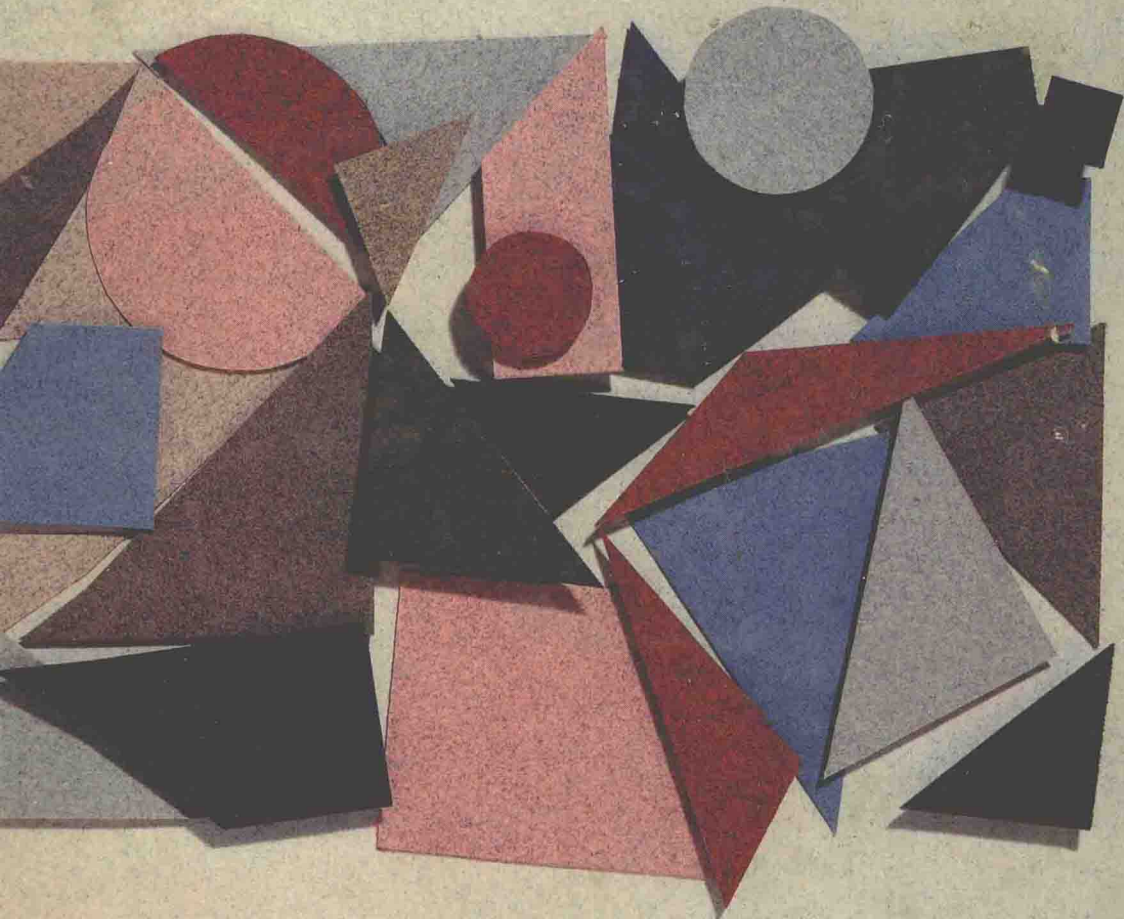


Organizational Behavior

A MANAGEMENT CHALLENGE

Gregory B. Northcraft

Margaret A. Neale



Organizational Behavior

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*To Natasha, Galen, C.J., and Al,
for their consistent and enthusiastic support of our efforts and us.*

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Preface

A book, like a large corporation, can't just be thrown together—it must be *organized*. And as with the organization of a large corporation, the organization of a book says something about the people who created it, what they believe is important, and what they are trying to accomplish. This book is organized around two themes: a subtle undercurrent and an explicit focus.

The subtle undercurrent of this book is its emphasis on understanding organizational behavior by understanding what goes on in the minds of managers and employees when they interact in organizations. Organization is, after all, in the eye of the beholder, and the real challenge of organizational behavior lies in managing the uncertainty, conflict, and complexities of organizational life that we each experience. This undercurrent probably reflects the rise of social cognition in the 1970s and 1980s as a central intellectual force in our parent fields of social psychology and organizational behavior.

The explicit focus of this book is making the wisdom and insights of organizational behavior research not just available but *accessible*—easy to learn—for students. Accessibility of material is important because it's what makes education both a rewarding activity for students and a manageable task for instructors. Naturally, this means that this book includes many special features that help both the student and the instructor. But accessibility, like quality, cannot be added on; it must be built in. So the text of this book has been written with accessibility in mind.

To that end, this book (while certainly comprehensive in coverage) is not an encyclopedia of organizational behavior. The table of contents is not a laundry list of what's out there in the field, nor are the individual chapters laundry lists within major topics. Instead, we have made a conscious attempt to build a book with a conceptual “flow.” Instead of 18 distinct mini-books on organizational behavior, chapters and topics are carefully sequenced and integrated to build on each other. Further, there are no “special topics” that end up as stand-alone chapters; instead, the presentation of this material has been integrated into the mainstream of organizational behavior theory. Communication, for instance, is introduced with perception as a conceptual foundation. Stress is presented in the context of organizational conflict. And culture and socialization are presented as part and parcel of organizational entry. A particularly good example of this integration is the handling of international issues; they are integrated within each chapter of the book.

An important issue in making the wisdom and insights of organizational behavior accessible to students is the delicate marriage of scholarly explication and concrete application. Alone, neither is particularly useful. We have merged these tasks by continually interweaving the presentation of concepts and theory with both formal and informal examples. The formal examples are drawn from traditional work organizations; the informal examples are taken from non-work organizations such as clubs, study groups, and even families, with which students are particularly familiar. The book's many annotated color photographs capture slices of organizational life to enhance the balance of theory and practice.

ORGANIZATION OF THE TEXT

The five parts of the book also have a structure and logic. Part 1 defines the challenge of managing behavior in organizations and reviews past attempts to meet this challenge. Part 1 represents both the core of the book and the core of the field. It frames in the mind of the student an answer to the question, "Why organizational behavior?" Parts 2 and 3 provide foundation knowledge for meeting the challenge of organizational behavior. For most employees, the individuals and small groups they interact with each day *are* their organization, so the foundation knowledge of organizational behavior is Part 2, "Individual Behavior," and Part 3, "Behavior in Groups." Part 4 provides explicit integrated applications of this foundation knowledge to three primary issues in managing behavior in organizations: getting employees into organizations (Organizational Entry), putting them to work (Job Design), and helping them succeed (Managing for Performance). Finally, Part 5 examines the larger context of organizational behavior. We all know that somewhere beyond these day-to-day interactions of everyday work life is a larger sense of organizations, including the environment, the structure of organizations, and the changes that organizations must endure. These are the focus of Part 5.

SPECIAL FEATURES

Our goal of making the wisdom and insights of organizational behavior more accessible to students has been aided by the full-color photos and artwork provided in the text. The captions that accompany both the photos and the figures create a parallel text—a second chance for the book to teach and the student to learn. The photos and figures also provide vivid and concrete referents for the major concepts presented in the text.

"FOCUS ON" BOXED ITEMS

Formal examples of organizational behavior are presented in "Focus on" boxed features sprinkled throughout the text and the brief cases that begin each chapter. These examples are drawn from a broad spectrum

of both international and U.S. firms, the private and public sectors, and large and small organizations. The variety of examples provided encourages the student to see and understand the pervasiveness of organizational behavior in everyday life. Every chapter contains an “**INTERNATIONAL FOCUS ON**” boxed item, which should help ingrain in students an appreciation for the global marketplace in which they will be working.

END-OF-CHAPTER LEARNING AIDS

“**On Your Own**” experiential exercises appear at the end of each chapter. These exercises are designed to be completed individually by students and can also be used as the basis for class discussion. The exercises allow students to gain knowledge while reflecting on their own aptitudes and abilities.

“**The Manager’s Memo**” represents a different slant on the typical end-of-chapter case and is another example of the book’s integration. Each memo presents a management problem that the student must solve by applying concepts learned in the chapter. The cases are designed to be used either as discussion material or as assignments in which students respond to the memo in writing.

Under the heading “**If You Want to Know More,**” each chapter contains a list of classic and contemporary readings on chapter topics. This list of readings can provide extra stimulation for ambitious students, or supplementary paper assignments, or even a way to get a better handle on “The Manager’s Memo” closing case.

Each chapter ends with a glossary of **Key Terms**, and the **Discussion Questions** can be used as a basis for discussion or a chance for students to test their learning.

Again, in keeping with the explicit focus of the book, each part ends with both a group exercise and a comprehensive case. The part-closing exercises have been chosen for their appropriateness regardless of class size. These part-closing cases and exercises further encourage students to integrate their understanding and application of material across the chapters of each part.

UNIQUE CHAPTERS

Finally, there are several unique chapters in this book. Chapter 2, “Facing the Challenge: Historical Perspectives,” and Chapter 15, “Technology,” represent the old and the new in organizational behavior. The history of organizational behavior is useful for understanding what has happened. Understanding technology in organizational behavior will be useful for understanding the future. Because of the book’s emphasis on the importance of cognitions, expanded coverage has been provided on decision-making processes: Chapter 5, “Individual Decision Making,” and Chapter 9, “Group Decision Making.”

ANCILLARY PACKAGE

A comprehensive set of ancillaries for students and instructors has been prepared to accompany *Organizational Behavior: A Management Challenge*.

FOR THE STUDENT

A *Study Guide/Exercise Manual*, prepared by Barry A. Gold of Pace University, includes a detailed summary, key-terms quiz, and a self-help test of multiple choice and true/false questions for each chapter. Additionally, each chapter concludes with two individual experiential exercises.

FOR THE INSTRUCTOR

The following items are available for adopters.

Instructor's Manual with Transparency Masters The *Instructor's Manual* contains detailed chapter outlines, suggested answers to the discussion questions and "The Manager's Memo" cases, and instructions for using the "On Your Own" exercises. The manual includes one additional case and group exercise for each part of the book. A special topic also has been identified for each chapter and supplementary lecture material developed by Debra Arvanites at Villanova University and Dennis Duchon at the University of Texas at San Antonio. A special feature of the manual is the inclusion of teaching notes and suggested class discussion questions for each of the transparency acetates. Finally, 50 transparency masters are provided.

Test Bank The *Test Bank*, written by Calvin Kellogg of The University of Mississippi, contains multiple choice questions, true/false items, mini-cases, and essay questions for each chapter. Each question is identified as either factual or application, its level of difficulty is indicated, and text page where the material is covered is given. A computerized version of the *Test Bank* is available in both IBM and Apple versions.

Transparency Acetates A total of 72 color acetates that further enhance the text material in a visual format have been developed. Teaching notes for each of the acetates are included in the *Instructor's Manual*.

ACKNOWLEDGMENTS

We subtitled this book "A Management Challenge" because we believe that uncertainty, conflict, and complexity make managing behavior in organizations a difficult—even potentially hazardous—enterprise. The same could be said for writing a book on this topic.

Not surprisingly, we have been reminded many times in the past two years that a major undertaking on this scale requires the coordination and cooperation of a great many people. We would like to acknowledge their efforts and thank them for their contributions. We owe a great debt

to our project team at The Dryden Press for indulging our incessant (and perhaps naive) insistence that everything be absolutely perfect, and then helping make sure that it was. We are also indebted to our colleagues, students, and administrators in the Department of Management and Policy at the University of Arizona, in the Department of Organization Behavior at the J. L. Kellogg Graduate School of Management at Northwestern University, and in the Amos Tuck School of Business Administration at Dartmouth College for gamely indulging our efforts. We would especially like to thank Mary Fischer for being the person most responsible for getting us “knee deep in the big muddy” of this project and Alfred C. Lindahl for keeping our goals clearly in focus and continually reminding us why we had to finish what we’d started, and soon.

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There is an old saying that “Life is a great adventure—or nothing.” For us, this book has been a great adventure in writing. We trust it also proves to be a great adventure in learning for students and instructors.

Gregory B. Northcraft
Margaret A. Neale

August 1989

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