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ORGANIZATIONAL BEHAVIOR A Managerial and Organizational Perspective



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**ORGANIZATIONAL
BEHAVIOR
A Managerial
and
Organizational
Perspective**

To the memory of my mother,
Catherine Angela Gannon

Preface

ORGANIZATIONAL BEHAVIOR IS A RELATIVELY new discipline that, in the past 15 years, has become an accepted part of the curriculum in schools of business and related areas such as health care administration and public administration. However, the exact domain of this discipline has not yet been determined, a position emphasized by Lyman Porter in his 1974 presidential address to the Academy of Management.

Ordinarily, we tend to think of organizational behavior as focusing on the microaspects of organization, such as motivation, leadership, and job satisfaction. This textbook uses such a perspective. However, an underlying premise of this book is that the field of organizational behavior overlaps with that of organizational theory, which stresses such macroaspects of organization as organization design and behavioral control systems. In addition, organizational behavior overlaps with the field of management, which focuses on the creation and maintenance of organizations so that they will operate with maximum efficiency, profitability, and employee satisfaction.

I have written this book specifically for professors who wish to emphasize the three overlapping perspectives of organizational behavior, organizational theory, and management. To accomplish this task, I present a basic model consisting of four organizational dimensions within which activities take place: organization design, planning and control, behavioral processes, and decision making. It is quite common for an individual to be involved in activities within two and even three dimensions simultaneously. However, it is less common for an individual to be involved in activities within all four dimensions at the same time. Still, the individual must understand how each dimension affects the organization, and how all four dimensions relate to one another.

Chapter 1 describes and explains this organizational model, and three short case studies give students a chance to apply it to real organizations.

Chapter 2 discusses the historical evolution of this model and provides students with some understanding of the classic problems in the field of organizational behavior. The model is then used as the framework for the remaining chapters of the book. The final part of the book focuses on career paths: entrepreneurial careers, managerial careers, and your own career in a changing world of work. In the last chapter of the book, the organizational model is applied to a case study of the Ford Motor Company. This case study emphasizes the company's history and notable careers in this organization.

Each chapter of this book begins with a set of performance objectives so that the student can direct and evaluate his or her own study. Discussion questions following each chapter encourage the reader to think beyond the text, to apply the concepts introduced to real or hypothetical situations. Suggestions for further reading, also at the end of each chapter, indicate sources that can amplify the material. With the exception of a few recent books, I have used these suggested readings in either my basic undergraduate or graduate class; all are suitable for undergraduates. Students have consistently rated these readings as thought-provoking and interesting.

But to understand the behavior of individuals in organizations, a student must do more than read. After every chapter (except in part 1) are several critical incidents, short cases to be analyzed by the individual student or discussed in class. Ordinarily, it is difficult to involve students actively in case studies because of limited classroom space. To overcome this problem, a participatory and experiential exercise has been created specifically for the lecture hall — the Case Observational Method (see appendix A). I have also developed a second participatory exercise — Theoretical Case Analysis — that applies our organizational model to real-world situations that students have experienced (see appendix B). In addition, longer case studies have been provided after part 2 and experiential exercises follow parts 3 through 5. The experiential exercises include questionnaires on motivation, leadership, communication, goal-setting, conflict resolution, and decision-making styles; a group exercise on decision making; and one role play on the promotion interview.

Thus this course can be taught entirely by means of lectures, by a combination of lectures and participatory methods, or entirely by means of participatory methods. My preference is for the second option.

Throughout the text, I have tried to strike a balance between the presentation of concepts and their illustration. Although theory and research findings are highlighted, only a select number of studies are discussed in detail. Studies, examples, and case material all have been selected to illustrate a wide variety of organizational environments, not just the business corporations highlighted in many traditional texts. In addition, I have

tried to indicate the increasingly important role of women and minority-group members in management.

Professors may not want to attain all of the objectives this book seeks to achieve; the text is structured so that each can choose his or her own approach in teaching the course. In short, the book is set up to be flexible, adaptable to the needs and preferences of various instructors.

An *Instructor's Manual* is also available. The *Instructor's Manual* contains standard material, and also additional experiential exercises and lecture notes.

Many friends and colleagues have contributed to the development of the concepts and approach in this book. In particular, I would like to cite the work of the two manuscript reviewers, Professor Jan Muczyk from Cleveland State University and Professor John Sheridan from the Pennsylvania State University. Both of these reviewers far exceeded the expectations of the author and publisher, and they helped me immeasurably in clarifying concepts and focusing the discussion throughout the book.

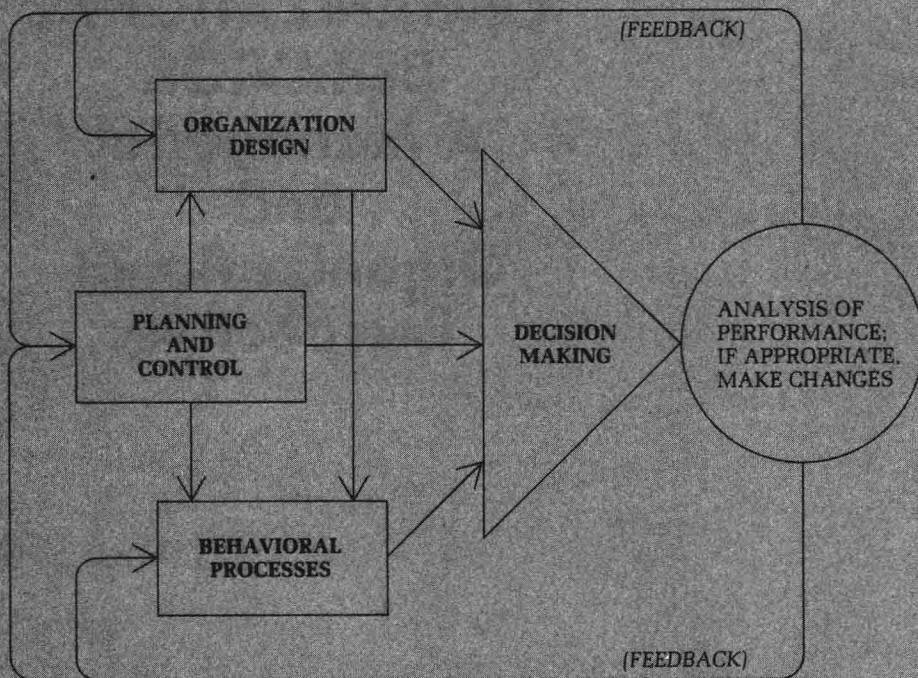
Milton Johnson, my editor at Little, Brown and Company, provided invaluable suggestions and assistance throughout the project. I also appreciate the help of other members of this organization, including Jon Baker and Barbara Garrey, the book editors.

Although many individuals have been helpful, I must take final responsibility for any errors or omissions.

Biographical Sketch

MARTIN J. GANNON (PH.D., GRADUATE School of Business, Columbia University) is Professor of Management and Organizational Behavior and Acting Associate Dean for Academic Affairs, College of Business and Management, University of Maryland, College Park, Maryland. He has authored or co-authored over fifty articles in such journals as the *Journal of Applied Psychology*, the *Academy of Management Journal*, *Personnel Psychology*, *Industrial Relations*, the *Academy of Management Review*, the *California Management Review*, the *Journal of Accountancy*, the *Monthly Labor Review*, and *Business Horizons*. Mr. Gannon is the author of *Management: An Organizational Perspective* and co-editor of *Readings in Management: An Organizational Perspective* (Little, Brown, 1977). He has been and is currently a consultant to a large number of organizations, including the United States Civil Service Commission, the Upjohn Company, the National Science Foundation, the Chemical Bank of New York, the National Commission for Manpower Policy, the National Association of Personnel Consultants, and the Edison Electric Institute. Professor Gannon served as President of the Eastern Academy of Management in 1977 and is Chairperson of the Personnel/Human Resources Division of the Academy of Management for 1979. He has been involved in management training for the Advanced Executive Programs at Columbia University, the University of Maryland, various government agencies, and International Temporaries of Madrid, Spain.

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