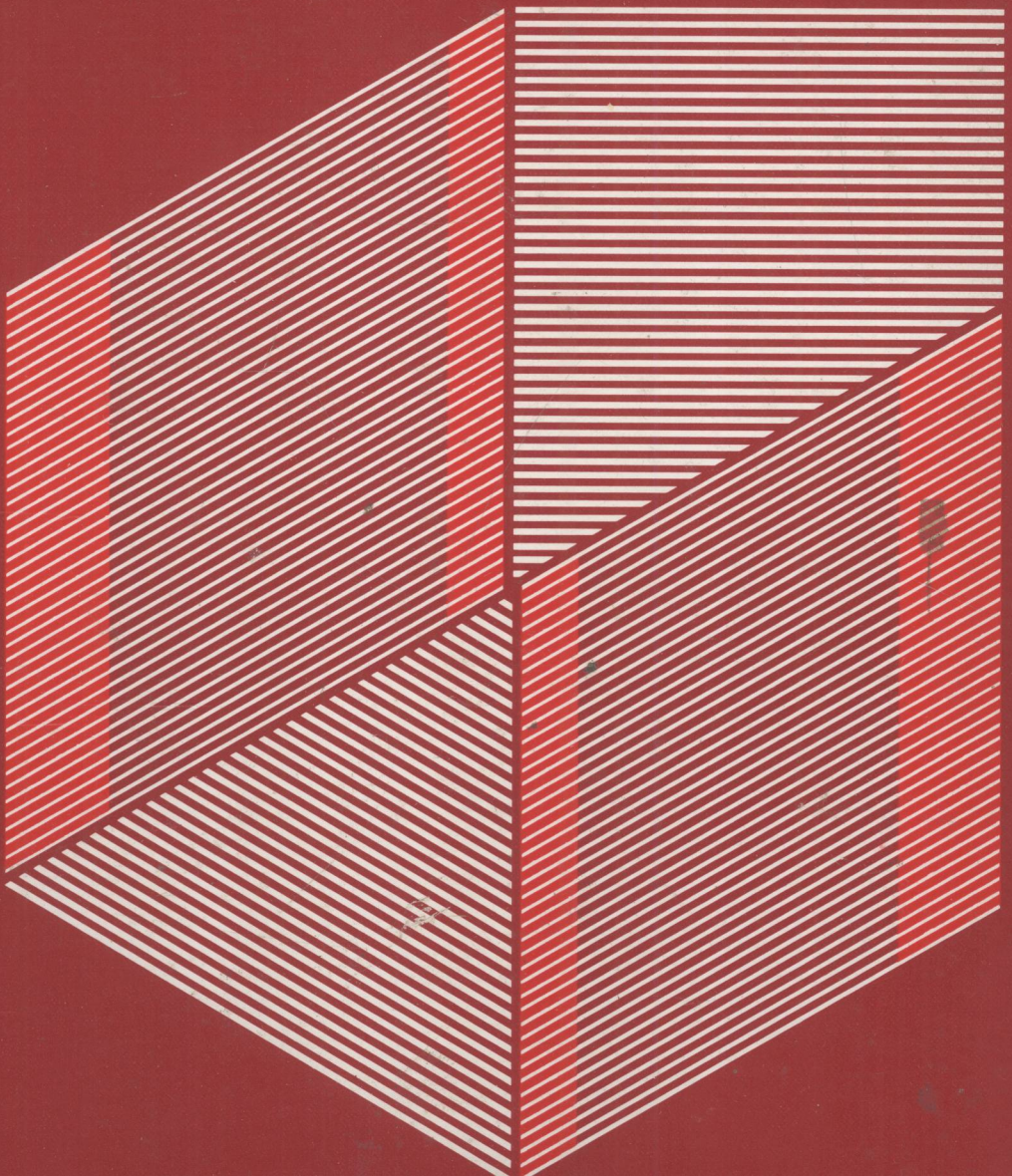


ORGANIZATIONAL BEHAVIOR: A MANAGERIAL VIEWPOINT

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PREFACE

THERE are a great many books that deal with organizational behavior. The presence of one more could go little noticed. Our intent is for that not to happen. We have taught organizational behavior to undergraduates and graduate students at several universities, to managers from first-level supervisors and foremen to top-level executives, and even to non-managerial personnel in organizations. These experiences suggested to us the need for a particular kind of organizational behavior book. We have written this book to satisfy that need.

What kind of need did we perceive? First, organizational behavior books are frequently presented as if they are written by and for psychologists rather than for the use of business students and managers. Ours is a managerially oriented book. Second, many books review the organizational behavior literature so extensively that all the reader sees is a long, confusing series of competing hypotheses, theories, and models. We try to present an integrated view on major topics. Third, many organizational behavior books attempt to cover too much material by dealing equally with both micro concepts (individual, group, and intergroup) and macro concepts (intergroup, organizational subunit, and total organization). This book has a clear and predominant micro-concept focus and discusses macro concepts only to indicate linkages and overlap. Fourth, some organizational behavior books present ideas which are outdated or simplistic but which appear reasonable or are popular. We have tried to make all our material current and have concentrated on ideas that are developed from and/or tested by research.

The structure of this book follows a framework developed in the first part of the book. In oversimplified terms, the structure consists of presenting a basic argument for a managerially oriented viewpoint of organizational behavior, which is followed by a presentation of the essence of the material in an integrated fashion. The presentation flows from the more micro to the less micro level and finishes with applications of the concepts and linkages to macro concepts. Then we introduce a series of cases which can be used as focal points for analysis and discussion, to deal more fully with the application of the material. The cases are intended to be sufficiently complex, involving several topics in each case, to further help the student to integrate the material. While an instructor may or may not use the cases in a course, it is our hope that the student will work through the cases to develop a greater understanding of the potential applicability of the material. Each case has questions designed to aid you in seeing potential applications of some of the material. In addition, each chapter has a summary, a listing of key concepts, a series of discussion questions, and suggestions for additional reading.

A book such as this one involves the efforts of many people in a variety of ways. In preparing the material, we have drawn not only upon our experiences as teachers and consultants but also upon the experiences of our students as well. Much of the material has been "classroom tested"

with students, many of whom have been practicing managers. We also were assisted by numerous colleagues from Texas A&M University and from other colleges and universities, who reviewed all or part of the material and made suggestions to improve it.

In particular, we wish to acknowledge the assistance of and thank the following: From Texas A&M University, Barry D. Baysinger, Cynthia D. Fisher, Gerald D. Keim, and Richard W. Woodman, each of whom commented upon some portion of the material. Those who provided early reviews which were useful in shaping the final form of the book were: Edwin A. Gerloff, the University of Texas at Arlington; Richard Alan Goodman, the University of California at Los Angeles; H. Lawrence Hall, California State University at Los Angeles; Joseph C. Latona, the University of Akron; Borge O. Saxberg, the University of Washington; David A. Tansik, the University of Arizona; and Glenn H. Varney, Bowling Green State University. Providing in-depth developmental reviews as the manuscript was finalized were: David Bednar, the University of Arkansas; Chris J. Berger, Purdue University; Gerald Ferris, the University of Illinois; John H. Jackson, the University of Wyoming; Dalton E. McFarland, the University of Alabama in Birmingham; and Donald D. White, the University of Arkansas.

There are, of course, others who contributed to this book in more practical ways. The secretaries, typists, and student workers at Texas A&M University helped greatly in the preparation of the manuscript. To them, we are also indebted. The staff at The Dryden Press proved unfailingly helpful and supportive. Elizabeth Widdicombe, developmental editor, deserves special recognition for her expertise and judgment during the development process. We are also indebted to Cynthia Fostle for her fine work in copy editing the text.

Finally, the most significant contributors are those whose research provides the foundation for the content of the book. The dedicated managers, scholars, and consultants cited in footnotes and additional references did the basic work which we have integrated in this book. We certainly must acknowledge their contribution for, without it, there would be no book.

While we freely acknowledge all of these contributors, we cannot absolve ourselves of any responsibility for errors or mis-statements which may occur in the book. In the final analysis, the authors decide what advice to accept and what to ignore, what to include or exclude, and how to interpret and integrate the research. We, therefore, are solely responsible for the content and willingly accept that responsibility.

We hope that you find this book as useful to you as preparing it has been to us.

Robert Albanese
David D. Van Fleet
College Station, Texas
November, 1982

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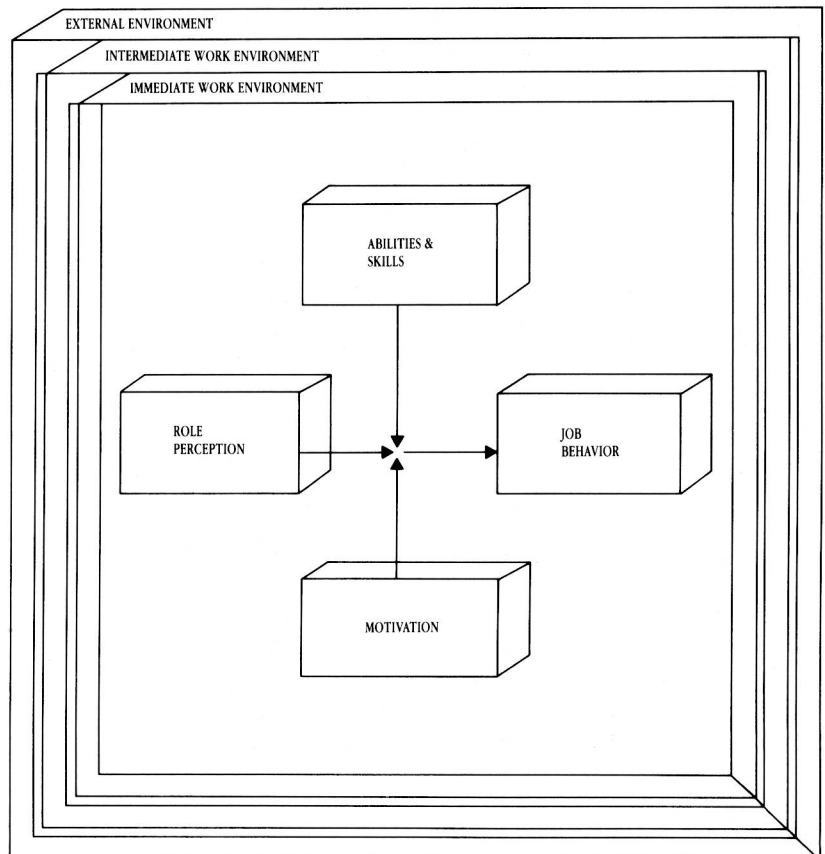
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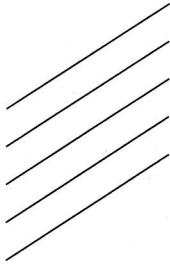
PART 1

INTRODUCTION



1

AN OVERVIEW



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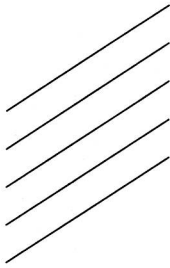
- A managerial viewpoint
- A general framework
- Abilities and skills
- Role perception
- Motivation
- Immediate environmental variables
- Intermediate and external environmental variables
- Appendix 1A: Managers and organizational behavior research

It is that which we do know which is
the great hindrance to our learning, not
that which we do not know.

C. Bernard

The basic, underlying, never-varying
tradition of our Republic is insistence
upon the worth of the individual.

D. Acheson



WELCOME to the subject of organizational behavior (OB). Most students and managers we encounter find OB extremely interesting. College-level OB courses are popular electives with students. Even when an OB course is required, students generally have positive attitudes about taking it and retain those attitudes throughout the course. Managers, too, seem enthusiastic about and responsive to OB-related courses and training sessions.

What is behind this common interest and enthusiasm? It is not that students and managers are always satisfied with what they get out of OB courses. Many, in fact, are frustrated by OB's contingency orientation (discussed in Chapter 3), by its varied theories and concepts, and by its failure to provide simple and "neat" answers to complicated and "messy" behavioral problems. Nevertheless, OB generates interest and enthusiasm, in our opinion, because it confronts issues of profound concern to individuals and organizations—issues that are fundamental, not simply to jobs or career problems, but to problems and opportunities that occur during the processes of living and coping in complex and uncertain environments. In short, students and managers find OB relevant to their lives.

OB is a field of study and research. As such, it draws heavily on the behavioral sciences, mainly psychology, social psychology, sociology, and anthropology. However, OB is not limited to contributions from these disciplines, as this book will demonstrate. OB is primarily interested in behavior in organizations, even though much of OB's content is applicable outside of organizational contexts. OB is concerned with the application of behavioral science knowledge to the identification, understanding, and resolution of behavioral problems. Some OB theories and concepts may seem too esoteric and tentative to have application value. That may indeed be the case. Nevertheless, taken together, OB's body of knowledge is intended to be used by real people confronting real behavioral problems and opportunities.

We have decided not to supply a textbook definition of OB. Rather, in this chapter we provide a brief overview of the entire text. There are two reasons we have chosen this approach. First, the chapters represent the way we see OB at the present time. Admittedly, there are some theories excluded from the discussion; and there are several topics that legit-

imately could be included but are not. However, because we could not discuss every issue in OB today, choices had to be made. The result of our choices is reflected in the remaining chapters of this book. In effect, these chapters are our “definition” of OB.

There is a second reason we present a brief overview of OB in this chapter. Note that the title of this book is *Organizational Behavior: A Managerial Viewpoint*. The book is directed to current and future managers and to those who will interact with managers in organizations. Throughout the book, therefore, an effort is made to relate the discussion to managers and to identify the managerial implications of the topic being discussed.

A common feature of reports submitted to managers in the real world is that they begin with a summary, sometimes called an *executive summary*. That is the nature of this first chapter. Sometimes executive summaries are read by managers as a substitute for reading a full report. Obviously, that is not a purpose of the brief overview included here. Rather, the overview presents a “big-picture” view of OB and introduces the entire contents of the book.

A MANAGERIAL VIEWPOINT

One of the main features of this book is its emphasis on the managerial viewpoint. Consequently, the opening discussion is about the nature of managerial work and ways of thinking about the managerial role.

A manager (executive, administrator, supervisor) is any person in an organization who is accountable not only for his or her personal job performance, but also for the job performance of subordinates. Thus, the manager's primary task is to create and maintain environments in which people can accomplish goals efficiently and effectively. In carrying out this primary task, the manager's legitimacy derives from the formal authority vested in his or her position through the process of delegation of authority. Although all managers have the same fundamental accountability, in practice they differ greatly in the ways they meet their accountability.

There are several ways of thinking about the managerial role. The most traditional thinks about managing in terms of a set of activities or functions (planning, organizing, staffing, directing, and controlling) that, taken together, make up a managerial process. This process embodies what managers are supposed to do in order to meet their accountability. More recently, an interpretation that has received considerable attention divides the managerial role into three subroles: interpersonal, informational, and decisional. Other studies of managerial positions identify thirteen separate factors involved in managing. All of these approaches to the managerial role can be useful in developing a managerial viewpoint.