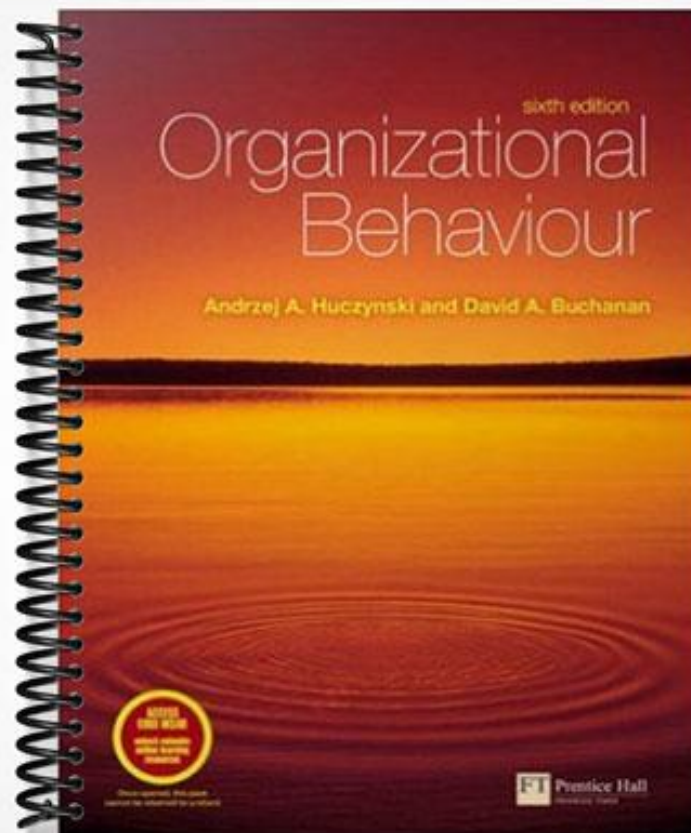


SOLUTIONS MANUAL



Instructor's Manual

Organizational Behaviour

Sixth edition

Andrzej A. Huczynski
David A. Buchanan

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Feedback

We welcome feedback from instructors and from students who are using this textbook. This enables us to develop content, exercise materials, and perspectives that are more closely aligned with your needs, interests, and expectations.

Please email us with your views, concerning what you like about this textbook and manual, what you don't like, where you would like to see improvements, and any other general comments that you consider to be relevant. We look forward to hearing from you. Our contact addresses are:

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Overview

The intent

This *Instructor's Manual* complements the textbook, *Organizational Behaviour*, Financial Times Prentice Hall, 2007 (sixth edition). The aims of this manual are:

- to give you an innovative, comprehensive, and integrated teaching resource and to help you in the design and delivery of a programme that students will find informative, interesting, and challenging;
- to reduce unproductive preparation time by providing the resources that you need, and which you can adapt as necessary to fit the requirements of your courses, including PowerPoint masters, chapter exercises and debriefings.

Each textbook chapter includes revision questions and three exercises. With a single textbook purchase, therefore, your students have a range of materials that can be used in different ways, in different settings, as the basis for classroom analyses and discussions. These materials can be adapted in various ways and may also trigger the development of further innovative materials more closely tailored to the needs of your particular courses and student groups. We thus hope that this manual will encourage the more creative use and development of the extraordinarily wide range of teaching methods now available.

This edition introduces at the end of each chapter a new pedagogical feature, *You're the manager*. These short case studies, or incident reports, are based on actual organizational and managerial problems, and the reader is asked to make an appropriate decision from a range of options. These incident reports illustrate the kinds of problems that managers, supervisors and team leaders in organizations have to deal with regularly. They are also designed to increase student awareness of the pressures and constraints under which managers and others dealing with such problems typically have to operate. Often, there is no 'right answer', requiring a balanced judgement that combines understanding of the concepts, theories, models, and frameworks from organizational behaviour, with personal experience, and perhaps also personal preferences and intuition.

You're the manager is particularly suited for use in managerially oriented courses, where there is a focus on management decision making, to develop students' employability skills, and where there is a desire to incorporate the instructor's management knowledge with students' own work experiences.

The exercise materials in the textbook are based on four principles:

1. Complementarity

These teaching materials are designed to complement rather than replace your own favourite cases and exercises. Chapter exercises not used in your teaching sessions can be used as homework, for revision, or perhaps as the basis for mock exams.

2. Awareness

These materials seek to demonstrate that organizational behaviour can be observed and studied in a variety of settings. This is reinforced by the 'home viewing' and 'OB in

literature' sections at the end of each chapter. The text aims to raise student awareness of factors that influence human behaviour in all kinds of organizations.

3. *Stimulation*

These materials are designed to stimulate student interest, controversy and debate. In particular, they seek to encourage a questioning, challenging, critical perspective on organizational behaviour themes and theories rather than subservience to authorities. We have also tried to bring together materials that we enjoy using, which we find that students enjoy, and which we hope will stimulate further study of the subject.

4. *Ease of use*

The materials are easy to use. All have been selected for maximum impact and minimum preparation. Student preparatory work and the guidance to be assimilated by instructors have been kept short, while generating high levels of discussion, debate and learning. The materials are also designed to be flexible, to fit different teaching time frames. All the instructor has to do is to ensure that students bring the textbook to scheduled lecture, workshop and tutorial sessions.

The content

This manual has the same content structure as the textbook, with 24 chapters in six parts. To make it easier for you to locate the material that you need, and to reduce the assimilation load, many items appearing in the textbook are not repeated here. Each manual chapter includes the following:

Chapter overview

Based on the textbook chapter *Recap* sections, this quick overview offers a reminder of the chapter's learning outcomes and a summary of its main points.

Chapter rationale

A brief discussion of the authors' intent in presenting this material, what has been included, and what has perhaps been excluded and why.

Lecture exercise 1: debrief

Chapter exercise 1 is designed primarily for large class teaching. The exercise briefing and materials can all be found in the textbook. This section offers suggestions for introducing and running this exercise, and also provides a debriefing that indicates the key learning points.

Tutorial exercise 2: debrief

Chapter exercise 2 is designed mainly for small class teaching. The necessary materials are again in the textbook, and session running and debriefing ideas and points are offered.

You're the manager: debrief

One for each chapter, and not linked directly to chapter content, these can be used for individual reflection, tutorial discussion, and for revision work. They are all based on real situations, where the best course of action is rarely obvious or clear.

Additional revision questions

Each chapter in the textbook lists five revision questions. Five further questions relating to each chapter are included here. These can be used as real or mock examination questions. Students can be encouraged to use these in their revision strategy. They may also be used as tutorial topics, to stimulate debate and controversy. Additionally, they can be used for tutorial revision, inviting students to consider how they would structure examination answers.

Afterthoughts

Each chapter in the textbook also contains a series of 'stop and think' exercises, suggestions for 'home viewing' movies that demonstrate organizational behaviour concepts and theories, and suggestions for reading fiction in 'OB in literature'. This manual offers further suggestions for ways in which these and other materials can be developed.

PowerPoint masters

A PowerPoint pack is provided separately, arranged by chapter, that you may find useful in teaching this material. These are also available from the companion website (Lecturer resources) to this text, from where they can be downloaded and edited as necessary to meet your particular teaching needs and preferences.

The features

The textbook incorporates several features, identified and explained in Table 1, designed to stimulate and challenge students, to encourage a critical perspective and to demonstrate the theoretical and practical application of organizational behaviour ideas. Many of these features are unique to this text (unless other authors have copied our approach) – *Stop and think*, *Home viewing*, *OB in literature*, *Invitation to see*, *You're the manager*.

Table 1: Features checklist

Feature	Explanation
Engaging, entertaining layout and writing style	Introductory text, for undergraduate and postgraduate business and management studies, assumes no prior topic knowledge, mixed-ability groups, some needing guidance and stimulation
Chapter independence	Each chapter stands alone, but is clearly linked to an integrating framework. Instructors are thus not 'locked in', but can either follow the text, or design their own course content
Key terms	Each chapter opens with a list of the main terms defined, explained and illustrated in the chapter
Learning outcomes	Each chapter opens with learning outcomes
Integrating framework	Each part establishes how the topic relates to the integrating framework which opens the text and maps the OB territory
Practical interest	Each chapter opens by establishing the significance of the topic as addressing a set of practical issues and problems
Invitation to see	Each part opens with an invitation to interpret or 'decode' visual images of work and organizations, to develop visual literacy
Historical backdrop	Subject treatment provides definition of key concepts and classic research, key theories and authors, contrasting perspectives, often necessary to put current thinking in context
Current thinking	Subject treatment emphasizes current research, theory and authors, cutting edge thinking and issues, demonstrating modification of traditional thinking where appropriate, speculating about the future
Applications	Examples of how theory is translated into practice; recent management applications, broad range of organizational types used in illustrations, international examples
Controversy and debate	Examples of current controversies, theoretical and practical, encourage critical perspective, encourage debate and challenge
Stop and think	Stop sections throughout the text invite readers to pause and challenge ideas and theories, and their practical implications
Recap	A list of the key issues and arguments in the chapter, linked to learning outcomes, for reminder and revision
Revision	Typical essay and examination questions, useful for personal revision or for tutorial discussion and revision purposes
Springboard	Annotated chapter bibliographies indicating 'classic' references and recent seminal and controversial contributions; useful for assignment or project work and for further advanced study
Home viewing	Feature films illustrating the wider relevance and application of ideas introduced in the chapter
OB in literature	Novels illustrating concepts and themes from the chapter
Lecture exercise	A short case, or questionnaire, for use in a lecture setting with large classes, to provoke critical analysis and discussion

Tutorial exercise	Longer case study or group exercise, for use in tutorial settings with smaller classes, to provoke critical analysis and debate
You're the manager	Brief incident reports based on real situations requiring a manager or team leader to decide from a constrained list of options

You're the manager

This is a new feature for the sixth edition. The aims of *You're the manager* (YTM) are to

1. demonstrate the types of problems that managers, supervisors and team leaders in organizations have to deal with regularly;
2. raise students' awareness of the pressures and constraints under which managers and supervisors have to make decisions;
3. apply relevant concepts, theories, research findings, models, and frameworks from the textbook, to help decide what they would do in that situation.

The YTM's were originally devised as a complement or alternative to tutorial exercise 2 in each chapter. However, they can readily be adapted for use in a large lecture class, or as homework assignments, or examination questions. Each of the textbook's 24 chapters has a different YTM. The situation and options are not directly linked to each chapter's topic, although in many circumstances, an indirect link has been made. This means that YTM's can be used out of sequence, thereby providing flexibility. As students progress through the course and read more of the textbook's chapters, their analysis and justification of the options should become more sophisticated. However, it is not expected that students will mechanically consult a chapter to find the one 'correct solution' to each problem.

On the contrary, the YTM's are intended to convey the reality that managing is a messy, complex, problematic business, characterized by inconsistencies and compromises. It is not the tidy, rational, logical, clinical, systematic problem-solving and decision-making process implied by some other textbooks. YTM topics address problems that most managers will be familiar with. As an instructor, you can devise your own problems in the fields of employee lateness, absenteeism, poor work behaviour (inappropriate dress; inappropriate customer interaction, personal hygiene, swearing), poor work performance (not meeting targets of sales, calls made, profit attained), drink and drugs, bullying, sexual harassment and potentially inappropriate romances at work.

The YTM's also convey another reality, which is that management decisions are made under pressure and within constraints. These include time pressure, the need to reduce costs, concern with creating a precedent, acceptability of a solution to the target individual and colleagues, how your boss will judge your actions, and the internal politics of the organization. In these incidents, as so often in real life, 'the best' solution is often 'the least bad'. The YTM's also give an opportunity for instructors with management experience to share that with their students in a way that gives them a better feel of what it is like to occupy an organization management role. Many academic departments in business schools now employ practising and retired managers who contribute to tutorial and lecture programmes. These YTM exercises provide an ideal vehicle to allow them to share their knowledge in a structured way that contributes directly to course outcomes.

YTM structure

Each YTM is structured in a similar way.

The first section places the student in a management role. The role title used – manager, supervisor, team leader – depends on the context. Students are asked to focus on the objective, and to draw from their subject knowledge, reading, and personal experience, to evaluate the available options. Most students have first-hand experience of organizations and of being managed. Some may have held the role of team leader or supervisor. It is important to note that the task involves considering the only options that are available, and students should consider the advantages and limitations of those options only. The aim is to mirror practice, as the options that one might wish to use in order to resolve a problem are simply not always available, for numerous reasons.

The second section, 'Your problem', is brief so that this does not rely on advance preparation. Just enough information is provided to allow the options to be evaluated. However, during the discussion, students often observe that they lack enough information. The instructor can use this observation as a cue to reinforce the point that managers often have to make rapid decisions on the basis of incomplete information. One obvious 'next step' in most problems involving an under-performing employee is to discuss the issue with the individual to find out more about the problem and their perception of it. To avoid repetition, this is not offered as one of the available options for any of these YTM. Often in practice, when such a discussion does take place, the individual rejects the complaints or perceived criticism. Sometimes, that manager does not have the opportunity or the desire to find out more. Each problem description also includes a reference, either explicitly or implicitly, to the pressure or constraints under which the decision is being made. For example, it may explicitly say that your boss wants you to fix the problem immediately, or that the solution must not be costly. Alternatively, failure to resolve the problem will have a negative impact on your own reputation, performance and promotion prospects. Table 2 gives details of each YTM.

The third section, 'Your objective', states what your action is seeking to achieve. This avoids the problem of different students evaluating the options offered on different criteria, as they are all seeking the same end, and discussion can focus on the relative effectiveness of the options in attaining that end. The final section lists the four or five options that are available at this time. Students are asked to evaluate these with respect to the specified objective.

YTM process

There are many ways in which a discussion of the merits of these options can be handled. In a tutorial situation, all members of the student group can be assigned to assess all the options and reach decisions before combining thinking in small groups. Depending on syndicate size, individuals, pairs, or trios, and so on can be assigned to assess only one option each, subsequently pooling their deliberations. In a lecture situation, instructors can begin by describing the problem, and perhaps drawing parallels with their own, similar experiences, before inviting students to pair up, read the YTM, and select their preferred option. After 15 to 20 minutes, the instructor can continue the lecture, evaluating the advantages and disadvantages of each option in turn. However, before discussing each option, ask for a show of hands from the audience to determine which and how many students considered this to be the best one. This can result in an options assessment matrix similar to this:

Option	Advantages	Disadvantages
1. Team meet	Generates peer pressure Avoids direct confrontation	Needs highly skilled intervention Target may just melt into group
2. Disciplinary	Clarifies the situation, no ambiguity Basis for future action if necessary	Can be demanding for manager Such punishment is demotivating
3. Regulation	No time or cost involved Reduces all phone misuse at work	Could be seen to punish everyone Tackles symptom, not problem
4. Allocations	Reduces impact of misconduct Creates opportunities for others	Target may appear to get off lightly Does not solve problem

Table 2: You're the manager: summary

Ch	Title	You	Target	Theme	Problem	Constraint
1	Software Solutions	Team leader	F	Poor work performance	Diane's poor performance, her team is suffering	Pressure from your boss to fix this problem
2	Mitcham Parts	Executive board member	F	Poor work behaviour, interpersonal style	Advising board on selection of a successful female manager with an abrasive style	Time pressure to retain star performer; need to maintain your reputation
3	Netherby Communications	Team leader	F	Poor work behaviour and low performance	Melanie's client handling is poor, and her performance compared to other team members is low	Your performance is measured by that of your team
4	Fullerton Audits	Recovery department manager	M	Poor work and lack of attention to studies	Edward's poor studying and performance affecting team	As his boss, you could be disciplined by your bosses
5	Camden School of Management	Research team leader	F	Poor performance	Lynette not completing her research tasks	As research leader, your reputation and success in future research bids is jeopardized
6	Unley Tobacco Products	Product line manager	M	Poor performance	George not fulfilling his job requirements	Your reputation in your new post is jeopardized
7	Magill Products	Purchasing director	F	Ethics	Purchasing manager accepting gifts from vendor	Own reputation endangered by breaching company policy
8	Payneham Power	Technical support department manager	F	Skills gaps	Sharon lacks communication skills and fails to take initiative	Your senior manager will blame low team performance on you
9	Central Utilities	Team leader	M/F	Organizational dilemma	Team defines its goals differently from those of management	Negative impact on your career progress
10	Advanced Solutions	Team leader	M/F	Poor group performance blamed on an individual	Group dynamics reducing effectiveness	You are responsible for this and other teams

11	Warbeck Hospital	Facilities manager	Fs	Low group cohesion	After reorganization, absenteeism increases and productivity falls	Fear of government consultant team visitation
12	Stationary Supplies	Office manager	Fs	Bullying	Three women bullying a fourth	Poor performance of your department endangering your promotion
13	Champion Cakes	Bakery supervisor	M/F	Work organization	One group of workers has unilaterally established job rotation for themselves	Impact on performance; effect on other teams in the factory
14	Weber Engineering	Senior manager	M/F	Decentralization	Advising board on actions following removal of hierarchical levels	Staff morale and fear of departure of high flyers
15	Amalgamated Technics	Manager	M/F	Merging departments	Getting previously autocratically-led staff to respond to a democratic style	Effect on your reputation of failing to integrate your staff in your new role
16	Facilities Management	Human resource manager	M/F	Absenteeism	Outsourced hospital worker relocated to a private company	Senior management pressure to reduce absenteeism without increasing costs
17	Rostrevor Police	Station inspector	M	Refusal to follow instructions	Employee fails to enforce new rules	Impact on image of the organization, creates more serious problems for you
18	Burnside Hospital	Hospital general manager	M	Resistance to change	Groups of doctors unwilling to adopt new work procedures	Your failure will be noted as other managers have implemented these changes
19	Customized Cosmetics	Operations manager	M/F	Theft	Unknown individuals stealing	Senior management expect you to reduce losses from theft and increase morale

20	Urrbrae Insurance	Human resource manager	M	Sexual harassment	High-potential male manager harassing female staff	Complainants unwilling to make a formal complaint
21	Belair Engineering	Quality control department manager	F	Inappropriate behaviour	Mariella feigns illness to avoid undesirable task	Your reputation at risk in your new role
22	Truform Consultant Engineering	Manager	MF	Choice of decision method	Three decision situations	Ensuring decision quality, acceptability and timeliness.
23	Shotter's Herbals	Production manager	F	Management conflict over production priorities	Choice of appropriate conflict resolution method	Impact of failure on your promotion
24	Central Computers	Professional services manager	M	Inter-manager rivalry	Power struggle between two managers	Affects your reputation and future with the company

Instructors will want students to justify their choices, highlighting the strengths and weaknesses of each. Such justification may be based on research evidence, personal experience, or observations of working managers. This gives instructors the chance to discuss the advantages, disadvantages, and limits of both research and personal experience. Finally, each YTM indicates that the options identified are the only ones available at this time. Students might invent others, but these are not acceptable. As all of the YTM incidents are based on actual events (although the settings and individuals involved have, of course, been heavily disguised), the focus is on the process of evaluating options and taking decisions in circumstances that are far from ideal, reflecting the day-to-day decision-making experience of most practising managers. How you introduce these options, what words you use, is of crucial importance. Each of these options, therefore, also provides the opportunity for role-playing, as a member of a student trio acts out their preferred option, and receives feedback.

Home viewing

Each chapter ends with one or two suggestions concerning feature films that illustrate aspects of the content from the chapter. These are summarized in Table 3. The aim is to encourage students to consider the occurrence and applicability of organizational behaviour themes across different settings. Should we not be encouraging students to read more widely, instead of wasting time watching films? What is the 'added value' of *Home viewing*?

For example, Chapter 21, on leadership, recommends the films *Bandit Queen* (1994) and *Elizabeth* (1998), both directed by Shekhar Kapur. Both these films are based on real characters. These films advance the hypothesis that ruthlessness is a desirable leadership quality. That hypothesis in itself can generate an interesting tutorial debate. However, one film is set in India, in the recent past, and the other in Elizabethan England. Students are thus invited to consider how culture and the wider socio-economic context and political climate influence the

effectiveness of different leadership styles. In addition, the leader in both films is a woman. Ruthlessness is usually considered a stereotypically male attribute. The links between culture, social context, gender and leadership style and effectiveness (these women are both effective leaders) thus come under scrutiny. There are various ways in which these ideas can be introduced to stimulate discussion. The *Home viewing* suggestions have the advantages of being novel, memorable, provocative, and entertaining. We aim to encourage students to reconsider the way in which they watch and analyze films (and television programmes) and consequently to develop a fresh appreciation of the value and applicability of organizational behaviour.

There are two further issues to mention.

First, we hope that instructors will not rely exclusively on the feature film suggestions given here, but point students to films with which they are more familiar, and which are perhaps more suitable for the purpose in hand. In addition, countless other potentially interesting and relevant films will have been released since this text was completed.

Second, the *Home viewing* suggestions may be regarded as an invitation to instructors to use film or video segments in the lecture theatre or tutorial room. This is potentially a breach of copyright, and students may instead be advised to watch these films at home, in preparation for subsequent class discussion. The regulations and licensing arrangements concerning the showing of films in educational settings are complex and liable to change, and different institutions can have different kinds of licence depending on local requirements and patterns of usage. Instructors are thus strongly advised to check with their institution's copyright administrator in order to confirm that they are operating within the law.

Table 2: Home viewing checklist

Chapter	Movie	Director and year
Text guide	<i>Rising Sun</i>	Philip Kaufman, 1993
	<i>Twelve Angry Men</i>	Sidney Lumet, 1957
	<i>Thirteen Days</i>	Roger Donaldson, 2001
1. Prologue	<i>Chicken Run</i>	Peter Lord and Nick Park, 2000
2. Environment	<i>Syriana</i>	Stephen Gaghan, 2006
	<i>The Manchurian Candidate</i>	Jonathan Demme, 2004
	<i>The Constant Gardener</i>	Fernando Meirelles, 2005
	<i>The Corporation</i>	Jennifer Abbott, Mike Achbar, 2003
3. Technology	<i>The Net</i>	Irwin Winkler, 1995
4. Learning	<i>A Clockwork Orange</i>	Stanley Kubrick, 1971/2000
5. Personality	<i>Glengarry Glen Ross</i>	James Foley, 1992
6. Communication	<i>Catch Me If You Can</i>	Steven Spielberg, 2003
7. Perception	<i>The Sixth Sense</i>	M. Night Shyamalan, 1999
8. Motivation	<i>American Beauty</i>	Sam Mendes, 1999
	<i>The Office</i>	Ricky Gervais, Stephen Merchant, 2002
9. Group formation	<i>The Breakfast Club</i>	John Hughes, 1984
10. Group structure	<i>Aliens</i>	James Cameron, 1986
11. Individuals in groups	<i>Twelve Angry Men</i>	Sidney Lumet, 1957
12. Teamworking	<i>The Great Escape</i>	John Sturges, 1963
13. Trad work design	<i>The Efficiency Expert</i>	Mark Joffe, 1992
14. Elements of structure	<i>Das Experiment</i>	Oliver Hirschbiegel, 2001
15. Early organization design	<i>Crimson Tide</i>	Tony Scott, 1995
16. Strategy and design	<i>Other People's Money</i>	Norman Jewison, 1991
17. Organization development	<i>Bob and Carol and Ted and Alice</i>	Paul Mazursky, 1969
18. Organization change	<i>Lean on Me</i>	John G. Avildsen, 1989
19. Organization culture	<i>Gung Ho</i>	Ron Howard, 1986
20. Human resources	<i>Nine to Five</i>	Colin Higgins, 1980
21. Leadership	<i>Bandit Queen</i>	Shekhar Kapur, 1994
	<i>Elizabeth</i>	Shekhar Kapur, 1998
22. Decision making	<i>Thirteen Days</i>	Roger Donaldson, 2001
23. Conflict	<i>Dog Day Afternoon</i>	Sidney Lumet, 1995
24. Power and politics	<i>Contact</i>	Robert Zemeckis, 1997

OB in literature

Each chapter ends with suggestions concerning novels that illustrate aspects of the chapter content, summarized in Table 3. The critical use of literature in management teaching is now well established, with a substantial body of commentary on this approach. Once again, we hope that instructors will encourage students to widen both their reading and their appreciation of fiction in this way, and direct students to appropriate sources other than those recommended in the textbook.

The use of film and literature in teaching organizational behaviour can be introduced from two distinct perspectives.

First, this is simply a fresh, entertaining, challenging, thought-provoking way of stimulating student interest in the subject and generating interesting and insightful debate.

Second, this approach derives from postmodern thinking (see textbook Chapter 2), which challenges the notions of 'authoritative' texts and 'correct' interpretations of authors' meanings, emphasizing instead the reader's interpretation and understanding. The social scientist puts interviewees in front of a tape recorder and asks questions to see how they respond. Novelists and screen-writers put characters into problematic social settings and relationships to see how they respond. Which approach produces the more realistic, accurate, rich, and useful account of human emotions, behaviour and social reality? The relevance of film and fiction can thus be used, in part, to introduce and illustrate postmodern perspectives and to broaden conventional pedagogy.

Table 3: OB in literature checklist

Chapter	Book	Author and year
1. Prologue	<i>The Castle</i>	Franz Kafka, 1926
2. Environment	<i>Pattern Recognition</i>	William Gibson, 2003
3. Technology	<i>Martin Lukes: Who Moved My BlackBerry ?</i>	Lucy Kellaway, 2005
4. Learning	<i>Brave New World</i>	Aldous Huxley, 1934
5. Personality	<i>Divided Kingdom,</i>	Rupert Thomson, 2006
6. Communication	<i>Captain Corelli's Mandolin</i>	Louis de Bernières, 1994
7. Perception	<i>The Doors of Perception/Heaven and Hell</i>	Aldous Huxley, 1954
8. Motivation	<i>Perfect Tense</i>	Michael Bracewell, 2001
9. Group formation	<i>Flying Hero Class</i>	Thomas Keneally, 1991
10. Group structure	<i>Lord of the Flies</i>	William Golding, 1954
11. Individuals in groups	<i>Goodstone</i>	Fred Voss, 1991
12. Teamworking	<i>The Soul of a New Machine</i>	Tracy Kidder, 1997
13. Trad work design	<i>Brave New World</i>	Aldous Huxley, 1932
14. Elements of structure	<i>The Remains of the Day</i>	Kazuo Ishiguro, 1989
15. Early organization design	<i>Midshipman's Hope</i>	David Feintuch, 1996
16. Strategy and design	<i>Company</i>	Max Barry, 2006
17. Organization development	<i>Three Dollars</i>	Elliot Perlman, 1998
18. Organization change	<i>The Devil's Carousel</i>	Jeff Torrington, 1996
19. Organization culture	<i>Twenty-One Dog Years: Doing Time @ Amazon.com</i>	Mike Daisey, 2002
20. Human resources	<i>Human Resources: A Business Novel</i>	Floyd Kemske, 1996
21. Leadership	<i>Shakespeare in Charge</i> <i>Shakespeare on Management</i>	Norman Augustine and Kenneth Adelman, 1999 Paul Corrigan, 1999
22. Decision making	<i>Airframe</i>	Michael Crichton, 1997
23. Conflict	<i>Nice Work</i>	David Lodge, 1989
24. Power and politics	<i>Balance of Power</i>	Paul Palmer, 2000

Websites

Although colleagues and reviewers have suggested this feature, neither the textbook nor this manual include website addresses. There are several reasons for this omission. The Internet is now vast, and determining any selection of sites is a mammoth and time-consuming task. Not all students have ready access to a networked machine, and libraries and computer laboratories may not always be able to cope with the large introductory organizational behaviour class whose members have been instructed to check out a list of websites in preparation for the next tutorial. The Internet continues to develop rapidly, and web addresses and site contents frequently change. We have often been frustrated when pursuing recommendations in other texts to sites which no longer exist, or that have different content. Daily and weekly newspapers and magazines carry website address recommendations as a matter of routine, covering all features, from topical news, business subjects, cookery and fashion. These are more likely to be current than addresses listed in a text that was completed some time prior to publication.

The other main reason for omitting website recommendations from the text lies with the existence of a publisher's companion website for this text, which can be found at

<http://www.pearsoned.co.uk/hucbuc>

This site has a wide range of resources for both students and instructors. Under the heading of *Student Resources*, there are objective questions covering all 24 chapters of the textbook. Objective question formats include multiple choice, fill-in-the-blank, matching, and true-false. There are two classes of multiple-choice questions – knowledge and comprehension. All questions come complete with a timer and a hints (coaching comment) facility. Marking is automatic and instant, providing students with their response, the correct response, a histogram of their performance, and a time statement. Students can access this side of the website with their Companion Website with Grade Tracker student access cards. This resource provides a valuable revision aid to students using the textbook, irrespective of the course assessment adopted by their instructor. It is planned to expand this question bank in the future.

Access to the *Lecturer Resources* section on the same website requires a password, available from Pearson. This section, which is designed for instructors, contains an electronic version of this manual, as well as a full set of PowerPoint slides for use with the textbook's 24 chapters. There is also a set of Lecture Ideas, which is a detailed summary of a variety of lecture descriptions that instructors can 'cut-and-paste' and amend themselves, to produce a student course guide quickly. There are sufficient descriptions for a one-lecture, two-lecture or three-lecture-week, course. Also included is a User's Club where those adopting and teaching from this textbook can exchange ideas. Instructors can register online with Pearson to receive their password.

Invitation to see

The rationale for this feature, introduced in the fifth edition, is explained in the text aims section of the textbook. The aims of *Invitation to see* are to

1. demonstrate the value of visual data in offering insights into human and organizational behaviour;
2. introduce and develop the concept of interpreting or 'decoding' visual images;
3. encourage students to look at the organizational world, and the actors who populate it, in an entirely different way.

For each of the images presented at the start of a Part of the text, students are asked to complete the following three-stage analysis.

1. **Decoding:** Look at this image closely. Note in as much detail as possible what messages you feel it is trying to convey. Does it tell a story, present a point of view, support an argument, perpetuate a myth, reinforce a stereotype or challenge a stereotype?
2. **Challenging:** To what extent do you agree with the messages, stories, points of view, arguments, myths, or stereotypes in this image? Is this image open to challenge, to criticism, to interpretation or decoding in other ways, revealing other messages?
3. **Sharing:** Compare with colleagues your interpretation of each of these images. Explore explanations for differences in your respective decodings.

In a large group lecture setting, we recommend devoting up to 5 minutes to each step, generating a maximum of 15 minutes of personal reflection and buzz group (discussion) session, followed by an instructor debriefing and open questioning. In a small group tutorial setting, step 3 can move into a more detailed discussion of the links to theoretical issues and frameworks, and to the social and cultural shaping of attitudes, values, assumptions, perceptions and prejudices, as appropriate to learning objectives.

Underpinning this perspective are three critical observations.

First, the visual images that we see in newspapers and magazines, in advertising and on television are rarely neutral. When presented with a photograph, we are not simply being offered an illustration of the message in the accompanying text, *we are being invited to see* what the photographer, designer or editor would like us to see.

Images usually tell a story, present a point of view, support an argument, perpetuate a myth, reinforce a stereotype or challenge a stereotype. Like text, visual images carry messages, which are sometimes obvious, sometimes subtle and complex, sometimes clear, sometimes confusing and sometimes controversial. Most of the images that we see appear in a context which offers tacit cues and clues to an 'obvious' interpretation. When a musician plays the first three notes of a major chord (say, C, E, then G) in sequence, our ears 'expect' to hear the resolving octave, C next. The context in which an image is set can similarly lead the eye to a particular reading. A caption and surrounding text are key elements in that context, as are size, use of lighting and

colour, and positioning on a layout. These elements colour our invitation with a particular hue. Awareness of these manipulative aspects of context, however, opens an image to other interpretations. For all the images used in the *Invitation to see* feature, we have included a brief description of the context in which each appeared, along with its original caption.

Second, we tend to take for granted the wealth of visual imagery with which we are surrounded. This is perhaps because we live in a world saturated with visual images. The implication, however, is that we rarely stop to interrogate a photograph in the way that we might question a point of view expressed in, say, a newspaper article.

The observation that we take visual images for granted does not mean that they have no impact. On the contrary, arguments that are not subject to scrutiny and which pass unchallenged can have a more pervasive and powerful influence on our thinking than those ideas that are openly contested. Some images, of course, do generate significant controversy. War photography and images from advertising both generate numerous examples. However heated and long-running the debate, those particularly controversial images represent only a tiny fraction of the volume of visual images to which we are exposed. Some advertisers (Benetton is one recent example), recognizing the taken-for-granted nature of visual imagery, are deliberately provocative so that their images will be noticed, so that they will stimulate a reaction. One of the aims of *Invitation to see* is to encourage students to look beyond the obvious and the taken-for-granted, and to consider reading and questioning the images with which they are confronted.

Third, despite what the photographer, editor or designer intended to convey through the production and use of a particular image in a given context, different viewers may attach different interpretations. What one person sees as the unacceptable and clichéd sexual exploitation of a woman in an advertisement, may be seen by another as a highly original, stunningly posed, lit and composed image. Others may pass that billboard without a second glance.

We each bring to the interpretive task a rich package of past experience, knowledge, assumptions, values, beliefs and prejudices. This leads to the conclusion that, whatever the producer of an image wanted to say, anybody's interpretation of the meaning of that image, however close to or different from the author's intent, is 'correct'. When inviting students to read or decode images such as those presented in this textbook, therefore, the instructor having offered her or his interpretation, has to conclude with 'there is no right answer'. Some students, and perhaps some instructors, will be uncomfortable with this position. Such disappointment would be unwarranted, for at least two reasons. First, we need to accept that there are individual and cultural differences in perception and understanding, and that our personal and culture-specific ways of seeing the world are not privileged in any way. You may also find, with some of the images chosen for *Invitation to see*, that there are gender differences in perception and interpretation. Second, while many of those individual and cultural differences remain unarticulated, they are rapidly exposed in a discussion of different interpretations of visual images. Indeed, approaching what can be a sensitive set of issues in this way can be more acceptable and 'safer' than a direct challenge to individual perceptions, as the object under discussion is an image that has been produced by someone else.

Visual imagery is thus a potentially valuable source of information, which we often overlook. For example, this can provide information about the way in which organizations and the world of work, and particular professions and occupations, are perceived and about their social standing. As just observed, however, discussion of visual imagery can also generate rich insights into individual differences in perceptions, assumptions, and underlying beliefs,

prejudices and values, potentially opening the way to a wider understanding and explanation of the causes of such perceptual differences.

The first example of *Invitation to see*, in the text aims section that follows the main textbook contents listing offers a 'worked example'. This image could be decoded as showing the clean, safe, pleasant and skilled conditions of the manufacturing worker. It can also be decoded as symbolizing the continuing exploitation of the working classes by capitalist management. If you are not familiar with decoding visual imagery in this way, you will find that the more you study visual images in general, and one image in particular, the more you are likely to see. The same, of course, is true of reading text. Although the *Invitation to see* sections are dispersed throughout the text, at the beginning of each Part of the book, we will bring our debriefings together here. It is important to repeat that these are not 'the correct answers', but suggested interpretations of these particular images. Your interpretations, and those of your students, are likely to be different. We hope that discussion to identify and explain those differences proves to be both interesting and informative.

Part 1: Invitation to see

Image: Glad to be Gladys

This image, from *The Economist* (5 July 2003), was used to illustrate an article titled 'Time's up for ageism'. The article explores the costs and benefits of keeping 'oldies' (a term used in the article) in work, in the context of discussion concerning the introduction of a ban on forcing retirement at a particular age in Britain.

Suggested decoding

This image shows an elderly lady on a stepladder in a 'do it yourself' store. She appears to be employed either as a sales assistant, or as a shelf packer. She is wearing uniform overalls with her name printed boldly on the chest. She is not looking at the camera, but appears to be speaking – or shouting – to someone behind the photographer. The accompanying article challenges the stereotype of older workers as unfit for employment. Gladys is clearly fit enough to climb a ladder, and some of the surrounding products are relatively heavy items. However, does this image reinforce other stereotypes? While Gladys may be older and more experienced, she appears to be performing unskilled work rather than a managerial role. In other words, despite her years, she is in one of the most 'junior' positions in such a store. The majority of sales assistants in retail stores are female, and this image could also be decoded as reinforcing this stereotype of 'women's work'. If she were in a managerial position, would she be wearing this 'uniform', and would she be permitted to display her full name rather than just 'Gladys'?

Part 2: Invitation to see

Image: Russia's glamour brigade aims high

This image appeared in *The Times* (8 March 2003), with an article about 'Beauty in Epaulettes 2003', a Russian Army recruiting exercise in which contestants are assessed on their shooting as well as their appearance. The aim of one contestant was to raise the profile of women in Spetsnaz, the Russian equivalent of the British SAS. This picture also appeared in *The Daily Telegraph* above the caption, 'Guns and poses: Russian female soldiers with Kalashnikov rifles prepare to compete in a shooting match during one of the rounds of the Beauty in Epaulettes contest which aims to attract more women into the Russian army.'

Suggested decoding

This image shows two female Russian soldiers with guns. They are both laughing and smiling, clearly having fun. The male soldier in the background does not look quite so happy, but his comrade is standing too far back for us to decode his expression. The ground around them is covered in snow. Perhaps the male soldier is cold, waiting for the photographer to finish? Perhaps it is his gun that one of the women is holding? We are told that this photograph was taken at a shooting contest, in which these women were taking part, and is part of a campaign to attract more women into the Russian army. However, expecting to meet soldiers like these could attract more men into the army instead. Here is an attempt to shatter the stereotype of the Russian army as a male preserve?

Unfortunately, the other stereotype evident here is the 'dizzy blonde'. Would female soldiers on duty, particularly working with assault rifles, be allowed to wear lipstick and have their hair down? The woman on the right has an earring, which would almost certainly be prohibited while on duty. The main clue to what is probably happening here, however, lies in the way in which the woman at the front of the image is holding her rifle. Her right hand is carefully wrapped around the magazine that holds the ammunition, and not the pistol grip behind the trigger. This is the grasp of someone who has never held a rifle before. (Both rifles have muzzle guards, so they are not ready to fire anyway.) Are these 'Russian female soldiers', or models hired for this publicity shoot? Is the male soldier unhappy, perhaps even suspicious, because he wants his gun back before one of the 'dizzy blondes' has an accident?

Part 3: Invitation to see

Image: Forceful talent: cadets relish 'intelligence-driven' policing

This image, from the *Financial Times* (17 March 2003, Graduate Recruitment Special Report), illustrated an article about the changing nature of policing, including increased pay and a High Potential Development scheme for graduate recruits.

Suggested decoding

This image shows six young British police officers. Four of them are white males, one is a Sikh male and one is a white female. Appearing in a recruitment context, the image appears designed to illustrate diversity. The British police force has, in the past, faced accusations of racism and sexism (and the Metropolitan police force has been accused of 'institutional racism'). Images such as this present a different message. The Sikh male is wearing a customized turban rather than a standard issue police helmet, a relatively recent concession to religious and cultural sensitivities. This image offers a platform for a discussion of the nature and significance of recruitment, selection and socialization practices in organizations like this, where public perceptions and community relations are critical factors, often under close media scrutiny, in assessing organizational effectiveness.

This image has been cropped from a photograph with a wider field of view. We can see only five full faces, almost half of a sixth on the right, and just the edge of another face and helmet at the top left. As they appear to be standing on a tiered structure, such as steps, the photograph was probably taken during a ceremony of some kind. Three of the five are looking at something in the middle distance on their left. Two appear to have spotted the photographer, and are looking into the camera.

Do the faces tell a story which reinforces the 'diversity' theme? The three white males at the top are smiling. The lowest of the three has an expression that could be described as cheeky, self-satisfied, or smug, as if only he and his two mates behind him understood the joke. The policeman in the middle of that trio does not have the same broad grin, but has a more enigmatic, bemused look (why are they taking my photograph?). The policeman at the top just seems happy to be there, and has not noticed the camera. It is difficult to determine the emotions of the fourth white male because we can see less than half of his face, and he is looking over to his left.

The happy smiling faces of the white males are not echoed in the expressions of the other two people in this photograph. While everybody else is looking either at the camera or at some event taking place on to their left, the Sikh male is looking down towards the side of the photographer's feet. He does not appear to be happy. If this is a police graduation ceremony, and the white males are happy to have 'made it', then their Sikh colleague does not appear to share their enthusiasm. He appears instead to be worried, concerned, preoccupied. The white female policeman at the bottom of the image is the only one who appears 'serious', and she, like her colleague at the top, is looking at events over her left. The corners of her mouth are turned down, and her eyes are narrowed. She too is not sharing the joke with her white male colleagues. As a general rule, groups (even couples) whose members are friends, who are in agreement, 'in synch', and 'getting along well' together display what is known as posture mirroring (main text, Chapter 6). Mirroring applies to facial expressions and limb gestures as well as to body posture. There is little evidence of posture mirroring in this image.

While it is unlikely that the photographer posed this group in this way, and that their arrangement on the steps is coincidental, the implicit hierarchy is dramatic, with the white males at the top, the Sikh male in the lower middle, and the white female at the bottom.

Part 4: Invitation to see

Image: Left to right: Debbie Kilby, behind camera; director Lauren Milsom, managing director Keith Milsom, Arthur Haines and Denis Zekic with some of the left-handed products from the Sutton-based mail-order company Anything Left Handed

This image, from *The Times* (27 March 2003) shows the managing director, a director, and three members of staff from Anything Left Handed, a company that manufactures household goods for left-handed people. Without looking at the caption, can you tell from the photograph which are the director and managing director? Why?

Suggested decoding

This image shows a group of company management and staff. The company specializes in the creative design and manufacture of products for left-handed people. There are three men and two women in this photograph, almost a 'gender balance'.

One of the women has half of her face obscured by a (left-hand operated) camera. There are only two people in this photograph who are not holding awkward poses, and that is numbers two and three, counting from the left. Number one is kneeling or squatting, holding that camera in front of her face, and is slightly out of focus. Numbers four and five are leaning sideways to peer over the shoulder of number three in order to be seen. It comes as little surprise to learn, therefore, from the caption, that number two (female) is a company director, and that number three (male) is the company managing director. They get to stand upright, without 'difficult' poses, and have central places in the photograph. The company director is wearing a business suit and blouse, with choker, while her female counterpart wears only a v-neck cardigan without necklace (but with a wedding ring, which we can see because she is holding the camera with her left hand). The managing director is wearing a white shirt and bold tie, while both his two male colleagues wear dull open-neck shirts, one with an untidy button-down collar. The directors

hold small, tidy objects (a corkscrew, a penknife) while the staff hold long and awkward products (a tape measure, a boomerang).

It is striking to observe how the company hierarchy and power distribution is displayed graphically in this innocuous illustration, which accompanies a newspaper article praising the company's product development. It is, however, unusual to see all the people in such a photograph named; typically only the manager(s) will be allowed that privilege.

Part 5: Invitation to see

Image: Lucrative luxury: Chen Xiuhong's factory in Beihai, Guangxi province. The price of liver in China is £5, a quarter of what his French competitors pay.

This image, from *The Times* (4 August 2003) accompanies an article entitled 'Chinese in bid to sell foie gras to the French'. The article describes a Chinese company's objective of exceeding three times France's total annual output of this delicacy, and selling it to the French who consume 90 per cent of the world's production of it.

Suggested decoding

This image shows a female factory worker inspecting a goose that has been killed, plucked, and gutted, and is presumably ready for further processing. A colleague performs a similar task three or four metres further along the workbench. Despite the blood on the bench, the factory appears to be clean and brightly lit. Take away the geese, and this might look like an antiseptic science laboratory, or a hospital. The workplace is spacious. Apart from the overhead goose hangers, there are no other tools, or equipment, and there are no signs, notices, or distracting pictures on the walls. There is little visual interest in this room; all the surfaces – ceiling, floor, walls, and panelling – are grey. The parallel layout of the hangers resembles an assembly line. In the background, there are more employees wearing the same white overalls and hats (but with different gloves), working on another row of geese. Are the hats, gloves, and masks worn to prevent infection reaching the geese, or to keep the employees suitably protected and clean? The employees' attention is firmly on the birds. The workers are spaced some distance apart, and with masks, conversation could be difficult. The overriding message here appears to concern order, discipline and quality, perhaps in contrast to the stereotypical view of Chinese restaurants and food as inexpensive.

Part 6: Invitation to see

Image: Sales Adviser Heather Padua shows fashion designer Hugo Boss's new range of executive women's wear in the City of London yesterday with a launch party at its flagship Queen Street store.

This image, from *The Daily Telegraph* (26 January 2001), shows a Hugo Boss Sales Adviser at a launch party in London demonstrating a new range of 'executive women's wear'. There was no article with this photograph, only an extended caption which also reveals that, 'According to the designer, the Boss woman is "an achiever, who can juggle the demands of family and career with skill and self-assurance".'

Suggested decoding

This image shows a young woman, Heather, displaying new clothing designs at a fashion show. She is showing what the caption describes as 'executive women's wear', but her own appearance is casual. We can see only one of the garments, a jacket, and Heather herself is obscuring our view of all the other garments on the display rack. Heather, on the other hand, is in almost full view, standing sideways, having turned her upper body towards the camera, looking straight into the lens, has brushed her hair back casually over her left shoulder so that it does not hide her face and eyes, and she is holding her arms in a classic glamour pose (left arm slightly withdrawn at her waist, right arm reaching forward).

Which is more prominent in this image, the clothing designs, or the person displaying them? What inferences will males draw from this posture, the carefully arranged long black hair, the earring(s), the tight-fitting black dress, the bracelet halfway up the left arm, the absence of a wedding ring, and the welcoming smile? On the one hand, we are presented with someone who is doing a job, and advertising clothes. On the other hand, this image implies availability in an interpersonal, perhaps sexual sense. Images such as this thus potentially reinforce a negative and demeaning stereotype of women at work.

Prologue: explaining organizational behaviour

- 1.1 Chapter overview: learning outcomes and key point summary
- 1.2 Chapter rationale
- 1.3 Chapter exercise 1 debrief: self test
- 1.4 Chapter exercise 2 debrief
- 1.5 You're the manager debrief
- 1.6 Additional revision questions
- 1.7 Afterthoughts

1.1 Chapter overview: learning outcomes and key point summary

1. *Explain the importance of an understanding of organizational behaviour.*
 - Organizations influence almost every aspect of our daily lives in a multitude of ways.
 - If we eventually destroy this planet, the cause will not lie with technology or weaponry. We will have destroyed it with ineffective organizations.
2. *Explain and illustrate the central dilemma of organizational design.*
 - The organizational dilemma concerns how to reconcile the inconsistency between individual needs and aspirations, and the collective purpose of the organization.
3. *Understand the need for explanations of behaviour in organizations that take account of combinations of, and relationships between, factors at different levels of analysis.*
 - The study of organizational behaviour is multidisciplinary, drawing in particular from psychology, social psychology, sociology, economics and political science.
 - Organizational behaviour involves a multi level study of the external environment and internal structure, functioning and performance of organizations and the behaviour of groups and individuals.
 - Organizational effectiveness and quality of working life are explained by a combination of contextual, individual, group, structural, process and managerial factors.
 - In considering explanations of organizational behaviour, systemic thinking is required, avoiding explanations based on single causes and considering a range of interrelated factors at different levels of analysis.
4. *Understand the difference between positivist and constructivist perspectives, and their respective implications for the study of organizational behaviour.*
 - A positivist perspective assumes 'unity of method' with the natural sciences, and attempts to use the same research methods and modes of explanation.
 - It is difficult to apply conventional scientific research methods to people, mainly because of the 'reactive effects' that come into play when people know they are being studied.
 - A constructivist perspective assumes that, as we are self-defining creatures who attach meanings to our behaviour, social science is fundamentally different from natural science.
 - A constructivist perspective believes that reality is not objective and 'out there', but is socially constructed.
 - A constructivist approach means abandoning scientific neutrality in the interests of stimulating social and organizational change by providing critical feedback and encouraging self-awareness.

5. *Understand the distinction between variance and process explanations of organizational behaviour.*
- Variance theory explains organizational behaviour by identifying relationships between independent and dependent variables that can be defined and measured precisely. Variance theories are often quantitative and are associated with a positivist perspective.
 - Process theory explains organizational behaviour using narratives that show how multiple factors produce outcomes by combining and interacting over time in a given context. Process theories can combine quantitative and qualitative dimensions, and can draw from positivist and constructivist traditions.

1.2 Chapter rationale

What is distinctive about our treatment of organizational behaviour? This text adopts a multidisciplinary social science perspective. Other texts adopt a managerialist stance, which, this chapter argues, offers a narrow and biased view. A managerialist perspective is particularly inappropriate at the introductory level, where students need to be exposed to a range of contrasting views, and encouraged to adopt a critical perspective as well as consider how concepts and theories can be applied in practice.

The main organizing device of the book, the 'field map of the organizational behaviour terrain', is based on the question – What do we want to explain? Well, organizational effectiveness and quality of working life. The model is initially set out in the conventional terms of independent and dependent variables. However, there are complications. First, the causal arrow can run the other way, as high organizational effectiveness can lead to higher pay and morale. Second, some independent variables (group cohesion, communications) can also be considered as aspects of the dependent variables (Do people like working with their group? Do production and sales communicate effectively with each other?) This further complicates the analysis of cause and effect. Third, how is 'organizational effectiveness' to be defined, given the range of internal and external stakeholders with differing needs and expectations?

In the light of these complications, one topic new to this addition concerns an explanation of the distinction between variance theories and process theories (based on the seminal work of Lawrence Mohr). Students from science and engineering backgrounds in particular will have been schooled in variance theory and its associated research methods. It should be clear from our map of the organizational behaviour (OB) territory, however, that variance theories will be of only limited use in explaining aspects of organizational behaviour. We need to consider how combinations of factors, interacting over time, in a given organizational context, contribute to or shape the pattern of outcomes of interest – which is how process theories work. The distinction between variance and process theory is a critical one, but is overlooked by most introductory texts in this field, perhaps as too advanced or esoteric. On the contrary, the distinction is relatively easy to grasp, and process theory has overriding influence in some areas, such as change and innovation, for instance.

The field map, therefore, has no special status. It is simply a guide to the subject, highlighting the need to consider a range of factors when developing explanations of organizational behaviour – variance and/or process. However, the field map is a reference point for the whole subject area, as topics are introduced serially, reinforcing the linked, systemic nature of topics that can appear distinct and isolated in a teaching programme.

Previous editions of this text included a chapter on social science research methods. This section has been omitted in the present edition. Research methods are usually covered in specialized courses, particularly in relation to project or dissertation work. There are several excellent texts on research methods now available for business and management students. Chapter 2 focuses instead on the distinction between variance and process theory, between natural and social science, and on the differences between positivist and constructivist perspectives. Students need to be aware of these debates, so that they can interpret different styles of research and research reports. Chapter 2 then extends these debates into a discussion of postmodernism.

The distinction between positivist and constructivist perspectives resonates throughout many other topics in the subject area. Most American research and theorizing has been and remains rooted in a positivist frame of reference. The contradictory view from constructivist and

postmodern perspectives can often be a valuable first line of criticism when faced with work in that style. Much positivist research and theory can appear to be extremely 'rigorous', 'systematic' and 'logical' and thereby unassailable. Viewed from a different epistemological perspective, however, those strengths quickly wither.

1.3 Chapter exercise 1 debrief: self test

Objectives

1. To consider the nature of social science thinking and explanations.
2. To expose the limitations of common sense explanations of human behaviour.

This is a standard method for dealing with the student complaint that social science is 'just common sense'. The test involves a list of statements or claims about human behaviour. What is the status of these 'claims to knowledge'? Are they correct, or are they flawed? Another critical question that has to be asked here is, 'How do we know?'

- Give your group 3 or 4 minutes to complete the 'test'.
- Invite them to take 2 or 3 minutes to share their answers with those sitting alongside, concentrating on differences in response, and identifying why they disagree.
- Take a show of hands (true versus false) on a small number of selected items. Ask what the sources of disagreement are.
- Take a second show of hands:
 - How many rated 10 or more of these statements 'true'?
 - How many rated 15 or more of these statements 'true'?
 - How many rated all of them 'true'?
 - How many rated 15 or more of these statements 'false'?
- Record the vote (approximately with a large group).
- Debrief
- Variant: If working through all 20 statements is going to take your student group more time than you have, then have them answer only the first 10, or just the odd- or even-numbered items. Then ask how many answered five or more 'true', and how many answered seven or more 'false', as a trigger for a brief debate focusing on controversial items. Given the way in which this exercise is designed, the end results in terms of scoring patterns and key learning points will be the same.

There are at least three reasons for disagreements to arise on these issues:

1. Experience

There are significant individual differences in background and experience. These differences lead us on many occasions to views that are sharply divided. The problem, of course, is that we each feel that we have to defend our own view. A social scientific approach seeks to make claims on the basis of systematically gathered empirical evidence. Social scientists will of course claim that carefully gathered evidence is more valuable than personal – and therefore idiosyncratic and unsystematic – experience. Ask your students how they feel about this.

2. Terminology

How do you identify an 'original idea'? How would you define and measure 'job satisfaction'? The term 'punishment' covers a wide range of practices. At least some of the arguments over those statements are likely to have been due to differences in the way the terms were interpreted. We may be speaking the same language, but if we are using the same terms with different meanings, then our discussions will end in misunderstanding and dispute. It is often important to look beyond the everyday, taken-for-granted, meaning of terms relating to human and organizational behaviour and to define our terms with more care and precision. It is also important to enquire how others are defining the terms in their reasoning. Complaints about the use of jargon are misplaced where precision is at stake.

3. Generalization

While a claim may be correct for one individual, one group of people, one organization or one culture, this may not hold true in other contexts. So a statement may be 'true' in one setting, but 'false' when applied in apparently similar but contrasting circumstances. Consider the findings of a social psychology laboratory experiment studying the performance of male American undergraduate students on an artificial clerical task. Will the findings apply to mature Belgian female bank clerks in their routine work? We must therefore be concerned with the generalizability of statements about human behaviour – whether derived from common sense or social scientific study.

Before concluding the discussion, point out that the combined weight of reason and research evidence in each case suggests that *all* of these statements are *false*.

Key learning points

1. *Evaluate sources of evidence.* It is always necessary to evaluate the source and nature of the evidence used to support explanations of human behaviour.
2. *Note definitions of terms.* It is always necessary to note with care the ways in which the terms and concepts used in constructing arguments and explanations are defined.
3. *Make realistic generalizations.* It is always necessary to make realistic judgements about the extent to which explanations of human behaviour can be applied – that is, generalized – to settings other than those from which the explanations were first derived.

Note:

This exercise is based on and influenced by a similar exercise, with an interesting accompanying article: 'Social psychology as common sense', by Furnham, A., 1983, *Bulletin of the British Psychological Society*, vol. 36, pp.105–109.

1.4 Chapter exercise 2 debrief: best job–worst job

Objectives

1. To help students to get to know one another.
2. To introduce students to the main components of organizational behaviour.

Invite students to carry out this exercise using the fieldmap of the organizational behaviour terrain as a guide. This provides an opportunity to identify the benefits of such a model, in structuring thinking and analysis, and in ensuring that a range of relevant factors have been considered. However, this also provides a platform for discussing the oversimplified and linear nature of such a causal model, particularly with regard to the extent that the independent and dependent variables overlap, demonstrating how individual behavioural and emotional responses to work and organizations are generated by combinations of factors interacting and potentially reinforcing each other over time.

Key learning points

1. *Many factors contribute to job satisfaction.* These are individual, group, structure, process and management. The causal links in this equation are difficult to establish clearly, unless one factor is so overriding in influence (incompetent autocratic management style, say) as to make the influence of other factors unimportant.
2. *A single factor may have limited impact.* The impact of a single factor may be overwhelming in some settings, but in most cases, our response to work and organizations is conditioned by the interplay of a combination of many factors. In other words, beware of explanations based on single factors or on a limited selection of factors.
3. *Systemic thinking is essential.* When explaining organizational behaviour, systemic thinking is required. Listing influential factors is only a start; identifying how those factors interact, contradict and reinforce each other is the key.

1.5 You're the manager: Solutions Software

Your objective

Your objective is to improve Diane's performance as quickly as possible, and to do this in a way that does not create other problems, while keeping your own boss happy.

Your options

1. Hold a special team meeting and have a carefully managed discussion of the contribution of team members to output and customer satisfaction. This will make it clear to Diane that her behaviour is affecting her team colleagues and letting them down, as well as damaging the company's reputation with customers.
2. Arrange a disciplinary interview with Diane, to express your formal disappointment at the drop in her performance, and ask her to restore her previous output level, which was more than satisfactory. This warning will be noted on her file, but no further action will be taken, assuming that her work does indeed improve.
3. Introduce a new regulation banning the use of all mobile phones in the office during working hours. Diane is not alone in using her phone at work, although she seems to spend much more time text-messaging than others. This regulation could improve performance all round, and should perhaps have been introduced a long time ago.
4. Change the work allocation of team members so that Diane's contribution will have much less impact on project quality and deadlines. You can reduce her responsibility and maintain her salary, for now, while increasing the responsibilities and career opportunities of the other team members.

Whatever discussion format you use with your student group, you should seek to develop an options assessment matrix similar to this (different instructors and student groups may identify other advantages and disadvantages in the available options):

Option	Advantages	Disadvantages
1. Team meet	Generates peer pressure	Needs highly skilled intervention
	Avoids direct confrontation	Target may just melt into group
2. Disciplinary	Clarifies the situation, no ambiguity	Can be demanding for manager
	Basis for future action if necessary	Such punishment is demotivating
3. Regulation	No time or cost involved	Could be seen to punish everyone
	Reduces all phone misuse at work	Tackles symptom, not problem
4. Allocations	Reduces impact of misconduct	Target may appear to get off lightly
	Creates opportunities for others	Does not solve problem

It seems that there is no one 'obvious' solution to this problem for the manager in this case. However, the option of doing nothing is not available, if the manager wishes to maintain her or his own credibility. It also seems that there is little direct evidence from organizational

behaviour research that would be useful in solving this problem; how many studies have there been of mobile phone misuse during working time by key team members, resulting in excess work for other team members and missed customer deadlines? Nevertheless, we do know that such behaviour is likely to be caused by a combination of interacting factors, which may change in influence over time, and it would be reasonable to assume that, in this particular case, some of those factors arise outside the organization, beyond direct management control, and perhaps also beyond the control of the individual concerned, Diane. Research does suggest, however, that solutions identified by the individual are more likely to be implemented successfully than solutions imposed by others. This is a probabilistic prediction, not a definitive one. Following that evidence, options 2, 3, and 4 would be ruled out, as these respectively involve management disciplinary action, the imposition of new rules and managerially determined work reallocations.

But the remaining option 1, holding a team meeting, has balanced benefits and problems, suggesting a moderate (not a high) chance of success. In addition, the effectiveness of option 1 depends on the skills of the manager in chairing and/or facilitating group meetings of this kind, ensuring that the discussion focuses on the key issues, and that all team members are included in the conversation without feeling that they are coming under undue pressure. Option 1 may be the 'least bad' choice overall, but this may not be the first choice of managers who lack confidence in their skills in handling meetings. In this case, option 4, involving the reallocation of work, may be a second 'least bad' choice. Although Diane may be seen to be escaping sanction, she will clearly be seen to have damaged her future promotion prospects. There is also the possibility that her problem may be resolved over time, and that the reallocations, perhaps billed as 'probably temporary' in the first instance, can be adjusted again. In conclusion, depending on the skills and judgment of the manager involved, the 'least bad' choice seems to lie between options 1 and 4, in this context.

1.6 Additional revision questions

1. What is an operational definition? Why, from a constructivist perspective, is the notion of operational definitions redundant?
2. You have been asked to research possible ways to improve job satisfaction among employees in a downtown retail store. Outline a positivist approach to this study, and contrast it with a constructivist approach. Evaluate these two approaches.
3. Social science is rarely able to offer predictions of organizational behaviour. Why? And why does this not matter from either a theoretical or a practical point of view?
4. What is the difference between 'multidisciplinary' and 'interdisciplinary', and which term is more appropriate in describing the field of organizational behaviour?
5. It has been argued that systemic thinking is required in order to develop explanations of, for example, organizational effectiveness and quality of working life. What is meant by 'systemic thinking' in this context? Illustrate your answer with appropriate examples.

1.7 Afterthoughts

- For this and subsequent chapters, base at least one lecture on a revision question, from this manual or from the text. The aim of the lecture is thus to enable students to answer a typical examination question, a strategy designed to increase interest and attention.
- Look out for reports of organizational effectiveness problems in the press. These could be cases of failing profits, companies going bust and being sold or taken over or accidents. Ask students to identify from these reports the explanations of organizational effectiveness that are being used. Ask students to adopt a critical perspective taking into consideration the factors that are being ignored in these explanations. A tutorial discussion of the fieldmap in this chapter can thus be based on topical events.
- Salaries show and tell: Ask students to use their Internet research skills to discover the current annual salaries (including any fringe benefits) of chief executives of major organizations. Use this evidence to drive a debate on whether these salaries with fringes are justified and acceptable.
- Pick an organization (not necessarily a sports club) and invite students to develop indicators of organizational effectiveness using the balanced scorecard perspective. To what extent do these indicators or measures conflict with each other? Can management reconcile these potentially different notions of effectiveness? (Refer students to Kaplan, R.S. and Norton, D.P., 1992, 'The balanced scorecard - measures that drive performance', *Harvard Business Review*, January/February, pp.75–85; and Kaplan, R.S. and Norton, D.P., 1996, *The Balanced Scorecard: Translating Strategy into Action*, Harvard Business School Press, Boston, MA.)

Perspective	Effectiveness indicators or measures
Shareholder perceptions	
Customer perceptions	
Internal efficiencies	
Employee perceptions	

CHAPTER 2

Environment

- 2.1 Chapter overview: learning outcomes and key point summary
- 2.2 Chapter rationale
- 2.3 Chapter exercise 1 debrief: corporate social responsibility
- 2.4 Chapter exercise 2 debrief: the full impact of the environment
- 2.5 You're the manager debrief
- 2.6 Additional revision questions
- 2.7 Afterthoughts

2.1 Chapter overview: learning outcomes and key point summary

1. *Understand the mutual interdependence between the organization and its environment.*
 - In order to survive, organizations have to adapt their internal structures, processes and behaviours to enable them to cope with complexity and the pace of external change.
 - External pressures on organizations come from the globalization of business, developments in information technology and social and demographic trends.
2. *Appreciate the strengths and limitations of PESTLE analysis of organizational environments.*
 - PESTLE analysis for environmental scanning provides a coherent and comprehensive framework for the analysis of a diverse and complex range of factors.
 - PESTLE analysis generates vast amounts of information, creating a time-consuming analysis problem; making predictions from this analysis can be difficult.
3. *Explain the main contemporary organizational responses to environmental turbulence.*
 - Emery, Trist and Ansoff argue that bureaucratic organizations are effective in stable environments, but that fluid structures are more effective in 'turbulent' environments.
 - Duncan and Weick argue that what counts is the management perception of environmental uncertainty; perception determines the management response.
4. *Describe the main features of the 'post-modern' organization.*
 - The 'classical' bureaucratic organization is being replaced by the 'post-modern' organization, which is flexible, responsive and ignores hierarchy and rules. However, there are successful organizations that use traditional organizational designs.
5. *Understand the main characteristics of a postmodern perspective on organizational behaviour, and the creative and critical dimensions of this approach.*
 - Postmodernism does not regard language as a neutral tool for communicating 'facts', but as a way of creating and imposing meaning. As meaning depends on the interpretation of readers, meaning becomes unstable, transient and fragmentary.
 - Postmodernism uses deconstruction to explore the assumptions behind claims to 'the truth', exposing whose interests are served by expressing 'the truth' in that manner.
 - When deconstructed, the claim that 'organizations must adapt to survive' seems to rely on questionable assumptions, which disguise the fact that many key features of organization structure and management control do not change at all.
 - Postmodernism rejects attempts to find universal laws or truths, and encourages multiple and competing perspectives.