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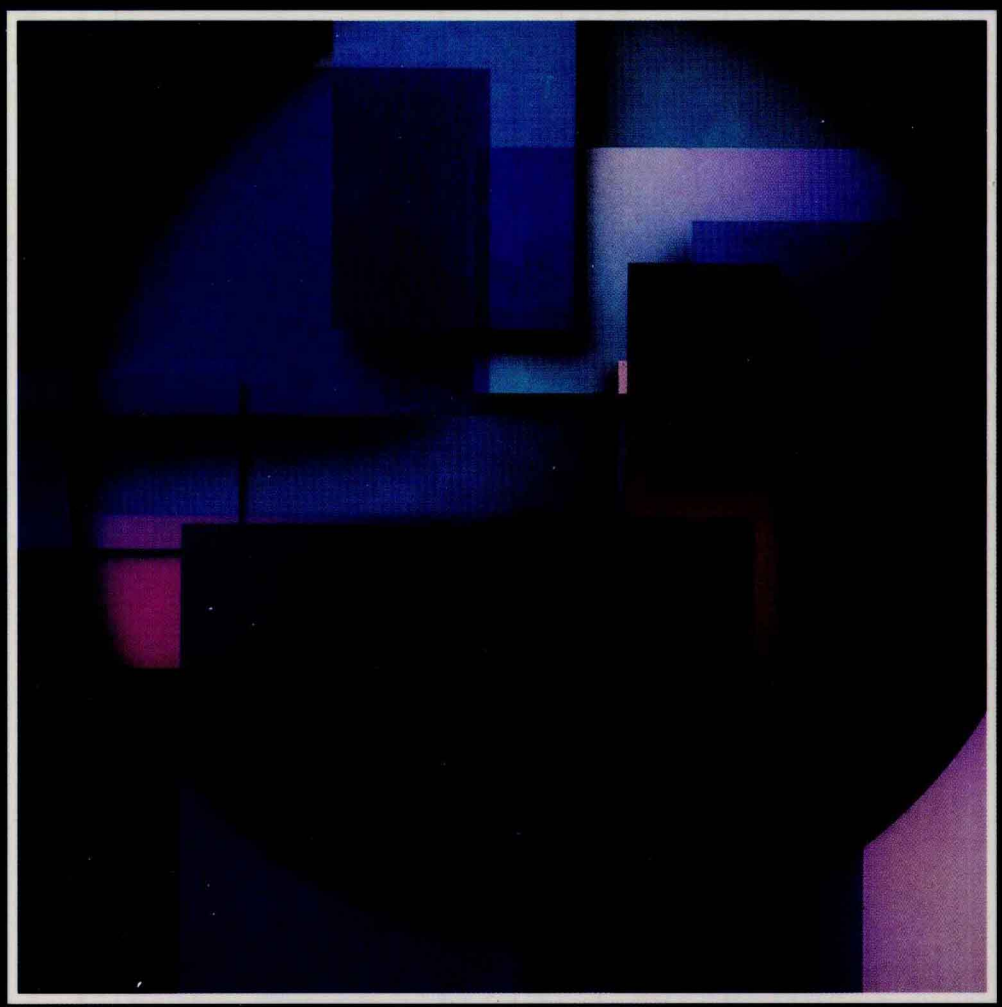

ORGANIZATIONAL BEHAVIOR

SECOND EDITION

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ORGANIZATIONAL BEHAVIOR

The Management of Individual and Organizational Performance

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Brigham Young University

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PREFACE

To the Instructor

I have used several organizational behavior texts in my teaching and most have been excellent. My students, however, have often had trouble understanding certain topics. Although these ideas seemed clear to me, they were not clear for the students. When I looked at the topics from the students' perspective, I could see that the assumptions made about the students' prior knowledge were wrong. The explanations were simply insufficient. I decided to create a text that gave a fundamentally solid explanation of organizational behavior, but written so that students could clearly understand these topics and see how to apply them.

This text builds on the successful foundation of the first edition and follows the same primary objectives of helping students understand and implement important insights about human behavior. This edition has benefited from the valuable suggestions of the students and instructors who used the first edition. As you examine this book, you will notice that the important concepts are carefully explained and illustrated.

New Features

Three new boxed features have been added to this edition:

- "Applying Organizational Behavior in the News" gives students the opportunity to read about an organizational behavior topic and then consider a real management situation, by viewing an accompanying CNN video that has been specially edited for this text. Topics include how companies employ self-managing teams of workers to increase productivity, and why sexual harassment is an abuse of power.
- "Applying Organizational Behavior Research" reinforces the research conclusions in the chapter and helps students understand how knowledge of organizational behavior is acquired.
- "Applying Organizational Behavior Across Cultures" illustrates the importance of understanding diversity in our global environment and shows how principles of organizational behavior differ among various cultures.

New Content

Several important new topics have emerged in the past five years. The introductory section has been condensed from two chapters into one, to provide a more streamlined background for this new material.

In Section II, the popular Myers-Briggs Type Indicator has been added to Chapter 2, along with some of the recent research showing how different personality types are related to specific occupations and behaviors. Chapter 2 also describes self-efficacy—another personality dimension that has attracted considerable research attention. Control theory is a new motivation theory that helps integrate the other theories in Chapters 3 and 4. Although control theory is not widely known, it

holds great promise because it explains a broad range of behaviors. Another important addition to Section II is a discussion of the interactions between work and family and how people are responding to the conflicts that seem to be inevitable.

The section on group norms in Section III has been supplemented with a more complete discussion of equity and equality norms. Also, the section on intergroup conflict in Chapter 10 has been strengthened with a discussion of recent research on organizational citizenship behaviors (OCB). *OCB* is the new term used to describe altruism in organizations.

Strategy has become such an important topic in management that many business schools now offer strategy courses. Chapter 11 of Section IV explains the relationship between strategy and organizational theory by explaining how the value chain used in strategic management relates to the subsystems of an organization.

Some of the most significant changes involve the organizational processes described in Section V. The electronic transmission of information is discussed in both Chapters 13 and 14; this new communication technology has subtly but significantly influenced both communication and decision making in organizations. Organizations are only beginning to comprehend and use the power of electronic information processing. The contrast between transactional and transformational leadership, discussed in Chapter 15, has likewise created a new paradigm for thinking about leadership. This paradigm requires people to re-evaluate the implications and prescriptions of all the traditional leadership theories. Sexual harassment is a new topic discussed within Chapter 16, Power and Politics in Organizations. Finally, Chapter 17 provides a new discussion of the processes recommended for revitalizing a mature organization, including recent developments in sociotech redesign, self-directed work teams, and Total Quality Management. These processes help students comprehend the complexity and difficulty in making major changes in a large, bureaucratic company.

Special Features Designed to Enhance Student Learning

Several features of this text were purposely designed to enhance student learning. The following list identifies these features and explains the benefits of each.

Chapter Outline. Each chapter begins with a chapter outline that previews the text material and helps students keep the information in perspective while they are reading.

Learning Objectives. At the beginning of each chapter, learning objectives serve as guidelines on how to study the chapter.

Introductory Cases. In the opening pages of each chapter, a case study introduces readers to organizational behavior problems related to the chapter content. Each case concludes with discussion questions designed to help instructors lead a class discussion.

Exhibits. Each chapter contains several figures, line drawings, or charts that are used to explain or clarify the theoretical concepts and to present visual models to help students remember the insights.

Chapter Summaries. At the end of each chapter, a summary helps to organize the content of the chapter and to identify the most important information.

Discussion Questions. In the concluding pages of each chapter, a set of discussion questions test the students' understanding of the chapter material and can serve as vehicles for class discussion.

Chapter Glossaries. Each chapter contains a glossary of key terms and ideas. The glossaries summarize the major ideas of each chapter and define vocabulary that may be new to the student.

Concluding Cases. At the end of each chapter, a case further applies the chapter material to a real organizational behavior situation. Some of these cases refer to real-life organizational situations, while others are composite situations taken from multiple organizations. These cases have been condensed and simplified to make them more useful for class discussion.

Experiential Exercises. Each chapter concludes with an experiential exercise to help students apply insights from the chapters in a learning environ-

ment. The experiential exercises help students learn from their own experiences. Most of these exercises involve group activities that are appropriate for small classes or laboratory sessions in large classes.

Supplements

Valuable supplements have been provided, to help instructors increase their teaching effectiveness. The needs of instructors and the kinds of activities that improve classroom instruction were paramount in the creation of these supplements.

Instructor's Manual. The *Instructor's Manual* has been revised and expanded to provide useful teaching suggestions. These suggestions include lecture ideas, discussion questions for leading a class discussion, experiential exercises to help students learn from their own experience, case discussions to apply the concepts in the chapters, and a guide for using the CNN videos for maximum effectiveness in the classroom.

Transparency Masters. A separate package of Transparency Masters is available to provide an extra dimension for lectures.

Test Bank. A large test bank has been created with true–false, multiple-choice, and essay questions. The bank of questions for each chapter is adequate to generate multiple forms of a test, for instructors who allow retesting.

Computerized Test Bank. The Test Bank is available in a computerized format for the IBM-PC or IBM-compatible computers. The Allyn & Bacon Test Manager lets you choose specific test questions, edit the questions, or create your own tests.

CNN Video. Through an exclusive agreement between the Cable News Network (CNN) and Allyn and Bacon, a CNN video has been developed to accompany this text. Available to qualified adopters, it contains CNN business news programming to accompany each of the "Applying Organizational Behavior in the News" boxes. The video segments have been specially edited to run 8–12 minutes, allowing you to use them at any point in your class to stimulate discussion or to provide a real-life example of the topic. Information about how to use the CNN video to maximum advantage in your classroom is included in the *Instructor's Manual.*

The Mosaic Workplace Video Series. This series of six video programs was developed for U.S. businesses by Films for the Humanities and Sciences, to provide companies with practical assistance in adapting to an increasingly diverse workforce. Each video provides insight into the realities of the changing U.S. workforce, and suggestions for how to deal with an increasingly diverse workplace. The programs cover a range of issues that includes the benefits of having a diverse workforce, definitions of sexual harassment, how to avoid discrimination in hiring, how to avoid biases in interviewing, and how to make new employees feel comfortable at work.

Acknowledgments

As with the development of all texts, this one combines the efforts of several people. I would like to express appreciation and give credit where credit is due. The person who deserves to be thanked first is my research assistant, Laura Zaugg, who is also an outstanding scholar and NCAA heptathlete. Laura has contributed importantly to the quality of this edition by helping me identify and explain the new topics.

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Typing a lengthy manuscript, and especially cutting and pasting a revised edition, even in the age of word processors, is always a difficult chore. I appreciate the cheerful service provided by all the secretaries in the Word Processing Center, who not only accomplished the task but said they enjoyed doing it. I'm especially grateful for the dedicated efforts of two supervisors, Linda Veteto and Catherine Shumway, and to four typists, Laura Collins, Cathleen Cornaby, Nancy Elkington, and Amberly Knight, who were as pleasant in revising the manuscript the third and fourth times as the first time.

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A WORD TO THE STUDENT

The purpose of this book is to increase your knowledge of organizational behavior and make you a better leader and manager, regardless of whether you are leading a large organization or simply managing your own career. The people who have the greatest impact on designing and changing organizations are leaders and managers. They can create order out of chaos and can direct the coordinated efforts of people and organizations. After studying this text, you should be better at diagnosing what happens in organizations and more capable of influencing the situation to improve organizational functioning.

Society is filled with organizations, and you spend your life interacting with them. In fact, on a daily basis people spend the majority of their time interacting in organizations either as members, customers, clients, or patients. These interactions may be good, bad, or mixed. An important reason for studying organizations is because people who are organized and working together can accomplish important goals that they cannot accomplish alone. So organizations are an essential part of society, and they need to function effectively.

Whether your interactions with organizations are good or bad is largely determined by whether they are operating efficiently and producing the kinds of goods and services they are expected to provide. The quality of your life and many of your physical comforts are produced by a multitude of organizations in diverse industries, such as manufacturing, mining, transportation, finance, medical care, education, religion, and government services. When these organizations are operating effectively and responding to human needs, they increase the quality of life and improve your standard of living. However, inefficient organizations can be extremely frustrating and irritating. Because people spend the bulk of their lives in organizations, they need to create healthy ones that contribute to the quality of life, rather than inefficient organizations that harass and destroy individuals.

How This Text Will Help You

The insights in this text are designed to increase your personal effectiveness. After studying this text, you will not only *know* about organizational behavior, you should also *be* more effective—as an individual, as a member of a group, and as a leader in an organization. It is not enough, for example, to simply know the principles of supportive communication; these principles are written and illustrated in a way to help you *apply* them. Likewise, all the other topics, such as motivation, leadership, and power, are designed to teach you how to motivate, lead, and influence others.

Several teaching devices are used to help you learn the material in this book. This text contains many examples, comprehensive coverage of current research, and boxed inserts illustrating the ideas. These boxed inserts include research summaries of

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