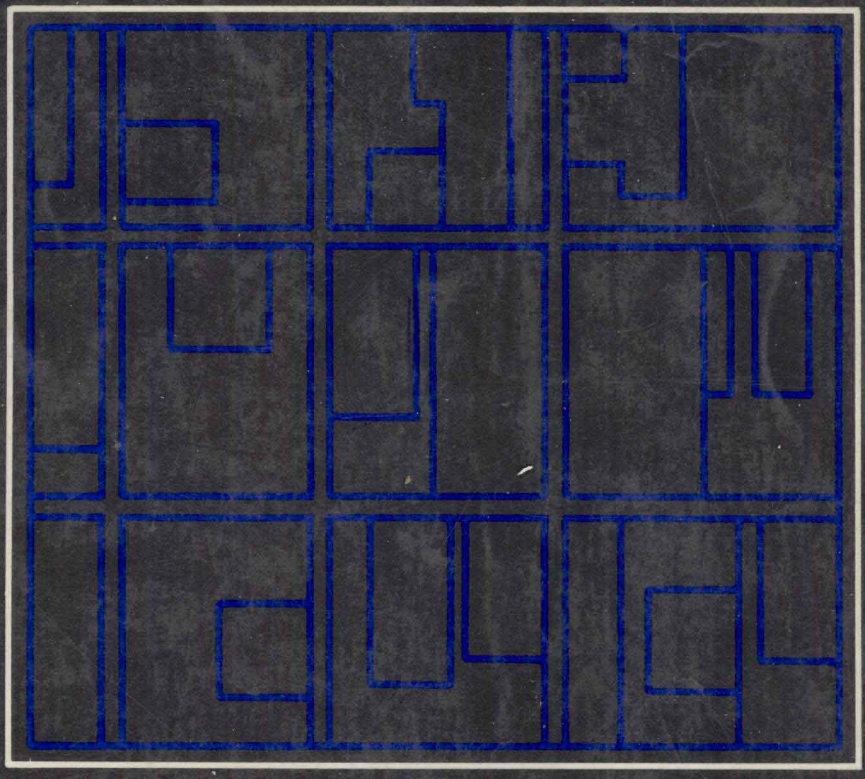
A PRIMER ON

Organizational Behavior

SECOND EDITION



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A PRIMER ON ORGANIZATIONAL BEHAVIOR

SECOND EDITION

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PREFACE

Although the revised version of this book is based on well over a decade of classroom experience with both graduate and undergraduate students, the initial idea came early in our teaching careers. Following class discussions of motivation, perception, communication, and group dynamics, a bright student questioned "where the course was going." Even though we had initially devoted a few sessions to introducing the various topics in organizational behavior, the student—and subsequent discussion revealed many others like him—did not have a good sense of the interrelatedness or utility of the topic areas. Since the class did not seem satisfied with the classical response that they would "understand more fully as we continued," it became increasingly clear that it would be helpful to begin the course with a survey of the field. This primer thus emerged as a way of providing such a general review that students could read quickly and use as a reference. It is not intended to be comprehensive, but instead to be a succinct overview of topics in organization behavior.

A Primer on Organizational Behavior began its life as a series of chapter drafts which our students read during the first few weeks of the course. This initial reading was supplemented by brief lectures, discussions, experiential exercises, case analyses, research and applications oriented articles, and so forth. We found that not only did our students seem to benefit from this approach, but that they preferred a variety of materials for the course instead of one text that attempted to do everything. Accordingly, we set about the task of writing this primer so that it could be used in conjunction with a reader, sets of journal articles, cases, exercises, experiential texts, or fieldwork. Additionally, we found that students who came into our Human Resource Management, Industrial Psychology, and Organization Development courses without the usual background in organizational behavior did well after reading the manuscript. Thus, this text provides a useful overview for those individuals who need the background for related coursework or who have been away from the field, as well as a quick introduction for those in an organizational behavior course or management workshop. Since we have successfully used the first edition at both the undergraduate and graduate levels, instructors can tailor their courses by selecting appropriate supporting materials.

Basically, this book has three objectives: first, to introduce the reader to those terms and concepts which are necessary for a fuller understanding of

organizational behavior (OB) and management; second, to give students a general survey of a "typical" course in organizational behavior, especially the central facets of micro (motivation, perception, communication, group dynamics, leadership) and macro (organizational structure, culture, and environment) OB and their application in contemporary organizations; and third, to provide sufficient grounding in the field to enable students to read the OB literature in such trade journals and scholarly publications as the *Harvard Business Review, California Management Review, Academy of Management Journal,* and some of the less quantitative articles in the *Administrative Science Quarterly.*

To accomplish these objectives, the book has some features which are unique to most organizational behavior texts. First, since many instructors rely heavily on research in the field to make the concepts and data understandable, we felt that appendices on how to interpret common statistics and how to read a research-oriented journal article would be useful. Coupled with the chapter on organizational research, this material provides an initial foundation for those interested in pursuing a research-based course. Second, because of the growing interest among both faculty and students toward the usefulness and utility of OB research and theory, we have included two applications-oriented chapters. Drawing on the material discussed throughout the book, these concluding chapters focus on organization development, quality of work life, and various diagnostic techniques, participative management approaches and work-related innovations. We have also attempted to include sufficient references to "classical" works as well as more recent articles, texts, and research findings as a guide for those individuals interested in further exploration of the field.

In addition to a general updating throughout, the second edition includes new and expanded discussions of a number of micro- and macro-level topics. New sections, for instance, have been added on attitudes and attitude formation, ethical concerns in OB, the effects of emerging technology on organizations and behavior, group and organizational socialization processes, information processing approaches to perception, leadership, and job design, gender issues in leadership, and transformational leadership. The macro-OB chapter in the first edition has been expanded into two new chapters. The discussion of the environment (Chapter 8) now includes material on organizational stakeholders, boundary spanning roles, interorganizational alliances, organizational responses to environmental decline, and international issues related to the study and application of OB. The organization chapter (Chapter 9) includes more fully developed discussions of structure and design, organizational culture and culture change, and organizational effectiveness. Many of the changes and additions are in response to comments and suggestions we gratefully received from adopters of the first edition.

In any work such as this, there are a number of people to thank for their support and contribution. Many of our colleagues, especially Aaron Nurick, Judith Gordon, Jean Bartunek, John Lewis, Dalmar Fisher, William Torbert, Joseph Byrnes, Joseph Weiss, Judith Kamm, Duncan Spelman, Marcy Crary,

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Fernando Bartolome, Jeffrey Shuman, Edward Marshall, William Stevenson, and Frank Dubinskas have directly or indirectly influenced our thinking in writing this book. Our institutions, Boston College and Bentley College, also provided much support and encouragement. Our graduate research assistants, particularly Cheryl Tully, Catherine Celezna and Polly Guiles, provided significant assistance in library research. Edward Addvensky, Tim MaCaulley, Virginia O'Malley, Frank Getman, and Paul Stankovics assisted in proofreading and index preparation. Sharon Winans, Claire White-Sullivan, and Jean Beattie gave us ample time and effort in working over early chapter drafts and tables. Terry Tierney, our department assistant at Bentley, also quite willingly let us "temporarily" use the office word processors and printers. We are also in debt to the manuscript reviewers Paula Morrow, Michelle Mathias, Debra Steele Johnson, James McElroy, Deborah Wells, and Howard Rudd, Jr. Finally, Cheryl Mehalik, our editor at Wiley, was more than understanding, patient and helpful in working with us when we were (once again!) behind schedule with the manuscript.

This book is dedicated to our wives, Felicity and Mary Alice, who were once again very supportive and understanding through the many hours we spent locked away reading, talking about, and ultimately writing this book.

Finally, we would like to thank the countless number of students at Boston College and Bentley College who used the first edition and provided many comments, suggestions, and complaints that were quite useful in creating what we hope is an interesting and readable text.

James L. Bowditch
Anthony F. Buono

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ONE
MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Management education and development have traditionally emphasized what might be termed the *content* of managerial work. Indeed, much of management education today focuses on upgrading the technical competence of managers and managers-to-be in such areas as accounting, finance, marketing, computer services and so forth. This focus on content has been referred to as the *what* of a manager's job, encompassing such concerns as developing appropriate procedures for auditing and inventory control, creating new marketing programs, establishing management information systems, and other specific aspects of managerial work.[1]

While the technical aspects of management are, of course, quite important for the successful functioning of an organization, understanding the *process* of management or the *how* of a manager's job is also a critical component of management education. Within this process view of management, attention is often given to the roles, behaviors, and skills that are necessary for effective managerial performance. Some of these behavioral skills are communicating with peers, subordinates, and bosses; obtaining and sharing information; running meetings; allocating resources to different groups; and handling conflict within or between groups.[2] This understanding of management processes often referred to as *Organizational Behavior* thus extends the education of managers and potential managers to a study of people, groups, and their interactions in organizational structures.

Recent criticisms of our business schools and surveys of executive and recent graduate perceptions of these institutions and their curricula underscore the importance of the process of management.[3] Although technical training is considered a vital aspect of management education, the executives surveyed felt that today's business school graduates are well versed in those areas. The main problems, however, were perceived to be broader in nature such as the lack of ability to integrate the business functions, poor communication skills, insensitivity to others in the organization who do not have similar backgrounds and training, a lack of interpersonal skills, and difficulties working effectively in groups. Thus, rather than continue to perfect rela-

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