

Preface

Welcome to *Work and Organizational Behaviour: Understanding the Workplace*. This book has been written specifically to fulfil the needs of introductory undergraduate courses for an accessible analysis of behaviour in work organizations, which draws on the two major human sciences of psychology and sociology. It assumes no previous knowledge of psychology or sociology by the student, practitioner or general reader.

In the era of globalized capitalism, textbooks on organizational behaviour date quickly. It is only 3 years since we were writing the first edition of this book, but the synchronized global financial crisis and economic recession, as well as the suggestions from users for improving the book and our own thoughts, have already necessitated a revision. The founding principles of the book remain unchanged – yet the socioeconomic context in which we all find ourselves has fundamentally shifted.

Context

Since 1985, when the first edition of Huczynski and Buchanan's text *Organizational Behaviour* was published, the world of work and the way it is studied have changed. The major changes include the ascendancy of neo-liberalism, the implosion of Soviet and East European Communism and South African apartheid, the expansion of the European Union and North America Free Trade zone, the positioning of the People's Republic of China and India as major economic players, and the economic reverberations in the other Asian economies and beyond. The widespread application of microelectronics has seen the emergence of the Internet, the virtual knowledge-based organization, and the virtual or postmodern organization.

The earlier predictions of a 'leisure society' resulting from new technology have not materialized. Many managers and non-managers alike still work long hours, are electronically connected, through email, mobile phones and BlackBerries, and appear to be suffering increased levels of work-related stress. And in addition to movements of capital and goods, many people have migrated to Western Europe and North America, making the diverse workforce a reality. New management paradigms have come and gone: the ebb and flow of concepts associated with the 'Japanization' of work organization, the 're-engineered organization' and the learning organization to name just three major developments.

A major issue for academics and practitioners is the effect of globalization on aspects of organizational behaviour ranging from individual work motivation to

organizational governance. As the globalization of world markets continues apace, there has been growing interest in studying whether managerial behaviour in work organizations outside North America is converging on the US way of doing things. Over the last decade, therefore, a major theme in the literature has been the convergence in managerial behaviour, affecting production, marketing, information technology, finance and employment policies and practices in different regions of the world.

The convergence debate has a solid and deep-rooted background in neoclassical economic theory. However, its detractors emphasize the existence of varieties of capitalism, and of divergence in organizational behaviour, which offers different ways to preserve the quality of life and effective ways to compete globally. The 'divergence' school tends to be sceptical of claims that convergence is occurring, believing that local cultures, social values and norms, and national business systems are strong forces against convergence. It would seem that the variations in the forms of capitalism that are found make it difficult, if not impossible, to extract management practices founded on organizational behaviour theory and research from one particular national setting and implant it into a different culture and matrix, and have them achieve the same results.

When it comes to organizational behaviour, there are no universal prescriptions. One size does not fit all. Additionally, the behaviour of corporate executives and corporate governance have come under close scrutiny following the exposure of fraudulent accounting practices, and the job and pension losses that occurred as a result, at Enron, WorldCom and other prominent US corporations in the early twenty-first century, and this has reduced the appeal of US-centred convergence.

The last 25 years have not only seen major changes in the global economy, society and the workplace. They have also seen some of the people who study the workplace – organizational theorists – abandoning the application of the rules of physical science to the study of social phenomena. The traditional approach to researching organizational behaviour can loosely be describe as 'positivism'. In the context of postmodernism, it has been challenged by 'constructivists'. The core argument of the constructivists is that organizational reality does not have an objective existence, but is constructed by people with power in the organizations, and by organizational behaviour theorists themselves. The constructivist view challenges researchers to re-examine their frame of reference, and their ideas about the research process itself and the production of knowledge.¹⁻⁴

In some academic circles, postmodernism has fallen out of fashion in the analysis of organizational behaviour, in a similar manner to the Japanese management model that had been popular a few years earlier. The favoured theoretical foundation of today's discourse and research is the 'societal effects' approach, which argues that human behaviour in work organizations is socially embedded.^{5,6} Scholars adopting this approach argue that work organizations are not 'free agents' able to design their own employment and governance practices, unfettered by social institutions and values. Rather, they argue, societal effects are central to the shaping of organizational practices. For example, the widespread demonstrations in France in spring 2006 against non-standard or precarious employment – with the slogan 'Non à la précarité!' – can be seen as confirmation of this.

Despite these global changes and rival intellectual traditions, which lead to competing research perspectives among those studying organizations, most organizational behaviour textbooks, at least for the undergraduate market, expose students only to the dominant orthodoxy in the subject, which is built on an extremely narrow set of theoretical assumptions. In general, they concentrate on the positivist-functional point of view: how to foster commitment, cooperation and integration, and ultimately improve organizational performance. Rival perspectives are rarely

explored, and the textbooks have little, if anything, to say about gender, race, ethnicity, disability and social class, or about competing views of the workplace.^{7–10}

Most of the popular textbooks are written from a managerial perspective, and largely ignore competing views of organizational behaviour presented by critical and feminist writers. They have a distinctly ‘psychological’ tone, and draw heavily on psychological studies of human behaviour. More pointedly, few encourage their readers to call into question the dominant assumptions underpinning US-centric management theory and practice. The first edition of *Work and Organizational Behaviour* was intended to counterbalance this bias in textbooks by providing a more critical approach and giving greater emphasis to sociological perspectives on the subject.

As we update the book for this second edition, most of the world’s developed economies are in an economic abyss, and the economic slump is forecast to be by far the worst since 1945 – and this may appear to have far-reaching consequences for both work configurations and employment practices. The International Monetary Fund’s twice-yearly *World Economic Outlook* projected a global decline in economic output (gross domestic product) of 1.3 per cent in 2009, its first fall in 60 years. In the Western economies, gross domestic product is expected to plummet by 3.8 per cent, and the contraction in the UK economy is projected to be 4.1 per cent, the fastest rate since 1979, when Margaret Thatcher became Prime Minister.

As in the Great Depression of 1929–33, the epicentre of this financial and economic earthquake, the biggest for generations, is the USA. Although there were early warnings about the US subprime mortgage crisis in September 2007, the financial bubbles on the stock markets of the USA and the UK began to burst in 2008, and the effects are still vibrating worldwide. The 1992–2007 cyclical boom was built on the speculative real-estate market that was itself lubricated by subprime mortgages, high levels of personal indebtedness and self-deluding optimism.

This worst cyclical economic recession will sooner or later come to an end, but it is apparent that this cataclysmic global economic downturn is deeper than policy makers and pundits feared. It is also evident that the seismic shocks to venerable financial institutions and the fall of economic indices (except unemployment) are worse in those Western economies that embraced the Anglo-Saxon economic model, that there are few sustainable ‘green shoots’ or signs that the worst is over, and that potentially, for the second time in the history of industrial capitalism, its interconnectedness and extremes seem to be system endangering.

For those men and women who, by definition have no control over corporate global strategies and decision making, the consequences of the global crisis are already clearly apparent: people are fearful for their jobs, their homes, their children’s future and their pensions. Hence the traumatic effect of large-scale unemployment, home foreclosures and lost pensions on the politics of North America and the European Union.

Deep disillusionment in 2009 will not, however, be the death knell of capitalism as it was in 1989 for Communism. Capitalism is adaptable, and there exist far more varieties of capitalism from which lessons can be drawn. Whether the prevailing political mood will bring drastic reform or a return to ‘business as usual’ remains to be seen. In 2009, French President Nicolas Sarkozy’s call for the ‘moralization’ of the capitalist system perhaps best captured the new political consensus. The moment was a powerful rhetorical symbol of the intellectual and political failure of the Anglo-Saxon market fundamentalism version of capitalism, characterized by far-reaching deregulation and privatization and the ‘hollowing out’ of government responsibilities and services.

As we argued in the first edition of this book, organizational behaviour is socially embedded and is profoundly influenced by contextual processes. As in the Great

Depression of 1929–33, and the recessions of 1973–75, 1980–83 and 1990–93, there is evidence that the current global economic meltdown is causing a psychological meltdown: people, whether employed or not, feel extremely vulnerable and afraid for their futures. In short, we live and work in an interconnected reality. Hence organizational behaviour in the early twenty-first century is incomprehensible without understanding the effects of the global economic recession and the response of nation-states to it.

The immediacy of the current events can easily distract us from more persistent trends and features of organizational life. Work configurations and employment practices cannot be uncoupled from national and global contexts. Thus, although the monumental failure of management in a deregulated system has put some aspects of organizational behaviour into a sharper relief and under scrutiny, the core attributes of work and how the employment relationship is managed remain unchanged. These attributes have been there since the era of globalization – the 1990s – and we examined them in the first edition of the book: the growth of non-standard or precarious employment, downsizing, the decline in trade union power and influence, inequity, deregulation, work intensification and consequential work-related stress.

We emphasized in 2006 that employers and managers operate within a wider institutional, cultural and social context, and that changing the way they behave requires a fundamental change in organizational context and culture. Following reports of white-collar crime and highly unethical behaviour, we wrote then that the solution did not lie in removing ‘a few bad apples’ but in ‘changing the way organizations are regulated by government, changing the way managers are compensated, and by changing the values that ultimately prevail in society’.

We believe that the solution to the problems caused by the Anglo-Saxon economic model lies in fundamental changes to the system. This is not to underestimate the management roots of the global crisis. North American and UK business schools are partly to blame for the global crisis. For the most part, they have been uncritical advocates and ‘cheerleaders’ of the ‘neo-liberal’ Anglo-Saxon model, and ultimately they have a responsibility for educating a new cadre of managers who can help to change the system. The new features of this second edition are set out in the ‘Message to Lecturers’, but the broad aims remain the same as in the first: to encourage critical thinking and provide insight into and understanding of the sociology and psychology of work and the behaviour of people in work groups and organizations. We hope to make a modest contribution to developing the type of learning that will make workplaces more effective in a variety of ways – more productive, more ecologically sustainable, more satisfying, more equitable – and perhaps even help to forge more democratic workplaces through increased employee voice in the future.

Our approach

Our approach to explaining human behaviour in the workplace is rather different. We cover the three levels of analysis – individual, group and organizational – found in traditional organizational behaviour textbooks, and examine the concepts and issues that comprise the core of an introductory course in the subject. However, we depart from ‘mainstream’ texts on organizational behaviour in three important respects.

First, we attempt to take the student of organizational behaviour into realms rarely explored in most undergraduate courses in management. We try to offer an intellectual journey, which draws on familiar areas from workplace **psychology**,

but also takes readers to unfamiliar paradigms and research from the realm of **sociology**. Our approach to studying organizational behaviour privileges the idea that history and the interplay of people and society matter – that the work organization is embedded in the particularities of time and society, and in the dynamics of the local and the global. Our intention is to draw upon both **mainstream and critical perspectives**, as a requirement for generating a more eclectic interdisciplinary dialogue.

This is hardly an original orientation – but in adopting a more critical perspective, we believe this book embraces a more **educative** approach to studying organizational behaviour. It seeks to challenge students to question, to debate, to seek multicausality and to develop their own understanding of organizational behaviour. This is also an important element of our notion of a ‘critical’ approach, and is enhanced by the book’s many teaching features, discussed later in this Preface.

Second, this book emphasizes **six core themes**: competing standpoints, change in the workplace, the relationship between the self and the social, diversity/equity, power and globalization. In many ways, it is these core themes which constitute and support what we understand as a ‘critical’ approach. That is, these core themes encourage a pluralistic or multivoiced perspective on organizational behaviour, leading to a more holistic and nuanced awareness of forces and processes shaping the behaviour of people in the workplace and further differentiate *Work and Organizational Behaviour* from the dominant managerially focused and psychologically based organizational behaviour texts.

Third, we have brought together an eclectic selection of academic material and behaviour practices from the European Community, North America and parts of Asia, offering a more **global** appreciation of behaviour at work. Thus, in an ever more globalized world in which managers and the managed are increasingly expected to be sensitive to cultural diversity, to be independent thinkers and to be creative, *Work and Organizational Behaviour* offers students an accessible alternative to the more psychological, managerialist-oriented texts on the market.

New for this edition

As we have already mentioned, the new edition was prepared during the most serious economic crisis facing Europe since 1945. Wherever possible, we have tried to make connections between the global crisis and organizational behaviour in a way that we hope will be interesting and relevant for students. This second edition also includes new insights from current academic literature, and feedback from the anonymous reviewers and users of the first edition.

Broadly speaking, the book retains the unique and successful approach of the first edition outlined above – but this has been fine-tuned and supplemented with a range of new features:

- A new **Chapter 12 on Organizational culture** has been added. It follows two chapters on the more tangible aspects of organizational design and technology.
- Guided by reviewers’ feedback, the functions and process of management have been incorporated into a reworked **Chapter 1, Capitalism and Organizational Behaviour**, and a new **Chapter 13, Leadership and Change**. The remaining chapters have also been **reordered** and formed into a new **four-part structure** designed to create a better fit with organizational behaviour courses.
- **Leadership** has been relocated and extended to cover leadership models of organizational change, and the chapter on **Human Resource Management**, which can be used to provide an introduction to a more specialized module on HRM, has been retained.

- **Expanded or new sections** on the following subjects have been added: Work–Life Balance (Chapter 2), Identity (Chapter 4), Emotion in the Workplace (Chapter 5), Innovation (Chapter 6), Self-concept (Chapter 7), Organizational Change (Chapter 13) and a new case study covering misbehaviour (Chapter 16).
- There is a completely new section on **ethics and corporate social responsibility** (in Chapter 15), which, given the nefarious behaviour of some corporate executives, is of increasing concern to policy makers and the public.
- There are **15 new chapter case studies** that illustrate work and employment practices from different parts of the world.
- There are two completely new features called **OB and globalization** and **Work and society**, which are vignettes designed to give examples of work and employment practices in a global economy.
- The book has been reviewed by an ESL specialist, and the changes will make it **more accessible** to ESL students, while retaining the academic rigour of the text.
- New **Vocab checklists for ESL students** have been added to each chapter, to help non-native speakers of English get to grips with academic terminology and self-check their learning. Each term is linked to a definition on the book's companion website.
- Over 50 new **chapter research questions** have been added, designed to encourage students to think critically and to read around the subject. Each chapter includes three questions – the first with a group activity, the second referring to a chapter in a particular book and the third referring to an article.

Content

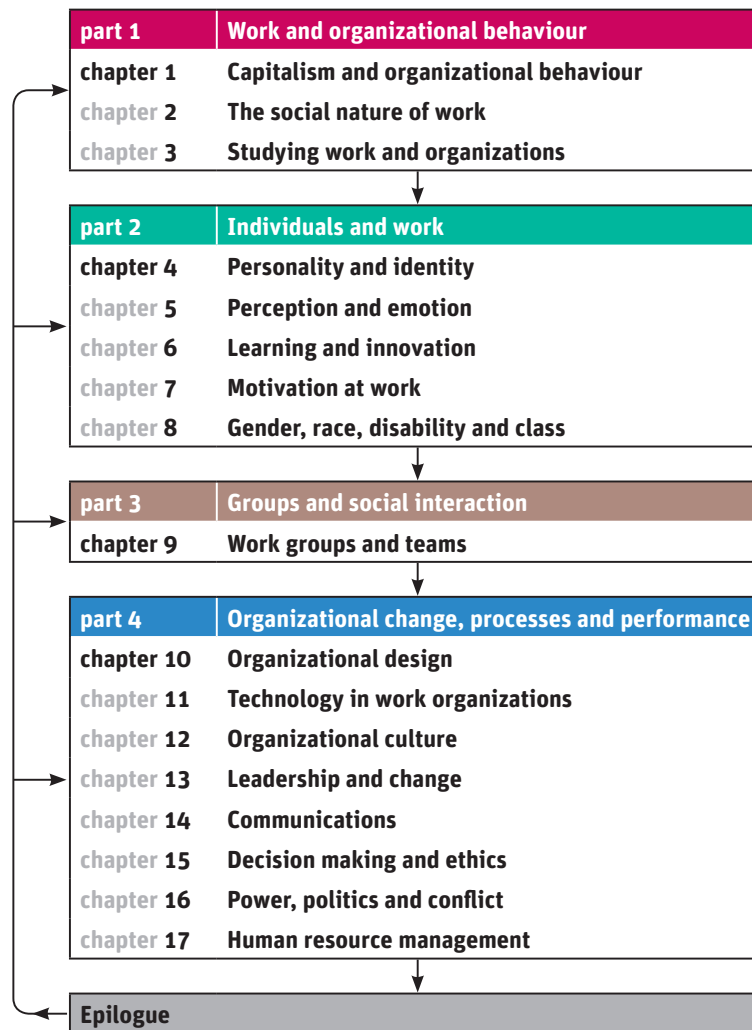
Work and Organizational Behaviour is divided into four major parts, based on the traditional division of behavioural studies. These parts are of course interconnected, but we believe that the division provides a convenient heuristic (teaching) device to guide the reader through the learning material. A brief outline of each part is given below:

Part 1 examines the nature of organizational behaviour, gives a summary of the historical dimensions of paid work, and present concepts and theories. This provides a basis for evaluating the competing perspectives on what determines and influences the behaviour of people in organizations.

Part 2 turns its attention to how various individual differences affect individual behaviour in the workplace. Individuals have different personalities, perceptions and learning styles. The chapters here emphasize that the work experiences of women, visible minorities and the disabled may be different from those of white male employees.

Part 3 examines some of the important social processes that take place in the context of work groups.

Part 4 shifts the focus once again, this time to explore how organizational design, technology, culture, leadership, communications power and politics and human resource management practices influence social relations and the behaviour of people in organizations.



Teaching aspects of the book

Work and Organizational Behaviour includes a number of features that complement, supplement and reinforce the main text. In particular, they have been designed to promote critical thinking and to provide plentiful examples of organizational behaviour in practice in a diverse range of countries, prompting students to reflect on ideas, competing perspectives and implications of organizational behaviour. These features will help students learn the relevance of organizational behaviour to understanding life at work, and to promote self-awareness.

At the start of each chapter, you will find the:


- *Introduction*, beginning with a brief real-world example to show the immediate relevance of each organizational behaviour topic to readers
- *Chapter outline* and *chapter objectives* to give an overview of the chapter content and purpose.

Distributed throughout each chapter, you will find:

- *Graphic exhibits* including photographs, figures and tables to help explain organizational behaviour concepts
- *On-page glossary* to provide quick reference to key definitions
- *Stop and reflect* questions in the margins to encourage students to think critically, form their own opinions and consider how organizational behaviour relates to their own lives

- *Web links* in the margins providing links to relevant Internet resources
- *Critical insight* boxes to show what others have thought on the subject
- *OB in focus* boxes to illustrate or supplement the textual material
- *OB and globalization* vignettes to give an insight into organizational behaviour issues across the world
- *Work and society* vignettes to provide practical examples of the interconnection between organizational behaviour and its social context.

At the end of each chapter, you will find:

- *Chapter summary* to help check and revise learning
- *Key concepts* for quick reference and revision
- *Vocab checklist for ESL students* to help non-native speakers of English get to grips with unfamiliar terminology, which they can then look up on the book's companion website at www.palgrave.com/business/brattonobze
- *Review questions* to promote discussion and debate
- *Research questions* to encourage group activities and further research and reading
- *Further reading*
- Full *case study* to illustrate major concepts of the chapter, plus references to relevant online case study material, identified with a  symbol
- *Web-based assignments* to bring organizational behaviour to life
- *OB in film* to provide an entertaining illustration and exploration of organizational behaviour concepts and issues
- *References* for all the texts cited in the chapter.

Finally, at the end of the book, you will find a *glossary*, together with three *indexes*.

Website

A variety of supporting materials are available for lecturers and students using *Work and Organizational Behaviour* via the companion website, at www.palgrave.com/business/brattonobze.

For **lecturers**, the website will include:

- downloadable teaching supplements, including lecture notes and enhancement ideas
- PowerPoint slides that have been rewritten for the new edition
- a sample course outline
- a test-bank including multiple choice questions and a sample final exam paper
- a film guide exploring organizational behaviour through popular film
- guidance on using the book with non-native speakers of English.

For **students**, the website will include:

- additional case studies and OB in film features
- Web links and a research guide to aid further investigation
- a searchable glossary
- a test-bank to help check your progress and consolidate learning
- a skill development guide offering detailed guidance on completing assignments, including critical essays and oral presentations
- a film guide exploring organizational behaviour through popular film
- guidance on getting the best out of the book for non-native speakers of English.

We would welcome any feedback on these features or any suggestions on how we can improve the next edition. Please contact us via our email addresses on the companion website.

The authors

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