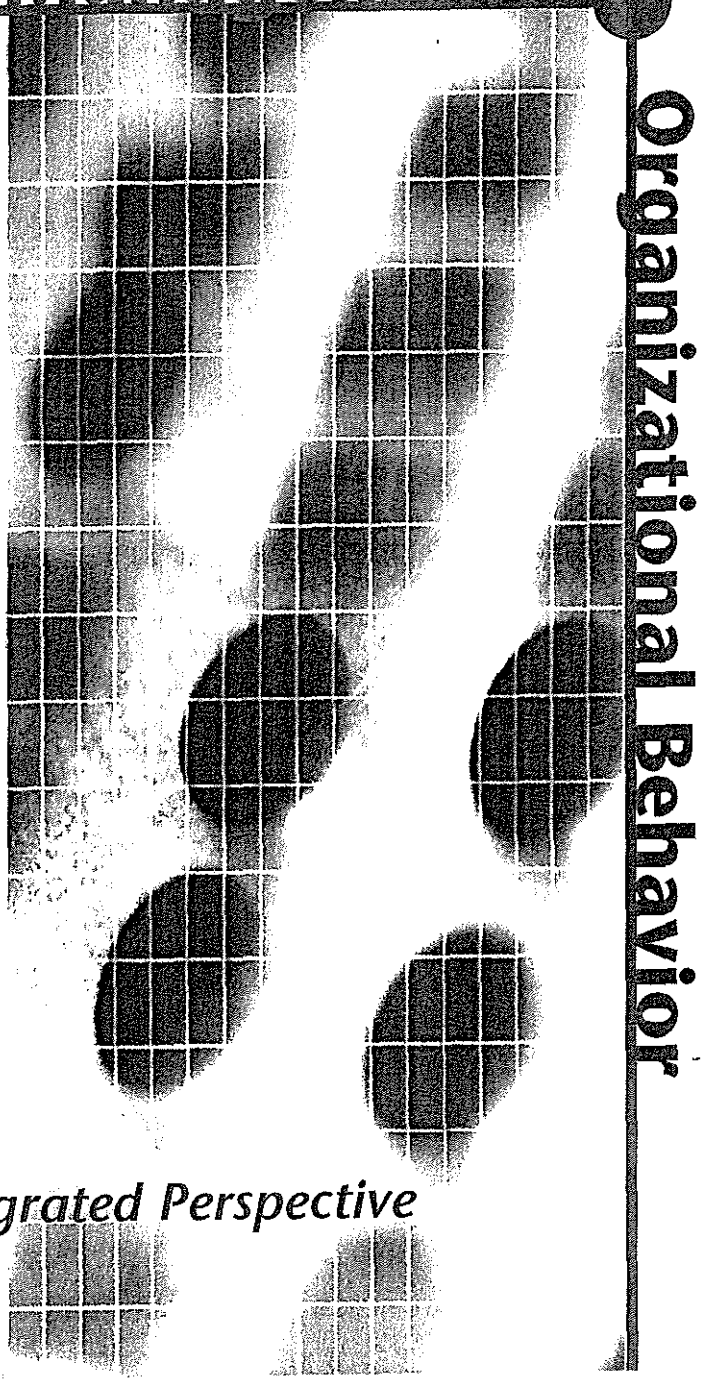
Jon L. Pierce & Donald G. Gardner
with Randall B. Dunham

Management Organizational Behavior



An Integrated Perspective

Management
Organizational Behavior

An Integrated Perspective

Management and Organizational Behavior: An Integrated Perspective **blends traditional management and organizational behavior topics in a unique, integrative model. The text emphasizes how managers must understand the organization, the management process, individuals as members, and the deep interrelationship among all of these areas.**

Highlights include

- **Opening and Closing Vignettes:** Each chapter opens with "A First Look" scenario related to chapter content. Each poses a question for students to consider as they work through the chapter. The scenario is resolved in end-of-chapter "A Final Look" features.
- **An Inside Look:** Examples from one to three real companies are highlighted in each chapter to show students the real-world implications of the theories that the chapter presents.
- **Exercises:** Located at the end of each chapter, these exercises allow students to develop management skills to accompany their new conceptual insights.
- **Self-Assessments:** Where appropriate, self-assessments allow students to evaluate their own beliefs and abilities.
- **Video Cohesion Case:** An integrating video case on Horizons Company runs throughout the text, helping students connect theory and practice.
- **Links to the Web:** Internet addresses, exercises, and examples in each chapter provide learners with opportunities to learn more about organizations and how to use the Internet as a management tool.

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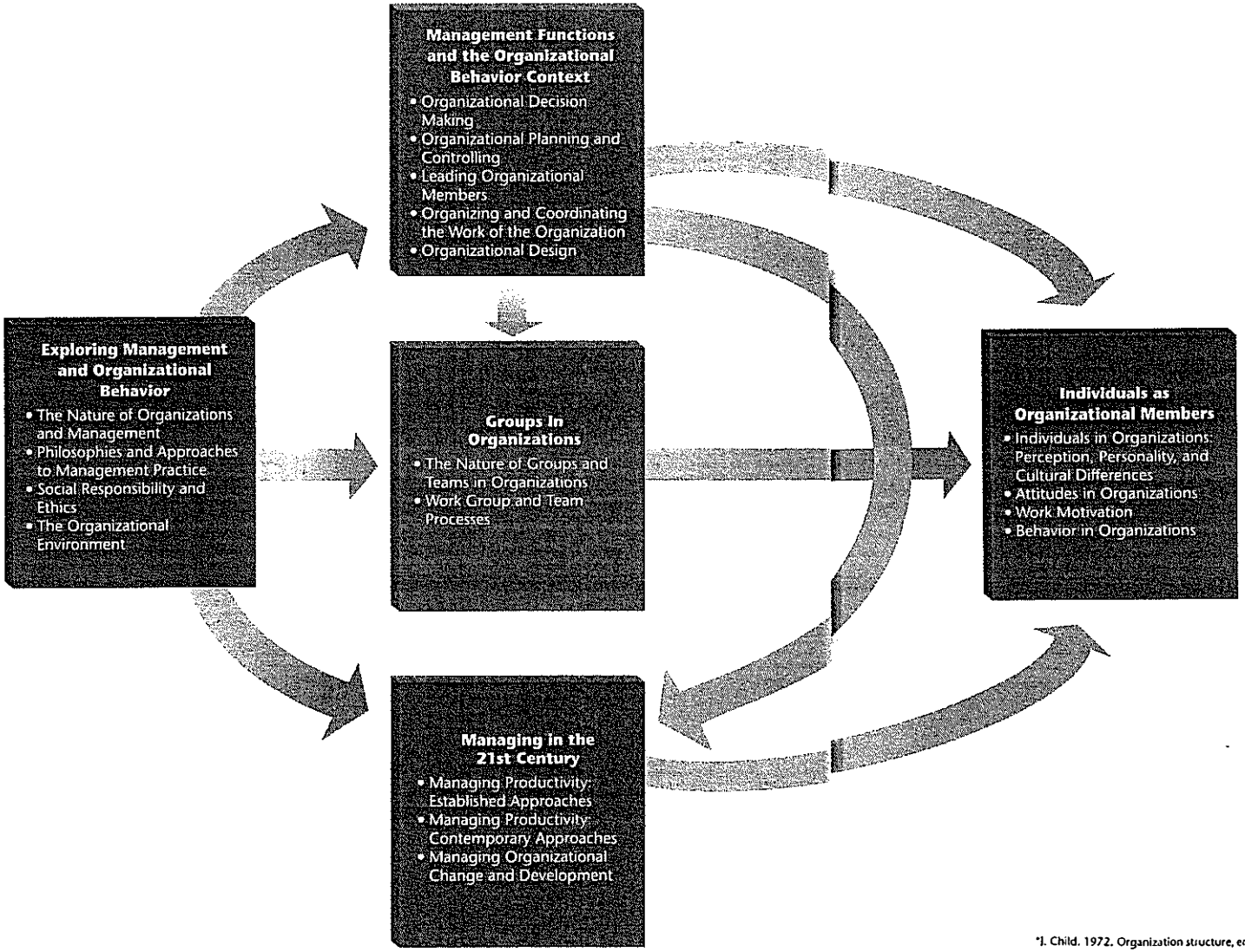

The management of organizational behavior is a complex and challenging task. Managers must understand their philosophies regarding management, as well as society's expectations for organizational behavior. This in turn affects managers' decisions, which result in the creation of the organizational behavior context, groups in organizations, and the use of contemporary management practices. All of this affects employee perceptions, attitudes, motivation, and behavior. Successful managers use their knowledge of organizational behavior to maximize employee and organizational effectiveness through the strategic management of the decisions they make and their management practices.*

*J. Child. 1972. Organization structure, environment, and performance: The role of strategic choice. *Sociology* 6: 369–393.

MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

AN INTEGRATED PERSPECTIVE

JON L. PIERCE
University of Minnesota Duluth

DONALD G. GARDNER
James Cook University, Australia
University of Colorado at Colorado Springs

with

RANDALL B. DUNHAM
University of Wisconsin—Madison

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by Jon L. Pierce and Donald G. Gardner

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Preface

A long-standing tradition in collegiate schools of business has been the offering of a survey course in management, often called principles, or fundamentals, of management. Historically, the principles course has covered the mechanics of management—planning, organizing, directing, and controlling. Yet, ever since the Ford Foundation's call (in the 1950s) to recognize organizations as human communities, the behavioral sciences rightly have had a markedly enhanced presence in the business school curriculum. Courses in organizational behavior, with their emphasis on individuals and groups as organizational members, have become a part of the education of tomorrow's managers. Successful managers not only must have a command of the practice of management and an understanding of organizations, they must concern themselves with the human side of organizations.

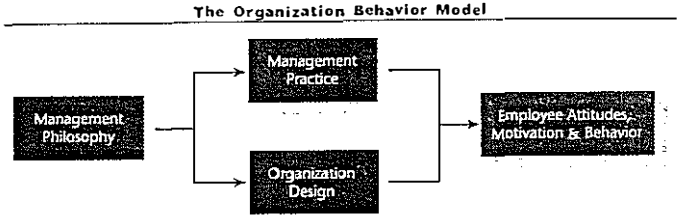
This book represents a blending of the traditional management and organizational behavior topics, highlighting the essence of the management process, presented in such a fashion that it simultaneously illuminates organizational behavior. By weaving together the management process and organizational behavior literature, we have created a text appropriate for an integrated course in management and organizational behavior and also viable for introduction to management or organizational behavior. Our approach presents a coverage of material that emphasizes the technical aspects of management and management practice, as well as its social-psychological and behavior consequences.

In constructing this management/organizational behavior text, we believe we have produced a whole that is greater than the sum of its specialized parts and, we don't mind saying, one that is better than any standalone management or organizational behavior text now available. We discuss the essence of the management process, emphasizing its technical aspects, while simultaneously illuminating the behavior of organizations and of the individuals who inhabit them. We take a comparative view, revealing the social-psychological consequences of behavior within a management context. We believe that an understanding of the management of organizations that recognizes the organization as a social system forms a powerful analytical construct and a framework for decisive action. Similarly, we believe that a mature understanding of the essential nature of organizational behavior enriches one's understanding of the management process and of organization design. As noted above, we believe that the fusion of the traditional principles of management course with the course in organizational behavior is, in many ways, quite instinctive. With this text we believe that we have—without sacrificing performance—combined these two courses and achieved a new point of view, a new buoyancy, a distinctive personality. *Management and Organizational Behavior: An Integrated Perspective* delivers to your students both a cohesive way of thinking and a platform for learning more.

From the Ground Up

The bedrock of *Management and Organizational Behavior: An Integrated Perspective* is a composite of three interrelated concepts: management, the organization, and the individual as an organizational member. We will unearth the causal relationships among these concepts. We will draw on a diverse blend of noted scholars and successful business professionals. We will mine the sources of information on management and organizational behavior and discuss their possible limits. We will address how management philosophies, decisions, and practices give rise to particular organization designs and how both management practice and organization design affect employee attitudes, motivation, and behaviors.

The model that guides our thinking about organizational behavior is depicted below. It construes management philosophy as a force that shapes both the practice of management and the design of organizations. The combination of these activities provides the very rich contexts out of which organizational behavior arises. Our objective is to drill deeply into these topics and thereby shed light on the effects that management and organization have on employees.



As a manager, you will be called upon to "manage" the management process and "design" the organization so as to have a significant impact on the employee attitudes, motivation, and behaviors that serve the particular needs of the organization and those of its employees. Good strategic choices and your ability to act intelligently will rest on your sturdy understanding of management, organization, the individual as an organizational member, and the interrelationships that play out among these three building blocks.

From the Outside In: The Organization of this Book

Out of our collaboration on this integrative model came not only the energy and ideas for this book but its full design as well. *Management and Organizational Behavior* has a macro-to-micro tilt. We focus on macro issues (management practice and organizational design) and then on micro issues (effects on the individual), but all the while weighing one against the other.

First, in Part I, the student will be introduced to the concepts of management and organizations. Management practices and the design of organizations are two of the major causes of organizational behavior. In Part I, we explore the nature and purpose of organizations, and we peer into management as a process universal to all organizations. Two major approaches to management and organizational design are discussed, along with issues pertaining to ethical and socially responsible behavior.

In Part II we add a layer of complexity to our discussions. This part focuses on the individual as an organizational member. We sift through traditional organizational behavior topics, examining the fine-grained details of individual differences, perception, work-related attitudes, motivation, and behaviors. Our treatments of the individual as an organizational member and of behavior in organizations (Chapters 5 and 8) are particularly distinctive.

Part III delves into the functions of management and into the organizational behavior context more deeply and more systematically than does Part I. Aspects of this discussion will lead the student to inquire into the nature of the management process and into the nature of organizations—to reach the lower strata, so to speak. The student will explore the impact that different approaches to the process of management have on organizational members and on their work-related attitudes, motivation, and behaviors. We will examine planning, decision making, and controlling as a part of the management process. In addition, the student will confront employee responses, where and how they interact with the design of organizations.

Part IV highlights the need for and utilization of work groups and teams in organizations. Characteristics of the processes that occur within work groups are closely covered and documented. Finally, Part V deciphers management issues critical to organizational success in the twenty-first century: job/work design, work scheduling, employee ownership, productivity, and organizational change and development. If managers fail to manage these issues effectively, eruptions all along their organizational fault lines are inevitable. They, along with their organizations, are likely to fall prey to more adaptive and agile competitors in the worldwide marketplace.

From Theory to Practice: A Model Approach

To bolster the reader's understanding of the multilayered topics presented in this book and of the texture of their interrelationships, we position the integrative model at crucial junctures throughout the book. We've taken on many influences over the years, but the model represents our fundamental approach to linking together the wide range of topical choices. It emphasizes the fact that managers make decisions that affect how organizations are structured, how groups are utilized, and how they affect individuals in the organization. Follow its progression at the beginning of each of the text's five parts. It is our hope that by repeatedly connecting back to this model, the reader will develop a deeper, more integrated understanding of management and organizational behavior and see clearly the relevance of the real-life examples we employ.

One final aspect of this book is worth highlighting. You will find that much of the book is written in an engaging, conversational tone. We have not done this, however, at the expense of rigor. By relying on organizational behavior research that is based on sound scientific methods we have created an amalgam of leading-edge theories firmly grounded in the real world and mindful of accepted wisdom. We sought to avoid the trap of focusing only on a series of trendy topics (such as easily forgotten time-management principles of the 1970s). Instead, we set our target on what would have lasting value for the student, what would create a useful experience. Anything less would be a disservice to students as well as to our academic colleagues. Management may be partly skill and partly art, but our growing knowledge of organizational behavior is based on science.

From the Opaque to the Transparent: An Environment That Puts Learning within Reach

Coming to understand management and organizational behavior can be stimulating, challenging, and rewarding, not to mention occasionally fun. To facilitate this process, we have developed a broad system that incorporates a variety of learning devices into this book. These unique features were designed to raise interest, unlock aspects of the managerial profession, encourage the internalization of a significant body of knowledge, and give future managers lots to look forward to.

Overall, our learning system is a migration toward the useful. It follows this progression:

Integrated Approach Our integration of the management process literature with the organization behavior literature takes a macro-to-micro focus, exploring what management is, what organizations are, and how the two affect the attitudes, motivation, and behaviors of organizational members.

Integrated Model The integrated model presented at the outset of each of the book's five major sections highlights that portion of the book about which the student will be learning next.

Part Openers The book is divided into five parts, each of which begins with a brief part opener. The openers provide an overview to this section of the book, highlighting the major themes and their relationship to the integrative model.

Integrative Video Case Each of the five parts of the book ends with a comprehensive case on Horizons, a media technology company located in Columbus, Ohio. The case is accompanied by a 7 to 12 minute video that highlights Horizons' executives, managers, and team members utilizing many of the theories and techniques described in the text.

Each of the text's 18 chapters contain these complementary features.

Chapter Outlines list the main topics that will be covered in each chapter.

Learning Objectives guide students as they read the text.

A First Look opening vignettes present a hypothetical situation that touches on a theme from the chapter. Questions are posed for the student to keep in mind as they study the chapter material.

Key Terms are highlighted in the text, defined in the margin, listed at the end of the chapter with page numbers, and are listed in alphabetical order in the Glossary at the end of the book.

BusinessLink Video Case Margin Notes direct students to video cases that highlight and expand on topics in the chapter. Use of these cases is optional and at the instructor's discretion.

Inside Look boxes provide in-depth coverage of chapter topics and apply the theories to real world situations.

Self-Assessments allow students to gauge their own strengths and weaknesses as they learn new management and organizational behavior theories.

A Final Look closing vignettes connect with the opening vignettes by providing students with a possible solution to the situation set up at the beginning of the chapter.

Chapter Reviews can be used in conjunction with the learning objectives to guide students in their review of the chapter content.

Issues for Review and Discussion are provided as a means to generate classroom discussion.

Exercises, individual and group, allow students to apply the knowledge and theories they have learned in each chapter. Internet and InfoTrac activities provide a base for further research.

End-of-Chapter Cases provide opportunities for students to analyze situations and sharpen their problem-solving skills.

In addition, we have prepared or overseen the development of several supplements to accompany our book, including:

Instructor's Manual (ISBN 0-324-04959-5). Prepared by Shannon Studden at the University of Minnesota Duluth, the Instructor's Manual includes lecture notes; key points; answers to end of chapter material including Questions for Review and Discussion, Exercises, and Cases. Video cases with questions and answers are provided for 10 of the 18 chapters. Additional questions and activities are provided that are not in the text.

Test Bank (ISBN 0-324-04961-7). Prepared by Jon Kalinowski of Minnesota State University, Mankato, the Test Bank contains over 1800 questions with a combination of true/false, multiple choice, short answer, and scenario type questions.

PowerPoint® Slides (ISBN 0-324-04960-9). Prepared by Charlie Cook of the University of West Alabama, the PowerPoint presentation enhances the lecture materials and presents the key topics in each chapter in an electronic format. Available for download at http://pierce.swcollege.com and also on the Instructor's Resource CD-ROM.

Instructor's Resource CD-ROM (ISBN 0-324-12879-7). The Instructor's CD is available to instructors and contains all the above-named instructional supplements in electronic format plus ExamView testing software. ExamView is a computerized testing program that contains all of the questions in the printed test bank and is an easy-to-use test-creation software, compatible with Microsoft Windows. Instructors can add or edit questions, instructions, and answers; and select questions by previewing them on the screen, selecting them randomly, or selecting them by number. Instructors can also create and administer quizzes online, whether over the Internet, a local area network, or a wide area network.

Management POWER

Management Power! PowerPoint Slides (ISBN 0-324-13380-4). *Management Power!* is a CD-ROM of PowerPoint slides covering 14 major management and organizational behavior topics: communication, control, decision making, designing organizations, ethics and social responsibility, foundations of management, global management, human resources, innovation and change, leadership, motivation, planning, strategy, and teams. These easy-to-use, multimedia-enriched slides can be easily modified and customized to suit individual preferences.

Student CD-ROM. A student CD comes free with every new copy of the text. It includes the Glossary from the text; a General Business Glossary, in both English and Spanish; the Horizons Integrative Video Case (actual video segments and their textual counterparts), and pertinent Web site links.

InfoTrac College Edition. Free with each new text, InfoTrac provides access to an online library of articles from hundreds of journals. It offers a database that is updated daily with full-length articles. Keyword searches allow you to scan the database quickly and efficiently.

CNN

CNN Video: Management and Organizations (ISBN 0-324-13495-9). Forty-five minutes of short segments from CNN's Headline News, CNNfn (the financial network), CNN Today, Movers with Jan Hopkins, and other programs to use as lecture launchers, discussion starters, topical introductions, or directed inquiries.

BusinessLink Video (VHS ISBNs 0-324-04963-3, 0-324-14957-3, 0-324-14958-1) A library of 15 video case studes is available free to instructors on VHS cassettes. Videos provide an excellent platform for classroom analysis of the experiences and challenges facing a range of businesses, including Valassis Communications, Archway Cookie, and the Vermont Teddy Bear Company.

WebTUTOR™ on WebCT

WebTutor™. WebTutor harnesses the power of the Internet to deliver innovative learning aids that actively engage students. Instructors can incorporate WebTutor as an integral part of the course, or students can use it on their own as a study guide. Benefits to students include automatic and immediate feedback from quizzes and exams; interactive, multimedia-rich explanation of concepts; online exercises that reinforce what they've learned; flashcards that include audio support; and greater interaction and involvement through online discussion forums. South-Western/Thomson Learning has partnered with two of the leading course management systems available today—Blackboard and WebCT—to deliver WebTutor content cartridges to instructors around the world. Visit http://webtutor.swcollege.com for more information.

Web Site. http://pierce.swcollege.com is the address of the web site that supports *Management and Organizational Behavior: An Integrated Perspective.* The site provides teaching resources, learning resources, and an Interactive Study Center with key concepts and terms, online quizzes, Internet applications, links to relevant management and organizational behavior web sites, and many more features.

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Jon L. Pierce
Donald G. Gardner

ABOUT THE AUTHORS

Jon L. Pierce is Professor of Management and Organization in the School of Business and Economics at the University of Minnesota Duluth. He received his Ph.D. in management and the organizational sciences at the University of Wisconsin—Madison. Professor Pierce is a charter member of the Academy of Management Journal's Hall of Fame. He has authored and published over 50 articles, and has co-authored and edited six other books. He was a visiting scholar in the Department of Psychology at the University of Waikato in New Zealand. Professor Pierce is the recipient of the Yoder-Heneman Research Award, and he has served on the editorial review board for several American and British management and organization journals. He teaches courses in management, leadership, and organizational studies. His research interests focus on the individual-organization relationship. He has published research focused on job design, work scheduling, employee ownership, work environment structure, psychological focus of attention, organization-based self-esteem, and psychological ownership within the organizational context.

Donald G. Gardner is currently Establishment Professor of Management at James Cook University in Queensland, Australia. Prior to that, he was a Professor of Management and Organization at the University of Colorado at Colorado Springs for 18 years. He received his Ph.D. in administrative sciences from the Krannert Graduate School of Management at Purdue University. He teaches courses in management, organizational behavior, human resources management, and labor relations. He has been a visiting scholar at the University of Wisconsin—Madison, the Helsinki School of Economics, and at the Australian Graduate School of Management. His research focuses on employee attitudes and behavior, with specific interests in the causes and consequences of employee self-esteem, and management of organizational change. His research has been published in such prestigious journals as the *Academy of Management Journal*, *Organizational Behavior and Human Decision Processes*, and *the Journal of Applied Psychology*.

Randall B. Dunham is the Procter & Gamble Bascom Professor of Management, in the Granger School of Business, at the University of Wisconsin—Madison. He received his Ph.D. in industrial and organizational psychology at the University of Illinois. At the University of Wisconsin he has served as Chair of the Management Department, Associate Dean of Graduate Programs, and Senior Associate Dean. A former Cargill faculty fellow, Dunham has been actively involved in the academic, professional, and business communities. He has taught management, organizational behavior, compensation, research methods, data analysis, and doctoral seminars and has received multiple teaching awards and research grants. Dunham's current research focuses on the management of organizational change, organizational commitment, the design of work in organization, distance education effectiveness, and global/cross-cultural issues in management. His publications include over 40 journal articles and six books, and he has designed computer software to enhance the learning experience. He has served as a management consultant and trainer for many private and public organizations, including IBM, Rockwell, GE, and Arthur Andersen. He has consulted with over 50 schools of business from 15 countries on the effectiveness of instructional technology. He is a fellow of the American Psychological Association and the American Psychological Society and is a charter member of the Academy of Management Journal's Hall of Fame.