

RECOMMENDED TOPICS FOR ORGANISATIONAL BEHAVIOUR CURRICULA IN SOUTH AFRICAN BUSINESS SCHOOLS

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by

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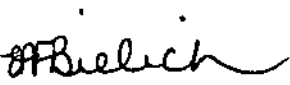
For my Mom and Dad

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My sincere appreciation is expressed to my father for the endless hours of patience, advice and encouragement that he has given me in the years of my studying.

I also acknowledge with gratitude the friendship and support of my friend Pat Mulder, through our years of studying together.

I certify that the report is my own work and all references used are accurately reported.

Signed: 

ABSTRACT

Man has progressed from the Stone Age to the present advanced technological era through the utilization of human resources. What has been achieved is the result of innovation and the efficient application of man's talents.

In the latter part of the 20th century this evolutionary process crystallized into the emergence of **Organisational Behaviour** studies. These were directed at achieving the maximum efficiency and productivity of the workforce in order to maximise profits.

Led by the United States and closely followed by Europe and more recently the Pacific Rim States, the science of **Organisational Behaviour** has come to the fore.

Organisational Behaviour is an academic discipline that is concerned with describing, understanding, predicting and controlling human behaviour in organisational settings (Hodgetts and Altman, 1979, p. 387). It offers information about people at work and about what affects their performance.

The writer believes that the successful application of **Organisational Behaviour** is one of the main contributing factors that led to the amazing upsurge of the Pacific Rim economy since World War II. Countries like South Korea moved from a totally peasant economy to one of the most advanced industrial nations in the world in a matter of two generations.

It goes without saying that South Africa can benefit from this example in its striving for wealth creation and the laying of firm foundations for the future South African economy.

It is therefore essential that the business schools of South Africa introduce into their curricula the vital **Organisational Behaviour** topics emerging around the world. Managers and leaders of the 21st century have to be equipped with skills that will enable

them to utilize the maximum potential of the human resources available to them.

The study of **Organisational Behaviour** provides the opportunity for managers and leaders to experience and analyse behaviour patterns. In doing so they will acquire skills which will enable them to develop a way of looking at people in organisations with insight and judgement. They will then hopefully bring out the inherent talents and skills of these people.

'No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.... if he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.' (Kahlil Gibran, *The Prophet*) (Cohen, Gadon, Josefowitz, Fink and Willits, 1984, p.8.)

In this Research Report the evolution of **Organisational Behaviour** is reviewed to reveal what topics were relevant at a specific period of time.

Organisational Behaviour curricula obtained from American, English and Chinese business schools are used as criteria to judge the relevance of what is currently being taught in **Organisational Behaviour** curricula in South African business schools.

In the light of new trends and developments in South Africa and the world, topics that should be included in revised **Organisational Behaviour** curricula in South African business schools are recommended.

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CHAPTER 1

INTRODUCTION

'In order to understand them, we have to understand their way of life and their ways of living and thinking... If we wish to convince them, we have to use their language as far as we can, not language in the narrow sense of the word, but the language of the mind. This is one necessity. Something that goes even much further than that is not the appeal to logic and reason, but some kind of emotional awareness of other people.' (Jawaharlal Nehru) (Adler, 1991, p. 63.)

1.1 BACKGROUND

In the last two centuries man has moved away from a relatively primitive civilisation, where the economy of the world was largely based on pastoral/agricultural undertakings, sometimes enhanced by adventurous trading with other parts of the world.

Then came the Industrial Revolution. Suddenly man harnessed power to such an extent that he was able to enter the manufacturing era and exploit the available natural resources with the assistance of the innovative and inventive genius of a few inventors. This situation evolved at an ever accelerating pace, often being given an added impetus by large scale warfare.

Today we are undergoing a second Industrial Revolution, because the technology of nuclear physics emerged out of World War II, and, what is possibly even more significant, introduced the computer era.

The electronic chip has given the world a quantum leap into the electronic age, where what was impossible yesterday, is today only limited by the scope of man's imagination.

Coupled to this revolutionary advancement came the growth of large corporations and organisations, composed of many different people, who are able to exploit the multifaceted advantages of this progress.

If there were robots instead of people in these organisations, operations might be smoother because the uniqueness, infinite complexity and the unpredictability of the human element would be absent. Managers and leaders need to be equipped with knowledge of why people behave the way they do. The acquisition of this knowledge, as well as the skills to harness it, and manage human behaviour effectively to the maximum benefit of all, is one of the keys to success in meeting the challenges of the future in organisations, especially as circumstances become less predictable and manageable.

The study of human behaviour in organisations is called **ORGANISATIONAL BEHAVIOUR (OB)**. It is an academic discipline that is concerned with describing, understanding, predicting and controlling human behaviour in an organisational setting (Hodgetts and Altman, 1979, p. 387). It offers information about people at work and about what affects their performance. The purpose of applying such knowledge is to improve the effectiveness of the organisation.

Understanding why people interact the way they do has been a subject of literature for centuries; and yet **OB** as a field of study emerged as a body of knowledge only in the late 1950s and early 1960s. The reason for this is that organisations only grew large and began to value people as resources in the last 50 to 60 years. (Wofford, 1982, p. 7.)

It must be kept in mind that people's behaviour at work is affected by external trends and phenomena. In a rapidly changing world, new demands are continually made on people, both within and without organisations. As these trends and

phenomena evolve and change, so do aspects of behaviour. It is inevitable that emphasis on certain aspects of behaviour will shift as new phenomena appear. Academics and theorists are continually updating literature and theory that explains behaviour.

OB is based on the insights and findings of sociology, psychology, economics and anthropology. Human behaviour is common to all these subjects. Building on the foundations of these disciplines, OB has emerged as a significant field of study, especially in management. It is included in all worthwhile MBA degree courses worldwide. The value of the subject, however, will be determined by its influence on the effectiveness of the utilisation of human skills that exist in organisations of the 1990s.

1.2 PURPOSE OF THE RESEARCH REPORT

This report has three main objectives, namely:

- to establish the changes that occurred in OB theory from 1950.
- to give an overview and assessment of the relevance and applicability of what is currently being taught in OB curricula in South African, American, British and Chinese business schools.
- to make recommendations of which OB topics should be included in curricula offered at South African business schools in the light of new trends and developments.

The evolution of the discipline OB is sketched in order to gain an understanding of the subject as a science, as well as the elements or topics that it incorporated within its framework at a specific period of time. Due to deficiencies in the knowledge of the subject and needs to adapt, the subject grew and continues to do so today.

Lincoln is reputed to have said, 'If we know where we are, and a bit about how we got there, we might be able to see where we are going, and thereby affect our destiny.' (Odiorne, 1981, p. 4.)

In the light of the developing trends of the 1990s, it is vital to establish the relevance and applicability of what is currently being taught in business schools. American business schools seem to have set the trend; for this reason it is appropriate to use American OB curricula as a basis of comparison and as criteria to assess the relevance and applicability of South African OB curricula.

The South African scenario is multi-ethnic, very complex in nature and unique in character. The country is in the process of undergoing incredible change. Although the human potential is vast and varied, the country has a sad record in productivity. This has basically been concealed by the misconception that South Africa possessed a vast pool of cheap labour. The question arises:

- What must MBA graduates from South African business schools be taught in OB that will equip them with the means to elicit the inherent and acquired capabilities of each individual in an organisation, so that both the individual and the organisation benefit to the utmost?

The subject OB has evolved through the last few decades. Contemporary theorists emphasise that people in organisations must not be controlled. Instead, their performance must be facilitated. This Research Report aims to establish what knowledge, skills and modus operandi are necessary to be able to do this in the best possible way.

With regard to the training or education of managers and leaders, a historical perspective of OB has significance. The apprehension associated with change can possibly be alleviated. Change of any nature is generally accompanied by tension. But change must take place. Since the first study of management

science, an element emerged which showed that there was an inherent resistance to change of any sort that might have an effect on the relatively smooth operation of the organisation and the environment to which management had become accustomed. In management circles this phenomenon became known as the RC (Resistance to Change) factor.

If a business school can make potential managers and leaders aware of what caused changes in world trends, and specifically in OB, to take place, they will learn to identify or even preempt changes. Of necessity they will apply new theories as well as adapt to new trends in the external and internal environments. This presupposes that the business schools are able to keep abreast of developments.

1.3 DEFINITION OF THE PROBLEM

The fundamental question that is being addressed in this Research Report is:

- **What must the curricula of the Organisational Behaviour course include that will equip the MBA graduate with the necessary 'people skills' needed to enhance and maximise the performance of employees in South African organisations in the 1990s?**

Donald Peterson of Ford Motor Company is reputed to have said in an issue of *Business Week* in 1988 that 'the element that is not well instilled [in graduate business education] is the importance of people skills.'

This is one example of evidence that indicates the vital need for MBA graduates, prospective managers and leaders to be taught how to utilise the inherent talents and acquired skills of people in organisations to the maximum benefit of both.

The task remains to determine:

- what are the most relevant topics that should be included in the subject **Organisational Behaviour** that will equip the South African MBA graduate with skills that make him/her a specialist in people skills and the management of their behaviour?

This implies that a knowledge of what makes people behave the way they do must be acquired, as well as the expertise of how to harness this knowledge. Because people are critical to the success of an organisation, managers and prospective leaders must acquire as much knowledge as possible about human behaviour.

The following aspects should be borne in mind:

- South Africa is in the process of undergoing incredible change.
- There is a realisation that it is not enough to know that people are different. These differences must be recognised, acknowledged and utilised.
- Due to the depressed economic climate, competition in South Africa has intensified. New arrivals to the country are coming in armed with people skills.
- To gain or attain a competitive edge organisations will have to include managers and leaders that are specialists in people and what makes them behave the way they do.

The relevance of the topic is seen in its practical value. As more knowledge about human behaviour is revealed and understood, it will become easier to manage human resources more effectively.

There is value in accepting that behaviour patterns do change. This understanding of **OB** will improve performance and productivity of individuals in the organisation and therefore will

enhance the effectiveness of the organisation itself. This can only be achieved if managers and leaders are aware of how people behave in organisations, why they behave the way that they do, and how people and organisations can function for the benefit of all.

1.4 CONSTRAINTS IN THE RESEARCH

* Inconclusive Evidence

Research is never conclusive. An infinite amount of time and space could be allocated to the topic. However, of necessity, parameters have been delineated.

For the purposes of this Report, as many sources as possible were consulted.

A small sample of UNISA MBL I students was approached to complete rank-ordering forms (see Appendix B). This in itself had limitations. The students were asked to complete the form at their first study school, which meant that they were not yet familiar with the subject OB as such. Not all students returned their forms, and the topics listed were also relatively few.

A number of overseas and local academics were consulted (see Appendix A). It is not possible to determine how representative the replies from overseas are.

* Validity

Total evidence is not possible. The writer is of the opinion that having worked in an open system, the conclusions are open to discussion.

With the evidence that is available, questions that are posed can be answered. However, no predictions can be made with certainty. Due to the complex nature of human behaviour per

se, it is not certain if definite predictions and prescriptions will ever be made in this field. (Frost, Mitchell and Nord (Eds.), 1982, p. 16.)

1.5 OUTLINE OF THE RESEARCH REPORT

This introduction has set the scene for what is to follow in Chapters 2 to 5.

The purpose of Chapter 2 is to present an overview of the evolution of OB as a management discipline, firstly in the 1950s and 1960s. Developments that occurred in the discipline during the 1970s and 1980s are also recorded. Trends in the 1990s are examined.

Chapter 3 includes a synopsis of what is currently being taught in OB curricula in South Africa, the United States, England and Hong Kong. A description of the procedure followed to source the required information is also given.

The purpose of Chapter 4 is to give a brief overview of powerful forces of change that affect organisations and the behaviour of people in those organisations.

Finally, in Chapter 5 comment will be made on the current OB topics that are offered at South African business schools. Progress made in the teaching of OB in America, England and Hong Kong will be identified. In the light of new trends and developments in South Africa and the world, topics that should be included in revised OB curricula in South African business schools, will be recommended.

CHAPTER 2

THE EVOLUTION OF ORGANISATIONAL BEHAVIOUR AS A MANAGEMENT DISCIPLINE

2.1 INTRODUCTION

As a discipline, Organisational Behaviour, henceforth referred to as OB, began to mature in the latter half of the 20th century. The field has been, and is currently in a state of growth. No doubt it will continue to adapt to changing world trends.

This chapter includes a synopsis of the research that was done to determine how the discipline Organisational Behaviour changed as a discipline between 1950 and 1992.

Before this is done, a brief overview will be given of the schools of thought that existed before OB emerged as a discipline. Although it does not fall within the scope of this Research Report, it is deemed necessary to do so as the roots of OB lie deep within these schools of thought. It will be noted, however, that in the early years, little attention was given to the individual or how to manage or facilitate his/her behaviour.

In the second part of the chapter an attempt is made to outline the evolution of OB as a discipline, firstly in the 1950s and 1960s. Developments that occurred in the subject during the 1970s are then noted. OB comes into its own in the 1980s, when major changes are recorded. Trends that began to appear in the latter years of the 1980s and that followed through to the early 1990s are examined and their impact on the subject deduced.

2.2 THE EVOLUTION OF ORGANISATIONAL BEHAVIOUR - AN OVERVIEW OF THE SCHOOLS OF THOUGHT BEFORE THE 1950s

A concern with human behaviour dates to the beginning of recorded history. Evidence of early attempts to organise and manage people can be seen in such large human endeavours as the building of the Tower of Babel and the Exodus of the Israelites from Egypt. Socrates, Plato and Machiavelli recorded ideas on the management of people. (Wofford, 1982, p. 7.)

No doubt skills involved in the handling of these people were evident; but no one commented on or recorded them as such. Management of people was broadly classified as leadership; one was either a born leader or a follower.

Before the late 1950s, concern with managing or dealing with the behaviour of people in organisations became evident in the research writings of different schools of thought. The emphasis was placed on the organisation and management practices, rather than on the behaviour of the people as such. Six of these schools of thought are briefly outlined below.

* The Scientific Management Approach

Frederick Taylor is the recognised founder of the Scientific Management school of thought that appeared in the late 19th century. To institute his principles, he, with the assistance of Henry Gantt, and Frank and Lillian Gilbreth, developed a number of management methods. Examples of these were time and motion studies, standardization of tools and implements, work planning and scheduling programmes, instruction cards for workers and differential pay rates. The approaches of scientific management were designed to enable workers to perform at their best, so that productivity could be improved, and so that they could be rewarded for individual contribution. (Wofford, 1982, p. 7.)

Taylor believed that employees are motivated mainly by monetary incentives. His idea proved to be inadequate and received criticism from the workers (Van Vleet, 1991, p. 11). This criticism is interesting in the light of the people skills and motivation incentives that are being advocated in the 1990s.

* The Bureaucratic Approach

Researchers began to focus on structuring the organisation effectively. In the early 20th century Classical Management Theory appeared. A number of authors, like Henry Fayol, Max Weber, Follett and Chester Barnard developed principles that included division of work, authority, discipline, unity of command, centralization, worker-management harmony and group thinking, amongst others. This set of principles became known as Classical Management Theory (Wofford, 1982, p. 8). The result was a bureaucracy in which the personnel all held specialized jobs and operated in accordance with specific rules and standards (Hodgetts and Altman, 1979, p. 12).

Max Weber was the most prominent advocate of this theory. He believed that the bureaucratic form of structure would work for all organisations. Although this was a naive assumption, his ideas had a profound effect, as many organisations still have such a structure. (Van Vleet, 1991, p. 11.)

* The Hawthorne Studies

The Hawthorne Studies were a series of studies conducted between 1927 and 1932. Theorists had been complaining that the above two approaches ignored the differences between the human being and the machine (Van Vleet, 1991, p. 11). This implies that an understanding of the human element and how to deal with it were not given much attention.

At the Hawthorne plant of Western Electric Company, near Cicero in Illinois, studies were conducted on the effect of rest periods. Elton Mayo and his Harvard colleagues conducted 20

000 interviews. Improved human relations, group interactions and a sense of belonging proved to be more important for productivity and morale than did the rest period or working conditions. (Wofford, 1982, p. 8.)

There is a reflection of a sensitivity to the human element. Although these studies were criticised for their research methods and conclusions, their effect on the emerging field of organisational behaviour was dramatic. A more human-centred approach was coming into being. (Van Vleet, 1991, p. 13.)

* The Human Relations Movement

The Hawthorne studies, although criticised for being unscientific, formed the foundation for a new school of thought, namely the Human Relations Movement. The movement is based on the ideas that people respond to the environment, that economic needs influence motivation and that workers work harder when they are satisfied. (Van Vleet, 1991, p. 13.)

In the late 1920s, Mayo, Rothlisberger and Dickson conducted research challenging the scientific management position that people would respond directly to improved working conditions, job design and financial incentives by increasing performance. It was becoming clearer that the individual could no longer be thought of as a mere appendage to a machine. (Hodgetts and Altman, 1979, p. 13.)

The work of Douglas McGregor and Abraham Maslow stands out in this school of thought. The former wrote *The Human Side of Enterprise*, which describes two different views of employees, namely, Theory X and Theory Y, which are mentioned below in section 2.3. Maslow's theory, published in 1943, suggests that people are motivated by more than money. They are motivated by a hierarchy of needs (Van Vleet, 1991, p. 13). His theory is still widely accepted.

The Human Relations Movement contributed much to the understanding of human behaviour in organisations and the

emergence of **OB** as a discipline. The assumptions and behavioural models of the human relations professionals gave way to concepts and methodologies of modern theories. (Van Vleet, 1991, p. 13.)

* **Modern Theory**

Modern Theory is empirical, analytical and systems orientated. Organisations are seen by modern theorists as ecosystems which must continually adapt to the surroundings by receiving inputs from the external environment. (Hodgetts and Altman, 1979, p. 18.)

In the late 1950s theoretical focus began to shift to organisational behaviour, especially with regard to the individual and the group. McGregor suggested that there was little need for rigid organisation or interpersonal control. Chris Argyris argued that bureaucratic control frustrates the individual and leads to behaviour that is not supportive of the organisation (Wofford, 1982, p. 10). His ideas are also classified as Organisation Theory (Tosi, Rizzo and Carroll, 1990, p. 15).

Contingency Theory, another modern approach, appeared in the early 1960s. It is founded on the idea that the approach of management must depend on the situation. It states that relationships between any two variables will depend on a number of other variables (Van Vleet, 1991, p. 22). The organisation has to develop formal and informal systems that will help it adapt to the external environment so that it can survive. Researchers like Burns and Stalker (1961), Woodward (1965) and Lawrence and Lorsch (1969) showed that a firm's structure is related to the technology used. (Wofford, 1982, p. 11.)

* **Contemporary Theory**

As **OB** began to evolve, it was realised that managing people in organisations had become more complex. Contemporary **OB**

realises that managers must recognise the uniqueness of each person and each situation. It therefore also uses the discoveries and insights of other disciplines, such as psychology, sociology, anthropology, politics and economics to try to understand human behaviour. (Van Vleet, 1991, pp. 14-15.)

It will become evident that because the field of OB is young, it has not developed generally accepted truths and that it mainly describes behaviour in organisations (Van Vleet, 1991, p. 23). It is only in the literature of the 1990s that advice on the best way to manage and facilitate that behaviour is becoming evident.

Contemporary Theory is described in the sections that follow. It is important to realise that contingency theory continues to evolve as contemporary theory.

2.3 THE EVOLUTION OF ORGANISATIONAL BEHAVIOUR IN THE 1950s AND 1960s

* A new need reveals itself

Towards the end of the 1950s an assessment of what was being taught in university business schools revealed the need to teach prospective managers and leaders the best way to manage people in organisations. It became evident that research should focus on individuals, groups and organisations and how they interact, in order to determine organisational behaviour. The need to tap the knowledge of other disciplines such as psychology, sociology and anthropology, in order to explain human behaviour, also revealed itself. At this time the field of OB was on its way to becoming a separate discipline of its own (Tosi, Rizzo and Carroll, 1990, p. 28). It would, however, take almost 30 years before it was recognised as a discipline.

Before an outline can be given of OB in the 1950s and 1960s, it is deemed necessary to briefly mention the scenario against which these two decades must be seen. It must be borne in mind that the dominant values and trends within a culture will

affect the attitude of people towards their work, other people and ultimately their behaviour in organisations.

* 1950s scenario

The launch of Sputnik in the 1950s resulted in a great deal of interest in science and engineering. In an organisational context it introduced the era of global satellite communication. 1957 is said to have marked the end of the industrial revolution and the beginning of an information age (Naisbitt, 1984, p. 12). From an OB point of view, wider communication networks added a further dimension to human behaviour, and therefore to the need to understand the behaviour of different and interconnected groups of people.

During the 1950s mass production of products had reached a high point. The next step was to introduce high technology. To compensate for the impersonal nature of technology, a highly personal value system was developed, that resulted in the emergence of the human potential movement (Naisbitt, 1984, pp. 39-40). It is significant to note that the latter occurred simultaneously with the emergence of OB as a discipline.

It is correct to say that in the late 1950s and early 1960s OB, as a teaching subject, did not exist as it does today. Possibly due to the Carnegie and Gordon and Howell reports (Tosi, Rizzo and Carroll, 1990, p. 15.), that stressed the importance of human relations and organisation theory, the need for a specific discipline in this area revealed itself.

Furthermore, there is little evidence of the existence of OB textbooks as we have them today. The actual research findings of researchers like Douglas McGregor, Chris Argyris, Rensis Likert, Rolph Stodgill and Lyman Porter were taught in business schools (Wofford, 1982, p. 11), but no specific subject OB was defined.

The growth process of OB as a discipline was influenced by Douglas McGregor's Theory X and Theory Y, first published

in 1957. Theory X states that most people are lazy, and that personal goals override those of organisations. This implies close supervision and guidance in a work context, which ensures high performance. Theory Y, on the other hand, implies a humanistic approach. It assumes that work is as natural as play. Man is more mature, self-motivated and self-controlled than Theory X gives him credit for. Rigid organisation controls are not needed (Tosi, Rizzo and Carroll, 1990, p. 17). These ideas became a common subject in lecture halls of business schools and helped move the new field toward the maturity that it needed (Davis, 1981, p. 10).

Argyris proved how specialization, hierarchical authority structures, narrow spans of control and standardization styles influence the person's growth from a dependent, controlled and narrow-interested person to an independent, self-controlled and broadly-interested person. (Wofford, 1982, p. 10.)

By the late 1950s interest in leadership and group behaviour appeared. Ohio State Leadership Studies identified dimensions of leadership. Likert and his colleagues at the Institute of Social Research studied the effects of employee orientation on worker performance and satisfaction (Wofford, 1982, p. 10). They suggested that leaders would be more supported if they used a supportive approach (Tosi, Rizzo and Carroll, 1990, p. 17).

It must be remembered that OB was still not listed as a topic per se in any business management course.

* 1960s scenario

By the 1960s the Vietnam War had broken out. As a result, a growing emphasis was placed on the environment and the individual (Tosi, Rizzo and Carroll, 1990, p. 233). No doubt the senseless loss of life in Vietnam influenced this way of thinking.

Existentialism, which focuses on individuals who come to understand themselves and life through personal experience,

began to replace rationalism as a philosophy. Rationalists believed that knowledge comes through an application of reason based on basic assumptions and principles. (Wofford, 1982, p. 11-12.)

The contingency theories, mentioned under modern theory, continued to develop as contemporary theory. Supporters of this approach criticised the attempt to find specific principles, optimal leadership styles and motivational techniques. They believed that approaches to influence behaviour varied according to the situation. Joan Woodward, Lawrence, Lorsch and J.D. Thompson contributed to the advancement of this contingency approach. They found that environmental conditions determine the best organisational and job design. Fred Fiedler advocated that the favourability of the environmental situation determined the effectiveness of the leader. (Wofford, 1982, p. 11.)

A broader type of contingency theory called the Open-Systems approach grew out of Kenneth Boulding's theories. The organisation is viewed as a complex system interacting with its environment. It does not predict or prescribe. No rules or principles are advocated. It provides a framework for describing and analysing management and organisational behaviour. (Wofford, 1982, p. 11.)

In 1964 Porter drew attention to the work setting. He studied how need satisfaction was related to the organisation size, structure and the nature of the position that a person held. (Tosi, Rizzo and Carroll, 1990, p. 18.)

* A new approach to OB emerges

It appears as if OB developed along theoretical lines before the 1970s. Attention was given to the contributions of behaviouralists like those mentioned above. As has been noted, text books were scarce.

However, Coffey, and Athos attempted in their 1968 publication of, *Behavior in Organisations*, to describe some skills that would

help in the understanding of behaviour in organisations. In the 1975 edition they considered the whole organisation and listed background factors that influence behaviour, for example:

- individual frames of reference
- interpersonal conflict
- behaviour in small groups
- inter-group relationships
- assumptions about man, leadership and motivation
- leadership and authority
- learning and ideals. (Coffey, Athos, Reynolds, 1975)

They actually gave a multi-dimensional view of OB. It is evident that a transition was made in the late 1960s from the old human relations approach, based on simplistic assumptions about human behaviour in organisations and simple and prescriptive solutions for managing people, to the new OB approach, that reflected the extreme complexity of humans. A need for a theoretical understanding backed by empirical research was also identified (Luthans, 1977, p. xv).

Furthermore, there is evidence of a great deal of thought with regard to the reasons for behaviour in organisations. However, the way to manage or facilitate the most effective behaviour in organisations was lacking at this time.

2.4 THE EVOLUTION OF ORGANISATIONAL BEHAVIOUR IN THE 1970s AND THE 1980s

The field of OB continued in a state of growth in the 1970s and the 1980s. It was contingency orientated, and emphasised application in the actual work setting.

In this section the different topics that are common to the textbooks consulted and which appeared in the 1970s and the 1980s, are presented in their respective decades. The additional topics that appeared in the 1980s are listed at the end of this section.

* Introduction to the textbooks of the 1970s

In the 1970s academics realised that there was a great deal more to OB as a discipline or field of study. As a result, a new approach to OB began to manifest itself. The literature that was consulted reflects the trends in this changing emphasis.

Emphasis was placed on the study of organisations, the individuals within those organisations, the groups that formed of necessity, as well as the processes that affect all three. Because individuals and groups come together in an organisation, it was realised that organisation structure cannot be ignored either.

In the 1970 textbooks that were referred to, consideration was given firstly to the individual and the group, then the structure, the organisational processes and finally organisational development. Throughout it is evident that scholars realised that to obtain organisational effectiveness, management must know why people act the way they do. This trend continued in the 1980s.

* Introduction to the textbooks of the 1980s

There is no doubt that OB came into its own in the 1980s. The textbooks that were consulted reveal that, as a field of study, OB expanded and changed in the 1980s. Second editions that now appeared had at least 40% new material. While some research findings were confirmed over time, others were modified or qualified. In many cases, new ground was broken which led to further understanding about, or deeper insight into, a particular problem. (Gordon, 1983, p. 3.)

It is evident that the textbooks of the 1980s reflect a new feature. In line with the contingency approach, 'true-to-life' cases are presented at the beginning or end of chapters. The cases serve to indicate why and how the chapter materials are important. Actual behaviour and thinking required by students, professionals and managers are emphasised, not only abstract principles and theories. (Hellriegel, Slocum and Woodman,

1983, p. xv.)

The scope of material that was covered in the 1980s is vast. There is a great deal of overlapping of content and topics that appeared in the 1970s. What is common to both decades will not be repeated. Additional topics and new issues that relate to existing topics will be highlighted in this section.

* Textbook contents

In the first part of most of the literature, the field of OB is introduced and the importance thereof established. Following on from this, the major building blocks of the subject are covered.

The five major building blocks of OB in the 1970s and the 1980s are:

- the individual
- the group
- the formal design of the organisation and jobs
- the interactions among individuals, groups and the design of the organisation
- the need to change in order to meet the demands of the market-place, employers and the work-group. (Hellriegel, Slocum and Woodman, 1983, p. 29.)

There is evidence of a tendency for the content of the textbooks to unfold from 'micro' organisational behaviour issues and topics to 'macro' ones.

The writer consulted as many sources as possible. Some include only certain aspects, while others include all the relevant issues. It is impossible to report these findings in specific terms. Therefore a summary of what was found overall is presented below.

2.4.1 The Behaviour of the Individual in Organisations

Most of the textbooks consider the individual first. It is vital to know how individual differences can affect the behaviour patterns in an organisation, and ultimately, the organisation's effectiveness. (Hellriegel and Slocum, 1979, p. vi.)

The components of individual behaviour that were covered in the textbooks of the 1970s are listed below.

* Perceptual Processes

'Everyone sees the world through different eyes' is a clichéd saying; however, it is true to reality. When people are exposed to the same events, information, or situations, they often react differently. The 'picture' constructed is determined by the way the individual perceives the event, situation, or information. Perception is defined as: 'the process through which we actively select, organise and interpret information brought to us by our senses in order to understand the complex world around us.' (Baron, 1986, p. 106.)

Individual differences are evident in this perceptual process. An understanding of these processes is necessary to explain reasons for certain aspects of behaviour.

The basic elements in the perceptual process that are covered in the literature of the 1970s, for example: Baron, (1986); Luthans, (1977); Gannon (1979); and Hellriegel and Slocum, (1979) include:

- the nature and importance of perception
- perceptual selection, which implies a process of choosing and rejecting certain information brought to our senses
- perceptual organisation, which is defined as, 'the tendency for people to group stimuli into patterns so that they become meaningful wholes rather than fragmented

parts.'

- social perception, which implies the complex process through which we attempt to understand other persons.

The noted extras in the 1980's literature of OB, for example: Davis, (1981); Schermerhorn, Hunt and Osborn, (1982); Johns, (1983); Luthans, (1985); and Baron, (1986) include elements such as:

- components of the perceptual process: perceiver, target, situation
- the influences on personality development
- attribution theory: attribution is defined as 'the process through which we seek to understand others' major traits and the causes behind their behaviour'
- perception and the judgement of others
- perceptual biases in person perception - a tendency on the part of a person to distort or otherwise misrepresent or organise perceptions in a personalized way, for example, stereotyping and halo effect are examples of bias
- perceiving others' motives
- the accuracy of person perception
- perception and decision making
- projection - a form of defence mechanism by which people protect themselves against undesirable characteristics that they themselves possess by projecting their own characteristics or feelings onto others
- personality and attitude formation.

* Personality

Personality is a major determinant in the understanding of individual behaviour. It is defined as: 'The unique but stable set of characteristics that sets each individual apart from others.' (Baron, 1986, pp. 179-180.)

The following elements are covered in most of the textbooks of the 1970s, for example: Luthans, (1977); Hellriegel and

Slocum, (1979); and Lawless, (1979):

- the meaning of personality
- theories of personality
- the development of personality
- stages of personality development
- major determinants of personality
- types of personality
- the influence of intelligence and physiology on personality
- the influence of psychological functions in problem-solving.

The following elements appear in the 1980's textbooks, for example: Davis, (1981); Schermerhorn, Hunt and Osborn, (1982); Wofford, (1982); Dunham, (1984); and Baron, (1986):

- judgements about personality
- basic attributes of individuals: for example, individual performance equation
- locus of control - degree to which individuals feel they are controlled by themselves or mainly by external forces
- authoritarianism - person believes in obedience and respect for authority and that the strong should lead the weak
- dogmatism - person's tendency to be close or open-minded about issues
- machiavellianism - a personality trait involving willingness to manipulate or use others for one's own purposes
- type A personality - person who has a strong sense of time urgency, is obsessed with work, and is very competitive
- type B personality - person who works at a steady pace, is more confident about his work and less anxious about time
- selection, placement, training
- frustration, conflict, adjustment and ego defence.

* Attitudes

Attitudes are closely linked to personality. Attitudes are defined as: 'predispositions or tendencies to react favourably or unfavourably to the world around us. Attitudes reflect a person's likes and dislikes, his or her affinities and aversions toward any identifiable aspect of their environment.' (Tosi, Rizzo and Carroll, 1990, p. 727.)

The following aspects are covered in the textbook written by D.J.Lawless in 1979:

- nature of attitudes
- how attitudes affect cognitive consistency and dissonance
- formation of attitudes (belief + value = attitude)
- attitude change
- resistance to attitude change
- prejudice.

In the 1980s the topics related to attitudes are similar to those that appeared in the 1970s. The following serve as examples: Wofford, (1982); Johns, (1983); McAfee and Champagne, (1987); Dunham, (1984); Baron, (1986); and Griffin and Moorhead, (1986):

- organisational commitment
- attitudes held by individuals - the more positive these are, the greater the acceptance of organisation's goals, and the greater the willingness of individuals to expend effort on its behalf
- bases of attitude change
- what attitude determines job satisfaction
- relationship between attitude and behaviour
- financial impact of attitudes on organisations
- attitude to new employees
- attitude to absenteeism and turnover.

* The Learning Process

According to the textbooks of the 1970s, for example: Luthans, (1977); Gannon, (1979); and Hellriegel and Slocum, (1979) an understanding of the learning process includes being able to:

- define learning: it is regarded as a relatively permanent change in behaviour or potential behaviour resulting from experience (Van Vleet, 1991, p. 474.)
- explain learning theory
- explain principles of learning
- explain principles of reinforcement
- administer techniques of reinforcement
- realise the effect of punishment
- exercise self-control
- acknowledge that behaviour modification is indispensable to learning.

Basic learning theory does not change much from the one decade to the next. A number of extra issues are highlighted in the 1980s, for example: Davis, (1981); Mitchell, (1982); Wofford, (1982); Luthans, (1985); Baron, (1986); and Griffin and Moorhead, (1986):

- operant learning - basic form of learning in which responses that yield positive outcomes or eliminate negative ones are acquired or strengthened
- modelling - learning by observation or modelling
- learning through association
- learning based on consequences: for example, positive reinforcement and negative reinforcement
- primary reinforcers versus secondary reinforcers
- organisational errors involving reinforcement
- reinforcement strategies and their effects
- schedules of partial reinforcement
- manipulation
- learning in the social setting
- employee training
- maintaining and enhancing creativity

- benefits of learning
- attendance and enhanced productivity.

* Stress

There can be little doubt that stress affects performance. Stress is defined as: 'The physical, psychological and behavioural reactions experienced by individuals in situations where they feel that their ability to cope may soon be overwhelmed.' (Baron, 1986, p. 233.)

Stress is not mentioned in all the literature of the 1970s that was consulted. However, it does make an appearance. The following issues are covered in DuBrin, (1974):

- relationship between individual and organisational stress
- organisational pressures
- individual conflicts
- prevention of dysfunctional stress
- executive health in perspective.

Work stress begins to play a much more dominant role in the 1980s. The need to understand stress and individual development becomes more prominent. The following elements are considered, for example in: Smith, Beck, Cooper, Cox, Ottaway and Talbot, (1982); Johns, (1983); and Gordon, (1983):

- nature of stress - stress as a symptom and a problem
- sources of stress: for example, role conflict and ambiguity, interpersonal relations, career prospects and organisational climate
- model of organisational stress
- basic forms of stress
- stressors in organisational life
- reactions to organisational stress: for example, perceptions of stress, psychological, physical and behavioural reactions

- effects of stress: for example, changes in the person
- personality and stress
- organisational strategies to reduce stress: for example, changing the stressor, treating the reaction, and changing the person
- burnout - caused by prolonged exposure to stress that results in physical, mental and emotional exhaustion and reduction in overall work effectiveness in the work setting.

* Political Manoeuvring

Political manoeuvring among individuals exists in organisations. For this reason most authors devote a chapter to organisational politics. Organisational politics include 'procedures for gaining power and using it to attain desired (and usually selfish) ends.' (Baron, 1986, p. 360.)

The literature in the 1970s, for example: DuBrin, (1974); Luthans, (1977); Gannon, (1979); and Lawless, (1979), covers aspects such as:

- career-advancement strategies
- power-acquisition strategies
- antidotes to political manoeuvring.

In the 1970s leadership and the power process are grouped together. The literature on power includes:

- power as a function
- types of power
- power and exchange
- cost of using power
- power and personality
- power balance
- balancing and maintaining imbalance
- reacting to power
- power and control
- power structure

- power blocs
- bargaining and arbitration.

In the 1980s power and politics feature more prominently and receive much coverage, for example in textbooks by: Hampton, Summer and Webber, (1982); Mitchell, (1982); Schermerhorn, Hunt and Osborn, (1982); Baron, (1983); Gordon, (1983); Johns, (1983); Szilagyi and Wallace, (1983); and Griffin and Moorhead, (1986).

Power is defined as: 'the capacity to change others' attitudes or behaviour even in the face of resistance to them.' (Baron, 1986, p. 360.)

Power and politics in a firm are not restricted to the leaders. People acquire power from various sources. Political behaviour is evident wherever there are people. The following issues are given attention:

- bases of individual power, such as: legitimate, reward, coercive, referent, expert, representative and social power
- individuals obtain power by, for example, doing the right things and cultivating the right people
- controlling strategic contingencies - how subunits obtain power: for example, scarcity, uncertainty, centrality and substitutability
- tapping sources of power
- managing political behaviour
- reasons for political behaviour
- techniques of political behaviour
- constraining the effects of political behaviour
- coalitions and power
- organisational politics - using and abusing power.

Political behaviour in organisations can be considered ethical if it furthers organisational and individual goals, but does not violate individual rights, equity and justice. (Baron, 1986, p. 359.)

* Women and Minorities

There is mention of women as individuals in organisations in the 1970s. Awareness of their potential is evident. However, women and minorities do not receive the attention that they deserve.

It must be remembered that the above components can never be addressed in isolation. The individual in an organisation inevitably becomes part of a group.

It is also significant that although these aspects are highlighted, the actual differences between individuals are not emphasised.

2.4.2 The Behaviour of the Group in Organisations

Due to the fact that organisations usually consist of more than two people, groups are formed in organisations. There are different kinds of groups, and people are in groups for different reasons. The structure and development of groups differs from circumstance to circumstance (Hodgetts and Altman, 1979, p. viii). It is vital to know what happens when people interact.

A group is a collection of two or more interacting individuals who perceive themselves as having something in common and thus form an entity. Groups have been found to have a major impact on the functioning of organisations. (Baron, 1986, p. 261.)

The 1970 literature, for example: DuBrin, (1974); Gannon, (1979); and Hodgetts and Altman, (1979), that was consulted, includes topics such as the following:

- definition of a group
- types of groups
- a framework for understanding small groups
- practical theory of small group behaviour
- functions that a group performs

- group pressures toward conformity
- effective work groups
- committees
- group influences on behaviour of individuals
- individual influences on behaviour in groups
- the organisation's influences on group behaviour.

Lawless (1979) focuses on ways of creating groups as teams. He considers:

- choosing the team
- member's choice
- exchange theory (mutual attraction)
- stages of group formation
- patterns for change
- interaction process analysis
- group morale
- commitment to the group morale and productivity
- training groups
- problem-solving groups.

There are a number of processes that affect the individuals as well as the groups in organisations. These processes usually facilitate interaction between individuals and groups.

A great deal more emphasis is placed on **group formation and structure, group processes and group dynamics** in the 1980s, for example: Mitchell, (1982); Johns, (1983); Luthans, (1985); and Bowditch and Buono, (1990). The following elements are considered:

◆ Group Formation and Structure

- group formation: for example, formal and informal groups, primary and secondary groups, heterogeneous and homogeneous groups, interacting groups, and nominal, permanent and temporary groups
- factors influencing group formation and maintenance
- process of group development

- potential for goal accomplishment
- personal characteristics of members
- group structure and its consequences: for example, group size, closed/open groups, group norms, role conflict and ambiguity.

◆ Group Processes and Group Dynamics

The following topics relating to **group processes** and **group dynamics** are taken from, for example, Mitchell, (1982); Schermerhorn, Hunt and Osborn, (1982); Smith et al, (1982); Wofford, (1982); Szilagy and Wallace, (1983); Dunham, (1984); and Baron, (1986):

- how groups influence their members
- conformity: for example, motives for and factors influencing conformity; and subtle power of compliance
- socialization: for example, naive new member, dilemmas of socialization, methods of socialization and power of socialization
- group cohesiveness: factors influencing this and its consequences
- usefulness of groups
- group decision processes
- evaluating group performance.

◆ Group Dynamics (introduced in the 1980s)

- basic factors influencing inter-group behaviour
- consequences of inter-group conflict and competition
- basic factors influencing intra-group behaviour
- creating effective dynamics between lateral groups
- quality circles - small groups of employees who meet on a voluntary basis to try to solve quality related problems
- deviancy in groups
- social power in groups
- training for effective participation in groups

- interaction and affiliation
- consequences of inter-group conflict and competition
- groupthink - the process that occurs when group members are deeply involved in a cohesive group and strive for unanimity rather than appraising alternative courses of action
- group problem solving
- individual-group relations
- sources of attraction to groups
- some contingencies affecting groups
- group decision processes
- normal mechanics and managing the dynamics between lateral groups
- formal approaches for managing the dynamics between workers and management.

2.4.3 Processes that affect the Organisation, the Individual and the Group

The following processes that influence behaviour in organisations are found in most OB textbooks of the 1970s and 1980s:

* Motivation Process

The question is posed: why do people work? Motivation is defined as 'the set of processes that energise a person's behaviour and direct it toward attaining some goal.' (Baron, 1986, p. 73.)

In most of the literature of the 1970s, for example: DuBrin, (1974); Hellriegel and Slocum, (1974); and Hodgetts and Altman, (1979), that was consulted, cognitive and pragmatic approaches to understanding motivation are described. Basic characteristics of work motivation are given and they are linked to performance.

Under the topic motivation the following theories of work motivation are included:

- Maslow's Hierarchy of Needs
- Herzberg's Motivation-Hygiene Theory
- Need Gratification Theory
- Achievement Theory
- Equity Theory
- Expectancy Theory - can I do it? what will I get? how much do I want it?
- Alderfer's ERG theory.

Most of the theories focus on **human needs** in different forms and the extent to which needs are fulfilled, at work and in general.

Questions on how to motivate the individual are posed and consequences of motivation for managerial behaviour listed. Issues such as the following are considered:

- goal setting as a motivator
- levels of aspiration
- job enrichment
- motivation as opposed to satisfaction
- learning and behaviour modification
- competition
- money as a motivator - pay and performance as incentives
- the role of penalties and threats offer an opposing view.

In the 1980s similar questions on how to motivate the individual in practice are posed and consequences of motivation for managerial behaviour listed. Issues such as the following are considered from, for example: Mitchell, (1982); Schermerhorn, Hunt and Osborn, (1982); Wofford, (1982); Johns, (1983); Szilagy and Wallace, (1983); and Bowditch and Buono, (1990):

- job design as a motivator

- modified working times as motivators
- motivation as opposed to satisfaction
- learning and behaviour modification
- participative management
- the role of penalties and threats offer an opposing view: discipline and punishment
- motivation and the psychological contract (public commitments by employees to attaining specific goals)
- reinforcement theory: positive and negative reinforcement
- positive outcomes of motivation - job satisfaction and commitment
- negative outcomes - tardiness and absenteeism, turnover and stress
- motivation in practice.

* Decision Making Process

Within an organisation decision making is a process that deserves much attention. Emphasis is placed on the importance of finding creative alternatives, weighing them and evaluating the outcomes.

Topics that appear in the 1970s literature, for example: DuBrin, (1974) and Luthans, (1977) are the following:

- the nature of decision making
- types of management decisions
- decision making techniques
- behavioural implications of decision making
- critical factors in decision making
- models, styles and strategies of decision making in an organisation.

In the 1980s the extra aspects of decision making are found in literature, for example: Hampton, Summer and Webber, (1982); Mitchell, (1982); Baron, (1983); Johns, (1983); Szilagyi and Wallace, (1983); and Griffin and Moorhead, (1986):

- the complete decision maker
- decision making models: rational, behavioural and practical models
- rational decision making model: for example, perfect versus bounded rationality, problem identification, information search, solution implementation and solution evaluation
- types of problems: for example, well-structured problems, ill-structured problems, problem-solving styles, psychological functions in problem-solving and managerial problem-solving profiles
- group decision making
- individual decision making
- disadvantages of group decision making
- improving decision making in organisations
- group problem-solving techniques: training discussion-leaders, brainstorming, nominal group and the Delphi technique
- comparison between individual and group decision making: includes speed, accuracy, creativity, risk-taking and acceptance
- quantitative techniques of decision making
- programmed and non-programmed decisions.

* Communication Process

Organisations are not able to function without an effective communication process. Communication is defined as: 'the process through which one person or group, known as the sender, transmits some type of information to another person or group, known as the receiver.' (Baron, 1986, p. 304.)

Chapters in textbooks of the 1970s, for example: DuBrin, (1974); Hodgetts and Altman, (1979); and Lawless, (1979) on communication in organisations, include:

- a body of knowledge about the basic communication processes
- forms of interpersonal communication

- interpersonal communication networks
- models of interpersonal communication styles
- personal contingencies influencing interpersonal communication
- achieving effective communication in organisations
- barriers to communication in organizations
- advice on how to cope with barriers to communication.

Communication is even linked to **productivity and satisfaction**. Lawless had the foresight in the 1970s to mention **cross-cultural communication** and the use of special languages. (Lawless, 1979, p. viii.)

No organisation would function without **communication**. The coverage of this aspect in the 1980s is basically the same as the 1970s. A number of extra issues are mentioned, for example: Hampton, Summer and Webber, (1982); Schermerhorn, Hunt and Osborn, (1982); Baron, (1983); Szilagyi and Wallace, (1983); Dunham, (1984); Luthans, (1985); and Griffin and Moorhead, (1986):

- nonverbal communication: for example, the hidden messages
- extreme forms of organisational communication: for example, all-channel communication and strict chain of command
- informal communication process
- superior-subordinate communication
- the grapevine (informal channels of communication, based on friendship or acquaintance) - characteristics and pros and cons of the grapevine
- the verbal language of work - written and oral
- the nonverbal language of work - body language, props, artifacts and costumes
- barriers to understanding include: distorted perceptions, distrusted source, defensive behaviour, erroneous translation, distortions from the past, lack of congruence, information overload, kind of information, source of information, physical location and distractions
- improving organisational communication: employee

surveys and survey feedback, suggestion and query system, supervisor training, communication of roles, interpersonal conflict resolution, sending skills, active listening and empathy

- transactional analysis in communication.

* The Leadership Process

The leadership process is another process that received much attention in the 1970s. Most of the authors that were consulted, for example: DuBrin, (1974); Luthans, (1977); and Lawless, (1979), present a comprehensive list of aspects:

- leadership is defined as 'the process through which one person exerts influence over the actions, attitudes, and values of others.' (Baron, 1986, p. 268.)
- classic studies on leadership
- theories of leadership, such as: Contingency Theory of Leadership Effectiveness, Managerial Grid Styles, 3-D Theory of Leadership, Path-Goal Theory of Leadership, Dual Leadership Theory and the four-factor theory of leadership
- factors affecting leadership
- leadership profile
- leadership styles: what determines them and influences productivity
- how to improve leadership style
- leadership traits
- leadership skills
- leadership situations
- leadership and subordinate participation
- leadership and group dynamics
- group versus individual leadership
- qualifications for leadership
- functions of leaders
- difference between authoritarian and democratic leaders
- the leader as manager
- the plight of women in a leadership role.

The latter issue is not common to authors of the 1970s. Lawless (1979) is one of the few writers to consider this issue.

Leadership as an entity in an organisation is given much thought and coverage. The following aspects are given attention in the 1980s by, for example: Hampton, Summer and Webber, (1982); Mitchell, (1982); Schermerhorn, Hunt and Osborn, (1982); Smith et al, (1982); Wofford, (1982); Baron, (1983); Gordon, (1983); Szilagy and Wallace, (1983); Dunham, (1984); Griffin and Moorhead, (1986) and McAfee and Champagne, (1987):

- lessons from emergent leadership
- the behaviour of assigned leaders
- situational theories of leadership:
 - Fiedler's contingency theory
 - Hersey-Blanchard situational leadership theory
 - Tannenbaum and Schmidt
 - Vroom and Yetton on participative leadership
 - leadership attribution theory
- participative leadership - involving subordinates in decisions
- potential advantages and potential problems of participative leadership
- does leadership matter?
- pros and cons of leadership
- leadership neutralizers and substitutes
- Vertical Dyad Linkage model (VDL)
- substitutes for leadership
- horizontal leadership: multiple influence leadership theory
- effective followership
- the leader as facilitator
- leadership by example
- leadership and power.

* Conflict Process

Conflict is not a static condition but a dynamic process. It can

be a disagreement, the presence of tension, or the existence of differences between individuals or groups. (Tosi, Rizzo and Carroll, 1990, p. 518.)

The following aspects are covered in, for example: DuBrin, (1974); Luthans, (1977); Gannon, (1979); and Lawless, (1979):

- definition of conflict
- sources of conflict
- the positive and negative aspects of conflict
- the levels of conflict
- interpersonal conflict
- individual and organisational conflict
- a systems model of inter-group conflict
- consequences of inter-group conflict
- advice on how to manage conflict
- ways of reducing inter-group conflict
- intervention in conflict
- ways of capitalising on conflict
- how to choose alternatives in conflict situations.

In the 1980s, extra aspects from, for example: Mitchell, (1982); Schermerhorn, Hunt and Osborn, (1982); Wofford, (1982); Baron, (1983); Gordon, (1983); Dunham, (1984); Griffin and Moorhead, (1986) and McAfee and Champagne, (1987) include:

- interpersonal conflict, for example: conflict, collaboration and competition
- resolving interpersonal conflict by: withdrawal, smoothing, compromise, forcing and confrontation
- causes of organisational conflict: task interdependence, asymmetrical relationships, ambiguity, scarcity, time and goal orientation and task uncertainty
- is all conflict bad?
- conflict management strategies - conflict resolution, dominance, bargaining and conflict stimulation
- sources and approaches to managing conflict.

* The Performance Appraisal Process

The performance appraisal process is closely linked to human resource management, but is covered in **OB** as it is a vital aspect in the effective achieving of goals.

People must know what to do before they are appraised, therefore most books, for example: DuBrin, (1974); Gannon, (1979); Hellriegel and Slocum, (1979); Hodgetts and Altman, (1979); and Lawless, (1979), firstly cover a framework for coaching and counselling. Other topics are also included:

- counselling in practice
- identification with a superior
- performance appraisals and improvement
- reward system
- punishing people to improve performance
- group cohesiveness and improved performance
- managing and teaching
- psychology and performance
- appraisal
- behavioural modification
- schedules of reinforcement
- staff development
- performance appraisal as a cyclical process
- sources of error in performance appraisal.

Similar issues are covered in the 1980s, for example: Szilagyi and Wallace, (1983).

* The Control Process

The control process is related to performance appraisal. It is given attention in a number of books. Authors like Carroll and Tosi, (1977); Luthans, (1977); and Gannon, (1979) include chapters on **Organisational Control Systems**. DuBrin, (1974), however, states that planning, controlling and organising are not part of **OB**. Issues such as the following are considered:

- misconceptions about control
- a definition of control
- basic elements of control
- techniques of control
- behavioural implications of control
- the impact of budgets on human behavior
- behavioural approaches to control.

* The Change Process

Change is an integral part of the functioning of an organisation. No growth, development or improvement can take place without change. Change receives coverage in the 1970s and in the 1980s. The coverage is so similar that it was decided to combine the 1970s and 1980s. The aspects listed below, were taken from the following authors' textbooks: DuBrin, (1974); Gannon, (1979); Hellriegel and Slocum, (1979); Hodgetts and Altman, (1979); Lawless, (1979); Luthans, (1979); Hampton, Summer and Webber, (1982); Mitchell, (1982); Schermerhorn, Hunt and Osborn, (1982); Smith et al, (1982); Baron, (1983); Johns, (1983); Szilagyi and Wallace, (1983); Griffin and Moorhead, (1986); McAfee and Champagne, (1987); and Randolph and Blackburn, (1989):

- why organisations must change
- what organisations can change
- issues in the change process, for example, diagnosis, evaluation, institutionalization and diffusion
- objectives of planned organisational change-development
- approaches to change: people, task and technology, and structure-focused approaches
- pressure for change: the person, the situation, the problem-solving process, environmental complexity, work specialization, contingency, strategic and policy making viewpoint, technological needs, structural change, human needs, fear of loss of value, information processing and communication, competition and trends
- resistance to change

- difficulties in bringing about change
- dealing with resistance to change
- models and processes for organisational change
- change agents
- patterns for successful and unsuccessful change
- managing organisational change: for example, changing attitudes and behaviour by creating dissatisfaction, unfreezing, converting, refreezing, training programmes, management development, team building, survey-feedback
- effects of change on people
- attitudes and attitude change
- reducing resistance to change
- managing technological innovation
- managerial and professional obsolescence
- organisational change strategies
- executive realignment
- changing the organisational structure
- changing the technology
- objectives of planned organisational change
- pressures to change
- ethical considerations (mentioned only by two authors)
- organisational development (a number of sources devote a whole chapter to organisational development-see below).

2.4.4 Other important OB elements that appeared in the 1970s and 1980s

* Organisational Structure and Design

Organisational structure is given attention in most of the 1970s textbooks, for example: DuBrin, (1974); Gannon, (1979); Hellriegel and Slocum, (1979); Hodgetts and Altman, (1979); Lawless, (1979); and Luthans, (1979). The literature includes topics such as:

- classical theory on structure

- modern organisation theory on structure
- organic and mechanistic structures
- functional forms: for example, bureaucratic, nonbureaucratic, bureaupathology, product and matrix form
- contingency factors in job design
- nature of job design
- job engineering
- job enlargement
- job rotation
- job enrichment
- ingredients of job enrichment
- benefits of job enrichment
- departmentalization
- span of control
- decentralization
- delegation of authority.

It is interesting to note that DuBrin (1974) mentions the need for flexible organisational structures as early as 1974.

The organisation and job design process is such an important aspect of organisational life that it is given a great deal of coverage in the 1980s, for example: Hampton, Summer and Webber (1982); Schermerhorn, Hunt and Osborn, (1982); Smith et al, (1982); Baron, (1983); Johns, (1983); Szilagyi and Wallace, (1983); Griffin and Moorhead, (1986); McAfee and Champagne, (1987); and Randolph and Blackburn, (1989).

The additional elements included in Organisational Design (OD) are:

- organisation as a system
- organisational goals
- dimensions: grouping and influence
- classical design perspective: bureaucracies
- contemporary OD: contingency approach- matching designs to situations
- organisation and external environment
- strategy and structure

- impact of design variables on behaviour
- mechanistic and organic organisations
- organic and diverse designs
- key concepts in Organisational Design
- forms of OD: simple and bureaucratic forms of organisation
- bureaucratic form: machine, professional, divisionalized form, adhocracy
- other forms: functional, product, matrix and system 4 organisation
- mixed forms of departmentation
- vertical specialization
- co-ordination and control
- technology and behaviour
- structure and behaviour - see how inappropriate structures can cause negative attitudes
- how many levels should an organisation have?
- how many subordinates should a manager supervise?
- how much discretion should employees have?
- should decision making be centralized or decentralized?
- differentiation: by function, product, customers, and location
- step-by-step guide for job redesign
- job redesign and quality circles
- autonomous work group designs
- limitations and contingencies in work designs
- job scope and motivation
- an example of goal setting: Management by Objectives (MBO)
- modern structures: Management by Walking Around (MBWA)
- under environmental adaptation: task design, matching jobs to people, environment and technology and influence design of structure
- operational aspects: specialization, formalization and centralization
- alternatives to specialization: job enlargement and job rotation
- contemporary perspectives: employee work schedules, autonomous work groups, automation and robotics

- configurations: division of labour, departmentalization, administrative component.

* Environmental Influences

DuBrin (1974) paid attention to environmental issues such as:

- values and the value system and how they influence the organisation
- norms
- influence
- conformity.

Fred Luthans (1977) differentiates between:

- the physical environment
- the sociocultural environment
- the technological environment and their impact on behaviour.

* Organisational Climate

This topic does not receive much prominence in the 1970s. DuBrin (1974) does devote a chapter to it. He provides:

- a framework for viewing organisational climate
- the aspects that determine climate
- how climate is diagnosed.

* Organisational Development (OD)

This topic appears as a new aspect in some of the 1970s books, for example: Luthans, (1977); and Hodgetts and Altman, (1979). This aspect must be coupled to change. A number of issues are given attention:

- nature of OD

- characteristics of OD
- impact of change
- traditional approaches
- techniques
- evaluation of OD
- ethical considerations.

* Keith Davis (1977) provides a chapter on **International Organisational Behaviour**.

* Carroll and Tosi (1977) even include a chapter on **Managing Human Resources in the Dynamic Organisation**.

The following topics much more attention in the 1980s:

* **Career Planning and Development**

This is a new aspect that is given attention in the 1980s, for example, Hellriegel, Slocum and Woodman, (1983). It includes:

- career concept
- career choices
- career stages
- issues in career planning and development.

* **Culture**

Kreitner and Kinicki (1989), include a section on culture as part of a chapter on change and development. More emphasis will be given to culture in the 1990s.

It is evident that by the end of the 1980s, **OB** as a subject taught in business schools, covered many important aspects that contributed to a better understanding of human behaviour in the organisation.

2.5 A BRIEF OUTLINE OF NEW TOPICS THAT HAVE BEGUN TO APPEAR SINCE 1990

OB reaches an advanced level of maturity in the 1990s. It is evident from the current literature that most of the topics that were covered in the 1980s are still being given attention. However, in line with changes and developments in world trends, and due to the evolving nature of OB, the focus has been veering towards more emphasis on work stress, organisational cultures, and international issues.

The competitive pressures at home and abroad continue to intensify the need for the skilful management of people. Understanding the human factor remains the key to success, no matter how sophisticated and advanced the organisation's strategy and technology.

The conventional framework is still used, with the added content which is consistent with current ideas that are relevant. For example, the topic women and careers is given more coverage. These additional topics are taken from the work of authors such as, for example: Bowditch and Buono, (1990); Szilagyi and Wallace, (1990); Adler, (1991); Gibson, Ivancevich, and Donnelly, (1991); and Robbins, (1991). They are listed below.

* Managing a diverse workforce

An increase in attention is given to cultural, gender, and ethnic diversity in the workforce. This has made **managing diversity** a high priority area for today and tomorrow's managers. Aspects included are:

- integration of home and work life
- the reciprocal relationship between job and life satisfaction
- emerging solutions for managing a reshaped workforce
- alternative work schedules
- new strategies for recruiting employees

- skill-based training and management development
- cafeteria benefit plans
- day-care and elder-care programmes
- telecommuting: receiving and sending work from a home computer by using a modem.

* Individual differences, values and ethics

Aspects included are:

- value and value conflicts
- intelligence and cognitive abilities
- personal values and ethics
- ethics and organisational behaviour.

* Managing Occupational Stress

Managing occupational stress is given much coverage; aspects include:

- model of occupational stress
- economic costs and legal liabilities of stress
- stressful life events
- substance abuse
- moderators of occupational stress
- social support
- stress reduction techniques: for example, muscle relaxation, biofeedback, mediation, cognitive restructuring and the holistic wellness model that encompasses nutritional awareness, physical fitness and environmental sensitivity to achieve life-style balance and harmony.

* Organisational design

Aspects included are:

- radical reshaping of today's organisations
- the necessity for hierarchy
- substitutes for hierarchy
- assessing organisational effectiveness
 - generic organisational effectiveness
 - multiple effectiveness criteria.

*** International Organisational Behaviour and Organisational Cultures**

The issues that are given attention are the following:

- what is organisational culture?
- culture as a subtle but pervasive force
- a model of societal and organisational cultures
- toward cross-cultural awareness
- cultural perception of time
- interpersonal space, language, religion
- practical insights from cross-cultural management research:
 - Hofstede-Bond stream of research
 - a contingency model for cross-cultural leadership
 - inter-personal conflict-handling styles
- manifestations of organisational culture
- developing organisational cultures
- organisational culture as a competitive advantage.

*** Learning is not assigned its own chapter; it is part of Organisational socialization, mentoring and careers, which includes:**

- a career management model
 - career transitions
 - professional career stages
 - making transitions from student to professional
 - career anchors.

Major changes were made to the 1992 version of Kreitner and Kinicki's **Organizational Behavior**. A few examples follow:

* A whole new chapter on teamwork is included. Cross-functional teams are explored in an integrated fashion. Attention is given to developing team members' self-management skills.

* Ethics are given upfront treatment and there are 23 box features in the book entitled, **A matter of ethics**, which indicates just how important business ethics has become. This integrated coverage of ethics in the workplace makes it clear that ethical considerations need to be a fore thought, when managing people at work. (Kreitner and Kinicki, 1992, p. viii.)

* International themes are woven into the entire text via 28 boxed features called **International Organisational Behaviour**.

* A number of other new topics are listed:

- discussion on the environment
- inter-organisational alliances
- self-concept and self-efficacy
- racial stereotypes
- career plateauing (where future promotion seems impossible)
- women in mixed gender groups
- sexual harassment
- genetic components of job satisfaction
- interpersonal strategic alliances
- interpersonal reciprocity (give and take)
- power sharing versus power distribution
- nontraditional performance appraisal, by subordinates, peers, self
- radical reshaping of today's organisations
- complacency and organisational design

- behavioural self-management
- communication competence
- substitutes for hierarchy - work design, financial data and emergent leadership can eliminate need for constant direct supervision.

It is interesting to note that the traditional approach to learning about and understanding the concept of leadership is not negated. However, Kreitner and Kinicki feel that sometimes leadership is irrelevant! On the other hand, Gibson, Ivancevich and Donnelly (1991) stress that they have expanded their coverage of leadership. To them leadership is such a major factor in the world that they have two chapters on it in their *Organizations - Behaviour - Structure - Processes*.

Szilagyi and Wallace include in their 1990 *Organizational Behavior and Performance*, a whole chapter on rewards. It is significant to note that organisations are moving away from time-based systems to alternative compensation designs that pay for performance.

This textbook focuses on issues such as:

- structural economic issues, for example: smokestack industries, globalization
- technology, for example, computers and robotics
- legal environment, for example, sexual and ethnic harassment, comparable worth, safety and the environment
- changing character of the workforce, for example, changes in age distribution, changes in nature of work
- management philosophy and practice, for example, decentralization of task authority, leaner managerial structures
- new competition from abroad
- need for new managerial systems, for example, employee involvement and the fostering of innovation
- co-operative relationships with unions
- problems of becoming a multinational company, for example, the need to be flexible and experimental.

* Conflict and Negotiation

This aspect is given coverage in a whole chapter in **Introduction to Organizational Behavior**, by Steers, (1991). The following issues are covered:

- basic considerations of conflict
- conflict process
- strategies for resolving conflict, for example, constructive conflict
- negotiation behaviour.

Most of the literature written in the early 1990s reveals an attempt to present OB to students in an exciting and challenging way. The books are more comprehensive. There is a definite attempt to emphasise the practical application of theory and research.

2.6 CONCLUSION

It is very evident from the above that the discipline OB evolved to a tremendous extent in the 20 years preceding 1990. Rapid progress was made. Literally dozens of new topics appeared, making the subject far more mature and sophisticated.

The coverage is vast and comprehensive, which implies that more thought and research had been done. More specifically, it indicates the vital need for an understanding of this multi-faceted discipline. The field of OB provides enhanced knowledge of behaviour in organisations in order to encourage organisational effectiveness and individual well-being, and ultimately aims to promote performance and productivity to such an extent that a competitive advantage is maintained.

CHAPTER 3

WHAT IS CURRENTLY BEING TAUGHT IN ORGANISATIONAL BEHAVIOUR CURRICULA IN SOUTH AFRICA, THE UNITED STATES, BRITAIN AND HONG KONG

3.1 INTRODUCTION

This chapter outlines the following:

- what is needed to assess the relevance and applicability of the OB topics currently being taught in South African business schools
- the procedure followed to source this information
- what is currently being taught in OB courses offered at South African and a number of American, British and Chinese business schools
- the outcome of a rank-ordering survey on OB topics.

The main data source that became available consisted of brochures from South African business schools, and those that a number of American, British and Chinese universities sent to the writer. The business schools that were approached are listed. An asterisk indicates which of these responded to the request.

The full curriculum of each business school is not presented in this chapter. Only those aspects of the OB curriculum that differ and that receive emphasis in the respective schools are discussed.

The outcome of a rank-ordering survey that was conducted is also presented to indicate current thinking on the importance of various OB topics.

3.2 WHAT IS NEEDED TO ASSESS OB TOPICS CURRENTLY BEING TAUGHT IN SOUTH AFRICAN BUSINESS SCHOOLS

In order to be able to assess the relevance and applicability of what is currently being taught in OB curricula in South Africa, the curricula from South African, American, British and Chinese business schools were obtained and studied.

From these curricula the writer has been able to establish:

- which OB topics are being taught in a specific school
- on which aspects of these topics the emphasis is currently being placed
- the importance of the development of OB as a management discipline.

The information from the foreign business schools is then used in Chapter 5 as a criterion, or as a basis of comparison, to determine the relevance and applicability of what is currently being taught in OB in South African business schools. Only then can recommendations be made of which OB topics should be included in curricula offered at local institutions, in the light of new trends and developments.

The outcome of the rank-ordering survey will indicate the feelings of MBL I students on the importance of specific OB topics.

3.3 PROCEDURE FOLLOWED TO SOURCE THE REQUIRED INFORMATION

The writer consulted *The World of Learning 1992*, which contains the names and addresses of educational institutions worldwide.

The names and addresses of prominent business schools in the United States, Britain and Hong Kong were noted. One criterion for this choice was the fact that these institutions use English as the medium of instruction. Another was the fact that these countries are among the leaders of the business world.

A letter was written on a **UNISA SCHOOL OF BUSINESS LEADERSHIP (SBL)** letterhead. It was addressed to respective deans of business faculties or heads of OB departments. The letter is reproduced in Appendix A. A copy of the OB curriculum offered at these business schools was requested.

A rank-ordering form that reflected a list of topics that are covered in most OB courses, was given to 100 first year MBL students at UNISA's SBL (see Appendix B). They were asked to indicate how they would rank the order of importance of these topics, by filling in a number from 1-15 on a line provided. A rating of 1 was an indication of no importance and 15 of the utmost importance. The aim of this rank-ordering form was to establish what these first year students felt about the importance of a number of topics covered in OB courses. The outcome of this small survey follows in section 3.9 of this Report.

3.4 BUSINESS SCHOOLS THAT WERE APPROACHED

Business schools that were approached are listed below in alphabetical order and not in order of importance. Not all of

these schools responded. Those that did reply are marked with a #. It will be noted that the response rate was 50%.

3.4.1 Foreign Business Schools

* American Universities:

The writer sent a letter to twenty three business schools in the United States. Ten of these schools replied (indicated by a #), and sent the requested material.

- Arizona State University
- # ● Boston College - The Wallace E. Carroll School of Management
- California's Berkley University - Earl F. Cheit School of Business Administration
- # ● Cincinnati University - College of Business Administration - Department of Management
- # ● Colorado University - School of Business Administration
- Columbia University - Graduate School of Business
- # ● Denver University - Graduate School of Business
- Florida State University - E.R. Solomon College of Business
- Florida University - Business Administration
- Gustavus Adolphus College
- # ● Harvard University - Graduate School of Business Administration
- Kansas University - School of Business
- # ● North Carolina University - Kenan-Flager Business School
- Northwestern University - Kellogg Graduate School of Management
- # ● Notre Dame University - College of Business Administration
- Michigan University - School of Business Administration

- Pennsylvania University - Wharton School of Management
- # ● Stanford University - Graduate School of Business
- # ● Texas A & M University - College of Business Administration and Graduate School of Business
- Virginia University - Graduate School of Business Administration
- Washington University - School of Business Administration
- Western Michigan University - Business School
- # ● Yale University - School of Organisation and Management

* British Universities:

- # ● London Business School
- Manchester Business School

* Chinese Universities and Associations

- # ● Chinese University of Hong Kong
- # ● Hong Kong Association - do not offer MBA or OB
- # ● University of Hong Kong

3.4.2 South African Business Schools

- # ● Cape Town University - Graduate School of Business
- # ● Potchefstroom University - Graduate School of Business
- # ● Pretoria University - Graduate School of Management
- # ● Stellenbosch University - Business School
- # ● Witwatersrand University - Faculty of Business Administration
- # ● University of South Africa - School of Business Leadership

3.5 WHAT IS CURRENTLY BEING TAUGHT AT SOUTH AFRICAN BUSINESS SCHOOLS

In this section an outline is given of what is currently being taught in the discipline Organisational Behaviour at the six South African business schools. This information was obtained directly from each faculty, in the form of brochures or copies of curricula. Comment on the relevance and applicability of the topics will be given in Chapter 5 of this Report.

A synopsis of what is being taught in South African business schools is given below. No mention is made of a particular institution.

The South African business schools are generally following a very traditional approach in their teaching of OB. Few reflect any dynamism or innovative thought. They mostly prescribe American textbooks. The adherence to a traditional approach will become evident from the topics that are mentioned below.

It must be noted that one school does not present Organisational Behaviour as a subject. Human Behaviour is covered in its Human Resources Management course.

◆ Common topics offered at local business schools

A general overview of the OB topics offered at local business schools is presented. Arising out of the study of the six curricula, the following OB aspects and topics were identified:

* Introduction to Organisational Behaviour

Three of the six South African business schools present an

introduction to OB. The students are given a historical perspective of the subject. The different schools of thought in OB are mentioned, in a similar manner to what was presented in Chapter 2 of this Report. They are introduced to the background theories and the evolution of the subject, and are generally orientated in the discipline.

* The Individual as focal point

Individual behaviour receives much attention and is usually the first topic covered in the syllabus. The emphasis on aspects of individual behaviour varies from one institution to the other. For example, only one curriculum includes perception. Three syllabuses cover the important aspects of attitude formation, norms and values, and only one school stresses the importance of individual differences. Only one school relates attitude formation to the South African situation.

Stress as an issue is considered important by three of the schools, while the others disregard it. The individual and the organisation usually have a contract with each other. Yet only one school mentions the issue of psychological contract. This contract includes mutual expectations between an individual and an organisation. It not only covers how much work is to be performed for how much pay, but also involves the whole pattern of rights, privileges, and obligation between the worker and the organisation. (Tosi, Rizzo and Carroll, 1990, p. 744.)

While the aim of the curricula is to teach students as much as possible about the individual, so that his/her behaviour can be understood and facilitated, the writer is of the opinion that not every school fully appreciates the major role that the individual plays in the achievement of organisational effectiveness and ultimately in the realization of organisational goals.

* Motivation

It is vital to understand what motivates people to behave the way that they do. Of the six schools under consideration, one makes no mention of motivation in the syllabus as such. It could well be that it is included in the school's coverage of organisational effectiveness.

Three schools present the different motivational theories. Coupled to these are learning, behaviour modification, performance appraisal and remuneration. The implications for management and the effectiveness of performance in the organisation are hopefully dealt with in the classroom situation.

* Communication

As a topic, communication is not included in the OB course of two South African schools. This has become a critical issue and is absolutely vital for the effective running of an organisation. Further comment on this issue follows in Chapter 5.

The other schools consider inter-personal communication. One school couples it to decision making, while at three schools the latter aspect is included in the syllabuses under the section on group behaviour.

The writer is concerned that this subject, so vital in the rapidly developing information era, does not seem to be fully appreciated at local business schools. Not enough emphasis is placed on this topic.

* The group as focal point

All six schools stress group behaviour in one form or another. Group characteristics and group development are included in the curricula of each school.

Two schools make mention of team development. This is most encouraging, as it is a topic that will receive more attention as the 1990s progress. Four schools incorporate decision making in this section. This is significant because it involves participative decision making, an aspect that is also being increasingly emphasised.

Competition, conflict and politics are also considered in a group context. All three aspects are relevant to the subject OB, as they affect human behaviour. Negative and positive influences on the organisation are hopefully dealt with.

Group dynamics, a topic that is receiving increasing attention, is offered as a specific topic by one school. However, the others include group dynamics to a greater or lesser degree by integrating it generally.

* Leadership

Leadership, including theories and styles, is covered by five of the six schools. One school makes no mention of it in its Human Relation courses. This is disconcerting, as leadership has taken on new dimensions in the 1990s.

Two of the courses include recreative or transformational leadership. These are vital in the light of change, which is a dominant world trend.

Empowerment and participative management are issues that are also dealt with. These are particularly topical aspects at present, and are related to the new dimensions mentioned above.

Power and politics are mostly included under this section. However, three of the schools make no reference to them. This is surprising, as both aspects have an influence on the effectiveness of an organisation.

* Organisational Development - Effectiveness and Efficiency

Development implies change. Change is dealt with in its own section by three of the schools. One school deals with development when covering the material on group behaviour. Three other curricula couple change to conflict.

Organisational development approaches and techniques are considered in three of the curricula. One school incorporates it under the section Effectiveness and Efficiency. Another school considers contingency approaches, organisational integration, structure, design, culture and implementing change under the heading Organisational Development.

It seems, however, that change has not been given adequate attention in South African business schools.

There is a definite link between development on the one hand, and effectiveness and efficiency on the other. Although each aspect is dealt with separately, the aspects are interrelated and interdependent.

One school pays much attention to education and training, the reward system, motivation and remuneration, labour, and trade unions.

It must be noted that basically all the topics included in the curricula influence effectiveness and efficiency. Unless the skills involved in this course are mastered, the business graduate will not realise that an integration of all the skills will promote efficiency and effectiveness in an organisation.

* Culture and Climate

Only three of the curricula include these topics. This is most disappointing as these are vital issues. They are not only necessary for an understanding of the South African workforce, but also an appreciation of the significance and implications of these aspects is most important for any

manager or leader in an organisation. A culture and climate that promote innovation and hard work will ensure that an organisation maintains a competitive edge.

* Labour Relations

This is currently a very topical issue in South Africa. Four of the schools incorporate it in the OB syllabus. The courses on Labour Relations include aspects such as:

- labour relations in South Africa: a historical and recent perspective
- relevant macro-influences on labour relations
- the South African labour relations system, parties and practices
- relevant labour legislation and amendments
- labour relations in the organisation
- collective bargaining and negotiation
- conflict management
- pro-active labour relation strategies.

The trade union system is covered by three of the schools. This is still a very relevant topic in South Africa, although it is losing popularity worldwide. The latter may well be an indication that inter-personal relationships in more advanced countries have moved to a more mature stage.

Labour relations in South Africa are in a state of flux due to the developing political situation. This aspect has not reached the maturity achieved in the more developed countries, where there is currently more emphasis on negotiation and conciliation. It will no doubt benefit management in South Africa to keep abreast of these trends, as employer/employee relations find their rightful levels.

◆ Topics not common to all schools

* The organisation as a system is highlighted by one of the schools. This is significant because it defines the boundaries within which the organisation functions.

* Co-operation, as part of inter-group behaviour, is an extra dimension in a particular curriculum. Co-operation is an aspect included in most negotiation courses, which have become one of the current trends in OB in the United States.

One school devotes much attention to the Japanese system of quality circles and organisational effectiveness in Japan. Quality circles are not as popular in organisations as they used to be. One cannot help wondering if they are particularly suited to a Japanese way of thinking.

◆ Conclusions

One of the main aims of any business school is surely to equip the prospective MBA graduate with the necessary skills required by a manager and a leader in an organisation. In the case of OB, the manager must have the necessary people skills that will help him or her to facilitate the behaviour that is most conducive to enhancing the performance of the workforce and thereby the organisation.

It is evident that the South African OB curricula are based on the traditional American textbooks of the 1980s. Emphasis remains on individual aspects, and the understanding of the individual. However, the existence of a multitude of individual and cultural differences in the South African workforce is not stressed enough. Students are not being taught skills that will utilise these differences to the maximum benefit of all. Being aware of these differences leads to an acceptance and understanding of how attitudes, values and norms affect the individual's perception and ultimately his

behaviour and performance in organisations.

In a tense and stressed South African environment, stress plays a very prominent part in behaviour patterns, and yet only three business schools give advice on how to handle it. Urgent attention must be given to this vital aspect. Recommendations on this issue are made in Chapter 5.

It is also strange that one school makes no mention of motivation. A knowledge of how to motivate people is an indispensable skill for managers. People perform when they are motivated and have incentives.

Communication is receiving much attention in the 1990s in American business schools. Yet two South African schools do not refer to it. Something will have to be done about this if businesses in South Africa want to stay in touch with their people internally and their business partners externally.

Although all six schools consider the group, only three of the institutions address the issue of teams, another aspect that is being stressed in the 1990s. This fact links up with the leadership issue. There are new trends in the approach to leadership, such as consultative decision making, that need to be given attention.

The acceptance and the implementation of change is recognised by and is dealt with by all six schools in one form or another. This is a vital issue, as it is ongoing in all aspects of life, and the writer feels greater cognisance should be taken of it.

Both majorities and minorities, as well as other related multi-cultural issues are not addressed. Culture and its implications are important in the understanding of why people behave the way that they do. Very little emphasis is placed on the cultural differences of the South African workforce. Hardly any attention is given to international or even inter-African cultural differences. The topic of labour relations is the only aspect that receives attention. With the lifting of sanctions,

South Africa has started trading with Africa and the rest of the world. The international cultural differences, as well as inter-African differences, and how to deal with them, are now becoming more and more relevant and will have to be addressed.

It is evident that South African business schools are not abreast with the current teaching in American schools. This will be more obvious in the next section of this chapter. However, it must be borne in mind that South Africa has always been behind the United States in the development of trends and cycles, be they economic, social or political. To cope in a global, international business milieu, however, the business schools will have to make an attempt to narrow the gap. There are no excuses holding us back any longer!

In fact we should strive to find some innovative thinkers who can show the world that we too can lead. This has been done in scientific and technical spheres.

3.6 WHAT IS CURRENTLY BEING TAUGHT AT AMERICAN BUSINESS SCHOOLS

Whereas the South African business schools offer very similar OB courses, American business schools differ to a lesser or greater degree, depending on the extent of their innovation and sensitivity to world trends.

In this section the many traditional topics that occur within the curricula will not be listed. However, new topics and their course aims will indicated.

It is interesting to note that a few of the business schools follow the traditional approach of the textbooks that were examined in Chapter 2 of this Report. The others offer electives or topics that have these traditional elements interwoven into the broader issues.

Another obvious fact is that the respective OB courses are geared towards equipping the students with various skills, which range from being able to identify symptoms of problems to people skills. An integration of these skills will be a great asset in facilitating behaviour in organisations.

*** BOSTON COLLEGE - THE WALLACE E. CARROLL SCHOOL OF MANAGEMENT**

This is one of the American schools that follows a traditional approach. The course includes an examination of the three primary levels, namely, the individual, the group and the total organisation. It stresses the need to examine factors which influence both organisational effectiveness and human satisfaction at these three levels.

The emphasis, however, is on the need to understand the complex dynamics among people in organisations, including the cause and effects of their behaviour. An example is an appreciation of the cross-cultural implications of OB, a phenomenon that becomes crucially important as the world continues to shrink.

Change or adaptation is stressed and there is reference to ethics as well.

Besides the traditional content covered in this course, an interesting new aspect of leadership is presented. It is called dialogic/transcendent leadership. 'The objective of this is to explore through dialogue the appropriateness and satisfaction of the needs of a larger relationship or ideal. Key questions that are addressed are about what is right or best with respect to the needs of the larger, transcendent relationships, organisation, community, or ideal beyond solely the immediate and/or integrated win-win goals of "I", others, and the organisation.' (Quoted from the syllabus.)

A point that South African schools might well take up, is that the concept of leadership has moved out of the narrow

confines of the organisation itself.

*** UNIVERSITY OF CINCINNATI - COLLEGE OF
BUSINESS ADMINISTRATION DEPARTMENT OF
MANAGEMENT**

This business school also follows the traditional approach in the teaching of the **OB** course. It emphasises the following aspects of human behaviour, namely: managing groups; managing interpersonal relationships; motivation, leadership and influence; management effectiveness; organisational effectiveness; and managing organisational change.

There are two significant aspects of this course that must be mentioned. Firstly, the need for the prospective manager to acquire the crucial managerial skill to diagnose complex organisational situations is recognised. Furthermore, the ability to convert these diagnoses to action plans, must be learned or acquired.

Secondly, the course emphasises that the effective implementation of this skill requires understanding of, and co-operation from, the human element in organisations, a two-way interaction.

It is also interesting to note that this institution offers **OB** at an undergraduate level as well. This course stresses ethical and international implications, topics that are currently receiving much attention in the United States.

It is significant that the importance with which the Americans regard **OB** has led this school to introduce **OB** at the early undergraduate level. The introduction of **OB** at the undergraduate level in South Africa, with all its ethnic and cultural diversity, should be seriously considered.

* UNIVERSITY OF DENVER - GRADUATE SCHOOL OF BUSINESS

Of all the OB courses offered in MBA programmes at American business schools, this seems to be one of the most innovative and advanced in the preparation of the MBA graduate for the 21st century. It is interesting to note, however, that this particular school does not appear in the top 20 of *Business Week's* list of the best graduate schools of business. (Byrne, 1992, p. 40.)

The current Denver OB course does not include the usual list of topics that it included in the 1980s. Instead the course focuses on critical skills that the MBA student must acquire.

In 1988, the school initiated a bold new set of programme components developed to produce managers who would be the business leaders of the 21st century. The school revamped the curriculum. 'It marked a revolution in the field of higher management education.' (Brochure, 1992, p. 3.)

The university itself is committed to integrity, and the OB course emphasises team building, creativity, communication, risk-taking, problem-solving and trust.

The emphasis on improving interpersonal skills and greater human understanding is reflected in the establishment of a Centre for Management Communication which assists students and lecturers with all types and levels of communication to improve interpersonal skills and achieve greater human understanding.

Furthermore, emphasis is placed on community service and diversity; an appreciation and understanding of the differences among cultures, both domestic and international; as well as the development of logic and reasoning. To promote social responsibility and community involvement, a required community service programme has been established. The programme is called GIVE (Graduates Involved In Volunteer Efforts).

Students have opportunities to travel abroad to experience other business environments and cultures firsthand, which expose the students to different cultures and ways.

An Outward Bound Leadership course is also offered. By facing physical and mental challenges, students learn the value of team work, the energy of creativity and the importance of trusting one another.

The following topics are covered in the OB course:

- organisational and managerial behaviour
- organisation communication
- negotiation and dispute resolution
- ethics, social responsibility and critical thinking
- employee relations issues
- human resources management
- performance and reward systems
- conflict and conflict resolution.

Denver serves as a very good example of the direction that local South African schools should consider following. A detailed study of their curricula and discussions on what Denver business school has experienced in a global context, as well as the results that are being achieved, should prove extremely fruitful.

*** HARVARD UNIVERSITY - GRADUATE SCHOOL OF BUSINESS ADMINISTRATION**

Harvard Business School has been rated number 3 in the United States (Byrne, 1992, p. 41). Even this school, where tradition is not easily discarded, has recently embarked on a full-scale review of its whole MBA programme. The elements included below reflect the major changes that have been implemented.

This prestigious institution does not make OB a compulsory course in its MBA programme. Only Management Policy and

Practice is a compulsory one credit course. Organisational Behaviour is one of eight other courses, known as electives.

The topics that fall under OB are named below. A brief description of each is included.

- **The Board of Directors and Corporate Governance**

This new course is aimed at all MBA students who expect at some point in their careers to serve as a member of a Board of Directors.

The objective of the course is to equip students to be effective directors. This requires an understanding of their normal duties, as well as an understanding of the legal, economic, managerial and psychological issues with which directors are confronted. The course presents an overview of the evolving corporate governance system in the United States. Corporate governance systems in a few European countries and in Japan are presented in order to illuminate the broader ways in which these systems affect the competitive strength of national companies.

It is assumed that in so equipping the future directors, the course must cover human behaviour aspects as well.

South African business schools should take note of this topic. See Chapter 5 for recommendations.

- **Coordination, Control, and Management of Organisations**

This course is directed at MBA students interested in general management or consulting. It develops a framework for analysing organisational problems and provides students with an understanding of how organisational structure affects performance. Therefore, the following aspects are covered: centralization and decentralization; the choice between profit centres; cost centres and expense centres; organisational

incentives and compensation; corporate governance and corporate control.

The analysis emphasises the importance of people as self-interested individuals with conflicting goals and how these conflicts are resolved by the organisational 'rules of the game'.

- **Consulting and Organisational Learning**

Detecting and correcting error are crucial activities for organisational learning and effective performance. The course focuses on the theory and the skills required for external and internal consultants or managers to help individuals detect what is not normally visible, and correct error.

The course has two purposes, namely, to teach students how to reduce organisational defensive routines and to know the extent to which the person is likely to make the situation worse while trying to make it better.

This innovative approach warrants further study, especially in the South African context.

- **Entrepreneurship, Creativity, and Organisation**

The course aims at helping students, who want to start their own business; who want to make an impact in their organisations; and who want to develop useful skills and perspectives. For example, emphasis is placed on creative problem solving, tolerance of ambiguity, project team management, and organisational leadership.

This course consists of five modules that include managing creativity; the entrepreneur; partnerships and teams; the established organisation; and the evolving organisation.

- **Managing Change**

This course focuses on how to initiate, sustain, and internalise major change. It is intended to help students develop the analytical skills needed for managing these changes, as well as the coping techniques for surviving changes that will affect jobs and careers.

Focus is also placed on the leadership and implementation of organisational change in situations that vary from mergers and downsizing to revitalization, quality, global integration, and continuous improvement.

Advice is offered on how one creates the need for change or capitalises on an opportunity to initiate change. The characteristics of an effective vision and an overarching change strategy are covered. The best change tools and how change should be implemented are considered, as well as how resistance to change is overcome.

Other aspects include: the key elements of an effective change process; what to do to ensure that change 'sticks'; building a mentality that makes it easier to make future changes; and the personal qualities, skills, and values that are needed to make change effective.

- **Power and Influence**

This course teaches students how to deal with issues related to power and influence. It covers the traditional aspects. For example, topics such as dynamics of power in organisations; exercising influence; leadership and influence style; and early and mid-career issues are covered.

- **Self-assessment and career development**

This course is designed to help students develop a deeper understanding of themselves and the career choices that are

eminently suited to them.

The course consists of three sections, namely, the nature of adult development and career-related choices; students generating data about themselves; and issues related to career development. This aspect also looks at integrating work and family life; therefore, the needs of dual-career couples and the organisation are considered.

- **Negotiation Analysis**

This course examines the general theory and practice of negotiations. Emphasis is given to prescriptive analysis: how to improve the process of negotiations and the management of conflict. The approach is cross-disciplinary and cross-contextual. Insights from family disputes, community disputes, labour disputes, environmental disputes and international disputes are included.

The course considers when it is more advisable to negotiate; how analytical models are used to help negotiations; how to synchronise internal negotiations with external negotiations; when and how third parties should be used; how to ameliorate dysfunctional cultural differences; ethics; and the morality of negotiations.

This issue will be given further attention in Chapter 5.

- **Human Resource Management**

The main objective of this course is to examine the employment relationship, and what management can expect for the 1990s. Each module of the course includes how environmental or strategic changes have put pressure on existing relationships. The course consists of three modules, namely, the changing map of employee relations; motivation and rewards; and the managing of careers.

After carefully considering the mass of detail and the wide variety of aspects offered in this vast choice of electives, one begins to appreciate the extensive scope of **OB** as a science. **Harvard** business school obviously understands this, and allows the **MBA** student to tailor his/her course of study according to what will best meet each student's own peculiar or unique requirements from his/her chosen career. The time available can then be balanced to extract from the course those aspects to which the student can do justice.

It is interesting to note that **labour relations** and the **trade union movement** are not even mentioned.

* UNIVERSITY OF NORTH CAROLINA - KENAN-FLAGLER BUSINESS SCHOOL

No curriculum as such was received from this institution. The information was taken from daily lecture notes that this school sent to the writer.

The **OB** course is designed to provide the students with an understanding of how and why individuals and organisations operate in a particular manner. Therefore, the following topics are dealt with: how organisations are put together; how best to manage groups and individuals; and how to improve those skills that are crucial to a successful management career.

The course is very comprehensive and includes the following **OB** aspects:

- an introduction to **OB** and management
- introduction to the competing values model of management
- vision and communicating that vision
- effective empowerment
- personal productivity and motivation
- motivating others
- tensions between tasks and people

- group development and team building
- self-managed work teams
- monitoring and handling information
- introduction to organisational design
- contemporary organisational design
- the future of organisational design I & II
- managing control systems
- the tension between internally and externally orientated innovation/entrepreneurship
- developing power and influence
- negotiations
- corporate culture
- managing and implementing change I and II
- putting the pieces together
- on becoming a master manager.

It would appear that, besides those subjects highlighted, this business school follows a conventional approach.

*** UNIVERSITY OF NOTRE DAME - COLLEGE OF BUSINESS ADMINISTRATION**

Similarly, the OB course offered at this school consists of the traditional topics that appear in Chapter 2 of this Research Report.

This course provides an examination of contemporary theories and principles of human behaviour and group dynamics. Special attention is devoted to the problems of motivation, decision making, performance appraisal and leadership.

One of the main objectives of the course is to equip the student with the following skills: a sensitivity to organisational realities and an ability to understand (that is, be an enlightened consumer of) information available in the management literature.

The prescribed textbook at this school is *Organisational Behavior* (see REFERENCES). It was written by Prof R.P.

Vecchio, who replied personally to the writer's request for information on the OB course offered at this school.

*** STANFORD UNIVERSITY - GRADUATE SCHOOL OF BUSINESS**

The core curriculum of the MBA programme that is presented at this school has been designed to develop understanding and competence in four broad areas, namely:

- internal environment and the organisation (OB)
- external environment (economics)
- functional areas (accounting, finance, marketing, production) and
- quantitative techniques (computer methods, decision analysis, statistics).

It is significant to note that OB is allotted the same weight as the other areas. The traditional approach to the teaching of OB is not evident. The student is obliged to choose elective courses.

The topics that are not typical of other schools are highlighted below.

The Organisational Behaviour course includes the following elective courses:

- leadership and organisational renewal
- negotiation and contention management
- organisational change and development
- the managing process: path finding; problem solving; implementing
- power and politics in organisations
- women and organisations
- organisational leadership
- management communication
- ethical dilemmas in management
- managing the organisation's workforce

- topics in philanthropy
- international perspectives on organisations
- international environments of the future
- managing organisational networks
- new paradigm business
- conflict management and negotiation
- organisational cultures
- leadership and group decision making
- managing diversity
- interpersonal dynamics.

The topics that are highlighted are considered to be new issues addressed in OB. They are briefly described below.

- Leadership and organisational renewal

Besides the usual aspects covered in leadership, this course reveals a new approach to the topic of leadership. It focuses on considerations of power and morality; community building; release of human possibilities; participation and the sharing of leadership tasks; leadership in a world of multiple, interacting systems; and holding leaders accountable. Measures for systemic renewal and the role of leaders in pressing for such measures are also addressed.

- Women and organisations

The dilemmas faced by women in contemporary American organisations are examined. The focus is on tradition and change in the definition of women's roles, and on women's styles of management, leadership, decision making and communication. Special attention is paid to effects of organisational hierarchies, conflicting expectations of appropriate female behaviour, and emerging forms of professionalism.

- **Ethical dilemmas in management**

This course explores the role of values and ethics in the career of a manager. Because managers face a series of predictable ethical dilemmas when making decisions within and for their organisations and when managing their own careers, this course introduces basic concepts in ethical thinking and theory, how organisations shape the values and ethical choices of their members, and how individuals can increase their own freedom of ethical action. Knowing how to make value choices can improve decision making, and developing the skills to create and shape the ethical environment for others is a key issue facing business.

- **Topics in philanthropy**

This course reviews both institutional and individual forces in the area of philanthropy and charity. Among the topics covered are philanthropic history in the United States; religious and national differences in views on charity; alternative institutional mechanisms; foundations; religious organisations; governmental support through both direct and indirect (tax policy) means; studies of motivational and situational factors influencing individual giving; 'pro-social behaviour' in the sociobiology domain; and strategies and tactics of fund raising.

- **International perspectives on organisations**

This course is an examination of perspectives on organisations in non-American contexts. Emphasis is placed on contrasting the points of view, research results, and experiences of foreign organisations with those based on organisations in the United States.

- **International environment of the future**

The world economy is on the path to the unification of markets across national boundaries, including the markets for goods, capital, technology and services. The main purpose of this course is to sensitise students to the implications of the continued globalization of markets and to the demands that will be faced by American industry.

- **Managing organisational networks**

Network analysis provides a powerful tool for understanding and managing behaviour within and between organisations. This course applies conceptual and methodological tools from network analysis to important managerial issues, including control, organisational design, and structure; organisational change; managing environmental constituencies and information flows; and the link between formal and informal aspects of the organisation.

- **New paradigm business**

There is evidence that a paradigm shift (change in fundamental beliefs about the nature of the world) is occurring at present. In business this has led to a shift to what has been called the learning organisation, the new workplace, and creative work, based on values such as dignity, mutual self-respect, harmony, trust, honesty, and compassion. This trend in American and world business is explored from a philosophical standpoint and then from a business standpoint with people who are actually engaged in new paradigm businesses. The course covers the limitations and the obstacles as well as the benefits of new paradigm business.

Stanford Graduate School of Business, ranked 7 in the Business Week's list of top 20 graduate schools of business (Byrne, 1992, p. 40), lives up to its reputation for progressive

thinking and follows the trends implemented by Harvard, whereby they both accept the vast scope of OB. It offers elective courses to meet the challenges of the new century which will equip the leaders and managers who will take American business forward.

*** TEXAS A&M UNIVERSITY-COLLEGE OF BUSINESS ADMINISTRATION AND GRADUATE SCHOOL OF BUSINESS**

No curriculum as such was sent from this business school. However, a time-table of discussion meetings on the following topics was provided:

- individual differences
- motivation
- leadership
- power play
- job design
- organisational design
- change.

These do not reveal any new or different issues.

*** YALE UNIVERSITY - YALE SCHOOL OF ORGANISATION AND MANAGEMENT**

The topics offered in the OB course are common to most of the other business school curricula. The exceptions are possibly the following:

- group consultation
- gender groups and organisations
- race, ethnicity, and organisations.

The last two aspects focus on differences between people, be they gender, race or ethnic differences. The implication is that these issues have an influence on the behaviour patterns

of people and must be understood. As was mentioned above, the business schools in South Africa can only benefit from a careful analysis and study of the American experience.

◆ Conclusions

It is evident that the OB courses offered at American business schools focus on different issues. There is a definite indication of evolution in the discipline. Focus has shifted more to the individual and the equipping of the person with skills that will facilitate behaviour that is effective and satisfactory to the individual and the organisation as a whole.

There is evidence that American business schools are still pre-eminent when it comes to the development of business management skills. This is most visible in the field of OB. The progressive schools have already laid the foundations for the courses required to meet the challenges of the 21st century. They have also managed to shake off the restrictive chains of labour relations, trade union squabbles and stereotyped management techniques.

3.7 WHAT IS CURRENTLY BEING TAUGHT AT A BRITISH BUSINESS SCHOOL

Only one of the British business schools replied to the request for a curriculum in Organisational Behaviour. A brief outline of this follows.

* LONDON BUSINESS SCHOOL

OB is offered as a two year course at this business school. In the first year students are introduced to some key concepts and issues associated with behaviour in work organisations. Organisational Behaviour I focuses on aspects of personal and group behaviour; motivation; power and politics; leadership

and management; and subsequently, on issues of organisational evolution; culture; and change.

Organisational Behaviour II focuses entirely on the theories of organisation; organisational design; and organisational change.

The broad objective of this course is to look at the structure and working of organisations in the context of their strategic objectives and the environment in which they operate. It develops a number of concepts discussed in **OB I**, for example, groups and how they work together; managing cultures and motivation at work; drawing upon organisation theory; and theories of organisational change.

Different types of organisational structure are examined, for example, bureaucratic structures. Students are shown how structure influences behaviour and attitudes in organisations. The management of change is also explored. Group project planning is worthy of note. It is in line with current participative thinking.

The above merely confirms the importance of **OB** and gives no extra or innovative dimension to the field covered by the American universities.

3.8 WHAT IS CURRENTLY BEING TAUGHT AT TWO BUSINESS SCHOOLS IN HONG KONG

Hong Kong is a major centre of global business. It was deemed necessary to obtain curricula from this part of the world to establish the trends in the thoughts of the major players in the Pacific Rim in **Organisational Behaviour**.

* UNIVERSITY OF HONG KONG - DEPARTMENT OF MANAGEMENT STUDIES

The Degree of Master of Business Administration is offered on a part-time basis. It extends over three academic years.

The emphasis of this degree is most definitely on an international perspective. The programme aims at developing managers for the world of international business, with a particular focus on the Asia Pacific region. It is structured with this aim in mind, with courses and case studies that will enhance students' exposure to business situations, problems and methods of solution in the international arena.

The school has links with other business schools on all other continents of the world and promotes student exchanges.

A candidate is required to follow the usual courses set out in an MBA course. Organisational Behaviour is offered in the form of Organisational Theory.

In the first year the following two OB related courses are offered:

- Organisational Theory

The course is aimed at studying how organisations are designed. The focus is on the relationship between the nature of the external environment of the organisation, the technology it uses, and the management style, the goals, the organisational structure, the behaviour of individuals and groups in the organisation, and its performance.

- Behaviourial Science

A sound knowledge of the dynamics of human behaviour is an objective of this course. It is designed to develop an understanding of the processes that underlie various

behavioural phenomena. The course analyses some of the basic concepts in the area of social psychology and discusses the implications of these concepts for management. Topics include motivation; leadership theory; and group dynamics.

The second year MBA continues the skill development programme, with the emphasis shifting to the functional specialization of management. The functional perspectives include the following OB related electives:

- **International Management**

This course examines the international aspects of general business operations and corporate functions. Topics covered include multinational corporation organisation; political risk assessment; cross-cultural management; and international trade issues.

- **Personnel Management**

The objective of this course is to develop an understanding of the policies, methods, and techniques utilised in personnel management and human relations as management functions. Specific attention is given to problems of recruitment; selection; training; compensation; motivation; communications; service and benefit programmes; performance evaluation; management by objectives; safety; discipline; and community relations.

The third year programme is aimed quite specifically at the application of the skills in real world situations, and, in particular, in the business world of Asia. Besides the compulsory course on strategic management, four electives must be chosen. Among these are the following OB related topics:

- **International Business Negotiation**

This course aims at broadening and deepening the students' appreciation of the strategic, ethical, legal and interpersonal dimensions of international business negotiations and disputes.

- **Human and Cross-Cultural Aspects of Policy**

The course concentrates on the processes of intervention and development in organisations, and deals specifically with the psychological and sociological aspects of such issues. Issues covered include communications; organisational climate; morale and commitment; control techniques and methods of co-ordination.

- **Corporate Governance**

This elective explores issues of accountability, the distortion of power and influence at board level. It aims at shedding light on take-over processes; shareholder relations; leveraged buyouts; and conflicts of interest.

Besides Harvard, this is the only other business school mentioned above that includes this topic.

- **Ethical Aspects of Policy**

This elective course covers a range of issues in business ethics. Such issues include whether ethics can be learnt; nepotism; the definition of a stakeholder in a firm; whistle-blowing; corporate social responsibility; insider trading; corruption and corporate crime; product liability; piracy and international copyright; money laundering; and the effectiveness of various modes of business regulation.

It is evident that the above topics include most of the traditional aspects of OB. However, the emphasis is on the

acquisition and application of fundamental business skills. The latter two topics are in line with the new trends in some of the American schools. The students are exposed to developing the skills required for a truly international perspective. South African business schools most certainly have to take note of many of these aspects.

*** THE CHINESE UNIVERSITY OF HONG KONG - FACULTY OF BUSINESS ADMINISTRATION**

The MBA programme consists of a two year course on non-business administration and a two year course on business administration. The curriculum of the administration courses consists of core, integrative and elective courses.

There are a number of OB related electives, for example:

- **Human Resources Management**

This course deals with the fundamental techniques and procedures used by organisations to develop, motivate, and maintain human resources. Topic areas include: manpower planning job analysis; staffing; performance appraisal; training and development; compensation management; health and safety; industrial relations; and computerised personnel systems.

- **Organisational Behaviour**

This course seeks to help each individual develop himself, both cognitively and personally, to be an effective manager of people. Knowledge from the behavioural sciences is introduced to assist future managers to increase their sensitivity and flexibility in dealing with interpersonal problems. Topical areas include individual behaviour; perception; motivation; leadership; formal organisation practices and dysfunctions; communications; group

practices and dysfunctions; communications; group behaviour; and organisational development.

- **Organisational Analysis and Design**

This course focuses on an examination of the problems of organisational structure, process and design with which administrators are faced. Structural form; strategic choice; communication network; decision making; control process; politics; innovation; and overall performance are also stressed.

- **Organisational Processes: Developing Management Skills**

This course combines conceptual learning and behaviour practice to develop management skills. Skills that are developed include increased personal awareness; managing personal stress; solving problems creatively; establishing supportive communication; gaining power and influence; increasing employee performance through motivation; delegating and decision making; and conducting effective group meetings.

- **Organisational Development: Change and Techniques of Intervention**

This course is designed to equip students with tools and skills for the improvement of organisational effectiveness. Given that change is the order of the day, managers have to come to grips with new knowledge and skills to cope with problems arising from change. Topics that are emphasised are: background to Organisational Development (OD); role of OD in organisational management; behavioural sciences in OD; intervention techniques including conflict management; OD and organisational change; attitude changes; modification of organisational behaviour; innovation and strategy of change; as well as resistance to change. In addition, negotiation will

also be dealt with vis-a-vis the OD concepts.

- **Comparative Management Studies**

Management systems in Western, Japanese and selected Third World countries are compared. Topics include: orientation in comparative management studies; culture assessment; cross-cultural management methodology; convergency versus divergency; approaches to organisation and decision making in European, American and Japanese enterprises and private Chinese enterprises in Asian countries or regions.

- **International Business (compulsory first year course)**

This is a compulsory first year course that considers the nature, form of operations, and management of international business, with focus on the multinational corporation. It includes an analysis of different national environments; advantages and problems of various forms of international operations; and management strategies for international firms.

- **Principles of Organisation and Management**

This is intended as a fundamental course in business organisation and management. Various approaches are analysed, along with discussion of the management processes of planning; organising; staffing; directing; and controlling.

From a human skills point of view, this course is very comprehensive. One gets the impression that these universities in Hong Kong have developed what appears to be a well-balanced course, covering most of the relevant and important aspects of OB, whether in a traditional or a conventional way. There are obvious adaptations to the particular situation. This is borne out by the emphasis on

international and comparative business relations and the complex nature of Chinese culture.

South Africa is similarly dependent on the successful development of international markets and should accord special attention to these important aspects.

3.9 THE RANK-ORDERING SURVEY ON ORGANISATIONAL BEHAVIOUR TOPICS

100 rank-ordering forms were given out to MBL I students at UNISA's School of Business Leadership. The form consisted of a list of 15 OB topics (see Appendix B). The students were asked to rank the topics in order of importance for the teaching of the subject Organisational Behaviour. 1 was to be considered an indication of no importance and 15 of the utmost importance. 71 of the 100 filled in the form.

In order to establish the importance of these topics, the total number of each rank number that was assigned was determined. The topic with the highest number of 15s assigned to it was therefore considered to be the most important topic; the topic with the highest number of 14s assigned to it, the second most important and so on.

* The outcome of the students' survey

The outcome of the students' survey appears in TABLE I on the following page:

	Average ranking	Mode	Standard Deviation
Leadership	11.254	15	4.289
Individual Behaviour	10.042	15	4.327
Group Dynamics	9.648	12	3.489
Motivation and Remuneration	9.056	12	3.414
Conflict and Negotiation	10.296	11	3.301
Decision Making	9.507	9	4.171
Participative Management	9.394	7	3.778
Training and Development	7.268	5	3.680
Power and Politics	6.746	5	3.771
Culture and Climate	6.310	4	3.628
Organisational Structures	8.775	3	4.3
Business Ethics	6.310	2	3.192
Social Responsibility	4.831	2	3.633
Intercultural and International Management Issues	7.042	1	4.603
Stress	5.197	1	3.977

TABLE I OUTCOME OF RANK-ORDERING SURVEY

◆ **Conclusions drawn from this rank-ordering survey**

This survey was conducted at the beginning of March 1992 at the first study school that these students attended. The fact that these MBL I students had generally not been exposed to the discipline OB must have had an influence on their judgement of the importance of these OB topics. The outcome is, however, interesting because it indicates the perceptions and attitudes of a group of professional people. It

is presumed that this is slightly representative of a spectrum of professionals in the business world.

- Leadership

The highest average ranking in this survey was given to leadership. This is indicated by an average ranking of 11.254. Although the mode of 15 indicates that, at the time, most of the students considered leadership to be of prime importance, the standard deviation of 4.289 is rather high, which implies there was not much consensus in this ranking. From this it can be concluded that the reasoning of these students in placing leadership first was varied.

The above is probably due to the diversity of the students' background and experience. Nevertheless, the outcome need not detract from the importance generally given to leadership.

It is interesting that leadership as such was ranked highest. These students were at the time of the survey possibly not aware that the nature of leadership is changing.

- Individual Behaviour

This topic, which includes attitudes, personality, values and perceptions, was also ranked highly. It also has a mode of 15, with an average ranking of 10.042. This implies that most of the students considered individual behaviour as basically very important in an **OB** course. However, the standard deviation of 4.327 was even wider than that offered by leadership, that is, there was greater diversity of opinion.

The high ranking of this topic is in line with both traditional and current thinking. The very nature of **OB** encompasses aspects of particularly individual behaviour, such as attitudes, perceptions, values and personality. A knowledge of these elements is basic to the evaluation and understanding of human behaviour.

- **Decision Making**

The third highest mode of 14 was allotted to decision making. The standard deviation was wide at 4.171 and the average ranking was 9.507. This may be explained by the fact that, to the average employee, that which is decided by management at all levels, is what has a direct bearing on his/her day to day activities, and leads ultimately to progress within the organisation. Therefore it is a relatively important topic.

- **Group Dynamics**

It seems logical that group dynamics has achieved a high mode ranking of 12 and an average ranking of 9.648, as it is closely related to the above topics. Such aspects as group formation, team work, inter-group relations and decision making are included amongst the aspects covered in this topic.

It deserves this level of ranking, especially in the light of current trends, for example the emphasis placed on teams. The fact that the standard deviation was narrower is encouraging. It implies that many of the sample group were unanimous in their opinion of group dynamics.

- **Motivation and Remuneration**

The achievement and performance of the individual in any organisation, in the light of what has already been established, is obviously dependent on the motivation to give of his/her best.

The fact that recognition, in the form of remuneration and encouragement is obtained for contributions made, explains why this aspect was given a reasonably high ranking of 9.056. The reasonable deviation of 3.414, indicates a relatively unanimous opinion.

It has been established that people must be motivated to perform. Remuneration is not the only motivating factor. However, the significant point in this survey is that the topic is regarded as important.

- **Conflict and Negotiation**

This topic received the relatively high ranking of 10.296, a mode of 11 and a narrowing standard deviation of 3.301. Once again the standard deviation indicates that there is slightly more unanimity among the students.

Most individuals accept the fact that there will be conflict of one form or another. There is no need for concern, as long as there is consensus that it should and can be resolved by negotiation. An implied trust must exist between the different parties as well.

This ranking is encouraging as the topic is coming more and more to the fore in the evolution of the new South Africa.

It is pleasing to note that this topic is highly ranked, because we have entered the era of negotiation. Conflict is a fact of life in South Africa. Therefore it is vital that the importance of negotiation is realised (Pienaar and Spoelstra, 1991, p. 2).

- **Participative Management**

The position of this topic in the ranking is interesting in the light of the first four topics mentioned above. This topic is related to each one and they are all interdependent. The relatively high ranking of 9.394 is therefore logical. Although there was a mode drop to 7, the standard deviation is 3.778, indicating greater unanimity. The topic obviously appeals to the average employee and confirms the above conclusions. It illustrates again the important role that OB is playing in modern management.

- **Training and Development**

Accepting the above evaluations, it is fair to state that employees can only play their role if participants at all levels in an organisation are adequately skilled in their tasks. This can only be achieved by proper training and development of the individual, the group and the organisation.

The relatively low position of this vital topic is therefore rather disconcerting as it is such an important aspect of behaviour in an organisation. Although the standard deviation of 3.680 indicates reasonable consensus, the writer asks herself the question: did the new MBL student really appreciate the importance of this vital topic in the allocated ranking of 7.268 and mode of 5?

- **Power and Politics**

Most people accept that the interplay of power and politics is inevitable in any organisation. These aspects are generally not favourable to most people. This is indicated by the reasonable degree of consensus, reflected in the standard deviation of 3.778, in the low mode ranking of 5 and the average ranking of 9.394.

The implications within an organisation will no doubt have to be enumerated.

- **Culture and Climate**

In South Africa, the culture and climate prevailing and influencing management as a whole, was confined to that of a minority of the population, and it has therefore not really been an issue for most management students or managers as such. However, with a developing South Africa and its wide diversity of cultures, these aspects become a major factor.

The low ranking of 6.310, mode of 4 and standard deviation

of 3.771, is merely an indication that this group had not yet grasped the fact that culture and climate are vital in understanding human behaviour in an organisation. No doubt as they progressed through the course, they would have obtained a better grasp of the importance of this topic.

- **Business Ethics and Social Responsibility**

Compared to the importance placed by foreign business schools on these topics, they were not regarded as terribly important by the students. They were both given a mode of 2 and average rankings of 5.2 and 4.831 respectively. The standard deviations reflect a relative amount of consensus in opinion.

It seems as if the South African mode of thinking has taken these issues for granted. Although the students ranked the individual highly in this survey, the realization of the interdependence between the individual, social responsibility and ethics was shown to be lacking.

It is evident that the role that is played by these topics and the major role that they will play in the development of a new South African culture, will have to be brought home to designers of OB curricula in South African business schools.

- **Organisational Structures**

The average ranking of 8.775 is high for this topic. However, the low mode of 3 and the high standard deviation cancel out the ranking position.

Organisational structure indicates to the individual where he/she fits into the organisation, as well as what the prospects are. Although this is another aspect that seems to be taken for granted, the relevance and importance of changing structures in South Africa will have to be appreciated. The diversity of thought on this issue is reflected in the wide

standard deviation of 4.3 in this survey.

- **Intercultural and International Management Issues**

South Africa's isolation in the last few decades has of necessity relegated these issues to the background, which explains why they have received the ranking of 7.042. The low mode of 1 and the wide standard deviation of 4,603 indicates the diversity in knowledge and appreciation of this aspect. It is obvious that these students of business leadership had not realised the importance of this topic at the time the survey was done.

If South Africa is to take its rightful place in international trade, these aspects will have to receive a great deal of attention in OB courses of the future.

- **Stress**

It is interesting to note that, in an increasingly stressful world, this topic received the lowest ranking. Perhaps it was due to the fact that few people are willing to admit that they could suffer from stress and its implications.

This apathy towards the topic is also reflected in the fact that only three South African business schools deal with stress in their OB courses (see section 3.5).

Stress has become such a topical and relevant issue in understanding the behaviour patterns of people at work, that it is a definite factor that business students will have to learn to manage.

The above results reflect a spontaneous reaction from a group of students who had generally not been formally exposed to the elements that comprise the discipline of OB. However, their prior formal training and experience had given them the ability to respond positively to this survey. It is gratifying on

the whole that their responses led to the conclusions mentioned above.

3.10 CONCLUSION

The above findings reveal many different approaches to and thoughts on **Organisational Behaviour** as a discipline. There are numerous commonalities as well. The emphasis is on the ability to understand human behaviour so as to facilitate the best behaviour of all concerned.

In this chapter the writer has examined the curricula of South African business schools and placed them against a background of what is being taught in other parts of the world.

It can be concluded that South African thinking has not yet caught up with modern thinking on the relevance and applicability of certain topics in **OB**.

In the United States, the progressive institutions have taken a magnum leap forward in developing and teaching the subject which will prepare the prospective leader of the 21st century to understand and facilitate human behaviour in organisations.

In the Far East rapid progress in **OB** thinking is discernible. The Chinese have specifically catered for the peculiar needs of the Eastern world, while retaining the emphasis on aspects connected to their interrelationship with the West.

South African **OB** curriculum designers should take note of the manner in which the Americans and Chinese have focused on the needs of their students. The first mentioned will have to make a concerted effort to establish the needs peculiar to South Africa. Modern thinking must be adapted to the revision and design of **OB** so that it meets the requirements of local business students who have to cope in a new South Africa.

CHAPTER 4

CHANGES IN WORLD TRENDS

4.1 INTRODUCTION

A number of changes have occurred in the last decade that have had, and will continue to have a significant impact on business organisations and their management. Changes are continuing and can be expected to bring more changes in the future. Management and prospective managers must be made aware of these developments and the influence they may have on the functioning of organisations. (Tosi, Rizzo and Carroll, 1990, p. 722.)

In this chapter change will first be defined and a general overview of how organisations have changed will be given.

Secondly, the writer will address several of the most powerful forces of change, namely, technology, globalization, and nature of the workforce, that have influenced and continue to affect organisations, and therefore the behaviour of people in these organisations.

It must be noted that economic and political changes are the order of the day. Obviously these factors have a great influence on business. These in turn influence the behaviour of individuals within those organisations. However, these issues go beyond the scope of this Report and will not be discussed.

Each of the above forces will be addressed in a separate section, which will cover the following aspects:

- the role played by the force in bringing about change, for example, technology, globalization, and the nature of the workforce

- how the organisation is affected by the change in this force
- the implications for the subject OB.

4.2 CHANGE

'We stand at the dawn of a new era.' Naisbitt and Aburdene, (1990) introduce their **Megatrends 2000** with these words. The beginning of a new era brings not only hope for improvement, but it presupposes that change will take place. Change is without doubt one of the most dominant world trends.

Change implies variation, modification or alteration; a substitution of one thing for another. (Roget's Thesaurus, 1962, p. 11 and p. 91.)

Change is the one certainty of the future. Therefore, it is imperative that organisations take advantage of change. The pace of change is accelerating and there is no sense in resisting change or making an enemy of it.

One might argue that change has always been with us. But, as Charles Handy says, 'Even change is not what it used to be.' (1989, p. 4). The difference now is that change is happening so rapidly and continuously in the world, that unless one is able to pre-empt and cope with it, one will not be able to survive.

Organisations have changed in the last decade or two. Charles Handy (1989, p. 71.) describes the change in terms of the language we use to talk about these organisations:

'Organisations used to be perceived as gigantic pieces of engineering, with largely inter-changeable human parts. We talked of their structures and their systems, of inputs and outputs of control devices, and of managing them, as if the whole was one factory. Today the language is not that of engineering, but of politics; with talk of cultures and networks,

of teams and coalitions, of influence or power, rather than control; of leadership, not management. It is as if we had suddenly woken up to the fact that organisations were made up of people.'

This change does not occur overnight. It is a gradual process. One of the purposes of this Report is to establish what skills management students should be taught in order to pre-empt change, cope with it and understand how it influences behaviour in organisations.

4.3 THE ROLE OF TECHNOLOGY IN CAUSING CHANGE

Technology is defined as the tools, machines, facilities, and equipment that a person uses in performing a task. A technological environment includes the techniques and processes that the organisation uses to produce the product or service, and the ideas or knowledge underlying the processing or the distribution of the product or service. (Tosi, Rizzo and Carroll, 1990, p. 749.)

Besides advancements in technology related to production of goods and services, the technology that affects human behaviour the most in organisations is information technology. Therefore, for the purposes of this study, technology will be limited to information technology, which implies the technology that supplies information and which is vital for the organisation to function effectively. The importance of information or knowledge is reflected in Peter Drucker's words, 'Knowledge has become the central capital, the cost centre, the critical source of the economy.' (Howe, 1981, p. 1.)

The facsimile machine is an example of technology that has revolutionised communication in the business world. It is particularly appealing for international communication. Not only are organisations able to communicate despite time differences, but faxing promotes direct exchange in a

straightforward memorandum style. (Szilagyi and Wallace, 1990, p. 487.)

Virtually all organisations use electronic computers. Individuals are connected through computer networks and teleconferencing. This has resulted in the nature of work and the role of managers being redefined. The implications for a business's competitive edge are manifold.

One of the latest advances is the **Electronic Mail System**, known as E-mail. It is about to revolutionise corporate communications. Computer packages process mail, categorise, sort and filter correspondence. The E-mail tends to proliferate messages. It is not uncommon for businessmen to receive hundreds per day. E-mail is faster than the fax machine and faster than inter-office paper mail as it goes directly to the receiver's PC. The biggest advantage is the improved workflow, which no doubt has an effect on the behaviour of the employees involved. (Sunday Star, 'Computing', 1992, p. 3.)

* How the organisation is affected by the changes that have occurred in information technology

Organisations are made up of people, who, within this organisational context, perform tasks and behave in a certain way.

In order for these people to achieve the aims and goals of an organisation which have been defined, plans of action are made. To carry out the strategy a structure is usually developed as the framework within which the work can be done. A system of authority usually exists. Tasks and relationships are defined. Lines of communication, division of labour, span of management, departmentalization and an administrative hierarchy are evident. All these elements include people who have to communicate with each other in order to perform and attain the goals of the organisation. This communication usually depends on some form of technology.

Not everyone in the organisation is able to have access to this information, either due to an inability to source the information or because the technological skills are lacking. This information has to be communicated to the people in the organisation that need it. Therefore a communication network has to be instituted (Howe, 1981, p. 53). People have to be trained to become part of this network.

Not only do more people possess extended knowledge, but computerized central monitoring systems have resulted in much more information being easily accessible to many more people in an interconnected world. This will naturally affect behaviour patterns. More demands are made on the people to gain access to the information as quickly as possible. This produces new sources of stress, which in turn influence behaviour patterns.

A further implication is that skilled and thinking people have to use these machines in order to gain the most out of them. Therefore, provision must be made for them to be trained.

The point to be stressed is that the technology must be put in place and the people operating it must know how to do so. Unless this is the case, the organisation will not maximise its productivity potential, nor will it maximise its profits.

Productivity is a critical factor in the efficient running of an organisation. Employees' behaviour has to be monitored and their satisfaction maintained. Managers are usually faced with the responsibility of ensuring the latter. They have to realise that an organisation will not survive unless the employees learn how to adapt to new forces, whatever they may be.

However, productivity and efficiency are not realised simply because the manager wants them to be implemented. The manager must be taught how to facilitate the factors that affect the different dimensions of human behaviour and ultimately influence effectiveness.

Information technology assists managers in organisations. The manager has to see that this technology is available. It

becomes the individual's responsibility to attain the knowledge to use and utilise information technology.

The management of the organisation must attend to a number of issues that will be affected by information technology. A few are mentioned below.

- **Structure and Design**

Investment in advanced information technology machines affects the organisation's structure and design. Decentralization is characteristic of an organisation that has instituted information technology. Many more people can report to fewer managers. This implies a reduction in the number of management levels, resulting in the organisation having a different structure, usually a flatter one.

Professor Quinn of Dartmouth argues that spans of control and the number of subordinates that one executive can control are giving way to spans of communication: that is, the number of people an executive can reach through a good information system. He could have up to 200 people reporting to him, instead of a maximum of 6, for example (Main, 1988, p. 44.). This presupposes that the manager has a PC and knows how to use it, as well as an integrated management system. By pressing a few keys he can establish exactly what is happening in the organisation and what decisions have been made. (Main, 1988, p. 40.)

Peter Drucker's vision of employees in an information-based company reinforces this idea. He says that employees will know what they have to do without a flock of vice presidents feeding them information and orders. (Main, 1988, p. 38.)

Introducing new technology into an organisation often requires changes in organisation roles, design of jobs, relationships and operating philosophy. It must be remembered that, for the executives who master the emerging office technologies, the advantage will be more power and greater control. The

challenge for them is to stay abreast of onrushing change. (Dreyfuss, 1988, p. 52.)

Alvin Toffler, in his **Third Wave** points out that new technological forces are pushing us to a new way of life or civilisation. People differ in terms of the work that they do, and when they do it, for example, during the day or at night, or part-time. More and more people are working outside the 9 to 5 schedule. Products that they consume and when they consume them also differ. All-hour supermarkets and 24 hour bank autotellers serve night, flexitime and part-time workers. (Howe, 1981, p. 241.)

Information technology allows many people to work from home and make their contribution to the end product from a distance. They remain in constant communication with the rest of the organisation by electronic means. This in itself has advantages, such as flexitime. Working at home makes different demands on people and no doubt affects behaviour patterns in some way.

These factors have many implications for the prospective manager or MBA graduate, and therefore for the business school that is attempting to equip the latter with the necessary tools to exploit the human potential in the organisation.

In the late 1980s business schools in the United States were worried that they were turning out graduates who are ignorant of technology, especially information technology (Main, 1988, p. 44). It was realised that new skills that facilitate behaviour in this milieu are necessary and must be catered for. Recommendations for South African business schools are made in Chapter 5 to this effect.

* The implication for the subject **Organisational Behaviour**

As has already been stated, **OB** is the study of human behaviour in organisations. The purpose of studying this course is to learn to understand, predict, and improve the performance of individuals and organisations. (Tosi, Rizzo and Carroll, 1990,

p. 3.)

Information technology is all very well. However, without the human element to feed the system with information and utilise it accordingly, the technology may as well be obsolete. The effectiveness of the organisation is related to human factors.

People perform tasks with this information technology. Their behaviour patterns are no doubt affected by it. Often the tasks are varied, and until clarity is attained of what is expected, the feeling of uncertainty creates stress. The way people behave and interrelate is affected as well.

The redesigning of tasks or the assigning of new ones involves training. Once people know what they are doing, they feel more confident and secure and will therefore be more productive in the workplace. (Van Vleet, 1991, p. 447.)

A few obvious OB topics are mentioned below. An attempt is made to indicate how the change in technology influences them.

- **Communication**

For information to spread between individuals in an organisation and between organisations, communication has to take place. The process of communication involves the sharing of information and meaning between two or more parties. (Van Vleet, 1991, p. 472.)

It becomes evident that communication is vital for the co-ordination of actions and processes, as well as the reduction of uncertainty. It also provides an outlet for the expression of employees' emotions. (Van Vleet, 1991, p. 231.)

The efficiency of communication depends on the way people implement the process. This is where the human factor becomes evident. People encode and decode messages, be they in written, oral or nonverbal form, and respond accordingly. It is not sufficient to install expensive information technology

systems, if they are not effectively utilised. There is no use sending out a communication if the receiver is not able to receive, understand or react to it. Similarly, it is no use storing masses of information, if the people in the organisation are unaware that it exists. Therefore, it is evident that this vital element of communication must be given attention in **OB** courses.

- **Perceptions, attitudes and judgements**

This implies that the people in the organisation must have the correct attitude, not only towards the communication process, but also towards the encoder and the decoder. In other words, their perception, attitudes or judgements of the issues and the people involved must be unbiased. These issues are generally covered in most **OB** courses.

- **Stress**

Information technology does not come without its problems. These cause stress at work. Therefore, stress related issues and the importance of work and the work setting to individuals has to be borne in mind.

The other vital factor to stress, is that the speed at which information is communicated is crucial if a competitive edge is to be maintained. This creates stress, which needs to be handled positively.

- **Culture**

The dimension of culture comes to the fore. Culture implies the way that things are done in the organisation. For example, the way communication occurs and how the organisation copes with the demand for speed is reflected in the culture.

It is evident that a number of skills are necessary to deal with

information technology and all its implications that are related to human behaviour. Therefore, the subject OB has to include topics that are related to information technology, and that equip the student with skills that will facilitate the most effective and efficient utilization of information technology. The human element involved must not be ignored.

The above has major implications for South African organisations. South Africa is no longer isolated from the global world. Information technology in itself has made the world small. South Africa has access to this world and the people in organisations have to know how to communicate and cope in it. If they do not, they will not survive in the fiercely competitive world market.

4.4 THE ROLE OF GLOBALIZATION IN CAUSING CHANGE

Globalization implies an increasingly interconnected world. Organisations are competing in worldwide markets. Even the nature of competition is changing. In the past, each country was a separate producer and a separate market. Now, organisations in different parts of the world are forming partnerships or alliances and are interrelating with one another.

The implications of this not only affect issues such as trade barriers, but the approach to managing the people in the organisation is also affected. Historically, products were manufactured in the home country and then exported to foreign markets. Organisations have begun to relocate manufacturing facilities to foreign countries. (Tosi, Rizzo and Carroll, 1990, p. 704.) This implies using a local workforce, that has its own customs and way of doing things.

The latter part of the 1980s saw the end of the Cold War and the beginning of a new era of globalization and economic competitiveness. The implications for South Africans are manifold. South Africa is no longer isolated; she is now part

of this global entity. There are no excuses for not knowing or not being able to perform. However, South Africans will have to learn as quickly as possible to narrow the gap in knowledge and experience that resulted from isolation. In order to survive in a competitive world, South Africans will need to find ways to capture the creative and innovative spirit of all the country's workers. In order to maximise the input of the latter, they will have to be handled in such a way that they are made to feel important and that they are making a contribution. In fact, they should be encouraged to make an ever increasing contribution.

South Africans stand on the threshold of possible economic disaster. The ever present threat of inflation, the prospect of long-term capital shortages, the threat of stay-aways, boycotts and civil unrest make the domestic economy almost as difficult to forecast as the world economy. Therefore, it must be realised that the future of the economy will definitely not be an extrapolation of the past. It will of necessity be incorporated into the global economy. We are going to be living in an era of increasing uncertainty, discontinuity and change. (Howe, 1981, p. 15.) Therefore, the one sure resource, namely, the human element has to be catered for.

*** How the organisation is affected by globalization**

Besides the cost advantages involved in international partnerships and alliances, going global has other implications for the leaders of organisations.

Attention has to be given to cultural differences. In South Africa this is a local as well as an international issue. The cultural diversity of the local groups as well as that of the countries with whom South Africa does business has to be accommodated.

Individuals in different cultures vary in terms of the emphasis that they place on individuals or groups and how they interact. How they view authority and cope with stress cannot be overlooked.

The value system, with regard to gender for example, and how individuals view the roles of men and women, have to be considered.

Motivational systems and incentives that motivate workers vary from culture to culture, and not least from country to country.

Cultural traditions influence work design, group processes, the types of leadership used, and the way power and conflict are viewed.

Leaders in organisations have to know the implications and significance of these issues in relation to human behaviour.

* The implication for the subject **Organisational Behaviour**

The South African student of **OB** will have to be sensitised to the implications of the continued globalization of markets.

There are a few organisations in South Africa that have parent companies, associates, subsidiaries or branches abroad. These companies have experience in international business. The likelihood of buying from and selling to foreigners is more real now; as is the possibility of dealing with foreigners who have invested locally. Therefore South African organisations must include people who know how to deal with foreigners.

From an **OB** point of view it will be necessary for business graduates to know how to negotiate with foreigners. This issue is receiving a great deal of attention currently. The words of John F. Kennedy come to mind here. He said, 'Let us not be blind to our differences, but let us also direct attention to our common interests and the means by which those differences can be resolved.' (Adler, 1991, p. 215.)

This implies that cultural differences must be recognised and understood. In preparing for international negotiation, business people must learn as much as possible about the foreign culture, its style of negotiating with foreigners, and then approach the

bargaining sessions with as wide a range of options and alternatives as possible. Potential negotiators should be encouraged to acquire at least a working knowledge of foreign languages. The use of interpreters, especially inefficient ones, can distort negotiations to the point of disaster.

4.5 THE CHANGING NATURE OF THE SOUTH AFRICAN WORKFORCE

The nature of the South African workforce is of necessity changing. The position of the masses in the economy is changing due to many factors, such as foreign and union pressure, the belief in equal opportunity and political motives.

World events have also played a role. For example, political upheavals and the collapse of the mighty Russian Empire have resulted in the virtual demise of communism and socialism. Unfortunately the latter two ideologies have not been replaced by effective democracies. The promises of Utopia and the supposed treasure houses of the Western world have not materialised overnight.

This in turn has created incredible disillusionment amongst the liberated, as is reflected in the East German, the ex-Soviet bloc and South African scenarios. The masses are searching for a similar Utopia within a German, Russian and South African context. Like their counterparts worldwide, they presume they will realise their dreams without much effort from themselves. Comforts and luxuries will be provided by others. The realization that the proportion of input determines the output has not yet been reached.

This situation is exploited by the revolutionaries. Mass action, robbing the haves to give to the have-nots, unrealistic demands under the guise of the elimination of the wage gap, affirmative action and the raising of the standard of living have become the order of the day. The necessary productivity to provide the wherewithal for the above does not seem to be considered. The

situation is aggravated by a universal economic depression. Thousands of people are being retrenched and standards of living are dropping everywhere.

This results in many problems. Not least is the task of encouraging commitment to a work ethic and making management realise that the workforce cannot be handled in a patronising or patriarchal fashion any longer.

The situation is aggravated by a backlog in education and experience. Because of the disadvantaged background of the majority of South Africans, they have not gone along the mainstream of progress. They have remained under the influence of their own cultures, that have a different set of norms, achievement goals, and values. Leaders and managers have to cope with the demand for more pay for what the workers want or supposedly need, rather than merely recompense for work that they do.

South Korea, Taiwan and Singapore faced a similar problem two and three decades ago. The problem was tackled and overcome. Wealth creation was made a focal point and today these countries are amongst the top producing nations of the world. South Africans can learn a great deal from the people of these nations.

A period of recession, or even depression, has a positive side to it. It may serve to shake out incompetence. Where organisations in the past employed more and more inefficient and incompetent workers and even managers, in order to achieve set goals, they are now striving for maximum productivity, and seek to employ only competent staff. This will probably result in a leaner workforce, which could in turn make the implementation of skills learnt in OB courses easier.

The positive aspect of the collapse of communism is the advancement of democracy and spread of the idea of free enterprise. There is a global shift from authoritarian regimes to democracy. Communist dictatorships have failed everywhere, talk of democratising governments is reverberating throughout

the world, including South Africa.

Naisbitt states categorically, 'Democracy is by far the most successful context in which to nourish the individual entrepreneur, the most important force for economic growth.' (1990, p. 20). Hopefully the South African community can learn to appreciate this.

*** How the organisation is affected by a change in the nature of the workforce**

Economic growth, productivity, international competitiveness and the creation of wealth are dependent on high cohesion and a common focus between management and the workforce. The organisation has to address this issue. This implies that management students must be made aware of how this can be done.

The organisation has to facilitate education and training. The workforce has to be upgraded in skills required to perform tasks as well as in the working of a business.

The concept of participative management must be addressed. Project Free Enterprise found that organisations that involve their workers in objective setting, problem resolution, concern for quality, and the sharing of finances have reduced the alienation of the workforce. Because there is a common corporate focus, there is greater stability, improved productivity and the wealth generating capacity has been increased. (Project Free Enterprise, 1989, p. 12.)

South Africans have a tradition of discrimination in the workplace. Protected and sheltered employment for Whites has been the trend for decades. To suddenly implement a system of equal opportunity is not that simple. However, equal opportunity has become a strategic necessity. Not only does it create a more equalised society, but also ensures free enterprise and wealth creation. (Project Free Enterprise, 1989, p. 13.)

To overcome the issue of demanding more pay without actually increasing output can be overcome by introducing the bonus and profit sharing concept. Not only will this improve commitment, but productivity will also increase. It presupposes that the organisation makes provision for educating the workforce in stock market practices, dividends and the impact of company performance on the share price. The new motivating buzzword is equity sharing, which encourages the worker to feel that he counts. (Project Free Enterprise, 1989, p. 13.)

This should be in line with the new way of thinking, described by Naisbitt (1990, p. 286.) as, 'the new golden era where humankind earns its daily bread through the creativity of the individual instead of as a beast of burden. People will be paid for what is unique to them - for their intelligence and creativity and not their collective brawn.'

Another major issue that Project Free Enterprise (1989, p. 14.) identified as being a turbulent issue in the South African workplace is the role of the trade unions. The division between the unions, seen by the workforce as guardians of labour and management, is reflected in suspicion and mistrust between the two parties. This attitude will have to change to a win-win mindset on both sides. Both parties will have to learn to negotiate and compromise.

Besides, the old British trade union philosophy of treating everyone equally is not in accord with today's sentiment that individual differences must be noted and rewarded (Naisbitt and Aburdene, 1990, p. 278). Whoever contributes to the well-being of the organisation must be rewarded.

Due to the concerted efforts of a number of bodies to speed up deregulation and encourage White and Black entrepreneurs to enter the mainstream of the economy via small businesses, there has been an increase in the number of Black entrepreneurs entering the wealth creating mechanism (Project Free Enterprise, 1989, p. 13). This in itself is encouraging.

* The implication for the subject Organisational Behaviour

Graduates of management will have to be taught to take cognizance of the latter scenario. They will have to lead, guide and encourage employees on all levels in organisations to acquire a work ethic that harnesses productivity.

This implies developing a new type of mindset, a way of thinking that understands that the harder one works, the more the organisation and the individual benefit. The raising of the level of productivity and quality in order to attain and maintain a competitive edge in a highly competitive world is of the utmost importance.

Business schools in South Africa have to make a concerted effort to include topics in their curricula that prepare management graduates to deal with the problems mentioned above in a mature and conciliatory way that will be to the benefit of all. This will be dealt with in Chapter 5.

For example, emphasis must be placed on culture as a topic. The changing business milieu demands a culture that fosters employee involvement, which cannot occur without communication.

American business schools were faced with a similar problem in the last decade. Towards the end of the 1980s they realised that MBA graduates could not only be prepared in the traditions of business education, which implied an emphasis on the manipulating and understanding of numbers, but that the behavioural subjects would have to prepare the MBA graduate for jobs, situations and problems that may not even exist at the moment. (Tosi, Rizzo and Carroll, 1990, p. 446.)

American schools realised that they were not turning out well-rounded people who could deal with rapid and constant change. They began changing their curricula to try to keep up with the developments in the business world. An example of these includes a change in organisation structures, the utilisation of ad hoc teams, projects and alliances. The change in topics is

evident in the adaptation of topics mentioned in Chapter 3.

An example of a business school that was forced to reassess its curriculum is that of the University of Chicago. It realised that it was under-emphasising day-to-day problem-solving, as well as skills needed to manage people. (Greising, 1989, p. 62). Within less than a decade this prestigious school is ranked number 2 in *Business Week's* list of best graduate schools in the United States (Byrne, 1992, p. 40).

The most difficult lesson that business schools and students have had to learn is that there is no optimum way to prepare for the business world of the future. In the past, when bureaucratic organisational designs were the norm, and American companies competed mostly with each other, business schools knew what training most of its graduates would need. Now, as one multi-faceted global economy evolves, business schools have to stress the need for flexibility and diversity.

4.6 CONCLUSION

Change is characteristic of just about every aspect of our lives. The challenge to management in today's business world arises from a combination of changing technology, a global economy, and an emphasis on the individual.

The dominant principle of organisation has shifted: from management, once needed in order to control an enterprise, to leadership, now needed in order to bring out the best in people and to encourage them to respond quickly to change. (Naisbitt and Aburdene, 1990, p. 196.)

In the light of the rapid changes mentioned above, and numerous other factors that have not been mentioned, it seems that the OB topics presented in business schools, especially in South Africa, are not adequately meeting the need of managers and leaders in business to acquire and be able to utilise people skills.

It appears that OB has become an increasingly important component of management education. However, it is not sufficient to acquire only a cognitive understanding of behaviour in organisations, as well as appropriate managerial behaviours in different contexts, as is the case with the traditional approach. The essence is to encourage an understanding of essential concepts plus an ability to apply or perform them in an on-the-job situation. This alternative approach implies the teaching of various skills associated with the job of managing and understanding human behaviour. In addition, providing the opportunity to practise the skill should be encouraged. Practising the skill in an artificial situation is thought to improve the individual's ability to perform (Gordon, 1983, p. 1).

As the competitive pressures of a global economy continue to intensify, the skilful management of people is more important. No matter how sophisticated the technology, the human factor is inevitably the key to success. (Kreitner and Kinicki, 1992, p. vii.)

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

It must be remembered that the fundamental question being addressed in this Research Report is:

Which topics should the curriculum of the OB course include that will equip the MBA graduate with the necessary people skills needed to enhance and maximise the performance of employees in organisations during the 1990s in South Africa?

Before the writer could establish the relevance and applicability of what is being taught in OB in South African business schools, a review of the evolution of OB had to be made. The results are summarised in Chapter 2. This revealed which topics were relevant at a specific period of time.

Secondly, in Chapter 3, a synopsis of what is currently being taught in OB in South African, American, British and Chinese business schools is presented. The American business schools have, through the decades, tended to set the trend of what should be taught. For this reason their curricula will be used as criteria to judge the relevance of what is being taught in South African business schools. A limited empirical research survey was conducted to determine how a group of South African business management students ranked the relevance of topics that are included in OB courses.

In Chapter 4, the writer defines change, it being one of the most dominant world trends. Secondly, a scenario of a few trends and changes that have occurred in South Africa and in the world is sketched, so that a basis is established for deciding whether an OB topic in an MBA course is relevant and applicable or not.

In this chapter, the current OB topics offered at South African business schools will be analysed and evaluated. The writer will examine the progress made in the teaching of OB in America, England and Hong Kong. New and innovative aspects which could promote the successful application of OB in South Africa will be highlighted. In the light of new trends and developments in South Africa and the world, topics that should be included in revised OB curricula in South African business schools will be recommended.

The writer is concerned by the fact that MBA graduates must be equipped with knowledge and skills that will enable them to foster behaviour in organisations which will result in the maximization of input and profit.

5.2 AN ASSESSMENT OF CURRENT OB TOPICS THAT ARE OFFERED AT SOUTH AFRICAN BUSINESS SCHOOLS

From Chapter 3 it is evident that there are numerous topics and sub-topics that constitute the discipline OB. As has already been stated, OB is the study of human behaviour in organisations. The purpose of studying this course is to learn to understand, predict, and improve the performance of individuals and organisations (Tosi, Rizzo and Carroll, 1990, p. 3). Therefore, all the topics contribute to a greater understanding of the organisation's most important resource, namely people.

If one compares the topics that are covered in the different MBA courses, it is evident that respective business schools focus on a variety of different topics. There are no doubt reasons why these topics were chosen. The writer is assessing their relevance and applicability in the light of world trends.

The topics common to most of the South African, American, British and Chinese business schools will be assessed first. Secondly, new and innovative topics will be analysed and commented on. Finally, recommendations for South African

curricula will be made.

It is interesting to note that Harvard's prestigious Graduate School of Business does not make OB a compulsory course in its MBA programme. It is merely one of eight elective courses which are offered. The latter's close rival, Stanford Graduate School of Business, does not follow the traditional approach either. OB is presented in the form of elective courses, from which the student chooses those which he or she wants to study. The third prestigious institution mentioned in this report is Yale's School of Organisation and Management. It also does not follow the traditional OB approach. This applies to Denver's Graduate School of Business as well.

5.2.1 The most common OB topics

In this section the topics common to South African, American, English and Chinese OB courses will be mentioned and assessed in the light of their relevance to improving an understanding of human behaviour in organisations.

* The Individual

◆ Aspects covered in South African OB courses

Collectively, South African business schools focus on the following aspects of the individual:

- the individual's interaction with the organisation
- the psychological contract with the organisation
- attitude formation
- influence of personality
- how the individual copes with stress
- influence of individual differences on organisational effectiveness
- norms, values and roles.

Each of these aspects has value in the quest towards understanding why the individual behaves the way he or she does. The fact that the first year UNISA MBL students ranked individual behaviour so high (see TABLE I, p. 91) is another indication that this topic is regarded as being very important for an understanding of why people behave the way that they do.

However, it is not sufficient to cover perception, norms, values, attitudes and personality in isolation. The effect of these elements on the behaviour patterns of the individual must be understood so that the individuals can be guided accordingly. The influence of the changing South African scenario that forms a background to the individual must be coupled to the topic.

◆ Aspects covered in foreign OB courses

The four American business schools mentioned in the introduction to this chapter do not include the individual as a specific topic. However, each elective course does stress the importance of individual people. The contribution of each different person and the need to satisfy this individual so that he gives of his best is emphasised.

The new slant within this topic is definitely the emphasis on the human element and the differences between individuals. The individual is also encouraged to develop himself. The reasons are multifaceted and include the trend of focusing on satisfying both the individual's and the organisation's needs. Furthermore, it has been realised that the human element is the most valuable asset the organisation has. Therefore, whatever possible is done to nurture and stimulate this element of performance.

◆ Recommended changes to South African OB curricula

It is recommended that each South African business school reassess the topic and the aspects covered in the OB course. It is vital that MBA graduates are made sensitive to the individual differences of the different groups of people that they

are managing or leading. The way that people perceive and the effect of this on their judgement of others and situations must be stressed. In addition, they must be made aware of how to manage, accommodate and meet the conflicting aims of these individuals.

Objectivity, lack of bias and a mutual respect for others must be stressed when attitudes and values are dealt with. This will not only encourage a culture of fairness and harmony in an organisation, but also the facilitation of all the other aspects and organisational processes mentioned below will be made that much easier.

From a study of this topic, the student will hopefully acquire a sound knowledge of the dynamics of individual behaviour and a greater understanding of how and why individuals behave the way that they do.

* The Group

◆ Aspects covered in South African OB courses

This topic receives a great deal of coverage in the business schools listed in this Report. South African business schools have kept abreast in dealing with group behaviour. The aspects included in the traditional textbooks are covered, for example:

- formation of groups
- characteristics of groups
- group processes
- decision making in groups
- inter-group behaviour
- intra-group behaviour
- inter-group conflict
- team development.

It was found that more and more emphasis is placed on interpersonal relationships within groups and teams.

Competition and co-operation are included in one curriculum. These aspects are all relevant and applicable to South African organisations and will continue to be so.

One school focuses much attention on the concept of Japanese quality circles. The value of this is that South African students have been introduced to the ideas of worker participation and commitment. Yet in other parts of the world quality circles are regarded as being mainly relevant to the Japanese environment.

◆ Aspects covered in foreign OB courses

The American business schools generally follow the same trend. However, emphasis at a number of business schools is shifting to teams and team work.

Denver Graduate School of Business promotes team building and team work in various projects that the students undertake. In one of its electives, Harvard develops skills in project team management. Team-building and self-managed work teams are encouraged at North Carolina Business school as well.

The curriculum offered at Stanford reviews concepts in group behaviour and inter-group conflict and behaviour.

Group decision making and problem solving receive attention at Yale.

The London Business School and the two Chinese universities also focus on group behaviour, inter-group relationships and group project planning.

From the rank-ordering survey it is evident that group behaviour is considered important. It is ranked 12 out of 15 by most of the students.

◆ Recommended changes to South African OB curricula

As was mentioned previously, the revolution brought about by modern technology, especially in the field of communication, and the globalization process with its impact on the workforce, have changed the environment in which the group operates. The OB course must therefore stress the importance and relevance of all aspects governing group behaviour in the context of a changing South Africa and a changing world, especially in communications.

The traditional aspects of group dynamics must still be covered in the OB courses. However, an additional emphasis must be placed on team work. South Africans are generally not geared to the latter. They tend to relate better to a hierarchical, bureaucratic chain of command; often allied to a patronising attitude and a fear of not being in control.

At the moment the trend in the business world is towards team work. These teams are not permanent groups, but different teams are appointed as the tasks determine. The team system implies that teams are made up of experts in various fields, that collective decision making is undertaken and that leadership is finite.

If they hope to survive in a changing and highly competitive world, MBA graduates will have to be equipped with a mindset that promotes team work.

It is therefore recommended that the following aspects be included under team work:

- a definition of teams
- the composition of teams, bearing in mind that the nature of the work or project determines this
- project teams, bearing in mind that teams are made up of individuals with unique contributions to make
- self-managed work teams
- equality of members
- participative management and decision making

- rotating leadership
- co-operation as opposed to politicking
- sharing (See New Paradigm Organisation below)
- stimulating creativity
- consultation
- collective representation and responsibility
- partnership and teams
- interpersonal dynamics of teams and partnerships
- how committees and task forces function
- the advantages and disadvantages of team work - the leverage achieved by working with and through other people to achieve aims.

The reason for including these aspects is to promote an attitude that feels comfortable with this method of working. South African organisations can only benefit from the co-ordinated contribution of expertise and knowledge.

Of even greater value is the move towards trust, tolerance and acceptance of others. The fact that each member of the team is made to feel that he/she is contributing to the decision making process and the task, increases commitment and enhances performance.

The above presupposes that communication between members of the team is occurring in a satisfactory manner. This implies that maximum use is made of rapidly evolving communication technology.

* Leadership

Although the trend seems to be towards team work and participative management, there is still an emphasis on leadership. The slant is away from autocratic, dictatorial leadership. The command method of leading is no longer acceptable. It is being replaced by the consensus method.

Leadership implies having vision, facilitating opportunities for contribution and creativity to take place, understanding the

workforce and managing individual and group behaviour so that the aims and goals of the organisation are realised.

The modern trend is away from traditional hierarchies, towards companies based on vision, commitment, shared power, and responsibility. 'The dominant principle of organisation has shifted: from management (once needed in order to control an enterprise) to leadership (now needed in order to bring out the best in people and to respond quickly to change).' (Naisbitt and Auberdene, 1990, p. 196). The trend is also towards a rotating type of leadership that is task driven.

◆ Aspects covered in South African OB courses

- definition of leadership
- leadership theories
- leadership styles
- components of leadership
- situational leadership
- transformational/ recreative leadership (incorporates idea of change)
- power base of leaders
- determining needs of followers.

Of the six South African business schools, one does not include leadership as a topic. The closest that this school comes to dealing with this subject is in its course on **managing and implementing change**. The other schools adhere to the traditional approach.

What the South African schools have to realise, is that the style of leadership in the world is changing. Even if this is the case, leadership, be it rotational and finite on the one hand, or traditional on the other, it is still very relevant as a topic. Furthermore, as many people in an organisation as possible must be equipped with the necessary leadership skills. The importance of the topic is borne out by the fact that in the rank-ordering survey, leadership was ranked the most important topic by most students.

A problem facing South African organisations is that the majority of the workforce has not reached the level of maturity required to be able to function autonomously and without supervision.

The fact that two South African schools include the topics recreative and transformational leadership is encouraging, because in the rapidly changing world, organisations will not survive without such leadership. Individuals with vision and understanding must be equipped with the necessary skills to implement and facilitate this change.

◆ Aspects covered in foreign OB courses

Most foreign business schools are geared towards equipping students with leadership skills and mainly follow the traditional approach in the teaching of this topic. Others do not even mention it as a course. However, the aims of the courses indicate that the schools wish to produce business leaders who are prepared to succeed and who will shape the dynamics of business in the future.

There is a new focus on leadership in OB courses in the United States. One American business school calls it dialogic leadership. This implies dialogue, which in turn advocates discussion and not an autocratic style of leadership. Another term used is transcendent leadership. The objective of the latter is to consider the needs of the larger or transcendent community beyond the organisation as such. The idea of sharing comes to mind.

The leadership course offered at another prestigious American university is called Leadership and Organisational Renewal. The interesting aspect of this elective course is that it focuses on considerations of power and morality; community building; release of human possibilities; participation and the sharing of leadership tasks, plus leadership in a world of multiple, interacting systems. Leaders are taught to be accountable as well.

The more progressive schools have a new approach to leadership. For example, the course at Stanford focuses on considerations of power and morality; community building; release of human possibilities; participation and the sharing of leadership tasks; and leadership in a world of multiple, interacting systems. Measures for systematic renewal and the role of leaders in pressing for such measures are addressed.

The elective course offered at Stanford is called **Leadership and Group Decision Making**. The premise of the course is that traditional methods of management may produce adequate levels of performance but prevent excellence from developing. New approaches to leadership are presented that are more likely to lead to high-performing systems.

The course at Denver promotes leadership in its **Outward Bound Leadership** course. Each elective offered is aimed at equipping the student with leadership skills.

The English business school follows the traditional approach of leadership and management, while the Chinese schools include no specific course on leadership. Their courses are aimed at assisting future managers to increase their sensitivity and flexibility in dealing with the human element. Leadership is interwoven into all the topics that are presented.

◆ Recommended changes to South African OB curricula

Inherently many South Africans embrace authoritarian and patriarchal styles of leadership. This is either because of the example that has been handed down or because of a sense of power due to knowledge and expertise. MBA graduates who will find themselves in a leadership position should be equipped with skills of leadership that enable them to handle the multi-faceted and complex situations they may encounter.

The country is at present at a low ebb economically. This implies that there are numerous opportunities and challenges facing leaders. The situation will only improve once the

productivity rate increases. For this to occur leaders with initiative and vision will have to utilise creativity and expertise to promote productivity. The style of leadership in the current world, however, is not allowed to be authoritarian in nature. The workforce will not tolerate this. Participative and consultative management are required. Democratization, rotating leadership and empowerment of the workforce has become the trend.

In the light of the above, it is recommended that the topic leadership includes the traditional theories and aspects of leadership. The following elements should also be covered:

- ways of influencing others
- ways of communicating vision
- establishing the needs of followers
- dialogic/transcendent leadership - the objective is to establish the needs of the larger transcendent environment
- diagnosing complex organisational situations
- being able to understand human behaviour
- managing creativity
- role of leadership in the evolving firm
- how to initiate, implement, and sustain major change
- negotiating skills
- ways of stimulating initiative
- ways of facilitating communication
- being able to acknowledge that others may know more.

It goes without saying that if the MBA graduate is equipped with all the skills that the topics in this Report cover, and if he\she has learnt to operate in a changing world, then the student's ability to lead will no doubt be greatly enhanced.

* Power and Politics

Power and politics as a topic is usually related to leadership.

◆ Aspects covered in South African OB courses

Of the six South African business schools, three make no reference to the topic. This is interesting. Is it because managers are used to having power as a result of their positions? Or perhaps it is just taken for granted.

It is also noteworthy that the first year MBL students ranked this topic as 5 out of 15 on the rank-ordering form.

◆ Aspects covered in foreign OB courses

The few American universities that include this topic as a course or an elective, focus on the issues of exercising influence.

The aspects covered include:

- power and dependence
- developing sources of power
- approaches of using power to influence others
- the influence of power and politics in inter-group behaviour
- how power and politics influence effectiveness.

From the latter aspect, one is led to believe that the topic is relevant to the achieving of goals, and, if correctly channelled, can be effective.

The lack of coverage could be due to the shifting of emphasis towards negotiation and consultation. Once the new type of leadership and a culture of sharing is in place, power and politics will not be such dominant factors. This is not to say that the topic should be eliminated from OB courses, because the desire or need for power is still basic to the human being. As a topic in an OB course it can still contribute to a better understanding of the person involved.

◆ Recommended changes to South African OB curricula

In a South African setting, power and politics will still be prevalent. Students should be taught how to deal with issues related to power and influence in ways that are effective and socially responsible for them personally, and for their organisation. Therefore, it is recommended that the following aspects be included: (based on American curricula)

- basic dynamics of power in organisations
 - sources of power
 - causes of political instability
 - effective management of conflict
- effective use of one's own and others' influence tactics
- conditions under which power and politics are likely to dominate decision processes
- assessing the relative power of various actors
- influence of strategies and tactics
- approaches to using power to influence actions of others
- functional and dysfunctional aspects of organisational politics.

Covering these aspects will at least make the individual aware of the implications of negative uses of power and politics.

* Motivation

As topics, motivation and/or reward systems of one sort or another appear in most OB curricula. It is believed that human behaviour is not accidental. Even if the actual topic is not included in a curriculum, emphasis on the importance of people as self-interested individuals with conflicting goals and how this affects their performance is evident.

The need to pay attention to reward systems is reflected in the coverage most OB courses give to motivation and rewards. Employees must be given incentives. This is borne out by the fact that in the rank-ordering survey the students rated

motivation as 12 out of 15, which is a high ranking.

Good performance, innovation and contribution to the well-being of the company must be formally acknowledged and rewarded.

◆ Aspects covered in South African OB courses

It is not sufficient to learn only about the traditional aspects of motivation, for example:

- motivation theories
- motivation process theories
- influence on behaviour modification
- application of motivation
- need satisfaction
- motivation, remuneration and performance
- work satisfaction and quality of work.

The reason for saying this, is that in South Africa the nature of the workforce is diverse. Different expectations exist in the different groups; not only amongst those who are ethnically different, but also amongst those who are different in terms of education and skill.

The workforce is generally dissatisfied. Extensive changes in structure due to retrenchments and restructuring have caused demotivated workforces. Expectations about the future are varied and unsure.

◆ Aspects covered in foreign OB courses

What motivates people? Denver Business School examines current issues that are important to employees under the topic Employee Relations Issues. It also presents a topic called Performance and Reward Systems.

Harvard 's Graduate School of Business offers an elective called **Motivation and Rewards**. It explores the design of reward systems and looks at compensation and related policies.

The London Business School considers **Motivation and Motivation and Careers**, while the Chinese universities cover the topic of motivation as well.

◆ Recommended changes to South African OB curricula

The South African courses should include:

- the difference between equity and rewarding performance
- the role of trust and fairness
- how to measure trust appropriately
- understanding opposing perspectives
- the process by which people are individually and collectively directed toward the accomplishment of a well-defined set of common goals
- performance and performance measurement
- fair play.

These aspects will hopefully help students to develop an understanding of opposing perspectives in their design of an optimal reward system that will promote maximum performance.

* **Decision Making**

This topic has become more vital than ever before. This is borne out by the MBL I management students that ranked this topic as 13 out of 15 in importance. The success of organisations is critically linked to effective decisions. With resources being scarce, wrong decisions are very costly. The emphasis has shifted to democratic decision making. Therefore it is most important that employees are encouraged to be creative in their contribution to decision making.

Participative decision making is the trend in a few of the South African and American business schools and is closely linked to the topics on groups and teams.

◆ Aspects covered in South African OB courses

Three of the business schools make no mention of the topic in their OB syllabuses. Not enough emphasis is placed on this topic by the three schools who do mention it. One wonders if this has been due to the non-consultative nature of decision making in South Africa.

The aspects that are covered include:

- decision making and communication
- individual decision making
- group decision making.

◆ Aspects covered in foreign OB courses

In foreign schools this topic does not receive much attention either. At one school it is coupled to negotiation; at another, a course on Leadership and Group Decision Making is presented. The latter focuses on upper and middle management in organisations that have complex tasks and that exist in a rapidly changing environment. Emphasis is on leadership that is likely to lead to a high performing system and does not devote too much attention to decision making. This is disconcerting, because such a system depends on continual consultation and decision making.

The London Business School does not even mention decision making in its OB course, and the Chinese business schools, although they profess to believe that managerial decisions depend on a sound knowledge of human behaviour, do not include it as a specific topic in their OB courses.

Perhaps the reason for not focusing specifically on decision making as such, is that it is taken for granted that people know how to make decisions.

◆ Recommended changes to South African OB curricula

The writer feels strongly that this issue should be given more attention. Not only will commitment be enhanced in those who participate in the decision making process, but much time and revenue will be saved by decision making that is done correctly.

There is another implication. The more an individual knows and the more information that is brought to the decision making process by participative decision making, the better the decision will be.

It is recommended that over and above what is now taught, the following aspects should be included in OB courses in South Africa:

- nature of decision making
- decision making process
- types of management decisions
- behavioural implications of decision making
- decision making techniques
- problem solving techniques
- finding creative alternatives
- making choices
- compromise
- commitment
- evaluation of outcome.

A knowledge of these aspects will encourage rational decision making. If it is participative in nature, no doubt there will be greater commitment to performance and quality.

* Communication

From the research it is evident that communication is considered to be one of the most important topics as it influences all the others mentioned. It plays a vital role in the life of the organisation as it is necessary for the effective transfer of information. The way people communicate influences the way they behave and the way they perform. For example, it is most useful for motivational and control purposes.

◆ Aspects covered in South African OB courses

Two South African business schools do not include communication in their OB curricula. One school includes it as part of inter-personal communication and another couples it to decision making. Three of the schools include it as a section under group behaviour. The aspects covered are:

- interpersonal communication
- organisational communication
- decision making and communication
- the influence of perception on communication.

The writer believes that this is not adequate, because of the importance of the topic to the success of the organisation. A lack of knowledge about communication can be very harmful to the effective functioning of the organisation. All the foreign business schools that were consulted include the topic in their OB curricula.

◆ Aspects covered in foreign OB courses

Foreign business schools do cover communication in one form or another.

A number of American business schools have realised the vital importance of communication. The establishment of the Centre for Management Communication at Denver University's

Graduate School of Business reflects the emphasis placed on communication. Of greater significance is the fact that the aim of this centre is the improvement of interpersonal skills and greater human understanding through effective communication. The syllabus points out that the techniques for communication in today's world are so diverse that students must be thoroughly prepared to relate to others through a wide range of media and interpersonal skills.

Organisational Communication is one of the critical skills taught at this business school. It is designed to improve the student's ability to communicate effectively and to examine communication theories, techniques, strategies and skills.

Harvard Graduate School of Business offers an elective called Management Communication. The objectives of this course are to provide a framework that promotes challenges and helps make media, message, structure and style choices, and to develop oral and written communication skills required for managerial leaders.

London Business School does not list this aspect, and the course OB at the Chinese University of Hong Kong includes communication as part of its MBA course.

◆ Recommended changes to South African OB curricula

The sensitive nature of South Africa's multi-cultural society and the often strained communication patterns of the past, make it all the more vital for MBA graduates to understand communication in all its facets. In addition they must be taught to deal with and eliminate barriers to communication.

An understanding of the elements that make up the individual encoder and decoder must be stressed. In the South African cultural environment, an understanding of what influences people's attitudes and their perceptions is vital even in the communication process. These often influence the interpretation of messages.

Therefore, all aspects of individual behaviour, including the components of perception, such as choosing and rejecting certain information brought to one's senses; judgement of others; and perceptual biases, to name but a few, must be stressed and understood by a manager or a leader. This will assist him or her to facilitate and ensure that the communication process takes place within the organisation to its maximum potential.

A great deal of thought and attention will need to be given to this matter if South African businesses want to function to maximum capacity, as well as stay abreast in a global economy. The South African MBA graduate must be given the full range of aspects included in the topic communication.

Although advances in information technology have improved the clarity and speed of communication, there are associated problems. There is pressure to respond quickly. Information overload can occur and security of information becomes an issue.

The synopsis in Chapter 2 of what is included in OB textbooks reveals that many aspects are covered under the topic communication in OB curricula. MBA graduates must be equipped with a broader perspective than merely an understanding of what communication is; forms of communication; barriers to communication and so on. It will not be enough to teach basic skills of oral, non-verbal and written forms of communication.

The following aspects should be added to the OB course:

- perceptual processes by which a person receives and translates messages
- a knowledge of barriers to communication, for example distortions of communication and information overload
- techniques for improving communication, which include:
 - follow-up and feedback techniques

- use of parallel channels of communication and timing
- attention to language in a multi-ethnic society
- establishment of information communication centres
- the use of the exception principle and the need to know
- effective communication for effective decision making
- a foreign language could be most useful in an international business world!

The topics that follow all incorporate communication in some form or another.

* Conflict Management and Negotiation

Inter-personal, inter-group and intra-group conflicts in organisations and between organisations are common phenomena.

◆ Aspects covered in South African OB courses

The topics currently being offered in labour relations are the only ones in South African business schools that touch on negotiation.

The courses on labour relations cover issues such as:

- labour relations in the organisation
- collective bargaining and negotiation
- conflict management
- pro-active labour relations strategies
- legislative structure in South Africa
- trade unionism
- relations between employer organisations and the state
- co-operation
- institutionalisation of conflict - this is an interesting phenomenon as it implies that conflict is **not** something that can be avoided.

According to Prof Wynand Pienaar of UNISA'S School of Business Leadership, negotiation has become the most vital topic in OB. In an article, called *Negotiating Project Finance during the 1990s*, Prof Pienaar says that tasks will drive the processes in organisations. Decision making will involve choosing and judgement; that is, everything will be negotiable. Managers will not get what they deserve, but what they have negotiated. This is borne out by the inclusion of this topic in most of the foreign courses.

◆ Aspects covered in foreign OB courses

It is interesting to note that internationally there is a shift in emphasis in labour relations. Labour unions have until recently played an important role in organisations. They provided a collective voice for groups of employees in shaping conditions of life at work. The employment contract was made explicit.

Today the situation in many western countries has changed. Union membership has declined. Unions no longer attract white collar workers, minorities, women and service sector employees.

The fact that management has sought new tools for addressing the misalignment of company needs and workers' expectations, for example, consultative decision making, has made a difference. Maximum human satisfaction must be generated so that creativity can be unleashed.

The OB courses offered at foreign business schools include:

- conflict management and negotiation
- Thomas conflict model
 - desire to satisfy own and others' concerns
 - assertiveness and co-operation
- improving relationships between groups
- differences between win-win and win-lose approaches to negotiations
- usefulness of negotiation skills in resolving conflicts.

Denver Graduate School of Business offers an elective called **Negotiation and Dispute Resolution**, which incorporates a wide spectrum of negotiation and dispute resolution skills.

Harvard offers an elective called **Negotiation Analysis**. It examines the general theory and practice of negotiations.

◆ Recommended changes to South African OB curricula

The outcome of the rank-ordering survey reflects that even first year management students rank conflict and negotiation as an important topic.

The current climate in South Africa is susceptible to conflict and leaders of the future must be equipped with skills which will equip them for managing conflict and negotiation.

Therefore, it is recommended that this important topic be included in all OB courses as soon as possible. The course must emphasise the role of the manager/leader as negotiator and mediator of disputes internal and external to the organisation. The course must provide tools for managing conflict productively. The students must come to realise that negotiation is a process of mutual problem solving and influence.

The aspects that must be covered include:

- general theory and practice of negotiation
- approaches to analysing and managing conflict
- identifying the origins of conflict
- understanding the dynamics of conflict
- how to diagnose and prevent conflict
- the role of effective and ineffective leadership styles in resolving conflict
- conflict and resistance to change in organisations
- the relationship between power and conflict
- conflict in relationships
- factors leading to the escalation of conflict
- principles of bargaining and negotiation

- other conflict resolution techniques
- when it is better to negotiate
- how to synchronise internal negotiations
- the ethics and morality of negotiations
- mediation and arbitration
- differences between 'integrative' (win-win) versus 'distributive' (win-lose) approaches to negotiation
- usefulness of negotiation skills in resolving conflicts
- decision making and negotiation.

'Negotiation is a process involving many people on many levels, aimed at an agreement of mutual gain..., not loss. No one negotiates for loss in order to avoid loss - everyone should negotiate for gain. The aim is always to look at common ground (what we can become together) and the conjoint exploration of alternatives. We must do so in the context of informed judgement and under conditions of timeously helping one another. This process requires flexibility, visibility and trust..... Whether in business or politics, let's learn how to negotiate.' These words from the Preface of Pienaar and Spoelstra's *Negotiation, Theories, Strategies and Skills* (1991), sum up the essence of negotiation and reinforces the point that negotiation is one of the main topics that South Africans have to learn.

This critical skill is a sine qua non which influences behaviour in organisations. To promote maximisation of effort this skill must be internalised. It is hoped that the value of conflict, negotiation and reconciliation will then permeate the South African community and foster a spirit of tolerance and acceptance.

Unless South Africans, with their diverse ethnicity, learn to reach consensus in respect of each individual's role in the organisation, they will never achieve the success of which they are capable. Consensus can only be attained through a process of ongoing negotiation. This is most definitely one topic that should be included in OB curricula which will be offered at South African business schools in the future.

* Organisational Change and Development

This topic is another that is receiving a great deal of attention.

◆ Aspects covered in South African OB courses

Although change is one of the dominant trends of the 1990s, the South African perspective is not in line with the trends that emphasise the rapidly changing environment. Three schools do not even deal with change separately.

The schools that do deal with change and development cover the following aspects:

- the concept organisational development
- approaches to organisational development
- the diagnostic process in organisational development
- organisational development techniques
- organisational change
- organisational change and the future
- managing and implementing change in organisations
- the concept opposition to change
- organisational learning.

To function effectively and efficiently it is vital for prospective MBA graduates to acquire the skill of managing change.

None of the South African courses actually spell out the aspects that must be covered in this critical topic.

◆ Aspects covered in foreign OB courses

A great deal can be learnt from the American and Chinese business schools. The topics covered include:

- organisational change methods/tactics and ethics
- organisational design and change
- overcoming resistance to change

- leadership and organisational culture change
- why individuals and organisations tend to resist change
- forces that encourage individuals and organisations to resist change
- managing change
- model for thinking about managing change in organisations
- tactics for making changes successfully
- change coupled to culture and structure.

The objective is to help students develop analytical skills and competencies needed to manage change. They must learn to make change happen as quickly and as smoothly as possible. They should also become aware of coping techniques for surviving changes.

◆ Recommended changes to South African OB curricula

Today's leaders and managers have to know how to attune their organisations to meet the ever-changing demands of the environment. The organisation is pressurised by competitors, governments, communities and employees. To survive, the organisation must be able to change in systematic and planned ways. Through an analysis of the theory, research and practice the student should achieve a better understanding of the challenges of change (Stanford University Graduate School of Business brochure). This is especially relevant for South African management graduates. Change and adaptation has become the order of the day.

However, it must be remembered we must not change for the sake of change. Change must only be instituted to meet the requirements of a changing world and must be planned and designed to improve the functioning of the organisation; that is, it must satisfy a need.

From the research and examples of business schools, the writer is able to recommend the following aspects that should be included in South African curricula:

- creating the need for change
- capitalising on an opportunity to initiate change
- analytical skills for managing change
- coping techniques for surviving change
- change tools
- how change is implemented
- how to overcome resistance to change
- elements of an effective change process
- what to do to ensure that change is firmly entrenched
- building a mentality that makes it easier to make future changes
- personal qualities, skills and values needed to make change effective
- structural change - reorganisation
- technological change
- change and development of jobs and individuals; for example:
 - task redesign
 - training
 - feedback
 - team building
- how to initiate, sustain and internalise major change in organisations.

South African students who have acquired the personal qualities, skills and values needed to implement change will cope with the stresses of this phenomenon.

* Organisational structure and design

The structure and design of the organisation depends on the nature of the business. In a rapidly changing environment that requires speed and agility, this topic requires more attention than ever before. Most of the OB courses do cover it.

◆ Aspects covered in South African OB courses

In most South African organisations the traditional hierarchial

structure exists. It has been found that communication is slow and it is not easy to motivate employees.

Two of the business schools cover structure and design. Not enough attention has been given to this aspect. This is reflected in the outcome of the rank-ordering survey. The average ranking was 8 out of 15. This is coupled to a high standard deviation of 4,28, which implies a wide range of opinion.

The MBA graduate should therefore be made to understand the implications of structure and design. One should bear Peter Drucker's 'New Organisation' in mind. Vertical chains of command are being replaced by horizontal ones. This is where networking and the new concept of project teams comes in.

Prof W.D. Pienaar in *Negotiating Project Finance* during the 1990s says that the task will form the organisation. Old organisational tasks will make way for negotiated teams that are finite and will change with each new task. This implies that traditional hierarchies of power will make way for temporary or finite ones.

Obviously, a new mindset will have to be introduced to influence management students into this way of thinking. The current South African OB curricula definitely do not include these novel ideas. A number of the American ones do.

◆ Aspects covered in foreign OB courses

The emphasis on structure and design is on the way it influences the effectiveness and efficiency of the organisation.

Boston College's School of Management includes aspects such as:

- organisation structure/design, technology and the environment
- key principles include:
 - division/specialization of work

- types of departmentation, for example, functional
- types of co-ordination, for example, bureaucracy
- work design and innovation.

Stanford Graduate School of Business has an elective called **Managing Organisational Networks**. Network analysis provides a powerful tool for understanding and managing behaviour within and between organisations. This course applies conceptual and methodological tools for network analysis; important managerial issues, including design and organisational structure; organisational change; information flows, and the link between formal and informal aspects of the organisation.

London Business School, in the second year OB course, examines different organisational structures. The aim is to show how structure influences behaviour and attitudes in organisations. The aspects covered include:

- organisational theories and design
- bureaucratic structures
- managing professionals
- rise of the divisionalised form
- group project planning
- back to basics: job and job design.

The Chinese business schools cover structure and design as part of **Organisational Theory**.

◆ Recommended changes to South African OB curricula

It is evident that the South African curricula will have to be revised. Not enough emphasis is placed on structure and design, which obviously influences behaviour and therefore performance.

Consequently, it is recommended that, besides the traditional theoretical aspects of structure and design that are necessary for a basic understanding, the following elements should be included:

- organisations and external and internal environments
 - organisations as systems
- organisational design:
 - departmentation choices
 - product and functional organisations
 - matrix organisation
 - project organisation
- contemporary organisational design
- the future of organisational design
 - alternative organisational structure and its value
- the impact of modern technology
- networking
- responsibility and authority
- structure and strategy.

The mixed nature of the South African workforce and the diverse spectrum of its skills and traits have to be taken into account when designing a structure in an organisation. An organisation that is made up of highly skilled and experienced professionals will be designed with a flat and flexible structure, whereas an organisation made up of a large number of unskilled and inexperienced workers will have a more vertical structure.

What is vital for the management student is an understanding of the effect of design and structure on the behaviour and performance of the people in the organisation.

* Culture and Climate

Organisations have always had cultures. It is only since the 1980s that researchers and businesses have begun to focus on organisational culture, because it was realised that this issue could mean the difference between a successful organisation and a failure. Organisational culture is not regarded as the most important aspect, but it has achieved a permanent place of importance in any discussion of OB. (Van Vleet, 1991, p. 377.)

However, the writer feels that if businesses understand the value of having culture in place, a climate that is conducive to harmony and productivity can be fostered.

◆ Aspects covered in South African OB courses

Only three South African OB courses include a topic on culture. The others cover organisational effectiveness and culture and organisational climate respectively. This is not a satisfactory state of affairs.

◆ Aspects covered in foreign OB courses

Foreign business schools also do not place too much emphasis on culture and climate. The following aspects appear across the board:

- organisations as cultures
- the cultural approach
- corporate culture
 - definition of the term
 - where cultures come from
 - what contributes to their longevity
 - how they can facilitate or inhibit performance and change.

Stanford's Graduate School of Business offers an elective called **Organisational Structures**. The course does point out that through cultural mechanisms such as institutional mythology, jargon, rituals, ceremonies and humour, organisational members communicate their philosophies of management, values and expectations. The course answers the following questions:

- exactly what is culture?
- how do cultures of corporations or agencies differ?
- does cultural inertia prevent the deliberate management of culture?

London Business School considers culture in both OB I and II.

The Department of Management Studies at Hong Kong University offers a course called **Human and Cross-cultural Aspects of Policy**. Not only are issues on climate covered, but the issues of cross-cultural differences are also considered. The writer feels that these issues are most relevant to the South African scenario.

◆ Recommended changes to South African OB curricula

The diversity of the cultures that make up the workforce in South African organisations complicates the issue, as the organisation's culture has to accommodate these differences. For organisations to survive in the modern world, attention will have to be paid to culture. People are important and the specific culture of an organisation has to encourage cognizance being taken of cultural aspects.

The changing business milieu demands a culture and a climate that fosters employee involvement. This aspect cannot occur without free and open communication. Therefore the culture of an organisation has to encourage communication in all its forms.

Change of any nature causes a sense of fear and insecurity. To counteract this, the culture should project warmth, understanding and security. Genuine care and attention must be exhibited.

The nature of technology today enables organisations to go global, so they should strive to integrate their culture into a multicultural world.

For organisations to maintain a competitive edge, they will have to adopt a culture that is innovative, that creates alternatives, and that is quick to respond to the needs of clients and employees.

For the reasons mentioned above, a deep understanding of culture and its implications for a successful business must be realised by management students. South African business schools face a major challenge in this area.

It is recommended that **OB** courses incorporate culture into their curricula, and include the following aspects:

- definition of organisational culture
- foundations of organisational culture
- the concept of organisations as cultures
- how cultures facilitate or inhibit performance and change, for example:
 - the impact of working in teams
 - creativity
 - trust
 - an understanding of relationship between values (such as dignity, mutual self-respect, harmony, trust, honesty and compassion), ethics and socially responsible behaviour
 - the value of learning
- changing organisational cultures
- managing the culture of an organisation
 - taking advantage of the existing culture
 - socialization
- the influence of personal cultural differences.

If management students can appreciate the value of having the culture of their organisations in place, the way things are done around South African organisations will no doubt improve and foster a satisfied workforce that is productive, as well as a satisfied organisation that is maximising its profit potential.

* Human Resource Management

The **Human Resource Management (HRM)** course is concerned with systematic aspects of employment relationships. The course should deal with how organisations manage large numbers of people to pursue organisational objectives.

◆ Aspects covered in South African OB courses

One faculty of business administration calls its OB course **Human Resource Management**. The first year course covers aspects of human behaviour, such as individual and group behaviour, and organisational effectiveness; while the second year course deals with most aspects of **Industrial Relations**.

The third year course covers organisational development in a subject called **Human Resources Strategy**. Aspects included are organisational integration; structure; design; culture; and managing and implementing change.

Although **Human Relations Management** is a discipline on its own, OB courses should cover critical aspects of it in order to add to the general understanding of the individual and to facilitate the smooth flow of operations in an organisation. It must be remembered that environmental and strategic changes have put pressure on existing relationships in organisations. It has also been mentioned that **Labour Relations**, as a subject, does not have the impact it had before.

The course offered by the South African business school mentioned above, does not include many of the elements that foreign schools incorporate.

◆ Aspects covered in foreign OB courses

The Human Resources approach is included in a number of curricula. Denver's Graduate School of Business focuses on the skill of human resources management in one of its electives. It includes aspects such as:

- laws affecting the workplace
- human relations responsibilities of the manager
- manpower planning
- selection and placement
- career paths and training
- constraints relevant to managing human resources.

The main aim of the **HRM** offered at Stanford's Graduate School of Business is to examine the employment relationship. How this aspect has changed over the years and what can be expected in the 1990s is dealt with. The module on **Employee Relations** covers:

- how environmental and strategic changes have put pressure on existing relationships
- how explicit contracts regulate employment relationships.

The module called **Motivation and Rewards** explores:

- reward systems that firms use to give employees incentives
- equity versus rewarding performance
- cost of compensation systems
- the role of trust and fairness
- how to measure performance appropriately.

The third module, called **Managing Careers**, looks at career systems as mechanisms for matching individual career objectives with current and future organisational needs. The module highlights stresses placed on different career systems by changing business conditions and changing work force demographics.

Stanford offers a course called **Managing the Organisation's Workforce**. It deals with aspects such as:

- which activities to manage internally and which to contract out
- how to assign tasks to specific positions
- how to compensate those positions
- how to balance pressures for equal compensation against pressures for pay for performance
- how to select individuals to fill positions
- how to structure careers to retain excellent employees
- how to provide incentive for employee growth and co-operation.

This course stresses that decisions relating to the above are made in an environment that is increasingly restrained by litigation and government regulations. These decisions are usually made in diverse societies, often involving distinctive formal and informal employment practices.

The latter case is very typical of the South African scenario. The business schools can learn much from looking into courses such as the one just mentioned.

The Chinese business schools also stress HRM in their OB courses. The courses deal with the fundamental techniques and procedures used by organisations to develop, motivate, and maintain the human resources. Topic areas include:

- manpower planning
- job analysis
- staffing
- performance appraisal
- training and development
- compensation management
- health and safety
- industrial relations
- computerised personnel system
- service and benefit programmes
- discipline
- community relations.

◆ Recommended changes to South African OB curricula

The writer feels strongly that because of the diverse and complex nature of the South African workforce, the issue of Human Resource Management should be addressed in our schools. We can use the ideas of the Americans and the Chinese listed above. These concepts will no doubt facilitate a more harmonious atmosphere in organisations.

It is recommended that the above issues as well as a few others should be included in revised OB courses in South Africa:

- laws affecting the workplace
- human relations responsibilities of managers
- employee development
- measuring and improving human performance
- techniques of individual objective setting
- appraisal and feedback systems
- creating and managing compensation programmes
- job design
- analysis and redesign of reward systems
- training
- the acquiring of necessary people and task orientated skills.

* Stress

Due to multifaceted factors, this topic has become a major trend in the lives of most people. Business graduates especially must be equipped to deal with stress in their own lives and in those of others.

◆ Aspects covered in South African OB courses

Three of the six local business schools cover this topic in the following form:

- individual handling of stress in the work situation
- the concept 'stress pressure'
- stress and the individual
- individual vulnerability and external stressors
- techniques to prevent stress pressure.

Stress affects everyone in the organisation and can be detrimental to the efficient performance of the workforce. It is therefore very strange that business schools do not include the topic in their specific OB curriculum. It is definitely an aspect that influences human behaviour, and should therefore be included as a topic of any OB course.

It is significant that stress received a very low ranking in the rank-ordering survey.

◆ Aspects covered in foreign OB courses

Few of the foreign schools include stress as an aspect in their OB curricula. It is merely mentioned during discussions of other topics. This is also surprising, as most of the textbooks published in the 1990s devote a whole chapter to this important topic.

◆ Recommended changes to South African OB curricula

Improved technology is one reason that things can happen at an accelerated rate. Speed therefore becomes a competitive weapon. Keeping abreast of technological advancements and working within the system of technological advancements causes stress. The expanding clock requires the virtues of speed and agility, as well as being prepared to work longer hours to accommodate overseas time patterns.

It is therefore recommended that South African OB curricula cover the following aspects:

- the meaning of stress
- stress and the individual
- causes of stress
 - organisational
 - non-work factors
- life stresses
- results of stress
 - individual results
 - organisational results
 - burnout
- managing stress
 - individual strategies
 - organisational strategies.

No human is exempt from falling prey to stress and its effects. Due to a number of factors such as uncertainty about the future of the country and the business community, there has been a definite rise in the stress levels of South Africans. Most South Africans are not aware of this. This is reflected in the ranking stress was given by the MBL I students. The average ranked it as low as 5 out of 15. The sooner the vital importance of this topic is realised in South Africa the better. There is a syndrome, 'it cannot happen to me.' That is why it is usually ignored until its effects are felt.

5.2.2 New and vital topics that have begun to appear in OB curricula

From this study it is evident that a few South African OB curricula have made an attempt to keep up with changing world trends. For example, transformational leadership and project teams are included.

However, the writer feels that South African business schools can learn a great deal from their American and Chinese counterparts. South Africans have to develop an attitude that is different to that currently held. This cannot happen overnight; therefore it is suggested that the OB course that is offered at business schools should cover the following topics as well as those mentioned above:

* Sharing

Sharing of information is another component that must not be overlooked. Sharing implies possessing or using jointly with others. Basically this results in all parties as well as the organisation benefitting.

If the nature of the individual does not include this trait of sharing, the person will have to be taught how and why it is of such value to all.

Sharing as such is not listed as a topic in one of the curricula included in Chapter 3 of this Report. However, to promote aspects like sharing and understanding of human behaviour, social responsibility has become an **OB** topic at a number of American universities. At Denver University it is called **GIVE**, which stands for **Graduates Involved In Volunteer Efforts**. This programme not only promotes sharing but also community service. It is also closely linked to team work.

Associated with sharing is the idea of a group or a team, in which the individuals impart and receive information. Not only is an understanding of group dynamics, the value of communication and the cross pollination of ideas that occurs in teams important for prospective managers and leaders, but the issue of trust cannot be ignored. People tend to be loathe to share with those that they do not trust.

The business school that has had the vision to realise the need and importance of the above is Denver's Graduate School of Business. The **Outward Bound Leadership** course is offered so that students are able to learn the value of team work, the energy of creativity and the importance of trusting one another.

South African business schools could learn a great deal from this idea. If students from different cultural and ethnic groups could be involved in similar courses they could get to know each other, sort out their attitudes, perceptions and biases and ultimately trust each other.

This issue of sharing is not new. Howe, in his book **Building Profits through Organisational Change** (1981), mentions the **IMPROSHARE PLAN**, which stands for **Improved Productivity Through Sharing**. This concept was introduced by Mitchell Fein, who developed this new type of sharing plan.

No doubt an argument against this idea would be the cost involved. The payoffs, would however, negate this argument.

The writer feels that the following topics, that have been taken from the curricula offered at the American, English and Chinese

business schools, should be considered by South African business schools as well:

*** Ethics, social responsibility and critical thinking**

This topic is offered at Denver University's Graduate School of Business.

These aspects of human behaviour are receiving more attention now. Students are introduced to normative ethical theories that will challenge them to think critically and creatively in the application of ethical concepts and principles in business.

Managers face predictable ethical dilemmas when making decisions in their organisations. Ethical sensitivity to moral content inherent in the management process is encouraged in this course.

Students must be made to understand the relationship between values, ethics and socially responsible behaviour in the business setting. It is vital that a common set of sound values begins to permeate the South African business world.

The following aspects of this topic should be covered:

- basic concepts in ethical thinking and theory
- how organisations shape the values and ethical choices of their members
- how individuals can increase their own freedom of ethical action
- how an ethical framework can improve decision making
- skills to create and shape an ethical environment.

This topic is closely related to the culture of an organisation as it influences the way things are done in an organisation. These aspects could be incorporated into the topic that deals with culture.

* Effective Empowerment

South Africans have to learn the value of sharing power with others. If this idea can begin to permeate the cultures of organisations, the concept will filter through to the community and enhance a spirit of understanding and acceptance.

A short course could be offered on this topic. Aspects that could be included are:

- definition of empowerment
- factors that lead to empowerment
- definition of delegation
- pros and cons of empowerment and delegation.

* Women and Organisations

This elective is offered at Stanford's Graduate School of Business.

More and more women are making up the workforce. An understanding of women and the unique aspects associated with them have to be understood.

The suggested aspects that should be covered in this course include the following:

- tradition and change in the definition of women's roles
- women and careers
- women and performance
- hardiness of women
- work expectations
- women's styles of
 - management
 - leadership
 - decision making
 - communication
- effects of organisational hierarchies

- conflicting expectations of appropriate female behaviour
- emerging forms of professionalism
- balance between work and family life
- demands on the working wife
- women with higher salaries than their husbands.

It is vital that both men and women are sensitive to the issues mentioned above. An understanding and appreciation of them will facilitate the improved managing of women in the workforce.

* Philanthropy

In the spirit of teamwork, sharing, the satisfaction of the worker and social responsibility, Stanford's business school has introduced a topic called Topics in Philanthropy.

The South African scenario lends itself to philanthropy. No doubt this could contribute to the policy of reconciliation and harmony amongst groups. Learning to assist those who are dependent on help of one form or another will also foster a spirit of giving and understanding. Participation in philanthropic projects fosters sound cultural activities and promotes integration with the community.

* Coping in a global and international world

The world economy is on the path to open markets. These markets include anything from goods and capital to technology and services. Technological trends are resulting in information intensive industries. The OB course has to sensitise the student to the implications and demands of globalization.

International business is of great importance. To meet the demand for increased knowledge in this area, business schools are adding international dimensions to their OB courses. South Africa is no longer isolated from this scene.

Therefore, the business schools will have no option but to address this issue in their courses.

The international dimensions of **OB** that could be covered include:

- growth of international business
- international management
- cross-cultural management
- communicating across cultural barriers
- managing cultural diversity
- multi-cultural teams
- cross-cultural patterns
- cross-cultural leadership
- negotiating with foreigners
- cross-cultural transitions: expatriate employee entry and reentry
- the expatriate spouse
- international careers
- individual behaviour in international settings
- organisational characteristics in international settings
- organisational processes in international settings
- organisational change in international settings
- analysis of international environments
- advantages and problems of various forms of international operations
- management strategies for international firms.

An appreciation of these dimensions will no doubt result in increased adaptiveness and responsiveness on the part of management students. More importantly, corporate management of international organisations should be equipped with the ability to co-ordinate and co-opt differentiated and interdependent units into sharing the vision of the organisation's strategic tasks (Szilagyi, and Wallace, 1990, p. 883).

* **New Paradigm Business**

Stanford's Graduate School of Business has realised that there

is a change in the fundamental beliefs about the nature of the world. In business there is a shift towards the learning organisation. A new workplace is evolving. Within the confines there is a trend towards basing creative work on values such as dignity, mutual self-respect, harmony, trust, honesty and compassion.

South Africa has a long way to go before this philosophical approach can be implemented; however, the foundation for such thinking could be laid.

* Self-assessment and career development

This course, offered at Harvard's Graduate School of Business, is designed to help students develop a deeper understanding of themselves and their career choices. The course focuses on the nature of adult development, career development, dynamics of job search and job selection. Issues like integrating work and family life, dual-career couples and the needs of the working parent are dealt with. This is an important course as the issues covered in it influence behaviour.

* Corporate Governance

In the emerging new South Africa, corporate governance will face new challenges not normally encountered in this business arena. Directors should achieve a high degree of competence in people skills as well as negotiation and communication.

A course for prospective directors could be offered at South African business schools. The importance of moving from pre-occupation with short-term profitability and results to medium and long-term vision and wealth accumulation will have to be taught. Lessons from American companies that fell into the trap of not doing this could be stressed. (Reay, 1992 p. 257.)

* Learning Organisations

South African management courses in OB should stress the importance of continuous learning of each individual in the organisation. This learning must include not only new information, but also students must be taught to learn from errors. Defensive routines must be reduced. An overall learning milieu must be fostered as part of the culture in organisations. Sharing of knowledge must also be fostered. Training and development wherever it is required should be encouraged.

South Africans can learn a great deal from Peter Senge, who says the following in his *The Fifth Discipline*: 'To practice a discipline is to be a lifelong learner. You "never arrive"; you spend your life mastering disciplines. You can never say, "We are a learning organisation", any more than you can say, "I am an enlightened person." The more you learn, the more acutely aware you become of your ignorance. Thus, a corporation cannot be "excellent" in the sense of having arrived at a permanent excellence; it is always in the state of practicing the disciplines of learning, of becoming better or worse.' (1990, p. 11)

* Comparative Management Studies

Comparing management practices worldwide, with special reference to the Pacific Rim countries, will be of great benefit to South African management students. The introduction of such a course is recommended.

* Ethnicity

The writer feels that such a topic should be introduced into South African OB curricula. A knowledge of the differences in the different ethnic groups in South Africa can only enhance the management student's understanding of the behaviour of people in organisations.

* Negotiation

Unless South Africans, with their diverse ethnicity, reach consensus in respect of each individual's role in the organisation, they will never reach the success of which they are capable. Consensus can only be attained through a process of ongoing negotiation. This topic should be given priority status in all new curricula.

5.3 SUMMARY OF RECOMMENDED TOPICS THAT SHOULD BE INCLUDED IN FUTURE SOUTH AFRICAN OB CURRICULA

Hereunder are listed the topics that the writer has discussed above and advocates should be incorporated into OB courses, in addition to those already being taught:

- the individual
- the group
- team building
- leadership
- power and politics
- motivation
- decision making
- participative management
- communication
- conflict management
- negotiation
- organisational change and development
- training and development
- managing change
- organisational structure and design
- corporate culture and climate
- human resource management
- stress
- sharing
- ethical dilemmas in management
- social responsibility

- effective empowerment
- women and organisations
- philanthropy
- coping in a global and international world
- managing organisational networks
- new paradigm business
- self-assessment and career development
- corporate governance
- a learning organisation
- comparative management studies
- ethnicity
- coping with a changing workforce.

Adequate time should be allowed to do this effectively. It will be impossible to cover all the recommended OB courses in one academic year. The nature and the scope of these courses are too broad to compress into a one year course.

Therefore, it is suggested that OB be divided into a two or three year course. London Business School divides its course into Organisational Behaviour I and II. The Department of Management Studies at the University of Hong Kong offers an MBA that extends part-time over three academic years.

There are 33 courses mentioned above. If 10 or 11 different ones were to be offered each year for three consecutive years, the MBA graduate should be very well equipped with skills that will enable him or her to understand human behaviour as far as it is possible. The facilitating of situations that are conducive to the efficient and effective realisation of human potential will also follow. In turn, with most other factors in place, maximization of profit in organisations should be the order of the day.

5.4 CONCLUSION

Because of its position of isolation, the South African business community has remained mostly cut off from the resources of the outside world. While various business men and academics

made contact of sorts with the outside world, South Africa was limited to acquisition of mainly theoretical knowledge and lacked experience in the interplay of international trade. As a result, it did not keep pace with modern trends and evolution of new business doctrine. An enormous gap has therefore to be bridged. The situation is compounded by South Africa's unique problems, occasioned by a multi-ethnic and multi-cultured country.

These circumstances are aggravated by the fact that the majority of its people have been held back from full participation in the running of the country and have been disadvantaged in terms of education and training.

However, the new South Africa seeks to eliminate these disadvantages and is striving to close the gap. While the country has embarked on a wide ranging process of democratization, with its concomitant series of negotiations, arguments and even conflict, it is approaching a new dispensation which will hopefully take the nation into a peaceful future. However, no political solution, no matter how well established, can ever hope to succeed without a major growth in the economy. The need to create the wealth with which to meet the aspirations of the people is of paramount importance. Therefore leadership and effective management are needed to motivate the population to produce to the maximum extent of their potential capabilities. The example of the unbelievable achievements of South Korea and other Pacific Rim countries indicates what can be achieved.

Winston Churchill once warned, 'China is a sleeping giant and we should let it sleep. For if China ever awakes, it will move the world.' China has awoken. Three and a half years after Tiananmen Square, China is setting world records in foreign investments and economic growth. This is largely due to the exploitation of the abilities of its 1,2 billion people. (Knibb, 1992, p. 34.)

This is where **OB** can make an extensive contribution. If effectively taught, prospective South African managers will be

equipped with tools to motivate employees in organisations to produce quality goods and create wealth for themselves and South Africa. The human components of creativity and motivation will be more important to competitive advantage than technological advancements (London, 1988, p. 16).

South African business schools must, however, catch up with the progress being made internationally in OB. The example of the United States should be followed. The requirements of the business community there were assessed because of the recessionary crisis. This led to some almost revolutionary changes in most of the leading business schools.

A greater communication was fostered between the corporate world and academia, even to the extent of moving MBA students into the corporate world to solve problems. Not only was practical experience gained, but it meant the bridging of a large gap. (Byrne, 1992, p. 44.)

South Africa with its limited finances and resources available to business schools could well follow suit and move more towards co-operation with the business world. A reciprocal interchange of information, innovative thought and need requirements should commence as soon as possible. South African organisations must realise that they have to keep on learning. Peter Senge's words come to mind: 'Learning disabilities are tragic in children, but they are fatal in organisations. Because of them, few corporations live even half as long as a person - most die before they reach the age of forty.' (1990, blurb of book.)

'OB as a discipline must be recognised as [something] that can contribute to an organisation's profitability. OB theories and practices have not been well integrated into ongoing business systems and practices. The overemphasis on group dynamics, interpersonal relations, sensitivity training, career planning, personal counselling and other psychological and sociological methods has caused many executives to question the value of the discipline. To be effective, it must be positioned properly in the structure and must function as an analytical discipline along with other specialized business functions.' (Howe, 1981, p. 3.)

However, it is not sufficient to acquire only a cognitive understanding of behaviour in organisations, as is the case with the traditional approach. The essence is to encourage an understanding of essential concepts plus an ability to apply or perform them in an on-the-job situation. This implies teaching the various skills associated with the task of managing and understanding human behaviour. The curricula should make provision for the practising of the skills in a simulated environment. Practising the skill is bound to improve the individual's ability to perform.

From the above it is evident that in order to survive in the world of the 1990s and beyond, prospective managers and leaders must be taught a number of OB topics so that they are equipped with the skills to take part in and facilitate effective behaviour in organisations. South Africans face many new challenges in this regard. OB offers an excellent opportunity to foster understanding of people and the way in which they behave.

It must not be forgotten, however, that all the answers are not provided above. Often MBA graduates have what Mark McCormack (1984, p. 9) calls 'a naive form of arrogance'. They have to realise that learning is an ongoing process.

'We are apt to think that our ideas are the creation of our own wisdom, but the truth is that they are the result of experiences through outside contact.

Without studying or being taught by others, we cannot formulate even a single idea. Therefore it can be said that a person who can create ideas worthy of note is a person who learned much from others.

If we are willing to learn, everything in this world can be our teacher.....

With sincerity we hope to absorb wisdom from

all people and all things. It is from this attitude that fresh and brilliant ideas are created. The sincere willingness to learn is the first step towards "Prosperity".
(Konosuke Matsushita) (Cohen, et al, 1984, p.26.)



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2 March 1992

Dear

Re: ORGANISATIONAL BEHAVIOUR CURRICULUM

Prof Spoelstra and I hope to establish what is being taught in the ORGANISATIONAL BEHAVIOUR (OB) courses at top Business Schools around the world. We hope to be able to determine where the emphasis is being placed in their respective OB courses, as well as the weight assigned to the subject OB in MBA programmes.

We intend to develop an OB programme that can be taught to students who live and work in AFRICA. The demands that Africa places on a subject like OB differ greatly from those in Europe and the USA.

We shall be most grateful if you would kindly send us a copy of your OB syllabus, which will give us an indication of what aspects receive emphasis in the OB curriculum offered at your Business School.

If possible, please indicate the weight assigned to OB in relation to the other subjects included in the MBA course.

We shall greatly appreciate any ideas or suggestions that you may consider relevant.

Please address your correspondence to: Elena Bielich 313 Canopus Street, Waterkloof Ridge, PRETORIA 0181. Rep of South Africa.

Yours faithfully

Prof. H I J SPOELSTRA
PROFESSOR: ORGANISATIONAL BEHAVIOUR

APPENDIX B

RANK-ORDERING SURVEY

ORGANISATIONAL BEHAVIOUR (OB) is one of the subjects offered in the MBL I course. Below is a list of the topics that are covered in most South African OB courses.

Please indicate how you would rank the order of importance in the teaching of these topics, by filling in numbers from 1-15 on the line provided. 1 is an indication of no importance, and 15 of the utmost importance.

Individual Behaviour
(Attitudes, Personality,
Values & Perception) ____

Leadership ____

Training & Development ____

Conflict & Negotiation ____

Motivation & Remuneration ____

Culture & Climate ____

Power & Politics ____

Decision Making ____

Social Responsibility ____

Business Ethics ____

Stress ____

Group Dynamics ____

Sharing ____

Organisational Structure,
Design & Communication ____

Intercultural & International
Management issues ____

THANK YOU

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