

LAURIE J. MULLINS

ELEVENTH EDITION

**MANAGEMENT &
ORGANISATIONAL
BEHAVIOUR**

WITH GILL CHRISTY



Management and Organisational Behaviour

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To Pamela and for our families

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Laurie J. Mullins

About the authors



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About this book

In an increasingly competitive environment, an understanding of the behaviour and actions of people at work is of particular importance. The activities of an organisation are directed towards the attainment of certain goals and also have social implications. Organisational behaviour is a wide and essentially multidisciplinary field of enquiry and should not be considered in a vacuum but related to the process of management and wider organisational context and environment. **Broadening the scope of the subject matter beyond the concerns of traditional organisational behaviour texts is a distinctive feature of this book, which is especially suitable across a range of different but related modules, including single or double semester units.**

The underlying theme of the book is the need for effective organisational performance and development based on an understanding of the behaviour of people at work and the role of management as an integrating activity. The concepts and ideas presented provide a basis for contrasting perspectives on the structure, operation and management of organisations, and interactions among people who work in them.

Aims of this book

The aims of this book are to:

- relate the study of organisational behaviour with that of management;
- provide an integrated view embracing both theory and practice;
- point out applications of social science and cultural influences, and implications for management action;
- indicate ways in which organisational performance may be improved through better understanding of effective management of people;
- increase awareness of, and sensitivity to, personal skills and employability.

The comprehensive coverage and progressive presentation of contents will appeal to students at undergraduate level or on related professional courses, and to graduate and post-experience students who, through their course of study, wish to enhance their knowledge and understanding of the subject area. The book will hopefully also appeal to those aspiring to a managerial position.

Distinctive format

There is a logical flow to the sequencing of topic areas and each chapter of the book is self-contained, **with appropriate cross-referencing to other chapters.** This provides a flexible approach. Selection and ordering of chapters can be varied to suit the demands of particular courses of study or individual interests.

The book is written with a minimum of technical terminology and the format is clearly structured. Each chapter is supported with illustrations and practical examples and contains:

- a short introduction and learning outcomes;
- critical review and reflections throughout the text;
- a practical management and organisational behaviour in action case study;
- a pictorial concept map;
- a summary of ten key points to remember;
- review and discussion questions;
- an assignment;
- a personal skills and employability exercise;
- a case study;
- detailed notes and references.

For each part of the book there is also an academic viewpoint and integrative case study.

The eleventh edition

The book retains the same underlying aims and approach that have been a hallmark of its success. In response to clear user and reviewer feedback, there is a noticeable reduction in the size of this edition. Based on this feedback, certain subject areas have been integrated into other chapters to provide a more succinct format.

The book is structured in four parts with a total of sixteen chapters.

Following the revised structure, there is considerable reordering throughout. Attention has been focused on the overall plan of the book and sequence of contents between and within chapters. Strategy is now included in Chapter 14: 'Strategy, corporate responsibility and ethics'. Certain chapters are renamed to reflect more accurately their contents. Each chapter has been reworded or substantially rewritten as necessary. Words set in **colour** throughout the main text indicate inclusion in the **Glossary**.

Every effort has been made to balance a smaller text with the inclusion of new material and additional features without detracting from the continuing appeal of the book. These changes provide a new and fresh look while enhancing ease of readability, which is another key feature of the book. In addition:

- There are eleven revised or completely new management and organisational behaviour in action case studies, seven new concept maps and nine revised or completely new assignments.
- The section on personal skills and employability has been rewritten and expanded. There are five completely new end-of-chapter exercises. There is also a review of personal skills and employability at the end of the book.
- There are now an average of ten critical review and reflections throughout each chapter and a summary of ten key points to remember at the end of each chapter.
- All end-of-chapter case studies have been revised and updated where necessary. There are four completely new chapter case studies.

- For each part of the book there is a completely new academic viewpoint.
- The end-of-part integrative case studies have been revised and updated as necessary and there is a completely new case study for Part 4.

Attention continues to be focused on design features and overall appearance to provide a manageable and attractive text with enhanced clarity and user-friendliness.

Personal skills and employability

The Confederation for British Industry (CBI) points out that in an increasingly competitive employment market, employers are looking beyond simple academic achievement when considering applicants for a job or internship.

Many now expect to see evidence of other skills and achievements that boost someone's attractiveness as a potential employee. Businesses want graduates who not only add value but who have the skills to help transform their organization in the face of continuous and rapid economic and technological change. All graduates – whatever their degree discipline – need to be equipped with employability skills.¹

The UK Commission for Employment and Skills (UKCES) aims to raise UK prosperity and opportunity by improving employment and skills levels across the UK, benefitting individuals, employers, government and society. Recent years have seen attention given by the government and other employment and professional bodies to the importance of the supply and application of skills attainment for the prosperity of the UK economy. For example, the Chartered Institute of Personnel and Development (CIPD) points out that, for individuals, skills determine their employment and earning potential and, for the organisation, skills are vital to current and future demands.²

University education and employability

One of the recommendations in a report from the Chartered Management Institute (CMI) on the future of management and leadership is to 'build employability into education'. The report outlines a series of practical proposals to help embed practical management, enterprise and leadership experiences into the world of education: 'The standing of business studies courses should be reviewed to ensure they are relevant, attractive to young people and respected by employers and higher education.'³

UKCES reports that higher education is well placed to play its part in helping to overcome the well-documented skills challenge: 'Collaborations between employers and universities have a significant role to play in providing the supply of highly skilled people to meet demand from businesses now and in the future.'⁴ **GOV.UK** refers to the need for a better connection to bridge the gap between education and work. Attention should be focused on 'Real results, not exam results. Success should be measured by a wide set of outcomes, including jobs and progression, not just qualifications.'⁵

The Prince's Trust also points out the human cost of skills shortages that could affect levels of productivity and morale among existing workforces.⁶

People management and social skills

A survey report on tomorrow's leaders suggests that managers recognise the potential benefits of management qualifications that help improve young people's practical skills. Managers were asked to select three factors with the biggest impact on their decision-making when recruiting young people. In two-thirds of cases managers highlight personal presentation, three out of five point to academic qualifications and half focus on an individual's ambition: 'This suggests that managers are often looking at characteristics that demonstrate an individual's potential rather than fully fledged skills themselves.'⁷

Unlike technical or practical skills, social skills are more intangible. They are difficult to get a firm hold of, or to define and measure clearly. Social skills are often associated as 'soft skills' and regarded as a natural part of human behaviour. As a result, a common concern with attention to the skills shortage is a lack of focus on people management, social skills and interpersonal behaviour. For example, an important aspect of working with other people and leadership skills is an awareness and acceptance of individual differences and diversity.

The skills imperative

The European Commission has drawn attention to 'the skills imperative' and points out the importance of a skills policy to raising productivity. For the first time, skills are part of the portfolio of a European Commissioner. The EU is promoting a 'learnings outcome' approach focusing on what people actually know, understand and are able to do, no matter where and how they acquired their knowledge, skills and competencies. Focusing on what people can actually do breaks down the divide between the world of education and the world of work. In-demand skills include the ability to plan and manage projects in order to achieve objectives and transversal skills such as language, problem-solving, communication, ability and willingness to keep learning, and the ability to work with others.⁸

Developing your employability skills

Increasingly, graduate recruiters are placing greater emphasis on key interpersonal and social skills, and attitudes. A first step in working harmoniously and effectively with other people is to know and understand yourself and the skill of self-management. Reflecting honestly on your personal strengths and weaknesses should help develop your level of competence. You cannot even begin to think of managing other people until you can effectively manage yourself.

The continual development of employability skills as part of your university education and lifelong learning is important for:

- progressing your personal confidence and self-awareness;
- developing harmonious interpersonal relationships with colleagues and external contacts;
- initial attractiveness for appointment with a potential employer;
- maintaining a competent level of work performance;
- enhancing work motivation and job satisfaction; and
- helping to safeguard your career progression.

Many employers have structured programmes for the continued development of their staff. Your longer-term employment prospects will be enhanced when you are able to demonstrate a genuine and enthusiastic commitment to your own personal development.

Study as an aid to practice

Study is an aid to practice. An underlying aim of this book is to provide an integrated view embracing both theory and practice. The ideas and concepts discussed provide you with opportunities to explore the underlying skills associated with management and organisational behaviour.

As you progress through your studies, reflect upon what you have read and about the importance of social skills, including:

- personal awareness and how you project yourself;
- openness to diversity, equality and inclusion;
- perceiving and understanding other people;
- written, verbal and non-verbal communications;
- social interactions with others and teamworking;
- persuasiveness and leadership;
- personal organisation and time management;
- coping with change;
- coaching and mentoring; and
- working in a multicultural society.

The critical review and reflection sections throughout each chapter are controversial statements to help provoke and inspire personal reflection about areas you have just read. Draw upon the views of your colleagues to share experiences and test not only your assumptions and ideas, but also your skills of group interaction and influencing other people. References to the importance of skills throughout the text, together with the exhibits, case studies and assignments, should serve to stimulate your awareness of the importance of underlying personal and employability skills necessary for effective performance.

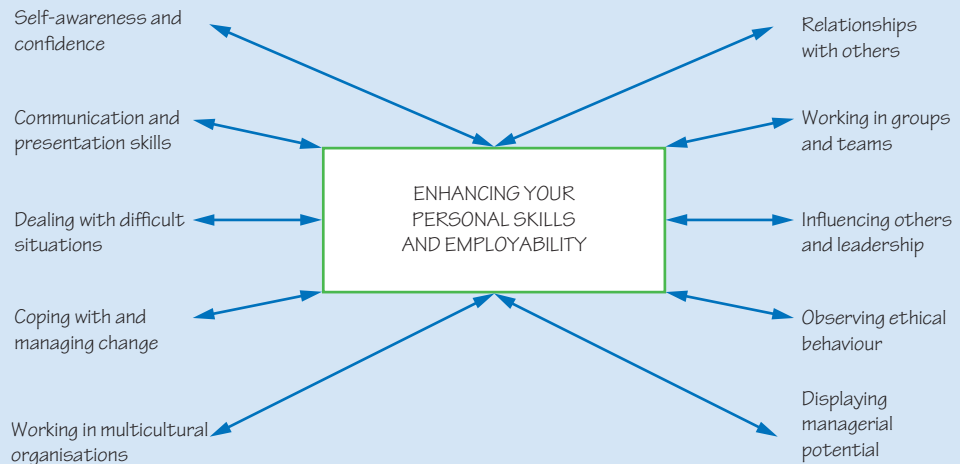
You are encouraged to complement your reading by drawing upon your own observations and practical experiences. This can, of course, be from your university. You may also have work experience, even part-time or casual employment, in other organisations to draw upon. In addition, you will have contact with a range of other organisations such as supermarkets, local pubs and shops, banks or building societies, fast food restaurants, service stations, doctors or a dentist surgery. An analytical approach to contemporary examples from your own observations should help further your interest in the subject area.

Bear in mind that opportunities to develop personal skills are not always immediately apparent but embedded into your course of study. Adopt an inquisitive and enquiring mind. Search for both good and bad examples of organisational behaviour and people management, and the manner in which concepts and ideas presented in this book are applied in practice. Make a point of continually observing and thinking about the interpersonal and work-based skills exhibited. Use this awareness and knowledge to enhance development of your own employability skills and aid career progression.

Monitor and assess your development

It is recommended strongly that you maintain a portfolio of what you have learned in your personal development and the employability skills you have attained or enhanced during your course of study. This can provide a useful basis of discussion with a potential employer.

You may find it useful to assess progression of your personal skills and employability by reviewing your learning and development under the broad headings shown in the illustration.



Personal skills and employability exercises

Critical self-reflection is a positive activity that can challenge narrow preconceived thought processes, encourage creativity and provide a valuable personal learning and development experience.

At the end of each chapter there is a personal skills and employability exercise. This is designed to encourage you to think about further development of your social and work-based skills.

At the end of the book is a review of features within the text that relate to employability skills. You are encouraged to examine the extent to which you have enhanced your personal awareness and knowledge, and are better prepared to demonstrate your employability skills and aid your career progression.

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PART 1

The organisational setting

- 1 Understanding organisational behaviour
- 2 Approaches to organisation and management
- 3 The organisational environment



CHAPTER 1

Understanding organisational behaviour

In an increasingly global and competitive business environment, particular attention must be given to organisational effectiveness. It is people who are the organisation. It is important to recognise the main influences on behaviour in work organisations, the effective management of the human resource and the nature of the people-organisation relationship.

Learning outcomes

After completing this chapter you should have enhanced your ability to:

- explain the nature and main features of organisational behaviour;
- detail contrasting perspectives on orientations to work and the work ethic;
- evaluate the nature and importance of the psychological contract;
- explain the relevance of the Peter Principle and Parkinson's Law;
- outline the importance of management as an integrating activity;
- assess the impact of globalisation and the international context;
- debate the significance of culture for organisational behaviour.

Critical review and reflection



Although a commonly used term, organisational behaviour is a misnomer. Rarely do all members act collectively in such a way as to represent the behaviour of the organisation as a whole. In practice, we are talking about the attitudes and actions of individuals or small groups within the organisation.

What do YOU see as the significance of this comment? What term would YOU suggest best explains the subject area of organisational behaviour?

The significance of organisational behaviour

A major report from the Chartered Management Institute (CMI) on the state of UK management and leadership points out that the UK lags behind its competitors in terms of productivity and management practice and reminds us that: 'At its heart, the art of management is the art of managing people.'

But, worryingly, this is where British managers fall down most. We need a change in attitude in the UK, whereby management is seen as a highly professional role where integrity is seen as a virtue, and where ethics are valued as highly as profitability.¹

Increasing recognition is given to the demand not only for technical skills alone, but also for good people skills as a basis of organisational effectiveness. The importance of skills including understanding human behaviour and interpersonal skills is a wide and frequent source of attention, including government agencies such as The UK Commission for Employment and Skills (UKCES), The Department of Business Innovation & Skills, and other bodies such as the Prince's Trust, the Advisory, Conciliation and Arbitration Service (ACAS) and professional institutes. Against this backdrop the study of organisational behaviour can be seen of even greater significance.

Organisational Behaviour is one of the most complex and perhaps least understood academic elements of modern general management, but since it concerns the behaviour of people within organisations it is also one of the most central . . . its concern with individual and group patterns of behaviour makes it an essential element in dealing with the complex behavioural issues thrown up in the modern business world.²

Vecchio suggests three reasons for studying organisational behaviour:

- **Important practical applications** that follow from an understanding and knowledge of organisational behaviour and the ability to deal effectively with others in an organisational setting.
- **Personal growth** and the fulfilment gained from understanding our fellow humans. Understanding others may also lead to greater self-knowledge and self-insight.
- **Increased knowledge** about people in work settings, for example the identification of major dimensions of leadership leading to the design leadership training programmes in organisations.³

At its most basic level, **organisational behaviour** (OB) is concerned with the study of the behaviour of people within an organisational setting. It involves the understanding, prediction and control of human behaviour. Common definitions of organisational behaviour are generally along the lines of: **the study and understanding of individual and group behaviour and patterns of structure in order to help improve organisational performance and effectiveness.**

However much of a cliché, the inescapable fact is that people are the main resource of any organisation. Without its members, an organisation is nothing; an organisation is only as good as the people who work within it. In today's increasingly dynamic, global and competitive environment, understanding human behaviour at work and effective management of the people resource are even more important for organisational survival and success.

A managerial approach

There is a multiplicity of interrelated factors that influence the decisions and actions of people as members of a work organisation. The scope for the examination of organisational behaviour is therefore very wide. It has always been a feature of this book to acknowledge that while the role, responsibilities and actions of management are, of course, subject to debate, what cannot be denied is the growing importance of effective

management, however it is perceived, to the successful performance of work organisations. Clearly, organisational behaviour does not encompass the whole of management. Equally clearly, however, there is a close relationship between organisational behaviour and management theory and practice. Some writers still appear critical of a managerial approach to organisational behaviour. What is also apparent, however, is that in recent years a number of books on organisational behaviour have paid increasing attention to aspects of management and managerial behaviour.

Critical review and reflection



The best way to appreciate the nature and applied skills of organisational behaviour is when study of the subject area is related to an understanding of the importance of management to effective work organisations.

To what extent do YOU support this contention? Do YOU believe a managerial approach is an aid to YOUR future career ambitions?

A multidisciplinary perspective

The bottom line is that sooner or later every organisation has to perform successfully if it is to survive. In order to study the behaviour of people at work it is necessary to understand inter-relationships with other variables that together comprise the total organisation. Whatever the approach, the study of organisational behaviour cannot be undertaken entirely in terms of a single discipline. It is necessary to recognise the influences of a multidisciplinary, behavioural science perspective.

Although there are areas of overlap among the various social sciences and related disciplines such as economics and political science, the study of human behaviour can be viewed in terms of three main disciplines – **psychology**, **sociology** and **anthropology**. All three disciplines have made an important contribution to the field of organisational behaviour (see Figure 1.1).

A **psychological** approach has its main emphasis on the individuals of which the organisation is comprised. The main focus of attention is on the individual as a whole person, or what can be termed the ‘personality system’, including, for example, perception, attitudes and motives. Psychological aspects are important but by themselves provide too narrow an approach for the understanding of management and organisational behaviour. Our main concern is not with the complex detail of individual differences and attributes per se, but with the behaviour and management of people within an organisational setting.

A **sociological** approach has a broader emphasis on human behaviour in society. Sociological aspects can be important. The main focus of attention is on the analysis of social structures and positions in those structures – for example, the relationship between the behaviour of leaders and followers. A number of sociology writers seem set on the purpose of criticising traditional views of organisation and management. Many of the criticisms and limitations to which such writers refer are justified and help promote healthy academic debate. However, much of the argument tends to be presented in the abstract and is lacking in constructive ideas on how, in practical terms, action can be taken to improve organisational performance.

Anthropologists are more concerned with the science of humankind and the study of human behaviour as a whole. As far as organisational behaviour is concerned, the main focus of attention is on the cultural system, the beliefs, customs, ideas and values within a group or society, and the comparison of behaviour among different cultures – for example, the importance to Muslim women of wearing trousers to work. People learn to depend on their culture to give them security and stability and they can suffer adverse reactions to unfamiliar environments.

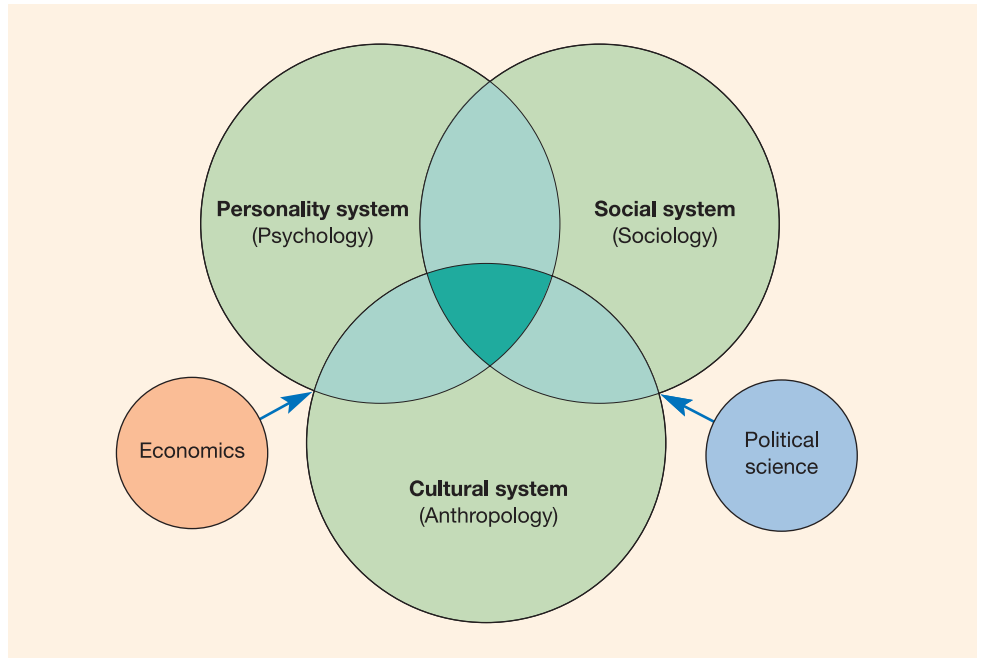


Figure 1.1 Organisational behaviour: a multidisciplinary approach

The contribution of relevant aspects of psychology, sociology and anthropology underpins the field of organisational behaviour. In terms of the applications of behavioural science to the management of people, we need also to consider the relevance and applications of philosophy, ethics and the law.

Interrelated influences on behaviour

This multidisciplinary perspective provides contrasting but related approaches to the understanding of human behaviour in organisations and presents a number of alternative pathways and levels of analysis. For our purposes, the study of organisational behaviour embraces broad parameters within which a number of interrelated dimensions can be identified – the individual, the group, the organisation and the environment – which collectively influence behaviour in work organisations.

The individual – organisations are made up of their individual members. The individual is a central feature of organisational behaviour, whether acting in isolation or as part of a group, in response to expectations of the organisation, or as a result of the influences of the external environment. Where the needs of the individual and the demands of the organisation are incompatible, this can result in frustration and conflict. It is the role of management to integrate the individual and the organisation and to provide a working environment that permits the satisfaction of individual needs as well as the attainment of organisational goals.

The group – groups exist in all organisations and are essential to their working and performance. The organisation comprises groups of people, and almost everyone in an organisation will be a member of one or more groups. Informal groups arise from the social needs of people within the organisation. People in groups influence each other in many ways and groups may develop their own hierarchies and leaders. Group pressures can have a major influence over the behaviour and performance of individual members. An understanding of group structure and behaviour complements knowledge of individual behaviour and adds a further dimension to the study of organisational behaviour.

The organisation – individuals and groups interact within the structure of the formal organisation. Structure is created to establish relationships between individuals and groups, to provide order and systems and to direct the efforts of the organisation into goal-seeking activities. It is through the formal structure that people carry out their organisational activities to achieve aims and objectives. Behaviour is influenced by patterns of structure, technology, styles of leadership and systems of management through which organisational processes are planned, directed and monitored.

The environment – applications of organisational behaviour and the effective management of people at work take place in the context of the wider environmental setting, including the changing patterns of organisations and work. The organisation functions as part of the broader external environment, which affects the organisation through, for example, internationalisation, technological and scientific development, economic activity, social and cultural influences, governmental actions, and corporate responsibility and ethical behaviour. The increasing rate of change in environmental factors has highlighted the need to study the total organisation and the processes by which the organisation attempts to adapt to the external demands placed upon it.

A framework of study

The use of separate topic areas is a recognised academic means of aiding study and explanation of the subject. In practice, however, the activities of an organisation and the role of management cannot be isolated neatly into discrete categories. The majority of actions are likely to involve a number of simultaneous functions that relate to the total processes within an organisation. Consider, for example, a manager briefing departmental staff on a major unexpected, important and urgent task. Such a briefing is likely to include consideration of goals and objectives, organisation and role structures, management systems, known problem areas, forms of communications, delegation and empowerment, teamwork, leadership style, motivation and control systems. The behaviour of the staff will be influenced by a combination of individual, group, organisational and environmental factors.

Topics studied in organisational behaviour should not be regarded, therefore, as entirely free-standing. Any study inevitably covers several aspects and is used to a greater or lesser extent to confirm generalisations made about particular topic areas. Reference to the same studies to illustrate different aspects of management and organisational behaviour serves as useful revision and reinforcement and provides a more integrated approach to your study.

In order to study the behaviour of people at work it is necessary to understand interrelationships with other variables that together comprise the total organisation. As has been said before, the bottom line is that sooner or later every organisation has to perform successfully if it is to survive. (**Organisational performance and effectiveness are discussed in Chapter 16.**)

The study of organisational behaviour embraces, therefore, an understanding of the interactions among:

- the nature and purpose of the organisation, its aims and objectives;
- formal structure and role relationships;
- the tasks to be undertaken and technology employed;
- organisational processes and the execution of work;
- the human element, informal organisation and behaviour of people;
- the process of management as an integrating and co-ordinating activity;
- social responsibilities and business ethics;
- the external environment of which the organisation is part; and
- the need for organisation success and survival.

This provides us with a basic, but convenient, framework of study (*see* Figure 1.2).

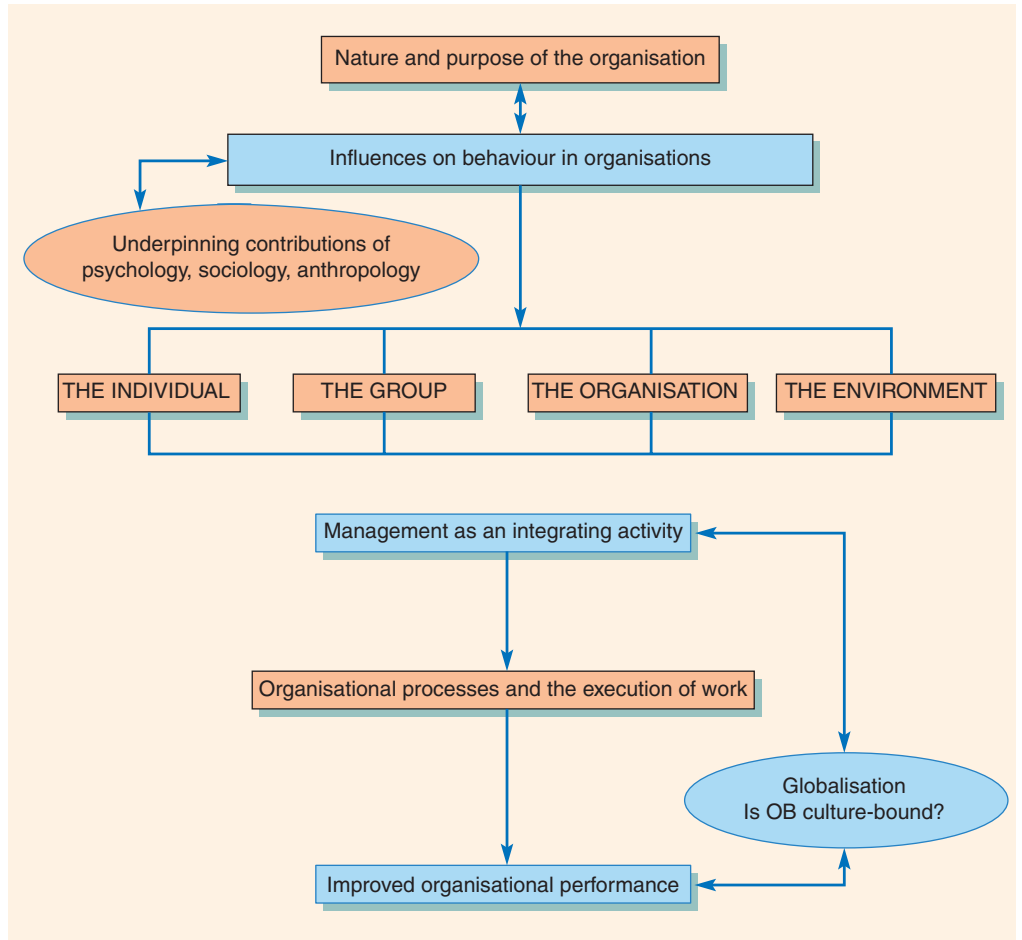


Figure 1.2 Organisational behaviour (OB): a basic framework of study

Relevance of theory

You should not be put off by the use of the word ‘theory’ in your studies. Most rational decisions are based on some form of theory. Theory provides a sound basis for action and contains a message on how managers might behave. This will influence attitudes towards management practice and lead to changes in actual patterns of behaviour. It further provides a conceptual framework and gives a perspective for the practical study of the subject. Together they lead to a better understanding of factors influencing patterns of behaviour in work organisations and applications of the process of management.⁴ As *McGregor* expresses it:

*Every managerial act rests on assumptions, generalizations, and hypotheses – that is to say, on theory. Our assumptions are frequently implicit, sometimes quite unconscious, often conflicting; nevertheless, they determine our predictions that if we do a, b will occur. Theory and practice are inseparable.*⁵

Patching suggests that all managers who think about what they do are practical students of organisational theory:

*Theory is not something unique to academics, but something we all work with in arriving at our attitudes, beliefs and decisions as managers. It seems obvious to most of us that some theories are better than others. Many managerial discussions which we undertake in meetings focus upon trying to agree upon which theory will be best for a particular decision.*⁶

Critical review and reflection



The purpose of theory is often misunderstood. Theory helps in building a framework of study and generalised models applicable to a range of different organisations or situations.

What is YOUR view? How does a knowledge of underlying theory help YOUR study of management and organisational behaviour?

Organisational metaphors

Organisations are complex social systems that can be defined and studied in a number of ways. A significant approach to this broad perspective on the nature of organisations and organisational behaviour is provided by *Morgan*. Through the use of metaphors, Morgan identifies eight different ways of viewing organisations – as machines, organisms, brains, cultures, political systems, psychic prisons, flux and transformation, and instruments of domination. According to Morgan, these contrasting metaphors aid the understanding of the complex nature of organisational life and the critical evaluation of organisational phenomena.⁷

These contrasting metaphors offer an interesting perspective on how to view organisations. They provide a broader view of the dynamics of organisational behaviour and how to manage and design organisations. However, Morgan points out that these metaphors are not fixed categories and are not mutually exclusive. An organisation can be a mix of each and predominantly a combination of two or three metaphors. Furthermore, these combinations may change over a period of time.

A number of writers use metaphors to help describe organisations. For example, in discussing the role and logic of viewing the organisation in terms of metaphors, *Drummond* raises questions such as what an organisation is like and the power of metaphors in shaping our thinking, but also points out that all metaphors are partial and no metaphor can explain fully a particular phenomenon.⁸

Realities of organisational behaviour

However one looks at the nature or disciplines of organisational behaviour it is important to remember, as *Morgan* points out, ‘the reality of organisational life usually comprises numerous different realities!’⁹

Hellriegel et al. suggest:

*One way to recognise why people behave as they do at work is to view an organisation as an iceberg. What sinks ships isn’t always what sailors can see, but what they can’t see.*¹⁰

The overt, formal aspects focus only on the tip of the iceberg (organisation). It is just as important to focus on what you can’t see – the covert, behavioural aspects (see Figure 1.3).

Egan refers to the importance of the shadow side of the organisation: that is, those things not found on organisation charts or in company manuals – the covert, and often undiscussed, activities of people, which affect both the productivity and quality of the working life of an organisation.¹¹ As *Howes* points out, the fiercest battles of the workplace may seem trivial yet they are nothing of the sort. Underlying and unresolved disputes can brew animosity and resentment, and halt production.

*Forget disagreements over strategies or policy – many of the bitterest workplace battles are fought over the prosaic matters of air conditioning and in-office music.*¹²

Watson reminds us that the biggest challenge we face when trying to analyse or to manage organisations is that they do not actually exist.

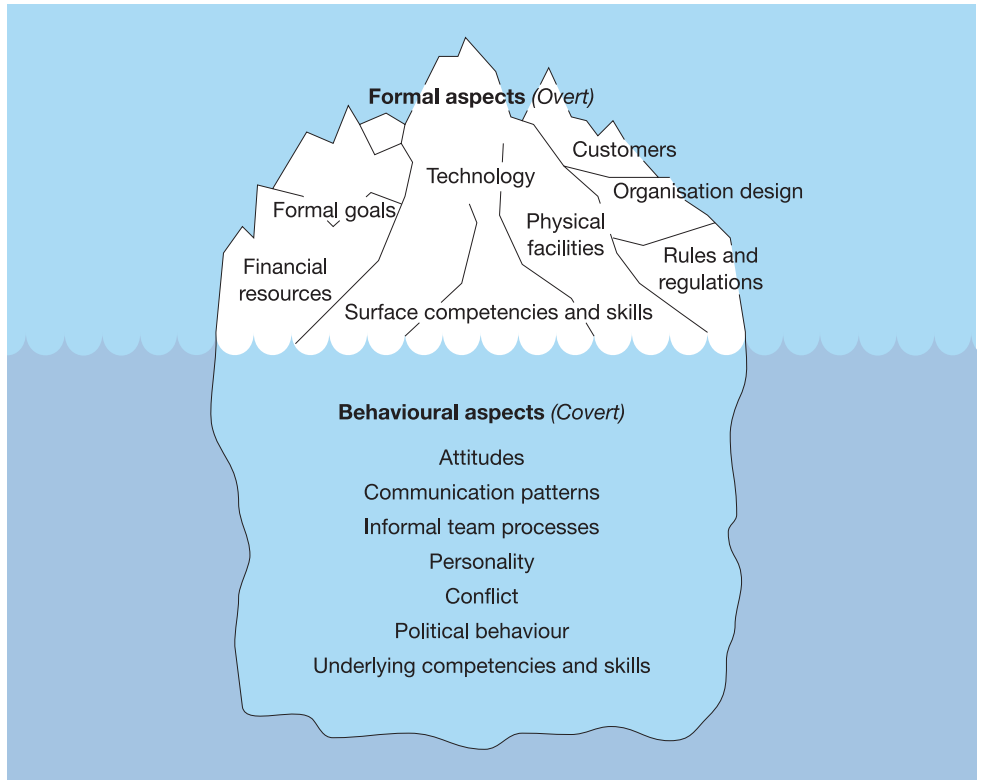


Figure 1.3 The organisational iceberg

Source: From Hellriegel, D., Slocum, J. W., Jr. and Woodman, R. W. *Management*, eighth edition, South-Western Publishing (1998), p. 6. Reproduced by permission.

*The organisation in which you work or study is not something you can see, hear, touch, smell, kick, kiss or throw up in the air. And this is not just because you might be a relatively junior member of that organisation. The top managers of the organisation are no more capable than you are of relating to the organisation as if it existed in a straightforward way. This, in fact, is one of the most fascinating aspects of organisational and managerial work – and its essential ambiguity.*¹³

Looking outside organisations

Wilson suggests that the meaning of the term ‘organisational behaviour’ is far from clear. She challenges what constitutes organisational behaviour and questions whether we should be interested only in behaviour that happens within organisations. There is a reciprocal relationship in what happens within and outside organisations. Wilson suggests that we also look outside of what are normally thought of as organisations and how we usually think of work. We can also gain insight into organisational life and behaviour by looking at what happens in rest and play, considering emotion and feeling, considering the context in which work is defined as men’s or women’s work and looking at less organised work – for example, work on the fiddle and the meaning of work for the unemployed.¹⁴ These suggestions arguably add an extra dimension to the meaning and understanding of organisational behaviour.

What is work?

In a classic 1932 essay ‘In Praise of Idleness’, *Bertrand Russell* puts forward an interesting view that the road to happiness and prosperity lies in an organised diminution of work.