

# **People in Organisations**

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# **PEOPLE IN ORGANISATIONS**

Edward Sallis  
and  
Kate Sallis

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Edward and Kate Sallis

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# *Introduction*

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Work is carried out by people in organisations. Hence the title of the new BTEC Unit for the National Level courses in Business and Finance, Distribution Studies, Public Administration, and Leisure Studies. 'People in Organisations' is also the theme as well as the title of this book. Its aim is to assist you explore the major activities which people do and which affect them at work. Examples of the type of questions which the book seeks to answer are;

'What makes us work?'

'What use can we make of information technology and how does it affect our working lives?'

'What exactly is a job and how is it best designed?'

'How can we make ourselves better at seeking jobs and planning our careers?'

'How is work best organised?'

'How can our success be measured?'

'How can we make ourselves better communicators?'

'How can we become more effective at work?'

'Are we sufficiently aware of the needs of others?'

In short, this book aims to help you to become a more effective member of an organisation. It is not all you will need. Your lecturers' notes and directions and the assignments you are given to perform are important complementary activities to those in this book. No textbook can do justice to every aspect of a syllabus. In this book we have sought to cover the important aspects of human resources in organisations as they affect students studying for BTEC awards, but we make no claims to be comprehensive in our coverage. The book is one of the many aids to learning and only a part of your total educational experience.

All of you have some experience of organisations to which you can relate. Those of you in employment or on Youth Training Schemes have your companies, while full-time students have their colleges and their work

experience placements. Most of you are also members of other organisations and these can be useful when you need to make comparisons. Many of you are members of clubs, societies, and other organisations such as voluntary bodies and trade unions. In addition, during your course you will visit offices and factories and, of course, go shopping. Shopping and leisure visits to places like swimming pools, museums, concert halls, theatres and sports centres can provide interesting insights into how organisations work. How often have you been into a shop and said “this place is inefficient”, or “this is my favourite shop — the assistants are always knowledgeable and friendly”, or again “they really ought to improve the layout here, one cannot find anything.” All of these are organisational judgements. What most of us usually do is to stop there and rarely ask why a particular place works well or gives a good service and another does not. If you are to build up your knowledge, you are going to require a framework to help you analyse how organisations operate.

You also need to know how organisations communicate with their customers and clients. You need to be interested in what sort of people they employ. In order for an organisation to function well a large number of complex factors come into play: finance, marketing, technology, competition, human resources, and it is the interplay of these forces that a BTEC course is about.

In addition, this book is concerned with *PEOPLE* and in particular *YOU*. It is a well-worn cliché that an organisation is only as good as the people working in it, but it is nevertheless true. You will want to know how best to prepare yourself for working life, how to relate to others, and to discover what an organisation expects of you.

The authors have taught BTEC students at First, National, Higher National and Continuing Education levels, and as a result we know the demanding yet fascinating time which BTEC students can have on their course. We are committed to a student-centred approach to learning and we believe that you learn best by taking part in activities.

In order to promote this approach we have included a number of activities in this book. They are designed to help you develop your skills. They are not full-blown assignments although many could be readily adapted. We appreciate that most lecturers and course teams prefer to write their own material and rarely use many of the assignments provided in textbooks. The majority of the activities in this book have been designed for individual students to carry out in their own time to supplement assignment work. The exercises are designed to provide the impetus for deeper thought about the topic in question. A small number of full-scale assignments are included in Section V.