

Human Behavior

IN ORGANIZATIONS

Rodney C. Vandever
Michael L. Menefee



HUMAN BEHAVIOR IN ORGANIZATIONS



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*This book is dedicated to the many who assisted in its
development. They are:*

Mary Jo Vandaveer

Sandy Menefee

Dee Cuttell

Vern Dahlstrom

Michael Hodge

*The many Purdue students in the
Human Behavior in Organizations classes*

*And a special dedication to
Dr. Gavin Sinclair (1961–2000)
Coauthor and dear friend*

The idea for this book originated with Dr. Gavin Sinclair, the past course coordinator for the Human Behavior in Organizations course at Purdue University. Dr. Sinclair was a gifted writer who wanted to create a course where learning meant being actively involved. He wanted to write a book to which the students could relate and get involved through cases and exercises. The result of his effort was this book, which first went into use at Purdue in 1999. It was very positively received by both students and instructors. It helped turn the classroom into a dynamic interactive learning experience and enrollment in the class increased as word got out among the students about how interesting and useful the class had become. Since the first version of this book, thousands of students in the Human Behavior in Organizations course were asked to comment and make suggestions for improvement. Their suggestions and comments were incorporated into the book that you now hold in your hands.

This book features chapter opening cases, concise chapters, newspaper cartoons such as *Dilbert*, *Cathy*, and *Dagwood* to lighten the presentation, current movie and television references like *A Beautiful Mind* and *CSI*, exercises aimed at helping the student learn more about themselves, concise chapter summaries, and cases to stimulate classroom discussion. The goal of this book is to provide the student with the basics of Human Behavior in Organizations in a way that will help them envision how they will fit into organizations. It is hoped that the knowledge, skills, and insights discovered in this book will serve the student well over the course of their careers as well as how they relate to others in their personal lives.

The book is divided into five sections. Each of these sections is designed to teach a different aspect of human behavior in organizations:

Part One presents the big picture. This introductory section is designed to acquaint students with the concept of organizational behavior and why it is important. Many students probably have not given much thought to organizations and how they operate. This part is also designed to illustrate that only through the use of a systematic study of individual and organizational behavior can we begin to accurately predict individual and organizational behavior. This is a critical skill for organizational leaders responsible for dealing with others at any level. We have found that the more they learn about organizations, particularly how the organization affects them and how they affect the organizations, the more interested they become in the topic of organizational behavior.

In **Part Two**, students are challenged to learn more about themselves through the use of self-assessments, case studies, and discussion points. Many students probably have not considered how their personality influences other people, or explored their own values and attitudes. The first chapter in this section encourages the students to learn more about their own and their fellow students' personalities, abilities, and learning styles. Students are always interested in themselves and what new insights they may gain, which encourages them to undertake a systematic study of behavior. We also reinforce the idea that through a systematic study of behavior we can begin to anticipate behavior based on personality, ability, and learning styles, which will assist in the development of leadership skills.

The second chapter in this section addresses perception in that we are all different and may not perceive things the same way. We begin to recognize that perception is reality to the perceiver, and it is on this level that the

leader must learn to operate. The third chapter in this section challenges the student to understand their and other's values and attitudes. Understanding values and attitudes prepares learners to think about their goals and aims in life. We must take charge of our own destiny, for if we do not, someone else will. The final two chapters in this part cover what motivates people, and how to understand and cope with stress.

Part Three helps students come to terms with dealing with other people. This is the leader's role. In Part Two, the learner discovers insights about themselves. Building on these insights, students then move to exploring their own behavior patterns and how their behavior impacts others. Among the most frequently asked questions employers ask of the interviewees is, "Do you know how to work in teams?" or "Do you consider yourself a team player?" and "What experience do you have as a leader?" Once again, this section stresses the importance of conducting systematic studies of the behaviors of teams and the relationship between the leader and followers resulting in effective performance. The topics covered in this section include teamwork, group behavior, leadership, decision making, communication, conflict, and negotiation. The people skills developed in this section can help students relate well and work well with other people both on the job and off the job.

Part Four is designed to help students understand organizations. The behaviors we are studying occur in organizations. We suggest opening this section with a realization, that upon graduation from school or a course of study, students face an important organizational decision. That decision is to become the "little fish in the big pond or the big fish in the little pond." Will they work better in a large organization or a smaller organization? Once again, the need for systematic studies will provide insights into the advantages and disadvantages of each type of organization. Part Four covers a variety of topics, including organizational structure, the jobs people do, the employment process from job analysis to employee selection and retention, organizational culture, organizational motivation, organizational change, politics, and power. Much attention in this section is given to the goodness of the fit between the organization and individual.

Part Five is the concluding section in which effort, ethics, and success in the organization are explored. Utilizing the knowledge, skills, and discoveries in the previous chapters, this section gives the students insight into what it takes to be successful in organizations while making them think about the effort they give to their jobs as well as the ethics they and the organization have.

The appendices of this book provide classroom assignments and exercises building on the knowledge, experience, and lessons learned in the previous sections:

Appendix 1 contains **assignments that capture the student's insights about their own behaviors, tendencies, and styles.** The collection of assessments affords them the opportunity to reflect on what was learned and gained over the course of the instructional period. At the end of the course of instruction, the students are asked to prepare a paper reflecting on five thought-provoking questions drawing on the knowledge gained and the discoveries about themselves. Through this systematic study of self, much is gained and shared. The realization of personal growth and the understanding of self are very powerful.

Appendix 2 contains a **team assignment for the students to reflect on their experience in a group/team project.** They are asked to share their discoveries of what occurred in the group development process and to talk about team roles, trust, communication, leadership, and all the other aspects studied over the course of the instruction. At the end of the course of instruction, each team makes a presentation on a topic relating

to an individual, team, or organizational behavior approved by the instructor. This appendix also provides supplements to support the instructor and students in this assignment. The students are then challenged to analyze the process and write a paper on the experience, noting the lessons learned.

Even though Dr. Gavin Sinclair has passed away, his influence encourages us to continue writing this book and to make it as instructor- and student-friendly as possible while teaching the concepts of human behavior in organizations in a dynamic and interactive way.

Special thanks to the reviewers of this text: Randy Sleeth, Virginia Commonwealth University, Richmond, VA; Jim Hatchell, Purdue University, West Lafayette, IN; Joy Colwell, Purdue University Calumet, Hammond, IN; G.A. Wynn, University of South Florida, Tampa, FL; David Frantz, Purdue University, West Lafayette, IN.

Prentice Hall's Self-Assessment Library 3.0 Online Version by Stephen Robbins—The online access card to the Self-Assessment Library 3.0 (S.A.L. 3.0) is packaged with this textbook at no additional charge when purchased new. S.A.L. 3.0 is a unique learning tool that allows you to assess your knowledge, beliefs, feelings, and actions in regard to a wide range of personal skills, abilities, and interests. A scoring key is provided to allow for immediate individual analysis. This single volume of fifty-one research-based instruments is organized into three parts—What About Me?, Working with Others, and Life in Organizations—and offers you one source from which to learn more about yourself.

Companion Website—The website is your 24/7 study tool at www.prenhall.com/vandeveer. This website greatly enhances the learning experience by letting the students see sample test questions, view major essay questions over chapter content, find websites related to the chapter, and get a summary of the material in the chapter. The website is the perfect companion to the textbook.

INSTRUCTOR'S RESOURCES

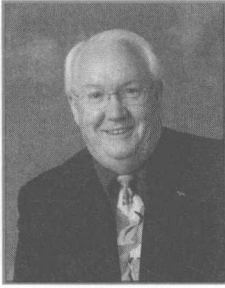
Instructor's Manual—The instructor's manual has material to help in lectures, in-class exercises, quizzes, assessments, and case studies. This user-friendly manual will prove to be instructor friendly as he or she makes this class a positive learning experience by involving the students in the learning process.

Test Bank—The test item file allows the instructor to create the right test for the class. Both true/false questions and multiple-choice questions are provided to test basic concepts of each chapter. In all, the test bank does a good job and compliments all the material covered in the chapters.

Test Generator—The test generator allows the instructor to create custom tests for his or her classes. This is especially valuable when the instructor teaches multiple sections and/or coordinates classes using multiple instructors. Each class can have their own test and each test reflects the instructor's view on what is important in each of the chapters.

PowerPoint Slides—The PowerPoint presentations are user-friendly and add a visual flair to any lecture or discussion. The PowerPoint presentation can be shown as is, with the computer, or they can be downloaded for overhead slides. These PowerPoint slides cover all the major material in the book.

Authors' Biographies



RODNEY VANDEVEER is an associate professor in the School of Technology at Purdue University. Rodney has been teaching courses in organizational behavior and emerging world-class leadership strategies since 1994. Prior to his teaching career, Rodney spent many

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Studies for such companies as the Allen Bradley Company, RCA, and the Rostone Corporation. Rodney has his B.S. from Purdue University and an M.S. in Management from Indiana Wesleyan University.

Rodney serves on the Executive Board of the Sagamore Council of the Boy Scouts of America where he is the recipient of the Silver Beaver award for distinguished service to youth. Rodney is a retired officer from the United States Army Reserve program. He remains active in various community programs and in consulting.



MICHAEL MENEFEE is professor and former head of the Organizational Leadership and Supervision Department at Purdue University. Prior to coming to Purdue, he was a professor at Tennessee Technological University and the William Henry Belk Distinguished Professor of Business Administration with the University of North Carolina Pembroke. He received his B.S. in Management from Northern Illinois University and his M.S. and Ph.D. from the Krannert Graduate School of Management at Purdue University. He has published more than 100 publications in the

management field and served as president of the Southern Industrial Relations and Human Resource Association, the Southwest Case Research Association, and the Academy of Strategic and Organizational Leadership.

Dr. Menefee spent eight years in the construction and building materials business and three years in the electronics industry. He has consulted for more than twenty years with many companies and institutions, including General Motors, Teledyne, Tenneco, Canadian American Lumber Limited, NASA, the Kettering Foundation, Coca-Cola, Hardees, Harrison Steel, Fairfield Manufacturing, Esterline, Cummins Engine, and Duriron. He has also consulted with local and state governments in the area of economic development.

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The self-assessment tests and the explanations were taken from *Prentice Hall's Self-Assessment Library 3.0 Online Version*, by Stephen P. Robbins, 2004. This book contains material from this self-assessment library in Appendix 1 and in the following chapter self-assessments:

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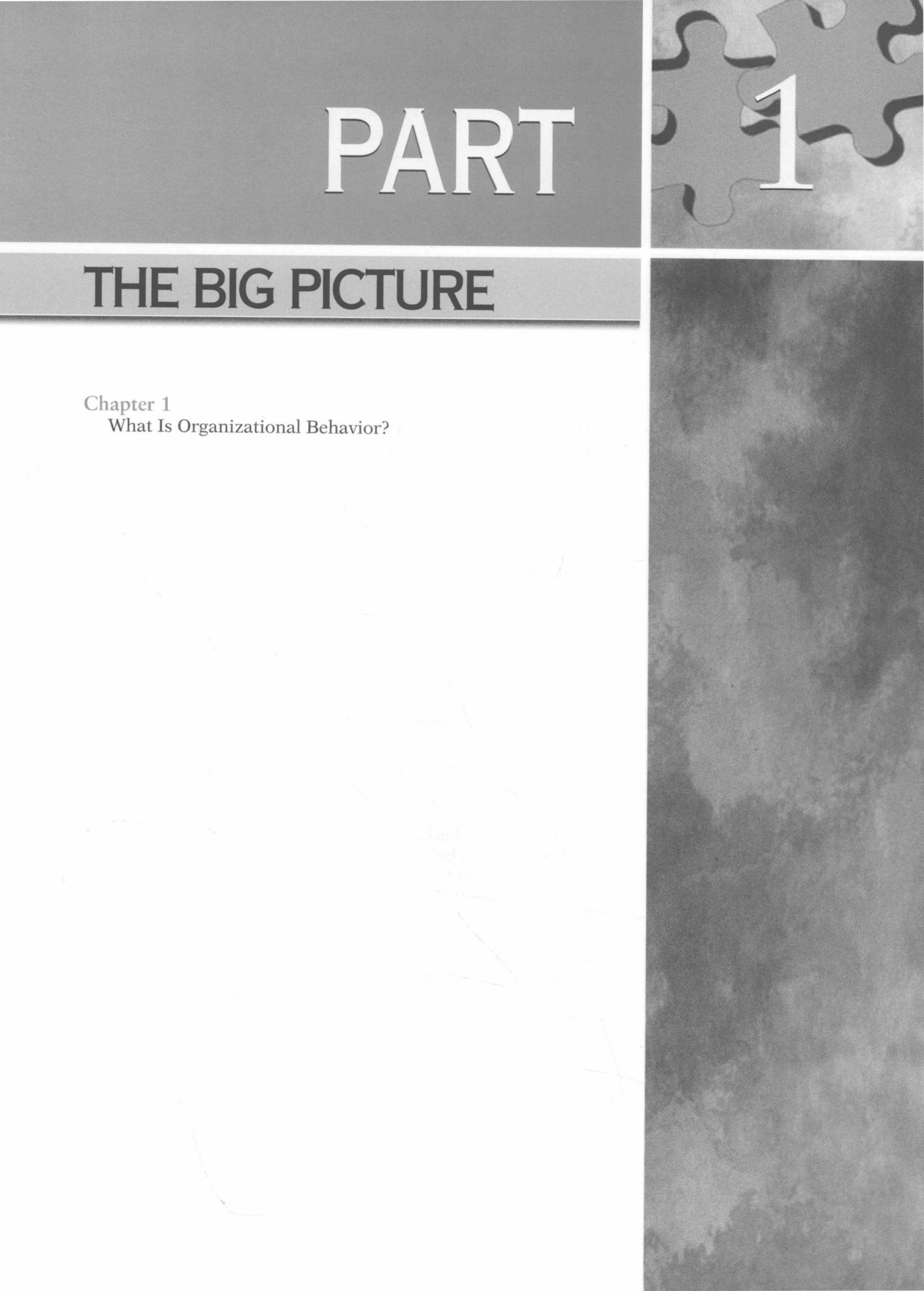
PART

1

THE BIG PICTURE

Chapter 1

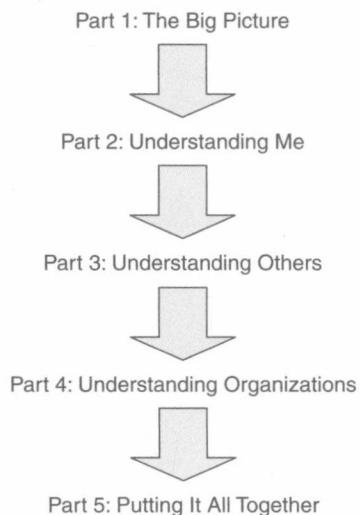
What Is Organizational Behavior?





Introduction

Understanding human behavior in organizations is a critical skill. We all work in organizations of some type, and we all need to deal with other people. This book divides the topic into five sections:



In Part 1: The Big Picture, we will introduce the topic of **organizational behavior** and explain why this is an important and challenging field.

In Part 2: Understanding Me, we will discuss individual behavior and explore topics like personality, attitudes, motivation, and stress. Much of this section is based on applied psychology.

In Part 3: Understanding Others, we begin to move into group behavior. We start with the idea that all people are different and then discuss how to motivate, lead, and communicate with others in a group setting.

In Part 4: Understanding Organizations, we expand beyond group behavior to organizations. We address issues like the structure of organizations, human resource policies, and organizational culture. We also apply some individual concepts, like motivation, to the organization.