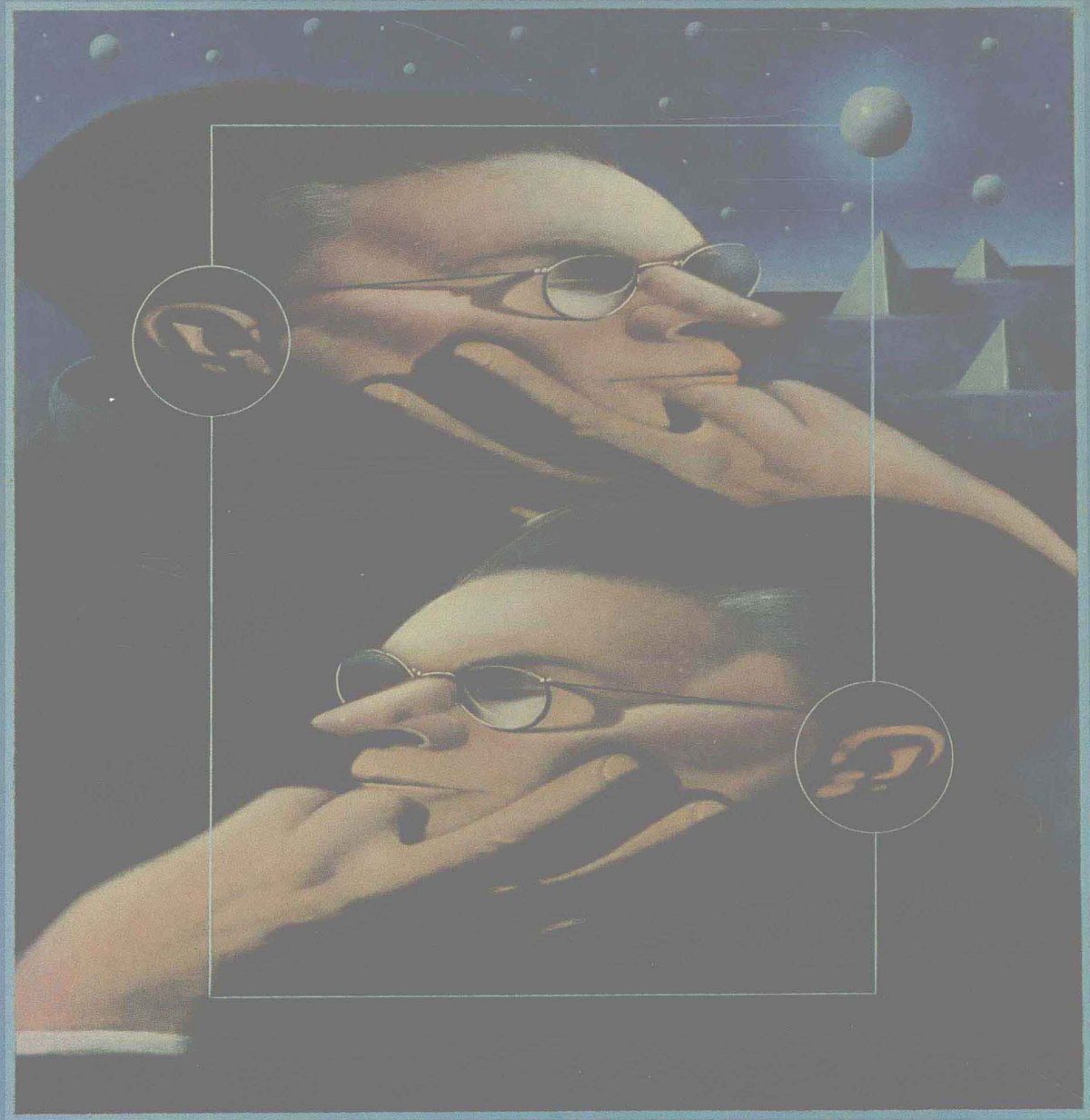
Organizational Behavior

Concepts and Applications

Fourth Edition



Jerry L. Gray / Frederick A. Starke

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Preface

Our basic objective in this Fourth Edition is the same as in the earlier editions: *to teach students and managers to think analytically about human behavior in organizations.* In order to apply organizational behavior theories effectively, managers must be able to think in analytical terms about those various theories. Analytical thinking requires an open mind about issues and a willingness to look at research evidence that has been developed on these issues. Much of the first chapter orients the reader to think in analytical terms, a prerequisite, we think, to acquiring the necessary skills for effective use of organizational behavior theory. If nothing else, we hope this book encourages students and managers to be more critical thinkers.

The text is designed to stand on its own as a classroom text for a one-semester or one-quarter undergraduate organizational behavior course or for graduate students who have no behavioral science background. We have left considerable scope for instructors to move about within the areas covered and to supplement our materials with their own. The text assumes no prior knowledge of organizational behavior, although, like any book in the field, students with organizational experience may find it easier to relate to some of the applications and examples. An instructor's manual containing chapter summaries, transparency masters, discussion questions, computerized tests, and case analyses is available for those who wish to use our experiences with the material.

CHANGES IN THE FOURTH EDITION

There are several changes in the fourth edition. First, the material in all chapters of the third edition has been updated. Since the study of organizational behavior

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is developing rapidly, it is necessary to include the latest theoretical and empirical work in the field. By doing this, students will be able to see more clearly how knowledge about human behavior in organizations is developing.

Second, two new chapters have been added: Chapter 3, "Individual Behavior," contains material that is specific to individual behavior in organizations. Topics such as individual determinants of behavior perception, stress, and personality form the core of this chapter. Chapter 6, "Performance Management" integrates material from the third edition on motivation and organizational behavior modification, plus adds substantially to the coverage of goal setting; the major purpose of this chapter is to show students the relationship between motivation theory and O.B.M. and how both can be applied to solve organizational behavior problems.

Third, several topics have been either added or given substantially more coverage. Examples are organizational culture, autonomous work groups, goal setting, quality circles, and job design.

Fourth, we have renewed our commitment to the "concepts and applications" focus of the text by adding some of each to all chapters. Most chapters now contain at least two "Focus on Research" and two "Focus on Application" features. "Focus on Research" features review a research study relevant to the topics in a specific chapter and are designed to stimulate student interest in organizational behavior research. "Focus on Application" features are designed to illustrate the actual application of a concept or concepts described in the chapter and to add credibility and relevance to the subject matter.

Finally, we have introduced a "Conclusions" section to each chapter, replacing the traditional chapter summary. Rather than repeating what the student has read in the chapter, the "Conclusions" section is meant to give the reader some closure on the topic and pull together the meaning of the chapter.

CHAPTER FEATURES

Each chapter contains a variety of features designed to stimulate student interest and understanding of the field of organizational behavior:

Key Concepts. The key concepts are listed at the start of each chapter. When students encounter these terms in the chapter, they will recognize them as particularly important.

Learning Objectives. Each chapter begins with a set of action objectives, which help students anticipate the important points that will be made in the chapter. Once students have finished reading a chapter, they can return to the objectives to determine how well they have mastered the material.

Chapter Outline. The order of topics is indicated at the beginning of each chapter. This gives the student an overview of a particular topic and its components.

Opening Incident. Each chapter begins with a realistic incident that deals with a specific problem commonly found in organizations. The problem in the opening incident relates directly to the material presented in the chapter.

Focus on Research. Special features highlight recent research relevant to the chapter subject matter.

Focus on Application. Features focus on a practical example of the application of chapter material.

Applications. Most chapters contain an applications section which indicates how the theories discussed in the chapter can be applied to problems commonly found in organizations. In several chapters, there is no separate applications section because the applications are an integral part of the material discussed in the chapter.

Opening Incident Revisited. The opening incident is analyzed using the material presented in the chapter. This is yet another vehicle for helping students apply the material they have studied.

Conclusions. Each chapter closes with a section designed to integrate the chapter material into a conclusive whole. These sections are designed to deal with the "so what?" syndrome that is too prevalent after reading pages of organizational behavior material.

Review Questions. These questions are designed to test the students' ability to recall specific facts, as well as their ability to think analytically about the topics presented in the chapter.

Exercises. Two or three exercises are presented at the end of each chapter. These are generally incidents which focus on issues discussed in the chapter. Questions at the end of each incident guide students in their analysis. Comprehensive cases are contained at the back of the book.

The changes in this new edition reflect the opinions and comments of many users; our sincere thanks go to them and the many colleges and universities across the country that adopted the third edition, including Adelphi University (Garden City), Auburn University (Montgomery), Augustana College (Sioux Falls), Babson College (Babson Park), Bowling Green State University (Bowling Green), Brennan Collge (Newport), California State College (San Bernardino), California State University (Long Beach), Cheyney University (Cheyney), College of Charleston (Charleston), College of St. Thomas (St. Paul), College of William and Mary (Williamsburg), Dominican College (Orangeburg), Duquesne University (Pittsburgh), Dyke College (Cleveland), Eastern Mennonite College (Harrisonburg), Eckerd College (St. Petersburg), Embry Riddle Aeronautical University (Daytona Beach), Emporia State College (Emporia), Erskine College (Due West), Fisk University (Nashville), Fitchburg State College (Fitchburg), Florida International University (North Miami), Fort Valley State College (Fort Valley), Houston International University (Houston), Illinois Benedictine College (Lisle), Indiana State University (Terre Haute), Inter-American University (San German), Johnson State College (Johnson), Liberty University (Lynchburg), Louisiana State University (Baton Rouge), Loyola College (Baltimore), Marist College (Poughkeepsie), Metro State University (St. Paul), Michigan Techni-

cal University (Houghton), Minneapolis Community College (Minneapolis), Missouri Valley College (Marshall), Nashville State Technical Institute (Nashville), National University (San Diego), North Central College (Naperville), Northeastern University (Boston), Old Dominion University (Norfolk), Oral Roberts University (Tulsa), St. Martin's College (Olympia), SUNY-Potsdam (Potsdam), Stephen F. Austin State University (Nacogdoches), University of Detroit (Detroit), University of Illinois (Champaign), University of Louisville (Louisville), University of Massachusetts (Amherst), University of Santa Clara (Santa Clara), University of Scranton (Scranton), University of Tennessee (Knoxville), University of Wisconsin—Stout (Menomonie), Ursinus College (Collegeville), Valley City State College (Valley City), and Villa Maria College (Buffalo). We invite comments, questions, and suggestions from the students and teachers who use this book, and are looking forward with great enthusiasm to the fifth edition.

Jerry L. Gray
Frederick A. Starke
Winnipeg, Canada

To Lynda and Derek,
Aurelia, Eric, and Grant

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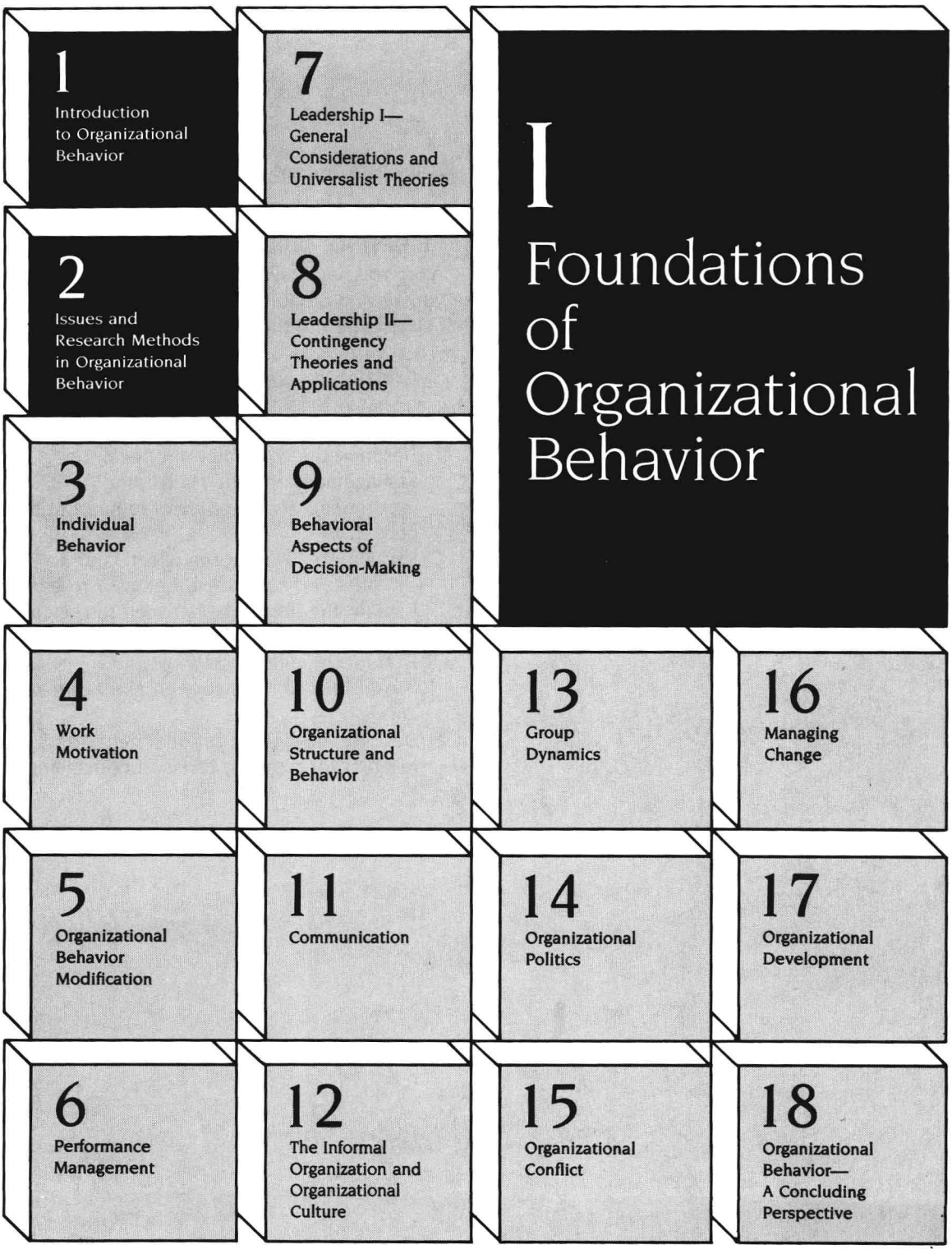
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KEY CONCEPTS

Analytical thinking
Scientific management
Human Relations movement
Hawthorne experiments
Hawthorne effect
Technical career
Managerial career

LEARNING OBJECTIVES

After you have read and studied this chapter, you should be able to:

- ☐ Describe the three stages in the process of organizational behavior;
- ☐ Explain why organizational behavior research is important to the practicing manager;
- ☐ Describe the contribution of Scientific Management and the Hawthorne experiments to the study of organizational behavior;
- ☐ Explain the "Hawthorne effect" and how it can affect organizational behavior research;
- ☐ Explain the difference between the science and the art of organizational behavior;
- ☐ Explain the difference between organizational behavior and management; and
- ☐ Describe how organizational behavior is relevant for different levels of management.

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