the concerns voiced by staff.

Injuries to staff occur mostly because of back strain from lifting patients. Patient incidents reflect injuries due to slips, falls, medication errors, or other accidents. Certified absences are days off from work due to medically verified illnesses or injuries. Other absences are days missed that are not due to injuries or illnesses; these are excused absences (unexcused absences are grounds for immediate firing).

Using Organizational Development to Combat Stress and Improve Performance

The company wants to use such organizational development methods as appreciative inquiry (AI) to create change and reenergize its sense of mission. As the

chapter on organizational change explains, AI procedures systematically collect employee input and then use this information to create a change message everyone can support. The human resources department conducted focus groups, asking employees to describe some of their concerns and suggestions for the future. The focus groups highlighted a number of suggestions, although they don’t all suggest movement in the same direction.

Many suggestions concerned schedule flexibility. One representative comment was this: “Most of the stress on this job comes because we can’t take time off when we need it. The LPNs [licensed practical nurses, who do much of the care] and orderlies can’t take time off when they need to, but a lot of them are single parents or primary caregivers for their own children. When they have to leave for child care responsibilities, the work suffers and there’s no contingency plan to help smooth things over. Then everyone who is left has to work extra hard. The person who takes time off feels guilty, and there can be fights over taking time off. If we had some way of covering these emergency absences, we’d all be a lot happier, and I think the care would be a lot better.”

Other suggestions proposed a better method for communicating information across shifts. Most of the documentation for shift work is done in large spiral notebooks. When a new shift begins, staff members say they don’t have much time to check on what happened in the previous shift. Some younger caregivers would like to have a method that lets them document patient outcomes electronically because they type faster than they can write. The older caregivers are more committed to the paper-based process, in part because they think switching systems would require a lot of work. (Government regulations on health care reporting require that any documentation be made in a form that cannot be altered after the fact, to prevent covering up

abuse, so specialized software systems must be used for electronic documentation.)

Finally, the nursing care staff believes its perspectives on patient care are seldom given an appropriate hearing. “We’re the ones who are with the patients most of the time, but when it comes to doing this the right way, our point of view gets lost. We really could save a lot of money by eliminating some of these unnecessary routines and programs, but it’s something management always just says it will consider.” Staff members seem to want some way to provide suggestions for improvement, but it isn’t clear what method they would prefer.

Your Assignment

Parkway has taken some initial steps toward a new direction, but clearly it has a lot of work left to do. You’ve been brought in as a change management consultant to help the company change its culture and respond to the stress that employees experience. Remember to create your report as if for the leadership of a major corporation.

When you write your recommendations, make sure you touch on the following points:

1. What do the data on employee injuries, incidents, absences, and turnover suggest to you? Is there reason for concern about the company’s direction?
2. The company is going to be making some significant changes based on the AI process, and most change efforts are associated with resistance. What are the most common forms of resistance, and which would you expect to see at Parkway?
3. Given the board of directors’ desire to reenergize the workforce, what advice would you provide for creating a leadership strategy? What leader behaviors should nursing home directors and nurse supervisors demonstrate?
4. What are the major sources of job stress at Parkway? What does the research on employee stress suggest you should do to help minimize the experience of psychological strain for employees? Create a plan for how to reduce stress among employees.
5. Based on the information collected in the focus groups, design a survey to hand out to employees. What sort of data should the survey gather? What types of data analysis methods would you like to employ for these data?

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e, exhibits; f, figure; n, notes*

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Accommodating, *The willingness of one party in a conflict to place the opponent's interests above his or her own*, 453

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Action research, *A change process based on systematic collection of data and then selection of a change action based on what the analyzed data indicate*, 587

Adjourning stage, *The final stage in group development for temporary groups, characterized by concern with wrapping up activities rather than task performance*, 275

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Affect, *A broad range of feelings that people experience*, 98–99, 100–101

Affect intensity, *Individual differences in the strength with which individuals experience their emotions*, 103

Affective component, *The emotional or feeling segment of an attitude*, 70–71

Affective events theory (AET), *A model that suggests that workplace events cause emotional reactions on the part of employees, which then influence workplace attitudes and behaviors*, 110–112

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then fails to adequately adjust for subsequent information, 178–179

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Attribution theory, *An attempt to determine whether an individual's behavior is internally or externally caused*, 168–170

Attribution theory of leadership, *A leadership theory that says that leadership is merely an attribution that people make about other individuals*, 393–394

Authentic leaders, *Leaders who know who they are, know what they believe in and value, and act on those values and beliefs openly and candidly. Their followers would consider them to be ethical people*, 386–387

Authority, *The rights inherent in a managerial position to give orders*

and to expect the orders to be obeyed, 484, 485

Automatic processing, *A relatively superficial consideration of evidence and information making use of heuristics*, 351

Autonomy, *The degree to which a job provides substantial freedom and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out*, 210b, 240–241

Availability bias, *The tendency for people to base their judgments on information that is readily available to them*, 179

Avoiding, *The desire to withdraw from or suppress a conflict*, 453

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Behavioral component, *An intention to behave in a certain way toward someone or something*, 70–71

Behaviorally anchored rating scales (BARS), *Scales that combine major elements from the critical incident and graphic rating scale approaches. The appraiser rates the employees based on items along a continuum, but the points are examples of actual behavior on the given job rather than general descriptions or traits*, 559

Behavioral theories of leadership, *Theories proposing that specific behaviors differentiate leaders from nonleaders*, 370–372

Behaviorism, *A theory that argues that behavior follows stimuli in a relatively unthinking manner*, 218, 219

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- Blog (Web log), *A Web site where entries are written, and generally displayed in reverse chronological order, about news, events, and personal diary entries*, 348, 349
- Board representatives, 251
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- Bonus, *A pay plan that rewards employees for recent performance rather than historical performance*, 255–256
- Boomers, 18, 146
- Boundaryless organization, *An organization that seeks to eliminate the chain of command, have limitless spans of control, and replace departments with empowered teams*, 492–494
- Bounded rationality, *A process of making decisions by constructing simplified models that extract the essential features from problems without capturing all their complexity*, 176–177
- Brainstorming, *An idea-generation process that specifically encourages any and all alternatives while withholding any criticism of those alternatives*, 295–296
- Bullying, 12
- Bureaucracy, *An organization structure with highly routine operating tasks achieved through specialization, very formalized rules and regulations, tasks that are grouped into functional departments, centralized authority, narrow spans of control, and decision making that follows the chain of command*, 487–488
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- Capacity, in organizational structure, 499
- Centralization, *The degree to which decision making is concentrated at a single point in an organization*, 485, 501
- Chain of command, *The unbroken line of authority that extends from the top of the organization to the lowest echelon and clarifies who reports to whom*, 483–484
- Challenge stressors, *Stressors associated with workload, pressure to complete tasks, and time urgency*, 596, 597
- Change, *Making things different*, 580, 581
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- Change agents, *Persons who act as catalysts and assume the responsibility for managing change activities*, 580, 581
- Channel richness, *The amount of information that can be transmitted during a communication episode*, 350, 352
- Charismatic leadership theory, *A leadership theory that states that followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviors*, 379–382
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- Citizenship behavior, *Discretionary behavior that contributes to the psychological and social environment of the workplace*, 27, 84–85
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- Coercive power, *A power base that is dependent on fear of the negative results from failing to comply*, 414, 415
- Cognition, in conflict process, 451–452
- Cognitive component, *The opinion or belief segment of an attitude*, 70–71
- Cognitive dissonance, *Any incompatibility between two or more attitudes or between behavior and attitudes*, 72, 73
- Cognitive evaluation theory, *A version of self-determination theory which holds that allocating extrinsic rewards for behavior that had been previously intrinsically rewarding tends to decrease the overall level of motivation if the rewards are seen as controlling*, 208, 209
- Cohesiveness, *The degree to which group members are attracted to each other and are motivated to stay in the group*, 288, 289
- Collaborating, *A situation in which the parties to a conflict each desire to satisfy fully the concerns of all parties*, 453
- Collectivism, *A national culture attribute that describes a tight social framework in which people expect others in groups of which they are a part to look after them and protect them*, 150, 151
- Communication, *The transfer and understanding of meaning*, 8, 9, 336
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- Communication apprehension, *Undue tension and anxiety about oral communication, written communication, or both*, 355
- Communication process, *The steps between a source and a receiver that result in the transfer and understanding of meaning*, 338, 339
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- Compromising, *A situation in which each party to a conflict is willing to give up something*, 454, 455, 462
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- Conceptual skills, *The mental ability to analyze and diagnose complex situations*, 8
- Conciliator, *A trusted third party who provides an informal communication link between the negotiator and the opponent*, 468, 469
- Confirmation bias, *The tendency to seek out information that reaffirms past choices and to discount information that contradicts past judgments*, 179
- Conflict, *A process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about*, 446–447
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- Conflict process, *A process that has five stages: potential opposition or incompatibility, cognition and personalization, intentions, behavior, and outcomes*, 449–458
- Conformity, *The adjustment of one's behavior to align with the norms of the group*, 282–283, 290, 432e
- Conscientiousness, *A personality dimension that describes someone who is responsible, dependable, persistent, and organized*, 136, 137, 370
- Consensus, in attribution theory, 168
- Consideration, *The extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, and regard for their feelings*, 371
- Consistency
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- in attribution theory, 168
- Consultation, as power tactic, 418
- Context and perception, 167
- Contingency variables, *Situational factors: variables that moderate the relationship between two or more variables*, 15
- Contingent selection, 549–550
- Contrast effect, *Evaluation of a person's characteristics that is affected by comparisons with other people recently encountered who rank higher or lower on the same characteristics*, 171–172
- Control, communication as form of, 336–337
- Controlled processing, *A detailed consideration of evidence and information relying on facts, figures, and logic*, 351
- Controlling, *Monitoring activities to ensure they are being accomplished as planned and correcting any significant deviations*, 6
- Cooperativeness, in handling conflict, 452–453
- Core plus pan, for benefits, 258–259
- Core self-evaluations, *Bottom-line conclusions individuals have about their capabilities, competence, and worth as a person*, 82, 139–140
- Core values, *The primary or dominant values that are accepted throughout the organization*, 514, 515
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- Cost-minimization strategy, *A strategy that emphasizes tight cost controls, avoidance of unnecessary innovation or marketing expenses, and price cutting*, 497
- Counterproductivity, *Actions that actively damage the organization, including stealing, behaving aggressively toward co-workers, or being late or absent*, 85, 555
- Creative-thinking skills, 189
- Creativity, *The ability to produce novel and useful ideas*, 116–117, 181b, 188–189
- Critical incidents, *A way of evaluating the behaviors that are key in making the difference between executing a job effectively and executing it ineffectively*, 558
- Cross-functional teams, *Employees from about the same hierarchical level, but from different work areas, who come together to accomplish a task*, 311–312
- Cultural differences
- in communication, 356–359
- in conflict resolution, 457–458
- in decision-making, 185–186
- displayed emotions and, 108b
- in emotions and moods, 102
- in ethical choices and decision-making, 190
- in goal-setting, 213–214
- in group cohesiveness, 314b
- in hierarchy of needs, 204
- Hofstede's framework for, 150–153
- in job satisfaction, 79–80
- in leadership, 372, 378b, 385
- in motivation, 260b
- in negotiation, 462b, 465–466
- in organizational behavior, 30
- as organizational challenge, 17
- organizational culture and, 532–533
- in organizational politics, 434
- in organizational structure, 502
- in perception, 169
- in performance evaluation, 558b, 563
- of personality factors, 139
- in power tactics, 419–420
- in selection process, 550
- in self-determination and autonomy, 210b
- in stress, 600
- in stress management, 604b
- Customer satisfaction, 18–19, 19f, 84f
- displayed emotions and, 108
- emotions and moods in, 118–119
- Customer service. *See Customer satisfaction*
- ## D
- Day of week, as emotion, mood source, 104
- Deadlines, 186, 460
- Decisional roles, 7–8
- Decision-making
- during 2008 financial crisis, 182–183
- biases in, 177–182
- checklists in, 191b
- communication as facilitator in of, 337
- emotions, moods and, 116
- global implications of, 192
- group, 290–296
- individual differences and, 184–186
- organizational constraints on, 186–187
- in organizations, 175–177
- perception and, 174–175
- rational, 175–177
- Decisions, *Choices made from among two or more alternatives*, 174, 175
- Deductive reasoning, 53e
- Deep acting, *Trying to modify one's true inner feelings based on display rules*, 110, 111
- Deep-level diversity, *Differences in values, personality, and work preferences that become progressively more important for determining similarity as people get to know one another better*, 42
- Defensive behaviors, *Reactive and protective behaviors to avoid action, blame, or change*, 430, 431
- Demands, *Responsibilities, pressures, obligations, and even uncertainties that individuals face in the workplace*, 596, 597
- Departmentalization, *The basis by which jobs in an organization are grouped together*, 482–483
- Dependence, *B's relationship to A when A possesses something that B requires*, 412–413, 416–418

- Deviant workplace behavior, *Voluntary behavior that violates significant organizational norms and, in so doing, threatens the well-being of the organization or its members. Also called antisocial behavior or workplace incivility*, 32, 85–86, 119, 283–284
- Dignity culture, 515b
- Direction, in motivation, 202
- Disability, individuals with, 48–49, 56
- Discrimination, *Noting of a difference between things; often we refer to unfair discrimination which means making judgments about individuals based on stereotypes regarding their demographic group*, 42–43
- age, 46
- forms of, 43e
- racial, ethnic, 48
- religious, 51–52
- sex, 46–47
- Discriminatory policies, 43e
- Displayed emotions, *Emotions that are organizationally required and considered appropriate in a given job*, 108b, 109–110
- Disseminator roles, 7, 7e
- Distinctiveness
- in attribution theory, 168
- in social identity theory, 274
- Distributive bargaining, *Negotiation that seeks to divide up a fixed amount of resources*, 458–460
- Distributive justice, *Perceived fairness of the amount and allocation of rewards among individuals*, 222, 223
- Disturbance handlers, 7
- Diversity, *The extent to which members of a group are similar to, or different from, one another*, 56–57, 288–290
- cultural differences in, 54b
- global implications of, 60
- group performance and, 58
- levels of, 42
- organizational culture and, 518
- programs, 58–59
- of team members, 317–318
- in U.S. workforce, 40–42
- See also Workplace diversity
- Diversity management, *The process and programs by which managers make everyone more aware of and sensitive to the needs and differences of others*, 56–57
- Divestiture socialization, 522e
- Dominant culture, *A culture that expresses the core values that are shared by a majority of the organization's members*, 514, 515
- Double-loop learning, *A process of correcting errors by modifying the organization's objectives, policies, and standard routines*, 594, 595
- Downsizing, 494–496
- Driving forces, *Forces that direct behavior away from the status quo*, 585
- Drug testing, 549–550
- Dual career couples, 47b
- Due process, in performance evaluation, 562
- Dynamic flexibility, 55e
- Dynamic strength, 55e
- Dysfunctional conflict, *Conflict that hinders group performance*, 448, 449, 456–457
- E**
- Economy, 15–16
- Effectiveness, *The degree to which an organization meets the needs of its clientele or customers*, 28
- downsizing and, 495
- in group decision-making, 291
- of managers, 9
- team, 312–322
- trust and, 390
- Efficiency, *The degree to which an organization can achieve its ends at a low cost*, 28, 291
- Effort-performance relationship, 223
- Electronic meeting, *A meeting in which members interact on computers, allowing for anonymity of comments and aggregation of votes*, 295–296
- E-mail, 345–347
- Emotional contagion, *The process by which peoples' emotions are caused by the emotions of others*, 118–119
- Emotional dissonance, *Inconsistencies between the emotions people feel and the emotions they project*, 109
- Emotional intelligence (EI), *The ability to detect and to manage emotional cues and information*, 112–115, 116, 370
- Emotional labor, *A situation in which an employee expresses organizationally desired emotions during interpersonal transactions at work*, 108–109
- Emotional stability, *A personality dimension that characterizes someone as calm, self-confident, secure (positive) versus nervous, depressed, and insecure (negative)*, 136, 137
- Emotion regulation, 111
- Emotions, *Intense feelings that are directed at someone or something*, 98–100
- as barrier to communication, 353–354
- in conflict process, 452
- cultural differences in, 102
- in e-mail, 346
- functions of, 102–103
- global implications of, 121
- judging, 107
- in negotiation, 465, 468b
- OB applications of, 115–121
- sources of, 103–108
- See also Moods
- Empathy, in negotiation, 468b
- Employee engagement, *An individual's involvement with, satisfaction with, and enthusiasm for the work he or she does*, 77–78
- Employee involvement, *A participative process that uses the input of employees and is intended to increase employee commitment to an organization's success*, 250–251
- Employee-oriented leader, *A leader who emphasizes interpersonal relations, takes a personal interest in the needs of employees, and accepts individual differences among members*, 371–372
- Employee(s)
- benefits for, 257–259, 495
- ethnic diversity of, 18
- involvement programs for, 250–252
- loyalty, 87b
- organizational culture and, 523–525, 527–529
- outsourcing and, 500b
- participation and downsizing, 495
- recognition programs for, 259–261
- recruitment of diverse, 56–57
- response to organizational politics, 429–430
- satisfaction, dissatisfaction of, 205–207, 250
- satisfaction and communication, 360
- selection of, 116, 520
- selection process for, 544–551
- socialization of, 520–523
- stress and, 607b
- training and development programs for, 551–554
- withdrawal behavior of, 26f, 75, 85
- See also Attitudes; Human resource management; Motivation; Work-life balance
- Employee stock ownership plan (ESOP), *A company-established benefits plan in which employees acquire stock, often at below-market prices, as part of their benefits*, 257
- Enactive mastery, 216
- Encounter stage, *The stage in the socialization process in which a new employee sees what the organization is really like and confronts the possibility that expectations and reality may diverge*, 521

- Enhancement, 432e
- Entrepreneur roles, 7, 142b
- Environment, *Institutions or forces outside an organization that potentially affect the organization's performance*, 499–500
- Equity theory, *A theory that says that individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities*, 219–222
- Escalation of commitment, *An increased commitment to a previous decision in spite of negative information*, 180, 181
- Essays, written, 558
- Esteem, need for, 203
- Ethical dilemmas and ethical choices, *Situations in which individuals are required to define right and wrong conduct*, 22–23
- in decision-making, 187–188
- decision-making and, 185f
- of downsizing, 496
- gossip as an, 345b
- leadership and, 386–387
- motivation and, 209b
- rewards as, 258b
- workplace romances as, 423b
- Ethics
- emotions and, 103
- failure and, 24b
- global virtual teams and, 315b
- during negotiation, 468b
- in organizational culture, 525–527
- in political behavior, 434–435
- training in, 553
- Ethnicity, 48
- E-training, 553, 554f
- Evidence-based management (EBM), *The basing of managerial decisions on the best available scientific evidence*, 11
- Exchange, as power tactic, 418
- Exclusion, 43e
- Excuses, 432e
- Exemplification, 432e
- Exercise, as emotion, mood source, 107
- Exit, *Dissatisfaction expressed through behavior directed toward leaving the organization*, 82–84
- Expectancy theory, *A theory that says that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual*, 224–226
- Expectations, 173
- Expertise, creativity and, 189
- Expert power, *Influence based on special skills or knowledge*, 415
- Explanations, 222
- Explosive strength, 55e
- Extent flexibility, 55e
- Extraversion, *A personality dimension describing someone who is sociable, gregarious, and assertive*, 136, 137–138, 370
- Extrinsic rewards and motivation, 208–211
- F**
- Face culture, 515b
- Facial expressions, 100
- Failure, 24b
- Fairness, perception of, 58, 84, 222, 416, 434
- Favors, 432e
- Fear, as motivator, 228b
- Feedback, *The degree to which carrying out the work activities required by a job results in the individual obtaining direct and clear information about the effectiveness of his or her performance*, 213, 241, 340–341, 562–563
- Felt conflict, *Emotional involvement in a conflict that creates anxiety, tenseness, frustration, or hostility*, 452, 453
- Felt emotions, *An individual's actual emotions*, 109, 110
- Femininity, *A national culture attribute that indicates little differentiation between male and female roles; a high rating indicates that women are treated as the equals of men in all aspects of the society*, 151
- Fiedler contingency model, *The theory that effective groups depend on a proper match between a leader's style of interacting with subordinates and the degree to which the situation gives control and influence to the leader*, 372–375
- Figurehead roles, 6, 7e
- Filtering, *A sender's manipulation of information so that it will be seen more favorably by the receiver*, 353
- Five-stage group-development model, *The five distinct stages groups go through: forming, storming, norming, performing, and adjourning*, 275–276
- Fixed pie, *The belief that there is only a set amount of goods or services to be divvied up between the parties*, 459
- Fixed vs. variable socialization, 522e
- Flattery, 432e
- Flexibility, physical, 55e
- Flexible benefits, *A benefits plan that allows each employee to put together a benefits package individually tailored to his or her own needs and situation*, 257–258
- Flexible spending plans, for benefits, 259
- Flextime, *Flexible work hours*, 245–247, 248f
- Forced comparison, *Method of performance evaluation where an employee's performance is made in explicit comparison to others (e.g., an employee may rank third out of 10 employees in her work unit)*, 559
- Formal channels, *Communication channels established by an organization to transmit messages related to the professional activities of members*, 338, 339
- Formal group, *A designated work group defined by an organization's structure*, 272, 273
- Formalization, *The degree to which jobs within an organization are standardized*, 486, 487, 515–516
- Formal regulations, 186
- Formal small-group networks, 343
- Forming stage, *The first stage in group development, characterized by much uncertainty*, 275
- Functional conflict, *Conflict that supports the goals of the group and improves its performance*, 447–448, 455–456
- Functions, of managers, 6
- Fundamental attribution error, *The tendency to underestimate the influence of external factors and overestimate the influence of internal factors when making judgments about the behavior of others*, 169
- G**
- Gainsharing, *A formula-based group incentive plan*, 256, 257
- Galatea effect, 217
- Gender
- bullying differences by, 12
- as emotion, mood source, 107–108
- influence on decision-making, 184
- in negotiation, 466
- stress and, 596b
- in the workforce, 46–47
- Gender identity, 51–52
- General mental ability (GMA), *An overall factor of intelligence, as suggested by the positive correlations among specific intellectual ability dimensions*, 53
- Generation Nexters, 146, 155

- Generation Xers, 146
- Generation Yers, 146, 155
- Globalization, 16–17
- Global Leadership and Organizational Behavior Effectiveness (GLOBE), 153–154, 372, 385
- Goals
- achievement of, 204b
 - commitment to, 213
 - subconscious, 214
- Goal-setting, implementation of, 214–219
- Goal-setting theory, *A theory that says that specific and difficult goals, with feedback, lead to higher performance*, 212–214
- Gossip, 344, 345b
- Grapevine, *An organization's informal communication network*, 343–344
- Graphic rating scales, *An evaluation method in which the evaluator rates performance factors on an incremental scale*, 559
- Group cohesion, *The extent to which members of a group support and validate one another while at work*, 28
- Group development, stages of, 274–276
- Group functioning, *The quantity and quality of a work group's output*, 28
- Group order ranking, *An evaluation method that places employees into a particular classification, such as quartiles*, 559
- Group performance, 58
- Group polarization, 294–295
- Group(s), *Two or more individuals, interacting and interdependent, who have come together to achieve particular objectives*, 272, 273, 343
- cohesiveness of, 314b
 - decision-making in, 290–296
 - diversity in, 58, 290
 - global implications of, 296–297
 - properties of, 278–290
 - size, 286–287
 - stages of development of, 275–276
 - temporary, 276
 - See also Teams*
- Groupshift, *A change between a group's decision and an individual decision that a member within the group would make; the shift can be toward either conservatism or greater risk but it generally is toward a more extreme version of the group's original position*, 292, 294–295
- Groupthink, *A phenomenon in which the norm for consensus overrides the realistic appraisal of alternative courses of action*, 292–294
- H**
- Halo effect, *The tendency to draw a general impression about an individual on the basis of a single characteristic*, 171
- Hawthorne studies, 280–281
- Health issues, 564b
- Heredity, *Factors determined at conception one's biological, physiological, and inherent psychological makeup*, 134
- Hierarchy of needs, *Abraham Maslow's hierarchy of five needs—physiological, safety, social, esteem, and self-actualization—in which, as each need is substantially satisfied, the next need becomes dominant*, 203–204
- High-context cultures, *Cultures that rely heavily on nonverbal and subtle situational cues in communication*, 357
- Higher-order needs, *Needs that are satisfied internally, such as social, esteem, and self-actualization needs*, 203, 204
- Hindrance stressors, *Stressors that keep you from reaching your goals (for example, red tape, office politics, confusion over job responsibilities)*, 596, 597
- Hindsight bias, *The tendency to believe falsely, after an outcome of an event is actually known, that one would have accurately predicted that outcome*, 181–182
- Hispanic workers, 18
- Historical precedents and decision-making, 186–187
- Hofstede's framework, for assessing culture, 150–153
- Humane orientation, 154
- Human resource management, 8
- selection process, 544–551
 - social media and, 567b
 - training and development programs, 551–554
- Human skills, *The ability to work with, understand, and motivate other people, both individually and in groups*, 8
- Hygiene factors, *Factors—such as company policy and administration, supervision, and salary—that, when adequate in a job, placate workers. When these factors are adequate, people will not be dissatisfied*, 205–206
- I**
- Idea champions, *Individuals who take an innovation and actively and enthusiastically promote the idea, build support, overcome resistance, and ensure that the idea is implemented*, 593
- Identification-based trust, *Trust based on a mutual understanding of each other's intentions and appreciation of each other's wants and desires*, 395–396
- Illusory correlation, *The tendency of people to associate two events when in reality there is no connection*, 104, 105
- Imitation strategy, *A strategy that seeks to move into new products or new markets only after their viability has already been proven*, 497–498
- Impression management (IM), *The process by which individuals attempt to control the impression others form of them*, 430–434
- Incivility, 43e
- Individualism, *A national culture attribute that describes the degree to which people prefer to act as individuals rather than as members of groups*, 150, 151
- Individual ranking, *An evaluation method that rank-orders employees from best to worst*, 559
- Inductive reasoning, 53e
- Influence and power tactics, 419
- Informal channels, *Communication channels that are created spontaneously and that emerge as responses to individual choices*, 338, 339
- Informal group, *A group that is neither formally structured nor organizationally determined*, 272, 273
- Informational roles, 7
- Information overload, *A condition in which information inflow exceeds an individual's processing capacity*, 349–350, 353
- Ingratiation, 418, 433
- Ingroup bias, 292b
- Ingroup favoritism, *Perspective in which we see members of our ingroup as better than other people, and people not in our group as all the same*, 273
- Initiating structure, *The extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment*, 371
- Injuries, safety at work, 119–120
- Innovation, *A new idea applied to initiating or improving a product, process, or service*, 20, 420b, 512, 591–593
- Innovation strategy, *A strategy that emphasizes the introduction of major new products and services*, 497
- Input, *Variables that lead to processes*, 24–25

- Inspirational appeals, 418
- Instant messaging (IM), 347
- Institutionalization, *A condition that occurs when an organization takes on a life of its own, apart from any of its members, and acquires immortality*, 517–518
- Instrumental values, *Preferable modes of behavior or means of achieving one's terminal values*, 145
- Insults, 43e
- Integrative bargaining, *Negotiation that seeks one or more settlements that can create a win-win solution*, 459e, 460–462
- Integrity, 389, 547–548
- Intellectual abilities, *The capacity to do mental activities—thinking, reasoning, and problem solving*, 52–55, 61, 185
- Intelligence and self-efficacy, 217–218
- Intelligence quotient (IQ) tests, 53
- Intensity, in motivation, 202
- Intentions, *Decisions to act in a given way*, 452–454
- Interacting groups, *Typical groups in which members interact with each other face to face*, 295–296
- Interactional justice, *The perceived degree to which an individual is treated with dignity, concern, and respect*, 223
- Interactionist view of conflict, *The belief that conflict is not only a positive force in a group but also an absolute necessity for a group to perform effectively*, 447
- Interest levels, 352
- Intergroup development, *OD efforts to change the attitudes, stereotypes, and perceptions that groups have of each other*, 590–591
- Interpersonal roles, 6, 7e
- Interpersonal skills, 4–5, 552
- Interpretation and context, 167
- Interviews, 173, 433, 548–549
- Intimidation, 43e
- Intrinsic task motivation, 190, 208–209
- Intuition, *A gut feeling not necessarily supported by research*, 11–12, 177
- Intuitive decision making, *An unconscious process created out of distilled experience*, 177
- Investiture socialization, 522e
- J**
- Japan, 130–132, 217f
- Job characteristics model (JCM), *A model that proposes that any job can be described in terms of five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback*, 240–242
- Job design, *The way the elements in a job are organized*, 240
- Job engagement, *The investment of an employee's physical, cognitive, and emotional energies into job performance*, 211–212
- Job enrichment, *The vertical expansion of jobs, which increases the degree to which the worker controls the planning, execution, and evaluation of the work*, 244–245
- Job involvement, *The degree to which a person identifies with a job, actively participates in it, and considers performance important to self-worth*, 74, 78
- Job performance
- conscientiousness and, 136–137
 - core self-evaluation and, 139–140
 - defined, 555
 - individuals with disability and, 49–50
 - job satisfaction and, 84
 - organizational structure and, 501–502
- Job rotation, *The periodic shifting of an employee from one task to another*, 243–244
- Jobs
- movement of, 17
 - redesigning, 242–249
 - service, 18
- Job satisfaction, *A positive feeling about one's job resulting from an evaluation of its characteristics*, 74, 78–87
- age and, 45
 - attitudes and, 73
 - causes of, 81–82
 - cultural differences in, 79–80
 - global implications of, 88
 - impact on workplace, 82–86
 - intelligence and, 55
 - job performance and, 84
 - levels, 79–81
 - measuring, 79
 - profitability and, 86
 - promotion and, 79
- Job sharing, *An arrangement that allows two or more individuals to split a traditional 40-hour-a-week job*, 247–248
- Justice. *See Fairness, perception of*
- K**
- Knowledge-based pay, 256
- L**
- Labor, low-cost, 17
- Language, 354, 356–357, 524–525
- Leader-member exchange (LMX) theory, *A theory that supports leaders' creation of in-groups and out-groups; subordinates with in-group status will have higher performance ratings, less turnover, and greater job satisfaction*, 377–379
- Leader-member relations, *The degree of confidence, trust, and respect subordinates have in their leader*, 373–374
- Leader-participation model, *A leadership theory that provides a set of rules to determine the form and amount of participative decision making in different situations*, 376–377
- Leadership, *The ability to influence a group toward the achievement of a vision or set of goals*, 368
- as an attribution, 393
 - authentic, 386–387
 - charismatic, 377–382
 - contingency theories of, 372–379
 - creating effective, 396–397, 398b
 - emotions, moods and, 117
 - ethics and, 386–387
 - global implications of, 397
 - leader-member exchange (LMX) theory of, 377–379
 - vs. management, 368
 - mentoring and, 391–392
 - neutralizers of, 394–395
 - online, 395
 - path-goal theory of, 376
 - power and, 413–414
 - situational leadership theory of, 376
 - style, 372–374
 - substitutes for, 394–395
 - in teams, 313–314
 - trait theories of, 369–370
 - transformational, 382–385
- Leadership roles, 6, 7e
- Leading, *A function that includes motivating employees, directing others, selecting the most effective communication channels, and resolving conflicts*, 6
- Learning organization, *An organization that has developed the continuous capacity to adapt and change*, 593–595
- Least preferred co-worker (LPC) questionnaire, *An instrument that purports to measure whether a person is task or relationship oriented*, 373
- Legitimacy, as power tactic, 418
- Legitimate power, *The power a person receives as a result of his or her position in the formal hierarchy of an organization*, 414, 415

Liaison roles, 6, 7e
 Life balance. *See Work-life balance*
 Literacy skills, 551
 Long-term orientation, *A national culture attribute that emphasizes the future, thrift, and persistence*, 151
 Low-context cultures, *Cultures that rely heavily on words to convey meaning in communication*, 357
 Lower-order needs, *Needs that are satisfied externally, such as physiological and safety needs*, 203–204
 Loyalty, *Dissatisfaction expressed by passively waiting for conditions to improve*, 82–84
 Lying, 355, 356b

M

Machiavellianism, *The degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means*, 140
 Managed conflict, 447, 449
 Management
 changing structure of, 503
 vs. leadership, 368
 organizational culture and, 520
 organizational politics and, 425e
 Management by objectives (MBO), *A program that encompasses specific goals, participatively set, for an explicit time period, with feedback on goal progress*, 214–215
 Managers, *An individual who achieves goals through other people*, 5
 activities of, 8–9
 effective vs. successful, 9
 functional conflict and, 457–458
 functions of, 6
 influence on moods, emotions, 120
 interpersonal skills of, 4–5
 learning organizations and, 593–595
 organizational behavior and, 30, 32
 organizational culture and, 525
 sexual harassment and, 423–424
 Masculinity, *A national culture attribute that describes the extent to which the culture favors traditional masculine work roles of achievement, power, and control. Societal values are characterized by assertiveness and materialism*, 150–151
 Material symbols, *What conveys to employees who is important, the degree of egalitarianism top management desires, and the kinds of behavior that are appropriate*, 524, 525
 Matrix structure, *An organization structure that creates dual lines of authority and combines functional and product departmentalization*, 488–490

McClelland's theory of needs, *A theory that states achievement, power, and affiliation are three important needs that help explain motivation*, 207–208
 Mechanistic model, *A structure characterized by extensive departmentalization, high formalization, a limited information network, and centralization*, 496–498
 Mediator, *A neutral third party who facilitates a negotiated solution by using reasoning, persuasion, and suggestions for alternatives*, 467–468
 Memory, 53e
 Mental ability. *See Intellectual abilities*
 Mental models, *Team members' knowledge and beliefs about how the work gets done by the team*, 321–322
 Mentor, *A senior employee who sponsors and supports a less-experienced employee, called a protégé*, 391–392
 Mergers, 518–519
 Merit-based pay plan, *A pay plan based on performance appraisal ratings*, 254–255
 Metamorphosis stage, *The stage in the socialization process in which a new employee changes and adjusts to the job, work group, and organization*, 522, 523
 Millennials, 146–148, 155
 Mockery, 43e
 Model, *An abstraction of reality. A simplified representation of some real-world phenomenon*, 23–25
 Modular plan, for benefits, 258
 Monitor roles, 7
 Moods, *Feelings that tend to be less intense than emotions and that lack a contextual stimulus*, 98–99, 100–102
 employment and, 106f
 global implications of, 121
 OB applications of, 115–121
 sources of, 103–108
 See also Emotions
 Motivating potential score (MPS), *A predictive index that suggests the motivating potential in a job*, 242, 243
 Motivation, *The processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal*, 202, 203
 alternative work arrangements, 245–249
 communication as form of, 337
 creativity and task, 190
 emotions, moods and, 117
 employee involvement and, 252
 employee recognition as, 261

equity theory/organizational justice and, 219–222
 fear as, 228b
 global implications of, 228
 goal-setting theory and, 212–214
 hierarchy of needs theory and, 203–204
 integrating contemporary theories of, 226–228
 job characteristics model and, 240–242
 McClelland's theory of needs and, 207–208
 rewards and, 252–261
 self-determination theory and, 208–209
 and social, physical context of work, 249–250
 Theories X, Y and, 205
 two-factor theory of, 204–208
 Motivation-hygiene theory, 204–205
 Motor reproduction processes, 219
 Movement, *A change process that transforms the organization from the status quo to a desired end state*, 584, 585
 Multiteam systems, *Systems in which different teams need to coordinate their efforts to produce a desired outcome*, 314, 315
 Myers-Briggs Type Indicator (MBTI), *A personality test that taps four characteristics and classifies people into 1 of 16 personality types*, 135–136

N

Narcissism, *The tendency to be arrogant, have a grandiose sense of self-importance, require excessive admiration, and have a sense of entitlement*, 140, 155
 Need for achievement (nAch), *The drive to excel, to achieve in relationship to a set of standards, and to strive to succeed*, 207
 Need for affiliation (nAff), *The desire for friendly and close interpersonal relationships*, 207
 Need for power (nPow), *The need to make others behave in a way in which they would not have behaved otherwise*, 207
 Needs theory, hierarchy of, 202–203
 Negative affect, *A mood dimension that consists of emotions such as nervousness, stress, and anxiety at the high end and relaxation, tranquility, and poise at the low end*, 100–101
 Neglect, *Dissatisfaction expressed through allowing conditions to worsen*, 82–84
 Negotiation, *A process in which two or more parties exchange goods or services and*

- attempt to agree on the exchange rate for them, 117–118, 458, 459
 - anger in, 118
 - cross-cultural differences in, 462b
 - global implications of, 469–470
 - process of, 463–467
 - in sports, 471
 - third-party, 467–468
 - See also Conflict
 - Negotiator role, 7e, 8
 - Netters, 146, 155
 - Networking
 - as a managerial activity, 8
 - as organizational challenge, 20–21
 - social, 347–348, 359
 - Networks, formal communication, 343
 - Neutralizers, *Attributes that make it impossible for leader behavior to make any difference to follower outcomes*, 394–395
 - Nexters, 146, 155
 - Nominal group technique, *A group decision-making method in which individual members meet face to face to pool their judgments in a systematic but independent fashion*, 295–296
 - Nonsanctioned leadership, 368
 - Norming stage, *The third stage in group development, characterized by close relationships and cohesiveness*, 275
 - Norms, *Acceptable standards of behavior within a group that are shared by the group's members*, 280, 281, 285–286
 - Number aptitude, 53e
- O**
- Offers, in distributive bargaining, 460
 - Offshoring, 500b
 - Off-the-job training, 553
 - On-the-job training, 553
 - Openness to experience, *A personality dimension that characterizes someone in terms of imagination, sensitivity, and curiosity*, 136, 137, 138, 370
 - Operant conditioning theory, 218
 - Organic model, *A structure that is flat, uses cross-hierarchical and cross-functional teams, has low formalization, possesses a comprehensive information network, and relies on participative decision making*, 496–498
 - Organization, *A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals*, 5
 - Organizational behavior (OB), *A field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness*, 10
 - applications for emotions and moods, 115–120
 - Big Five Model and, 138e
 - challenges, opportunities for, 15–23
 - developing model of, 22–30
 - disciplines of, 13–14
 - global implications of, 30, 32
 - literature about, 31
 - model, 25e
 - variables in, 14–15
 - Organizational change, 584–586
 - action research process for, 587
 - creating a culture for, 591–595
 - global implications of, 606
 - Kotter's eight-step plan for, 586–587
 - Lewin's three-step model for, 584–586
 - See also Change
 - Organizational citizenship behavior (OCB). See *Citizenship behavior*
 - Organizational climate, *The shared perceptions organizational members have about their organization and work environment*, 516–518
 - Organizational commitment, *The degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization*, 74–75, 78
 - Organizational culture, *A system of shared meaning held by members that distinguishes the organization from other organizations*, 420, 427
 - creating and sustaining, 519–523
 - defining, 512–514
 - ethical considerations for, 525–527
 - face and dignity cultures in, 515b
 - functions of, 516–519
 - global implications of, 533
 - as a liability, 517–518
 - positive environment for, 527
 - workplace spirituality and, 529–532
 - Organizational demography, *The degree to which members of a work unit share a common demographic attribute, such as age, sex, race, educational level, or length of service in an organization, and the impact of this attribute on turnover*, 318, 320
 - Organizational development (OD), *A collection of planned change interventions, built on humanistic–democratic values, that seeks to improve organizational effectiveness and employee well-being*, 587–591
 - Organizational justice, *An overall perception of what is fair in the workplace, composed of distributive, procedural, and interactional justice*, 222, 223
 - Organizational politics, 424–426, 429
 - Organizational structure, *The way in which job tasks are formally divided, grouped, and coordinated*, 480
 - designs of, 486–496
 - differences in, 496–501
 - global, 489b
 - global implications of, 502
 - as source of conflict, 450–451
 - Organizational survival, *The degree to which an organization is able to exist and grow over the long term*, 29
 - Organizing, *Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made*, 6, 9
 - Other-inside/outside referent, 220–221
 - Other-orientation, 142–143
 - Outcomes, *Key factors that are affected by some other variables*
 - in conflict process, 455–458
 - in OB model, 25
 - in organizational culture, 513
 - in performance evaluation, 555–556
 - Outsourcing, 500b
 - Overconfidence bias, 177–178, 182–183
- P**
- Participative management, *A process in which subordinates share a significant degree of decision-making power with their immediate superiors*, 251
 - Path-goal theory, *A theory that states that it is the leader's job to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that leader–member exchange (LMX) theory A theory that supports leaders' creation of in-groups and out-groups*, 376, 377
 - Pay. See *Compensation*
 - Peer pressure, 294b
 - People skills, improving, 19–20
 - Perceived conflict, *Awareness by one or more parties of the existence of conditions that create opportunities for conflict to arise*, 451–452
 - Perceived organizational support (POS), *The degree to which employees believe an organization values their contribution and cares about their well-being*, 76–77, 78
 - Perceivers, 167
 - Perception, *A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment*, 166–173, 190, 192

- Perceptual speed, 53e
- Performance evaluation
 decision-making and, 186
 execution of, 556–558
 impression management and, 433
 managerial considerations for, 560–563
 methods of, 558–560
 perception in, 173
 political behavior in, 427
 purposes of, 554–558
 in teams, 314–315
- Performance expectations, 173
- Performance orientation, 154
- Performance-reward relationship, 223
- Performance-simulation tests, 548
- Performing stage, *The fourth stage in group development, during which the group is fully functional*, 275
- Persistence, in motivation, 202
- Personal appeals, 418
- Personal evaluation, global implications of, 566
- Personality, *Enduring characteristics that describe an individual's behavior*, 133
 Big Five Model of, 136–139
 determinants of, 134–135
 as emotion, mood source, 103–104
 global implications of, 154
 in a global workplace, 143b
 Holland's typology of, 148–149
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 Machiavellianism and, 140
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 narcissism and, 140
 in negotiation, 464–465
 other-orientation, 142–143
 persuasion and, 352
 proactive, 142
 risk taking, 141–142
 self-efficacy and, 217–218
 shaping, in the workplace, 147b
 of team members, 316–317
 tests, 547
- Personality–job fit theory, *A theory that identifies six personality types and proposes that the fit between personality type and occupational environment determines satisfaction and turnover*, 148–150
- Personality-organization fit theory, 150
- Personality traits, 134f, 135
- Personalization, in conflict process, 451–452
- Personal power, *Influence derived from an individual's characteristics*, 415
- Personal traits, in performance evaluation, 556
- Personal variables, as source of conflict, 451
- Person-organization fit, 516
- Persuasion, 351–352
- Physical abilities, *The capacity to do tasks that demand stamina, dexterity, strength, and similar characteristics*, 55–56
- Physiological needs, 203
- Piece-rate pay plan, *A pay plan in which workers are paid a fixed sum for each unit of production completed*, 254
- Planned change, *Change activities that are intentional and goal oriented*, 580, 581
- Planning, *A process that includes defining goals, establishing strategy, and developing plans to coordinate activities*, 6
- Political behavior, *Activities that are not required as part of a person's formal role in the organization but that influence, or attempt to influence, the distribution of advantages and disadvantages within the organization*, 424–430
 in individuals, 426–427
 in organizations, 424–425, 427, 428b
- Political skill, *The ability to influence others in such a way as to enhance one's objectives*, 420, 421
- Position power, *Influence derived from one's formal structural position in the organization; includes power to hire, fire, discipline, promote, and give salary increases*, 374, 375
- Positive affect, *A mood dimension that consists of specific positive emotions*, 100–101
- Positive organizational culture, *A culture that emphasizes building on employee strengths, rewards more than punishes, and emphasizes individual vitality and growth*, 527–529, 534b
- Positive organizational scholarship, *An area of OB research that concerns how organizations develop human strength, foster vitality and resilience, and unlock potential*, 22
- Positivity offset, *The tendency of most individuals to experience a mildly positive mood at zero input (when nothing in particular is going on)*, 101
- Power, *A capacity that A has to influence the behavior of B so that B acts in accordance with A's wishes*
 bases of, 414–416
 corruption and, 436
 defined, 412–413
 fairness and, 416
 formal, 414
 global implications of, 435
 leadership and, 413–414
 personal, 415
 sexual harassment as, 420–424
See also Political behavior
- Power distance, *A national culture attribute that describes the extent to which a society accepts that power in institutions and organizations is distributed unequally*, 150, 151, 420b
- Power tactics, *Ways in which individuals translate power bases into specific actions*, 418–420
- Prearrival stage, *The period of learning in the socialization process that occurs before a new employee joins the organization*, 521
- Pressure, as power tactic, 418
- Privacy, in e-mail, 346–347
- Proactive personality, *People who identify opportunities, show initiative, take action, and persevere until meaningful change occurs*, 142, 143
- Problem, *A discrepancy between the current state of affairs and some desired state*, 174, 175
- Problem-solving skills, 552
- Problem-solving teams, *Groups of 5 to 12 employees from the same department who meet for a few hours each week to discuss ways of improving quality, efficiency, and the work environment*, 310, 311
- Procedural justice, *The perceived fairness of the process used to determine the distribution of rewards*, 222, 223
- Process conflict, *Conflict over how work gets done*, 448, 449
- Process consultation (PC), *A meeting in which a consultant assists a client in understanding process events with which he or she must deal and identifying processes that need improvement*, 589
- Process control, 222
- Processes, *Actions that individuals, groups, and organizations engage in as a result of inputs and that lead to certain outcomes*, 25
- Production-oriented leader, *A leader who emphasizes technical or task aspects of the job*, 372, 373
- Productivity, *The combination of the effectiveness and efficiency of an organization*, 28–29
 age and, 45
 organizational commitment and, 73
 trust and, 390
- Profit-sharing plan, *An organizationwide program that distributes compensation*

based on some established formula designed around a company's profitability, 256, 257

Promotion, 79

See also Self-promotion

Psychological contract, *An unwritten agreement that sets out what management expects from an employee and vice versa*, 278

Psychological empowerment, *Employees' belief in the degree to which they affect their work environment, their competence, the meaningfulness of their job, and their perceived autonomy in their work*, 74

Psychology, *The science that seeks to measure, explain, and sometimes change the behavior of humans and other animals*, 13e, 14

Punctuated-equilibrium model, *A set of phases that temporary groups go through that involves transitions between inertia and activity*, 276

Pygmalion effect, 217

R

Race, 48

Randomness error, *The tendency of individuals to believe that they can predict the outcome of random events*, 180, 181

Rational, *Characterized by making consistent, value-maximizing choices within specified constraints*, 175

Rational decision-making model, *A decision-making model that describes how individuals should behave in order to maximize some outcome*, 175

Rational persuasion, 418

Recognition programs, 259–260

Recruitment, 56–57, 561b

Red Coats (Delta), 174f

Reference groups, *Important groups to which individuals belong or hope to belong and with whose norms individuals are likely to conform*, 283

Referent power, *Influence based on identification with a person who has desirable resources or personal traits*, 415

Reflected best-self, 22

Reflexivity, *A team characteristic of reflecting on and adjusting the master plan when necessary*, 321

Refreezing, *Stabilizing a change intervention by balancing driving and restraining forces*, 584, 585

Reinforcement processes, 219

Reinforcement theory, *A theory that says that behavior is a function of its consequences*, 218–219

Relationship conflict, *Conflict based on interpersonal relationships*, 448, 449

Religion, in the workplace, 50–51

Representative participation, *A system in which workers participate in organizational decision making through a small group of representative employees*, 251–252

Resistance point, in negotiation, 459–460

Resource allocators, 7–8

Resources, for teams, 313

Resources, *Things within an individual's control that can be used to resolve demands*, 596, 597

Resources and dependence, 417

Restraining forces, *Forces that hinder movement from the existing equilibrium*, 585

Retail Leadership Development (RLD) Program, 59–60

Retention processes, 219

Reward power, *Compliance achieved based on the ability to distribute rewards that others view as valuable*, 414, 415

Rewards-personal goals relationship, 224

Reward systems, 186
motivation and, 208–211, 252–253
organizational culture and, 527–528
political behavior and, 427–429
in teams, 314–315, 324

Risk aversion, *The tendency to prefer a sure gain of a moderate amount over a riskier outcome, even if the riskier outcome might have a higher expected payoff*, 180–181

Risk taking, 141–142
in organizational culture, 512
trust and, 390

Rituals, *Repetitive sequences of activities that express and reinforce the key values of the organization, which goals are most important, which people are important, and which are expendable*, 524, 525

Rokeach Value Survey (RVS), 145

Role, *A set of expected behavior patterns attributed to someone occupying a given position in a social unit*, 277
allocation of, in teams, 317
ambiguity and political behavior, 427
of managers, 6–7, 7e

Role conflict, *A situation in which an individual is confronted by divergent role expectations*, 278–279

Role expectations, *How others believe a person should act in a given situation*, 278

Role perception, *An individual's view of how he or she is supposed to act in a given situation*, 277

Rumination, 184

Rumors, 344

S

Safety, at work, 119–120, 203

Scarcity and dependence, 417–418

Schadenfreude, 120b

Security, of information, 350

Selective perception, *The tendency to selectively interpret what one sees on the basis of one's interests, background, experience, and attitudes*, 170, 171, 353

Self-actualization, *The drive to become what a person is capable of becoming*, 203, 204, 205

Self-concordance, *The degree to which peoples' reasons for pursuing goals are consistent with their interests and core values*, 210

Self-determination theory, *A theory of motivation that is concerned with the beneficial effects of intrinsic motivation and the harmful effects of extrinsic motivation*, 208–211

Self-efficacy, *An individual's belief that he or she is capable of performing a task*, 215–218, 370

Self-fulfilling prophecy, *A situation in which a person inaccurately perceives a second person, and the resulting expectations cause the second person to behave in ways consistent with the original perception*, 173

Self-inside/outside referents, 220–221

Self-managed work teams, *Groups of 10 to 15 people who take on responsibilities of their former supervisors*, 310, 311

Self-monitoring, *A personality trait that measures an individual's ability to adjust his or her behavior to external, situational factors*, 141

Self-promotion, 432e, 433

Self-serving bias, *The tendency for individuals to attribute their own successes to internal factors and put the blame for failures on external factors*, 169

Sensitivity training, *Training groups that seek to change behavior through unstructured group interaction*, 588–589

Serial socialization, 522e

Servant leadership, *A leadership style marked by going beyond the leader's own self-interest and instead focusing on opportunities to help followers grow and develop*, 387, 388b

- Sexual harassment, *Any unwanted activity of a sexual nature that affects an individual's employment and creates a hostile work environment*, 43e, 46–47, 107, 421–424
- Sexual orientation, 51–52
- Short-term orientation, *A national culture attribute that emphasizes the past and present, respect for tradition, and fulfillment of social obligations*, 151
- Silence, 354–355, 526b, 581
- Similarity, in social identity theory, 273–274
- Simple structure, *An organization structure characterized by a low degree of departmentalization, wide spans of control, authority centralized in a single person, and little formalization*, 486–487
- Single-loop learning, *A process of correcting errors using past routines and present policies*, 594, 595
- Situational leadership theory (SLT), *A contingency theory that focuses on followers' readiness*, 376, 377
- Size
 group, 451
 of organizations, 498
 of teams, 318
- Skill-based pay, *A pay plan that sets pay levels on the basis of how many skills employees have or how many jobs they can do*, 256, 257
- Skills training, 551
- Skill variety, *The degree to which a job requires a variety of different activities*, 240, 241
- Sleep, as emotion, mood source, 106
- Social activities
 communication in, 337
 as emotion, mood source, 105
- Social anxiety, 355
- Social cognitive theory, 214
- Social identity theory, *Perspective that considers when and why individuals consider themselves members of groups*, 272, 273
- Socialization, *A process that adapts employees to the organization's culture*, 520–523
- Socialized charismatic leadership, *A leadership concept that states that leaders convey values that are other centered versus self centered and who role-model ethical conduct*, 387
- Social-learning theory, *The view that we can learn through both observation and direct experience*, 214, 219
- Social loafing, *The tendency for individuals to expend less effort when working collectively than when working individually*, 287, 288f, 322
- Social media, 566
- Social needs, 203
- Social networking, 347–348, 359, 581
- Social psychology, *An area of psychology that blends concepts from psychology and sociology and that focuses on the influence of people on one another*, 13e, 14
- Social trends and change, 579
- Sociology, *The study of people in relation to their social environment or culture*, 13e, 14
- Span of control, *The number of subordinates a manager can efficiently and effectively direct*, 484–485, 501
- Spatial visualization, 53e
- Specialization, as source of conflict, 451
- Speed, of communication, 340–341
- Spokesperson roles, 7
- Stability, in organizational culture, 513
- Stamina, 55e
- Static strength, 55e
- Status, *A socially defined position or rank given to groups or group members by others*, 274, 285–286
- Status characteristics theory, *A theory that states that differences in status characteristics create status hierarchies within groups*, 285
- Stereotyping, *Judging someone on the basis of one's perception of the group to which that person belongs*, 42–43, 172–173
- Stories, 523–524
- Storming stage, *The second stage in group development, characterized by intragroup conflict*, 275
- Strength, physical, 55e
- Stress, *A dynamic condition in which an individual is confronted with an opportunity, a demand, or a resource related to what the individual desires and for which the outcome is perceived to be both uncertain and important*, 26, 595–600
 consequences of, 601–602
 as emotion, mood source, 105
 individual differences in, 599–600
 in OB model, 26
 sources of, 597–599
- Stress management, 602–606, 607b
- Strong culture, *A culture in which the core values are intensely held and widely shared*, 514–515
- Subcultures, *Minicultures within an organization, typically defined by department designations and geographical separation*, 514, 515
- Substantive selection, 546–547
- Substitutes, *Attributes, such as experience and training, that can replace the need for a leader's support or ability to create structure*, 394–395
- Substitution and dependence, 418
- Surface acting, *Hiding one's inner feelings and forgoing emotional expressions in response to display rules*, 110, 111
- Surface-level discrimination, 44–52, 290
- Surface-level diversity, *Differences in easily perceived characteristics, such as gender, race, ethnicity, age, or disability, that do not necessarily reflect the ways people think or feel but that may activate certain stereotypes*, 42
- Survey feedback, *The use of questionnaires to identify discrepancies among member perceptions*, 589
- Systematic study, *Looking at relationships, attempting to attribute causes and effects, and drawing conclusions based on scientific evidence*, 11–12
- T**
- Target point, in negotiation, 459
- Targets, in perception, 167
- Task conflict, *Conflict over content and goals of the work*, 448, 449
- Task identity, *The degree to which a job requires completion of a whole and identifiable piece of work*, 240, 241
- Task performance, *The combination of effectiveness and efficiency at doing your core job tasks, performing the duties and responsibilities that contribute to the production of a good or service or to administrative tasks*, 26, 555
- Task significance, *The degree to which a job has a substantial impact on the lives or work of other people*, 240, 241
- Task structure, *The degree to which job assignments are procedurized*, 374, 375
- Tattoos, 51
- Team building, *High interaction among team members to increase trust and openness*, 589–590
- Team efficacy, 321
- Teams
 anger and, 320b
 composition, 315–319
 context influences on, 313–315
 global, 291, 315b
 global implications of, 325
 member preferences in, 318–319
 modeling on sports teams, 326
 in organizational culture, 513

- processes, 319–322
 size of, 318
 turning individuals into, 322–324
 when to use, 324–325
See also Group(s)
- Technical skills, *The ability to apply specialized knowledge or expertise*, 8, 551–552
- Technology, *The way in which an organization transfers its inputs into outputs*, 498
- Telecommuting, *Working from home at least two days a week on a computer that is linked to the employer's office*, 248–249
- Temporariness, as organizational challenge, 20
- Tenure, 50
- Terminal values, *Desirable end-states of existence; the goals a person would like to achieve during his or her lifetime*, 145
- Test performance, 48
- Text messaging (TM), 347
- Theory X, *The assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform*, 204, 205, 252
- Theory Y, *The assumption that employees like work, are creative, seek responsibility, and can exercise self-direction*, 204, 205, 252
- Three-component model of creativity, *The proposition that individual creativity requires expertise, creative thinking skills, and intrinsic task motivation*, 189–190
- 360-degree evaluations, 557
- Time, allocation of managers, 9e
- Time of day, as emotion, mood source, 104, 105e
- Traditional management, 8
- Traditional view of conflict, *The belief that all conflict is harmful and must be avoided*, 447
- Training
 for leaders, 396
 methods for, 553–554
 for teams, 324
- Training programs, 551–554
- Training programs
 effectiveness of, 554
 for evaluators, 562
 formal vs. informal, 553
- Trait theories of leadership, *Theories that consider personal qualities and characteristics that differentiate leaders from nonleaders*, 369–370
- Transactional leaders, *Leaders who guide or motivate their followers in the direction of established goals by clarifying role and task requirements*, 382, 383
- Transformational leaders, *Leaders who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers*, 382
- Transgender employees, 52
- Trunk strength, 55e
- Trust, *A positive expectation that another will not act opportunistically*, 387–390
 political behavior and, 427
 in teams, 314
- Trust propensity, 390
- Turnover, 27–28
 age and, 45
 gender and, 46
 job satisfaction and, 85
 organizational commitment and, 75
 race, ethnicity and, 48
 strong organizational structure and, 515
- Twitter, *A free blogging and networking service where users send and read messages known as tweets, many of which concern OB issues*, 348, 349
- Two-factor theory, *A theory that relates intrinsic factors to job satisfaction and associates extrinsic factors with dissatisfaction. Also called motivation-hygiene theory*, 205–207, 252
- U**
- Uncertainty avoidance, *A national culture attribute that describes the extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid them*, 151
- Uncertainty reduction, in social identity theory, 274
- Unemployed, long-term, 561b
- Unfreezing, *Changing to overcome the pressures of both individual resistance and group conformity*, 584
- United States, value characteristics in, 153f
- Unity of command, *The idea that a subordinate should have only one superior to whom he or she is directly responsible*, 484, 485
- Utilitarianism, *A system in which decisions are made to provide the greatest good for the greatest number*, 187
- V**
- Values, *Basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence*, 144–145, 153f
 generational, 145–148
 global implications of, 154, 156
 importance of, 144
 international, 150–153
 table of, 152e
 terminal vs. instrumental, 144–145
- Value system, *A hierarchy based on a ranking of an individual's values in terms of their intensity*, 144
- Variable-pay program, *A pay plan that bases a portion of an employee's pay on some individual and/or organizational measure of performance*, 253–254
- Verbal comprehension, 53e
- Verbal persuasion, 217
- Vicarious modeling, 217
- Video conferencing, 348–349
- Virtual offices, 248
- Virtual organization, *A small, core organization that outsources major business functions*, 490–492
- Virtual teams, *Teams that use computer technology to tie together physically dispersed members in order to achieve a common goal*, 312, 313
- Vision, *A long-term strategy for attaining a goal or goals*, 380, 381
- Vision statement, *A formal articulation of an organization's vision or mission*, 381
- Vocational Preference Inventory, 148
- Voice, *Dissatisfaction expressed through active and constructive attempts to improve conditions*, 82–84
- Volatility, in organizational structure, 499
- W**
- Weather, as emotion, mood source, 104
- Wellness programs, *Organizationally supported programs that focus on the employee's total physical and mental condition*, 605
- Whistle-blowers, *Individuals who report unethical practices by their employer to outsiders*, 188
- Withdrawal behavior, *The set of actions employee take to separate themselves from the organization*, 27
- Women, 46
 increase of, in U.S. labor force, 18
 negotiation and, 467
- Wonderlic Cognitive Ability Test, 54–55
- Work, context of, 249–250

- Workforce diversity, *The concept that organizations are becoming more heterogeneous in terms of gender, age, race, ethnicity, sexual orientation, and inclusion of other diverse groups*, 17, 18, 40–42
- Work group, *A group that interacts primarily to share information and to make decisions to help each group member perform within his or her area of responsibility*, 309
- Work-life balance, 21–22
 conflicts in, 563–566
 cultural differences in, 76b
 stress and, 604
- Workplace deviance, 85–86, 119
- Workplace environment, 22
- Workplace incivility, 43e, 283
- Workplace spirituality, *The recognition that people have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community*, 529–532
- Work sample tests, *Hands-on simulations of part or all of the work that applicants for routine jobs must perform*, 548
- Work schedules, 46
- Works councils, 251
- Work specialization, *The degree to which tasks in an organization are subdivided into separate jobs*, 480–482, 501
- Work team, *A group whose individual efforts result in performance that is greater than the sum of the individual inputs*, 309
- World politics and change, 579, 584
- Written tests, 547
- X**
- Xers (Generation Xers), 146
- Z**
- Zimbardo's prison experiment, 279–280