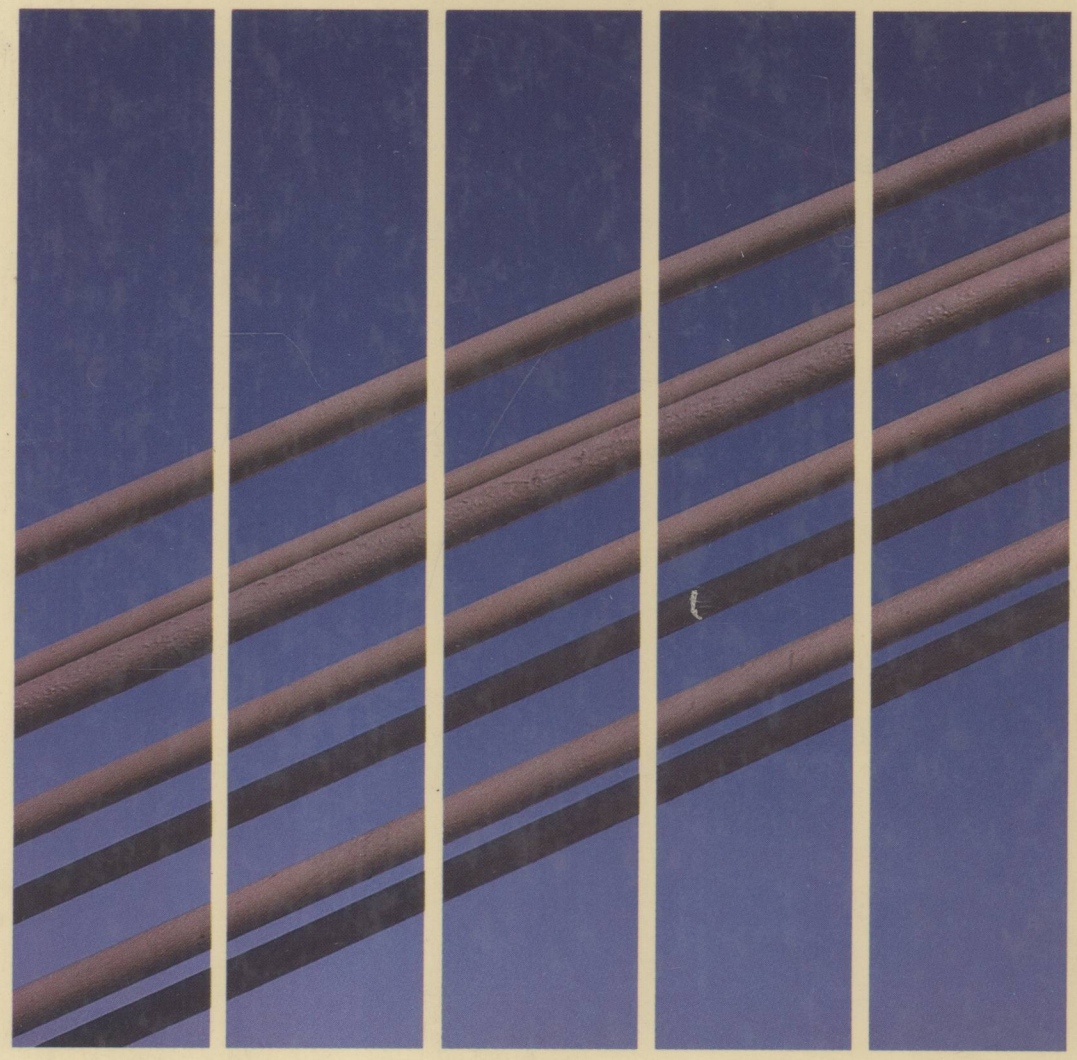
John B. Miner

Organizational Behavior

PERFORMANCE AND PRODUCTIVITY



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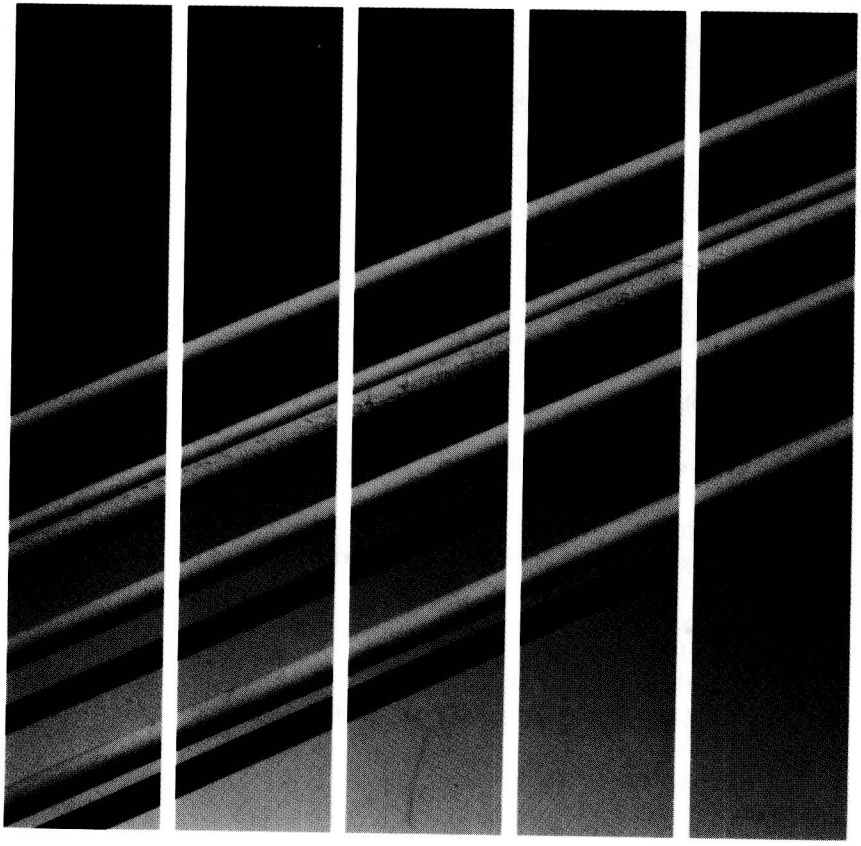

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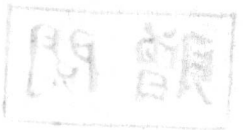

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Preface

Organizational Behavior: Performance and Productivity has been written for two primary reasons. One is that while I have written textbooks in a number of other areas—including personnel and human resources management, management policy and strategy, and management principles—I never have done a text in organizational behavior. Yet organizational behavior is the field in which most of my research has been conducted and where I have done much of my teaching. The second main reason is that I feel strongly that a need exists for an organizational behavior textbook organized around the theme of performance and productivity. In my view such a book, demonstrating the real practical value of the organizational behavior field, needed to be written in order to fill that gap.

The United States is falling behind other countries in performance and productivity, and the need for a solution to this problem is becoming more urgent. It is important to make people aware of how much organizational behavior has to offer in solving this competitiveness or productivity problem. This means emphasizing not only techniques for dealing with ineffective performance but also preventive procedures that can head off performance problems and maximizing efforts that help people to perform at the highest level of which they are capable.

Like many other books in the field, *Organizational Behavior: Performance and Productivity* seeks to provide a comprehensive overview of organizational behavior's subject matter, including its theory, its research, and its practical applications. Where this text breaks new ground is with its focus on the performance and productivity theme. That focus gives the book a much more applied and practical orientation. Organizational behavior as a field of study has had a problem, compared with many other areas of business administration, in demonstrating its practical usefulness. I believe that this book goes a long way toward overcoming this problem.

The use of the terms *performance* and *productivity* in the subtitle requires some explanation. *Performance* is the extent to which individuals meet expectations regarding how they should function, or behave, on the job. *Productivity* refers to the relationship between the quantity of goods and services produced and the amount of labor, monetary capital, and natural resources used in production; it is an index of efficiency. Productivity can be measured at the national, industry, company, group, or individual level. However, at the individual level it becomes part of performance. The measurement of performance and productivity is discussed early in the book so that the reader can reach a clear understanding of what these two terms mean in practice.

A major influence in my writing of this book has been my own business experience. I am one of those university people who find it relatively easy to move back and forth between the business world and the academic world. Early in my career I spent several years with the Atlantic Refining Company (now ARCO), and then somewhat later with McKinsey and Company, the consulting firm. This experience, plus my own consulting experience over a number of years, has influenced this book most in the topics I chose to emphasize and those I chose to downplay or omit. I have also drawn on this experience repeatedly in developing examples, writing cases, and documenting ideas. The end-of-chapter case problems, with only one or two exceptions, derive from actual performance problems that I have encountered at one time or another (though the names used are fictitious).

The Organization of the Book

The book considers successively the effects of the individual, the work group, and the orga-

nization as a whole on performance and productivity. Within each of these three levels the text deals with the whole panorama of factors that can result in decreased production and with what can be done to influence these factors so that improvements result.

The two chapters in Part 1 provide an introduction to the field of organizational behavior and essential background on the nature and measurement of performance and productivity. Chapter 2 also contains a full treatment of the subject of organizational effectiveness.

The five chapters in Part 2 focus on productivity and performance on the individual level. Chapter 3 deals with personality and emotions and with how perceptions and stress influence performance. Chapter 4 discusses cognitive processes—learning, intelligence, decision making, creativity, and cognitive styles. Chapters 5 and 6 consider motivational theories and their applications, including job redesign and rewards. In Chapter 7 such emotional factors as work attitudes and job satisfaction, values, ethics, and commitment are discussed.

The five chapters in Part 3 deal with group processes and techniques. Among the topics discussed in Chapters 8 and 9 are interpersonal dynamics and quality circles, which are intended to stimulate ideas for change. Chapter 10 considers intergroup behavior and conflict management. Chapters 11 and 12 provide detailed discussions of group leadership and supervision, including participatory management and leadership development.

Part 4 also contains five chapters, all focused on the organizational level. Topics of concern include communication processes (Chapter 13) and organizational power and politics (Chapter 14). Substantial attention is given to matters of organizational structure and design, organizational processes, and how the external environment influences these factors (Chapter 15). Corporate strategies and their implementation as well as organizational evolution and change in general are included. After a discussion of various aspects of corporate cultures (Chapter 16), the nature and methods of organization development, including the relatively new concept of quality of work life, are considered (Chapter 17).

Throughout the book, the major concern is with how various factors create more effective individual, group, and organizational performances, and greater productivity. This theme is re-emphasized in the single chapter of Part 5, Chapter 18, which summarizes data related to the central theme of performance and productivity.

Special Features and Ancillary Materials

Certain special aspects of the book should be noted. Among these are the abundant illustrations; the several "Performance and Productivity in Action" boxes, presenting real-world examples, in each chapter; learning-objective questions at the beginning and discussion questions at the end of each chapter; "Putting Ideas to Work for Performance and Productivity" discussions, which include numerous action guidelines; and the case problems, chapter summaries, and experiential exercises that conclude each chapter. The end-of-chapter exercises were developed by Robert N. Lussier of Springfield College, Dan Baugher of Pace University, and Andrew Varanelli, Jr., of Pace University. The book is extensively documented throughout so that those who may wish to follow up on certain matters and obtain more detail can use the footnote citations to do so. A glossary of important terms appears in the back of the book; terms that are printed in bold type in the text appear in the Glossary. In addition to name and subject indexes, we provide an index of all organizations mentioned in the text.

An extensive ancillary package has been created to go with the book to make the instructional process more effective: *Experiencing Organizational Behavior: Exercises and Study Guide* by Robert N. Lussier and Lester Hirsch; *Instructor's Resource Manual* by Joan Gallos of Harvard University; and *Test Bank* by Floyd Willoughby of Oakland University.

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Probably more than most, this book has been a cooperative effort between scholars of the field and experienced editors and publishers. The

flow of ideas back and forth has characterized every stage of the book's development. Initially ideas were solicited from knowledgeable teachers of organizational behavior courses. The suggestions that came from these individuals played an important role in organizing and focusing the writing in the early stages. The following deserve a great deal of appreciation for their contributions in this phase:

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John B. Miner

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