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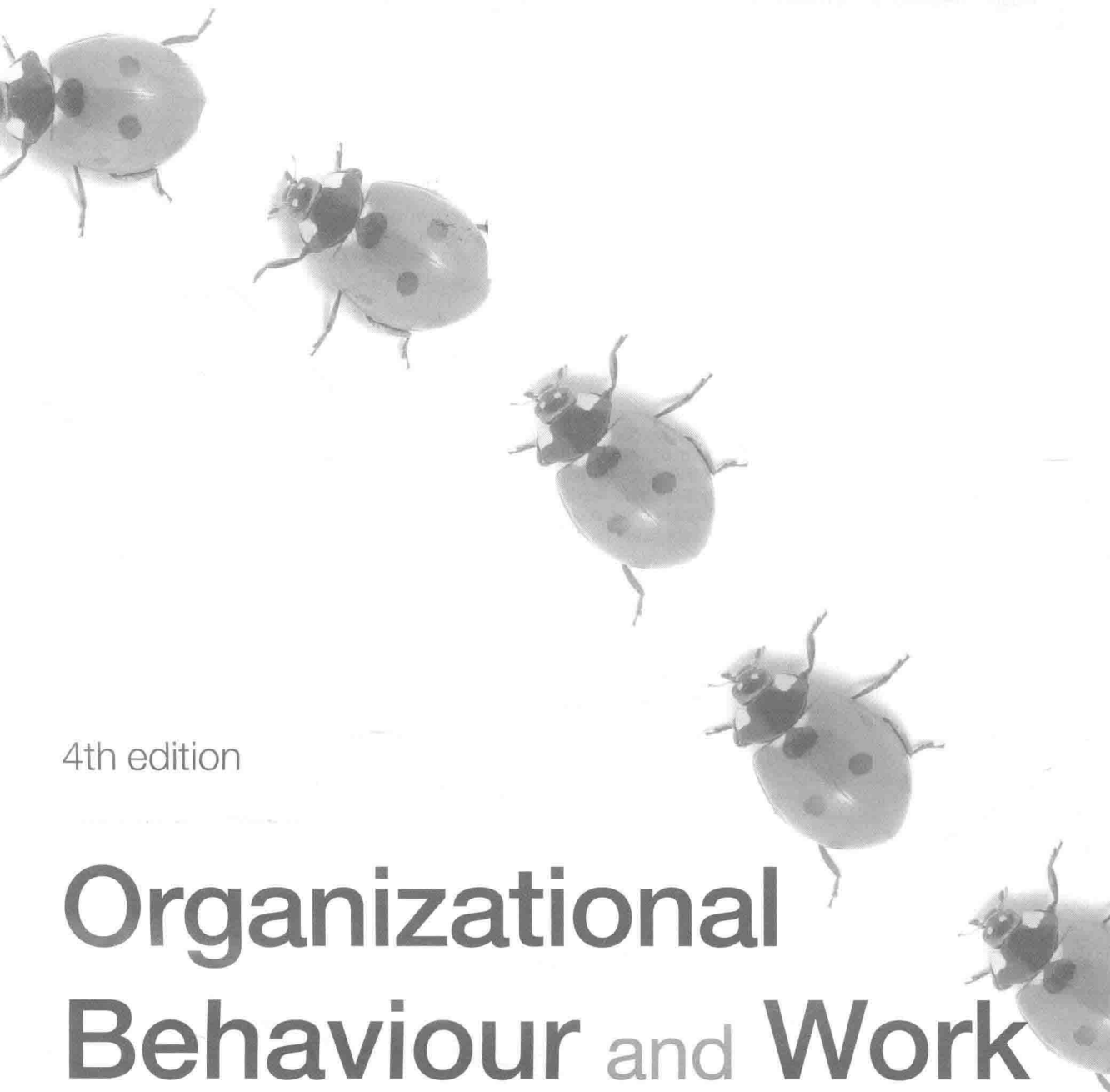
4<sup>th</sup> Edition



# Organizational Behaviour and Work

*A critical introduction*

Fiona M. Wilson



4th edition

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**OXFORD**  
UNIVERSITY PRESS

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Great Clarendon Street, Oxford, OX2 6DP,  
United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
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First edition 1999

Second edition 2004

Third edition 2010

Impression: 1

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Published in the United States of America by Oxford University Press  
198 Madison Avenue, New York, NY 10016, United States of America

British Library Cataloguing in Publication Data

Data available

Library of Congress Control Number: 2013941083

ISBN 978-0-19-964598-5

Printed in Italy by

L.E.G.O. S.p.A.—Lavis TN

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# Organizational Behaviour and Work

# Acknowledgements


The author would like to acknowledge the enormous assistance provided by Francesca Griffin, publishing manager with Oxford University Press, in the development of this fourth edition. The author would like to thank her for her support, encouragement, and detailed comment.

# Guided tour of the book

Each chapter contains a range of learning features that enrich the main text and help you to reflect upon your reading, reinforcing your study of organizational behaviour and encouraging you to question and critique what you have learnt. This guided tour shows you how to get the most out of your textbook.

## Example boxes

Example boxes throughout the text provide additional illustrations of the topic under discussion. Examples are drawn from both research and organizational life.




**EXAMPLE A problem faced by managers in one organization**

Lillian Ladelle, a registrar (who presides over wedding ceremonies), refused to perform civil partnership ceremonies. As a result, her employer—a borough council—initiated action against her, concluding that she was in breach of its 'Dignity for All' policy. She was taken to an employment tribunal alleging religious discrimination; she won (although the council appealed and reversed).

In this case, the management faced a situation in which there was a conflict of the freedoms of the gay community, who want civil partnership ceremonies, and the inalienable rights of Lillian Ladelle and her religious beliefs (Koster, 2008; Williams, 2008). The organization then had to tell the individual what to do and preserve her rights as an employee.

## Stop and think boxes

Stop and think boxes encourage you to pause your reading and reflect on a question about, or implication of, the point under discussion. These are key to the critical approach, encouraging you to draw from your own experience.



**STOP AND THINK** How much have managers been trusted in history?

As Adam Smith, moral philosopher and political economist, pointed out, 'directors manage other people's money rather than their own.' 'It can be said that they will watch over it with the same anxious vigilance' (Smith, 1776: 233). In the nineteenth century, deliberate fraud and incompetence played a significant part in the failure of the railway (1968: 25–6). In the early nineteenth century, managers were, more often than not, in prominent positions because they gave the managers power to hire their spouses and children (Wren, 1994: 45).

How much evidence is there to suggest that managers should be trusted more now than in 2001? There currently appears to be a pervasive mistrust of the corporation in the

## Key points

Each main chapter section ends with a set of key points that draw out the most important arguments developed within that chapter topic, to help consolidate your learning.




**KEY POINTS**

- Some setting issues—that is, context issues—may include a context in which is employed (including gender, parental responsibilities, age, race, etc.) organizations contribute or act to increase equality or to prevent or correct groups in society.
- Prejudice and discrimination are common behaviours in organizations.
- Managing might mean exploiting labour; more positively, it might mean through the development of new enterprise.

## Case study

End-of-chapter case studies with accompanying questions provide further illustration and opportunity to engage actively with your reading.



**CASE STUDY**

**Organizing against injustice**


This case study focuses on an unusual organization that has been set up to organize against injustices such as the following.

Those who stay in expensive hotel rooms and leave a disgusting mess behind; those who clean it up can work six days a week and yet take home the yawning gap between rich and poor in Britain.

An organization has been set up to revolt and organize against

## Further reading

An annotated further reading list is provided at the end of every chapter to help you to take your learning further and to locate the key academic literature relevant to the chapter topic. It is also designed to guide you towards other sources which will help you prepare for exams and essays.



**FURTHER READING**


Bramel, D. and Friend, R. (1981) 'Hawthorne, the myth of the docile psychology', *American Psychologist*, 36(8): 867–78; reprinted in *History of Organizations*, London: Sage, ch. 8.

Cernovsky, Z.Z. (1997) 'A critical look at intelligence research', in D. *Critical Psychology: An Introduction*, London: Sage, ch. 8. This offers a really critical view of intelligence research.

Holway, W. (1991) *Work Psychology and Organizational Behaviour*, London: Sage.

## Links to films and novels

An annotated list of films and novels which relate in some way to the chapter topic help you to see organizational behaviour operating in a variety of contexts.




**LINKS TO FILMS AND NOVELS**

Thompson, P. and McHugh, D. (2009) *Work Organizations*, 4th edn, Boston: Allyn and Bacon, ch. 3, in particular, asks you to think about the ideology underlying Taylorism and its usefulness on personality testing.

*Modern Times* (1936) dir. C. Chaplin. As Gabriel et al. (2000) note, this memorably captures and criticizes the spirit of Taylorist ideas and the dehumanization of work.

## Research questions

A set of carefully devised questions is provided at the end of every chapter to help you to take your learning further, and may also be used as the basis of seminar discussion and coursework.




**RESEARCH QUESTIONS**

- Hakim (1991) argues that women—particularly homeworkers—who have authority of husbands who have traditional views of women should take a different situation in the labour market. According to Hakim, some women agree and why?
- How would you explain how working-class kids continue to get work? Mirza, 1992; Wiles, 1977? Why is it so inevitable? Can you find any research that agrees or disagrees?

## Glossary terms

A glossary at the end of the book defines key subject specific terms and concepts to aid your understanding.



**GLOSSARY TERMS**

**alienation** A term used by Karl Marx to describe the effects of the process of production on workers. Alienation happens in a number of different ways. Firstly, the work is external to the worker, rather than part of their nature; it does not fulfil, gives a feeling of misery, and leaves them physically exhausted and mentally debased. At work, they feel homeless. The work is not voluntary, but imposed. It is not the satisfaction of a need, but a constraint.

**autonomy** The amount of freedom a person has in his or her own judgements and decisions. It is done.

**banana time** This was one of the informal short breaks during the day in Donald Roy's study of the consumption of time for the creation of these times to alleviate the monotony of work.

# Guided tour of the Online Resource Centre

[http://www.oxfordtextbooks.co.uk/orc/wilson\\_ob4e/](http://www.oxfordtextbooks.co.uk/orc/wilson_ob4e/)

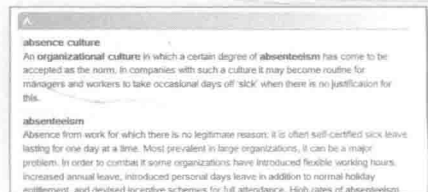


The Online Resource Centre that accompanies the book provides students and instructors with ready-to-use teaching and learning resources.

## For students

### Glossary

A series of key terms and concepts has been provided to test your understanding of terminology from the book. Terms are taken from OUP's *A Dictionary of Business and Management*.



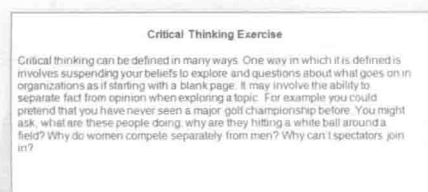
### Web links

Web links relating to each chapter topic have been provided for further reading and research.



### Critical thinking exercises

A selection of exercises encourages you to consider topics afresh and to ask questions that help you to gather evidence to support your thinking.



# For lecturers

## Questions for research and discussion

Discussion and research questions relating to each chapter topic have been provided for use in seminars and lectures.

### Questions for research and discussion

#### Chapter 10: Learning

- Do you think you could effectively use positive reinforcement to bring the best out in people you manage? What do you think would be the advantages and disadvantages of such an approach?
- Evaluate the usefulness and applicability of various theories of learning to a manager's job.

## PowerPoint slides

A suite of customizable PowerPoint slides has been included for use in lectures. Arranged by chapter, the slides may also be used as handouts in class.

### The theory underlying motivation is...

- That improving the motivation of the employee improves output and other factors.
- A better understanding of employees' motivation is supposed to enable management to cause their subordinates to act in a particular way.

## Additional case studies

Additional case studies and related questions are provided for use in seminars, lectures or to set as coursework.

### Additional Case - Personality

Research recently demonstrated how much habit shapes behaviour in organizations. Surroundings play a significant role too. Experimenters looked at popcorn consumption among moviegoers. In an experiment, 96 people were given a box of popcorn as they entered a film theatre. Some boxes contained fresh popcorn and others week-old stale popcorn. The frequent moviegoers ate the popcorn regardless of its taste because their actions were controlled by habit and the surrounding environment. Those who only occasionally ate popcorn at the movies tended to avoid the stale sample and ate exclusively from the fresh box.

The researchers conclude that bad habits are attributed to the environment. To break habits, you need to change your routines or habits. One way in which they

## Group exercises

Group exercises relating to each chapter topic are provided for use in seminars and lectures.

### The Corporation

The Corporation (2003) is a documentary film based on a book called 'The Corporation: the pathological pursuit of profit and power' by Joel Bakan. In the film 40 people (including CEOs and top level executives from a range of industries as well as academics and a corporate spy) are interviewed. It is argued that in the last 100 years while the corporation has created unprecedented wealth, it has also been responsible for creating illness, death, poverty, pollution, lies and exploitation. The corporation thus appears to have an anti-social 'personality' that is self interested, inherently amoral, callous, deceitful, yet not suffering from guilt. It can though also appear to have empathy, be caring and altruistic.

Watch the film yourselves and ask

# About the author

Fiona Wilson is Professor of Organizational Behaviour in the Department of Management at the University of Glasgow. Before moving to Glasgow, she worked at the University of St Andrews: first as a lecturer, then as a senior lecturer. Previously, Fiona had been employed as a researcher at Manchester Business School and University of Bradford Management Centre. Fiona completed a PhD at Manchester Business School.

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