**Chapter 10**

**ORGANIZATIONAL BEHAVIOR: POWER, POLITICS, CONFLICT, AND STRESS**

Chapter Outline

1. ORGANIZATIONAL BEHAVIOR (OB) FOUNDATIONS
2. Personality
3. Perceptions
4. Attitudes
5. Changing OB Foundations
6. POWER
7. Sources of Power
8. Types of Power and How to Increase Your Power
9. ORGANIZATIONAL POLITICS
10. The Nature of Organizational Politics
11. Political Behavior
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15. The Negotiation Process
16. MANAGING CONFLICT
17. The Psychological Contract and Functional and Dysfunctional Conflict
18. Conflict Management Styles
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21. Responding to and Mediating Conflict Resolution
22. STRESS
23. Job Stress Causes and Management
24. The Stress Tug-of-War

**Changes From 5e to 6e Chapter 10**

* Chapter 10 was Chapter 8 in the 5e, with the same chapter title.
* The chapter has been updated, and 95 percent of the references are new to this chapter.
* The first four major sections have been combined under one title, Organizational Behavior (OB) Foundations, and it is condensed somewhat. The introduction to this first section has been rewritten, with new references supporting the importance of OB and its foundations of personality, perception, and attitudes.
* The section on the Big Five Personality has been rewritten with more descriptive traits listed for each dimension.
* A new section, Changing OB Foundations, has been added to explain how we can change our own personality, perception, and attitudes and how managers can change employee OB foundations.
* The subsection Organizational Power has been changed to Sources of Power to better identify the topic of discussion.
* The section on stress has been reorganized into two sections, with much of it being condensed and rewritten.

**Lecture Outline**

**Note:** The textbook supplements include a PowerPoint presentation for each chapter, which can be used rather than or in addition to this lecture outline.

1. ORGANIZATIONAL BEHAVIOR FOUNDATIONS

**Organizational behavior** (OB) is the study of actions that affect performance in the workplace. The *goal of OB theorists* is to explain and predict actions and how they will affect performance. The foundations of individual behavior include personality, perception, and attitudes.

1. **Personality**

**Personality** is a combination of behavioral, mental, and emotional traits that define an individual. Personality is based on genetics and environmental factors. Your personality dimensions are influenced by genes you received before you were born. Your basic personality is developed by age 5, thus making parents and child-care providers important in the early years of life, but your personality can change. Your family, friends, school, and work relationships influence your personality.

To be successful, you must be prepared to work well with people with a variety of personality types. Understanding people’s personalities is important because personality affects behavior as well as perceptions and attitudes. Knowing about people’s personalities helps you explain and predict their behavior and job performance.

There are many personality classification methods. Two widely recognized methods are classification on the basis of single traits and classification on the basis of the Big Five personality dimensions.

1. **Single Traits of Personality**

Some of the single traits that make up one’s personality include locus of control, optimism, risk propensity, Machiavellianism, self-esteem, and self-efficacy.

**Locus of Control**

*Locus of control* is a trait that lies on a continuum between believing that control over one’s destiny is external and believing that it is internal. *Externalizers* are people who believe that they have no control over their fate and that their behavior has little to do with their performance. *Internalizers* believe that they control their fate and that their behavior has a direct effect on their performance. Internalizers have been shown to have higher levels of performance.

**Optimism**

*Optimism* also lies on a continuum whose opposite end is pessimism. Optimistic people believe that things will go well, and they tend to be generally happy. Pessimistic people believe that things will not go well. They tend to be unhappy much of the time and experience more stress than optimistic people do. Optimistic employees usually are more creative and have higher levels of performance.

**Risk Propensity**

*Risk propensity* lies on a continuum from risk taking to risk avoiding.

**Machiavellianism**

*Machiavellianism* is a trait based on the belief that the ends can justify the means and power should be used to reach desired ends. *High Machs* are generally considered effective in situations in which bargaining and winning are important. However, high Machs tend to be more concerned about meeting their own needs than about helping the organization. Thus, they tend to create win-lose situations and may use unethical behavior to win.

1. **The Big Five Personality Dimensions**

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| Learning Outcome (LO) 10–1. Describe each of the Big Five personality dimensions.  *Extraversion* lies on a continuum between extravert and introvert; *agreeableness* between easy and difficult to work with; *emotionalism* between stability and instability; *conscientiousness* between responsible/dependable and irresponsible/undependable; and *openness to experience* between willing to try new things and not being willing to do so. |

The use of the Big Five personality dimensions, or traits, is the most widely accepted way to study personality. The Big Five are extraversion, agreeableness, emotionalism, conscientiousness, and openness to experience.

**Extraversion**

*Extraversion* is measured on a continuum between extravert and introvert. *Extraverts* tend to be social, talkative, assertive, and willing to take charge.

**Agreeableness**

*Agreeableness* lies on a continuum between easy and difficult to work with. *Agreeable* people are considered to be nice and good natured—cooperative, flexible, polite, tolerant, forgiving, and trusting

**Emotionalism**

*Emotionalism* lies on a continuum between stability and instability. *Unstable* people are angry, depressed, anxious, nervous, insecure, and excitable—they can get out of control and display their emotions negatively, such as by yelling.

**Conscientiousness**

*Conscientiousness* lies on a continuum between responsible/dependable and irresponsible/undependable. *Conscientious* people are responsible/dependable, hardworking, persistent, organized, and achievement oriented.

**Openness to Experience**

*Openness to experience* lies on a continuum between being willing to try new things and not being willing to do so. People who are *open to experience* tend to be receptive to new ideas and willing to change, curious, and broad-minded, with a tolerance for ambiguity.

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| **Review Question (RQ) 10–1. What are the Big Five personality dimensions?**  The Big Five personality dimensions are extraversion, agreeableness, emotionalism, conscientiousness, and openness to experience. |

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| **Communication Skills Question (CSQ) 10–1. Does personality really play a part in your personal and professional happiness and success? Can you change your personality? If so, how?**  Yes. Generally, people who are externalizers, pessimistic, emotionally unstable, and irresponsible are not as happy or successful in both their personal and professional lives.  Yes. Personality can change. If you find yourself on the left side of the personality dimension continuums, you can take steps to get to the right side where, generally, people are happier and more successful in life. Answers will vary on how a person might go about doing this. |

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| WORK APPLICATION Example student answer  **10–1. Identify a present or past boss’s personality; refer to the personality traits in the Self-Assessment.**  My boss was an externalizer, as he was always blaming everyone else for things that went wrong. He was pessimistic and avoided taking risks, and did use power over his subordinates. He was an introvert, very competitive, usually worried and nervous, dependable, and avoided doing new things. |

1. **Perception**

Perception refers to a person’s interpretation of reality. It is important to realize that perceptions, right or wrong, affect behavior and performance because behavior is the product of or is based on perception.

1. **The Perception Process**

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| LO 10–2. Explain the perception process and identify the two factors that influence it.  Perception is the process of selecting, organizing, and interpreting environmental information. How you select, organize, and interpret information is based on both internal individual factors, including your personality and attitudes, and the information available from the external environment. |

**Perception** is the process of selecting, organizing, and interpreting environmental information. One factor that determines how you select, organize, and interpret information is your own internal environment, including your personality, self-esteem, attitudes, intelligence, needs, values, and so on. *Self-esteem*, or self-concept, is your perception of yourself. Self-esteem is a personality trait; it lies on a continuum between positive and negative or between high and low. A related concept, *self-efficacy*, is the belief in your own capability to perform in a specific situation.

A second factor that influences the perception process is the information available from the external environment.

1. **The Attribution Process**

**Attribution** is the process of determining the reason for someone’s behavior and whether that behavior is situational or intentional. Situational behavior is either accidental or out of the control of the individual. The attribution process is illustrated in Exhibit **10–**1.

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| **CSQ 10–2. Why do most people use attribution rather than ask people why they do and say the things they do? How often do you use attribution rather than asking people? Why?**  People have a fear of confronting others to find out the reason for their behavior.  Answers will vary. |

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| WORK APPLICATION Example student answer  **10–2. Give three examples of how you (or a manager you know) have used the attribution process at work.**  I went to my boss for help, and he gave me a flip answer with a negative attitude about helping me. I attributed it to being situational, assuming he was in a bad mood that day.  I had a boss that was autocratic and rude. I attributed it to intentional because he acted that way most of the time.  I had a customer who was upset and talking very loud. I attributed it to situational, assuming the customer was upset because the product did not work. |

1. **Bias in Perception**

Different people may perceive the same behavior differently because of perception biases, including selectivity, frame of reference, stereotypes, and expectations.

*Selectivity* refers to people’s tendency to screen information in favor of the desired outcome.

*Frame of reference* refers to seeing things from your own point of view.

*Stereotyping* is the process of making generalizations about the behavior of a group and then applying the generalities to one individual.

*Expectations*refer to seeing or hearing what we anticipate seeing or hearing.

*“Like me” assumption* is the process of believing others perceive things as you do because they are similar to you or that your behavior makes sense. Remember to value diversity. What you believe to be logically the best way to do something may not be perceived as being logical from others’ perspectives. Don’t expect others to accept your ideas and behave as you do, and don’t judge others’ behavior as wrong just because it is different from yours.

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| **RQ 10–2. What are the four biases in perception?**  The four biases in perception include selectivity, frame of reference, stereotypes, and expectations. |

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| WORK APPLICATION Example student answer  **10–3. Given an example of a situation that you and someone else experienced together but perceived differently. Which of the biases in perception might explain the difference in perception?**  My friend and I had to go to a company training program for two hours one afternoon. The training was a motivational speaker trying to get us to have a more positive personality. After the presentation, as we walked back to work, my friend stated how much she liked it and how she was going to try to be more positive. I told her I thought it was stupid and manipulative. I think the major reason for our perception difference was selectivity. My friend is generally more optimistic and was looking for the positive side of the training. On the other hand, I am more pessimistic and looked for the negative side of the training. |

1. **Attitudes**

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| LO 10–3. Describe the interrelationship among personality, perception, and attitudes and explain the contribution of each to a manager’s behavior.  Personality affects perception and attitudes. Perception also affects attitudes, and attitudes affect perception. Thus, all three are interrelated and are important because, combined, they directly affect behavior and performance. |

**Attitudes** are positive or negative evaluations of people, things, and situations. They are judgments and are based on perceptions. Most attitudes are the result of either direct experience or observational learning from the environment.

1. **Attitude Formation and Behavior**

Family, friends, teachers, coworkers, the mass media, and so on affect your attitude formation.

Attitudes often affect behavior. People with opposite attitudes toward a person, job, course, event, or situation often behave differently. People’s attitudes toward you may affect your behavior.

1. **How Employees’ Attitudes Affect Performance**

Because effectiveness is based on employees’ attitudes, organizations hire based on attitude.

Not only can employees’ attitudes have an effect on their own performance, but they can also have an effect on the performance of their coworkers. Therefore, having a positive attitude is an important determinant of both individual and organizational performance.

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| WORK APPLICATION Example student answer  **10–4. Give an example of how your attitude affected your performance at work.**  I worked as an administrative assistant for a law firm. At first, I liked the job but over time I came to dislike it. I felt I was overworked and underpaid. I asked for a raise but wasn’t given one, which made things worse. After I didn’t get the raise, the amount and quality of the work I did slipped, I called in sick a lot when I really wasn’t, and I spent a lot of time surfing the Internet and instant messaging my friends when I should’ve been working. My feeling was that since I wasn’t going to be rewarded for my hard work, then why should I put forth any effort. Eventually, I was fired due to my poor performance. |

1. **How Managers’ Attitudes Affect Employee Performance**

The **Pygmalion effect** is the theory that managers’ attitudes toward and expectations and treatment of employees largely determine their performance. The basic premise of the theory is that people fulfill expectations about themselves. Thus, if managers expect employees to be productive and successful and treat them accordingly, employees react by being productive and vise versa.

Unfortunately, some managers negatively stereotype their employees as having low ability or willingness to work. This negative attitude leads to low expectations and not treating employees with respect. Their employees see and do as their managers expect. These managers’ expectations lead to the *self-fulfilling prophecy* of low-performing employees.

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| **CSQ 10–3. Does the Pygmalion effect really work? Why or why not?**  Answers will vary. |

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| WORK APPLICATION Example student answer  **10–5. Think of someone who really expected you to perform well (or poorly) and treated you as if you would do well (or poorly), which strongly affected your success (or failure). Explain how the Pygmalion effect influenced your performance.**  I remember being on a Little League baseball team. I was a pretty good hitter, but I got into a slump. I struck out four times in a row. Before my fifth time at bat, my coach called me over. He said something like, “Ted, I can feel a hit coming. You’re a good batter and you’re going to get a hit.” I went to the plate and somehow my fear of striking out again was gone. I got a triple. |

1. **Attitudes and Job Satisfaction**

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| LO 10–4. Explain what job satisfaction is and why it is important.  Job satisfaction is a person’s attitude toward the job. Job satisfaction is important because it affects behavior and performance. There is a positive relationship between job satisfaction and **citizenship behavior**—employee efforts that go above and beyond the call of duty. |

*Job satisfaction* is a person’s attitude toward the job, and it is generally measured along a continuum from satisfied/positive/high to dissatisfied/negative/low.

Job satisfaction is important because it affects employee absenteeism and turnover. Employees with the personality traits of optimism and positive self-esteem tend to have greater job satisfaction. Although there has long been a debate over the expression that a happy worker is a productive worker, there is support for the idea of a positive relationship between job satisfaction and **citizenship behavior**—employee efforts that go above and beyond the call of duty.

Six major determinants of job satisfaction include (1) personality, (2) the work itself, (3) compensation, (4) growth and upward mobility, (5) coworkers, and (6) management.

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| **RQ 10–3. What are the determinants of job satisfaction? Are they of equal importance to everyone?**  The six determinants of job satisfaction are personality, the work itself, compensation, growth and upward mobility, coworkers, and management.  The importance of the six determinants is not the same for everyone. Thus, employees can have overall job satisfaction based on different factors. |

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| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—10–1  Smoking  Answers will vary based on opinion. |

1. **Changing OB Foundations**

As stated, you can change your own personality, perceptions, and attitudes and those of your employees. But it is not easy; it takes a conscious effort and work, and it is usually easier to change yourself than others.

1. **Changing Your OB Foundations**

Would you like to be happier and have better relationships? You can train your brain to be positive and feel happier every day.

For personality, go back to Self-Assessment 10–1. Are there any dimensions of the Big Five you can work on to improve?

For perception, how can you improve?

1. **Changing Employees’ OB Foundations**

As a manager, assess your employees’ personality dimensions, perceptions, and attitudes. How can you coach them be improve? In Chapter 14, you will learn how to use a coaching model that can help maintain and improve performance.

1. POWER
2. **Sources of Power**

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| LO 10–5. Define *power* and explain the difference between position and personal power.  Power is the ability to influence others’ behavior. Position power is derived from top management and delegated down the chain of command, whereas personal power is derived from followers based on an individual’s behavior. |

Power in organizations should be viewed in a positive way. For our purposes, **power** is the ability to influence others’ behavior. You do not have to be a manager to have power, and you don’t actually have to use power to influence others. Often it is the perception of your power rather than actual power that influences others.

There are two sources of power: one’s position and one’s person. *Position power* is derived from top management and is delegated down the chain of command. *Personal power* is derived from followers, based on an individual’s behavior.

1. **Types of Power and How to Increase Your Power**

There are different types of power. The seven types of power are presented in Exhibit **10–**2.

**Coercive Power**

The use of *coercive power* involves threats and/or punishment to influence compliance. Out of fear of reprimands, probation, suspension, or dismissal, employees often do as their boss requests. Other examples of the use of coercive power include verbal abuse, humiliation, and ostracism. Coercive power is appropriate to use in maintaining discipline when enforcing rules.

Generally, to have coercive power, you need to have a management job that enables you to gain and maintain the ability to hire, discipline, and fire your employees. However, some people can pressure others to do what they want without position authority.

**Connection Power**

*Connection power* is based on the user’s relationship with influential people. You rely on the use of contacts or friends who can influence the person you are dealing with. The right connections can give power or at least the perception of power.

Networking means developing connections. To increase your connection power, expand your network of contacts with important managers who have power. When you want something, identify the people who can help you attain it, make alliances, and win them over to your side.

**Reward Power**

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| LO 10–6. Identify the differences among reward, legitimate, and referent power.  The different types of power are based on how the person with power influences others. Reward power is based on the user’s ability to influence others with something of value to them. Legitimate power is based on the user’s position power in the organization. Referent power is based on the user’s personal power relationships with others. |

*Reward power* is based on the user’s ability to influence others by providing something of value to them. In a management position, reward power involves the use of positive reinforcement or incentives, such as praise, recognition, pay raises, and promotions, to influence others’ behavior. With peers, you can exchange favors or give them something of value. Let people know what’s in it for them by creating a win-win situation.

To increase your reward power, you must be in a position in which you have some control over evaluating employees’ performance and determining their raises and promotions. Find out what others value and try to reward them in that way. Using praise can help increase your power. Employees who feel they are appreciated rather than being used will give you more power.

**Legitimate Power**

*Legitimate power* is based on the user’s position power in the organization. Employees tend to feel that they ought to do what the boss says. Day-to-day manager–employee interactions are based on legitimate power.

To increase your legitimate power, you need to attain a management position.

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| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—10–2  Following Orders  Answers will vary based on opinion. |

**Referent Power**

*Referent power* is based on the user’s personal power relationship with others. Someone using referent power would ask another person to do something—that is, he or she would express it as a request rather than as an order. Referent power is used by people who have little or no position power; it is also used in teams where leadership is needed.

To increase your referent power, you should develop your interpersonal skills and make efforts to gain others’ confidence and trust.

**Information Power**

*Information power* is based on others’ need for data. An important part of the manager’s job is to convey information. Employees often come to managers for information on what to do and how to do it.

To increase your information power, know what is going on in the organization. Provide service and information to other departments. Serve on committees, because doing so gives you a chance to increase both information power and connection power.

**Expert Power**

*Expert power* is based on the user’s skill and knowledge. Being an expert makes other people more convinced to trust and respect you.

To increase your expert power, participate in all the training and educational programs your organization provides. Keep up with the latest technology. Volunteer to be the first to learn something new. Be willing to take on the more complex, hard-to-evaluate tasks.

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| **RQ 10–4. What are the seven types of power?**  The seven types of power are coercive, connection, reward, legitimate, referent, information, and expert power. |

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| WORK APPLICATION Example student answer  **10–6. Identify the type(s) of power usually used by your current boss or a previous boss. Was there any type(s) of power that this person used only rarely?**  My boss at Papa Gino’s used reward power. We got periodic reviews and raises every few months. There were regular contests such as Employee of the Week and who could sell the most pizza in one night. My boss would also use coercive power when people came in late or broke other rules. People who did not want to follow the rules and work hard did not last long; they either quit or were fired. |

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| WORK APPLICATION Example student answer  **10–7. Which of the suggestions for increasing your power are the most relevant to you? Explain.**  My first priority is to work on connection power. Connection power can help me get a job when I graduate and when I advance on the job. My second priority is to develop expert power. I’m a good worker and take pride in my work. |

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| APPLYING THE CONCEPT Answers  AC 10–1—Using Power  c 1. Reward or Legitimate. You should make Amita realize the importance of getting the order out through a legitimate request for doing her job.  d 2. Referent. You will get the best results at influencing Laxmi by working on the relationship side of power. Show a personal concern and willingness to help.  b 3. Connection. Working on the political connections is advisable to gain support for your request.  e 4. Information or Expert. Carlos is looking for information and your expertise to help him get promoted.  a 5. Coercive. When employees are intentionally not following orders, discipline through coercion is appropriate. |

1. ORGANIZATIONAL POLITICS

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| LO 10–7. Discuss how power and politics are related.  Power is the ability to influence the behavior of others. Politics is the process of gaining and using power. Therefore, political skills are a part of power. |

Political skills come into play when using power. **Politics** is the process of gaining and using power. Whether you have a positive or negative attitude toward politics, politics is a reality of organizational life.

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| LO 10–8. Describe how money and politics have similar uses.  Money and politics have similar uses because they are mediums of exchange. In our economy, money is the medium of exchange. In an organization, politics is the medium of exchange. |

Like power, politics is often viewed negatively, because people often abuse political power. A positive way to view politics is to realize that it is simply a medium of exchange. Like money, politics in and of itself is neither good nor bad. It is simply a means of getting what we want. In most economies, money is the medium of exchange; in an organization, politics is the medium of exchange.

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| **RQ 10–5. Can management order that power and politics in an organization be abolished? If yes, should they?**  No. They should not try to abolish power and politics because ethical power and politics are functional. However, they should take action to discourage unethical behavior. |

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| **CSQ 10–4. What is your attitude toward power and politics in organizations? Should power and politics be changed, and if so, how?**  Answers will vary. |

**B. Political Behavior**

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| LO 10–9. Explain what networking, reciprocity, and coalitions have in common.  Networking, reciprocity, and coalitions are all political behaviors. Networking is the process of developing relationships for the purpose of career building and socializing. Reciprocity involves the mutual exchange of favors and privileges to accomplish objectives. Coalitions are networks of alliances that help achieve an objective. |

Networking, using reciprocity, and coalition building are important political behaviors.

1. **Networking**

Networking is the process of developing relationships for the purpose of career building and socializing. Successful managers spend more time networking than do average managers.

1. **Using Reciprocity**

**Reciprocity** involves the mutual exchange of favors and privileges to accomplish objectives. When people do something for you, you incur an obligation, and they may expect to be repaid. When you do something for someone else, you create a debt that you may be able to collect at a later date when you need a favor. The process of reciprocity is also referred to as *social exchange theory*.

1. **Coalition Building**

A **coalition** is a network of alliances that help achieve an objective. Reciprocity is used to achieve ongoing objectives, whereas coalitions are developed for achieving a specific objective.

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| WORK APPLICATION Example student answer  **10–8. Give an example of how you used political behavior to achieve an organizational objective.**  We worked on a loading dock and packed trucks alone. However, when we had a heavy item to load, we would help each other. This is reciprocity, and the trade-off was helping each other. |

1. **Guidelines for Developing Political Skills**
2. **Learn the Organizational Culture**

Learn how the organization operates, both formally and informally. Learn to read between the lines. Use political behavior to get noticed and to promote yourself, but be sure to use methods that are considered appropriate and ethical within the organizational culture.

1. **Learn the Power Players—Your Boss**

Important decisions are made by “power players.” Find out who those people are in your organization and find opportunities to use political behavior with them. And always remember that your boss is a key player for you, regardless of your personal feelings toward him or her.

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| **RQ 10–6. Why should you learn the organizational culture and identify power players where you work?**  Learning the organizational culture helps you to understand how to develop power through political behavior. Identifying the power players enables you to develop connections with them to help you get what you want. |

1. **Impress Your Boss**

If you want to get ahead, you should try to impress your boss. Beating deadlines, arriving at work early and staying later, and volunteering for more work are all ways to impress a boss. Get to know what your boss expects from you and do it. Set objectives and goals with your boss. Also, make your boss’s job easier by asking how you can help meet his or her goals.

1. **Don’t Surprise Your Boss**

It’s common to put off telling the boss bad news, but if you are having a work problem, let your boss know early.

1. **Don’t Gossip**

One unfortunate fact of life in many organizations is that some workers and managers are “backstabbers”—people who like to make others look bad by spreading gossip about them. Workplace gossip is unproductive. It breeds resentment and can wreak havoc on company morale and efficiency. Do not partake in gossiping.

1. **Be a Team Player**

There are very few, if any, jobs in which organizational objectives can be achieved without the support of a group or team. Therefore, being a team player is crucial not only to your success as an individual employee but also to the success of the organization. In order to be a team player, you must earn others’ respect, confidence, and trust. This can be accomplished by getting along well with your coworkers and helping them succeed.

1. **Stay Tuned in to the Grapevine**

Find out what is going on through the grapevine. The grapevine can help you to learn the organizational culture and identify key players to include in your coalitions. Your grapevine should include a network of people within and outside your organization.

1. **Resolve Conflicts**

If you are suddenly left out of the information loop or if your coworkers or boss start treating you differently, find out why. Confront individuals or groups suspected of instigating conflict. If you did something to offend an adversary, a sincere apology may clear the air.

1. **Admit Mistakes and Apologize**

We all make mistakes, so admit them, especially to your boss. Defending and justifying mistakes and behavior that hurt others damages relationships. Justifying mistakes leads to not learning from them and repeating mistakes and possibly of lower performance evaluations. Research has shown that a sincere apology can go a long way in repairing damaged relationships.

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| **CSQ 10–5. Which of the guidelines for developing political skills do you think is most important? Why?**  Answers will vary. |

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| WORK APPLICATION Example student answer  **10–9. Which of the suggestions for developing political skills is the most relevant to you?**  I need to stay tuned in to the grapevine more. I tend to be shy and quiet and don’t socialize much with my other coworkers. For this reason, I am usually left out of the information loop and am the last one to know what is going on with the organization. |

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| APPLYING THE CONCEPT Answers  AC 10–2—Political Behavior  b 6. Ineffective. Being a good worker is important, but you also need interpersonal relations to get things done politically. Socializing is an important part of power and politics.  a 7. Effective. This is a way of getting recognition and visibility for your work.  a 8. Effective. This is a way of getting recognition and visibility and developing connections.  a 9. Effective. Taking lessons can prepare Juanita to make some political connections by learning the power players.  b 10. Ineffective. If Pavel’s boss finds out about this behavior, this could be a big surprise that his boss could hold against Pavel. |

1. NEGOTIATION
2. **Negotiating**

*Negotiating* is a process in which two or more parties in conflict attempt to come to an agreement.

Negotiation is often a *zero-sum game* in which one party’s gain is the other party’s loss. Ideally, all parties should feel like they got a good deal.

Not everyone is born a great negotiator. Following the steps in the negotiation process can help you develop your negotiation skills.

1. **The Negotiation Process**

The negotiation process has three, possibly four, steps: plan, negotiate, possibly postpone, and finally, come to an agreement or no agreement.

1. **Plan**

Planning has four steps:

**Step 1. Research the other party(ies) to the negotiation.** Know the key power players. Try to find out what the other party wants and what he or she will and will not be willing to give up before you negotiate. Find out, though your networking grapevine, their personality traits and negotiation style. The more you know about the other party, the better your chances are of reaching an agreement.

**Step 2. Set objectives.** You want to set three objectives:

* A specific lower limit that you are unwilling to give up.
* A target objective that represents what you believe is fair.
* An opening objective that is more than you actually expect but that you may achieve.

Remember that the other party is probably also setting these kinds of objectives. The key to successful negotiation is for each person or party to achieve something between their minimum objective and their target objective. This creates a win-win situation.

**Step 3. Try to develop options and trade-offs.** In some negotiating situations, you may find that you are in a position of power to achieve your target objective. If you have to give up something or cannot get exactly what you want, be prepared to ask for something in return. Based on your research, you should be able to anticipate the kinds of trade-offs you might expect from the other party.

**Step 4. Anticipate questions and objections, and prepare answers.** Very likely the other party to negotiations will want an answer to the unasked question “What’s in it for me?” Focus on how the negotiations will benefit the other party; speak in terms of “you” and “we” rather than “I.”

There is a good chance that the other person will raise objections. Unfortunately, not everyone will be open about his or her real objections. Thus, you need to listen and ask questions to find out what is preventing an agreement. It will also help to project positive self-esteem, enthusiasm, and confidence. If the other person does not trust you, you will not reach an agreement.

1. **Negotiate**

After you have planned, you are ready to negotiate the deal. Face-to-face negotiations are generally preferred because you can see the other person’s nonverbal behavior and better understand objections. However, negotiations by telephone and written negotiations work, too. It will help to keep the following four steps in mind as you negotiate.

**Step 1. Develop rapport and focus on obstacles, not on the person.** Use the other party’s name as you greet him or her. If appropriate, open with small talk. How long you wait before getting down to negotiations will depend on the particular situation and the other party’s style.

Never attack the other party’s personality or use negative statements. Negative statements will make the other party defensive, which will make it harder to reach an agreement. During negotiations, people look for four things: inclusion, control, safety, and respect. If people perceive that you are pushing them into something, threatening them, or belittling them, they will not trust you and will be unlikely to come to an agreement with you.

**Step 2. Let the other party make the first offer.** Letting the other party make the first offer gives you the advantage, because if the other party offers you more than your target objective, you can close the agreement. Of course, the other party may pressure *you* to make the first offer.

**Step 3. Listen and ask questions to focus on meeting the other party’s needs.** Create an opportunity for the other person to disclose reservations and objections. When you ask questions and listen, you gather information that will help you overcome the other party’s objections.

**Step 4. Don’t be too quick to give in, and remember to ask for something in return.** Those who ask for more often get more. You want to satisfy the other party without giving up too much yourself. Remember not to go below your minimum objective, and be prepared to walk away if that minimum can’t be met. When you are not getting what you want, having other options can help give you bargaining power.

Though you don’t want to be quick to give in, you might want to be the first to make a concession, particularly when you are negotiating complex deals. A concession makes the other party feel obligated, which gives you negotiating power. However, before making a concession, it’s essential to know what all of the other party’s demands are.

Avoid unilateral concessions.

1. **Postpone**

When there doesn’t seem to be any progress, it may be wise to postpone negotiations.

***If the other party is postponing, you can try to create urgency.***

One thing to remember is that when the other party becomes resistant to making the agreement, a hard sell will not work.

You also need to learn to read between the lines. Some people will not come right out and tell you that there is no agreement.

***If you want to postpone, the other party may try to create urgency.*** If you are not satisfied with the deal or want to shop around, tell the other party you want to think about it. If the other party is creating urgency, be sure the urgency is real; don’t be pressured into agreeing to something you are not satisfied with or may regret later. If you do want to postpone, give the other party a specific time that you will get back to them.

1. **Agreement**

Once you have come to an agreement, put things in writing, if appropriate. It is common to follow up an agreement with a letter of thanks that restates the agreement. Also, after the deal is reached, stop selling it.

1. **No Agreement**

There will be times when you simply will be unable to come to an agreement. If you cannot resolve a conflict, analyze the situation and try to determine where you went wrong so you can improve in the future.

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| **CSQ 10–6. What are the most relevant points you learned about negotiation that you didn’t already know and use? Will you follow the steps in the negotiation process in future negotiations?**  Answers will vary. |

1. MANAGING CONFLICT

A **conflict** exists whenever people are in disagreement and opposition. Conflicts are inevitable in the workplace. Therefore, both employees and managers need strong conflict-resolution and negotiation skills if they want to be successful.

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| **RQ 10–7. How do you know when you are in conflict?**  A conflict exists whenever people are in disagreement and opposition. |

1. **The Psychological Contract and Functional and Dysfunctional Conflict**

All human relations rely on the psychological contract. The *psychological contract* is composed of the implicit expectations of each party. At work, you have a set of expectations about what you will contribute to the organization and what it will provide to you. Often we are not aware of our expectations until they have not been met.

*Conflict arises when the psychological contract is broken, which happens for two primary reasons*: (1) We fail to make explicit our own expectations and fail to inquire into the expectations of others. (2) We assume that others have the same expectations that we hold.

People often think of conflict as “fighting” and view it as disruptive. However, conflict can be positive.

**Functional conflict** exists when disagreement and opposition support the achievement of organizational objectives. Functional conflict can decrease complacency and reveal inefficiencies. This, in turn, can lead to a more positive work environment, increase employee creativity, and enhance motivation, morale, and performance.

On the other hand, conflict that prevents the achievement of organizational objectives is negative, or *dysfunctional*, conflict. Dysfunctional conflict is often personal and can bring about many negative outcomes within an organization, including damaged relationships, decreased productivity, discontent, and reduced group cohesiveness and performance.

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| **RQ 10–8. What is the difference between functional and dysfunctional conflict, and how does each affect performance?**  Functional conflict exists when disagreement and opposition support the achievement of organizational objectives; it enhances performance. Conflict that prevents the achievement of organizational objectives is negative, or dysfunctional, conflict; it reduces performance. |

1. **Conflict Management Styles**

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| LO 10–10. List and define the five conflict-management styles.  (1) The user of the *avoiding conflict style* attempts to passively ignore conflict rather than resolve it. (2) The user of the *accommodating conflict style* attempts to resolve conflict by passively giving in to the other party. (3) The user of the *forcing conflict style* attempts to resolve conflict by using aggressive behavior to get his or her own way. (4) The user of the *negotiating conflict style* attempts to resolve conflict through assertive give-and-take concessions. (5) The user of the *collaborating conflict style* assertively attempts to resolve conflict by working together with the other party to find an acceptable solution. |

When you are faced with conflict, you have five conflict management styles to choose from. The five styles are based on two dimensions of concern: concern for others’ needs and concern for your own needs. Various levels of concern result in three types of behavior: passive, aggressive, and assertive. Each conflict management style results in a different combination of win-lose situations. The five styles, along with concern for needs and win-lose combinations, are presented in Exhibit **10–**4.

1. **Avoiding Conflict Style**

The user of an *avoiding conflict style* attempts to passively ignore conflict rather than resolve it. When you avoid a conflict, you are being unassertive and uncooperative. People avoid conflict by refusing to take a stance, by mentally withdrawing, or by physically leaving. A lose-lose situation results because the conflict is not resolved.

***Advantages and Disadvantages of the Avoiding Conflict Style.*** The advantage of the avoiding style is that it may maintain relationships that would be hurt through conflict resolution. The disadvantage of this style is the fact that conflicts do not get resolved.

***Appropriate Use of the Avoiding Conflict Style.*** The avoiding style is appropriate to use when (1) the conflict is trivial, (2) your stake in the issue is not high, (3) confrontation will damage an important relationship, (4) you don’t have time to resolve the conflict, or (5) emotions are high.

1. **Accommodating Conflict Style**

The user of an *accommodating conflict style* attempts to resolve conflict by passively giving in to the opposing party. When you use the accommodating style, you are being unassertive but cooperative. You attempt to satisfy the needs of others but neglect your own needs by letting others get their own way. A win-lose situation is created.

***Differences Between the Avoiding and Accommodating Conflict Styles.*** A difference between the avoiding style and the accommodating style is based on behavior. With the avoiding style, you don’t have to do anything you really don’t want to do; with the accommodating style, you do.

***Advantages and Disadvantages of the Accommodating Conflict Style.*** The advantage of the accommodating style is that you maintain relationships by doing things other people’s way. The disadvantage is that giving in may be counterproductive. The accommodating person may have a better solution.

***Appropriate Use of the Accommodating Conflict Style.*** The accommodating style is appropriate to use when (1) you enjoy being a follower, (2) maintaining the relationship outweighs all other considerations, (3) the changes agreed to are not important to you but are to the other person, (4) the time to resolve the conflict is limited, or (5) the person you are in conflict with uses the forcing style.

1. **Forcing Conflict Style**

The user of a *forcing conflict style* attempts to resolve conflict by using aggressive behavior to get his or her own way. When you use the forcing style, you are uncooperative and aggressive; you do whatever it takes to satisfy your own needs at the expense of others. Forcers use authority, threaten, intimidate, and call for majority rule when they know they will win. Forcers commonly enjoy dealing with avoiders and accommodators. If you try to get others to change without being willing to change yourself, regardless of the means, then you use the forcing style and create a win-lose situation.

***Advantages and Disadvantages of the Forcing Conflict Style.*** The advantage of the forcing style is that better organizational decisions will be made when the forcer is correct. The disadvantage is that overuse of this style leads to hostility and resentment toward its user.

***Appropriate Use of the Forcing Conflict Style.*** The forcing style is appropriate to use when (1) unpopular action must be taken on important issues, (2) commitment by others to a proposed action is not crucial to its implementation (either people will not resist doing what you want them to do or their resistance will not affect the results), (3) maintaining relationships is not critical, or (4) a resolution of the conflict is urgently needed.

1. **Negotiating Conflict Style**

The user of the *negotiating conflict style*, also called the *compromising style*,attempts to resolve conflict through assertive give-and-take concessions. When you use the negotiating style, you are moderate in assertiveness and cooperation. An “I win some, you win some” situation is created through compromise.

***Advantages and Disadvantages of the Negotiating Conflict Style.*** The advantages of the negotiating conflict style are that the conflict is resolved relatively quickly and working relationships are maintained. The disadvantage is that compromise often leads to counterproductive results, such as suboptimum decisions.

***Appropriate Use of the Negotiating Conflict Style.*** The negotiating conflict style is appropriate to use when (1) the issues are complex and critical and there is no simple and clear solution, (2) parties have about equal power and are interested in different solutions, (3) a solution will be only temporary, or (4) time is short.

1. **Collaborating Conflict Style**

The user of a *collaborating conflict style*, also called the *problem-solving style*,assertively attempts to resolve conflict by working together with the other person to find an acceptable solution. When you use the collaborating approach, you are being assertive and cooperative. Whereas avoiders and accommodators are concerned about others’ needs and forcers are concerned about their own needs, collaborators are concerned about finding the best solution to the problem that is satisfactory to all. Unlike forcers, collaborators are willing to change if a better solution is presented. While negotiating is often based on secret information, collaboration is based on open and honest communication. This is the only style that creates a true win-win situation.

***Differences Between the Negotiating and Collaborating Conflict Styles.*** A difference between the negotiating and collaborating styles is in the solution each leads to. With the negotiating style, you win some and lose some. With the collaborating style, the solution picked is the best possible one. Thus, a win-win situation is achieved.

***Advantages and Disadvantages of the Collaborating Conflict Style.*** The advantage of the collaborating style is that it tends to lead to the best solution to the conflict using assertive behavior. The collaborating style offers the most benefit to the individual, group, and organization. The disadvantage is that it takes more skill, effort, and time to resolve conflict using this style than it does using the other styles.

***Appropriate Use of the Collaborating Conflict Style.*** The collaborating style is appropriate when (1) you are dealing with an important issue that requires an optimal solution and compromise would result in suboptimizing, (2) people are willing to place the group goal before self-interest, (3) maintaining relationships is important, (4) time is available, or (5) the conflict is between peers.

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| **CSQ 10–7. Which of the conflict management styles do you tend to use most often? Why?**  Answers will vary. |

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| WORK APPLICATION Example student answer  **10–10. Think of one of your present or past bosses and give several examples of the conflict management style that person used most often.**  My boss was a real negotiator. He was very concerned about treating all employees fairly. For example, an employee complained about having to put out the trash every night, so my boss set up a schedule to rotate the job so that everyone got a turn. |

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| WORK APPLICATION Example student answer  **10–11. Which one of the five conflict management styles do you tend to use most often? Explain.**  I tend to use the forcing style. I don’t come right out and really push people with threats, but I do tend to be closed to others’ ideas. Therefore, I tend to do a strong sales job by explaining why what I want done should get done my way. For example, when I see people doing the job differently than I would do the job, I question why they do it that way and ask why they don’t do it this way—the way I’d do it. |

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| APPLYING THE CONCEPT Answers  AC 10–3—Conflict Management Styles  b 11. Accommodating style. When the conflict is not important to you but is for the other party, let it go. If you take a stance against the other person, this person and others that side with this person will not help in networking.  d 12. Negotiating style. This is a situation in which there is no simple clear solution, so a compromise is appropriate.  e 13. Collaborating style. This is an important issue that requires an optimal solution. Bonnie needs to feel comfortable going into the sale. If you try to force Bonnie to do it your way, she may rebel and intentionally lose the sale to show you that you were wrong. If you both agree on the strategy, the odds of closing the sale will be higher.  a 14. Avoiding style. You don’t have time to confront the employee now; however, when you get back, you should.  c 15. Forcing style. It is part of the manager’s job to implement unpopular decisions. |

1. CONFLICT RESOLUTION

Effective managers encourage conflict resolution and build collaboration throughout the organization. Conflict-resolution models have been shown to be effective in resolving conflicts.

1. **Initiating Conflict Resolution**

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| LO 10–11. List the steps in initiating and using the collaborative conflict-resolution model.  The steps in the collaborative conflict-resolution model are (1) state the problem in a BCF statement, (2) get the other person to acknowledge the problem or conflict, (3) ask for and/or present alternative resolutions to the conflict, and (4) come to an agreement. |

An initiator is a person who confronts another person(s) in order to resolve conflict. When initiating a conflict resolution, you may want to use the *collaborative conflict-resolution model.* The steps of the model are (1) state the problem in terms of behaviors, consequences, and feelings (in a BCF statement); (2) get the other person to acknowledge the problem or conflict; (3) ask for and/or present alternative resolutions to the conflict; and (4) come to an agreement. These steps are illustrated in Model 10–2, which also indicates appropriate responses to the steps of the model.

**Step 1. State the problem in terms of behaviors, consequences, and feelings (in a BCF statement).** The first step in the collaborative conflict-resolution model is to express the problem in a **BCF statement**, that is, a statement that describes a conflict in terms of behaviors (B), consequences (C), and feelings (F), in a way that maintains ownership of the problem. Maintaining ownership of the problem means expressing it without assigning blame or making assumptions about who is right or wrong.

When developing your opening BCF statement, be descriptive, not evaluative. Keep the opening statement short. The longer the statement, the longer it will take to resolve the conflict. Timing is also important. If others are busy, see them later to discuss the conflict. In addition, the statement should deal with only a single issue and not several unrelated issues at once.

After planning your BCF statement, practice saying it before confronting the other person. Also, think of some possible solutions you might suggest. However, be sure your ideas take into consideration the other person’s point of view, not just your own.

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| **RQ 10–9. What does it mean to “maintain ownership of a problem”?**  Maintaining ownership of the problem means expressing it without assigning blame or making assumptions about who is right or wrong. |

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| WORK APPLICATION Example student answer  **10–12. Describe a conflict in which you used (or should have used) a BCF statement.**  I had a situation with my friend coming to pick me up from work late, and I had to wait for her before leaving for class. As a result, I lost bonus points on the test. This happened more than once. Instead of using a BCF, I yelled at her one day, and it hurt our relationship and didn’t get her to arrive on time. I should have said, “When you come to pick me up from work late, I have to wait for you and I get to class late. Being late, I lose bonus points on the test. I’m concerned about my grade and upset about losing points.” |

**Step 2. Get the other person to acknowledge the problem or conflict.** You cannot resolve a conflict if the other person does not even acknowledge that it exists. After stating the problem, let the other person respond. If the other person doesn’t understand or acknowledge the problem, you’ll need to be persistent. Repeat your statement in different terms, if necessary.

**Step 3.** **Ask for and/or present alternative resolutions to the conflict.** Once the other person acknowledges the problem, ask him or her how the conflict might be resolved. Perhaps the person will suggest something that you can agree to. If so, you’re well on your way to a resolution of the conflict; if not, be prepared with your own suggestions. However, remember that you are collaborating, not simply trying to change the other person. If he or she acknowledges the problem but seems unwilling to resolve it, appeal to common goals. Try to make the other person realize how he or she might also benefit from a solution to this conflict.

**Step 4.** **Come to an agreement.** Determine what specific actions you will each take to resolve the conflict. Clearly state whatever actions you each agree to.

1. **Responding to and Mediating Conflict Resolution**

In the role of responder, you have a responsibility to contribute to successful conflict resolution when someone confronts you with a problem. You should keep in mind the steps in the collaborative conflict-resolution model: (1) Respond as appropriate to the initiator’s statement of the problem, using your own BCF statements. (2) Acknowledge the problem or conflict. (3) Discuss alternative resolutions to the conflict. (4) Come to an agreement, and then hold up your end of the bargain. Carry out whatever specific actions you and the initiator have agreed to.

Frequently, parties in conflict cannot resolve their dispute alone. In these cases, a mediator may be used. A **mediator** is a neutral third party who helps resolve a conflict. As a manager, you may be called upon to serve as a mediator between two employees.

If the conflict cannot be resolved by mediation, an arbitrator may be used as a follow-up. An **arbitrator** is a neutral third party who resolves a conflict by making a binding decision. The arbitrator is like a judge whose decision must be followed.

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| **RQ 10–10. What is the difference between a mediator and an arbitrator?**  A mediator can only advise and assist the parties in resolving the conflict, while an arbitrator has the power to make a binding decision to resolve the conflict. |

1. STRESS

**Stress** is the body’s reaction to environmental demands. This reaction can be emotional and/or physical.

Stress levels are on a continuum. With no or low stress, people tend to just take it easy and waste time and performance is lower, so it is *dysfunctional*. An optimal level of stress, like a deadline, is *functional* because it helps improve performance. However, beyond a certain point, stress stops being helpful and becomes *dysfunctional* as it hurts performance. It can also lead to *burnout.*

1. **Job Stress Causes and Management**

There are six common contributors to job stress: personality type, organizational culture, organizational change, management behavior, type of work, and interpersonal relations.

1. **Causes of Job Stress**

**Personality Type**

The *Type* *A personality* is characterized as fast moving, hard driving, time conscious, competitive, impatient, and preoccupied with work. The Type B personality is the opposite of Type A. In general, people with Type A personalities experience more stress than people with Type B personalities.

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| **RQ 10–11. What are the characteristics of a Type A personality?**  The Type A personality is characterized as fast moving, hard driving, time conscious, competitive, impatient, and preoccupied with work. |

**Organizational Culture**

The more positive and supporting the organizational culture, the less stress there is.

**Organizational Change**

Change can be stressful.

**Management Behavior**

Bad bosses cause stress.

**Type of Work**

Some types of work are more stressful than others.

**Interpersonal Relations**

Conflicts among coworkers who do not get along can be very stressful.

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| **CSQ 10–8. How much stress do you have in your life? When do you tend to have more stress, and what is (are) the major cause(s) of the stress?**  Answers will vary. |

1. **Stress Management**

*Stress management* is the process of eliminating or reducing stress.

**Time Management**

Generally, people with good time management skills experience less job stress—see Chapter 5.

**Relaxation** (Note that there is more detail from 5e here than is in the 6e text.)

* Relaxation is an excellent stress-management technique. Finding a hobby or activity you enjoy, taking a vacation, getting an adequate amount of sleep, laughing, and performing relaxation exercises are all ways in which you can relax.
* *Hobbies/Activities.* A good way of relaxing is to take up an activity or hobby that you enjoy. Gardening, painting, listening to music, and photography are just some of the activities that studies have shown provide relaxation. Hobbies can not only be relaxing, but they can also provide pleasure and a sense of accomplishment.
* *Vacations.* Vacations can be of great help if you want to relax. If possible, take two weeks off rather than just one week when taking a vacation. This way you can use the first week to rest and the second week to do all the things you enjoy.
* *Sleep.* At least 7 to 8 hours of sleep per day is a must if you want to keep stress at bay. Lack of sufficient sleep makes you dull and lethargic. As a result, you experience low concentration and energy levels. Adequate sleep helps you rejuvenate and replenishes lost energy.
* *Laughter.* Laughter is one of the best stress busters and ways to relax. Laughing gives you a positive attitude and takes away negative emotions. It increases the endorphins in your bloodstream, which reduces the level of stress hormones. And, much to your surprise, laughter ensures a good workout by exercising your diaphragm, contracting your abs, and working out your shoulders.
* *Relaxation exercises.* Relaxation exercises such as deep breathing, muscle relaxation, meditation, yoga, and massage therapy can lead to a reduction in everyday stress levels. Exhibit **10–**5 lists some relaxation exercises that you can do almost anywhere.

**Nutrition** (Note that there is more detail from 5e here than is in the 6e text.)

Good health is essential to everyone’s performance, and nutrition is a major factor in health. As we get busy and stressed, we tend to make poor nutritional choices that can actually increase our stress levels and cause other problems. Too often people turn to cigarettes, alcohol, coffee, and junk food to “manage” stress. While these may provide short-term relief for reducing stress, they often create other long-term problems.

There are many ways to use good nutrition as a means of managing stress. First, don’t skip meals, especially breakfast. Breakfast is considered the most important meal of the day. When you eat a well-balanced breakfast, the body is ensured of a buildup of much-needed resources and nutrients, making it more capable of coping with stress for the day.

Eat a variety of foods to ensure that you consume all the nutrients you need to stay healthy. There are certain nutrients that the body needs to fight off the effects of stress more effectively.

Also, limit your caffeine intake. Too much caffeine can lead to poor concentration and decrease effectiveness, cause sleep disturbances, and increase cortisol (the stress hormone) levels in your blood.

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| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—10–3  Obesity  Answers will vary based on opinion. |

**Exercise** (Note that there is more detail from 5e here than is in the 6e text.)

Physical exercise is an excellent way to improve health while releasing stress. In terms of physical benefits, exercise strengthens the heart and lowers your chances of having heart conditions, strokes, and high blood pressure. In terms of mental benefits, exercise provides an outlet for negative emotions such as frustration, anger, and irritability, and such releases are great for stress management. Exercise also promotes a positive outlook and mood by producing endorphins, which are, essentially, the stress-management chemicals in your brain. Another beneficial effect of exercise is that it improves sleep.

There are generally two types of exercise: aerobic and anaerobic. Aerobic exercise, in which you increase the heart rate and maintain it for 20 to 30 minutes, is generally considered the most beneficial type of exercise. Fast walking or jogging, biking, swimming, and aerobic dance or exercise fall into this category. Anaerobic exercise comprises brief strength-based activities, such as sprinting, jumping, and weightlifting.

**Positive Thinking**

People with an optimistic personality and attitude generally have less stress than pessimists do.

**Support Network**

Talking to others in a support network can help reduce stress. Develop a network of family, friends, and peers you can go to for help with your problems.

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| **RQ 10–12. What are six stress-management techniques?**  The six stress-management techniques are time management, relaxation, nutrition, exercise, positive thinking, and support networks. |

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| **CSQ 10–9. Which of the stress-management techniques listed in the text do you use currently? Can you think of or do you use any other stress-management techniques that are not listed in the text?**  Answers will vary. |

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| WORK APPLICATION Example student answer  **10–13. If you are currently experiencing stress at school or work, identify which of the stress-management techniques you believe you can put into practice.**  Taking tests is my major stressor. During tests, I’ve noticed I get really tense. For future tests, I plan on doing some relaxation exercises for my neck and shoulders when they tense up. |

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| WORK APPLICATION Example student answer  **10–14. At which of the stress-management techniques are you best and worst? What can you do to improve your stress-management skills?**  I’m best at exercise because I play on the basketball team. I’m worst at nutrition because I drink a lot of soda and eat a lot of candy. I plan to cut back on the junk food and increase my intake of fruit and vegetables. |

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| APPLYING THE CONCEPT Answers  AC **10–**4—Stress-Management Techniques  c 16. Nutrition. Breakfast is the most important meal of the day.  f 17. Support network. Talking to others about problems can reduce stress.  b 18. Relaxation. Gardening is a hobby and a form of relaxation.  e 19. Positive thinking. Being an optimist is part of positive thinking.  a 20. Time management. Using a to-do list to prioritize items is a good time management techniques.  d 21. Exercise. Taking a walk is a form of physical exercise. |

1. **The Stress Tug-of-War**

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| LO 12. Explain the stress tug-of-war analogy.  In the stress tug-of-war, you are in the center, where stress is functional and performance is high. On your left are the causes of stress trying to pull you off center. On your right are the stress-management techniques you use to keep yourself in the center. If the causes of stress pull you off center, the stress turns dysfunctional and, as a result, your performance decreases. If there is an absence of stress, performance is also decreased. |

Think of stress as a tug-of-war with you in the center, as illustrated in Exhibit 10–6. On the left are causes of stress trying to pull you away from functional stress toward dysfunctional stress. On the right are stress-management techniques you use to keep yourself in the center. If the stress becomes too powerful, it will pull you off center. The functional stress turns into dysfunctional stress and, as a result, your performance suffers. The stress tug-of-war is an ongoing game. On easy days, you move to the right, and on overly tough days, you move to the left. Your main objective is to stay in the center.

LEARNING OUTCOMES AND ANSWERS

The chapter summary is organized to answer the learning objectives for Chapter 10. They are also found at the end of the chapter and can be used as short answer questions on exams.

*These learning objectives are included in the test bank in the concept section.*

**10–1. Describe each of the Big Five personality dimensions.**

*Extraversion* lies on a continuum between extravert and introvert; *agreeableness* between easy and difficult to work with; *emotionalism* between stability and instability; *conscientiousness* between responsible/dependable and irresponsible/undependable; and *openness to experience* between willing to try new things and not being willing to do so.

**10–2. Explain the perception process and identify the two factors that influence it.**

Perception is the process of selecting, organizing, and interpreting environmental information. How you select, organize, and interpret information is based on both internal individual factors, including your personality and attitudes, and the information available from the external environment.

**10–3. Describe the interrelationship among personality, perception, and attitudes and explain the contribution of each to a manager’s behavior.**

Personality affects perception and attitudes. Perception also affects attitudes, and attitudes affect perception. Thus, all three are interrelated and are important because combined they directly affect behavior and performance.

**10–4. Explain what job satisfaction is and why it is important.**

Job satisfaction is a person’s attitude toward the job. Job satisfaction is important because it affects behavior and performance. There is a positive relationship between job satisfaction and citizenship behavior—employee efforts that go above and beyond the call of duty.

**10–5. Define *power* and explain the difference between position and personal power.**

Power is the ability to influence others’ behavior. Position power is derived from top management and delegated down the chain of command, whereas personal power is derived from followers based on an individual’s behavior.

**10–6. Identify the differences among reward, legitimate, and referent power.**

The different types of power are based on how the person with power influences others. Reward power is based on the user’s ability to influence others with something of value to them. Legitimate power is based on the user’s position power in the organization. Referent power is based on the user’s personal power relationships with others.

**10–7. Discuss how power and politics are related.**

Power is the ability to influence the behavior of others. Politics is the process of gaining and using power. Therefore, political skills are a part of power.

**10–8. Describe how money and politics have similar uses.**

Money and politics have similar uses because they are mediums of exchange. In our economy, money is the medium of exchange. In an organization, politics is the medium of exchange.

**10–9. Explain what networking, reciprocity, and coalitions have in common.**

Networking, reciprocity, and coalitions are all political behaviors. Networking is the process of developing relationships for the purpose of career building and socializing. Reciprocity involves the mutual exchange of favors and privileges to accomplish objectives. Coalitions are networks of alliances that help achieve an objective.

**10–10. List and define the five conflict-management styles.**

(1) The user of the *avoiding conflict style* attempts to passively ignore conflict rather than resolve it. (2) The user of the *accommodating conflict style* attempts to resolve the conflict by passively giving in to the other party. (3) The user of the *forcing conflict style* attempts to resolve conflict by using aggressive behavior to get his or her own way. (4) The user of the *negotiating conflict style* attempts to resolve conflict through assertive give-and-take concessions. (5) The user of the *collaborating conflict style* assertively attempts to resolve conflict by working together with the other party to find an acceptable solution.

**10–11. List the steps in initiating and using the collaborative conflict-resolution model.**

The steps in the collaborative conflict-resolution model are (1) state the problem in a BCF statement, (2) get the other person to acknowledge the problem or conflict, (3) ask for and/or present alternative resolutions to the conflict, and (4) come to an agreement.

**10–12. Explain the stress tug-of-war analogy.**

In the stress tug-of-war, you are in the center, where stress is functional and performance is high. On your left are the causes of stress trying to pull you off center. On your right are the stress-management techniques you use to keep yourself in the center. If the causes of stress pull you off center, the stress turns dysfunctional and, as a result, your performance decreases. If there is an absence of stress, performance is also decreased.

WORK APPLICATION SAMPLE ANSWERS

(Most of the answers are actual student answers or based on student answers. You may give these answers as part of your lecture before, after, or in place of getting student answers.)

*These work applications are included in the test bank in the application section.*

**10–1. Identify a present or past boss’s personality; refer to the personality traits in the Self-Assessment.**

My boss was an externalizer, as he was always blaming everyone else for things that went wrong. He was pessimistic and avoided taking risks, and did use power over his subordinates. He was an introvert, very competitive, usually worried and nervous, dependable, and avoided doing new things.

**10–2. Give three examples of how you (or a manager you know) have used the attribution process at work.**

I went to my boss for help, and he gave me a flip answer with a negative attitude about helping me. I attributed it to being situational, assuming he was in a bad mood that day.

I had a boss that was autocratic and rude. I attributed it to intentional because he acted that way most of the time.

I had a customer who was upset and talking very loud. I attributed it to situational, assuming the customer was upset because the product did not work.

**10–3. Give an example of a situation that you and someone else experienced together but perceived differently. Which of the biases in perception might explain the difference in perception?**

My friend and I had to go to a company training program for two hours one afternoon. The training was a motivational speaker trying to get us to have a more positive personality. After the presentation, as we walked back to work, my friend stated how much she liked it and how she was going to try to be more positive. I told her I thought it was stupid and manipulative. I think the major reason for our perception difference was selectivity. My friend is generally more optimistic and was looking for the positive side of the training. On the other hand, I am more pessimistic and looked for the negative side of the training.

**10–4. Give an example of how your attitude affected your performance at work.**

I worked as an administrative assistant for a law firm. At first, I liked the job but over time I came to dislike it. I felt I was overworked and underpaid. I asked for a raise but wasn’t given one, which made things worse. After I didn’t get the raise, the amount and quality of the work I did slipped, I called in sick a lot when I really wasn’t, and I spent a lot of time surfing the Internet and instant messaging my friends when I should’ve been working. My feeling was that since I wasn’t going to be rewarded for my hard work, then why should I put forth any effort. Eventually, I was fired due to my poor performance.

**10–5. Think of someone who really expected you to perform well (or poorly) and treated you as if you would do well (or poorly), which strongly affected your success (or failure). Explain how the Pygmalion effect influenced your performance.**

I remember being on a Little League baseball team. I was a pretty good hitter, but I got into a slump. I struck out four times in a row. Before my fifth time at bat, my coach called me over. He said something like, “Ted, I can feel a hit coming. You’re a good batter and you’re going to get a hit.” I went to the plate and somehow my fear of striking out again was gone. I got a triple.

**10–6. Identify the type(s) of power usually used by your current boss or a previous boss. Was there any type(s) of power that this person used only rarely?**

My boss at Papa Gino’s used reward power. We got periodic reviews and raises every few months. There were regular contests such as Employee of the Week and who could sell the most pizza in one night. My boss would also use coercive power when people came in late or broke other rules. People who did not want to follow the rules and work hard did not last long; they either quit or were fired.

**10–7. Which of the suggestions for increasing your power are the most relevant to you? Explain.**

My first priority is to work on connection power. Connection power can help me get a job when I graduate and when I advance on the job. My second priority is to develop expert power. I’m a good worker and take pride in my work.

**10–8. Give an example of how you used political behavior to achieve an organizational objective.**

We worked on a loading dock and packed trucks alone. However, when we had a heavy item to load, we would help each other. This is reciprocity, and the trade-off was helping each other.

**10–9. Which of the suggestions for developing political skills is the most relevant to you?**

I need to stay tuned in to the grapevine more. I tend to be shy and quiet and don’t socialize much with my other coworkers. For this reason, I am usually left out of the information loop and am the last one to know what is going on with the organization.

**10–10. Think of one of your present or past bosses and give several examples of the conflict management style that person used most often.**

My boss was a real negotiator. He was very concerned about treating all employees fairly. For example, an employee complained about having to put out the trash every night, so my boss set up a schedule to rotate the job so that everyone got a turn.

**10–11. Which one of the five conflict management styles do you tend to use most often? Explain.**

I tend to use the forcing style. I don’t come right out and really push people with threats, but I do tend to be closed to others’ ideas. Therefore, I tend to do a strong sales job by explaining why what I want done should get done my way. For example, when I see people doing the job differently than I would do the job, I question why they do it that way and ask why they don’t do it this way—the way I’d do it.

**10–12. Describe a conflict in which you used (or should have used) a BCF statement.**

I had a situation with my friend coming to pick me up from work late, and I had to wait for her before leaving for class. As a result, I lost bonus points on the test. This happened more than once. Instead of using a BCF, I yelled at her one day, and it hurt our relationship and didn’t get her to arrive on time. I should have said, “When you come to pick me up from work late, I have to wait for you and I get to class late. Being late, I lose bonus points on the test. I’m concerned about my grade and upset about losing points.”

**10–13. If you are currently experiencing stress at school or work, identify which of the stress-management techniques you believe you can put into practice.**

Taking tests is my major stressor. During tests, I’ve noticed I get really tense. For future tests I plan on doing some relaxation exercises for my neck and shoulders when they tense up.

**10–14. At which of the stress-management techniques are you best and worst? What can you do to improve your stress-management skills?**

I’m best at exercise because I play on the basketball team. I’m worst at nutrition because I drink a lot of soda and eat a lot of candy. I plan to cut back on the junk food and increase my intake of fruit and vegetables.

REVIEW QUESTION ANSWERS

T/F Answers are found at the end of the chapter.

*These review questions are included in the test bank in the concept section.*

**10–1. What are the Big Five personality dimensions?**

The Big Five personality dimensions are extraversion, agreeableness, emotionalism, conscientiousness, and openness to experience.

**10–2. What are the four biases in perception?**

The four biases in perception include selectivity, frame of reference, stereotypes, and expectations.

**10–3. What are the determinants of job satisfaction? Are they of equal importance to everyone?**

The six determinants of job satisfaction are personality, the work itself, compensation, growth and upward mobility, coworkers, and management.

The importance of the six determinants is not the same for everyone. Thus, employees can have overall job satisfaction based on different factors.

**10–4. What are the seven types of power?**

The seven types of power are coercive, connection, reward, legitimate, referent, information, and expert power.

**10–5. Can management order that power and politics in an organization be abolished? If yes, should they?**

No. They should not try to abolish power and politics because ethical power and politics are functional. However, they should take action to discourage unethical behavior.

**10–6. Why should you learn the organizational culture and identify power players where you work?**

Learning the organizational culture helps you to understand how to develop power through political behavior. Identifying the power players enables you to develop connections with them to help you get what you want.

**10–7. How do you know when you are in conflict?**

A conflict exists whenever people are in disagreement and opposition.

**10–8. What is the difference between functional and dysfunctional conflict, and how does each affect performance?**

Functional conflict exists when disagreement and opposition support the achievement of organizational objectives; it enhances performance. Conflict that prevents the achievement of organizational objectives is negative, or dysfunctional, conflict; it reduces performance.

**10–9. What does it mean to “maintain ownership of a problem”?**

Maintaining ownership of the problem means expressing it without assigning blame or making assumptions about who is right or wrong.

**10–10. What is the difference between a mediator and an arbitrator?**

A mediator can only advise and assist the parties in resolving the conflict, while an arbitrator has the power to make a binding decision to resolve the conflict.

**10–11. What are the characteristics of a Type A personality?**

The Type A personality is characterized as fast moving, hard driving, time conscious, competitive, impatient, and preoccupied with work.

**10–12. What are six stress-management techniques?**

The six stress-management techniques are time management, relaxation, nutrition, exercise, positive thinking, and support networks.

COMMUNICATION SKILLS ANSWERS

Applications may also be used as class discussion questions or written assignments to develop communication skills.

*These communication skills questions are included in the test bank in the skills section.*

**10–1. Does personality really play a part in your personal and professional happiness and success? Can you change your personality? If so, how?**

Yes. Generally, people who are externalizers, pessimistic, emotionally unstable, and irresponsible are not as happy or successful in both their personal and professional lives.

Yes. Personality can change. If you find yourself on the left side of the personality dimension continuums, you can take steps to get to the right side where, generally, people are happier and more successful in life. Answers will vary on how a person might go about doing this.

**10–2. Why do most people use attribution rather than ask people why they do and say the things they do? How often do you use attribution rather than asking people? Why?**

People have a fear of confronting others to find out the reason for their behavior.

Answers will vary.

**10–3. Does the Pygmalion effect really work? Why or why not?**

Answers will vary.

**10–4. What is your attitude toward power and politics in organizations? Should power and politics be changed, and if so, how?**

Answers will vary.

**10–5. Which of the guidelines for developing political skills do you think is most important? Why?**

Answers will vary.

**10–6. What are the most relevant points you learned about negotiation that you didn’t already know and use? Will you follow the steps in the negotiation process in future negotiations?**

Answers will vary.

**10–7. Which of the conflict management styles do you tend to use most often? Why?**

Answers will vary.

**10–8. How much stress do you have in your life? When do you tend to have more stress, and what is (are) the major cause(s) of the stress?**

Answers will vary.

**10–9. Which of the stress-management techniques listed in the text do you use currently? Can you think of or do you use any other stress-management techniques that are not listed in the text?**

Answers will vary.

APPLYING THE CONCEPT ANSWERS

*There are similar questions in the test bank in the application section.*

AC 10–1—Using Power

c 1. Reward or Legitimate. You should make Amita realize the importance of getting the order out through a legitimate request for doing her job.

d 2. Referent. You will get the best results at influencing Laxmi by working on the relationship side of power. Show a personal concern and willingness to help.

b 3. Connection. Working on the political connections is advisable to gain support for your request.

e 4. Information or Expert. Carlos is looking for information and your expertise to help him get promoted.

a 5. Coercive. When employees are intentionally not following orders, discipline through coercion is appropriate.

AC 10–2—Political Behavior

b 6. Ineffective. Being a good worker is important, but you also need interpersonal relations to get things done politically. Socializing is an important part of power and politics.

a 7. Effective. This is a way of getting recognition and visibility for your work.

a 8. Effective. This is a way of getting recognition and visibility and developing connections.

a 9. Effective. Taking lessons can prepare Juanita to make some political connections by learning the power players.

b 10. Ineffective. If Pavel’ boss finds out about this behavior, this could be a big surprise that his boss could hold against Pavel.

AC 10–3—Conflict Management Styles

b 11. Accommodating style. When the conflict is not important to you but is for the other party, let it go. If you take a stance against the other person, this person and others that side with this person will not help in networking.

d 12. Negotiating style. This is a situation in which there is no simple clear solution, so a compromise is appropriate.

e 13. Collaborating style. This is an important issue that requires an optimal solution. Bonnie needs to feel comfortable going into the sale. If you try to force Bonnie to do it your way, she may rebel and intentionally lose the sale to show you that you were wrong. If you both agree on the strategy, the odds of closing the sale will be higher.

a 14. Avoiding style. You don’t have time to confront the employee now; however, when you get back, you should.

c 15. Forcing style. It is part of the manager’s job to implement unpopular decisions.

AC 10–4—Stress-Management Techniques

c 16. Nutrition. Breakfast is the most important meal of the day.

f 17. Support network. Talking to others about problems can reduce stress.

b 18. Relaxation. Gardening is a hobby and a form of relaxation.

e 19. Positive thinking. Being an optimist is part of positive thinking.

a 20. Time management. Using a to-do list to prioritize items is a good time management technique.

d 21. Exercise. Taking a walk is a form of physical exercise.

CASE ANSWERS

College Politics

*This case is a good one to get a debate going in class. Students tend to disagree on what Washington and the managers should do in this case.*

**10–1. Which Big Five personality dimension is affecting Latoya Washington’s behavior?**

Washington is disagreeing with a policy changes and is trying to stop it. She may also be somewhat emotional about losing help that will require her to do more work herself.

**10–2. What role are perception bias and attitudes playing in this case, and which determinant of job satisfaction would influence Washington?**

The perception bias is *frame of reference*. Polito and Washington have different view of the need for a policy. The two of them also have a different attitude about the use of grad assistance—Polito negative and Washington positive. If Washington can’t use grad assistance, it will have a negative effect on her job satisfaction because of the work itself—she will have to do more work, which she doesn’t want to do.

**10–3. What type of power do Polito and Washington appear to be using during the meeting?**

Polito is using his position and legitimate power in wanting to have a policy. Washington is using referent power. Although she does not have legitimate power without position power, Washington is stating that she has a legitimate right to use graduate assistants like other faculty.

**10–4. Which political behavior seems to be stopping Washington from getting what she wants, and which political behavior could be of most help to her if she wants to continue to use graduate assistants for grading exams?**

The department has a coalition to pass the policy. But if Washington can get the dean and/or VP on her side, they have the power to block the policy.

**10–5. What does the psychological contract have to do with this case?**

The conflict exists because the psychological contract is being broken. Washington has been using graduate assistants. Thus, her expectation is threatened, and if Washington has to stop using them, the psychological contract is broken for her.

**10–6. In sending her memo to the department, Washington used which conflict management style?**

Washington is attempting to get her own way through the forcing style.

**10–7. Was sending the memo a wise political move? What might Washington have gained or lost by sending it?**

Before getting into the details, Washington is clearly in a situation where she was little power and can lose. Thus, she has to make sure that what she is fighting for is very important to her. There is no simple answer. Letting Polito and the department know that she will appeal gives Polito an easy chance to build a coalition against her within the department for the next meeting and the possibility of gaining a coalition with the dean against her—covered in our next question. Washington may hurt her working relationship with Polito and other members of the department. Although honest, she may be viewed as being disloyal to the department and as a non–team player. Washington may lose some status, especially if she does appeal.

**10–8. What would you do if you were Polito? (a) Would you talk to the dean and let him know that Washington said she would appeal the policy decision? If so, which kind of political behavior would this approach represent? (b) Would you draft a policy directly stating that graduate assistants cannot be used to grade objective exams? (c) Would your answer to (b) be influenced by your answer to (a)?**

(a) Talking to the dean is a wise political move, as Polito can find out if he has the dean’s support. The political behavior is “coalition building” with the dean before making the policy. (b) Only if the dean supported it. (c) Yes.

**10–9. If you were Washington, once you saw that you had no support during the meeting, would you have continued to defend your position or agreed to stop using graduate assistants to grade exams? Would your answer be different if you were not a tenured faculty member?**

Answers will vary. However, it would be a poor political move without tenure.

**10–10. If you were Washington and Polito drafted a policy that department members agreed with, would you appeal the decision to the dean? Would your answer be different if you were not a tenured faculty member?**

Assuming that Polito checked with the dean, an appeal will not work; therefore, appealing is not a good move. Besides, deans usually don’t want to take a faculty stance over their chair. Without tenure, it would not be a good idea to oppose the chair and department.

**10–11. If you were the dean of SAS, knowing that the VP did not want to set a collegewide policy, and Washington appealed to you, what would you do? Would you develop a schoolwide policy for SAS?**

As stated above, the dean will likely side with the department and not set a schoolwide policy. Doing so could cause problems with the VP relationship, as the VP may be pressured to set a college wide policy, which the VP does not want to do.

**10– 12. (a) Should Jim Weston have spoken up in defense of Washington during the meeting? If you were Weston, would you have taken Washington’s side against the other seven members? (b) Would your answer be different if you were friends with Washington or if you were a tenured professor?**

(a) Answers will vary. It is generally better not to be on the losing side of a coalition; you lose power. (b) Answers will vary.

**Cumulative Case Questions**

**10–13. What are the ethical issues in this case, and how do perception and attitudes influence ethics? (Chapter 2)**

There are no simple answers. Perception and attitudes influence what we consider to be ethical. Thus, some people believe that it is and some people believe it is not ethical to use graduate assistants. Some people believe that it is and some people believe it is not ethical to change the policy and stop Washington.

**10–14. At what level (collegewide, by schools, or by departments within each school) should a graduate assistant policy be set? (Chapter 5)**

If you want to be consistent and fair with everyone, a collegewide policy is best.

**10–15. What type of change is Polito making? (Chapter 6)**

The policy relates to how people do their jobs (job design). Thus, the change is a *change in structure*.

**10–16. Which of the major reasons for resistance to change is Washington exhibiting? (Chapter 6)**

Washington is resisting the change because of his *self-interest* and the *fear of loss* of graduate student help.

SKILL BUILDER 10–1 IDEAS and CLASS HANDOUT

**Car Dealer Negotiation**

**Note:** The Negotiation Process (Model 10–1) to follow is in the text. If both negotiators try to use the model, it makes using it more difficult. Thus, if not many students do the reading when you assign it, I suggest using the exercise before going over the material in class. This way, students who do the work (in other words, are prepared) will do better, as is usually the case in real negotiations.

*Total Time* (20–50 minutes)

To keep the exercise to 20 minutes, you will most likely not have time to allow students to answer the Integration questions before you go over them. Simply give the students the answers to some or all of the Integration questions rather than discuss them.

*Recommended approximate time for a 25-minute period:*

8:00 Procedures 1 and 2 3 minutes

8:03 Procedure 3 5 minutes

8:08 Procedure 4 5 minutes

8:13 Integration 5 minutes

8:18 Conclusion 5 minutes

8:23 Apply It 2 minutes

8:25

Doing Skill Builder 10–1 in Class

**Objective**

To develop your understanding of power and to build negotiation skills.

**Preparation**

Students should have read and understand the text discussion of the negotiation process.

**Experience**

Students will be the buyer or seller of a used car.

*Procedure 1* (1–2 minutes)

Have students pair off. Tell students to face their partner so that they cannot read each other’s confidential sheet. Pairs should be as far apart as possible so they cannot overhear other pairs’ conversations. If there is an odd number of students in the class, one student will be an observer or work with the instructor. Students should decide who will be the buyer and who will be the seller of the used car.

**Note:** When there are an odd number of students in the class, I always work with the remaining student. I believe students will learn more by doing the exercise than by watching, even though I have an advantage knowing both confidential sheets. I try to teach the student the power of intimidation. I ask him or her to give a price first, and no matter what it is, I come out with a loud statement like, “Are you kidding me? That’s all you will give me for this great car?” The students have always quickly upped the price. Then, he or she reads my confidential sheet, and I go over how I intimidated them and to watch out for this tactic in the future.

*Procedure 2* (1–2 minutes)

Give a copy of the confidential sheets on pages 275–276 to each buyer and seller in the groups.

*Procedure 3* (5–6 minutes)

Buyers and sellers should read their confidential sheets and jot down some plans (what their basic approach will be, what they will say, etc.) for the negotiation.

*Procedure 4* (3–7 minutes)

Tell students to negotiate the sale of the car. After making the sale or agreeing not to sell, students should read their partner’s confidential sheet and discuss the experience.

Integration

Students should answer the Integration questions in the text. Answers to the 12 questions appear on the next page.

**Conclusion**

Lead a class discussion or give the answers to the Integration questions and make concluding remarks.

**Sharing**

Volunteers give their answers to the Apply It section.

*Answers to the Integration Questions*

**Note:** Questions 4 through 12 come from Model 10–1 (The Negotiation Process) and are used to help illustrate the importance of following the model during negotiations to get the best deal.

1. This question comes from Chapter 4. The situation called for a general single-use project plan. Students will not repeat the exercise, which could make it a standing plan.
2. Information power was the most relevant power. When students exchange confidential sheets, they realize the power of the information. This exercise was conducted by fifty-four managers, and the average price for the car was $5,200. Many of my inexperienced students don’t stop to think that the car is worth more than the $300 junk price stated in the confidential sheet. In real life, many people essentially throw and give away valuable things without realizing it.
3. As no two people experience the same situation exactly the same, answers will vary.
4. Students should have set the three prices.
5. There was no time to find other options, but students should have realized the possibility. As stated in Model 10–1, having trade-offs is helpful.
6. As stated in Model 10–1, and students were given time in class, they should have.
7. As stated in Model 10–1, students should have.
8. As stated in Model 10–1, students should have tried to let the other person go first. This is a very important lesson of the exercise, as it is common for the first offer to be accepted. As stated in the text, if a person makes the first offer and offers more than you expect and would ask for, are you going to say, “No, I want less”?

Also, the author of this book took a used car to six different used car dealers and asked them to make him an offer. Every one of them asked the question, “What do you want for it?”

1. As stated in Model 10–1, students should have.
2. As stated in Model 10–1, students should have. (You may want to ask the class if any students made any trade-offs. If any did, have them tell the class.)
3. Almost all of my students reach a sales agreement.
4. Most students who are selling the car get what they ask for or more, so they are happy with the deal. However, when they read the other person’s confidential sheet and find out how much the other party plans on selling the car for, they become unhappy. This is a good lesson for real life. Don’t tell the other party what you are getting or they may change from seeing the deal as a win for both sides. Instead, they may think you won and they lost. This information can hurt future interpersonal relations between the parties.

Class Handouts—Confidential Sheets for Procedure 2

Make separate copies of the confidential sheets on the next two pages for the buyer and the seller. I use different color paper for both. I make plenty of extra copies and collect them for reuse, so I ask students not to write on them.

Skill Builder 10–1—Car Dealer Negotiation

**Confidential Sheet for the Buyer**

The following information is confidential. No one else has seen this information. However, you may give some or all of the information to other persons during the game.

You are a new and used car dealer in Washington, DC. One day last week a diplomat from a foreign embassy requested you to locate a 1952 Packard four-door sedan. The diplomat wants the car for a present to his father back home. If this car is found in working order, he will pay $20,000. If the car is in good but not running condition, he will pay $10,000.

After three hours on the phone this morning, you have located a dealer in Columbia, South Carolina, who has a 1952 Packard four-door sedan in working order. You talked with the dealer personally. You asked the dealer in Columbia if you could meet tomorrow. You told her that you would stop in Columbia on your way to Florida for a two-week vacation. The dealer in Columbia agreed to meet you tomorrow for lunch.

You have arranged to have a truck ready to bring the 1952 Packard four-door sedan back to Washington, DC. Your travel plans are complete.

You are now thinking about the meeting tomorrow with the car dealer in Columbia.

Skill Builder 10–1—Car Dealer Negotiation

**Confidential Sheet for the Seller**

The following information is confidential. No one else has seen this information. However, you may give some or all of the information to other persons during the game.

You are a new and used car dealer in Columbia, South Carolina. Presently you have an inventory of 250 cars. Half of the cars are late models or new. Your oldest model is a 1952 Packard four-door sedan. You are known locally for offering used cars with a one-week guarantee—“If you can’t start it, return it for a full refund in the first week after purchase.”

You have decided to junk your older inventory of used cars. All pre–1960 cars will be sold next week to the local iron works at $300 per car. Today you have received a phone call from another dealer in Washington, DC. This dealer is looking for a 1952 Packard four-door sedan in working order for a customer. The dealer heard that you had such a car. The dealer asked whether he could meet with you tomorrow to purchase the car. He said that he will stop on the way to Florida, where he will be vacationing for two weeks. You agree to meet tomorrow for lunch.

BEHAVIOR MODELING 10–1 IDEAS

**Initiating Conflict Resolution**

In the video, Alex initiates a conflict resolution over an advertising account with coworker Catherine and follows the steps in Model **10–**2.

This video may be shown as an independent activity, or it may serve as a behavior model as part of Skill Builder **10–**2.

Showing the video takes around 4.5 minutes. After viewing the video, you may ask the class questions such as:

1. What did you like about the way the employee initiated conflict resolution with his coworker?
2. What didn’t you like about the way the employee initiated conflict resolution with his coworker?
3. What would you do differently if you were in this conflict resolution situation?

SKILL BUILDER 10–2 IDEAS AND ANSWERS

**Initiating Conflict Resolution**

*Total Time* (30–50 minutes)

Since this exercise requires role playing, times can vary considerably based on the preparation and maturity of the students to role play and discuss the role play through feedback. To keep the exercise to 30 minutes, don’t show the Behavior Modeling Videos.

*Recommended approximate time for a 50-minute period (including Behavior Modeling Videos 1 and 2):*

8:00 Show and discuss Behavior Modeling Video 1 7 minutes

8:07 Procedure 1 2 minutes

8:09 Procedure 2 8 minutes

8:17 Procedure 3 8 minutes

8:25 Procedure 4 8 minutes

8:33 Show and discuss Behavior Modeling Video 2 10 minutes

8:43 Conclusion 4 minutes

8:47 Apply It 3 minutes

8:50

Doing Skill Builder 10–2 in Class

**Objective**

To develop your skill at initiating conflict resolution.

**Preparation**

Students should have completed the conflict information questions in the preparation for this exercise.

**Experience**

Students will initiate, respond to, and observe a conflict role play and then evaluate the effectiveness of its resolution.

*Procedure 1* (2–3 minutes)

Break the class into groups of three. Each member selects the number 1, 2, or 3. Number 1 will be the first to initiate a conflict role play, then 2, followed by 3.

*Procedure 2* (8–15 minutes)

1. Number 1 (the initiator) tells or gives his or her information from the preparation to number 2 (the responder) to read. Once number 2 understands, role play (see b). Number 3 is the observer.
2. Have students role play the conflict resolution. Number 3, the observer, writes his or her observations on the feedback sheet at the end of this exercise.
3. Integration. When the role play is over, the observer leads a discussion on the effectiveness of the conflict resolution. All three group members should discuss the effectiveness. Students should not go on to the next procedure until told to do so.

*Procedure 3* (8–15 minutes)

Same as procedure 2, only number 2 is now the initiator, number 3 is the responder, and number 1 is the observer.

*Procedure 4* (8–15 minutes)

Same as procedure 2, only number 3 is the initiator, number 1 is the responder, and number 2 is the observer.

**Conclusion**

Lead a class discussion and/or make concluding remarks.

**Sharing**

Volunteers give their answers to the Apply It section.

Testing on Skill Builder 10–2

I tell students that they will be given a conflict situation. They will have to list the four steps of the collaborative conflict-resolution model, but they need only make the planned opening BCF statement because you can only plan the opening then respond to the other person. I go over an example format using a student example conflict. You may read the instructions from the test questions below to the class.

Test Questions and Answers (Also found in Test Bank)

Instructions

Write the first step in the collaborative conflict-resolution model, followed by what you plan to say to Chris as your BCF statement. Be sure to label the B, C, and F parts of the statement. Then list steps 2 to 4 without any statement following the steps.

1. **Initiating Conflict Resolution.** You have been bringing in snack food and drinks and putting them in the refrigerator at work. Your coworker, Chris, has been taking them without asking. You don’t think it’s fair for Chris to take your food and drinks.

Solution

**Step 1. State the problem in a BCF statement.**

(B) Chris, you have been taking my food. (C) I don’t get to eat it, but I have to pay for it. (F) I feel as though you are taking advantage of me.

**Step 2. Get the other person to acknowledge the problem or conflict.**

**Step 3. Ask for and/or present alternative resolutions to the conflict.**

**Step 4. Come to an agreement.**

1. **Initiating Conflict Resolution.** You and your coworker, Chris, clean up the work area, which is divided into two sections, about once a week. The machine section is always dirtier and takes more work and time to clean. It seems as though Chris always makes sure you get the machine section to clean, which you don’t think is fair.

Solution

**Step 1. State the problem in a BCF statement.**

(B) Chris, when we clean up, it seems I always get the machine section to clean. (C) I get the dirtier, longer job to do. (F) I feel as though you are taking advantage of me.

**Step 2. Get the other person to acknowledge the problem or conflict.**

**Step 3. Ask for and/or present alternative resolutions to the conflict.**

**Step 4. Come to an agreement.**

1. **Initiating Conflict Resolution.** Your roommate, Chris, is home earlier than you are, so you eat your meals at different times. Every night for the past week, Chris has not cleaned up. Dirty dishes are left in the sink and pots are left on the stove. You have to clean the pots before you can cook. You don’t think it’s fair to have to clean up before you can cook.

Solution

**Step 1. State the problem in a BCF statement.**

(B) Chris, when I get home, I find dirty dishes and pots. (C) I get stuck cleaning up before I can cook. (F) I feel as though you are taking advantage of me.

**Step 2. Get the other person to acknowledge the problem or conflict.**

**Step 3. Ask for and/or present alternative resolutions to the conflict.**

**Step 4. Come to an agreement.**

Feedback Form

Try to have positive improvement comments for each step in initiating conflict resolution. Remember to be *descriptive* and *specific*, and have an alternative positive behavior for all improvements (i.e., if you would have said/done…, it would have improved the conflict resolution by…).

**Collaborative Conflict-Resolution Model Steps**

**Step 1.State the problem in a BCF statement. (Did the initiator have a well-planned, effective BCF statement?)**

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**Step 2.Get the other person to acknowledge the problem or conflict. (Did the other person acknowledge the problem or conflict?)**

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**Step 3.Ask for and/or present alternative resolutions to the conflict. (Who suggested alternative solutions? Was it done effectively?)**

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**Step 4.Come to an agreement. (Was there an agreement?)**

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BEHAVIOR MODELING 10–2 IDEAS

**Mediating Conflict Resolution**

This video is a follow-up to Behavior Modeling Video 1. Alex and Catherine have not resolved their conflict, so their manager, Peter, brings them together to resolve it.

This video does not serve as a behavior model for any skill-building exercise. However, it can be shown as part of Skill Builder **10–**2, as shown on page 277 with the exercise’s recommended time.

Showing the video takes around 6.5 minutes. After viewing the video, you may ask the class questions such as:

1. What did you like about the way coworkers resolved their conflict?
2. What didn’t you like about the way the coworkers resolved their conflict?
3. What would you do differently if you were in this conflict-resolution situation?

SKILL BUILDER 10–3 IDEAS

**Improving Your OB Foundations**

*Total Time* (0–20 minutes)

This exercise can be assigned without spending any in-class time going over it. However, plans can be improved through group discussion. To keep the exercise to 15 minutes, use groups of two and skip procedure 4. If your students need more time than 5 minutes for procedures 2, 3, and 4, you can extend the time.

*Recommended approximate time for a 20-minute period:*

8:00 Procedure 1 2 minutes

8:02 Procedure 2 5 minutes

8:07 Procedure 3 5 minutes

8:12 Procedure 4 5 minutes

8:17 Conclusion 3 minutes

8:20

*Doing Skill Builder 10–3 in Class*

**Objective**

To develop a plan for improving your personality.

**Preparation**

Students should have identified at least one personality trait and developed a plan to improve it.

**Experience**

Students will share their plan for improving their personality.

Procedure 1 (1–2 minutes)

Break the class into groups of three.

*Procedure 2* (4–6 minutes)

Have one of the group members volunteer to go first. The first volunteer states the personality trait he or she wants to work on and states the plan. The other group members give feedback on how to improve the plan. Students should try to give other plan ideas that can be helpful and/or provide some help. Using the earlier examples, students may volunteer to make the person aware of any negative comments he or she makes or to take the person somewhere so he or she can meet new people. Students can also make an agreement to ask each other how they are progressing at set class intervals. Students shouldn’t change roles until told to do so.

*Procedure 3* (4–6 minutes)

A second group member volunteers to go next. Follow the process in procedure 2.

*Procedure 4* (4–6 minutes)

The third group member goes last. Follow the process in procedure 2.

**Conclusion**

Lead a class discussion and/or make concluding remarks.

EXERCISE 10–1 (not in the textbook)

**Personality Perception**

**Note**: You will have to make copies of the exercise sheet or you may simply use it in class as a guide.

*Total Time* (15–30 minutes)

To keep the exercise to 15 minutes, use groups of two and skip procedure 4. If your students need more time than 5 minutes for procedures 2, 3, and 4, you can extend the time.

*Recommended approximate time for a 25-minute period:*

8:00 Procedure 1 2 minutes

8:02 Procedure 2 5 minutes

8:07 Procedure 3 5 minutes

8:12 Procedure 4 5 minutes

8:17 Conclusion 2 minutes

8:19 Apply It 2 minutes

8:21 Sharing 4 minutes

8:25

Exercise 10–1

**Personality Perceptions**

Preparing for Exercise **10–**1

You should have read the sections on personality and perception and completed the Personality Profile Self-Assessment. From this exercise, select any three of the personality traits that best describe your personality. Check them off.

Doing Exercise **10–**1 in Class

Objective

To better understand personality traits and perception.

*Procedure 1* (1–2 minutes)

Break into groups of three.

*Procedure 2* (4–6 minutes)

One of the group members volunteers to go first. The first volunteer tells the other two members the first trait he or she selected. The other two members then tell the person their perception of where on the continuum (just use high, medium, or low) they believe the person is for this trait. Next, the first volunteer tells the other two members how he or she ranked him- or herself on the continuum. If there are perception differences, discuss them and why they exist. (Do you think the perception difference may be caused by bias in perception of selectivity, frame of reference, stereotypes, or expectations?) Follow the same procedures for the second and third traits until you finish all three selected traits or the time is up. If you finish early, select new traits until the time is up.

*Procedure 3* (4–6 minutes)

A second group member volunteers to go next. Follow the process in procedure 2.

*Procedure 4* (4–6 minutes)

The third group member goes last. Follow the process in procedure 2.

Conclusion

Lead a class discussion and/or make concluding remarks.

*Apply It* (2–4 minutes)

What did I learn from this experience? How will I use this knowledge in the future?

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*Sharing* (3–8 minutes)

Volunteers give their answers to the Apply It section.