Chapter 2
Models of Organizational Behavior

Chapter Overview

The key purpose of this chapter is to build on the fundamental concepts presented in Chapter 1 by showing how all behavioral factors can be combined to develop an effective organization. First, the chapter discusses the organizational behavior (OB) system followed by the five models of OB and their usages.

Chapter Learning Objectives

After reading this chapter, students should understand:
1. The elements of an organizational behavior system
2. The role of management's philosophy and paradigms
3. Alternative models of organizational behavior and their effects
4. Trends in the use of these models

Discussion and Project Ideas

Because the whole book is affected by two key frameworks—organizational behavior systems and models of organizational behavior—students' understanding will be enhanced if they fully understand them. Exercises that may help the students understand and process these key concepts include the following:

- Arrange a field trip to two or three organizations with very different types of organizational behavior systems. After the field trip, write the comments of the class regarding each organization on the board. Then compare and contrast the differences in the two companies. Use Likert's system to further classify the differences between the organizations.

- Obtain a copy of Likert's survey. As a class project, have several students arrange for the administration and the scoring of the survey. Preferably, use the survey at each of the organizations visited during the field trip. After the results have been summarized, compare the companies on the basis of the survey data. How much face validity does the survey method have?

- Ask the students to think of a work organization with which they have some familiarity. Have them describe that organization in terms of its organizational behavior model. Use Figure 2.4 as a reference.

- Have students review the history of a large organization, such as Ford Motor Company, IBM,

or Hewlett Packard. Have the students report back to the class, emphasizing how leadership and the implicit models of organizational behavior in these organizations changed as the companies evolved.

- The movies and television are often a great source of reference for many undergrad students as they often have little work experience. Have the students compile a list of managers and what model they believe the manager(s) are using. For instance, students may refer to *Wall Street*, *Glengarry Glenn Ross*, and *The Office*.

Lecture Outline

Introduction

- The differences between organizations can sometimes be extreme.
- Organizations have undergone tremendous changes during the past two centuries.
- Many of the old rules are now out of date, and increasing numbers of organizations today are experimenting with exciting new ways to of attract and motivate their employees.
- The words used to refer to employees (such as "subordinates," as contrasted to the use in some organizations of terms like "associates" or "partners" to convey equality) tell a lot about the underlying OB model in use.

An Organizational Behavior System

- Organizations achieve their goals by creating, communicating, and operating an **organizational behavior system** (Figure 2.1).
- These systems have a greater chance of being successful if they have been consciously created and regularly examined and updated to meet the new and emerging conditions.
- Updating is done by drawing upon the constantly growing behavioral science base of knowledge.
- The primary purposes of OB systems are to identify and then help manipulate the major human and organizational variables that affect the results organizations are trying to achieve.
- The outcomes are typically measured in various forms of three basic criteria:
  o Performance
  o Employee satisfaction
  o Personal growth and development

Elements of the System
- The **philosophy** (model) of OB held by management consists of an integrated set of assumptions and beliefs about the way things are, the purpose for these activities, and the way they should be.

- These philosophies are sometimes explicit, and occasionally implicit, in the minds of managers.
- There are five major organizational behavior philosophies:
  - Autocratic
  - Custodial
  - Supportive
  - Collegial
  - System
- The philosophy of organizational behavior held by a manager stems from two sources:
  - **Fact premises**—represent our descriptive view of how the world behaves.
    - They are drawn from both behavioral science research and our personal experiences (important things we have learned).
    - They are acquired through direct and indirect lifelong learning and are very useful in guiding our behavior.
  - **Value premises**—represent our view of the desirability of certain goals and activities.
    - They are variable beliefs that we hold and are therefore under our control.
    - They can be chosen, modified, discarded, or replaced.
- Managers also have primary responsibility for instilling three other elements into the organizational behavior system:
  - Vision—represents a challenging portrait of what the organization and its members can be—a possible, and desirable, future.
    - Once the vision is established, persistent and enthusiastic communication is required so employees will embrace it with commitment.
  - Mission—identifies the business it is in, the market niches it tries to serve, the types of customers it is likely to have, and the reasons for its existence.
    - In contrast to visions, mission statements are more descriptive and less future-oriented.
    - They are rather broad, and need to be converted to goals to become operational and useful.
  - Goals—are relatively concrete formulations of achievements the organization is aiming for within set periods of time.
    - Goal setting is a complex process, for top management's goals must be merged with those of the employees, who bring their psychological, social, and economic needs with them to an organization.
    - Goals may exist at the individual, group, and larger organization level, so substantial integration is required before a working social system can emerge.
- Together, philosophy, values, vision, mission, and goals exist in a hierarchy of increasing specificity.
  - They all help create a recognizable organizational culture.
  - This culture is also a reflection of the formal organization with its formal policies,

       structures, procedures, and the existing social and cultural environment.

- o Managers also must be aware of the informal organization and must work with its members to create positive norms.
- o Managers are then expected to use a leadership style, communication skills, and their knowledge of interpersonal and group dynamics to create an appropriate quality of work life for their employees.
- o When this task is done properly, employees will become motivated toward the achievement of organizational goals.
- o The result of an effective OB system is motivation which, when combined with employee skills and abilities, results in the achievement of performance goals as well as individual satisfaction.
- o It builds two-way relationships that are mutually supportive, meaning that manager and employee are jointly influencing each other and jointly benefiting.
- o Supportive OB systems are characterized by power *with* people, rather than power *over* them, which is consistent with present human values regarding how people wish to be treated.

Models of Organizational Behavior

- Varying results follow from different **models** of organizational behavior.
- These models constitute the belief system that dominates management's thought and affects management's actions in each organization.
- Douglas McGregor presented a convincing argument that most management actions flow directly from whatever theory of human behavior the managers hold.
- **Theory X** is a traditional set of assumptions about people (Figure 2.3).
  - o It assumes that most people dislike work and will try to avoid it if they can.
  - o Workers are seen as being inclined to restrict work output, having little ambition, and avoiding responsibility if at all possible.
  - o Common rewards cannot overcome this natural dislike for work, so management is almost forced to coerce, control, and threaten employees to obtain satisfactory performance.
- **Theory Y** implies a more humanistic and supportive approach to managing people.
  - o It assumes that people are not inherently lazy; any appearance they have of being that way is the result of their experiences with less enlightened organizations, and if management will provide the proper environment to release their potential, work will become as natural to them as recreational play or rest and relaxation.
  - o Employees are capable of exercising self-direction and self-control in the service of objectives to which they are committed.
  - o Management's role is to provide an environment in which the potential of people can be released at work.

- McGregor's argument was that management had been following an outmoded set of assumptions about people because it adhered to Theory X when the facts are that the Theory Y set of assumptions is more truly representative of most people.
  - Therefore, management needed to change to a whole new set of assumptions about people—one based on emerging behavioral science research.
- McGregor deserves credit for a number of contributions:
  - He stimulated subsequent generations of managers to think consciously about their belief systems and management models.
  - He was an early advocate of the practical value of reading and using research to better understand human behavior.
  - He introduced and publicized one of the early theories of motivation—the hierarchy of needs model by A. H. Maslow.
  - He became a spokesperson for the need to bring human values into balance with other values at work.
- Models such as Theory X & Theory Y are also called **paradigms**, or frameworks of possible explanations about how things work.
  - Any model that the manager holds usually begins with certain assumptions about people and leads to interpretations, implications, and predictions of events.
  - Underlying paradigms, whether consciously or unconsciously developed, become powerful guides to managerial behavior.
- Managerial paradigms, according to popular author Joel Barker, act in several important ways:
  - They influence managerial perceptions of the world around them.
  - They define one's boundaries and provide prescriptions for how to behave.
  - They encourage resistance to change since they have often worked in the past.
  - They may either consciously or unconsciously affect one's behavior.
- New paradigms are constantly emerging, and some of them provide managers with alternative ways of viewing the world and solving problems.
- When a major paradigm (a radically different way of thinking) appears it may cause a **paradigm shift**.
- Figure 2.4 summarizes five models (paradigms) of OB—autocratic, custodial, supportive, collegial, and system.

	Autocratic	Custodial	Supportive	Collegial	System
Basis of model	Power	Economic resources	Leadership	Partnership	Trust, community, meaning
Managerial orientation	Authority	Money	Support	Teamwork	Caring, compassion
Employee orientation	Obedience	Security and benefits	Job performance	Responsible behavior	Psychological ownership
Employee psychological result	Dependence on boss	Dependence on organization	Participation	Self-discipline	Self-motivation
Employee needs met	Subsistence	Security	Status and recognition	Self-actualization	Wide range
Performance result	Minimum	Passive cooperation	Awakened drives	Moderate enthusiasm	Passion and commitment to organizational goals

- Although one model tends to dominate at a particular time in history, each of the other models is still applied in some organizations.
- Just as organizations differ among themselves, so practices may vary within the departments or branches of one organization.
- The practices of individual managers may differ from their organization's prevailing model because of those managers' personal preferences or different conditions in their department.
- No one model or OB is sufficient to describe all that happens in an organization.
- The selection of a model by a manager is determined by a number of factors:
  - The prevailing philosophy, values, vision, mission, and goals of managers affect, and are affected by, their OB model.
  - In addition, environmental conditions help determine which model will be most effective.
- The model used should not be static and unchanging but reexamined and adapted across time.

The Autocratic Model
- The **autocratic model** depends on power.
- In an autocratic environment, the managerial orientation is formal official *authority*.
  - The model assumes that employees have to be directed, persuaded, and pushed into performance, and such prompting is management's task.
  - Management does the thinking; the employees obey the orders.
  - This conventional view of management leads to tight control of employees at work.
  - The autocratic model is intensely disliked by many employees.
- Under autocratic conditions, the employee orientation is *obedienc*e to a boss, not respect for a manager.
  - The psychological result for employees is *dependence* on their boss, whose power to

   hire, fire, and "perspire" them is almost absolute.
- o The employer pays minimum wages because *minimum performance* is given by employees (who may lack the qualifications for advancement).
- o Employees are willing to give minimum performance because they must satisfy *subsistence* needs for themselves and their families.
- The autocratic model's principal weaknesses are its high human cost and its tendency to encourage high-level managers to engage in **micromanagement**, which is the immersion of a manager into controlling the details of daily operations.
    - o Micromanagers tend to:
        - ▪ Control and manipulate time
        - ▪ Place their self-interest above that of employees
        - ▪ Institute elaborate approval processes
        - ▪ Specify detailed procedures for everything
        - ▪ Closely monitor results
    - o Employees typically detest a micromanager, with the result being:
        - ▪ Low morale
        - ▪ Paralyzed decision making due to fear of being second-guessed
        - ▪ High turnover
- The autocratic model was an acceptable approach to guide managerial behavior when there were no well-known alternatives, and it can still be useful under some extreme conditions, such as organizational crisis.

The Custodial Model
- As managers began to study their employees, they soon recognized that although autocratically managed employees did not talk back to their boss, they certainly "thought back."
    - o Employees were filled with insecurity, frustrations, and aggressions toward their boss.
    - o It seemed obvious to progressive employers that there ought to be some way to develop better employee satisfaction and security.
- To satisfy the security needs of employees, a number of companies began welfare programs in the 1890s and 1900s.
    - o In their worst form these welfare programs later became known as *paternalism*.
- In the 1930s, welfare programs evolved into a variety of fringe benefits to provide employee security.
    - o Employers—and unions and government—began caring for the security needs of workers.
    - o They were applying a **custodial model** of organizational behavior.
- A successful custodial approach depends on *economic resources*.
    - o The resulting managerial orientation is toward *money* to pay wages and benefits.
    - o The employer looks to *security* needs as motivating force.

- o If an organization does not have the wealth to provide pensions and to pay for other benefits, it cannot follow a custodial approach.
- The custodial approach leads to employee *dependence on the organization*.
  - o Rather than being dependent on their employer for just their weekly paycheck, employees now depend on organizations for their security and welfare.
- Employees working in a custodial environment become psychologically preoccupied with their economic rewards and benefits.
  - o However, contentment does not necessarily produce strong motivation; it may only produce *passive cooperation*.
- The custodial model's greatest benefit is that it brings security and satisfaction to workers, but it does have substantial flaws.
  - o The most evident flaw is that most employees are not producing anywhere near their capacities, nor are they motivated to grow to the greater capacities of which they are capable.
  - o Though employees are comfortable and care for, most of them really do not feel fulfilled or motivated.
- Although the custodial model does provide employee security, it is best viewed as simply the foundation for growth to the next step.

The Supportive Model
- The **supportive model** of organizational behavior had its origins in the "principle of supportive relationships" as stated by Rensis Likert.
- One key spark for the supportive approach was a series of research studies at the Hawthorne Plant of Western Electric in the 1920s and 1930s.
  - o Led by the Elton Mayo and F. J. Roethlisberger, the researchers gave academic stature to the study of human behavior at work by applying keen insight, straight thinking, and sociological backgrounds to industrial experiments.
  - o The researchers concluded that an organization is a social system and the worker is the most important element in it.
  - o The studies suggested that an understanding of group dynamics, coupled with the application of supportive supervision, was important.
- The supportive model depends on *leadership*, instead of power or money.
  - o Management's orientation is to *support the employee's job performance* rather than simply support employee benefit payments as in the custodial approach.
- Since management supports employees in their work, the psychological result is a feeling of *participation and task involvement* in the organization.
  - o Employees are more strongly motivated than by earlier models because their *status and recognition* needs are better met.
  - o Employees have *awakened drives* for work.
- Supportive behavior is not the kind of approach that requires money.

- The supportive model works well with both employees and managers, and it has been widely accepted.
  - However, the step from theory to practice is a difficult one.
- The supportive model of organizational behavior tends to be especially effective in affluent nations because it responds to employee drives toward a wide array of emerging needs.

The Collegial Model
- A useful extension of the supportive model is the **collegial model**.
  - The term "collegial" relates to a body of people working together cooperatively.
  - The collegial model, which embodies a team concept, first achieved widespread applications in research laboratories and similar work environments.
- The collegial model traditionally was used less on assembly lines, because the rigid work environment made it difficult to apply there.
  - A contingency relationship exists in which the collegial model tends to be more useful with creative work, an intellectual environment, and considerable job freedom.
- The collegial model depends on management's building a feeling of *partnership* with employees.
  - The managerial orientation is toward *teamwork*.
  - The employee response to this situation is *responsibility*.
- The psychological result of the collegial approach for the employee is *self-discipline.*
  - In this kind of environment, employees normally feel some degree of fulfillment, worthwhile contribution, and *self-actualization*, even though the amount may be modest in some situations.
  - The self-actualization will lead to *moderate enthusiasm* in performance.
- The collegial model tends to produce improved results in situations where it is appropriate.

The System Model
- The **system model** is the result of a strong search for higher *meaning* at work by many of today's employees.
- Since workers are being asked to spend many hours of their day at work, they want a work context that is ethical, infused with integrity *and trust*, and provides an opportunity to experience a growing sense of *community* among co-workers.
  - To accomplish this, managers must increasingly demonstrate a sense of *caring* and *compassion*, being sensitive to the needs of a diverse workforce with rapidly changing needs and complex personal and family needs.
- The system model reflects underlying **positive organizational behavior**, which focuses on *identifying, developing, and managing psychological strengths within employees*.
- Individuals at all levels need to acquire and display the five dimensions of **social intelligence**, which has the following five dimensions:
  - Empathy—appreciation for, and connectedness with, others

- o Presence—projecting self-worth in one's bearing
- o Situational radar—ability to read social situations and respond appropriately
- o Clarity—using language effectively to explain and persuade
- o Authenticity—being "real" and transparent, while projecting honesty
- The role of a manager is one of *facilitating employee accomplishments* through a variety of actions (Figure 2.5).
- Employees experience a sense of **psychological ownership** for the organization and its products or services—a feeling of possessiveness, responsibility, identity, and sense of belongingness.
- Employees with a sense of ownership go beyond the self-discipline of the collegial approach until they reach a state of *self-motivation*, in which they take responsibility for their own goals, actions, and results.
- As a consequence, the employee needs that are met are wide-ranging but often include the *highest-order needs* (e.g., social, status, esteem, autonomy, and self-actualization).
- Because it provides employees an opportunity to meet these needs through their work as well as understand the organization's perspectives, this new model can stimulate employees' *passion and commitment* to organizational goals.

Conclusions about the Models
- *Evolving Usage*
  - o Managerial and, on a broader scale, organizational, use of these models tends to evolve over time.
  - o To assume that one particular model is a "best" model that will endure for the long run is a mistake.
  - o The primary challenge for management is to *identify the model it is actually using and then assess its current effectiveness*.
- *Relation of Models to Human Needs*
  - o A number of people have assumed that emphasis on one model of organizational behavior is an automatic rejection of other models, but comparison suggests that *each* (newer) *model is built upon the accomplishments of the other*.
  - o It is best to take an adaptive approach to match changing needs.
  - o If a manager should abandon the basic organizational needs, the system would move back quickly to seek structure and security in order to satisfy those needs for its people.
- *Increasing Use of Some Models*
  - o The trend toward the supportive, collegial, and system models will undoubtedly continue.
  - o Despite rapid advances in computers and management information systems, top managers of giant, complex organizations cannot be authoritarian in the traditional sense and also be effective.
    - ▪ They must learn to depend on other centers of power nearer to operating

> problems.
> > - They are often forced to literally redefine the old psychological contract and embrace a newer, more participative one.
> - Many employees are not readily motivated toward creative and intellectual duties by the autocratic model.

- *Contingent Use of All Models*
  - Though one model may be most used at any given time, some appropriate uses will remain for other models.
  - Knowledge and skills vary among managers.
  - Role expectations of employees differ, depending upon cultural history.
  - Policies, ways of life, and task conditions vary among organizations.
  - Probably all five models will continue to be used, but the more advanced models will have growing use as progress is made and employee expectations rise.

- *Managerial Flexibility*
  - Managers not only need to identify their current behavioral model but also must keep it flexible and current.
  - Managers need to read, to reflect, to interact with others, and to be receptive to challenges to their thinking from both colleagues and employees.

Suggested Answers to Discussion Questions

1. **Interview some managers to identify their visions for their organization. What are those visions? Where did they come from? How successfully have they been communicated to the employees, and how successfully have they been embraced by the employees?**

   Students' answers will vary due to the diverse organizations that are likely to be studied. Their answers should sketch the "portrait" of the organization and its vision.

2. **Both philosophy and vision are somewhat hazy concepts. How can they be made clear to employees? Why are philosophy and vision included as early elements in the organizational behavior system? Give an example of an organizational vision you have read about or heard of.**

   Philosophy and vision can best be made clear to employees by the behavior of the managers themselves and through consistent efforts to communicate the portrait of the organization to all its members. These concepts are early elements of the organizational behavior system because they are the very foundations of that system; the system must be consistent with, and supportive of, the philosophy and vision of the organization. Students' examples will vary.

3. **What benefits do you see from allowing and encouraging spirituality at work? What are**

the risks of doing so?

Students' answers will vary and will be impacted by their age, level of spirituality, recent world events related to religion, and experience as a manager (if any).

4. **Consider an organization where you now work (or where you have worked). What model (paradigm) of organizational behavior does (did) your supervisor follow? Is (was) it the same as top management's model?**

    Students' answers will vary. They should be able to identify one of the five models of organizational behavior shown in Figure 2.4. It may be that the lower-level manager's model was different from that of top management in that organization, but that is not typically the case. Top management's basic paradigm is often imbued in all members of the organization.

5. **Discuss similarities and differences among the five models of organizational behavior.**

    Students' answers may vary. The five models of organizational behavior are autocratic, custodial, supportive, collegial, and system. The models were formulated on the assumption that managers hold attitudes about people, and these attitudes lead to different interpretations of events and styles of management. Figure 2.4 shows each model's basis, managerial orientation, employee orientation, employee psychological result, employee needs met, and performance result. Upon comparison, the differences among the models are quite obvious; for example, managerial orientation is authority for the autocratic model, money for the custodial model, support for the supportive model, teamwork for the collegial model, and caring and compassion for system model. Similarities are more difficult to identify. Students may suggest that the similarity among the models is their attempt (during the period of their individual appeal) to guide managerial behavior in an effort to improve the organization's performance as a whole.

6. **What model of organizational behavior would be most appropriate in each of the following situations? (Assume that you must use the kinds of employees and supervisors currently available in your local labor market.)**
    a. **Long-distance telephone operators in a very large office**
    b. **Accountants with a small certified professional accounting firm**
    c. **Food servers in a local branch of a prominent fast-food chain**
    d. **Salesclerks in a large discount department store**
    e. **Circus laborers temporarily employed to work the week that the circus is in town**

    Students' answers may vary, but may include these thoughts:
    a. Probably custodial. Operators' jobs are relatively simple but require skill obtained over

        time, making the operators economic resources in the eyes of management. Little opportunity for supportive or collegial approaches exists.

b.   Probably collegial. This is a small firm, made up of professional employees. These employees should be expected to behave responsibly and have considerable self-discipline. Further, they all perform similar or related job tasks.

c.   Students may say custodial, but chances are that the environment of this organization, because of its service dimension and multiple tasks, is supportive.

d.   This is a service oriented setting, indicating the need for a supportive approach. Again, students may, because of their own fact premises, conclude that this scenario is custodial or even autocratic.

e.   Usually autocratic. Emphasis here is on a minimum performance expectation and task completion.

7.   **Discuss why the supportive, collegial, and system models of organizational behavior are especially appropriate for use in the more affluent nations.**

Students' answers may vary. The supportive and collegial models serve to meet employee needs of status and recognition and self-actualization. Employee needs in underdeveloped nations revolve around subsistence and social conditions. Status and recognition and self-actualization will not put a roof over their heads or food on their tables. The autocratic and custodial models are appropriate in these situations. The system model focuses on Maslow's higher level needs, issues which are of greater concern in affluent nations in which basic survival needs have largely been met.

8.   **Interview a supervisor or manager to identify the model of organizational behavior that person believes in. Explain why you think that the supervisor's or manager's behavior would or would not reflect those beliefs.**

Students' answers will vary. The supervisor or manager should behave in a manner consistent with the organizational behavior model identified by the student. It is very difficult for a person to behave in a much different manner from the actions indicated by that person's values. However, students may initially be concerned that the manager or supervisor is performing a role imposed by the organizational behavior system of top management.

9.   **Examine the trends in the models of organizational behavior as they have developed over a period of time. Why have the trends moved in a positive direction?**

Students' answers may vary. The model names show that there has been a move from tight control of employees (autocratic) to involvement of employees as contributors (collegial). The prevailing issues of each time period prompted development of the models. The move from an

autocratic to a custodial point of view occurred because management realized that employees expressed their frustrations and hostilities by means that were affecting productivity. They concluded that eliminating the frustrations through welfare programs would solve this problem. However, these programs did not fulfill or motivate employees, which led to the development of the supportive approach. This approach sought to help employees grow and accomplish goals within the organization. The collegial model took the supportive model one step further by establishing a partnership with employees. The system model involves passionate commitment by employees.

10. **Assume that a friend of yours contends that "the system model is obviously 'best' to use with all employees, or it wouldn't have been placed on the right side of the figure." How would you respond?**

   Students' answers may vary. No single model is necessarily "best." In many settings, it is becoming more and more the case that the system model is being used, but there are settings, such as assembly lines, in which the system model would be difficult to implement. The system model does have many attractive features, both for managers and employees, but it must be matched to a situation where it can actually be fully implemented.

Assess Your Own Skills

Students should honestly circle the number on the response scale that most closely reflects the degree to which each statement accurately describes them. This section will help them understand how well they exhibit facilitator skills.

Incident

The New Plant Manager

This case is a classic illustrates that from the very beginning, the plant manager, Butterfield, took an autocratic approach toward solving problems in the Houston Plant. He severely depreciated the human assets of the organization in order to accomplish a quick increase in productivity, based on instructions from higher management to "straighten out" the Houston plant. The deterioration of human assets is apparent from supervisory resignations and the severe decline in effectiveness when Butterfield departed after his promotion to the New York home office.

In terms of long-run economic costs alone, offsetting the short-run improvements with the longer-run declines, Butterfield probably did not bring economic gain to the organization. Certainly when human costs are also weighed in this situation, Butterfield's effect on the organization was negative rather than positive. Nevertheless, Butterfield gained a promotion. This fact raises questions about

reporting and evaluation procedures used by the home office to appraise performance in the Houston plant. Apparently the home office is receiving reports on, and evaluating, only economic assets and performance. It needs to reconsider its reporting and evaluation procedures to be sure that human asset values as represented by organizational climate are considered in the future.

As a final step in working this case, students may be asked to recommend improved ways to manage conditions in the Houston plant to the plant manager who follows Butterfield. The rather evident approach is a more human-oriented climate and more of a supportive model of organizational behavior.

Experiential Exercise

The Rapid Corporation

A policy statement is a guide to action. It will not mean much unless company actions change with it. It would appear ridiculous and insincere if the policy statement is substantially different from actual practice in the company. Since this company is dominated by a strong, self-made man (who may be presumed to have an autocratic philosophy), it is important for the office manager to determine if the president's philosophy really has changed. Probably it has changed only a small amount, if at all, because it is very rare for a single conference to change a manager's model of organizational behavior. If these assumptions are correct, then a policy statement giving the supportive model of organizational behavior would probably be unrealistic; however, the office manager may offer a policy statement that moves somewhat in a more human-oriented direction, so that it represents an attainable goal for the firm. When that goal is more nearly attained or when the president's philosophy grows more human-oriented, then the policy statement may be upgraded.

Another approach is to make a strong statement of the supportive model of organizational behavior, assuming that the president will sign it while he is under the influence of conference ideas, and then to use the statement to bring pressure on the president to live up to his ideals stated in the policy. This approach offers both more potential risk and more potential gain. The chart of an organizational behavior system shows that philosophy should precede action in a program for improved organizational climate, but in this case the stated philosophy might be so false that it would not hold up.

Generating OB Insights

Students' responses will vary for this exercise. They should however, highlight several of the major topics discussed in the chapter such as the elements of an organizational behavior system, the role of management's philosophy and paradigms, etc.