DAVID A. BUCHANAN
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ORGANIZATIONAL BEHAVIOUR

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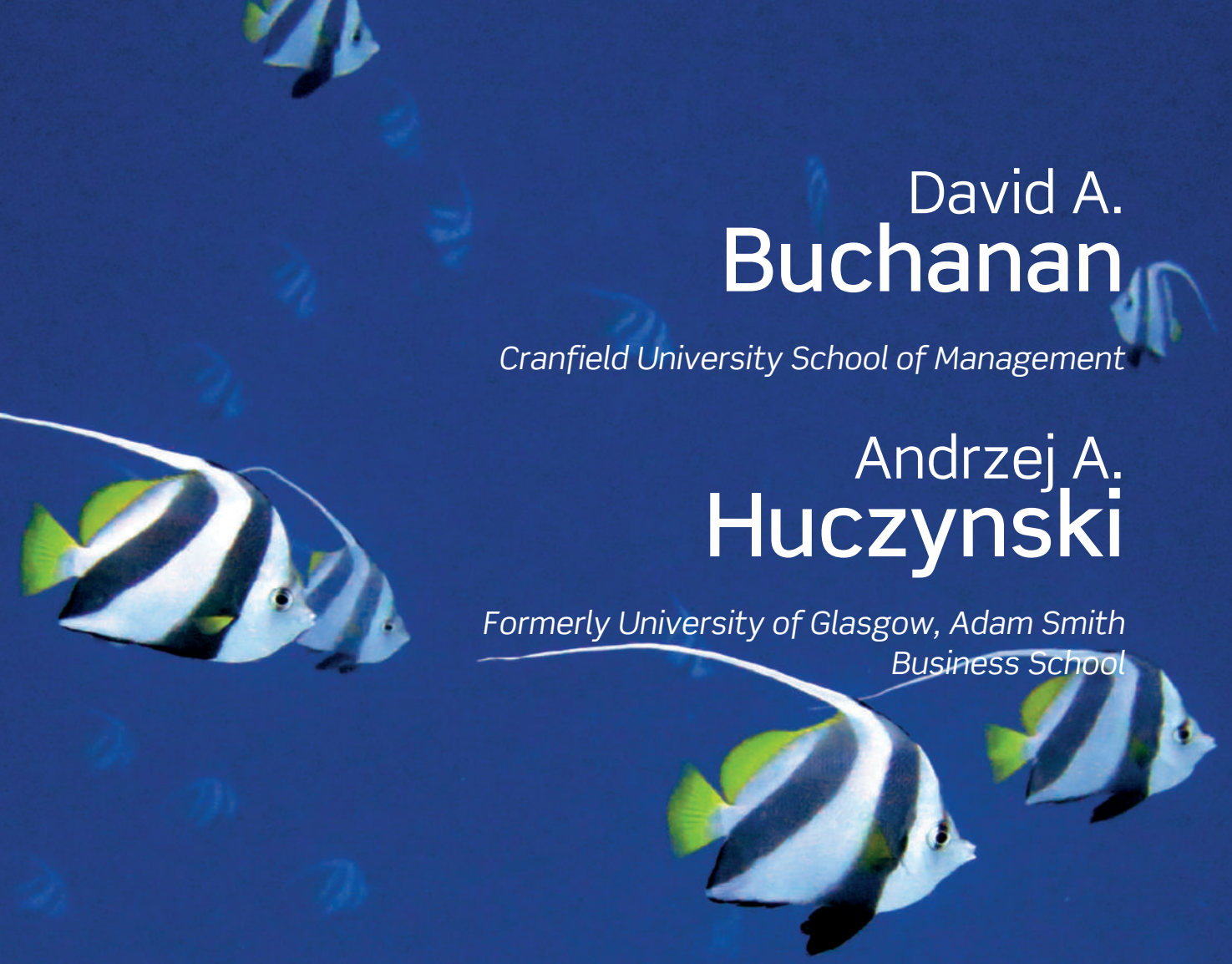

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Ninth edition

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From David

To Lesley, Andrew, Mairi, Rachel, Séan, Charlie, Cíara and Archie

From Andrzej

To Janet, Sophie, Gregory, Tom, Magnus, Freya and Rosa

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Student briefing

What are the aims of this text?

Introduce the subject — We aim to bring the study of behaviour in organizations to undergraduate and postgraduate students who have little or no social science background.

Link to practice — We aim to show how organizational behaviour concepts, theories and techniques can be applied in work and management settings.

Recognize diversity — We aim to raise awareness of the range of social and cultural factors that affect behaviour in organizations.

Stimulate debate — We aim to promote a challenging, critical perspective, observing that the 'correct' answers to organizational questions, and solutions to problems, rely on values, judgements and ideology, as well as on evidence.

Who are our readers?

Our target readers are students who are new to the social sciences, and to the study of organizational behaviour. This is a core subject on most business and management degree, diploma and masters programmes. Accountants, architects, bankers, computer scientists, doctors, engineers, hoteliers, nurses, surveyors, teachers and other specialists, who have no background in social science, may find themselves studying organizational behaviour as part of their professional examination schemes.

What approach do we adopt?

Social science perspective — Our understanding of organizations derives from a range of social science disciplines. Other texts adopt a managerial, psychological or sociological perspective. However, many occupations benefit from an understanding of organizational behaviour. Not all students are going to be managers, psychologists or sociologists.

Self-contained chapters — The understanding of one chapter does not rely on others. The material does not have to be read in the sequence in which it is presented. Ideas and theories are developed from the organizational context, to individual psychology, through social psychology, to organizational sociology, politics and management topics. Chapters cover both theory and practice, classic and contemporary.

Challenging ideas — Many of the issues covered in this text are controversial, and competing views are explained. The aim is not to identify 'correct answers' or 'best practices', which are often simplistic and misleading. The aim is to raise further questions, to trigger discussion and debate, and to stimulate critical thinking.

Flexible design — This book works with many semester-based introductory-level programmes. Our *Springboard* feature suggests sources for more advanced assignment work. Organizational behaviour overlaps with other subjects such as human resource management, and this book is useful for those modules, too.

Comparative analysis One way to highlight how we behave in organizations is to compare our experience with that of others. As a student, you engage routinely in comparative analysis, on railways and aircraft, in buses, hotels, restaurants and hospitals. Is that management behaviour appropriate? Is that employee response effective? Does our theory help us to understand those behaviours, or not?

Too many theories?

Students who are new to organizational behaviour often complain about the number of different theories. You will see this, for example, in our discussion of motivation, culture, leadership and power. Does this mean that the field is immature? How can all of these theories be 'right'? It does not help that many organizational behaviour theories were first developed decades in the past.

Marc Anderson (2007) argues that different theories are valuable because they help us to fill our 'conceptual toolbox'. We live in a complex world, and we need a variety of tools and perspectives to deal with the many, and changing, issues and problems that we face. This means that one theory could be helpful in one context, but a different perspective could be useful in another setting. An idea that appears to be of limited value today may help us to deal with tomorrow's challenges.

There are no 'right or wrong' theories, or 'one best way'. There are only theories that are more or less useful in helping us to deal with different issues in different settings at different times. We benefit from having 'too many theories'. This is not a problem.

What aids to learning are included?

Learning outcomes Chapters open with clear learning outcomes.

Key terms Chapters open with a list of the key terms that are then explained, and these are combined in the Glossary.

Exercises Each chapter has two learning exercises for tutorial or seminar use, and these can be used in a flexible way.

What would you do? A problem or incident opens each part of the text, and you are asked to make, and to justify, your decision.

Learning resources The companion website for this text contains an additional set of resources related to each chapter.

Home viewing Each chapter identifies a movie which illustrates the topic in a graphic, entertaining and memorable way, for home viewing.

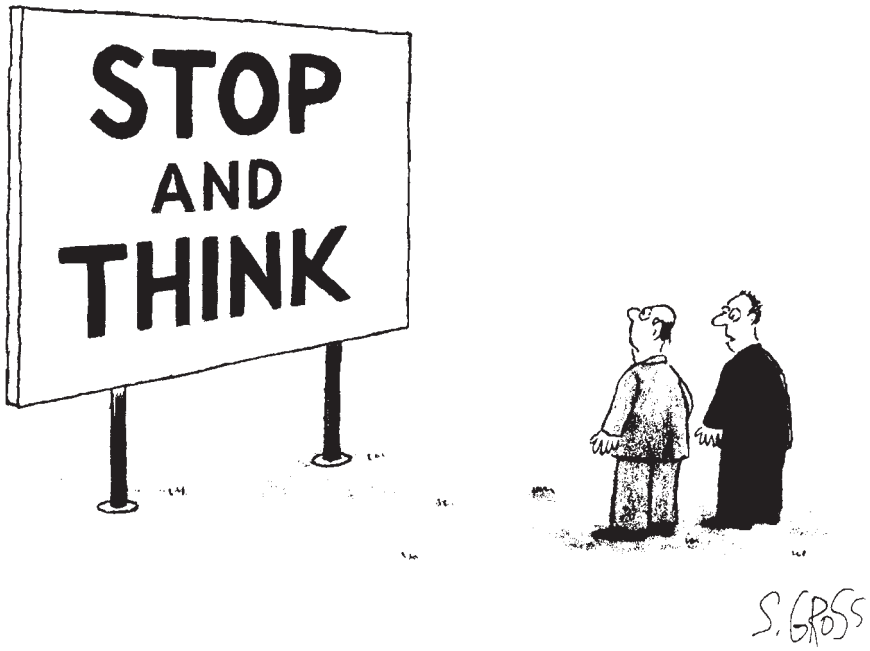
OB cinema In each chapter movie clips are identified for classroom use, illustrating specific issues, concepts or arguments for analysis.

OB on the web One or two websites or short videos have been selected for the way in which they illustrate the chapter material.

Stop and think You are regularly invited to stop, to think through controversial and contradictory issues, to apply ideas and arguments to your own experience, to question your assumptions.

Revision Each chapter closes with sample examination questions, which can be used for personal study or as tutorial exercises.

Cartoons In order to make the subject interesting and memorable, we include novel, varied and unusual material such as cartoons, illustrations and research boxes, to change the pace, rhythm and appearance of the text.



"It sort of makes you stop and think, doesn't it."

Source: © Sam Gross/The New Yorker Collection/www.cartoonbank.com

Recap Each chapter closes with a section summarizing the chapter content with respect to the learning outcomes.

Research assignment A focused information-gathering project involving either a website search, library exercise, or interviewing, or a combination of methods is included in each chapter.

Invitation to see The opening of each Part of the text is prefaced with a photograph showing how work and organizations are portrayed; visual images are rarely neutral, and you are invited to 'decode' these pictures, identifying the obvious and more subtle meanings that they promote.

Employability Employability has been defined as 'a set of achievements, skills, understandings and personal attributes, that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' (Yorke, 2006, p.8).

Employability and OB

Knowledge of this subject can improve your employability and career prospects. What are employers looking for? A qualification alone may not be enough. Most organizations are also looking for other 'competencies' – behaviours, skills, attributes and experiences that they expect you to have, or to develop, in order to perform effectively at work (Egan, 2011). Research by the Chartered Institute of Personnel and Development (2010) found that employers are looking for evidence of:

- leadership
- people management
- business skills/commercial acumen
- work ethic and results orientation
- customer service skills

- communication – oral and written
- interpersonal skills
- project and programme management
- leading and managing change
- general management skills
- creativity and innovation
- teamworking skills
- problem-solving skills
- self-management
- political and cultural awareness.

Components of critical thinking

Alan Thomas (2003) argues that critical thinking is one aspect of effective management, and identifies four components of the critical thinking process:

1. *Identifying and challenging assumptions about*
   - the nature of management, its tasks, skills and purposes
   - the nature of people and why they behave as they do
   - the nature of organizations
   - learning, knowing and acting
   - values, goals and ends.
2. *Creating contextual awareness by understanding*
   - how management has developed historically
   - how management is conceived of in other societies
   - the implications of different industrial, organizational, economic, political and cultural contexts for management
   - the interrelation between organizations and society.
3. *Identifying alternatives by*
   - becoming aware of the variety of ways in which managing and organizing can be undertaken
   - inventing and imagining new ways of managing and organizing
   - specifying new goals and priorities.
4. *Developing reflective scepticism by*
   - adopting a questioning, quizzical attitude
   - recognizing the limitations of much that passes for knowledge
   - knowing how to evaluate knowledge claims
   - developing a resistance to dogma and propaganda
   - being able to distinguish systematic argument and reasoned judgement from sloppy thinking, simplistic formulae and sophistry.

What is the difference between critical and uncritical thinking? When we are thinking uncritically, we accept common-sense assumptions at face value without checking their validity; we deny or ignore the influence of context on beliefs and practices; we do not look for and evaluate alternatives; and we cling rigidly and unquestioningly to dogmas and authoritative pronouncements.

Critical thinking is an attitude of mind which emphasizes the constant need to ask 'why?'.

From an organizational behaviour perspective, we can add the following:

- knowledge of how organizations are managed
- critical thinking; research, analysis and synthesis
- prioritizing and decision making
- appetite for learning; learning to learn
- understand cross-cultural issues and differences.

A CIPD (2013, p.26) survey of 460 UK employers also found that they were also looking for well-developed 'workplace and basic life skills'. These skills include office etiquette, timekeeping, reliability, self-organization, understanding dress codes and work ethic, along with office skills such as telephone techniques, customer service, interpersonal skills, teamworking and showing respect for colleagues. These responses reflect a traditional concern that higher education focuses more on theory and academic excellence than on practical skills, and knowledge of how business works. One response to this survey said:

> The working hard ethic, respect, timekeeping, acceptable work behaviour, problem-solving, proactivity, ability to organize themselves, desire for work – these are key work skills that university courses seem to forget – they concentrate too much on theoretical knowledge and don't prepare youngsters for the workplace, so it is a shock for some. (CIPD, 2013, p.27)

What are your strengths and limitations as far as potential employers are concerned? To help you to think about how to increase your value to employers, we have developed the *employability assessment* matrix. Each chapter asks you for an action plan to develop your profile in relation to the ideas, concepts, frameworks, behaviours, methods and other issues that you have covered while studying that topic. This includes this text and wider reading, tutorial discussion, class presentations, assignment work and critical viewing (visual literacy). We hope that you will find this useful in developing your knowledge, skills and behaviour repertoire. You can do this working alone, or in association with your instructor, helping you to develop your employability.

These competencies overlap with each other; this is not a rigid framework. Different commentators interpret these competencies in different ways, and different employers attach varying degrees of importance to them (Rothwell and Arnold, 2007). What matters, however, is the importance that *you* attach to these competencies with respect to the development of *your* career. The table on the next page shows how our chapters broadly map onto the 20 competencies, grouped for convenience under four main headings – personal qualities, leadership qualities, practical skills and other attributes.

Internships: all work and no pay

One way to improve your employability is to accept an internship – temporary work experience, lasting a few weeks or months, often unpaid. Some internships involve routine manual work, but many organizations provide valuable development opportunities. Google recruits 3,000 interns every year. The European Commission in Brussels and Luxembourg recruits 1,400 *stagiaires* for five months of work with them. The large professional services consultancies – Deloitte, EY, KPMG and PricewaterhouseCoopers – together employ over 30,000 interns a year. The Indian technology company Infosys invites 150 interns to Bangalore each year.

Benefits to employers include free labour, the reputational advantages that come from making a contribution to society and the local community, and the opportunity to assess candidates for permanent positions. Benefits to interns include the chance to acquire new knowledge and skills, to experience work in a particular organization and sector, to extend personal networks and to assess potential employers. Over a third of graduate vacancies in Britain are now filled from organizations' own internship programmes, according to one market research company. From an analysis of the CVs of its members, the online social networking service LinkedIn found that a quarter of interns took full time jobs in the organizations where they did their placements. More than half of the investment banking recruits at Goldman Sachs and Morgan Stanley are recruited from those organizations' own intern programmes (*The Economist*, 2014).

If you plan to follow this route, choose your internship with care. To make the most of the experience, identify how you can use the internship to develop your personal and leadership qualities, practical skills and other attributes. This will be an even more powerful development opportunity if you use the *employability assessment* matrix to identify the specific competencies that you can enhance in relation to the topics covered in this text.

Competencies and chapters

Competencies that will improve your employability	
Personal qualities:	
self-management	6 Personality
work ethic/results orientation	2 Environment: Gen Y, Gen C
appetite for learning	5 Learning
interpersonal skills	7 Communication; 8 Perception
creativity and innovation	19 Change
Leadership qualities:	
leadership	18 Leadership
people management	9 Motivation; 14 Work design
leading and managing change	3 Technology; 19 Change
project management	17 Organizational architecture: 19 Change
general management skills	all chapters relate to this
Practical skills:	
commercial/business acumen	2 Environment: corporate responsibility
customer service skills	1 Explaining organizational behaviour
communication skills	7 Communication
problem solving skills	What would you do? feature
teamworking skills	11 Group structure; 12 Individuals in groups; 13 Teamworking
Other attributes:	
political awareness	21 Conflict; 22 Power and politics
understand cross-cultural issues	4 Culture
how organizations work	all chapters relate to this
critical thinking	Student briefing; 1 Explaining organizational behaviour
prioritizing, decision making	20 Decision making

Instructor briefing

What is our perspective?

Our aim is to provide you with a teaching resource which includes materials and ideas that will help you to design and to develop the courses that you want to deliver to the student groups for which you are responsible. A single text and support materials cannot define the curriculum. We expect most instructors not to teach *to* this text, but *from* it, developing their own distinctive style and approach, incorporating their own topics and materials. This aim complements that of giving your students a text that will meet their needs in terms of content, interest, applicability, and readability.

Challenge

We use a number of text features to encourage *an active and questioning approach* to the subject. We want to challenge students by inviting them to confront real, practical and theoretical problems and issues for themselves. Students are invited regularly to stop reading and to consider controversial points, individually or in group discussion. We want to alert students to the significance of organizational behaviour in everyday life. The study of this subject cannot be confined to the lecture theatre and library. Eating a pizza in a restaurant, joining a queue at a cinema, returning a faulty product to a store, purchasing a train ticket, arguing with a colleague at work, taking a holiday job in a hotel, reading a novel – these are all experiences related to aspects of organizational behaviour.

Standpoint

Some organizational behaviour texts are based on a managerial standpoint, giving students little encouragement to question the material, or to consider other lines of reasoning and acting. In contrast, some texts adopt a critical standpoint, encouraging challenge and debate, but without offering practical options. We aim to strike a balance. A view that encourages debate, challenge and criticism involves asking the following kinds of questions, when presented with a theory, an argument, evidence, or with a recommendation for action:

- Does this make sense, do I understand it, or is it confused and confusing?
- Is the supporting evidence compelling, or is it weak?
- Does a claim to 'novelty' survive comparison with previous thinking?
- Is the argument logical and coherent, or are there gaps and flaws?
- What biases and prejudices are revealed in this line of argument?
- Is a claim to 'neutrality' realistic, or does it conceal a hidden agenda?
- Are the arguments and judgements based convincingly on the evidence?
- Whose interests are served by this argument, and whose are damaged?
- Is the language of this argument designed to make it more appealing?

Where appropriate, we explore competing views and standpoints, from commentators who base their approaches on different assumptions and values. This approach is rein-