

ORGANIZATIONAL BEHAVIOR



ROBERT P. VECCHIO

Organizational Behavior

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Preface

Long, long ago, in a university far, far away, I had my first encounter with a course in organizational behavior. The topic fascinated me because I had held a number of different jobs up to that point in my life, and I could see the relevance and value of understanding the social dynamics that exist in the workplace. I began to read more about human behavior in organizations and ultimately came to teach courses in organizational behavior. In writing this text, I have attempted to share with you some of my interest and enthusiasm for the field by taking the research-related foundations of organizational behavior and making them understandable and accessible to the nonresearcher.

Level and Organization of the Text

Over the years, I have found that undergraduate and MBA-level courses in organizational behavior are often similar in focus and content. Although I have prepared this text with the intention that it be appropriate for an undergraduate audience, it may be used with MBA students if suitable outside readings and additional assignments are provided. The topics covered in this text are fairly traditional; that is to say, I have not deviated far from the approach preferred by most instructors.

In Part 1 the text begins with a consideration of how the field may be defined and a look at how it came into existence (Chapter 1). Next, the student is provided with an introductory treatment of how to understand the research base of the field of organizational behavior (Chapter 2). The substantive, topic-related chapters (Chapters 3 through 17) are organized and arranged so that the material progresses from a micro (individual) to a more macro (group and organizational) focus. The later chapters are grouped into three major sections, reflecting this progression: Part 2, Individual Processes; Part 3, Interpersonal and Work Group Processes; and

Part 4, Organizational Structure and Processes. Under the heading of Individual Processes (Chapters 4 and 5 in Part 2), topics in perception, personality, attitudes, and job satisfaction are explored. Interpersonal and Work Group Processes (Chapters 5 through 13 in Part 3) include treatments of learning, motivation, job design, performance appraisal, power, leadership, decision making, group dynamics, conflict, and stress. The final section, Organizational Structure and Processes (Chapters 14 through 17 in Part 4), examines issues in communication, organizational design, environmental and cultural forces, and organizational change and development.

Pedagogy

The text includes a number of pedagogical features designed to enhance student learning and comprehension.

Learning Objectives Eight to ten learning objectives at the beginning of each chapter direct and focus the reader's attention on the major issues within the chapter.

Opening Vignettes Short stories based on real organizations at the beginning of each chapter give a true-to-life flavor to chapter topics.

Boxed Items Two set-off vignettes, entitled OB in Action and The Manager's View, help illustrate the applications of organizational behavior principles. They provide current examples drawn from a variety of real corporations and businesses.

Summaries At the end of each chapter a summary recaps chapter learning objectives and highlights critical points.

Key Terms Each chapter contains a list of key terms for the student to use in sorting out and reviewing important concepts.

Questions for Discussion At the end of each chapter interesting questions for discussion help stimulate application of concepts and foster greater understanding of the material.

Cases and Experiential Exercises Each of the four parts ends with a set of cases and experiential exercises, which are a combination of new and classic favorites.

Glossary A glossary containing definitions of key terms appears at the end of the book.

Ancillaries

A comprehensive set of ancillaries accompanies *Organizational Behavior*.

Instructor's Manual This extensive manual includes chapter outlines; lecture notes; teaching suggestions; suggested term projects; answers to dis-

discussion questions; additional readings lists; case notes for end-of-section cases and exercises; film guide; computer simulation guide; transparency masters; and guidelines for experiential exercises in the student learning guide.

Test Bank The *Test Bank* contains over 2,500 items to help gauge student comprehension. Its unique combination of question types includes true/false, multiple-choice, essay, and case questions. Multiple-choice questions are identified as either “factual” or “applied” and all questions are keyed to actual chapter material. The *Test Bank* is written by Robert Giacalone, University of Southwest Louisiana. All questions have been student tested.

Computerized Test Bank A computerized version of the printed test bank is available for Apple and IBM microcomputers.

Transparency Acetates Transparency acetates of key figures used in teaching organizational behavior are available to adopters.

Learning Guide/Experiential Exercise Book This unique volume includes chapter review material and experiential exercises for each chapter topic. The first part of the volume helps students review key topics and prepare for class exams by testing their understanding of the material. It presents a thorough chapter review and numerous sample test questions. The second half of the volume includes experiential exercises for both individual and class assignments. Instructors will find a variety of useful material here including role playing, skills building, and other applications appropriate to key topics in organizational behavior. The *Learning Guide/Experiential Exercise Book* is written by Bruce Kemelgor, University of Louisville.

Video Package Videos on selected topics in organizational behavior are available. These are from the *Enterprise* series and come complete with discussion guidelines. Please contact your Dryden Press sales representative for further information.

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Robert P. Vecchio
July 1987

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