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Organizational
Behaviour

Eighth edition

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From Andrzej

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

From David

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

Outline contents

Full contents

Guided tour

Part 1 The organizational context

PESTLE: The Political, Economic, Social, Technological, Legal, and Ecological Context

- **Individual** factors
- **Group** factors
- **Structural** factors
- **Management process** factors

- **organizational effectiveness**
- **quality of working life**

the organization's past,   present,   and future

A field map of the organizational behaviour terrain

Introduction

Part 1 on the organizational context, explores four topics:

- Different ways to explain organizational behaviour, contrasting traditional variance explanations, with contemporary process explanations
- How the wider environment of the organization affects internal structures and working practices, including ethical behaviour, and corporate social responsibility
- How developments in new technology, such as Web 2.0 applications, are changing the nature of work and organizations, and the role of choice in shaping the outcomes
- Aspects of organization culture, and different ways to understand this concept, and the links from culture to organizational change and performance.

The second decade of the twenty-first century is a time of severe economic and geopolitical turbulence and uncertainty, accompanied by rapid developments in new technologies. The ability of organizations to anticipate shocks, trends, and opportunities, and to respond rapidly in appropriate ways, is clearly vital to performance and survival. Organizations must be designed and managed – 'built to change' – in order for these degrees of responsiveness and adaptability to happen effectively.

The subject matter of organizational behaviour spans a number of levels of analysis – individual, group, organization, and the wider environment, or context. Part 1 explores key aspects of the organizational context. These include the pace of social and technological change, and the pressures on management to be seen to be acting ethically and exercising corporate social responsibility. Organizations develop their own distinctive cultures, which are different from, while clearly linked to, the wider national cultures in which they operate.

Part openers – the book is divided into five **parts**. Each part begins with a **part map** and a full **introduction**, making the structure of the book more transparent and easier to navigate

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Invitation to see   3

A recurring theme in this text concerns the design of jobs, and the organization and experience of work. The organization of work reflects a number of influences, at different levels of analysis. We explain how the experience and organization of work is influenced by

- *contextual* factors, in Chapter 2;
- *technological* factors, in Chapter 3;
- *psychological* factors, in Chapter 9;
- *social psychological* factors, in Chapter 13;
- *historical* factors, in Chapter 15;
- *power and political* factors, in Chapter 22.

Invitation to see

This photograph, taken in a Chinese textiles manufacturing plant, appeared in The Sunday Times, 17 June 2012, p. 3

1. **Decoding**:   Look at this image closely. Note in as much detail as possible what messages you feel that it is trying to convey. Does it tell a story, present a point of view, support an argument, perpetuate a myth, reinforce a stereotype, 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, or to interpretation and decoding in other ways, revealing other messages?

3. **Sharing**:   Compare with colleagues your interpretation of this image. Explore explanations for differences in your respective decodings.

Invitation to see – explore how work and organizations are presented in the media through images. Learn how to analyse and 'decode' the messages within the image

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4   Part 1 The organizational context

You're the employee: what would you do?

You are 25 years old, and a member of 'Generation Y'. How would you advise this manager to address his problem?

Help me generate results from Generation Y staff. I'm the Managing Director of a small firm operating in a high-pressure environment. Despite high attrition in our industry, our team prides itself on good management practice as well as getting results. However, with new starters now having an average age of 25, I am finding that since I was young (I'm now 40), a lot has changed. Attitudes have been transformed – but not for the better. Not only are we having to work harder to attract our recruits, but we are finding that in their first few months we have to 'counsel' them to see the bigger picture.

For example, we have always motivated our team by offering a modest basic salary, plus performance-related bonuses. But, increasingly, we are finding that our recruits are perfectly content to earn just the basic.

The younger generation now have higher expectations. This is great, but all too often they seem to expect too much, too soon – without putting in the necessary work. As someone who climbed to the top through hard graft, I find this bewildering. How can I motivate our new starters and channel their energies in the right direction?

From 'Troubleshooter', People Management, 15 May 2008, pp. 50–51.

What would you do?: solve real-life problems to help you relate Organizational Behaviour theory to practice

Chapter contents – navigate each chapter easily using the contents list provided at the beginning of each chapter

Key terms – those mentioned in each chapter are listed for reference here, with definitions available in the margins and the **Glossary**

Learning outcomes – clear learning outcomes, which you should be able to achieve, are listed at the beginning of each chapter. A **Recap** feature at the end of the chapter can be used as a reminder and for revision

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Chapter 2 **Environment**

Key terms

environment	environmental scanning
stakeholder	globalization
environmental uncertainty	PESTLE analysis
environmental complexity	scenario planning
environmental dynamism	ethics
post-modern organization	ethical stance
environmental determinism	corporate social responsibility
strategic choice	

Learning outcomes

When you have read this chapter, you should be able to define those key terms in your own words, and you should also be able to:

1. Understand the mutual interdependence between the organization and its environment.
2. Appreciate the strengths and limitations of PESTLE analysis of organizational environments.
3. Explain contemporary organizational responses to environmental turbulence.
4. Apply utilitarianism, the theory of rights, and the theory of justice to assess whether or not management actions are ethical, and recognize the limitations of those criteria.
5. Understand the concept of corporate social responsibility, and the practical and ethical implications of this concept for organizational behaviour.

Why study . . . ? – each chapter begins with a discussion about why you should study the subject and what is important to understand

Key terms – those introduced at the start of the chapter are highlighted in the text where they first appear, with a brief explanation provided in the margin

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Why study an organization's environment?

Should that have happened?

Lee and Charlie

Lee is 61 and has been director of engineering for Burnside Semiconductors for fourteen years. Intelligent and with a reputation as a good manager, he has not kept up to date with technological developments. The manufacturing process produces toxic waste, and Lee's casual approach to disposal has culminated in two court cases which could cost the company considerable sums in damages. The company's executive vice president, Charlie, has tried for about three years to persuade Lee to prioritize the disposal problem, without success. Having decided that Lee should be removed from his position, Charlie is reluctant to fire him as that would demoralize other managers. He therefore tells colleagues, informally, that he is not satisfied with Lee's work, and exaggerates Lee's faults in these conversations. When Lee encounters a growing lack of support from colleagues, he decides to take early retirement.

Is Charlie's approach ethical?

Environment issues, trends, and events outside the boundaries of the organization, which influence internal decisions and behaviours.

Stakeholder anyone who is concerned with how an organization operates, and who will be affected by its decisions and actions.

An organization must interact with the outside world, with its **environment**. The operations of any organization – local café, city hospital, multinational car-producing company – can be described in terms of 'import-transformation-export' processes. The car plant imports materials, components, equipment, staff, and energy. It then transforms these resources into vehicles, which are exported to customers through online sales outlets or a dealer network. Organizations are involved in a constant series of exchanges with their suppliers, consumers, regulatory agencies, and other **stakeholders**, including their employees.

The environment for a car plant in the twenty-first century is complex. The costs of oil and petrol are high, and are sensitive to unpredictable geopolitical trends. The development of hybrid and electric-powered vehicles is starting to erode sales of petrol-driven cars. The industry consolidation of the late 1990s saw many smaller manufacturers (Saab, Rover, Rolls-Royce, Jaguar, Land Rover, Volvo) bought by larger companies (General Motors, BMW, Ford, the Tata Group). Competition encourages manufacturers to locate plants in low-wage countries (Hungary, Brazil, Romania) generating resentment in traditional manufacturing bases (America, Britain, Europe). In Japan, *gaiatsu*, or foreign pressure, led to restructuring at Toyota, Honda, and Nissan in the late 1990s.

Cost competition has encouraged the use of 'lean manufacturing' methods, with consequences for working practices and quality of working life. There is concern over the environmental pollution generated by internal combustion engines which burn petrol and diesel oil, encouraging the development of cleaner engines to reduce carbon emissions. The volume of traffic in many cities around the world has driven governments to consider road pricing, congestion charges, and taxes to encourage the use of public transport. These are just some of the factors in the external environment of a car plant. Such factors force constant adjustments to ways of thinking about the business of making cars. This means always thinking about the organization's business strategy, organization structure, use of resources, management decisions, job design, and working practices.

STOP AND THINK

What other factors, trends or developments in the external environment of a car plant have not been mentioned? How will these affect the company's behaviour?

What are the main factors in the environment of your college or university? How are those factors influencing management actions – and how are these affecting you?

Boxed features – **application** and **illustration** of concepts, theories and frameworks are discussed throughout the text. Boxed features highlight specific areas of interest, classic research, management applications, international examples and social commentary
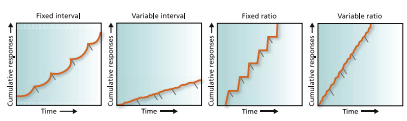
Portraits – images of the leading scholars who have contributed to our understanding of the subject are included throughout

Highly illustrated and accessible – **cartoons**, **images**, **tables** and **diagrams** feature throughout the text to make the book more engaging and accessible

Stop and think – featuring frequently throughout the text, you are invited to consider contradictory and controversial points and arguments and encouraged to apply ideas and analysis to your own experience and challenge your own assumptions

Home viewing – suggests films you can watch that illustrate particular points and topics in the text

Recap – summaries the Learning outcomes listed at the beginning of the chapter. You can use these as a 'checklist' for your own learning

Revision – a series of typical essay questions, encapsulating the learning outcomes, which you can use for personal study or as tutorial revision aids

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Types and traits   193

This does not mean that every individual who has trait 1 has a Type 'X' personality. It means that questionnaire analysis has shown that individuals with high scores on trait 1 are more likely to have high scores on traits 3 and 5 also, putting them into the Type 'X' category. The result of an individual assessment using this approach is a personality profile across several traits rather than allocation to any one personality type.

The E dimension divides us into two broad categories of people – extraverts and introverts. American use of these terms refers to sociability and unsociability. European use emphasizes spontaneity and inhibition. Most of us have a trait profile between these extremes. Eysenck argues that seven pairs of personality traits cluster to generate, respectively, the extravert and introvert personality types. These traits are summarized in Table 6.2.

Extraverts are tough-minded individuals who need strong and varied external stimulation. They are sociable, like parties, are good at telling stories, enjoy practical jokes, have many friends, need people to talk to, do not enjoy studying and reading on their own, crave excitement, take risks, act impulsively, prefer change, are optimistic, carefree, active, aggressive, and quick-tempered; they display their emotions and are unreliable.

Introverts are tender-minded, experience strong emotions, and do not need intense external stimuli. They are quiet, introspective, and retiring; they prefer books to people, are withdrawn and reserved, plan ahead, distrust impulse, appreciate order, lead careful sober lives, have little excitement, suppress emotions, are pessimistic, worry about moral standards, and are reliable.

Table 6.2: Trait clusters for extravert and introvert types

extravert	introvert
activity	inactivity
expressiveness	inhibition
impulsiveness	control
irresponsibility	responsibility
practicality	reflectiveness
risk-taking	carefulness
sociability	unsociability

The N dimension assesses personality on a continuum from neuroticism to stability. Neurotics are emotional, unstable, and anxious, have low opinions of themselves, feel that they are unattractive failures, tend to be disappointed with life, and are pessimistic and depressed. They worry about things that may never happen and are upset when things go wrong. They are obsessive, conscientious, and highly disciplined, and get annoyed by untidiness. Neurotics are not self-reliant and tend to submit to institutional power without question. They feel controlled by events, by others, and by fate. They often imagine that they are ill and demand sympathy. They blame themselves and are troubled by conscience.

Home viewing

Glengarry Glen Ross (1992, director James Foley) is based in a Chicago real estate office. To boost flagging sales, the 'downtown' manager Blake (played by Alec Baldwin) introduces a sales contest. First prize is a Cadillac Eldorado, second prize is a set of steak knives, third prize is dismissal. The sales staff include Ricky Roma (Al Pacino), Shelley Levene (Jack Lemmon), George Aaronow (Alan Arkin) and Dave Moss (Ed Harris). In the first ten minutes of the film, note how Blake in his 'motivational pep talk' conforms to the stereotype of the extravert, competitive, successful 'macho' salesman (warning: bad language). Observe the effects of his 'pep talk' on the behaviour of the sales team. Does Blake offer a stereotype which salespeople should copy? What is Blake's view of human nature? This part of the movie shows the construction of individual identity through a 'performance' conditioned by organizational context. This contrasts with a view of identity as genetically determined.

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416   Chapter 12 Individuals in groups

RECAP

1. *Explain the basic tenets of social identity theory and social representation theory.*
   - Social identity theory holds that aspects of our identity derive from the membership of a group.
   - Groups construct social representations consisting of beliefs, ideas, and values, which they transmit to their new members.
   - Such representations, together with group socialization, lead to all members sharing a common frame of reference.

2. *Distinguish the different directions in which individuals' behaviour can be modified by a group.*
   - Individual behaviour is variously modified by the presence of others or by being a part of a group.
   - The concepts of social influence, social facilitation, synergy, and social loafing distinguish the direction and nature of such modifications.

3. *Understand how groups use norms to regulate the behaviour of their members.*
   - Social norms guide the behaviour of individuals in a group. They can be pivotal or peripheral.
   - Social norms are established in four ways – explicit statements, critical events, initial behaviour, and transfer behaviour.
   - Sanctions are administered by members to those individuals who transgress or uphold the group's norms. Sanctions can therefore be negative (e.g. verbal abuse) or positive (e.g. praise). Groups possess an escalating hierarchy of ever-stronger negative sanctions.

4. *Understand the process of group socialization of individuals.*
   - Groups teach new members about their norms and incorporate them into their shared frame of reference through the process of group socialization.

5. *Explain why individuals conform to the dictates of their group.*
   - As individuals, we tend to conform to group norms because of benefits for us individually if others abide by the agreed rules; our desire for order and meaning in our lives; and a need to receive a satisfying response from others.
   - The 'cost' to the person who is a member of a group is the deindividualization that membership entails. Group membership brings with it anonymity and becoming 'lost in the crowd'. This can reduce our sense of individual responsibility, lower our social constraints, and lead us to engage in impulsive antisocial acts.

6. *Distinguish between conformity and obedience, and between compliance and conversion.*
   - Conformity refers to a change in an individual's belief or behaviour in response to real or imagined group pressure, while obedience describes a situation in which an individual changes their behaviour in response to direct command from another person.
   - Research shows both that a majority influences an individual (this being called compliance), and that a minority can influence a majority (this being called conversion).

Revision

1. Is social loafing an individual issue, varying according to an individual's personality and values; is it an organizational culture issue depending on company norms about over-manning, non-jobs, and management's acceptance of poor employee performance?
2. Is conformity by the individual within organizations a bad thing that should be eliminated or a good thing that should be encouraged?
3. Critically evaluate the empirical research on individual conformity to group pressure.
4. Suggest how an individual might go about persuading a majority.

Springboard **417**

Research assignment

Choose an organization with which you are familiar, and interview some employees who work there. Ask each interviewee how their co-workers would react, if they

1. Were seen being rude or indifferent to a customer.
2. Criticized a co-worker who was not performing satisfactorily.
3. Performed their work at a level noticeably higher than that of their co-workers.
4. Approached management offering a solution to a problem they had identified.
5. Expressed concern to management about the wellbeing of their fellow workers.
6. Expressed concern about the poor quality of the organization's product or service.
7. Actively developed their skill and knowledge about the organization's operations and products.

Finally, ask if there are things that any employee should do or not do, if they wanted to get on well with their co-workers in the organization. Use the information obtained from your interviewees to determine

(a) on which topics there appear to be group norms
(b) which norms are pivotal and which are peripheral
(c) what effects these norms have on the behaviour of the individuals, the operation of the group and the performance of the department.

Springboard

Jerry Burger (2009) 'Replicating Milgram: would people still obey today?', *American Psychologist*, 64(1), pp. 1–11. A modern replication of Milgram's classic obedience experiment.

M. Doms and Eddy van Avermaet (1981) 'The conformity effect: a timeless phenomenon?', *Bulletin of the British Psychological Society*, 36(1), pp. 180–8. These authors replicated Solomon Asch's classic studies on individual conformity in groups and obtained similar results.

Bibb Latané, Kipling Williams and Stephen Harkins (1979) 'Many hands make light the work: the causes and consequences of social loafing', *Journal of Personality and Social Psychology*, 37(6), pp. 822–32. This classic article discusses the re-creation of Ringelmann's experiment that first revealed the existence of the phenomenon of social loafing.

Nigel Nicholson (2003) 'How to motivate your problem people', *Harvard Business Review*, 81(1), pp. 7–65. Provides useful advice if you are in a student project team and one member is not pulling their weight.

Research assignment – provides an opportunity to test your knowledge and take your learning further

Springboard – a short annotated guide to some further reading and more advanced study

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Springboard **453**

⭐ **OB in films**

The Dish (2000, director Rob Sitch), DVD track 8: 0:35:55 to 0:53:07 (18 minutes sequenced). It is July 1969, and Apollo 11 is heading towards the moon. On earth, the Parkes Radio Telescope in New South Wales, Australia, the largest in the southern hemisphere, has been designated by NASA as the primary receiving station for the moonwalk, which it will broadcast to the world. Then, due to a power cut, it 'loses' Apollo 11! Parkes's director, Cliff Buxton (played by Sam Neill), and his team of scientists – Mitch (Kevin Harrington), Glenn (Tom Long), and Al (Patrick Warburton) – all have to work hard (and quickly) to solve the problem. The clip begins with the lights going out during the dance, and ends with Al saying 'Just enough time to check the generator.'

Identify examples of each of the elements of Sundstrom et al.'s ecological framework for analysing work team effectiveness as the team members deal with the crisis.

Sundstrom framework element	Example
Organizational context	
1. Organizational culture	
2. Task design/technology	
3. Mission clarity	
4. Autonomy	
5. Performance feedback	
6. Rewards and recognition	
7. Physical environment	
8. Training and consultation	
Work team boundaries	
9. External differentiation	
10. External integration	
Team development	
11. Interpersonal processes	
12. Norms	
13. Cohesion	
14. Roles	

🌐 **OB on the web**

Search YouTube for 'Ferris State Formula Hybrid Team'. This video describes a university student project. Which group and team dynamics concepts, introduced in this or in previous chapters on groups and teams, can you see being demonstrated here? List each one, and illustrate its application by quoting the speaker's comments from the video.

OB in films – identifies films or television programmes that illustrate the wider relevance and application of the issues and ideas introduced in the chapter

OB on the web – suggests internet sources that further illustrate particular concepts and themes from the chapter and suggest activities you can perform to test and apply the concepts and themes

Chapter exercises – each chapter contains two exercises, one designed for large classes and the other for smaller tutorial and seminar settings

CHAPTER EXERCISES

1. Would you make a good team player?

Objectives
1. Identify behaviours to improve teamworking.
2. Practise using Sundstrom et al.'s model as an explanatory framework.

Briefing
1. Individually
  (a) Read through each of the following three teamworking scenarios.
  (b) Decide which of the four options you prefer, and note down the reasons for your choice.
2. Form groups and nominate a spokesperson.
  (a) Beginning with the first scenario, each member in turn indicates which option is preferred and why.
  (b) When all group members have indicated their preferences, discuss the various options, as well as their pros and cons, and decide upon a group-agreed option from the four offered.
  (c) Explain what is wrong with the other three.
  (d) Suggest an alternative option of your own, justifying whether it is better than the others.
  (e) Repeat the process for the second and third scenarios.
3. The class re-forms. The spokespersons for each group report back.

Scenario A Suppose that you find yourself in an argument with several co-workers about who should do a very disagreeable but routine task. Which of the following would be the most effective way to resolve this situation?
  (a) Have your supervisor decide because this would avoid any personal bias.
  (b) Arrange for a rotating schedule so everyone shares the chores.
  (c) Let the workers who show up earliest choose on a first-come, first-served basis.
  (d) Randomly assign the task.

Scenario B Your team wants to improve the quality and flow of conversations between its members. In your view, your team should:
  (a) Use comments that build upon and connect to what others have already said.
  (b) Set up a specific order for everyone to speak and then follow it.
  (c) Let team members with more say determine the direction and topic of conversation.
  (d) Do all of the above.

Scenario C Suppose you are presented with the following types of goals. You are asked to pick one for your team to work on. Which one would you choose?
  (a) An easy goal to ensure the team reaches it, thus creating a feeling of success.
  (b) A goal of average difficulty so the team will be somewhat challenged, but successful without too much effort.
  (c) A difficult and challenging goal that will stretch the team to perform at a high level, but attainable so that effort will not be seen as futile.
  (d) A very difficult or even impossible goal so that even if the team falls short, it will at least have a high target to aim for.

Source: adapted from Stevens, M.J. and Campion, M.A., Journal of Management, Vol. 20, No. 2, pp. 503–530. The knowledge, skill and ability requirements for teamwork: Implications for human resource management, Copyright © 1994, Southern Management Association. Reprinted by permission of SAGE Publications.

Employability assessment – improve your employability by identifying significant issues from the chapter, relating them to employability competencies and deciding what actions you need to take in order to maintain and develop them

Employability assessment

With regard to your future employment prospects:
1. Identify up to three issues from this chapter that you found significant.
2. Relate these to the competencies in the employability matrix.
3. Decide what actions you need to take to maintain and/or develop those competencies under each of the four headings of the employability matrix.

References – each chapter ends with a detailed list of references utilized in the chapter, covering the latest and classic research. Use these to take your study further
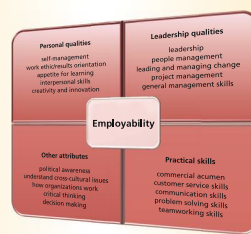
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Guided tour of MyManagementLab

The eighth edition of *Organizational Behaviour* comes with **MyManagementLab**. Available from spring 2014, MyManagementLab is an online resource bank, offering a tutorial, homework and assessment system for Management and Organizational Behaviour courses. It enables lecturers to set assignments and use an online gradebook to track student progress. For students, it provides interactive, multimedia experiences that support your learning, helping you to revise and practise via a personalized study plan.

A student access code card may have been included with your textbook at a reduced cost. If you do not have an access code, you can buy access online. To buy access or register with your code, visit www.mymanagementlab.com.

Study plan and tests

MyManagementLab features a wealth of resources that help you to test your understanding of your course material and track your improvement over time. For every chapter, you can complete a *pre test* set of multiple-choice questions and, based on your performance, receive a personalized study plan tailored to help you in the areas where you most need to make improvements. Then, try the *post test* to see how much you've learned.
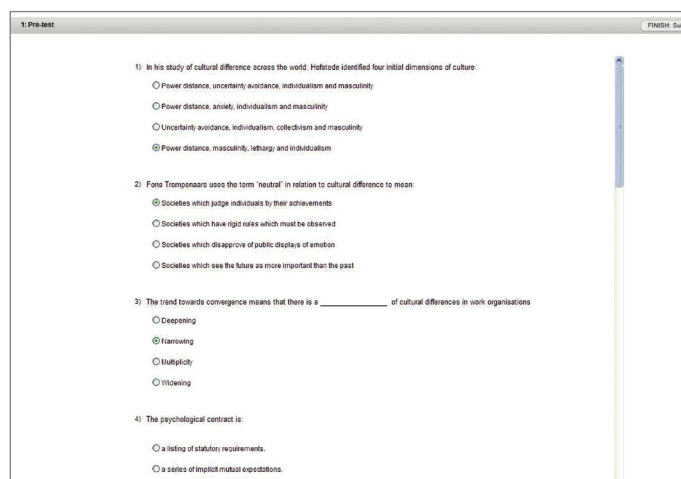
Case study videos

Watch interviews with managers from a range of firms discussing how their organizations function, and then answer questions designed to help you relate the video material to the book content. These organizations range from SMEs to well-known multinationals.
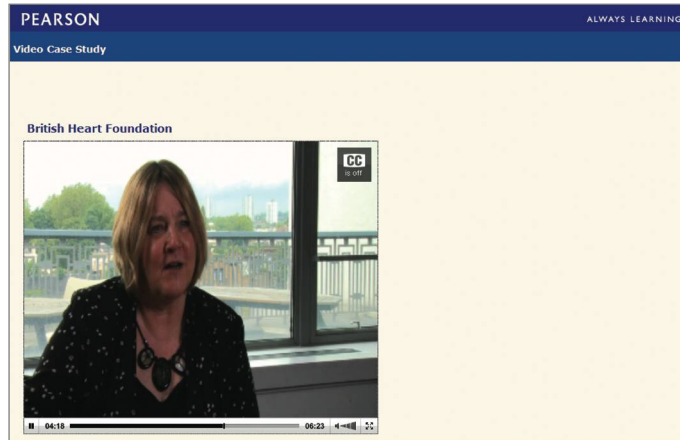
Mini-simulations

Mini-simulations are engaging interactive exercises that allow you to apply your knowledge to real-life situations and see the results of making certain decisions.
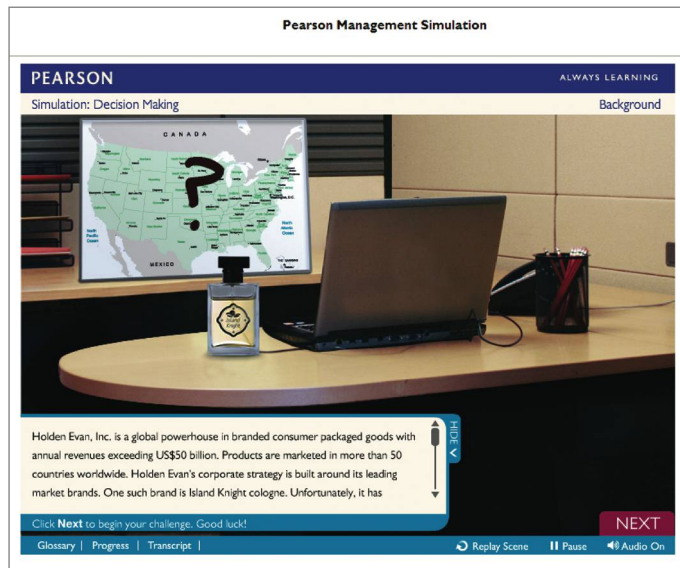
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Cartoons

Figures

Tables