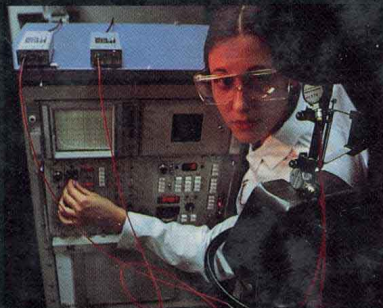
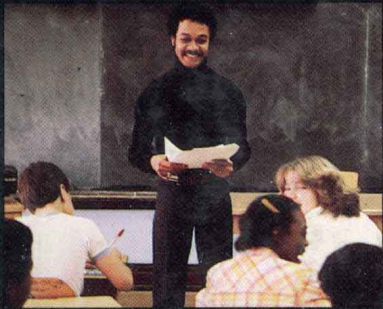


Gary Johns

Organizational Behavior



**Understanding Life
at Work**

Organizational Behavior

Understanding Life at Work

Gary Johns

Concordia University
Montreal, Quebec

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For my parents, Bill and Jean

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Preface

In writing this book I have been guided by two goals. First, I wished to convey the genuine excitement inherent in the subject of organizational behavior. Second, I wanted the presentation of the material to have both academic and practical integrity, acknowledging the debt of the field to both behavioral science research and organizational practice. To put this another way, I wanted to develop a book that would be useful as well as enjoyable to read without oversimplifying key subjects on the premise that this somehow makes them easier to understand.

FEATURES

While the above goals appear modest enough, their joint accomplishment has proven to be a very challenging task. I chose to adopt the following features in writing the book:

- The writing style is personal and conversational. Excessive use of jargon is avoided, and important ideas are well defined and illustrated. Special attention has been paid to the *consistency* of terminology throughout the book. Key concepts, listed at the end of each chapter, are in boldface type when they are discussed in the body of the text to provide ready references for students.
- The book is filled with examples that clarify the points under consideration. I believe that a well-tailored example can illuminate the most complex concept. The reader is not left wondering how a key idea applies to the real world of organizations. While the book is illustrated with figures, cartoons, and excerpts from the popular press, a concerted attempt has been made to include as many examples as possible in the body of the text. This enhances the flow of the material and reinforces the relevance of the examples for the student.
- The subject matter is treated generically, recognizing that organizational behavior occurs in *all* organizations. The reader will find examples drawn from a variety of settings, including large and small businesses, high technology firms, social service agencies, hospitals, schools, and the military. In addition, care has been taken to demonstrate that the material covered is relevant to various levels and jobs within these organizations.
- Rather than comprising a laundry list of marginally related concepts, each chapter is organized in an interlocked topical manner. Topics are actively interrelated and treated in enough detail to ensure understanding. Special attention has been devoted to the flow and sequencing of these topics.
- Most chapters begin with a vignette (usually a short case) designed to stimulate

interest in the subject matter to be covered. The vignette is well analyzed in the body of the chapter to illustrate the ideas under consideration.

- The material covered is authoritative and up to date, reflecting current research and practical concerns. In addition to traditional subjects, newer topics such as stress, power, politics, career choice, and socialization are considered.
- The book contains five original cases prepared to help students apply their acquired knowledge to realistic working situations. The cases span a variety of organizations and a variety of roles within these organizations. They are designed either to integrate material across several chapters or to integrate a number of topics within a particular chapter.
- A comprehensive *Instructor's Resource Book* has been prepared to accompany *Organizational Behavior*. It includes extensive exam questions, sample course outlines, chapter objectives, chapter outlines, an annotated film list, teaching tips, mini lectures, classroom exercises, transparency masters, and detailed teaching notes for the cases in the text.

ORGANIZATION

The book is organized in a simple but effective building block manner. Part One (An Introduction) defines organizational behavior, discusses the nature of organizations, and explains how we acquire knowledge about organizational behavior. Part Two (Individual Behavior) covers the topics of learning, perception, attitudes, personality, stress, and motivation. Part Three (Social Behavior and Organizational Processes) discusses groups, leadership, communication, decision making, power, politics, and conflict. Finally, Part Four (The Total Organization) considers organizational structure, environment, change, and development. Some instructors may prefer to revise the order in which particular chapters are read, and this can be easily accomplished. However, Chapter 8 (Theories of Work Motivation) should be read before Chapter 9 (Motivation in Practice). Similarly, Chapter 10 (Group Formation and Structure) should be read before Chapter 11 (Group Processes). The book has been designed to be used in either a quarter or semester course.

ACKNOWLEDGMENTS

In both spirit and fact, books are not written in a vacuum. In writing *Organizational Behavior* I have profited from the advice and support of a number of individuals. This is my chance to say thank you.

Among my colleagues at Concordia University, Evan Douglas, Joe Kelly, and Steven Appelbaum deserve special mention. Each is a skilled and prolific

author, and their constant encouragement and advice concerning the whys and wherefores of publishing have proven invaluable. In addition, discussions (and arguments) with Vishwanath Baba and Muhammad Jamal about research issues and methodology have provided a constant source of intellectual stimulation. Finally, an extra measure of gratitude is due to Stephen P. Robbins, now at San Diego State University. Steve's confidence in my writing abilities provided the initial impetus for this lengthy project.

The individuals who reviewed the drafts of *Organizational Behavior* went well beyond the call of duty. Invariably, their reviews were detailed, informative, and supportive. Large portions of the manuscript were reviewed by professors David Cherrington (Brigham Young University), Clay Hamner (Duke University), Linda Jewell (University of South Florida), and Richard Mowday (University of Oregon). In addition, the entire manuscript was reviewed by professors Richard Blackburn (University of North Carolina), James McFillen (Ohio State University), and Lyman Porter (University of California, Irvine).

Working with the people at Scott, Foresman on this project has been a delightful experience. Their dedication to the book was obvious at every stage, and they worked as a true *team* to make the concept a reality. Special thanks to Jim Sitlington, John Nolan, Janet Zelasko, and John Reuter-Pacyna.

Finally, the sheer mechanics of assembling and revising a complete manuscript are incredibly complicated. My task in doing this was aided considerably by Concordia support staff members Susan Altimas, Susan Regan, Lyne Renaud, and Vera Seider. I thank each for her patience, good humor, and efficiency.



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