

7. Communicative disease is the absence of heartfelt communication in human relationship and can lead to loneliness and social isolation.

8. Information Communication Technology (ICT) includes e-mail, voice mail, and cell phones. High-tech innovations require high-touch responses.

Key Terms

barriers to communication (p. 266)	information (p. 260)	nonverbal communication (p. 272)
communication (p. 258)	Information Communication Technology (ICT) (p. 280)	one-way communication (p. 263)
communicative disease (p. 277)	interpersonal communication (p. 258)	perceptual screen (p. 259)
communicator (p. 259)	Kinesics (p. 275)	receiver (p. 259)
data (p. 260)	language (p. 259)	reflective listening (p. 260)
defensive communication (p. 269)	message (p. 259)	richness (p. 260)
feedback (p. 259)	nondefensive communication (p. 269)	two-way communication (p. 263)
gateways to communication (p. 266)		

Review Questions

1. What different components of a person's perceptual screens may distort communication?
2. What are the three defining features of reflective listening?
3. What are the four levels of verbal response in reflective listening?
4. Compare one-way and two-way communication.
5. What are the five communication skills of effective supervisors and managers?
6. Describe dominant and subordinate defensive communication. Describe nondefensive communication.
7. What four kinds of nonverbal communication are important in interpersonal relationships?
8. What are helpful nonverbal behaviors in the communication process? Unhelpful behaviors?
9. What is communicative disease?
10. Describe at least five new communication technologies in terms of data richness.

Discussion and Communication Questions

1. Who is the best communicator you know? Why do you consider that person to be so?
2. Who is the best listener you have ever known? Describe what that person does that makes him or her so good at listening.
3. What methods have you found most helpful in overcoming barriers to communication that are physical? Status-based? Cultural? Linguistic?
4. Who makes you the most defensive when you talk with that person? What does the person do that makes you so defensive or uncomfortable?
5. With whom are you the most comfortable and nondefensive in conversation? What does the person do that makes you so comfortable or nondefensive?
6. What nonverbal behaviors do you find most helpful in others when you are attempting to talk with them? When you try to listen to them?
7. (communication question) Identify a person at work or at school who is difficult to talk to and arrange an interview in which you practice good reflective listening skills. Ask the person questions about a topic you think may interest her or him. Pay particular attention to being patient, calm, and nonreactive. After the interview, summarize what you learned.
8. (communication question) Go to the library and read about communication problems and barriers. Write a memo categorizing the problems and barriers you find in current literature (last five years). What changes do organizations or people need to make to solve these problems?
9. (communication question) Develop a role-playing activity for class that demonstrates defensive (dominant or subordinate) and nondefensive communication. Write brief role descriptions that classmates can act out.
10. (communication question) Read everything you can find in the library about a new communication technology. Write a two-page memo summarizing what you have learned and the conclusions you draw about the new technology's advantages and disadvantages.

Ethical Dilemma

Dan Neville is the manager for a team of engineers at RFC, Inc. He is responsible for coordinating his team's efforts on a daily, weekly, and monthly basis, as well as assuring that they are keeping on schedule with teams in other offices around the country. Dan regularly communicates with his own team via e-mail, attaching memos and instructions prior to their regular face-to-face meetings. Clear, consistent, and timely communication is an essential element of Dan's job.

Dan usually has no trouble with any member of the team understanding his instructions, except for Kyle Trenton. Kyle always seems to misunderstand or misinterpret Dan's messages, even during face-to-face meetings. Kyle doesn't seem to be deliberately being obstinate; he honestly derives other meanings from Dan's communications, reading into the words Dan chooses and coming up with implied ideas that Dan never intended.

Inevitably, Dan has to meet with Kyle separately to be certain that Kyle understands the tasks at hand. If left to his own devices, Kyle wouldn't come to Dan to question his interpretation of the message, because he sincerely believes he "gets it." However, Kyle is

rarely clear about Dan's meanings, and Dan must devote extra time and energy to reorient Kyle. Dan tries to be sympathetic, because Kyle is a nice person and a good worker, but Kyle requires twice as much time from Dan as everyone else and it is frustrating. Dan does worry that if Kyle would happen to misunderstand critical directions on a building project which are not corrected, someone could legitimately get hurt.

Dan has an opportunity to move Kyle onto a new position, where he would no longer have to work with Dan's current team and Dan would no longer have to communicate with Kyle. However, Dan knows that Ken Rothberg is the head of that team, and Ken is known for being a very poor communicator. Dan suspects that Ken wouldn't take any additional time to make certain that Kyle understood his instructions, and that could cause even more critical problems.

Questions:

1. Using consequential, rule-based and character theories, evaluate Dan's options.
2. What should Dan do? Why?

Experiential Exercises

8.1 Communicate, Listen, Understand

The following exercise gives you an opportunity to work within a three-person group to do a communication skill-building exercise. You can learn to apply some of the reflective listening and two-way communication materials from the early sections of the chapter, as well as some of the lessons managing difficult communication in a nondefensive manner.

Step 1. The class is formed into three-person groups and each group designates its members "A," "B," and "C." There will be three 5- to 7-minute conversations among the group members: first, between A and B; second, between B and C; third, between C and A. During each conversation, the nonparticipating group member is to observe and make notes about two communicating group members.

Step 2. Your instructor will give you a list of controversial topics and ask A to pick a topic. A is then asked to discuss his or her position on this topic, with the rationale for the position, with B. B is to practice reflective listening and engage in listening checks periodically by paraphrasing what he or she understands to be A's position. C should observe whether B is practicing

good listening skills or becoming defensive. C should also observe whether A is becoming dominantly defensive in the communication. This should be a two-way communication.

Step 3. Repeat Step 2 with B as communicator, C as listener, and A as observer.

Step 4. Repeat Step 2 with C as communicator, A as listener, and B as observer.

Step 5. After your instructor has had all groups complete Steps 1 through 4, your three-person group should answer the following questions.

- a. Did either the listener or the communicator become visibly (or internally) angry or upset during the discussion?
- b. What were the biggest challenges for the listeners and the communicator in the controversial communication?
- c. What are the most important skill improvements (e.g., better eye contact or more patience) the listener and communicator could have made to improve the quality of understanding achieved through the communication process?

an executive admiring the terra cotta army of Xi'an received a flash message that negotiations on a key agreement in India had hit a roadblock. Within two hours, the executive had coordinated his team in India with key partners in Canada and obtained all required approvals. One has to marvel at how far technology moved in such a short time to facilitate such successful teamwork.

When the Balsille-Lazaridis team set forth in January 1999, the two had vision but could not fully conceive of how far they might go in a ten-year period.¹⁰² The ensuing decade proved to be transformative for each of the partners, for RIM as a company, and for the broader world of work. Balsille says that the BlackBerry has changed the latency of collaboration. The world and work are much more fluid as a result of BlackBerry, making possible that which was impossible a decade ago. The combination of imagination and teamwork truly know no limits. Balsille and Lazaridis have changed the world with the BlackBerry, quite literally, along a wide range of dimensions. A 2007 survey estimated that an average corporate BlackBerry user converted sixty-three minutes of downtime into productive time while the BlackBerry returned \$58,380 to the company for each employee making \$100,000 per year.

Chapter Summary

1. Groups are often composed of diverse people at work. Teams in organizations are key to enhancing quality and achieving success.
2. Important aspects of group behavior include norms of behavior, group cohesion, social loafing, and loss of individuality.
3. Once a group forms, it generally goes through five stages of development. If successful, the group can function independently, with little interference from its leader.
4. Quality circles, originally popularized in Japan, and quality teams contribute to solving technological and quality problems in the organization.
5. Teams provide social benefits for team members, as well as enhancing organizational performance.
6. Functional and value dissimilarity may have positive or negative effects on teams. Managing dissimilarity in teams and being open to diversity are highly important for promoting creativity.
7. Teamwork requires specific organizational design elements and individual psychological characteristics and skills.
8. Upper echelons and top management teams are key to the strategy and performance of an organization. Diversity and a devil's advocate in the top team enhance performance.
9. Managing in the new team environment places new demands on managers, teams, and individuals. Managers must create a supportive and flexible environment and nurture the team's development.

Key Terms

group (p. 294)
group cohesion (p. 295)
integrated involvement (p. 308)
loss of individuality (p. 296)
maintenance function (p. 304)
norms of behavior (p. 295)

psychological intimacy (p. 308)
quality circle (QC) (p. 307)
quality team (p. 307)
self-managed team (p. 311)
social loafing (p. 296)
status structure (p. 302)

task function (p. 304)
team diversity (p. 311)
teamwork (p. 305)
upper echelon (p. 313)
work team (p. 294)

Review Questions

1. What is a group? A work team?
2. Explain four aspects of group behavior. How can each aspect help or hinder the group's functioning?
3. Describe what happens in each stage of a group's development according to Tuckman's Five-Stage Model. What are the leadership requirements in each stage?
4. Describe the four characteristics of mature groups.
5. Why are work teams important to organizations today? How and why are work teams formed?
6. Describe at least five task and five maintenance functions that effective work teams must perform.
7. Discuss diversity and creativity in teams.
8. Describe the necessary skills for empowerment and teamwork.
9. What are the benefits and potential drawbacks of self-managed teams?
10. What is the role of the manager in the new team environment? What is the role of the team leader?

Discussion and Communication Questions

1. Which was the most effective group (or team) of which you have been a member? What made that group (or team) so effective?
2. Have you ever felt peer pressure to act more in accordance with the behavioral norms of a group? Have you ever engaged in a little social loafing? Have you ever lost your head and been caught up in a group's destructive actions?
3. Name a company that successfully uses teamwork and empowerment. What has that company done that makes it so successful in this regard? Has its team approach made a difference in its performance? How?
4. Name a person you think is a particularly good team member. What makes him or her so? Name someone who is a problem as a team member. What makes this person a problem?
5. Think about your current work environment. Does it use quality circles or self-managed teams? What are the barriers to teamwork and empowerment in that environment? What elements of the environment enhance or encourage teamwork and empowerment? (If you do not work, discuss this question with a friend who does.)
6. (*communication question*) Prepare a memo describing your observations about work teams and groups in your workplace or university. Where have you observed teams or groups to be most effective? Why? What changes might be made at work or in the university to make teams more effective?
7. (*communication question*) Develop an oral presentation about what the most important norms of behavior should be in an academic community and workplace. Be specific. Discuss how these norms should be established and reinforced.
8. (*communication question*) Interview an employee or manager about what he or she believes contributes to cohesiveness in work groups and teams. Ask the person what the conclusions are based on. Be prepared to discuss what you have learned in class.
9. Do you admire the upper echelons in your organization or university? Why or why not? Do they communicate effectively with groups and individuals throughout the organization?

Ethical Dilemma

Hank Krendle, account manager for Craven Marketing, believes that Jason Krueger is a great candidate for promotion—Jason has consistently met the expectations set for his position, has initiated cost-saving procedures, and is a consummate team player. Jason has met with Hank regularly to make certain that he's on target for advancement, and Hank has encouraged Jason that his productivity and ability to lead make him an excellent candidate. The team with which Jason currently works collaborates very well, and Hank believes that Jason has the skills to become a competent manager and to go grow and develop within the company.

Just as Hank is set to make his recommendations to his boss to consider Jason for a newly opened account manager position, he becomes aware that Jason's team is next scheduled to work on the Maxim Factory account, which is one of Craven's largest clients. Hank worked hard to earn that account for his section, and Jason and his team are the best people at Craven to get the work done efficiently. Hank knows that the people in his department are all capable, but Jason is really the stand-out, and certainly the only person who can manage this complex and high-profile project to the satisfaction of the management team at Maxim Factory.

Diversity Dialogue

Functional Diversity Comes Through in a Pinch

Jim Amoss is the editor of the *Times-Picayune* in New Orleans. Ordinarily, the newspaper's staffers would look to him or the senior editors to make the decisions. As the publication's leader, Amoss would be the most likely person to know what to do in case of an emergency. But on the morning of August 30, 2005, he did not know what to do. That was no ordinary day. It was the day that Hurricane Katrina struck New Orleans.

Like most organizations in the area, the staff at the *Times* had prepared for natural disasters. Extra generators were in place, and the staff had practiced emergency drills many times. In fact, the *Times* had even written articles detailing what to expect during a major hurricane. Unfortunately, all that planning literally went out the window during Hurricane Katrina. Water had flooded the generators and phones weren't working so no one could communicate. But this was the biggest story of their lives, and it had to be covered.

The staffers responded quickly without waiting for Amoss to hand out assignments. A functionally diverse team of about a dozen journalists, which included an editorial page editor, an art critic, and a religion writer, made the decision to return to the city's downtown area to gather supplies. They then went door to door searching for phone lines. The members of the team had never worked together before, but each of them went outside their comfort zones to make a decision that Amoss referred to as "an extraordinary moment of spontaneous leadership."

1. Discuss the effect of the team's functional heterogeneity on their decision to cover the Hurricane Katrina story.
2. What was Amoss' role in the team's ultimate decision?

SOURCE: J. Alexander, "Out of Disaster, Power in Numbers," *U.S. News & World Report* 141(16) (October 30, 2006): 75-77.

LOOKING BACK: FACEBOOK

User Commitment and Satisfaction at Facebook

Courtesy of Facebook

facebook

Instead of ignoring Facebook protestors and other less vocal customers, Facebook has decided to formally include them in the decision-making process. Facebook founder and CEO

Zuckerman wants users to meaningfully participate in Facebook's future. As a result, Facebook will hold virtual town hall meetings for thirty days following any change to their principles and statement of rights and responsibilities. Users will be able to comment on these changes, Facebook will review and consider these submissions and then republish the statements. Facebook will also consolidate the comments and post the most common ones. Once these principles and statements are republished, all users will be able to vote on their adoption.^{150,151}

This sort of customer participative decision making is unprecedented and it's not going to be easy as more than 100 million users log onto Facebook daily.

What does Facebook hope to gain from this type of participative decision making? Facebook hopes to reap the same benefits from customer participative management that research has found for employee participative management: namely user commitment and satisfaction through engagement and trust in the company.

Chapter Summary

1. Bounded rationality assumes that there are limits to how rational managers can be.
2. The garbage can model shows that under high uncertainty, decision making in organizations can be an unsystematic process.
3. Jung's cognitive styles can be used to help explain individual differences in gathering information and evaluating alternatives.
4. Intuition and creativity are positive influences on decision making and should be encouraged in organizations.
5. Empowerment and teamwork require specific organizational design elements and individual characteristics and skills.
6. Techniques such as brainstorming, nominal group technique, Delphi technique, devil's advocacy, dialectical inquiry, quality circles and teams, and self-managed teams can help managers reap the benefits of group methods while limiting the possibilities of groupthink and group polarization.
7. Technology is providing assistance to managerial decision making, especially through expert systems and group decision support systems. More research is needed to determine the effects of these technologies.
8. Managers should carefully weigh the ethical issues surrounding decisions and encourage ethical decision making throughout the organization.

Key Terms

bounded rationality (p. 328)
brainstorming (p. 347)
cognitive style (p. 331)
creativity (p. 337)
Delphi technique (p. 348)
devil's advocacy (p. 348)
dialectical inquiry (p. 348)
effective decision (p. 326)

escalation of commitment (p. 330)
garbage can model (p. 329)
group polarization (p. 346)
groupthink (p. 344)
heuristics (p. 328)
intuition (p. 334)
nominal group technique (NGT) (p. 348)

nonprogrammed decision (p. 326)
participative decision making (p. 341)
programmed decision (p. 326)
rationality (p. 327)
risk aversion (p. 330)
satisfice (p. 328)
social decision schemes (p. 343)
synergy (p. 343)

Review Questions

1. Compare the garbage can model with the bounded rationality model. Compare the usefulness of these models in today's organizations.
2. List and describe Jung's four cognitive styles. How does the Z problem-solving model capitalize on the strengths of the four preferences?
3. What are the individual and organizational influences on creativity?
4. What are the individual and organizational foundations of empowerment and teamwork?
5. Describe the advantages and disadvantages of group decision making.
6. Describe the symptoms of groupthink, and identify actions that can be taken to prevent it.
7. What techniques can be used to improve group decisions?

Discussion and Communication Questions

1. Why is identification of the real problem the first and most important step in the decision-making process? How does attribution theory explain mistakes that can be made as managers and employees work together to explain why the problem occurred?

- How can organizations effectively manage both risk taking and escalation of commitment in the decision-making behavior of employees?
- How will you most likely make decisions based on your cognitive style? What might you overlook using your preferred approach?
- How can organizations encourage creative decision making?
- What are some organizations that use expert systems? Group decision support systems? How will these two technologies affect managerial decision making?
- How do the potential risks associated with participating in quality circles differ from those associated with participating in quality teams? If you were a member of a quality circle, how would management's decisions to reject your recommendations affect your motivation to participate?

Ethical Dilemma

Aaron Chomsky, Jr. has been CEO of Varnett Publishing for twenty-five years; his father, Aaron Sr., founded the company in 1921. In the last thirty years, Varnett has acquired many smaller publishing companies in an effort to dominate the whole of the Northeast publishing industry. The small family company has grown into a publishing house that produces daily, weekly, and monthly news publications, as well as magazines and other print media for communities in New York, Connecticut, New Hampshire, and Vermont. Aaron Jr. took over as CEO during the high point in the life cycle of the news paper industry; that industry has, however, been in decline since 1998.

Aaron has just received word from the CFO that most of Varnett's acquisitions are failing individually, and that because of the decline in the market, Varnett will not be able to easily unload them. Consequently, Varnett is facing bankruptcy.

Varnett has many employees who have been with the company for more than thirty years, and many employees have family members also employed by Varnett. Aaron's father always promoted a sense of family within the company, even as Varnett grew well beyond a small town-single newspaper organization.

Experiential Exercises

10.1 Making a Layoff Decision

Purpose

In this exercise, you will examine how to weigh a set of facts and make a difficult personnel decision

- (communication question) Form a team of four persons. Find two examples of recent decisions made in organizations: one that you consider a good decision, and one that you consider a bad decision. Two members should work on the good decision, and two on the bad decision. Each pair should write a brief description of the decision. Then write a summary of what went right, what went wrong, and what could be done to improve the decision process. Compare and contrast your two examples in a presentation to the class.
- (communication question) Reflect on your own experiences in groups with groupthink. Describe the situation in which you encountered groupthink, the symptoms that were present, and the outcome. What remedies for groupthink would you prescribe? Summarize your answers in a memo to your instructor.

Aaron values his employees greatly, but if he alerts them to the severity of the situation, he knows that they will be compelled to search for employment elsewhere. If too many employees leave, however, Aaron knows that Varnett will not be able to produce the newspapers that are still operating. If Varnett stops producing newspapers, the company will absolutely fail, devastating shareholders. If Varnett absolutely fails, his employees will absolutely be out of work, and he will be able to offer them nothing.

Aaron feels great loyalty to his employees, but he also feels great loyalty to run Varnett in the most profitable way for his shareholders for as long as possible. He feels that he cannot protect one without sacrificing the other.

Time is passing quickly—if he doesn't commit to an action one way or the other, both will suffer equally. He must make a decision soon.

Questions:

- Using consequential, rule-based and character theories, evaluate Arron's options.
- What should Arron do? Why?

about laying off valued employees during a time of financial hardship. You will also examine your own values and criteria used in the decision-making process.

The Problem

Walker Space Institute (WSI) is a medium-sized firm located in Connecticut. The firm essentially has been a subcontractor on many large space contracts that have been acquired by firms like Alliant Techsystems and others.

With the cutback in many NASA programs, Walker has an excess of employees. Stuart Tartaro, the head of one of the sections, has been told by his superior that he must reduce his section of engineers from nine to six. He is looking at the following summaries of their vitae and pondering how he will make this decision.

- Roger Allison**, age twenty-six, married, two children. Allison has been with WSI for a year and a half. He is a very good engineer, with a degree from Rensselaer Polytech. He has held two prior jobs and lost both of them because of cutbacks in the space program. He moved to Connecticut from California to take this job. Allison is well liked by his coworkers.
- Dave Jones**, age twenty-four, single. Jones is an African American, and the company looked hard to get him because of affirmative action pressure. He is not very popular with his coworkers. Because he has been employed less than a year, not much is known about his work. On his one evaluation (which was average), Jones accused his supervisor of bias against African Americans. He is a graduate of the Detroit Institute of Technology.
- William Foster**, age fifty-three, married, three children. Foster is a graduate of "the school of hard knocks." After serving in the Vietnam War, he started to go to school but dropped out because of high family expenses. Foster has worked at the company for twenty years. His ratings were excellent for fifteen years. The last five years they have been average. Foster feels his supervisor grades him down because he does not "have sheepskins covering his office walls."
- Donald Boyer**, age thirty-two, married, no children. Boyer is well liked by his coworkers. He has been at WSI five years, and he has a B.S. and M.S. in engineering from Purdue University. Boyer's ratings have been mixed. Some supervisors rated him high and some average. Boyer's wife is an M.D.
- Ann Shuster**, age twenty-nine, single. Shuster is a real worker, but a loner. She has a B.S. in engineering from the University of California. She is working on her M.S. at night, always trying to improve her technical skills. Her performance ratings have been above average for the three years she has been at WSI.
- Sherman Soltis**, age thirty-seven, divorced, two children. He has a B.S. in engineering from Ohio

State University. Soltis is very active in community affairs: Scouts, Little League, and United Way. He is a friend of the vice president through church work. His ratings have been average, although some recent ones indicate that he is out of date. He is well liked and has been employed at WSI for fourteen years.

- Warren Fortuna**, age forty-four, married, five children. He has a B.S. in engineering from Georgia Tech. Fortuna headed this section at one time. He worked so hard that he had a heart attack. Under doctor's orders, he resigned from the supervisory position. Since then he has done good work, though because of his health, he is a bit slower than the others. Now and then he must spend extra time on a project because he did get out of date during the eight years he headed the section. His performance evaluations for the last two years have been above average. He has been employed at WSI for fourteen years.
- Robert Treharne**, age forty-seven, single. He began an engineering degree at MIT but had to drop out for financial reasons. He tries hard to stay current by regular reading of engineering journals and taking all the short courses the company and nearby colleges offer. His performance evaluations have varied, but they tend to be average to slightly above average. He is a loner, and Tartaro thinks this has negatively affected Treharne's performance evaluations. He has been employed at WSI for sixteen years.
- Sandra Rosen**, age twenty-two, single. She has a B.S. in engineering technology from the Rochester Institute of Technology. Rosen has been employed less than a year. She is enthusiastic, a very good worker, and well liked by her coworkers. She is well regarded by Tartaro.

Tartaro does not quite know what to do. He sees the good points of each of his section members. Most have been good employees. They all can pretty much do one another's work. No one has special training.

He is fearful that the section will hear about the downsizing and morale will drop. Work would fall off. He does not even want to talk to his wife about it, in case she would let something slip. Tartaro has come to you, Edmund Graves, personnel manager at WSI, for some guidelines on this decision—legal, moral, and best personnel practice.

Assignment

You are Edmund Graves. Write a report with your recommendations for termination and a careful analysis of the criteria for the decision. You should also carefully explain to Tartaro how you would go about the terminations and what you would consider reasonable

Chapter Summary

1. Power is the ability to influence others. Influence is the process of affecting the thoughts, behavior, and feelings of others. Authority is the right to influence others.
2. French and Raven's five forms of interpersonal power are reward, coercive, legitimate, referent, and expert power. Information power is another form of interpersonal power.
3. The key to using all of these types of power well is to use them ethically.
4. McClelland believes personal power is negative and social power is positive.
5. Intergroup power sources include control of critical resources and strategic contingencies.
6. According to Etzioni's power analysis, the characteristics of the organization are an important factor in deciding the type of power to use.
7. Recognizing symbols of both power and powerlessness is a key diagnostic skill for managers.
8. Organizational politics is an inevitable feature of work life. Political behavior consists of actions not officially sanctioned that are taken to influence others in order to meet personal goals. Managers should take a proactive role in managing politics. Political skill is the ability to get things done through favorable interpersonal relationships outside of formally prescribed organizational mechanisms.
9. The employee-boss relationship is an important political relationship. Employees can use their skills to develop more effective working relationships with their bosses.
10. Empowerment is a positive strategy for sharing power throughout the organization.

Key Terms

authority (p. 364)
coercive power (p. 365)
empowerment (p. 382)
expert power (p. 365)
influence (p. 364)
information power (p. 366)

legitimate power (p. 365)
organizational politics (p. 373)
personal power (p. 368)
political behavior (p. 374)
political skill (p. 377)
power (p. 364)

powerlessness (p. 373)
referent power (p. 365)
reward power (p. 365)
social power (p. 369)
strategic contingencies (p. 370)
zone of indifference (p. 364)

Review Questions

1. What are the five types of power according to French and Raven? What are the effects of these types of power? What is information power?
2. What are the intergroup sources of power?
3. Distinguish between personal and social power. What are the four power-oriented characteristics of the best managers?
4. According to Rosabeth Moss Kanter, what are the symbols of power? The symptoms of powerlessness?
5. How do organizations encourage political activity?
6. Which influence tactics are most effective?
7. What are some of the characteristics of an effective relationship between you and your boss?
8. What are some ways to empower people at work?

Discussion and Communication Questions

1. Who is the most powerful person you know personally? What is it that makes the person so powerful?
2. Why is it hard to determine if power has been used ethically?
3. What kinds of membership (alienative, calculative, moral) do you currently have? Is the power used in these relationships congruent?
4. As a student, do you experience yourself as powerful, powerless, or both? On what symbols or symptoms are you basing your perception?
5. How does attribution theory explain the reactions supervisors can have to influence tactics? How can managers prevent the negative consequences of political behavior?

6. Are people in your work environment empowered? How could they become more empowered?
7. Chapter 2 discussed power distance as a dimension of cultural differences. How would empowerment efforts be different in a country with high-power distance?

8. (*communication question*) Think of a person you admire. Write a newspaper feature analyzing the person's use of power in terms of the ideas presented in the chapter.

Ethical Dilemma

Jesse Stockton is an employee at Norbury Manufacturing, and he approaches his boss, George Underhill, with a dilemma. Two of Norbury's main clients, Lowry Ltd. and Principal Contractors, have orders for motor components. Jesse explains to George that, due to an unexpected emergency order, there are only enough components to fulfill one of the two orders. Jesse informs George that Norbury will be able to fulfill the second order within two weeks, but that they will miss the deadline of one of the companies. Shipping incomplete orders to either client is not acceptable, so they must choose which company's order to fill. Jesse assures George that he will rush out the second order as quickly as possible. Jesse asks George what to do.

George knows that Lowry Ltd. has been a longtime client of Norbury, consistently ordering all of their parts from the company and never having been late in payments. Lowry, a company of about 150 people, completely depends on Norbury's strong track record of order fulfillment to maintain their day-to-day business. Lowry is also one of Norbury's largest clients with monthly invoice nearly double that of most of Norbury's other regular clients.

George has even greater insight into Principal Contractors' situation: George's sister-in-law is the head buyer. He knows that if Valerie's first attempt to order through Norbury falls through, it will be a disaster for her, since she is new and attempting to instigate change. He doesn't want his brother and his brother's wife to suffer if Valerie loses her new job because George's company couldn't meet its obligations.

George looks Jesse in the eye and tells him to fill Principal Contractors' order and to fill Lowry's order as soon as possible. Jesse leaves George's office very confused. He was certain that George would have told him to fill the Lowry order given the long and very successful relationship the two companies have always had. This is not the first time that George has made a decision that Jesse questions. But, it is the first time that the decision could have such negative outcomes. Jesse considers going over George's head to confirm the decision but if George's boss agreed, Jesse's job could be at stake.

Questions

1. Using consequential, rule-based and character theories, evaluate Jesse's options.
2. What should Jesse do? Why?

Experiential Exercises

11.1 Social Power Role Plays

1. Divide the class into five groups of equal size, each of which is assigned one of the French and Raven types of power.
2. Read the following paragraph and prepare an influence plan using the type of power that has been assigned to your group. When you have finished your planning, select one member to play the role of instructor. Then choose from your own or another group a "student" who is to be the recipient of the "instructor's" efforts.

You are an instructor in a college class and have become aware that a potentially good student has been repeatedly absent from class and sometimes is unprepared when he is there. He seems to be satisfied with

the grade he is getting, but you would like to see him attend regularly, be better prepared, and thus do better in the class. You even feel that the student might get really turned on to pursuing a career in this field, which is an exciting one for you. You are respected and liked by your students, and it irritates you that this person treats your dedicated teaching with such a cavalier attitude. You want to influence the student to start attending regularly.

3. Role-playing.
 - a. Each group role-plays its influence plan.
 - b. During the role-playing, members in other groups should think of themselves as the student being influenced. Fill out the following "Reaction to Influence Questionnaire" for each role-playing episode, including your own.

Chapter Summary

1. Leadership is the process of guiding and directing the behavior of followers in organizations. Followership is the process of being guided and directed by a leader. Leaders and followers are companions in these processes.
2. A leader creates meaningful change in organizations, whereas a manager controls complexity. Charismatic leaders have a profound impact on their followers.
3. Autocratic leaders create high pressure for followers, whereas democratic leaders create healthier environments for followers.
4. The five styles in the Leadership Grid are manager, authority-compliance manager, country club manager, team manager, and impoverished manager.
5. According to Fiedler's contingency theory, task-oriented leaders are most effective in highly favorable or highly unfavorable leadership situations, and relationship-oriented leaders are most effective in moderately favorable leadership situations.
6. The path-goal theory, Vroom-Yetton-Jago theory, and Situational Leadership model say that a leader should adjust his or her behavior to the situation and should appreciate diversity among followers.
7. There are many developments in leadership. Emerging issues include emotional intelligence, trust, women leaders, and servant leadership.
8. Effective, dynamic followers are competent and active in their work, assertive, independent thinkers, sensitive to their bosses' needs and demands, and responsible self-managers. Caring leadership and dynamic followership go together.

Key Terms

authentic leadership (p. 416)
 authority-compliance manager (9,1) (p. 406)
 autocratic style (p. 403)
 charismatic leadership (p. 415)
 consideration (p. 403)
 country club manager (1,9) (p. 406)
 democratic style (p. 403)
 dynamic follower (p. 420)
 followership (p. 400)
 formal leadership (p. 400)
 impoverished manager (1,1) (p. 406)
 informal leadership (p. 400)
 initiating structure (p. 403)
 laissez-faire style (p. 403)

leader (p. 401)
 leader-member relations (p. 407)
 leadership (p. 400)
 Leadership Grid (p. 403)
 least preferred coworker (LPC) (p. 407)
 manager (p. 401)
 opportunistic "what's in it for me" manager (Opp) (p. 406)
 organization man manager (5,5) (p. 406)
 paternalistic "father knows best" manager (9, 9) (p. 406)
 position power (p. 407)
 task structure (p. 407)
 team manager (9,9) (p. 406)

Review Questions

1. Define *leadership* and *followership*. Distinguish between formal leadership and informal leadership.
2. Discuss transformational, charismatic, and authentic leadership. Would you expect these styles of leadership to exist in all cultures? Differ across cultures?
3. Describe the differences between autocratic and democratic work environments. How do they differ from a laissez-faire workplace?
4. Define *initiating structure* and *consideration* as leader behaviors.
5. Describe the middle-of-the-road manager, authority-compliance manager, country club manager, team manager, and impoverished manager.
6. How does the LPC scale measure leadership style? What are the three dimensions of the leader's situation?

7. Describe the alternative decision strategies used by a leader in the Vroom-Yetton-Jago normative decision theory.
8. Compare House's path-goal theory of leadership with the Situational Leadership model.

Discussion and Communication Questions

1. Do you (or would you want to) work in an autocratic, democratic, or laissez-faire work environment? What might be the advantages and disadvantages of each?
2. Is your supervisor or professor someone who is high in concern for production and people? What is his or her Leadership Grid style?
3. What decision strategies does your supervisor use to make decisions? Are they consistent or inconsistent with the Vroom-Yetton-Jago model?
4. Discuss the similarities and differences between effective leadership and dynamic followership. Are you dynamic?
5. Describe the relationship you have with your supervisor or professor. What are the best and worst parts of the relationship? What could you do to make the relationship better?
6. (*communication question*) Who is the leader you admire the most? Write a description of this person's characteristics and attributes that you admire. Note any aspects of this leader's behavior that you find less than wholly admirable.
7. (*communication question*) Refresh yourself on the distinction between leaders (also called transformational leaders) and managers (also called transactional leaders) in the text. Then read about four contemporary business leaders. Prepare a brief summary of each and classify them as leaders or managers.
8. (*communication question*) Interview a supervisor or manager about the best follower the supervisor or manager has worked with. Ask questions about the characteristics and behaviors that made this person such a good follower. Note in particular how this follower responds to change. Be prepared to present your interview results in class.

Ethical Dilemma

Brent Jones is a manager at Anderson Advertising, leading a team of four people. Brent's team has just wrapped up their last project for one of the firm's main clients, and Brent is trying to decide what project to tackle next. Brent and his team have been doing well this year, and they are all hoping for a good year-end review, possibly including a raise for everyone.

Two projects have made their way to Brent's desk, each from major clients.

The first project requires the inclusion of a multi-media component, utilizing a significant amount of technologic savvy. It would be an opportunity for Brent's team to demonstrate their mastery of cutting-edge systems and formats for clients wishing to appeal to the Internet generation.

The second project is more straight-forward, but will require a clever, creative approach, at which Brent excels. Brent is a talented copywriter, more so than any other member of his team. Brent knows that if he chooses the first project, his team as a whole will have a chance to impress the client and upper management. If

he chooses the second assignment, he will have a chance to demonstrate his personal abilities on a high-profile project. Brent has been at Anderson for many years, and he feels that it is his time to move up the executive ladder. Both projects are on immediate deadlines, so Brent must make a choice and pass the other project on to another team.

Brent knows that if he chooses the creative project, he'll have a better shot at advancement, but at the expense of the good of his team. Brent doesn't want to be that kind of manager—he needs his team to trust him, and he wants them to believe that he has the team's interest at heart when making critical decisions. He knows that the team could do a great job on the first project, and everyone could share in the success.

Questions:

1. Using consequential, rule-based and character theories, evaluate Brent's options.
2. What should Brent do? Why?

Diversity Dialogue

“Swimming” in Conflict

What do African-American and Hispanic summer camp children have in common with children from Huntingdon Valley, Pennsylvania, on a warm summer day? They all want to swim! Rather than swim, however, the sixty-five predominately black and Hispanic campers from Creative Steps day camp found themselves in the center of a huge controversy amid allegations of racism and discrimination.

Creative Steps, a Northeast Philadelphia day camp, paid The Valley Club, a predominately white suburban private club, a \$1,950 membership fee in order for its campers to swim in the club pool each Monday afternoon. Surprisingly after the camp’s first visit, the club refunded the camp’s membership fee without explanation. Several of Creative Step’s campers reported that they heard several club members making racial remarks and at least one person complain that the children did not belong there. According to the camp’s attorney, “The kids were humiliated.”

John Duesler, The Valley Club’s president, insisted that it wasn’t race that precipitated the refund of the camp’s swim fee, rather it was safety. When The Valley Club initially contracted with the camp, it had not considered that the club might be short on lifeguards and

wouldn’t be able to handle additional swimmers—an important issue given that many of the campers could not swim. Duesler added that “... the club’s board had not properly thought through the demands of accommodating them [the campers].”

The controversy surrounding this conflict gathered steam as the NAACP filed a formal complaint with the Pennsylvania Human Relations Commission, the U.S. Justice Department began investigations into the club’s conduct, and the public began to weigh in. Creative Steps declined The Valley Club’s reinvitation to the club. Last reported, the camp was in negotiations with a local college for their children to swim there.

1. Would you describe the conflict between Creative Steps and The Valley Club as functional or dysfunctional? Explain.
2. Despite the obvious demographic differences, what additional diversity issues are relevant here?

SOURCES: I. Urbina, “Club in Philadelphia Suburb Faces Accusations of Racism,” *New York Times* (July 11, 2009); S. Netter, “Specter Wants Probe Into Club’s Rejection of Black Swimmers,” *ABCNews.com* (July 9, 2009), <http://abcnews.go.com>.

LOOKING BACK: IKEA

Focusing on the Cause of the Conflict

When faced with a child exploitation allegation, IKEA was quick to respond by sending top executives to India to investigate. They considered an option to join a foundation made up of similar organizations that buy rugs and carpets from this region. This foundation stamps each carpet to guarantee no child labor was used and supervises the use of the label. IKEA executives, however, were very concerned about what would happen to the children if this approach was taken and decided to address what they determined to be the root cause of the problem: a lack of viable alternatives for the children and adults in this region.

They developed an ongoing initiative aimed at helping India’s “carpet belt” where 85 percent of rugs exported from India are made. They worked with UNICEF and the World Health Organization to provide learning centers to ease children back into school. In fact, IKEA has made corporate

commitments totaling more than \$180 million from 2000 to 2015.⁹³ They helped develop women’s groups that encourage women to put aside small sums of money so that they can get loans from banks at reasonable interest rates. IKEA acknowledges that this will not solve the problem entirely and they still do not guarantee that their rugs and carpets are made entirely without child labor, but many organizations like Save the Children and UNICEF agree that it’s a big step in the right direction.

Chapter Summary

1. Conflict management skills are keys to management success. The manager’s task is to stimulate functional conflict and prevent or resolve dysfunctional conflict.
2. Structural causes of conflict include specialization, interdependence, common resources, goal differences, authority relationships, status inconsistencies, and jurisdictional ambiguities.
3. Personal factors that lead to conflict include differences in skills and abilities, personalities, perceptions, or values and ethics; emotions; communication barriers; and cultural differences. The increasing diversity of the workforce and globalization of business have potential to increase conflict arising from these differences.
4. The levels of conflict include interorganizational, intergroup, interpersonal, and intrapersonal.
5. Individuals engaged in interpersonal conflict often display aggressive, compromise, or withdrawal defense mechanisms.
6. Ineffective techniques for managing conflict include nonaction, secrecy, administrative orbiting, due process nonaction, and character assassination.
7. Effective techniques for managing conflict include appealing to superordinate goals, expanding resources, changing personnel, changing structure, and confronting and negotiating.
8. In negotiating, managers can use a variety of conflict management styles, including avoiding, accommodating, competing, compromising, and collaborating.
9. Managers should strive to create a conflict-positive organization—one that values diversity, empowers employees, and seeks win-win solutions to conflicts.

Key Terms

administrative orbiting (p. 458)	fixation (p. 455)	intrapersonal conflict (p. 449)
character assassination (p. 458)	flight/withdrawal (p. 456)	intrarole conflict (p. 449)
compensation (p. 455)	functional conflict (p. 443)	jurisdictional ambiguity (p. 446)
conflict (p. 442)	identification (p. 455)	negativism (p. 455)
conversion (p. 456)	integrative negotiation (p. 460)	nonaction (p. 458)
displacement (p. 455)	intergroup conflict (p. 448)	person–role conflict (p. 451)
distributive bargaining (p. 460)	interorganizational conflict (p. 448)	rationalization (p. 456)
due process nonaction (p. 458)	interpersonal conflict (p. 449)	secrecy (p. 458)
dysfunctional conflict (p. 443)	interrole conflict (p. 449)	superordinate goal (p. 458)
fantasy (p. 456)	intragroup conflict (p. 449)	

Review Questions

1. Discuss the differences between functional and dysfunctional conflict. Why should a manager understand conflict?
2. Identify the structural and personal factors that contribute to conflict.
3. Discuss the four major forms of conflict in organizations.



4. What defense mechanisms do people use in interpersonal conflict?
5. What are the most effective techniques for managing conflict at work? What are some ineffective techniques?

6. Identify and discuss five styles of conflict management.

Discussion and Communication Questions

1. What causes you the most conflict at work or school?
2. Identify the different intragroup, interrole, intrarole, and person-role conflicts that you experience.
3. Which defense mechanism do you see people exhibiting most frequently? Why do you think this is the case? How can you manage this type of reaction to a conflict?
4. Are you comfortable with your preferred conflict management style? Would you consider modifying it?
5. (*communication question*) Think of a person with whom you have had a recent conflict. Write a letter to this person, attempting to resolve the conflict. Use the concepts from the chapter to accomplish your objective. Be sure to address whether the conflict is functional or dysfunctional, what styles each party has used, effective strategies for resolving the conflict, and ineffective strategies that should be avoided.

Ethical Dilemma

Maria Vasquez has called a department meeting to address a critical issue affecting Universal Product Shipping as a whole. Maria's department seems unable to meet their deadline, and as a result, orders and fulfillment are constantly getting backlogged. Maria's supervisor has instructed her to divine the source of the problem through team brainstorming and exercises.

Maria asks everyone to share their role in the process so that the department can start determining where the bottlenecks are occurring. Jim, a long-time member of the team, explains that he thinks that when he passes his work onto Vincent, the files don't move forward in a timely manner. Vincent pushes back against this assessment, saying that he has to go through Jim's work a second time before he can add his component and pass it forward to Cassie.

Jim begins to get defensive, accusing Vincent of making a claim that Jim's age is negatively affecting his performance. Shelly, who works closely with Jim, mentions that she thinks there's a significant portion of information that is omitted when the files get to their step in the process, and thinks that the department needs to see why those data are absent.

Experiential Exercises

13.1 Conflicts over Unethical Behavior

Many conflicts in work organizations arise over differences in beliefs concerning what constitutes ethical versus unethical behavior. The following questionnaire

Unfortunately, just as people start brainstorming about where that missing information is, Jim and Vincent begin to raise their voices. Maria tries to keep everyone on topic, but she realizes that Jim and Vincent seem to be at the heart of the problem. Jim's missing information is stymieing the process, and Vincent's tardiness with moving the files forward is further compounding the problem. Maria knows that they can't resolve the problem without keeping these two people staying engaged in the process.

However, Jim and Vincent's interaction is becoming louder and more personal. Maria has been trained to intervene when interpersonal conflict becomes problematic, and she thinks that Jim and Vincent have crossed the line. On the other hand, she has a mandate to solve this crisis immediately, and believes that she needs Jim and Vincent to stay in the brainstorming session in order to accomplish this.

Questions:

1. Using consequential, rule-based and character theories, evaluate Maria's options.
2. What should Maria do? Why?

provides a list of behaviors that you or your coworkers might engage in when working for a company. Go over each item, and circle the number that best indicates the frequency with which you personally would (or do,

if you work now) engage in that behavior. Then put an X over the number you think represents how often your coworkers would (or do) engage in that behavior.

Finally, put a check mark beside the item (in the "Needs Control" column) if you believe that management should control that behavior.

	At Every Opportunity	About Half Often	Needs the Time	Seldom	Never	Control
1. Passing blame for errors to an innocent coworker.	5	4	3	2	1	___
2. Divulging confidential information.	5	4	3	2	1	___
3. Falsifying time/quality/quantity reports.	5	4	3	2	1	___
4. Claiming credit for someone else's work.	5	4	3	2	1	___
5. Padding an expense account by over 10 percent.	5	4	3	2	1	___
6. Pilfering company materials and supplies.	5	4	3	2	1	___
7. Accepting gifts/favors in exchange for preferential treatment.	5	4	3	2	1	___
8. Giving gifts/favors in exchange for preferential treatment.	5	4	3	2	1	___
9. Padding an expense account by up to 10 percent.	5	4	3	2	1	___
10. Authorizing a subordinate to violate company rules.	5	4	3	2	1	___
11. Calling in sick to take a day off.	5	4	3	2	1	___
12. Concealing one's errors.	5	4	3	2	1	___
13. Taking longer than necessary to do a job.	5	4	3	2	1	___
14. Using company services for personal use.	5	4	3	2	1	___
15. Doing personal business on company time.	5	4	3	2	1	___
16. Taking extra personal time (lunch hour, breaks, early departure, and so forth).	5	4	3	2	1	___
17. Not reporting others' violations of company policies and rules.	5	4	3	2	1	___
18. Overlooking a superior's violation of policy to prove loyalty to the boss.	5	4	3	2	1	___

Discussion Questions

1. Would (do) your coworkers seem to engage in these behaviors more often than you would (do)? Why do you have this perception?
2. Which behaviors tend to be most frequent?
3. How are the most frequent behaviors different from the behaviors engaged in less frequently?
4. What are the most important items for managers to control? How should managers control these behaviors?
5. Select a particular behavior from the list. Have two people debate whether the behavior is ethical or not.
6. What types of conflicts could emerge if the behaviors in the list occurred frequently?

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13.2 The World Bank Game: An Intergroup Negotiation

The purposes of this exercise are to learn about conflict and trust between groups and to practice negotiation

skills. In the course of the exercise, money will be won or lost. Your team's objective is to win as much money as it can. Your team will be paired with another team, and both teams will receive identical instructions. After

Chapter Summary

1. Different countries have different preferences for one or more of six distinct patterns of defining work.
2. Scientific management, job enlargement/job rotation, job enrichment, and the job characteristics theory are traditional American approaches to the design of work and the management of workforce diversity.
3. The social information-processing (SIP) model suggests that information from others and the social context are important in a job.
4. Ergonomics and the interdisciplinary framework draw on engineering, psychology, and biology in considering the advantages and disadvantages of job and work design efforts.
5. The cultural values and social organizations in Japan, Germany, and Scandinavia lead to unique approaches to the design of work.
6. Control, uncertainty, conflict, and job/task demands are important job design parameters to consider when designing work for the well-being of the workers.
7. Telecommuting, alternative work patterns, technostress, task revision, and skill development are emerging issues in the design of work and the use of information technology.

Key Terms

anthropocentric (p. 499)	Job Diagnostic Survey (JDS) (p. 490)	sociotechnical systems (STS) (p. 498)
counter-role behavior (p. 505)	job enlargement (p. 488)	task revision (p. 504)
cross-training (p. 489)	job enrichment (p. 489)	technocentric (p. 498)
engagement (p. 495)	job rotation (p. 488)	technostress (p. 504)
ergonomics (p. 496)	job sharing (p. 502)	virtual office (p. 504)
flextime (p. 502)	lean production (p. 498)	work (p. 484)
job (p. 484)	meaning of work (p. 484)	work simplification (p. 487)
Job Characteristics Model (p. 490)	social information-processing (SIP) model (p. 495)	

Review Questions

1. Define a job in its organizational context.
2. Describe six patterns of working that have been studied in different countries.
3. Describe four traditional approaches to the design of work in America.
4. Identify and define the five core job dimensions and the three critical psychological states in the Job Characteristics Model.
5. What are the salient features of the social information-processing (SIP) model of job design?
6. List the positive and negative outcomes of the four job design approaches considered by the interdisciplinary framework.
7. How do the Japanese, German, and Scandinavian approaches to work differ from one another and from the American approach?
8. Describe the key job design parameters considered when examining the effects of work design on health and well-being.
9. What are five emerging issues in jobs and the design of work?

Discussion and Communication Questions

1. Is there ever one best way to design a particular job?
2. What should managers learn from the traditional approaches to the design of work used in the United States?
3. It is possible for American companies to apply approaches to the design of work that were developed in other countries?
4. What is the most important emerging issue in the design of work?

5. (*communication question*) Read about new approaches to jobs, such as job sharing. Prepare a memo comparing what you have learned from your reading with one or more approaches to job design discussed in the chapter. What changes in approaches to jobs and job design do you notice from this comparison?
6. (*communication question*) Interview an employee in your organization or another organization and develop an oral presentation about how his or her job could be enriched. Make sure you ask questions

Ethical Dilemma

Jen Gracie is a systems analyst for Lensher & Maximoff, a large IT consulting firm. Jen's job is to manage the knowledge dissemination of any system updates to everyone in her region. This is a difficult and demanding job. Jen must be responsive to all consultants in her area working on any project in which a change or adjustment in a system would have an impact. Jen is ultimately responsible that everyone in her region is fully knowable about all new systems information and she is great at accomplishing this.

Carson Xander, regional manager and Jen's direct supervisor, is aware that Jen's job is extremely demanding. Jen is the fourth person to hold this job in the ten years Carson has been with the company. The job just takes its toll on the person. It is a 24/7 kind of job. There is no such thing as a guaranteed day off. Jen must always be available by phone and, no matter what the day or time, ready to respond to a problem. The worst part is that there are always problems. The compensation is good but no matter how much money the position pays, money cannot prevent the burnout that every person in the position has experienced.

Experiential Exercises

14.1 Chaos and the Manager's Job

Managers' jobs are increasingly chaotic as a result of high rates of change, uncertainty, and turbulence. Some managers thrive on change and chaos, but others have a difficult time responding to high rates of change and uncertainty in a positive manner. This questionnaire gives you an opportunity to evaluate how you would react to a manager's job that is rather chaotic.

Exercise Schedule

1. Preparation (preclass)
Complete the questionnaire.

about all aspects of the employee's work (e.g., what specific tasks are done and with whom the employee interacts on the job).

7. (*communication question*) Based on the materials in the chapter, prepare a memo detailing the advantages and disadvantages of flextime job arrangements. In a second part of the memo, identify the specific conditions and characteristics required for a successful flextime program. Would you like to work under a flextime arrangement?

Carson has considered many times how he could best redesign the position. No question if the job was shared by several people, it would be much easier to handle. If the region was split into two and an additional person hired, the job would be better. However, the ability for everyone in his region to always be equally aware of new developments would be jeopardized. There would be another level of coordination between the section managers that would definitely slow down the process. That was going to be difficult to sell to upper management given that Lensher & Mazimoff's promise to their clients is the ultimate in timely service.

Carson likes Jen a lot. She is an incredible worker and done everything asked of her. Carson is already seeing Jen showing the negative effects of the stress of the job and is very concerned about her. He wants to do something to help but knows the negative impact changing the job will have on company.

Questions:

1. Using consequential, rule-based and character theories, evaluate Carson's options.
2. What should Carson do? Why?

2. Individual Scoring

Give yourself 4 points for each A, 3 points for each B, 2 points for each C, 1 point for each D, and 0 points for each E. Compute the total, divide by 24, and round to one decimal place.

3. Group Discussion

Your instructor may have you discuss your scores in groups of six students. The higher your score, the more you respond positively to change and chaos; the lower your score, the more difficulty you would have responding to this manager's job in a positive manner. In addition, answer the following questions.

LOOKING BACK: DELOITTE

Connecting Employees, Business Strategy, and Senior Leaders

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The Deloitte worldwide network of partnership firms in 140 countries creates a major organizational design and structural challenge for coordination and integration.

The differentiation process within Deloitte is accomplished in a relatively straightforward manner based upon independent firms and partnership structure under a single umbrella. The more difficult task in a naturally differentiated structure is one of integration. Deloitte has accomplished these critical tasks of coordination and integration through video.⁷³ Yes, video! The company has been able to reach more employees and keep its costs down through this new media. Video as a media may be an especially great way to reach the Gen Y generation in the workforce along with the other generations of employees.

Deloitte made a strategic decision to launch a video department in 2005. The company did this for at least three reasons. First, the demand for Web video is increasing. The number of videos viewed by Americans increased 34 percent between 2007 and 2008, from 9.5 billion to 12.7 billion. Second, video can be a critical communication tool that actually saves money. For the fifty videos that Deloitte's video department produced during 2008, they estimated a 300 percent return on investment (ROI), excluding savings on travel. Third, online communication skills have evolved dramatically in the past decade, both in consuming online communication and in producing online communication. Companies may already have professional staff with necessary skills for video communication without fully realizing that they do.

Deloitte's years of successful experience with video as a coordination and integration mechanism has found that employees can be better connected to the business strategy and senior leaders. Employees can be well connected to each other as well. Deloitte has come away with six concrete lessons learned on how to produce engaging videos. First, have one big idea per video so that people come away with one main point. Second, think about what people want and/or need to hear rather than what someone wants to say. Third, tell a story with a beginning, middle, and end because video is linear. Fourth, make the video authentic with sound bites that provide information and stir emotion. Fifth, keep videos short because most people tune out after about one minute. Finally, get metrics from viewers to ensure that the videos are connecting and making the intended positive impact. Ultimately, organization design and structure is about getting lots of people well connected and working together.

Chapter Summary

1. Three basic types of differentiation occur in organizations: horizontal, vertical, and spatial.
2. The greater the complexity of an organization because of its degree of differentiation, the greater the need for integration.
3. Formalization, centralization, specialization, standardization, complexity, and hierarchy of authority are the six basic design dimensions in an organization.
4. Simple structure, machine bureaucracy, professional bureaucracy, divisionalized form, and adhocracy are five structural configurations of an organization.
5. The contextual variables important to organizational design are size, technology, environment, and strategy and goals.
6. Life cycles, globalization, changes in information-processing technologies, and demands on process capabilities are forces reshaping organizations today.
7. Network organizations, virtual organizations, and the circle organization are emerging organizational structures.
8. Organizational structures may be inherently weak, or chief executives may create personality-organization constellations that adversely affect employees.

Key Terms

adhocracy (p. 528)
centralization (p. 524)
complexity (p. 524)
contextual variables (p. 518)
differentiation (p. 519)
divisionalized form (p. 528)
environment (p. 532)
environmental uncertainty (p. 533)

formalization (p. 524)
hierarchy of authority (p. 524)
integration (p. 522)
machine bureaucracy (p. 526)
mechanistic structure (p. 533)
organic structure (p. 533)
organizational design (p. 518)
organizational life cycle (p. 536)

organizational structure (p. 518)
professional bureaucracy (p. 527)
simple structure (p. 526)
specialization (p. 524)
standardization (p. 524)
task environment (p. 532)
technological interdependence (p. 531)

Review Questions

1. Define the processes of differentiation and integration.
2. Describe the six basic dimensions of organizational design.
3. Discuss five structural configurations from the chapter.
4. Discuss the effects of the four contextual variables on the basic design dimensions.
5. Identify four forces that are reshaping organizations today.
6. Discuss the nature of emerging organizational structures.
7. List four symptoms of structural weakness and five unhealthy personality-organization combinations.

Discussion and Communication Questions

1. How would you describe the organization you work for (or your college) on each of the basic design dimensions? For example, is it a very formal organization or an informal organization?
2. Do the size, technology, and mission of your organization directly affect you? How?
3. Who are your organization's competitors? What changes do you see in information technology where you work?
4. Does your company show any one or more of the four symptoms of structural deficiency discussed at the end of the chapter?
5. (*communication question*) Write a memo classifying and describing the structural configuration of your university based on the five choices in Table 15.2. Do you need more information than you have to be comfortable with your classification and description? Where could you get the information?

Diversity Dialogue

Culture Change Ordered for Cola Giant

Coca-Cola was given five years to change its corporate culture and treatment of people of color as part of a \$192.5 million discrimination lawsuit settlement, the largest in U.S. history. For years, the cola giant highlighted its commitment to African Americans outside the company: consumers, suppliers, and members of the community. However many believed the organization did not show the same level of commitment to its employees *inside* the firm.

The case began when African-American Linda Ingram's manager made derogatory remarks to her, calling her the N-word to her face. Says Ingram, "She did it around some other peers ... I was so appalled and shocked that something of that nature would happen at that company in that day and time." Ingram's manager was subsequently fired for her remarks, but the investigation increased tension between Ingram and her coworkers (all of whom were white) so much that she requested a transfer to another department. After her requests were continually ignored by the company's

human resource manager, Ingram felt she had no other recourse but to seek relief outside of the firm.

Ingram did not sue Coca-Cola because her former manager called her the N-word. She brought legal action against Coca-Cola as a result of the company's culture of indifference after the fact. Cyrus Mehri, the attorney who won a landmark \$176 million judgment in the 1997 Texaco discrimination case, took on Ingram's case, charging Coca-Cola with engaging in systematic race discrimination that extended throughout its employment policies and practices.

1. Why do you believe Coca-Cola was ordered to change its culture and not only its treatment of employees of color?
2. What are the first steps you would you take to initiate such a culture change?

SOURCE: S. Spruell, "Coca-Cola: From Discrimination Suit to Diversity Leader," *DiversityInc* (January/February 2007): 21-30.

LOOKING BACK: NORDSTROM

NORDSTROM

Courtesy of Nordstrom

Maintaining Customer Service Excellence for Over 100 Years

The Nordstrom family understands how to maintain a customer service culture. First, leading by example has always been a focus. The executive members of the Nordstrom family have all worked in the stores since they were young. They understand the daily life in these stores and they set a good example. A former employee tells a story about Bruce Nordstrom, who cleaned off counters in one of the Nordstrom's stores because he saw it needed doing. He didn't ask an employee to do it; he just did it. Furthermore, Nordstrom does everything it can to keep employees who excel in their customer service-focused culture; whenever possible, they promote from within.

Nordstrom also uses stories to spread the culture. The company encourages its employees to write up "heroics" or stories of customer service and teamwork above and beyond the call of duty. In fact, the examples in the Looking Ahead section are all heroics written by employees about other employees. The company also relies on experienced "Nordies" to socialize new employees to the culture. When Nordstrom expands into a new market, veteran Nordies speak to new employees and

give their own personal stories of the company. All these tactics have allowed Nordstrom to become known for its exceptional customer service and maintain that reputation for more than 100 years.

Chapter Summary

1. Organizational (corporate) culture is a pattern of basic assumptions that are considered valid and that are taught to new members as the way to perceive, think, and feel in the organization.
2. The most visible and accessible level of culture is artifacts, which include personal enactment, ceremonies and rites, stories, rituals, and symbols.
3. Organizational culture has four functions: giving members a sense of identity and increasing their commitment, serving as a sense-making device for members, reinforcing organizational values, and serving as a control mechanism for shaping behavior.
4. Three theories about the relationship between culture and performance are the strong culture perspective, the fit perspective, and the adaptation perspective.
5. Leaders shape and reinforce culture by what they pay attention to, how they react to crises, how they behave, how they allocate rewards, and how they hire and fire individuals.
6. Organizational socialization is the process by which newcomers become participating, effective members of the organization. Its three stages are anticipatory socialization, encounter, and change and acquisition. Each stage plays a unique role in communicating organizational culture.
7. The Organizational Culture Inventory and Kilmann-Saxton Culture-Gap Survey are two quantitative instruments for assessing organizational culture. Triangulation, using multiple methods for assessing culture, is an effective measurement strategy.
8. It is difficult but not impossible to change organizational culture. Managers can do so by helping current members buy into a new set of values, by adding newcomers and socializing them into the organization, and by removing current members as appropriate.

Key Terms

adaptive culture (p. 564)

anticipatory socialization (p. 569)

artifacts (p. 556)

assumptions (p. 561)

change and acquisition (p. 571)

enacted values (p. 560)

encounter (p. 570)

espoused values (p. 560)

organizational (corporate) culture (p. 556)

organizational socialization (p. 569)

strong culture (p. 564)

triangulation (p. 573)

Review Questions

1. Explain the three levels of organizational culture. How can each level be measured?
2. Describe five artifacts of culture and give an example of each.
3. Explain three theories about the relationship between organizational culture and performance. What does the research evidence say about each one?
4. Contrast adaptive and nonadaptive cultures.
5. How can leaders shape organizational culture?
6. Describe the three stages of organizational socialization. How is culture communicated in each stage?
7. How can managers assess the organizational culture? What actions can they take to change the organizational culture?
8. How does a manager know that cultural change has been successful?
9. What can managers do to develop a global organizational culture?

Discussion and Communication Questions

1. Name a company with a visible organizational culture. What do you think are the company's values? Has the culture contributed to the organization's performance? Explain.
2. Name a leader you think manages organizational culture well. How does the leader do this? Use Schein's description of how leaders reinforce culture to analyze the leader's behavior.
3. Suppose you want to change your organization's culture. What sort of resistance would you expect from employees? How would you deal with this resistance?
4. Given Schein's three levels, can we ever truly understand an organization's culture? Explain.
5. To what extent is culture manageable? Changeable?
6. (*communication question*) Select an organization that you might like to work for. Learn as much as you can about that company's culture, using library resources, online sources, contacts within the company, and as many creative means as you can. Prepare a brief presentation to the class summarizing the culture.

Ethical Dilemma

Lisbeth Kakutani is committed to making sure that her teams run as efficiently and as harmoniously as possible. When an opening comes up, she is relentless in working to find the right person, someone who has the skills and abilities to do the job but also someone who will fit the culture. Part of Lisbeth's commitment stems from what had been fostered in the culture of Larson-Knoff, Inc. well before she arrived. The community atmosphere at Larson-Knoff is one that is supportive of family and oriented in group-work. Larson-Knoff's mission speaks of working for the good of the many rather than the advancement of the individual, and for those who have been with the organization for years, it has become a true family atmosphere.

As Lisbeth sorts through applications for an opening in her department, she finds herself struck by one in particular—Graham Williams. Graham has every academic and professional qualification Lisbeth could want for to fill the position, and she immediately calls him in for an interview. Graham impresses Lisbeth during the interview. His education and experience should allow him to become effective as soon as he joins the team. He is the best candidate she has seen. Lisbeth's only reservation is that Graham seems to be something of a loner although he assures her that he can work very effectively with others.

Experiential Exercises

16.1 Identifying Behavioral Norms

This exercise asks you to identify campus norms at your university. Every organization or group has a set of norms that help determine individuals' behavior. A norm is an unwritten rule for behavior in a group. When a norm is not followed, negative feedback is given. It may

include negative comments, stares, harassment, and exclusion.

1. As a group, brainstorm all the norms you can think of in the following areas:
 - Dress
 - Classroom behavior

Studying
Weekend activities
Living arrangements
Campus activities
Dating (who asks whom)
Relationships with faculty
Eating on campus versus off campus
Transportation

16.2 Contrasting Organizational Cultures

To complete this exercise, groups of four or five students should be formed. Each group should select one of the following pairs of organizations:

American Airlines and Northwest Airlines
Anheuser-Busch and Coors
Hewlett-Packard and Xerox
Albertsons and Winn-Dixie
Dayton-Hudson (Target) and J. C. Penney Company

Use your university library's resources to gather information about the companies' cultures. Contrast the

2. How did you initially get this information?
3. What happens to students who don't follow these norms?
4. What values can be inferred from these norms?

SOURCE: Dorothy Marcic, "Identifying Behavioral Norms," *Organizational Behavior: Experiences and Cases* (St. Paul, MN: West Publishing, 1989). Reprinted by permission.

cultures of the two organizations using the following dimensions:

- Strength of the culture.
- Fit of the culture with the industry's environment.
- Adaptiveness of the culture.

Which of the two is the better performer? On what did you base your conclusion? How does the performance of each relate to its organizational culture?

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with the only difference being the name; one is an African American-sounding name whereas one is a white-sounding name. Those resumes with the white-sounding name are more likely to get a job interview. In fact, one such study found that the white-sounding name would receive an interview 50 percent more often than the African American-sounding name.¹²⁰ Thus, the questions that remain for Facebook users, employers, and the EEOC are if this sort of discrimination can exist when the only indication of race is a name, what kind of discrimination will exist with the use of Facebook and, perhaps, more importantly, how will the EEOC prevent it?

Chapter Summary

1. Career management is a joint responsibility of individuals and organizations.
2. Good matches between individuals and organizations can be promoted with a realistic job preview (RJP).
3. The four stages in an individual's career are establishment, advancement, maintenance, and withdrawal. Each stage has unique challenges.
4. Psychological contracts are implicit agreements between individuals and organizations.
5. Mentoring is crucial to both the career success of young workers and the needs of older workers.
6. Childcare, eldercare, and flexible work schedules can help employees manage work-home conflicts.
7. Career anchors help an individual form a career identity and formulate an effective career plan.

Key Terms

advancement (p. 597)	career path (p. 602)	maintenance (p. 597)
bridge employment (p. 610)	career plateau (p. 608)	mentor (p. 603)
career (p. 588)	dual-career partnership (p. 604)	phased retirement (p. 610)
career anchors (p. 611)	eldercare (p. 607)	psychological contract (p. 598)
career ladder (p. 602)	establishment (p. 597)	realistic job preview (RJP) (p. 596)
career management (p. 588)	flexible work schedule (p. 606)	withdrawal (p. 597)

Review Questions

1. What is career management?
2. What is the new career, and how does it differ from older notions about careers?
3. What are the sources of potential conflict during organizational entry? How can they be avoided?
4. What is a realistic job preview, and why is it important?
5. What are psychological contracts?
6. What stressors are associated with socialization?
7. What are the career functions provided by a mentor?
8. What are some of the most likely causes of home-work conflicts?
9. What are the two key issues to deal with during the maintenance career stage?
10. What is the key to career survival?

Discussion and Communication Questions

1. What are the realities of the new career? How can developing your emotional intelligence help you turn these realities into opportunities to improve your career?
2. What do you think will be the most stressful career stage? What type of stressors led you to make this choice?

3. Does the career stage model have exceptions? In other words, can it be applied to all careers? If not, what are the exceptions?
4. Do men and women have different expectations of a dual-career partnership? How do these expectations differ?
5. Given the downsizing and restructuring in many organizations, how can organizations help employees with career management if there are fewer opportunities for promotion?
6. How has each of the four challenges (globalization, diversity, technology, and ethics) affected career management in recent years?
7. (communication question) Contact the human resources manager of a local business. Ask if he or she would take a few minutes to discuss some issues about résumés with you. Structure your discussion around the following questions:
 - a. How often do you encounter "padded" résumés? What is the most common padding, and how do you react to it?

- b. Do you verify the information on résumés? How do you do this? How long does it take for you to be sure that an applicant has been honest about his or her qualifications?
- c. What would you do if you found that a productive, loyal employee had lied on a résumé when applying for a job? Is "résumé fraud" an offense that warrants firing?

Summarize the findings from your interview in a memo to your instructor.

8. (communication question) Select an individual in the field you want to work in or in a company you might want to work for. Contact the individual and ask if you might take a minute of her or his time for some career advice. Ask the following two questions, along with others you design yourself. First, how has the idea of a "career" changed over the past few years? Second, what advice would the person give to college students just beginning a new career? Be prepared to present your interview results in class.

Ethical Dilemma

Lynn Kingston graduated at the top of her class at law school, and she has long dreamed of becoming partner at a top corporate law firm. When she is offered an associate position with Smith & Johnson, she is elated—this is a full-service firm that serves high-profile clients, and Lynn thinks she will be able to distinguish herself here. She has always wanted to work in diverse areas of corporate law and Smith & Johnson is also known for their work upholding the kind of ethical and moral goals she admires.

Lynn also knows that the work load at Smith & Johnson is quite rigorous. Clients of the firm anticipate that their lawyers will be available at all hours. That's what makes Smith & Johnson so successful, and during the interview process, these expectations are made overtly clear to Lynn. The hiring manager explains that associates are always on call; however, the compensation is superior. Lynn knows that she and her new husband, Brian, will be able to afford a new house and build up their nest egg on this kind of salary.

However, Lynn and Brian were also hoping to start a family soon. After reviewing the maternity leave policy in the benefits handbook, she learns that the company has a very generous approach to new mothers.

However, it is clear that after the eight-week leave, the employee is expected to return to the same full-time schedule as prior to the birth. Lynn is ready to commit herself to the workload, but she's not sure if she will be so willing to commit herself to that lifestyle after the birth of a child.

Lynn also considers how much she respects Smith & Johnson; as an associate, she would feel compelled to give the firm and her clients the highest level of commitment possible. She is aware that if she is promoted to a senior associate, the intensity of the time demands level off. Lynn believes that she has the talent and energy to be an essential contributor.

As she contemplates saying yes to what she believes to be her dream job, she also realizes that she doesn't want to compromise Smith & Johnson by accepting their offer if she knows, from the onset, that she might not be willing or able to be the highest-performing employee she can.

Questions:

1. Using consequential, rule-based, and character theories, evaluate Lynn's options.
2. What should Lynn do? Why?

LOOKING BACK: IKEA

IKEA Goes Green

Norbert Michalke/
Photolibary



To become more green, IKEA rallied company support around five primary areas where environmental criteria needed to be applied to their business: forestry, adapting

the product range, working with suppliers, transport and distribution, and ensuring environmentally conscious stores. In regard to forestry, IKEA gets its timber from responsibly managed forests. The company employs forest managers whose job it is to monitor this on-site. IKEA is also working with the World Wildlife Fund to help the countries where they get their timber to improve their practices. The company substitutes wood using wood veneer products to reduce the amount of wood used.¹¹⁷

IKEA's code of conduct (called IWAY) inspectors visit suppliers at least three days a week to ensure they are meeting the IKEA code of conduct and adhering to the environmental principals.¹¹⁸ Their aim is to make products that have a minimum impact on the environment and do so in a socially responsible way. Although much of their impact on the environment comes from transportation, the "flat packs" allow IKEA to ship more in one truck. IKEA's direct emissions are about 3.2 million tons (compared to the biggest emitter among coal-fired power plants in the United States which resides in Juliette, Georgia, and emits about 25 million tons).

Like IKEA's other social responsibility initiatives, focus on the environment is an ongoing process and IKEA hopes to continue to reduce their environmental footprint. The employees that CEO Dahlgv once set out to convince to change are now driving the environmental effort, demanding that the company do more.

Chapter Summary

1. Organizations face many pressures to change. Some forces are external, including globalization, work-force diversity, technological innovation, and ethics. Other forces are internal, such as declining effectiveness, crises, changing employee expectations, and a changing work climate.
2. Organizations face both planned and unplanned change. Change can be of an incremental, strategic, or transformational nature. The individual who directs the change, known as a change agent, can be internal or external to the organization.
3. Individuals resist change for many reasons, and many of these reasons are rooted in fear.

4. Reactions to change may be manifested in behaviors reflecting disengagement, disidentification, disenchantment, and disorientation. Managers can use separate interventions targeted toward each reaction.
5. Force field analysis states that when the forces for change are balanced by the forces restraining change, an equilibrium state exists. For change to

PART 4 ORGANIZATIONAL PROCESSES AND STRUCTURE

occur, the forces for change must increase or the restraining forces must decrease.

6. Lewin's change model proposes three stages of change: unfreezing, moving, and refreezing.
7. A thorough diagnosis and needs analysis is a critical first step in any organization development (OD) intervention.
8. OD interventions targeted toward organizations and groups include survey feedback, management

- by objectives, product and service quality programs, team building, and process consultation.
9. OD interventions that focus on individuals include skills training, leadership training and development, executive coaching, role negotiation, job redesign, health promotion programs, and career planning.
10. OD efforts should be managed ethically and should preserve individual freedom of choice and privacy.
11. When properly conducted, OD can have positive effects on performance.

Key Terms

change agent (p. 633)
disenchantment (p. 641)
disengagement (p. 640)
disidentification (p. 641)
disorientation (p. 641)
executive coaching (p. 649)
incremental change (p. 633)
job redesign (p. 650)
leadership training and development (p. 649)

moving (p. 643)
organization development (OD) (p. 644)
planned change (p. 628)
process consultation (p. 648)
quality program (p. 647)
refreezing (p. 643)
role negotiation (p. 650)

skills training (p. 648)
strategic change (p. 633)
survey feedback (p. 646)
team building (p. 647)
transformational change (p. 633)
unfreezing (p. 642)
unplanned change (p. 628)

Review Questions

1. What are the major external and internal forces for change in organizations?
2. Contrast incremental, strategic, and transformational change.
3. What is a change agent? Who plays this role?
4. What are the major reasons individuals resist change? How can organizations deal with resistance?
5. Name the four behavioral reactions to change. Describe the behavioral signs of each reaction, and identify an organizational strategy for dealing with each reaction.
6. Describe force field analysis and its relationship to Lewin's change model.
7. What is organization development? Why is it undertaken by organizations?
8. Name six areas to be critically examined in any comprehensive organizational diagnosis.
9. What are the major organization-focused, group-focused, and individual-focused OD intervention methods?
10. Which OD intervention is most effective?

Discussion and Communication Questions

1. What are the major external forces for change in today's organizations?
2. What are the advantages of using an external change agent? An internal change agent?
3. Review You 18.1. What can you learn from this challenge about how individuals' tolerance for ambiguity can lead to resistance?
4. Can organizations prevent resistance to change? If so, how?
5. What organization development techniques are the easiest to implement? What techniques are the most difficult to implement? Why?
6. Suppose your organization experiences a dramatic increase in turnover. How would you diagnose the underlying problem?