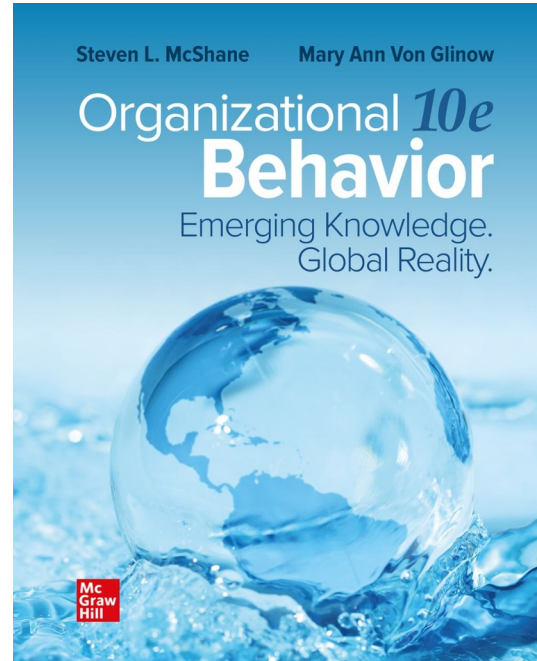


Instructor's Manual to Accompany **Organizational Behavior 10/e**

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Chapter 1: Introduction to the Field of Organizational Behavior

Prepared by Steven L. McShane
Interconnected Knowledge



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Introduction to the Field of Organizational Behavior

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

- 1-1 Define organizational behavior and organizations.
- 1-2 Explain why organizational behavior knowledge is important for you and for organizations.
- 1-3 Describe the anchors on which organizational behavior knowledge is based.
- 1-4 Summarize the workplace trends of diversity and the inclusive workplace, work–life integration, and remote work.
- 1-5 Diagram the MARS model and describe the four factors that directly influence individual behavior and performance.
- 1-6 Summarize the five types of individual behavior in organizations.

CHAPTER GLOSSARY

ability—the natural aptitudes, learned capabilities, and habits required to successfully complete a task

adaptive task performance—how well employees modify their thoughts and behavior to align with and support a new or changing work process or work setting

corporate social responsibility (CSR)—organizational activities intended to benefit society and the environment beyond the firm’s immediate financial interests or legal obligations

counterproductive work behaviors (CWBs)—voluntary behaviors that have the potential to directly or indirectly harm the organization

deep-level diversity—differences in the psychological characteristics of employees, including personalities, beliefs, values, and attitudes

evidence-based management—the practice of making decisions and taking actions based on research evidence

human capital—the knowledge, skills, abilities, creative thinking, and other valued resources that employees bring to the organization

inclusive workplace—a workplace that values people of all identities and allows them to be fully themselves while contributing to the organization

MARS model—a model depicting the four variables—motivation, ability, role perceptions, and situational factors—that directly influence an individual’s voluntary behavior and performance

motivation—the forces within a person that affect the direction, intensity, and persistence of effort for voluntary behavior

open systems—the view that organizations are dependent on the external environment for resources (inputs), consist of internal subsystems that transform inputs to outputs, and affect the environment through those outputs

organizational behavior (OB)—the study of what people think, feel, and do in and around organizations

organizational citizenship behavior (OCBs)—various forms of cooperation and helpfulness to others that support the organization's social and psychological context

organizational effectiveness—an ideal state in which an organization has a good fit with its external environment, effectively transforms inputs to outputs through human capital, and satisfies the needs of key stakeholders

organizations—groups of people who work interdependently toward some purpose

proactive task performance—how well employees take the initiative to anticipate and introduce new work patterns that benefit the organization

proficient task performance—how well employees perform the work efficiently and accurately

remote work—any arrangement whereby an individual performs organizational tasks while located away from the employer's physical premises, usually connected through various forms of information technology

role perceptions—the degree to which a person understands the job duties assigned to or expected of them

stakeholders—individuals, groups, and other entities that affect, or are affected by, the organization's objectives and actions

surface-level diversity—the observable demographic or physiological differences in people, such as their race, ethnicity, gender, age, and physical disabilities

task performance—the individual's voluntary goal-directed behaviors that contribute to organizational objectives; includes proficient, adaptive, and proactive task performance

work-life integration—the degree that people are effectively engaged in their various work and nonwork roles and have a low degree of role conflict across those life domains

CHAPTER SUMMARY BY LEARNING OBJECTIVE

1-1 Define organizational behavior and organizations.

Organizational behavior is the study of what people think, feel, and do in and around organizations. It examines how individuals and teams in organizations relate to one another, and how organizations interact with their external environments. This field of knowledge emerged around the early 1940s, but organizations have been studied by other disciplines for more than 2,000 years. Organizations are groups of people who work interdependently toward some purpose. They consist of people who interact with one another in an organized way and have a collective sense of purpose.

LO 1-2 Explain why organizational behavior knowledge is important for you and for organizations.

Organizational behavior is important for you because it offers a core foundation of knowledge and skill development for your success in organizations. The skills and knowledge that employers look for in new hires, above anything else, are the topics found in organizational behavior, including problem-solving,

working effectively in teams, communication, and leadership. More broadly, OB helps you adopt better personal theories to understand, predict, and influence organizational events. OB knowledge is for everyone, not just managers.

OB theories and practices are vital to the organization's survival and success. In fact, most OB theories implicitly or explicitly try to improve organizational effectiveness—an ideal state in which an organization has a good fit with its external environment, effectively transforms inputs to outputs through human capital, and satisfies the needs of key stakeholders. Organizational behavior knowledge is highly relevant to the open systems view of organizations by identifying organizational characteristics that “fit” some external environments better than others. OB theories offer guidance on how to effectively transform inputs to outputs.

OB is also important for organizations because it identifies ways for organizations to develop and leverage the potential of human capital—the knowledge, skills, abilities, creativity, and other valued resources that employees bring to the organization. Several organizational behavior topics also give us a better understanding of relations with stakeholders—individuals, groups, and other entities that affect, or are affected by, the organization's objectives and actions. This latter focus includes the role of corporate social responsibility—organizational activities intended to benefit society and the environment beyond the firm's immediate financial interests or legal obligations.

1-3 Describe the anchors on which organizational behavior knowledge is based.

The systematic research anchor states that OB knowledge should be based on systematic research, consistent with evidence-based management. The practical orientation anchor states that OB theories need to be useful in practice, such as by helping organizations become more effective. The multidisciplinary anchor states that the field should develop from knowledge in other disciplines (e.g., psychology, sociology, and economics), not just from its own isolated research base. The contingency anchor states that OB theories generally need to consider that there will be different consequences in different situations. The multiple levels of analysis anchor state that OB topics may be viewed from the individual, team, and organization levels of analysis.

1-4 Summarize the workplace trends of diversity and the inclusive workplace, work–life integration, and remote work.

An inclusive workplace values people of all identities and allows them to be fully themselves while contributing to the organization. It views diversity as a valued resource. An organization's workforce has both surface-level diversity (observable demographic and other overt differences in people) and deep-level diversity (differences in personalities, beliefs, values, and attitudes). Inclusive workplaces produce better decisions, employee attitudes, team performance, and a host of other favorable outcomes for employees and the organization. However, diversity also poses challenges, such as dysfunctional conflict and slower team development.

Work–life integration refers to the degree that people are effectively engaged in their various work and nonwork roles and have a low degree of role conflict across those life domains. Various work and nonwork roles are inherently integrated because the physical, cognitive, and emotional resources produced or consumed by one role potentially enrich or undermine the success and enjoyment of other roles. There are several ways to maximize work–life integration, such as doing things that mix two roles,

engage in flexible work scheduling, ensure that work and nonwork roles are aligned with your personal characteristics, and engage in some degree of “boundary management” across roles.

An increasing percentage of the workforce performs their job remotely some or all of the time rather than at the organization’s physical work site. Some organizations are completely remote—everyone works at home and cafés and the company has no physical head office. Working remotely potentially benefits employees and employers, but there are also disadvantages. The effectiveness of remote work depends on the employee, job, and organization.

1-5 Diagram the MARS model and describe the four factors that directly influence individual behavior and performance.

Four variables—motivation, ability, role perceptions, and situational factors—which are represented by the acronym MARS, directly influence individual behavior and performance. Motivation represents the forces within a person that affect the direction, intensity, and persistence of voluntary behavior; ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task; role perceptions are the extent to which people understand the job duties (roles) assigned to them or expected of them; and situational factors include conditions beyond the employee’s immediate control that constrain or facilitate behavior and performance.

1-6 Summarize the five types of individual behavior in organizations.

There are five main types of workplace behavior. Task performance refers to goal-directed behaviors under the individual’s control that support organizational objectives. It includes proficiency, adaptivity, and proactivity. Organizational citizenship behaviors consist of various forms of cooperation and helpfulness to others that support the organization’s social and psychological context. Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization. Joining and staying with the organization refers to agreeing to become an organizational member and remaining with the organization. Maintaining work attendance includes minimizing absenteeism when capable of working and avoiding scheduled work when not fit (i.e., low presenteeism).

LECTURE OUTLINE

Slide 1: Introduction to the Field of Organizational Behavior

Slide 2: Learning Objectives

After reading this chapter, students should be able to:

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- 1-2 Explain why organizational behavior knowledge is important for you and for organizations.
- 1-3 Describe the anchors on which organizational behavior knowledge is based.
- 1-4 Summarize the workplace trends of diversity and the inclusive workplace, work–life integration, and remote work.
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- 1-6 Summarize the five types of individual behavior in organizations

Slide 3: The Great Resignation

The Great Resignation during the COVID-19 pandemic connects with many organizational behavior topics, such as organizational culture, job satisfaction, leadership, task performance, organizational change, team dynamics, stress, and organizational commitment.

Slide 4: Organizational Behavior and Organizations

Organizational behavior (OB)

- Studies what people think, feel, and do in and around organizations
- Emerged as a distinct field sometime around the early 1940s, but topic has been studied for more than 2,500 years

Organizations

- Groups of people who work interdependently toward some purpose
- Collective entities
- Collective sense of purpose

Slide 5: Importance of OB for You

OB is important for everyone, not just for “management”

The most important skills and knowledge employers look for in new hires are OB

- Problem-solving, communication, teamwork, adaptability, initiative, resiliency

OB helps students adopt better personal theories to comprehend, predict, and influence organizational events

- Comprehend workplace events—fulfills need to understand what goes on around us
- Better able to predict workplace events—improves the accuracy of our personal theories
- Get things done by influencing and coordinating more successfully with others

Slide 6: Importance of OB for Organizations

OB theories ultimately try to improve the organization's effectiveness—the ultimate dependent variable in organizational behavior

OB concepts improve the organization's effectiveness:

- Sales, profitability, patient survival, and other indicators of effectiveness
- Are “positive screens” for selecting companies with best investment returns

Organizational Effectiveness—an ideal state in which the organization:

- Has a good fit with its external environment (open system)
- Effectively transforms inputs to outputs (human capital)
- Satisfies the needs of key stakeholders

Organizational effectiveness is considered the ultimate dependent variable in OB

Slide 7: Organizations as Open Systems

Organizations are dependent on the external environment for resources (inputs), consist of internal subsystems that transform inputs to outputs, and affect the environment through those outputs

Effective organizations

- Maintain a good “fit” with the changing external environment—inputs, processes, and outputs are aligned with the resources available and needs of the external environment
- Transform inputs to outputs—subsystems need to coordinate with one another, including team performance, influencing other work units

Slide 8: Human Capital as Competitive Advantage

Human capital—knowledge, skills, abilities, creative thinking, and other valued resources that employees bring to the organization

Company's competitive advantage because:

- Employees are essential for the organization's survival and success
- Employee talents are difficult to find, copy, or replace with technology

Human capital improves organizational effectiveness:

- Developing employee skills and knowledge directly improves individual behavior and performance
- Organizations with skilled, motivated employees are better at performing diverse tasks in unfamiliar situations, so they adapt better to rapidly changing environments

- Investing in and rewarding employees motivates them to reciprocate through greater effort in their jobs and assistance to coworkers

Slide 9: Organizations and Their Stakeholders

Organizations are more effective when they understand, manage, and satisfy stakeholder needs and expectations

Stakeholders: any entity who affects or is affected by the organization's objectives and actions, for example, employees, shareholders, suppliers, unions, and government

Challenge: Stakeholders have conflicting interests and firms have limited resources to satisfy all stakeholders

Corporate social responsibility (CSR) is associated with stakeholders

- Organizational activities intended to benefit society and the environment beyond the firm's immediate financial interests or legal obligations
- Triple-bottom-line philosophy
 - Economic—survive and be profitable
 - Society—maintain or improve conditions
 - Environment—become “greener”

Evidence: companies with a positive CSR reputation tend to have better financial performance, more loyal employees, and better relations with customers, job applicants, and other stakeholders

Slide 10: Integrative Model of OB

Individual inputs and processes influence individual outcomes, which have a direct effect on the organization's effectiveness

Team inputs influence team processes, which then affect team performance and other outcomes

Team processes and outcomes affect individual processes and outcomes

Organizational inputs and processes have macro-level influence on both teams and individuals

Slide 11: Organizational Behavior Anchors (1 of 2)

1. Systematic research anchor

- OB knowledge should be based on systematic research
- Forming research questions, collecting data, and testing hypotheses

Evidence-based management

- Making decisions and taking actions on research evidence
- Scientific method, not fads and personal beliefs that are untested

Why decision makers don't apply evidence-based management

- Bombarded with popular, unresearched sources—most OB research is in obscure journals with limited access

- Management fad sources are rewarded for being persuasive, not for research evidence—opposite for OB researchers
- Perceptual errors bias decision maker toward popular and personal theories and to ignore contrary evidence
- OB knowledge is necessarily generic—difficult to see relevance to specific situations
- Herd mentality motivates decision makers to follow what is popular, not what is best evidence

Creating a more evidence-based organization

- Be skeptical of hype (beware of “new,” “revolutionary,” “proven”)
- Seek out the views of several expert sources, not lone charismatic stars and management gurus
- Use stories/examples to illustrate, not as validation of an idea or practice
- Resist the temptation to engage in herd behavior—decision makers need to be self-confident and involve others in the decision

2. Practical orientation anchor

- OB theories need to be useful in practice
- Implicit or explicit objective of making organizations more effective
- True “impact” of an OB theory—actually applied and valued in organizations

Slide 12: Organizational Behavior Anchors (2 of 2)

3. Multidisciplinary anchor

- Many OB concepts adopted from other disciplines
 - For example, psychology (individual, interpersonal behavior); sociology (team dynamics, power); communications; marketing; and information systems.
- OB develops its own theories but also scans other fields
- Risks of OB not developing more of its own theoretical foundations

4. Contingency anchor

- A particular action may have different consequences in different situations—no single solution is best all the time
- Need to understand and diagnose the situation and select the strategy most appropriate under those conditions

5. Multiple levels of analysis anchor

- Individual—includes characteristics and behaviors as well as thought processes, for example, motivation, perception, and values
- Team (including interpersonal)—looks at the way people interact, for example, team dynamics, decisions, and power
- Organizational—how people structure their working relationships and how organizations interact with their environment
- OB topics usually relevant at all three levels of analysis

Slide 13: Emerging Workplace: Inclusive Workplace

Inclusive workplace—values diversity and allows people of all identities to be fully themselves while contributing to the organization

- Individual level—people of all backgrounds feel psychologically safe, engaged, valued, authentic, listened to, and respected
- Collective level—diverse groups have voice through formal structures and everyday processes—continually assesses fairness of organizational systems

Surface-level diversity

- Observable demographic or physiological differences in people (e.g., race, ethnicity, gender, age, and physical capabilities)

- Surface-level diversity is increasing in many countries

Deep-level diversity

- Differences in the psychological characteristics of employees (e.g., personalities, beliefs, values, and attitudes)
- Can't directly see deep-level diversity—evident in words, decisions, actions
- Some deep-level diversity is associated with surface-level diversity (e.g., gender differences in values, attitudes, and personality)

Generational diversity

- Deep-level diversity—values, expectations, attitudes—exists across generations, but differences are more subtle than many think
- Differences are due more to person's stage of life than to their cohort (decade of birth)

Slide 14: Inclusive Workplace Benefits and Challenges

Inclusive workplace benefits

- More creativity, better decisions in complex situations (especially teams with high informational diversity (different knowledge and skills))
- Better representation to recognize and address community needs
- Surface-level and some deep-level diversity is a moral/legal imperative
- Fulfills ethical standard of fairness (selection, promotions, etc.), better hiring, promotion, employee satisfaction, and loyalty
- Inclusive workplaces generally have better decisions, employee attitudes, team performance
- Benefits depend on several factors (leadership, team structure, psychological safety)

Inclusive workplace benefits challenges

- Diverse teams usually take longer to perform effectively together
- Higher risk of dysfunctional conflict—less information sharing and morale
- Sometimes results in a curvilinear relationship between diversity and team performance—too little versus too much diversity

Slide 15: Emerging Workplace: Work–Life Integration

Increased blending of work and nonwork for many employees—influenced by information technology and globalization

Work–life integration—the degree that people are effectively engaged in their various work and nonwork roles and have a low degree of role conflict across those life domains

- Occurs by satisfying the demands and experiencing positive emotions of various segments of life
- Our various roles are inherently integrated—resources generated and consumed by one role enhance or starve other roles

Problem: heavy demands of one role deplete personal resources, which starve other roles

Example: consuming most energy and time performing/thinking about job leaves insufficient time and energy for other life roles

Practicing work–life integration

1. Literally integrate two or more roles
 - meetings while exercising; dogs at work; on-site child care
2. Flexible work scheduling
 - attend meetings remotely from home then flexible work next day; parental leave programs
3. Align work and nonwork roles with personal attributes (personality, values)
4. Boundary management—prevent work roles from encroaching on time and attention devoted to your nonwork roles
 - Schedule time blocks—stop work at a set time, set aside nonwork time
 - Create physical role spaces—distinct home office space
 - Apply technological boundaries—right to disconnect, ignore work notices after hours
 - Communicate role boundary expectations—auto-messages when away for office

Slide 16: Remote Work at Automattic

Automattic is a completely distributed organization. All of its employees are remote workers located across several dozen countries. The hiring process occurs completely through chat and text messaging. Team leaders regularly convene video-based meetings, and teams meet in person twice each year.

Slide 17: Emerging Workplace: Remote Work

Remote work—performing the job away from the organization’s physical premises—usually connected to coworkers, clients, and company data through information technology

Most common is working from home or other non-client site away from the traditional workplace, but it may also include working at client sites

Hybrid work arrangements—working from home part of the week and at the company’s premises at other times

Distributed organizations—have a completely remote workforce—no physical company offices (e.g., Automattic and Gitlab)

Slide 18: Remote Work Benefits and Risks

Potential benefits of remote work

- Better work–life integration—more time, more control to juggle work with family—but requires sufficient workspace and privacy at home
- Attractive benefit for job applicants
- Low employee turnover
- Higher employee productivity—less stress, some former commute time becomes work time—allows work to continue during natural disasters

- Lower unpaid time and travel costs
- Reduced greenhouse gas emissions and public transportation infrastructure
- Reduced corporate real estate

Potential risks of remote work

- More social isolation—due to less connection with coworkers
- Less informal communication with coworkers—less word-of-mouth information about promotional opportunities
- Lower team cohesion
- Weaker organizational culture
- More stressful due to home space and roles

Slide 19: Remote Work Contingencies

Employee characteristics

- High self-motivation
- High self-organization
- High need for autonomy
- Able to fulfill their social needs outside work
- Good information technology skills

Job characteristics

- Tasks have fairly low interdependence with other jobs
- Work resources can be transported home or are available digitally
- Task performance is measurable

Organizational characteristics

- Reward employees for performance not office presence (face time)
- Maintaining team cohesion and psychological connectedness with the organization—limit remote work days, have special in-person meetings/events, video communication

Slide 20: MARS Model of Individual Behavior

Individual voluntary behavior and performance is influenced by motivation, ability, role perceptions, and situational factors

- Represented by the acronym MARS
- All four factors influence individual voluntary behavior and performance—behavior or performance is low if any one factor is low

MARS is built on earlier models of individual behavior and performance:

- Performance = person $\times$ situation—person includes individual characteristics and situation represents external influences on the individual's behavior
- Performance = ability $\times$ motivation—"skill-and-will" model, two specific characteristics within the person
- Ability–motivation–opportunity (AMO)—refers to the three variables but with a limited interpretation of the situation
- Role perceptions literature

Slide 21: MARS Model: Motivation

Internal forces (cognitive and emotional conditions) that affect a person's effort for voluntary behavior

- Direction—path along which people steer their effort—motivation is goal-directed, not random
- Intensity—amount of effort allocated to the goal
- Persistence—continuing the effort for a specific amount of time

Slide 22: MARS Model: Ability

Natural aptitudes, learned capabilities, and habits required to successfully complete a task

- Aptitudes—natural talents that help people learn specific tasks more quickly and perform them better
- Learned capabilities—acquired physical and mental skills and knowledge
- Habits—tendencies to engage in specific behaviors in response to contextual cues and enacted with little conscious awareness or reflection—triggered by situational cues—minimal or no consciously motivated thought

Person–job matching—produces higher performance and tends to increase the employee's well-being

1. Select applicants who demonstrate the required competencies
2. Provide training to enhance individual performance and results
3. Redesign the job so employees perform only tasks they are currently able to perform

Slide 23: MARS Model: Role Perceptions

The extent to which people understand the job duties (roles) assigned to or expected of them

Role perceptions are clearer (role clarity) when we:

- Understand which tasks or consequences we are accountable for
- Understand the priority of tasks and performance expectations
- Understand the preferred behaviors/procedures for tasks

Benefits of clear role perceptions:

- More accurate/efficient job performance (due to clearer direction of effort)
- Better coordination with others
- Higher motivation due to clearer link between effort and outcomes

Slide 24: MARS Model: Situational Factors

Any context beyond the individual's immediate control

Two influences of situation on behavior

1. Constraint or facilitator—for example, time, budget, work facilities, consumer preferences, and economic conditions
2. Cues—guide and motivate behavior—for example, physical barriers and safety warning signs

Slide 25: Types of Individual Behavior (1 of 2)

Task performance

Voluntary goal-directed behaviors under the individual's control that contribute to organizational objectives

- Involve working with people, data, things, and ideas

Three types of performance:

1. Proficient task performance—employees work efficiently and accurately
2. Adaptive task performance—employees modify their thoughts and behavior to align with and support a new or changing environment
3. Proactive task performance—employees take initiative to anticipate and initiate new work patterns that benefit the organization

Organizational citizenship behaviors (OCBs)

Various forms of cooperation with and helpfulness to others that support the organization's social and psychological context

Directed toward:

- Individuals—for example, adjusting work schedule to accommodate coworkers
- Organization—for example, supporting the company's public image

Some OCBs are discretionary (don't need to perform them), whereas other OCBs are job requirements even if they aren't explicitly stated

OCBs can have a significant effect on individual, team, and organizational effectiveness

OCBs can have negative consequences for employees—take effort away from task performance and nonwork obligations

Slide 26: Types of Individual Behavior (2 of 2)

Counterproductive work behaviors

Voluntary behaviors that have the potential to directly or indirectly harm the organization

Examples: harassing coworkers, creating unnecessary conflict, avoiding work obligations

Joining and staying with the organization

Forming the employment relationship and remaining with the organization

Organization's effectiveness hurt by:

- Lack of job applicants—unable to complete work processes
- High employee turnover—loss of human capital—removes valuable knowledge, skills, and relationships with coworkers and external stakeholders

Maintaining work attendance

Absences due mainly to situation (weather) and motivation (avoiding stressful workplace)

Presenteeism—attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors



SOLUTIONS TO CRITICAL THINKING QUESTIONS

1. **A friend suggests that organizational behavior courses are useful only to people who will enter management careers. Discuss the accuracy of your friend's statement.**

This chapter explains that although technical skills and knowledge are important in many occupations, the skills and knowledge that employers tend to rank above anything else are the topics associated with organizational behavior, such as problem-solving, teamwork, communicating, and adaptability/initiative. In addition to helping students acquire these valuable skills and knowledge foundations, organizational behavior helps students to adopt better personal theories to understand, predict, and influence organizational events. By adopting better personal theories, we are able to make more accurate sense of what goes on around us and are better able to coordinate our work objectives with coworkers and other organizational stakeholders. In other words, OB knowledge helps us to get things done more effectively in organizations. The above benefits of OB lead to a key principle in this book, namely that OB is for everyone who works in and around organizations. Although managers may require OB knowledge more intensively, people in all jobs ultimately require the skills that employers seek out and people need to develop more accurate personal theories of why events and behavior occur in organizational settings.

2. **Problem-solving, teamwork, communication, and adaptability/initiative are four of the top skills identified by employers as most important when hiring (see Exhibit 1.1). How have these skills been important (or unimportant) for you in jobs that you have held or as a student? Identify one other skill that you would place at or near the top of the list for working effectively in organizations.**

This question lays the foundation for an open discussion of how organizational behavior concepts associated with these skills are useful in organizations. The four top skills that employers seek in job applicants are shown below, along with some suggested applications of these skills at work.

Problem-solving (including analytic and strategic thinking)—As discussed in the chapter on decision making, effective problem-solving is a critical requirement in most jobs yet is fraught with numerous biases and limitations. Effective decision makers provide more effective assignment of organizational resources, ranging from creating a more engaged workforce to making more efficient use of cash flow and budgets. Problem-solving also includes creativity, which many business leaders say is perhaps their firm's key competitive advantage.

Teamwork (including collaboration, interpersonal skills, and people management)—This skill is discussed in the chapter on teams but also relates to managing conflict, influencing others, and understanding and managing emotions. The teams chapter points out that employees work in teams more than ever, so they need to learn how to develop the five behaviors of effective team members. Without team skills, employees undermine work processes, adversely affect the satisfaction and commitment of others, and potentially undermine everyone's work performance. Teamwork skills are also important for coordinating work, in other words, just getting your individual work accomplished because it typically requires the support of coworkers.

Communication—The ability to convey information and to use words persuasively are important skills for effective coordination and getting things done with others. Students might mention how communication problems or successes have helped their career or to navigate their interaction in tricky situations.

Adaptability/initiative/resiliency—These three related skills are discussed throughout this book as essential individual characteristics and behaviors. Adaptability is one of the three types of individual performance; it also connects with creativity, teamwork behavior, and organizational change. Initiative refers to self-motivation, which is discussed as an applied performance practice (self-leadership). Resiliency, the capacity to recover from setbacks, is discussed in the context of work-related stress.

Students can identify several other skills associated with organizational behavior beyond the four listed above. Some of these include managing (coping with) stress, organizational citizenship behaviors, involving others in decisions, and deciding and acting ethically.

- 3. Organizational behavior provides valuable knowledge to improve and maintain organizational effectiveness. Scan through the topics of this book to identify a few ways that OB knowledge is useful. Your answer should refer not only to the OB chapter theme but also to open systems, human capital, and/or stakeholders.**

This open discussion question relates to most (or all) chapters in this book and to many topics within a chapter. The key point of this question is for students to link the selected topic to one or more of the three elements of organizational effectiveness: open systems, human capital, and/or stakeholders. Below are three examples:

Team development (Chapter 8: or specific subtopics—cohesion, norms, mental models, etc.): Team development plays a central role in the effective transformation of inputs to outputs (open systems) because teams are core subsystems and therefore central to the transformation process in almost all organizations. Team development also relates to human capital because the cohesion, mental models, norms, and so on that develop within teams are valuable human resources. This value is evident when something occurs (e.g., high employee turnover) that undermines that team development.

Emotional intelligence (Chapter 4): Employees with high emotional intelligence strengthen organizational effectiveness in various ways. Employees who work with people outside the organization (boundary spanners) benefit from high emotional intelligence because they have greater awareness of the emotions of clients, suppliers, government officials, community leaders, and other stakeholders. This increases the company's sensitivity to stakeholders so it can respond to those needs and expectations. This also applies to the broader topic of open systems because emotional intelligence increases the company's ability to sense the external environment, making it aware of risks to resource availability and to environmental responses to its products/services and other outputs to the environment. Emotional intelligence is also an important employee attribute in human capital, which influences the effective transformation of inputs to outputs. For example, emotionally intelligent employees work more effectively with coworkers and with people in other work units.

Organizational structure (specifically, departmentalization—Chapter 13): The type of departmentalization applied to a company affects its organizational effectiveness. An extreme example would be assigning a simple structure to a large multinational firm. That arrangement would result in disastrously poor coordination among work units, which undermines the transformation process (open

systems). Departmentalization also relates to how the organization relates to its stakeholders and more generally to the external environment. For example, companies organize around products or client groups when those groups are diverse and require unique relations with the organization.

- 4. After attending a seminar on human capital, a mining company executive argues that this view of organizations ignores the fact that mining companies could not rely on people alone to stay in business. They also need physical capital (such as digging and ore-processing equipment) and land (where the minerals are located). In fact, these two may be more important than what employees carry around in their heads. Discuss the mining executive's comments in the context of human capital and organizational effectiveness.**

“People are our most value assets” reflects the fact that land and capital have little value without people. For instance, this mining company would not have found land with ore deposits unless it had the human capital (skills, knowledge, creativity, etc.) to find those deposits. Similarly, it could not operate the equipment to extract the ore unless it had the requisite human capital to purchase, operate, and maintain that equipment.

The executive comments that companies could not remain in business with only human capital. On the contrary, some of the wealthiest organizations (including many software companies and consulting firms) have few physical assets. Banks are selling off their corporate headquarters because their competitive advantage—their source of wealth—is found in human expertise. Mining companies are also outsourcing several aspects of physical assets. Their ships and digging equipment are often owned by third-party firms that have human capital expertise in buying and maintaining those resources. The major mining companies today are mainly in the knowledge business—scouting for ore deposits or maintaining logistics to get ore that others have extracted and to sellers where it is processed.

- 5. Most companies actively hire and retain employees with diverse backgrounds, particular race, ethnicity, gender, disability, and sexual orientation. Based on this ongoing effort, many claim their organization is an inclusive workplace. Explain why the existence of a diverse workforce differs from having an inclusive workplace.**

Workforce diversity differs from an inclusive workforce. Diversity refers to the characteristics (typically surface-level, but potentially also deep-level) of employees, whereas an inclusive workforce refers to how well the organization values diversity and allows people of all identities to be fully themselves while contributing to the organization.

This distinction is evident when people in some groups are not given the opportunity to fully participate in the organization due to their diversity characteristics. It also occurs when people of a particular group (ethnicity, sexual orientation, etc.) are members of the organization but their self-concept needs to be suppressed to actively participate in the organization. In other words, diversity refers only to the demographics or more subtle characteristics of the organization. An inclusive workplace is an ongoing process that enables people of all backgrounds to feel psychologically safe, engaged, valued, authentic, listened to, and respected. For example, an inclusive workplace monitors organizational systems to ensure that they do not unfairly differentiate or discriminate against people with some forms of diversity.

6. What does *evidence-based management* mean? Describe situations you have heard about in which companies have practiced evidence-based management, as well as situations in which companies have relied on fads that lacked sufficient evidence of their worth.

There are two parts to this question. The first requires students to define “evidence-based management.” The second part asks students to provide an example of fads that lacked evidence, but which companies relied on in the past. Answers to the second part will vary based on individual student experiences.

A sample answer to the first part of the question “evidence-based management” may include the following:

Evidence-based management is the idea that management decisions and initiatives should be based on the systematic research anchor to ensure effective implantation. In other words, we should manage the workplace based on sound evidence gathered as a result of systematic research. This involves using knowledge flowing from the process of forming research questions, systematically collecting data, and testing hypotheses against those data. Applying evidence-based management would significantly reduce the risk of corporate leaders embracing fads and relying on their pet beliefs before finding out if they actually work.

7. Work–life integration is one of the most important issues that job applicants consider when choosing where to work. Think about the variety of specific benefits, working conditions, or resources that employers offer to support work–life integration. Which of these is most valuable to you personally at this stage in your life and career? Why? In what ways have you personally been able to minimize conflict between your work (including school) and nonwork roles?

This question prompts open discussion of students’ personal preferences and the variety of work–life integration benefits, conditions, and resources available in organizations. It also brings out specific examples of ways that people effectively integrate their work (or school duties) and nonwork life roles. Numerous work–life integration benefits, conditions, and resources might be discussed. Here is a small set of them:

- Remote work
- Flexible hours
- Workplace recreation facilities
- Activity-based meetings
- Exercising while working
- Paid parental leave
- Company policies restricting after-work communication
- Flexible vacation schedules
- Sabbaticals
- Child care center support or in-house
- Career counseling (for better alignment of job requirements with personal characteristics)

8. Automattic and several other businesses (e.g., Emsisoft and Gitlab) are completely remote (distributed) companies. Everyone who works for these firms performs their jobs from home or cafés. In your opinion, will distributed companies become more common in the future? Why or why not? Would you prefer working in a remote company—one that has no physical location,

just (maybe) an occasional gathering of staff at a conference setting or resort? Or do you prefer working face-to-face most days with coworkers at a company worksite? Why?

This question encourages debate about the viability of this emerging form of organization, in which everyone works remotely and most of these companies don't have a physical headquarters. It also encourages discussion about personal preferences for working in remote arrangements, whether in a completely remote organization or just where the student is a permanent remote worker.

The viability of completely remote organizations touches on the issues at Yahoo and other companies that reduced or completely withdrew employee opportunities for remote work. But there is also plenty of writing about the success of Automattic and a few other completely remote companies.

This book identifies a few job and organizational features that are important for remote work, and these are even more critical for entirely remote organizations. In addition, some of the ideas that students might discuss about the viability of remote organizations are:

- Whether people need more social integration than occurs in remote firms or remote work.
- Whether remote firms require leadership skills that are difficult to develop.
- Whether the average employee performs better under guidance (or close watch) of a “manager” rather than working autonomously from home.
- Whether remote companies are more viable in some knowledge work businesses than in others. For example, students might consider the form of interaction with customers and other external stakeholders. Also, consider how the confidentiality of information used by staff might limit the viability of remote work and organizations.
- Whether financial arrangements—from salaries to financial benefits—get too complex in completely remote companies, particularly where employees are located in several countries (or whether global remote firms simply shift to contract-based workers).
- Whether remote companies can overcome or manage the potentially heightened conflict and misunderstanding that tends to occur when staff rely on leaner communication channels (text messaging, online chat, etc.).

Regarding student preferences for working in remote organizations, a variety of personal characteristics and conditions could be discussed. These might begin with the personal characteristics identified in this chapter of the book:

- High self-motivation
- High self-organization
- High need for autonomy
- Good skill with information technology
- Able to fulfill their social needs outside work

These and other personal factors are associated with personality, values, past experiences, and so forth, which might be noted by students during this discussion.

- 9. A federal government department has high levels of absenteeism among the office staff. The head of office administration argues that employees are misusing the company's sick leave benefits. However, some of the mostly female staff members have explained that family responsibilities interfere with work. Using the MARS model, as well as your knowledge of absenteeism behavior, discuss some of the possible reasons for absenteeism here and how it might be reduced.**

The MARS model of individual behavior states that behavior is a function of motivation, ability, role perceptions, and situational factors. With respect to absenteeism, employees may be away from assigned work because they don't want to attend work that day (motivation), they don't realize that this is their work day (role perceptions), they are ill or injured to the degree that makes them physically unable to attend work (ability), and/or environmental conditions prevent them from attending work (situational factors).

In this incident, situational factors may explain mostly why female employees are absent. Specifically, family responsibilities interfere with their work attendance. However, some absenteeism among men and women may be due to sick leave policies. It is known that generous sick leave benefits reduce attendance motivation.



CASE STUDY: PROMOTING SAFE BEHAVIOR AT MOTHER PARKERS

Case Synopsis

This case describes the activities at Mother Parkers Tea & Coffee Inc. to increase safe behaviors of employees, contractors, and others at the coffee manufacturer.

Suggested Answers to Discussion Questions

1. Apply the MARS model to explain how Mother Parkers improves safety in the workplace.

The MARS model fits nicely with this case study because Mother Parkers applies the four elements of MARS to guide employees toward safe behaviors.

Motivation—Employee motivation to act safely occurs both directly and indirectly. Directly, they feel empowered through employee involvement in safety decisions (including ergonomic blitzes and buying expensive equipment) and the associated recognition by company leaders of their expertise in the work area. “We wanted to empower the operators to recognize hazards in their work area, voice those concerns, and to be a part of the solutions,” says Khan. Employees are also motivated to report safety issues because they can comfortably approach their peer safety representatives (who had been in ergo blitzes).

Ability—Mother Parkers invests in employee safety training, including safety procedures and the availability of emerging safety technology. Employees also learn through their involvement in safety decisions. Safety training is also required of all contractors.

Role perceptions—Mother Parkers continuously reminds employees and contractors that safety is an important part of everyone’s job. This role awareness is conveyed in ongoing safety training, erg blitzes, and the presence of safety cues. The company also accentuates safety role clarity by beginning production meetings and shift handovers by talking about safety. Ergo blitz team members serve as role models to other employees on how to behave safely.

Situation—Situation seems to be the prominent method of generating safer behaviors. It has “well-designed barriers and cues” in its production facilities, which represent the two forms of situational contingencies (constraints/facilitators and cues). Barriers separate people from dangerous equipment. Safe walking and stop-look areas are clearly marked (cues). Signs on doors identify necessary attire for the next room. Employees and contractors are also required to wear safety equipment that minimizes safety risks.

2. What other organizational behavior topics are generally apparent in this description of how Mother Parkers creates a safe workplace?

Students can identify a few other OB topics of relevance to this case. These may include:

Decision making and employee involvement—The case notes how decisions about safety practices and equipment purchases are made with information and involvement of employees because they possess more information and need to be empowered to enact those practices. Some decisions have high employee involvement, such as safety committees and ergo blitzes.

Teamwork—Mother Parkers relies on teams for safety committees, ergo blitzes, and other aspects of safety involvement. Although details are not provided, the team structures are likely used rather than individual decision making to maximize involvement and to bring in the necessary variety of information for safety decisions.

Human capital—Mother Parkers has a highly skilled and committed workforce because the company dedicates resources to their well-being and skill development. As Adrian Khan, Mother Parkers' Senior Manager of Environmental, Health, Safety, and Security for North America, stated: "They make a commitment to us to help produce great quality products; we make a commitment to them to provide them with a safe working environment."

Motivation—As noted in Question #1 above, Mother Parkers engages in activities that motivate employees to practice safety, particularly by listening to and applying their ideas, and by involving teams or employees in key safety decisions. Students might also look at motivation from the perspective of the predictors of employee empowerment.

Organizational culture—Although Mother Parkers' safety culture is only implied in the case, there are numerous artifacts to reinforce this idea. These artifacts range from rituals (discussing safety at the beginning of each production meeting), visual symbols (walking paths, warning signs), and the like.

Leadership—Adrian Khan, Mother Parkers' Senior Manager of Environmental, Health, Safety, and Security for North America, serves as an effective transformational leader. Although only implied in this case, he formed a strong vision of the company's safety orientation, continuously communicates this image of the company's culture, invariably enacts safety behaviors, and motivates employees to buy into the vision of Mother Parkers as a safety-focused company.



TEAM EXERCISE: WYE & VALVE PLUMBING: A MARS DIAGNOSTIC EXERCISE

Purpose

This exercise is designed to help you practice using the MARS model to diagnose a specific issue relating to employee behavior and performance.

Materials

Teams should have a way to document their analysis for other teams to view. This might be flip chart paper for face-to-face classes or a dedicated virtual whiteboard for each team in remote classes.

Instructions

Step 1: Students are organized into teams (typically five to seven people per team). After reading the Wye & Valve (W&V) Plumbing incident below, the team will diagnose W&V's customer service issues and discuss specific ways the retailer can improve customer service at the company. The discussion should explain whether and in what ways each MARS element can guide better customer service. All four elements of the MARS model should be considered.

Step 2: The team summarizes its recommendations on flip chart paper (in-person) or presentation slide or virtual whiteboard (remote class). Each recommendation should be assigned under one of the four MARS elements (e.g., a strategy to improve employee motivation would be stated under the "M" category).

Step 3: The class debriefing will discuss the strategies systematically for each MARS element. For example, the class will review the "M" strategies across teams and comment on similarities and difference among those recommendations.

Comments for Instructors

This is an excellent early activity to help students to engage in theory-based diagnostic analysis of an incident or situation. It is simple to the degree that students rely on only one theory (MARS model) to analyze the situation. That model has four distinct components, which makes it easier to debrief this exercise.

The activity directs students to the symptoms, namely that W&V is experiencing customer service issues. The company earns below-average customer service ratings, and specific types of complaints are noted, such as (a) staff do not proactively assist clients with information/suggestions, (b) staff respond inappropriately to client requests, and (c) staff seem inhospitable and reluctant to assist clients when specialized parts (only staff can retrieve) are requested.

Students should systematically examine each of the four MARS model elements to determine the extent that each is responsible for the various symptoms (manifest customer service failures).

Ability

Diagnosis: The scenario suggests that many of W&V's staff have industry experience, so they are knowledgeable of most supplies and practices. They also receive regular training sessions on new products and techniques in the industry. This suggests that a large percentage of W&V's staff have the ability to answer almost all queries from do-it-yourself (DIY) customers and probably most questions from tradespeople. For the latter group, W&V staff would at least know the existence and whereabouts of specialized parts that knowledgeable tradespeople request. Overall, some specific staff may lack sufficient ability to serve clients (especially tradespeople) for specific issues, ability is NOT a major factor in the customer service issues that W&V is trying to resolve.

Recommendations: Although most staff have sufficient ability, it may be worthwhile identifying specific staff members who are uncomfortable with low-level knowledge of plumbing techniques and/or with W&V's products. These people might either receive better training or possibly be moved to secondary roles, such as (re)stocking shelves and cashiering transactions.

Role Perceptions

Diagnosis: The knowledge and skills that W&V staff possess does not translate into their awareness of required work behaviors in the store. In other words, they may have poor role perceptions about appropriate behavior toward clients. They can answer questions, but the incident suggests a lack of initiative to answer those questions in a respectful way. It also states that employees assume customers know what parts and tools they need, which is further evidence that staff lack correct role perceptions (due to inaccurate perceptions about customer needs). As such, it is possible that some W&V staff do not realize that they need to be more proactive in serving customers and in providing them with supplies that require more effort to retrieve. This element of MARS may require further investigation, but it likely means that staff require customer service training to improve role perceptions. It is also possible that some staff are ill-suited to this retail work because they don't view themselves as needing to serve customers politely.

Recommendations: W&V should consider introducing customer service training that makes staff more aware of specific role behaviors necessary to service clients. This may include behavior modeling as well as sessions in which staff learn about candid feedback from customers about their customer experiences at W&V. Such training would also emphasize the importance of proactive, respectful behavior toward customers, such as the effect of lost accounts and how competitors have excelled in the customer service experience. Overall, this learning process should help W&V staff realize that specific behaviors (proactively approaching customers, showing empathy and friendliness, etc.) are an important part of their jobs and the success of the company.

Situational Factors

Diagnosis: The incident mentions that staff are particularly inhospitable when asked for specialized parts that only staff can retrieve. The scenario suggests that retrieving specialized parts requires some effort. There are thousands of parts, and many of these are retrievable only by staff in an area behind the main customer desk. This element of MARS may require further investigation, but it suggests that the layout of supplies hampers good customer service. It might be a challenge locating specific parts, the physical area may be cumbersome for staff to access, or there may be many similar parts that all need to be brought to the customer and then restocked. In any event, the physical layout may be an impediment to effect customer service.

Recommendations: W&V should investigate the layout of its stores to determine more efficient ways for parts to be displayed and restocked. Alternatively, W&V might consider dividing staff so some are involved

in retrieving and restocking the specialized behind-counter parts, whereas staff who are most knowledgeable about trade practices and how have strong customer service presentation skills work in the front area of the stores. Behind counter staff would become more proficient at retrieving and restocking specialized supplies even though they are not plumbing experts to consult DIY and tradespeople.

Motivation

Diagnosis: Lack of motivation by some (most?) of W&V staff seems to be a major cause of the poor customer service. W&V staff generally do not actively volunteer information or recommendations to customers, even though customers value that service. Some of this low motivation could be an outcome of situational factors (i.e., difficult physical layout reduces employee motivation to retrieve parts that customers need). Role perceptions could be another reason—staff aren't aware that this is important for their job duties. But lack of motivation seems to be a factor beyond these explanations. It seems likely that employees don't care about customer satisfaction under any circumstances (i.e., they know it is their job duty, but don't engage in that duty). Perhaps they have counter motivational influences such as status-like behavior over DIY clients. Or the workplace has developed norms whereby staff aren't encouraged to improve customer service. There is no information of how staff are financially rewarded, although targeted performance rewards are not always necessary to motivate people to perform obligated work tasks. Overall, motivation seems to be a strong explanation why staff are providing poor customer service.

Recommendations: One suggestion is to alter store norms such that customer service is continually highlighted as important. This goes beyond changing role perceptions; it is rather like a corporate culture value in which employees eventually decide to engage in desired behaviors or seek work elsewhere. A second recommendation is to more carefully recruit and hire people whose values and natural skills at customer service are better than those currently working at W&V. To some extent, motivation is influenced by a person's personality and values, which are difficult to change. Hiring people who inherently want to serve clients and who naturally have a pleasant presentation style can be a core strategy for reducing the customer served problems identified here. A third suggestion is to incentivize employees through bonuses based on customer service skills and feedback. This financial recommendation should be treated cautiously, however, because financial rewards can have unintended consequences and may discourage staff from engaging in necessary work activities that are not financially rewarded.



CLASS EXERCISE: WORLD CAFÉ ON THE EMERGING WORKPLACE

Purpose

This exercise is designed to help you understand organizational behavior issues that arise in the emerging workplace landscape, particularly regarding inclusive workplace, remote work, and work–life integration.

Materials

This exercise is possible as a face-to-face (f2f) class or a remote class. For f2f classes, the learning space should allow for one large table or other dedicated area for approximately every 10 students in the class. For remote classes, each team is assigned to a separate team room (i.e., six team rooms instead of six tables). One person (the “scribe”) at each table/room will write notes on the ideas presented. These ideas can be rewritten later as a summary of the event.

Instructions

Step 1: Students are organized into teams of approximately 10 people. For f2f classes, each team is initially assigned to a large table or dedicated space for the team. For remote classes, each team is permanently assigned to a virtual team room. The instructor will assign one of the three themes (see below) to each table. For example, if the class has 60 students, there would be six tables/team rooms of 10 students. In this example, two tables/rooms would be assigned the theme of inclusive workplace, two tables/rooms would look at remote work, and two tables/rooms would look at work–life integration.

Step 2: For either f2f or remote classes, one person on each team volunteers to be the “scribe” for that table. The scribe makes notes on the main ideas presented by students at that table/room. For f2f classes, the scribe remains at the same table for the entire exercise, whereas the rest of the team moves from one table to another table when the instructor advises. For remote sessions, only the scribes move from one team room to the next when the instructor advises. In remote sessions, each team remains in the same team room and receives a different scribe (and topic) when the instructor advises. All scribes will later debrief the class on the key points they documented on the theme assigned to them.

Step 3: Teams will read the questions assigned to the theme of their initial table/topic (see below). They have a fixed time (usually between 10 and 15 minutes) to discuss their views and offer answers to those questions. The scribe will document ideas presented by the team.

Step 4: After the preset discussion time has ended, the instructor will advise the class to move to the next table (f2f) or topic (remote). For f2f classes, each team (except the scribe) moves to another table that has a different theme. For example, students at a “remote work” table would together move to a table on either “work–life integration” or “inclusive workplace.” For remote classes, only the scribes move to another room identified by the instructor that has not discussed the scribe’s topic. Students will read the questions assigned to the theme of this second table/topic. The instructor again assigns a fixed time (10 to 15 minutes) for students to discuss their new theme.

Step 5: The scribe will add ideas identified by the second group to existing notes presented earlier by the first team. The scribe should not tell the second group what the first group discussed about this theme. The scribe

should remain quiet, except asking for clarification.

Step 6: One more transition occurs after the preset discussion time. For f2f classes, the instructor will advise each team to move to the next table. For remote classes, the instructor will advise each scribe to move to the next team room. In either situation, the scribe will interact with a team that has not yet discussed that topic (i.e., they will discuss the third topic described below). Scribes document ideas from their third group without informing them of what the previous teams discussed on that theme.

Step 7: After the third round of discussion has ended, the entire class will gather and listen to the main ideas documented by the scribes. This is usually a few minutes per scribe. If two or more scribes have been responsible for the same theme, those scribes should present at the same time or consecutively (e.g., if two scribes have the remote work theme, they should speak to the class together or one after the other).

World Café Discussion Themes (provided in the book)

Table 1: Inclusive Workplace

An inclusive workplace values people of all identities (i.e., surface- and deep-level diversity) and allows them to be fully themselves while contributing to the organization.

1. What challenges do organizations and their employees experience on their journey toward an inclusive workplace? Provide specific examples.
2. How can leaders (supervisors to executives) nurture and maintain an inclusive workplace? Provide specific examples from your experience in an organization that emphasizes and leverages (or undermines) workplace inclusion.
3. What personal characteristics of leaders (supervisors to executives) make them better (or worse) equipped to support and lead people in an inclusive workplace? Why are those attributes important?

Table 2: Remote Workers

Remote workers are people who perform organizational tasks while located away from the employer's physical premises. For this exercise, we focus specifically on remote working from home.

1. What are the challenges for the organization and for employees who work remotely in terms of their effectiveness and well-being in this work arrangement? Provide specific examples. Several firms (Yahoo, IBM, etc.) had reduced the degree of remote work prior to the pandemic. What problems do you think they experienced?
2. What personal characteristics enable some people to work remotely better (or worse) than other people? Why are those attributes important?
3. How can leaders (supervisors to executives) support and maintain the performance and well-being of remote workers? Provide specific examples from your experience as a remote worker, a supervisor of remote workers, or knowledge of others in those situations.

Table 3: Work–Life Integration

Work–life integration refers to the degree that people are effectively engaged in their various work and nonwork roles and have a low degree of role conflict across those life domains.

1. In what specific ways can employees apply each of the four strategies for improving work–life integration? What challenges do they face in trying to apply each of these strategies? Provide specific examples from your experience—or your knowledge of others—in applying work–life integration.
2. What personal characteristics enable some people to be more successful at maintaining work–life integration? Why are those attributes important?
3. In what specific ways can organizations and their leaders help employees to improve or maintain work–life integration? Provide specific examples that you know about of corporate initiatives that try to improve employees' work–life integration.

Comments for Instructors

This is an excellent activity to involve students on topics that they know about or at least likely have opinions about. The World Café structure of the exercise is particularly helpful because it can be used in larger classes. (Steve has conducted this activity in MBA classes with almost 80 students using six tables—two sets of each of the three topics listed above and 13 people per table!)

The first piece of advice, particularly for instructors in larger classes, is ORGANIZATION. Have café tables set up with sufficient space for all students in each cohort to gather around.

Also important is to carefully instruct students on the process before the process begins. Few would have done a world café previously and there is potential for confusion when teams move to the next table (or to the next “topic” with a new scribe for remote groups). Instructors should carefully describe how one person needs to take notes and remain with the same topic for the entire exercise, how after a fixed time (when the instructor advises to move) either all members of a group except the scribe will move to the next café table (f2f sessions) or in remote sessions the scribe moves to another group's room, how the scribe remains quiet except asking for clarification (e.g., the scribe does NOT summarize any notes to the next team), and how the team discusses the topic associated with each table, so everyone (except scribes) eventually discusses all three topics after moving through the three tables.

Several minutes before each move, let each table know where they will move next and in how many minutes (e.g., in a f2f session, say, “This group, except the scribe, will move the table near the window in about 4 minutes. I'll advise the class when it is time to move.”). Be sure to remind the scribe what to do at the end of the session—that is, to stay at the table in f2f sessions and to move to the next designated group's room in remote sessions. Either way, the scribe should AVOID telling the next group what previous groups have stated to the scribe. If the next group just repeats the same ideas, that merely reinforces the importance of those ideas (and requires less note-taking).

A major challenge for scribes is to present a brief summary of the key points. Scribes need to organize the ideas for a class presentation. In some instances, the class might have a break before debriefing, which gives scribes time to organize their ideas. In any event, emphasize that scribes are not expected to repeat everything that was discussed, just the main/more frequently discussed ideas. The other challenge is to condense the ideas into an approximately three-minute debriefing to the class. Scribes often talk longer due to lack of organization and desire to get every idea into the summary.

Another key role for instructors is to encourage scribes to ask one or two specific students to repeat the excellent examples they mentioned in the café. The instructor should adjust the debriefing time for examples provided by one or more students to the class during the debriefing.

CE

CLASS EXERCISE: IT ALL MAKES SENSE?

Purpose

This exercise is designed to help students comprehend how organizational behavior knowledge can help them understand life in organizations.

Instructions

Students are asked to read each of the statements and circle whether the statement is true or false, in their opinion. The class will consider the answers to each question and discuss the implications for studying organizational behavior. After reviewing these statements, the instructor will provide information about the most appropriate answer. (This exercise may also be conducted as a team activity, whereby students answer these questions in teams rather than alone.)

Comments for Instructors

This exercise addresses the point that common sense isn't always correct. Of course, some students will be counterintuitive in anticipation that these are "trick" questions. We have included some true statements to complicate the exercise. By reviewing each statement, you can help students to see that organizational behavior systematically studies these issues and helps us to correct or clarify popular misperceptions.

Here are the 10 statements with their correct answers and references to their discussion in the textbook.

1. A happy worker is a productive worker.

TRUE. To be more accurate, the answer is "true, to some extent." This is one of those "truths" that students will probably answer correctly and many OB instructors will answer incorrectly because they rely on old organizational behavior research. The latest research indicates that job satisfaction has a moderately strong association with job performance (a correlation of around 0.30). For details, see Chapter 4 on workplace emotions and attitudes.

2. A decision maker's effectiveness increases with the number of choices or alternatives available to them.

FALSE. At some point when the number of alternatives increases, the decision maker becomes less efficient and effective in choosing among those alternatives (see Chapter 7). When the number of alternatives is very large, decision makers reduce their motivation to decide such that they avoid thinking about the decision at all! The main reason is that decision makers are able and motivated to process a finite amount of information. As the number of alternatives increases, decision makers are faced with dramatically more information to consider, because each choice has several bits of information about factors to consider. One could argue that having very few choices is also less effective, but this would be true only if the environment offers many choices and the alternatives available to the decision maker are not among the best ones.

3. Organizations are more effective when they minimize conflict among employees.

FALSE. Actually, the correct answer is in a state of flux. The dominant OB research indicates that constructive (task-oriented) conflict is often beneficial (such as in decision making) whereas relationship conflict has negative consequences. But research now concludes that even constructive conflict can be a problem because it generates relationship conflict (i.e., difficult to separate them). We discuss this topic in Chapter 11.

4. Employees have more power with many close friends than with many acquaintances.

FALSE. Social network research reports that people with many “weak ties” (many acquaintances) tend to have more career success and related outcomes in their lives than those with mainly strong ties (close friends). The main reason is that weak ties provide less redundant social capital. Acquaintances give us unique information (expert power), unique connections and opportunities (referent power), wider visibility, and so forth. Close friends tend to give us information faster and give us more opportunities, but these resources tend to be similar across our close friends. See Chapter 10 for details.

5. Companies are more successful when they have strong corporate cultures.

FALSE. As with so many organizational behavior concepts, the more precise answer is “it depends.” Chapter 14 explains that there is a weak relationship between corporate culture strength and organizational performance. Three reasons are offered. First, a strong culture can be a problem when the values are inconsistent with the organization’s environment. Second, a very strong culture can blind employees from seeing other perspectives. Third, a very strong culture suppresses dissenting values that may be important in the future as the environment changes.

6. Employees perform better without stress.

FALSE. As we learn in Chapter 4, some level of stress is essential for life. We need a certain level of stress to energize us. The problem is that we sometimes (or often) experience stress beyond this beneficial level.

7. The best way to change people and organizations is by pinpointing the source of their current problems.

FALSE. This statement refers to the dominant model of problem-solving and organizational change, namely, to identify the problem before looking for solutions. In contrast, emerging knowledge suggests that a positive rather than problem-focused approach may be more effective in many or most circumstances. We discuss this first in Chapter 5 under the topic of strengths-based coaching and feedback. Research indicates that focusing on an employee’s weaknesses (problems) creates defensiveness to such an extent that it undermines any potential benefits of such a Discussion. In Chapter 15, we introduce the approach to organizational change called appreciative inquiry. According to this model, dwelling on problems can bog down the change process and degenerate into political quagmires. Instead, change agents need to focus the group on its potential and positive elements.

8. Female leaders involve employees in decisions to a greater degree than do male leaders.

TRUE. There is lot of debate about whether men and women lead differently. As we learn at the end of Chapter 12, men and women are mostly similar in their leadership styles. But there is one exception: Female leaders involve employees in decisions to a greater degree than do male leaders. Of course, some female leaders are not participative, and some male leaders are very participative. But generally, female leaders are more participative.

9. The best decisions are made without emotion.

FALSE. The truth is, all decisions involve emotion and require emotion. Without emotion, people are unable to recognize problems and opportunities, and are unable to make choices. As explained in Chapter 7 (and noted in Chapters 3, 4, and 5), people form emotionally anchored preferences before they consciously think about the issue. Indeed, our “awareness” of a problem or opportunity is an emotional reaction to sensory information. Although our rational thought process can evaluate information, those conclusions must be processed by our emotional center(s) in order to make a choice. An important point here is that emotions are an inherent and essential part of human behavior. This is different from “getting emotional,” which occurs when emotions are so strong that they influence our actions without conscious control.

10. If employees feel they are paid unfairly, then nothing other than changing their pay will reduce their feelings of injustice.

FALSE. When it comes to money, people tend to play interesting mind games to avoid feeling overreward inequity. Students will read in Chapter 5 that underpaid (underrewarded) employees might reduce the injustice by working less, taking nonmonetary resources, changing the comparison other, or leaving the field (such as quitting). This question also needs to consider that “injustice” is affected just as much by procedures as by distribution. Thus, injustice might be reduced by allowing appeals, ensuring the decision maker considers all information, ensuring that the underrewarded employees are treated with respect, and ensuring that they are given an opportunity to state their views (voice).



SELF-ASSESSMENT 1.1: ARE YOU A GOOD REMOTE WORKER?

Overview and Instructions

Remote work (formerly known as telecommuting) is an increasingly popular workplace relationship, and it potentially offers benefits for both companies and remote workers. However, some people are better suited than others to working away from the traditional workplace. You can discover how well you adjust to remote work by locating this self-assessment in Connect if it is assigned by your instructor.

This instrument is designed to help you to identify your “remote work disposition,” that is, the degree to which your needs, values, and competencies are compatible with remote work arrangements. This scale does not cover every personal characteristic related to effective remote work, but it measures three of the most important dispositions. Also, please keep in mind that this scale only considers your personal characteristics. Other factors, such as organizational, family, and technological systems support, must also be taken into account.

Feedback for the Remote Work Scale

Some people thrive in remote work arrangements, whereas others discover that it is neither a satisfying nor productive work environment for them. This scale assesses three personal dispositions that are identified in the literature as characteristics of effective remote workers: (a) high company alignment, (b) low social needs at work, and (c) independent initiative.

Company alignment

Company alignment estimates the extent to which you follow company procedures and have values congruent with company values. The greater the alignment, the more likely that you can abide by company practices while working alone and without direct supervision. While some deviation from company practices may be appropriate, remote workers need to agree with company values and provide work that is consistent with company expectations most of the time. Scores on this scale range from 4 to 20.

Score	Interpretation
15–20 points	High company alignment
9–14 points	Moderate company alignment
4–8 points	Low company alignment

Low social needs at work

People with a high score on this subscale do not rely on coworkers to satisfy their social needs. Successful remote workers tend to score higher on this subscale (i.e., have lower social needs at work) because working from home or similar remote site offers less opportunity for social interaction with coworkers than when working in an office setting each day. Scores on this scale range from 4 to 20.

Score	Interpretation
15–20 points	High score (low social need at work)
9–14 points	Moderate score (medium social need at work)
4–8 points	Low score (high social need at work)

Independent initiative

One of the most important characteristics of successful remote workers is that they are able to set their own work goals and maintain a productive work schedule without direct supervision. People who score higher on this subscale tend to have a higher degree of independent initiative. Scores on this scale range from 6 to 30.

Score	Interpretation
15–20 points	High company alignment
9–14 points	Moderate company alignment
4–8 points	Low company alignment