**Chapter 1: What is Organizational Behavior?**

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**CHAPTER OVERVIEW**

Organizational behavior is a field of study devoted to understanding and explaining the attitudes and behaviors of individuals and groups in organizations. The two primary outcomes of organizational behavior are job performance and organizational commitment. This chapter explores the factors that affect these outcomes, and shows how scientific studies provide evidence that good organizational behavior policies are linked to employee productivity, firm profitability, and even firm survival. This chapter also shows how we “know what we know” about organizational behavior by describing the scientific research process.

LEARNING GOALS

After reading this chapter, you should be able to answer the following questions:

1.1 What is the definition of “organizational behavior” (OB)?

1.2 What are the two primary outcomes in studies of organizational behavior?

1.3 What factors affect the two primary OB outcomes?

1.4 Why might firms that are good at OB tend to be more profitable?

1.5 What is the role of theory in the scientific method?

1.6 How are correlations interpreted?

CHAPTER OUTLINE

1. **What Is Organizational Behavior?**

**Try This!:** Open the very first class by asking them to picture their worst coworker ever and to list the things that person did to earn “worst coworker” status. Then have them do the same with the best coworker ever, listing the things that person did to earn “best coworker” status. Both of these lists should be written on the board, a process that will result in a table similar to Table 1-1. Then get them to understand the importance of explaining why the two people act so differently. That process of explanation is what OB is all about.

* 1. Organizational Behavior Defined
		1. Organizational behavior is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations

* 1. An Integrative Model of Organizational Behavior

* + 1. Provides a roadmap for the field of organizational behavior, and shows how different chapters in the text are related

* + 1. Individual Outcomes – These are the two primary goals of organizational behavior
			1. Job performance (Chapter 2) – how well employees do on the job
			2. Organizational commitment (Chapter 3) – how likely employees are to remain with an organization

* + 1. Individual Mechanisms – These directly affect job performance and organizational commitment

* + - 1. Job satisfaction (Chapter 4) – what employees feel about their work
			2. Stress (Chapter 5) – psychological responses to job demands that tax or exceed an employee’s capabilities
			3. Motivation (Chapter 6) – energetic forces that drive an employee’s work
			4. Trust, justice, and ethics (Chapter 7) – degree to which employees feel that their company does business with fairness, honesty, and integrity
			5. Learning and decision making (Chapter 8) – how employees gain job knowledge and use that knowledge to make decisions

* + 1. Individual Characteristics – These affect individual mechanisms

* + - 1. Personality and cultural values (Chapter 9) – describe various individual traits and characteristics
			2. Ability (Chapter 10) – describes an individual’s cognitive abilities, emotional skills, and physical abilities

* + 1. Group Mechanisms – Also affect individual mechanisms, given that most employees do not work alone

* + - 1. Team characteristics and diversity (Chapter 11) – the qualities that teams possess, including norms, roles, and the way team members depend on each other
			2. Team processes and communication (Chapter 12) – how teams behave with regard to communication, cooperation, and conflict
			3. Leader power and negotiation (Chapter 13) – the process by which individuals gain authority over other individuals
			4. Leader styles and behaviors (Chapter 14) – describes the specific actions leaders take to influence others at work

* + 1. Organizational Mechanisms – Also affect individual mechanisms, because they influence the environment in which work is done

* + - 1. Organizational structure (Chapter 15) – shows how various units within an organization communicate
			2. Organization culture (Chapter 16) – describes the shared rules, norms, and values that shape behavior for organizational employees

**OB Internationally.** This feature is a valuable tool to help students understand how the relationships among OB concepts, and their applications, varies across cultures. A good way to begin discussing international issues in Chapter 1 is to ask students to describe their international experiences. How many students are international students? How many were born or raised in another country prior to moving to the U.S.? How many have lived or worked abroad? How many have gone abroad on study trips or vacations? Once you’ve gotten a feel for the experience levels of the class, ask students if they believe that the importance of the concepts in the integrative model of OB will vary across cultures, or whether their importance will be universal. If they believe the importance varies, should multinational corporations design their OB policies to function differently at different branches? What are the pluses and minuses of such a strategy?

1. **Does Organizational Behavior Matter?**

* 1. Building a Conceptual Argument

* + 1. Resource-based view of organizations – looks at what makes resources capable of creating long-term profits for a firm
		2. Resources are considered to be more valuable when they are:

* + - 1. Rare – “good people are hard to find”
			2. Inimitable – people are difficult to imitate for three reasons:
				1. History – people have a collective pool of experience, wisdom, and knowledge that benefits the organization
				2. Numerous Small Decisions – big decisions are easy to copy – it is the small decisions that people make day-in and day-out that are significant for an organization

**Try This!** Ask students to think of all the times when one company copied a big decision made by another. For example, Microsoft recently rolled out retail stores that mimic the look and feel of Apple Stores. What are some examples of times where that copying has proven successful? What are some examples of times when that copying seem to be successful? What explains those differences in copying success?

* + - * 1. Socially Complex Resources – resources like culture, teamwork, trust and reputation come from the social dynamics of a given firm in a given time

* 1. Research Evidence

* + 1. Study 1
			1. Survey of executives from 968 publicly held firms with 100 or more employees
			2. High performance work practices were related to decreased turnover, increased sales, increased market value, and increased profitability

* + 1. Study 2

* + - 1. The prospectuses of 136 companies undergoing IPOs in 1988 were examined for evidence that the company valued OB issues
			2. Firms which valued OB had a 19% higher survival rate than those that did not

* + 1. Study 3

* + - 1. Companies that made the Fortune Magazine list of “100 Best Companies to Work For” were matched to companies of similar size and industry which did not make the list
			2. “100 Best” companies were more profitable than other companies that did not make the list

**Try This!** If the students have not yet read the chapter, put Table 1-3 on a slide. Ask students if they can guess how the list of Fortune’s “100 Best” could be used to scientifically test whether being good at OB improves profitability. Usually students can guess many of the details of the study described in the book.

* 1. So What’s So Hard?
		1. Many organizations do a bad job of managing OB issues because they don’t view OB issues in a comprehensive fashion

* + - 1. No single OB practice can increase profitability by itself
			2. Rule of One-Eighth
				1. Half the organizations don’t believe there is a connection between people and profits
				2. Half of those who see the connection try to make a single change, rather than attempting to make comprehensive changes
				3. Half of the firms that make comprehensive changes persist long enough for those changes to make a difference
				4. ½ x ½ x ½ = ⅛

**OB at the Bookstore: The Advantage.** Focus the discussion on whether students buy the notion that many CEO’s would view the effective management of people as “beneath them.” What might give rise to this type of attitude among executives? How could that sort of attitude be combatted in an organizational change effort?

1. **How Do We “Know” What We Know About OB?**

* 1. According to philosophers, there are four ways of knowing things:

* + 1. Method of experience – believing something because it is consistent with your experience
		2. Method of intuition – believing something because it seems obvious or self-evident
		3. Method of authority – believing something because a respected source has said it is so
		4. Method of science – believing something because scientific studies have replicated that result using a series of samples, settings, and methods

**Try This!** Ask students how they know the factors that improve health. What kinds of dietary philosophies do they know to be healthy? What kinds of exercise practices do they know to be healthy? Once the “knowledge in the room” has been summarized, explore where that knowledge came from. How much of it was just experience or intuition? How much of it comes from authorities (e.g., doctors, trainers, books). How much of it comes from science, either directly (news reports, magazine reports) or indirectly (through relevant authorities). Does any of the “knowledge in the room” conflict with each other (for example, some students think a low fat diet is more critical; others think a low carbohydrate diet is more critical)? Which method of knowing would be most valuable for reconciling such conflict?

* 1. Scientific Method

* + 1. Theory – collection of assertions that specify how and why variables are related
		2. Hypotheses – written predictions that specify relationships among variables
		3. Data – collection and observation of behaviors and outcomes related to the hypotheses
		4. Verification – use of statistical methods to determine whether or not a hypothesis can be disconfirmed
			1. One tool in the verification process is the correlation

**Try This!** Ask ten students to volunteer their height in inches and their weight in pounds. Ask them to write the numbers down on a sheet of scrap paper. Then input them into an Excel spreadsheet, placing them in columns A and B. Ask students to eyeball the two columns of numbers and guess the correlation. Then calculate it using this formula: =correl(a1:a10,b1:b10). Did the resulting correlation differ from the population value (.44, as given in Table 1-4). Ask the students why the class number might differ from the population value, using that to explain why multiple studies (and high sample sizes) are needed when performing OB research. Then ask the students whether the correlation between job satisfaction and job performance should be higher or lower than the correlation between height and weight. Use that frame of reference to get them to understand that correlations of .30 are actually moderate in size, and correlations of .50 are actually strong in size.

* + - 1. Correlations are not enough to prove causation. Making causal inferences requires ruling out alternative explanations. Experimental methods are often used for that purpose, as they are able to control external factors that could create misleading correlations.
			2. A meta-analysis takes all of the correlations found in a set of studies and calculates a weighted average of those correlations to help understand the overall relationships between variables. Meta-analyses can also be a helpful guide for evidence-based management, where management education and practice relies on scientific findings (as in medicine).

**OB on Screen:** **Moneyball.** The clip referenced in the book begins around the 46:11 mark of the film, continuing until about the 49:45 mark. The scene depicts an argument between Billy Beane, the General Manager of the Oakland A’s, and Grady Fuson, his head scout. Beane has embraced advanced analytics—statistics-based decision making as espoused by Pete Brand. Fuson prefers decision making based on experience and intuition, not science, referring to Brand as “Google Boy.” Ask the students who is right? Beane or Fuson? The reality is that both are a little right and both are a little wrong. The method of science need not come at the expense of experience or intuition—all can be used to complement one another. Although Beane clearly denigrates the need for scouting in the clip, the reality is that most sports teams now have analytics experts and science experts. Beane’s focus on science has stood the test of time, as the A’s have remained successful. Unfortunately for them, other teams copied the use of analytics, given that the practice was not inimitable. Please email me at colq@uga.edu if you have any questions about using OB on Screen in your teaching.

**Try This!** Use the Moneyball clip for a different chapter. The clip provides a good example for discussing the rational decision-making model, types of decisions, and the value of experience and intuition from Chapter 8. Ask the students whose decisions are likely to be more faulty and why: a scout’s or a statistical analyst’s? Why?

**Bonus OB on Screen (from 3rd ed): Social Network.** The clip referenced in the book begins around the 21:32 mark of the film, continuing until about the 24:20 mark. The clip depicts Tyler and Cameron Winklevoss approaching Mark Zuckerberg to work on their site, the Harvard Connection. The scene encapsulates the inimitable advantage that Facebook had in the beginning (and that Harvard Connection would have had): Unlike Myspace or Friendster, you needed a harvard.edu email address to access it. Ask the students to describe why that represented such an inimitable advantage in the beginning. Then guide discussion toward the inimitable advantages that Facebook has garnered since the site was opened up to everyone.

**Bonus OB on Screen (from 1st and 2nd ed): Office Space.** The clip begins around the 18:20 mark of the film, continuing until about the 25:44 mark. The clip depicts Peter Gibbons, a computer programmer at Initech, as he struggles to get through his work day. Eventually he seeks the advice of a therapist, which inadvertently causes him to embrace the role of an “office slacker.” The scenes provide a case study of an employee with low job performance and low organizational commitment. Ask the students why Peter seems to be struggling. What concepts from Figure 1-1 seem most relevant? Students who have seen the entire movie will be able to point to a number of different concepts that explain Peter’s current ineffectiveness.

1. **Summary: Moving Forward in this Book**

**OB Assessments: Introspection.** This brief survey can be used to give students a feel for the types of data that are often collected in organizational behavior studies. Introspection, specifically, is relevant in an OB course because introspective students can use the content in the chapters to better understand their current and past work experiences, and their strengths and talents as employees. Use a show of hands to see how many students fell above and below the average level, and see if students will volunteer any extremely high or low scores. Challenge students who score low on the assessment to actively try to apply course content to their own experiences and characteristics. **Please see the Instructor PowerPoints for a Bonus Assessment on Scientific Interests. Please see the Connect assignments for this chapter for an assessment on Methods of Knowing.** Please email me at colq@uga.edu if you have any questions about using these assessments in your teaching.

**DISCUSSION QUESTIONS**

1.1 Assuming you possessed the right technical skills, would a job at Patagonia be appealing to you? What would be the most important positives associated with the position, in your view? What would be the most important negatives?

*The answers will vary from person to person, but one of the more oft-mentioned positives would be working for a company that stood for something—that had a “social mission.” One negative might be working for a company whose product seems routine and common, as there are a number of apparel companies that the lay consumer might view as substitutable.*

1.2 Think again about the worst coworker you’ve ever had—the one who did some of the things listed in Table 1-1. Think about what that coworker’s boss did (or didn’t do) to try to improve his or her behavior. What did the boss do well or poorly? What would you have done differently, and which organizational behavior topics would have been most relevant?

*One boss, when faced with a “bad” employee, got more and more authoritarian – finding fault with everything the employee did and penalizing the employee for every fault. As a result, the employee was more and more demotivated. An alternative approach would be to discuss the employee’s strengths and weaknesses with him, determining the cause of the poor performance, and seeking more helpful solutions for dealing with it. For example, discussing the employee’s individual characteristics might yield knowledge about how to place that person for maximum effectiveness and job satisfaction. An analysis of group mechanisms could help to determine whether or not the employee had the proper support to do his work. And an analysis of organizational mechanisms might provide information on changes that need to be made to the environment for the employee to improve.*

1.3 Which of the Individual Mechanisms in Figure 1-1 (job satisfaction, stress, motivation, trust, justice, and ethics, learning and decision-making) seems to drive your performance and commitment the most? Do you think you’re unique in that regard or do you think most people would answer that way?

*Answers to this question will vary, but the important point to make when discussing the question is that everyone is different, and that when trying to motivate employees, those differences must be taken into account.*

1.4 Create a list of the most successful companies that you can think of. What do these companies have that others don’t? Are the things those companies possess rare and inimitable (see Figure 1-2)? What makes those things difficult to copy?

*Although Apple is an answer that would flow out of the text, there are a number of good examples. Companies like Google having a market advantage (in internet search at least) that becomes difficult to copy, not to mention technological expertise to help protect that advantage. Other companies, like Toyota, have “bulletproof” reputations that their competitors find tough to match or copy.*

1.5 Think of something that you “know” to be true based on the Method of Experience, the Method of Intuition, or the Method of Authority. Could you test your knowledge using the Method of Science? How would you do it?

*One example of something that people “know” to be true is that extraverted leaders are more effective. The true merits of that piece of “knowledge” are described in Chapter 14. More relevant to this discussion, it could be tested by asking leaders to fill out extraversion assessments and asking followers to rate their effectiveness. Alternatively, business and political leaders who are famous for being effective or ineffective could be rated by observers on their extraversion.*

**CASE: GOOGLE**

Questions:

1.1 If you set out to prove that “managers matter” in a company, how would you do it? What data would you want to gather, and what would you look for in those data?

*There are a variety of ways to approach this issue. One way would be to assess leaders on many of the behaviors described in Chapter 14: Leadership Styles and Behaviors. At the same time, data could be gathered on employee job performance and employee organizational commitment. If the leadership assessments were correlated at a moderate to strong level with job performance and organizational commitment, then that would show that “managers matter.”*

1.2 What do you think of the Oxygen 8 behaviors? Does it surprise you that those eight were the most vital in an organization like Google? Which would you view as most important and why?

*Answers to which are viewed as most important will vary. It is worth noting that the behaviors have much in common with transformational leadership (Chapter 14 on Leadership Styles and Behaviors), psychological empowerment (Chapter 6 on Motivation), and trustworthiness (Chapter 7 on Trust, Justice, and Ethics). Thus, Google has identified concepts that organizational behavior research has revealed to be important.*

 1.3 Consider the skepticism that some engineers seem to feel about management at Google. How common do you think that attitude is in today’s organizations? What can be done to combat such attitudes?

*It can be a somewhat common attitude, as described in the Rule of One-Eighth. The best way to combat the attitude is to gather data on organizational behavior phenomena, whether through formal or informal surveys and small-scale experiments. The Method of Science is often the best way to combat skepticism that flows from the Method of Intuition or the Method of Experience.*

**BONUS CASE: PATAGONIA (from 4th ed)**

Let’s say your company makes fleece jackets and other forms of outerwear. Why should someone buy your jackets and not someone else’s? Well, maybe you could become a cost leader in the manufacturing and logistics behind the jackets, allowing you to sell them at a cheaper price. But what if your competitors just copy those strategies? Another approach might be to differentiate your jackets from everyone else’s. Maybe they’re more comfortable or durable, maybe they’re more cutting edge in terms of look and features, or maybe they represent a brand that people admire. But how could you attain such sources of differentiation and—just as importantly—how could you stay “one step ahead” of other firms?

Patagonia, the Ventura, California-based maker of outdoor clothing and equipment, has a clear set of answers to those questions. When its founder and owner, Yvon Chouinard, transitioned from making climbing tools to launching an apparel company, he created his own vision for how business should be run. One pillar of that vision was work being enjoyable on a daily basis, with Chouinard noting, “We all had to come to work on the balls of our feet and go up the stairs two steps at a time.” Today’s employees benefit from that vision in a number of ways, including flextime based on a “let my people go surfing” mantra. A whiteboard in the lobby of the beachside corporate headquarters gives the surfing conditions, with employees encouraged to gain first-hand experience with Patagonia’s clothing and equipment whenever the waves are breaking. Employees also enjoy on-site childcare, profit sharing, free yoga and aerobics classes, and an outdoor organic café. Another pillar of that vision was the company doing what it could to support environmental causes and maximize its own sustainability. Today the company donates one-percent of its sales to environmental charities and makes much of its clothing with recycled wool, cotton, and polyester.

What do such initiatives do for Patagonia? Well, for starters, the company receives an average of 900 resumes per job opening, allowing them to select the cream of the crop for open positions. They also routinely attract top executives from rival firms. Having better people, in turn, helps Patagonia push the envelope when it comes to the quality, innovativeness, and sustainability of its products. Indeed, the initiatives have created a “brand” embraced by employees and customers alike, allowing Patagonia to differentiate itself from competitors.

In his recent book *The Responsible Company*, Patagonia founder and owner Yvon Chouinard argued that meaningful work depends on what one does, in terms of daily tasks, but also on the larger issues that a company stands for.[[1]](#endnote-1) He writes, “Regardless of our talent or education; our preference for working with words, numbers, or our hands…we have meaningful work at Patagonia because our company does its best to be responsible to nature and people. Our daily gestures—on the one hand, mundane and often tedious—are, on the other hand, infused with the effort to give something useful and enjoyable to society without bringing undue harm to nature, the commons, or other workers. Tedium is easier to take when it has meaning.” In an effort to encourage other companies to be more “responsible to nature and people,” Chouinard includes a responsible company checklist in the book, and as a download on Patagonia’s website (<http://www.patagonia.com/pdf/en_US/checklist.zip>). The checklist includes sections on being responsible to: (a) the financial health of the company, (b) its employees, (c) its customers, (d) the local community, and (e) nature. The employee checklist is excerpted below:

|  |
| --- |
| Determine whether your company pays above-market, at-market, or below-market rates. Paying below market means your competitors will attract the best talent, including your own. |
| Calculate the multiple by which the company’s highest paid employee compares to its lowest-paid full-time worker. Set a goal over a specific period of time to narrow the gap to a specific multiple, appropriate to your industry. |
| Calculate your average annual attrition rate and compare with that of other employers in your business. If your number doesn’t look good, figure out why. Set a benchmark for improvement. |
| Calculate the internal hire rate for open positions. If you have to hire outside too often, are you training properly and allowing people to grow in their jobs? |
| Include as many employees as possible in the company’s bonus plan to secure broad-based support for company goals. |
| Diversity and gender balance, at all levels of the workforce, are strong virtues in a workforce; discourage both management myopia and provincialism. |
| Provide stock options or equivalent forms of company ownership to as broad a base of employees as possible. |
| Allow part-time and flextime and telecommuting opportunities as appropriate. |
| Install showers so employees can exercise at lunch or bike to work. |
| Provide a company café or kitchen or, if not practical, a dedicated space to let employees eat and/or rest. |
| Provide on-site day care if possible (or establish a relationship with a local provider). |
| Share financial information with all employees; no one should be innumerate. |
| Incorporate into the mission statement a commitment to reducing social and environmental harm. |
| Provide employee training to reduce social and environmental harm. |
| Provide paid sabbatical leave for long-term managerial and creative staff to help prevent burnout. |
| Get rid of dehumanizing cubicles; let there be natural light. |
| On an annual basis, conduct a job-satisfaction survey of all employees; quantify and share the results. |
| Require that supervisors write an annual performance appraisal for their staff. Supervisors should consult employees’ co-workers and key contacts within the company, set goals (including social and environmental performance goals) for the coming year, and determine training needs. |

Chouinard, Y. *Let My People Go Surfing: The Education of a Reluctant Businessman.* New York: Penguin Books, 2006; Hanel, M. “Surf’s up at Patagonia.” *Bloomberg* *BusinessWeek*, September 5, 2011, pp. 88-89; Hamm, S. “A Passion for the Planet.” *BusinessWeek*, August 21, 2006, pp. 92-94; Foster, T. “No such thing as sustainability.” *Fast Company*, July, 2009, pp. 46-48.

Questions:

1.1 Which checklist ingredients would you value most as an employee? Which would you value least? Do some suggestions seem debatable?

*Answers to this question will vary, but most students will appreciate the ingredients about paying at or above-market, along with including employees in bonus and stock option plans. Students may also be drawn to the ingredients describing flextime and telecommuting opportunities.*

1.2 Which checklist ingredients do you think are most uncommon in organizations? Do those ingredients seem to be promising avenues for creating sustained competitive advantage?

*Sharing financial information with all employees may be uncommon, as is adding the reduction of social and environmental harm to a mission statement. Paid sabbatical leave, natural light, and annual job satisfaction surveys are also likely to be outside the norm. To the extent that these ingredients increase the number of applicants per open position, and decrease voluntary turnover, they should provide an avenue for competitive advantage.*

 1.3 Chouinard argues that “tedium is easier to take when it has meaning.” Which checklist ingredients seem most promising for creating meaning? Would you add any additional suggestions to increase meaning further?

*The ingredient about reducing social and environmental harm could create meaning, as could the ingredient about training. Additional suggestions would probably revolve around the work tasks themselves, but those would be idiosyncratic—varying from organization to organization.*

**INTERNET CASE: WATCH OUT, MBA’S! PHD’S ARE AFTER YOUR JOBS**

by Erin Ziomek

<http://www.bloomberg.com/bw/articles/2014-05-01/more-doctoral-grads-compete-with-mbas-for-jobs>

Questions:

1.1 What would be the arguments in favor of hiring PhD’s, for the companies in the article?

*Depending on their particular specialty, PhD’s are trained in the Method of Science. They should be uniquely qualified to measure the kinds of variables involved in organizational behavior matters, and to analyze the resulting data that gets collected. PhD’s are also typically intelligent, which tends to be associated with job performance.*

1.2 What would be the arguments in favor of hiring PhD’s, for the companies in the article?

*Depending on the experiences they had before entering a PhD program, PhD’s may lack some of the job history and experience of MBA’s, as well as the breadth of business training. They may therefore have less to offer with respect to the Method of Experience or Intuition. In addition, the different perspectives that MBA’s and PhD’s bring to their jobs could create potential conflicts when working together on teams.*

**EXERCISE: IS OB COMMON SENSE?**

Instructions:

Many students complain that OB is “just common sense.” They typically say this after hearing some intuitive research finding such as “perceptions of task variety are positively related to job satisfaction.” However, virtually anything seems intuitive once you’ve heard it—the trick is to come up with the important concepts yourself before being told about them. This exercise shows how difficult it can be to do that, thereby demonstrating that OB isn’t just common sense. This exercise should take around 15 minutes. Begin by going over the sample theory diagram (for movie box office receipts) so that they understand what a theory diagram is. Then put them into groups and have them pick from among the four potential topics (job satisfaction, strain, motivation, trust in supervisor). Have them create a diagram of their own using their chosen topic as a dependent variable.

Sample Theories:

Here’s an example of what students might come up with for Job Satisfaction. Their models will typically have some things that have been supported by academic research, though usually they won’t use academic terms. For example, the “fun tasks” box reflects a concept similar to “satisfaction with the work itself.” However, the models will often include things that have not been as supported, such as the relationship between having good job skills and viewing job tasks as fun. Most often, however, the models will omit importance concepts. Have slides ready of Figure 4-7 on job satisfaction, Figure 5-5 on strain, Figure 6-7 on motivation, and Figure 7-8 on trust in supervisor. You’ll compare the students diagrams to those diagrams. For example, if the figure below is compared to Figure 4-7, a number of omissions are evident.



Questions:

If OB was just common sense, students wouldn’t include variables in their model that don’t actually impact the outcome in question. Nor would they omit variables from the model that do impact the outcome in question. Either kind of mistake shows that students don’t automatically know what OB concepts are relevant to key OB outcomes.

**OMITTED TOPICS**

The field of organizational behavior is extremely broad and different textbooks focus on different aspects of the field. A brief outline of topics that are not covered in this text, but which the professor might want to include in his or her lecture, is included below. In cases where these topics are covered in other chapters in the book, we note those chapters. In cases where they are omitted entirely, we provide some references for further reading.

* History of OB – Historical movements and landmark studies including Scientific Management, the Human Relations movement, the Hawthorne studies, and Theory X versus Theory Y. For more on this, see:

Taylor, F.W. The Principles of Scientific Management. New York: Norton, 1967.

Mayo, E. The Human Problems of an Industrial Civilization. London: Macmillan, 1933.

Roethlisberger, F.J.; and W. J. Dickson. Management and the Worker. Cambridge, MA: Harvard University Press, 1939.

McGregor, D. The Human Side of Enterprise. New York: McGraw-Hill, 1960.

* Managerial Functions – Including planning, organizing, leading, and controlling. For more on this, see:

Fayol, H. Industrial and General Administration. London: Pittman, 1949.

Drucker, P.F. Management Tasks, Responsibilities, Practices. New York: Harper & Row, 1974.

* Workforce Trends – Relevant trends include the rise of knowledge work and service work (both covered in Chapter 2). Other relevant trends include increased globalization and increased workforce diversity (both covered in Chapter 3).
1. Chouinard, Y., and V. Stanley. *The Responsible Company: What We’ve Learned from Patagonia’s First 40 Years.* Ventura, CA: Patagonia Books, 2012. [↑](#endnote-ref-1)