

Chapter 1

INTRODUCING ORGANIZATIONAL BEHAVIOR

STUDY QUESTIONS

1.	What is organizational behavior and why is it important?
2.	How do we learn about organizational behavior?
3.	What is the context of organizational behavior?
4.	What are the challenges of management in organizations?
5.	What are the challenges of leadership in organizations?

CHAPTER OVERVIEW

This chapter provides an introduction to the field of organizational behavior. Organizational behavior is important because virtually everyone works with other people in some organized capacity, whether for monetary gain or voluntarily. An understanding of the principles of organizational behavior will not only help people to become better employees and managers, but will also help people become more astute observers of the organizational world, in general, and the business world, in particular.

The chapter begins by defining organizational behavior, and identifying contemporary workplace trends that are being reflected in organizational behavior theories, concepts, and applications. Then the chapter discusses how we learn about organizational behavior and the scientific foundations of organizational behavior. Next, the chapter describes the context of organizational behavior. The meaning of “organization” is examined and put in the context of several important concepts, including: organizational culture, organizational climate, open systems, stakeholders, diversity and multiculturalism. Next, the challenges of management in organizations are described. Emphasis is placed on the manager’s role in fostering two key results: task performance and job satisfaction, and how the managerial functions of planning, organizing, directing, and controlling contribute to achieving these results. It continues by introducing organizational behavior as a field that offers many insights on managing individuals and teams towards high performance in today’s new working environment. The chapter also touches briefly on leadership in organizations with a special emphasis on ethical management and leadership. The chapter concludes with an examination of the challenges of leadership in organizations including the leadership process and essential leadership and followership skills.

CHAPTER OUTLINE

INTRODUCING ORGANIZATIONAL BEHAVIOR

What Is Organizational Behavior?

Importance of Organizational Behavior

HOW DO WE LEARN ABOUT ORGANIZATIONAL BEHAVIOR?

Scientific Foundations of Organizational Behavior

Learning about Organizational Behavior

THE CONTEXT OF ORGANIZATIONAL BEHAVIOR

Organizations and the External Environment

The Internal Environment of Organizations

Diversity and Multiculturalism in Organizations

MANAGEMENT IN ORGANIZATIONS

Effective Managers

The Management Process

Essential Managerial Skills

Ethical Management

LEADERSHIP IN ORGANIZATIONS

Effective Leaders

The Leadership Process

Essential Leadership Skills

Essential Follower Skills

CHAPTER LECTURE NOTES

LO 1: INTRODUCING ORGANIZATIONAL BEHAVIOR

What Is Organizational Behavior?

- *Organizational behavior* (OB) is the study of individuals and groups in organizations.
- Organizational behavior is a multidisciplinary field devoted to understanding individual and group behavior, interpersonal processes, and organizational dynamics.
- In this challenging era of work and organizations, the body of knowledge we call “organizational behavior” offers many insights of great value. Learning about organizational behavior is important; since it can help you develop a better work-related understanding of yourself and others.

Importance of Organizational Behavior

Members of *smart workforces* work in shifting communities of action where knowledge and skills are shared to solve real and complex problems.

- Trends with Human Behavior in Organizations:
 - Commitment to ethical behavior.
 - Broader views of leadership.
 - Importance of human capital.
 - Demise of “command and control.”
 - Emphasis on teamwork.
 - Pervasive influence of information technology.
 - Respect for new workforce expectations.
 - Changing concept of “careers”.
 - Concern for sustainability.

LECTURE ENHANCEMENT

Conduct a brainstorming session with students to identify recent examples of each of the preceding workplace trends. After generating a sufficient number of examples, focus class discussion on the implications of these examples for managerial and leadership activities.

LO 2: HOW DO WE LEARN ABOUT ORGANIZATIONAL BEHAVIOR?

Scientific Foundations of Organizational Behavior

- Interdisciplinary Body of Knowledge: Organizational behavior is an interdisciplinary body of knowledge with strong ties to the behavioral sciences of psychology, sociology, anthropology, and the allied social sciences such as economics and political science.
- Use of Scientific Methods: Organizational behavior uses scientific methods to develop and empirically test generalizations about behavior in organizations.
 - *Models* are simplified views of reality that attempt to explain real-world phenomenon.
 - *Independent variables* are presumed causes that influence dependent variables.
 - *Dependent variables* are outcome of practical value and interest that are influenced by independent variables.
 - *Figure 1.1* from the textbook identifies the research methodologies that are commonly used in organizational behavior.
 - Scientific thinking is important to OB researchers and scholars for the following reasons
 - The process of data collection is controlled and systematic.
 - Proposed explanations are carefully tested.
 - Only explanations that can be rigorously verified are accepted.
- Focus on Application: Organizational behavior focuses on applications that can make a real difference in how organizations and people in them perform.
- Contingency Thinking

- Organizational behavior uses contingency thinking in its search for ways to improve organizational outcomes.
- The *contingency approach* tries to identify how different situations can be best understood and handled.
- Important contingency variables include environment, technology, tasks, structure, and people.

LECTURE ENHANCEMENT

Ask students to describe examples of management practices that may work well in one organization, but poorly in another. For example, how would the management practices that might work to motivate newspaper photographers to be creative differ from those used to keep construction workers from deviating from blueprints?

- Quest for Evidence
 - *Evidence-based Management* uses hard facts and empirical evidence to make decisions
- Cross-cultural Awareness: OB is now rich with empirically based insights into cross-cultural issues.

Learning about Organizational Behavior

Learning is an enduring change in behavior that results from experience.

Lifelong learning involves learning continuously from day-to-day work experiences; conversations with colleagues and friends; counseling and advice provided by mentors, success models, training seminars, and workshops; and other daily opportunities.

Figure 1.2 from the textbook shows how the content and activities of the typical OB course can fit together in an experiential learning cycle.

LO 3: THE CONTEXT OF ORGANIZATIONAL BEHAVIOR

Organizations and the External Environment

An *organization* is a collection of people working together to achieve a common purpose.

Figure 1.3 from the textbook characterizes organizations as dynamic *open systems* that obtain resource inputs from the environment and transform them into finished goods or services that are returned to the environment as outputs.

Organizations are *complex adaptive systems* and as such interact and adapt with their environments to survive.

The complex environment of organizations contains a variety of stakeholders. *Stakeholders* are the people, groups, and institutions that are affected by and thus have an interest or “stake” in an organization’s performance.

- Customers, owners, employees, suppliers, regulators, and local communities are the key stakeholders of most organizations.
- The interests of multiple stakeholders are sometimes conflicting.

LECTURE ENHANCEMENT

Ask students to describe their college/university from an open system organization perspective. What would be the inputs and outputs? How about transformation?

The Internal Environment of Organizations

The behavior of people in organizations is greatly affected by *context*.

One of the strongest contextual influences on OB is *organizational culture*, which is defined as the shared beliefs and values that influence the behavior of organizational members.

How various organizational cultures affect people depends on something called “*fit*” which is the match of organizational culture and individual characteristics.

Another key contextual influence on behavior in organizations is managerial context. Just as organizations have cultures, they also have *climates*, which represent the shared perceptions among members regarding what the organization is like in terms of formal and informal management policies, practices, events and procedures.

LECTURE ENHANCEMENT

Ask students to think about an organization they are familiar with and discuss the organization’s culture and climate and describe the type of individuals who they think best fit into that particular organization.

Diversity and Multiculturalism

Workforce diversity describes how people differ on attributes such as age, race, ethnicity, gender, physical ability, and sexual orientation.

Multiculturalism refers to pluralism, and respect for diversity in the workplace.

Inclusion is the degree to which an organization’s culture respects and values diversity.

LO 4: MANGEMENT IN ORGANIZATIONS**Effective Managers**

Managers are persons who support the work efforts of other people

An *effective manager* helps others achieve high levels of both performance and satisfaction.

This definition focuses on two key results in a manager's daily work:

- *Task performance* is the quantity and quality of work produced
- *Job satisfaction* is a positive feeling about one's work and work setting.

The Management Process

The jobs of managers and team leaders can be described by the four functions of management, as shown in *Figure 1.4* from the textbook. These four functions are as follows:

- *Planning* — defining goals, setting specific performance objectives, and identifying the actions needed to achieve them.
- *Organizing* — creating work structures and systems, and arranging resources to accomplish goals and objectives.
- *Leading* — instilling enthusiasm by communicating with others, motivating them to work hard, and maintaining good interpersonal relations.
- *Controlling* — ensuring that things go well by monitoring performance and taking corrective action as necessary.

LECTURE ENHANCEMENT

Divide students into discussion groups of five to six members. Have each group select a different campus organization to analyze. Each group should explore how planning, organizing, leading, and controlling are exhibited in the chosen campus organization.

Based on the work of Henry Mintzberg, *Figure 1.5* from the textbook identifies the various interpersonal, informational, and decisional roles of effective managers.

Interpersonal roles involve working directly with other people and include the roles of figurehead, leader, and liaison.

Informational roles involve exchanging information with other people and include the roles of monitor, disseminator, and spokesperson.

Decisional roles involve making decisions that affect other people and include the roles of entrepreneur, disturbance handler, resource allocator, and negotiator.

LECTURE ENHANCEMENT

Have students draw on their work, educational, athletic team, or other extracurricular experiences to identify examples of how people in managerial and leadership positions enact the various interpersonal, informational, and decisional roles.

Essential Managerial Skills

A *skill* is an ability to translate knowledge into effective action.

Robert Katz divides essential managerial skills in three categories: technical, human, and conceptual.

- A *technical skill* is the ability to perform specialized tasks.
- A *human skill* is the ability to work well with other people. An important emphasis in human skills is in *emotional intelligence* (EI), which is the ability to manage oneself and one's relationships effectively. The core elements in emotional intelligence are:
 - Self-awareness—ability to understand your own moods and emotions
 - Self-regulation—ability to think before acting and to control bad impulses
 - Motivation—ability to work hard and persevere
 - Empathy—ability to understand the emotions of others
 - Social skill—ability to gain rapport with others and build good relationships

LECTURE ENHANCEMENT

Have the students spend eight to ten minutes of class time writing a brief self-assessment essay regarding the extent to which they perceive themselves as having developed each the above components of emotional intelligence. Have the students, who are willing to do so, contribute their examples as you discuss the components of emotional intelligence.

- Managers and team leaders need to develop and maintain relationships and networks. Different types of networks include:
 - *Task networks* of specific job-related contacts
 - *Career networks* of career guidance and opportunity resources
 - *Social networks* of trustworthy friends and peers
- Managers must develop and maintain *social capital* in the form of relationships and networks that they can call upon to get work done through other people.
- A *conceptual skill* is the ability to analyze and solve complex problems.

- Technical skills are more important at entry levels of management and conceptual skills are more important for senior executives. Human skills, which are strongly grounded in the foundations of organizational behavior, are important across all managerial levels.

LECTURE ENHANCEMENT

Have students discuss the roles that technical skills, human skills, and conceptual skills play in their professors' performance of their jobs. Then have the students think of their own educational pursuits as a job. What roles do technical skills, human skills, and conceptual skills play in the students' performance of their jobs?

ETHICAL MANAGEMENT

Immoral managers do not subscribe to any ethical principles, making decisions and acting in any situation to simply take best personal advantage.

Amoral managers fail to consider the ethics of a decision or behavior. This manager acts unethically at times but does so unintentionally.

Moral managers incorporate ethics principles and goals into his or her personal behavior. For this manager, ethical behavior is a goal, a standard, and even a matter of routine.

Ethics mindfulness is an "enriched awareness" that causes one to behave with an ethical consciousness from one decision or behavioral event to another.

Figure 1.6 illustrates the "ethics center of gravity" and moral leadership.

LO 5: LEADERSHIP IN ORGANIZATIONS

Effective Leaders

Effective leaders are individuals who use influence to create change that benefits the mission and vision of the organization

Leaders succeed when people follow them, not because they have to, but because they want to.

LECTURE ENHANCEMENT

Ask the students to look at the description of the characteristics and actions of a leader and provide examples of how they themselves have acted as leaders in the past. For example, how they have used their influence to create change?

The Leadership Process

The *leadership process* (Figure 1.7) involves individuals being influenced by others.

Essential Leadership Skills

Framing means tailoring communication in ways to encourage certain interpretations and discourage others.

Law of Reciprocity says that if someone does something for someone else it will invoke a sense of obligation to return the favor.

Social exchange means that people build human relationships and trust through exchanges of favors based on reciprocity.

Essential Followership Skills

Upward delegation is passing problems or responsibilities upward in the hierarchy.

CHAPTER STUDY GUIDE

What is organizational behavior and why is it important?

- Organizational behavior, OB for short, is the study of human behavior in organizations, focusing on individuals, teams, interpersonal processes and organizational dynamics.
- OB is a body of knowledge with real applications to everyday living and careers, particularly in respect to a smart workforce where connections and collaboration are the keys to success.
- Trends and issues of interest in OB include ethical behavior, the importance of human capital, an emphasis on teams, the growing influence of information technology, new workforce expectations, changing notions of careers, and concerns for sustainability.
- OB is an applied discipline developed through scientific methods and taking a contingency perspective that there is no single best way to handle people and the situations that develop as they work together in organizations.

How do we learn about organizational behavior?

- Learning is an enduring change in behavior that results from experience.
- Lifelong learning about organizational behavior requires a commitment to continuous learning from one's work and everyday experiences.
- Most organizational behavior courses use a variety of instructional methods – self-assessments, experiential exercises, team projects, and case studies, to take advantage of the experiential learning cycle.

What is the context of organizational behavior?

- An organization is a collection of people working together in a division of labor for a common purpose.
- Organizations are open and adaptive systems that change over time while interacting with their environments to obtaining resource and transform them into useful products and services.
- Key stakeholders in the external environments of organizations include customers, owners, suppliers, regulators, local communities, employees, and future generations.
- The organizational culture is the internal “personality” of the organization, including the beliefs and values that are shared by members.
- Positive organizational cultures place a high value on workforce diversity and multiculturalism, emphasizing respect and inclusiveness for all members.

What are the challenges of management in organizations?

- Effective managers directly support and help others reach high levels of both performance and job satisfaction; they are increasingly expected to act more like “coaches” and “facilitators” than like “bosses” and “controllers.”
- The four functions of management are planning—to set directions; organizing—to assemble resources and systems; leading—to create workforce enthusiasm; and controlling—to ensure desired results.
- Managers use a combination of essential technical, human, and conceptual skills while working in networks of people to fulfill a variety of interpersonal, informational, and decisional roles.

What are the challenges of leadership in organizations?

- Effective leaders are individuals who successfully use influence to create change that benefits the mission and vision of the team or organization.
- Not all managers are good leaders that attract followers because their ideas or suggestions are valued and others choose to go along or align with them.
- Essential leadership skills include building competence and reputation, being an effective communicator, and developing relationships and influence.
- Essential followership skills involve being supportive of leaders, not delegating upward, and proactively anticipating problems or issues that could disrupt the team or the leader's ability to meet organizational goals.

KEY TERMS

Amoral manager: fails to consider the ethics of a decision or behavior.

Complex adaptive systems: interact and adapt with their environments to survive

Conceptual skill: the ability to analyze and solve complex problems.

Contingency thinking: seeks ways to meet the needs of different management situations.

Controlling: ensuring that things go well by monitoring performance and taking corrective action as necessary.

Dependent variables: outcomes of practical value and interest that are influenced by independent variables.

Effective leaders: individuals who use influence to create change that benefits the mission and vision of the organization

Effective manager: helps other achieve high levels of both performance and satisfaction.

Emotional intelligence: the ability to manage oneself and one's relationships effectively.

Ethics mindfulness: is an enriched awareness that causes one to consistently behave with ethical consciousness.

Evidence-based management: uses hard facts and empirical evidence to make decisions.

Framing: tailoring communication in ways to encourage certain interpretations and discourage others.

Human skills: the ability to work well with other people.

Immoral manager: chooses to behave unethically.

Inclusion: the degree to which an organization's culture respects and values diversity.

Independent variables: presumed causes that influence dependent variables.

Job satisfaction: a positive feeling about one's work and work setting.

Law of Reciprocity: says that if someone does something for someone else it will invoke a sense of obligation to return the favor.

Leadership process: involves individuals being influenced by others.

Leading: instilling enthusiasm by communicating with others, motivating them to work hard, and maintaining good interpersonal relations.

Learning: an enduring change in behavior that results from experience.

Lifelong learning: continuous learning from everyday experiences.

Management process: involves fulfilling the four responsibilities of planning, organizing, leading, and controlling

Manager: someone whose job it is to directly support the work efforts of other people.

Models: simplified views of reality that attempts to explain real-world phenomena.

Moral manager: makes ethical behavior a personal goal.

Multiculturalism: refers to pluralism and respect for diversity in the workplace.

Open systems: systems that obtain resource inputs from the environment and transforms them into finished goods or services that are returned to the environment as outputs.

Organization: a collection of people working together in a division of labor to achieve a common purpose.

Organizational behavior: the study individuals and groups in organizations.

Organizational climate: represents shared perceptions of members regarding what the organization is like in terms of formal and informal management policies and practices.

Organizational culture: the shared beliefs and values that influence the behavior of organizational members.

Organizing: creating work structures and systems, and arranging resources to accomplish goals and objectives.

Planning: defining goals, setting specific performance objectives, and identifying the actions needed to achieve them.

Skill: is an ability to turn knowledge into effective action.

Smart Workforces: work in shifting communities of action where knowledge and skills are shares to solve real complex problems

Social capital: is a capacity to get things done due to relationships with other people.

Social exchange: means that people build human relationships and trust through exchanges of favors based on reciprocity.

Stakeholders: the people, groups, and institutions that are affected by and thus have an interest or "stake" in an organization's performance.

Task performance: the quality and quantity of the work produced or the services provided by the work unit as a whole.

Technical skill: the ability to perform specialized tasks.

Upward delegation: passing problems or responsibilities upward in the hierarchy.

Workforce diversity: the presence of differences based on gender, race and ethnicity, age, able-bodiedness, and sexual orientation.

SPECIAL FEATURES

Bringing OB to Life

Dean Sally Blount of Northwestern's Kellogg School says that success is earned in our collaboration economy by "people and companies who connect and collaborate more effectively." Jacob Morgan, author of *The Collaborative Organization*, says that there is a great opportunity for "collaboration leaders" who value and respect others as the most important assets of organizations. The collaboration economy presents a pretty stiff career test. It calls for "hard" technology skills and real job expertise to be combined with "soft" people skills and a genuine personal presence. But that's the great opportunity of your course in organizational behavior – a chance to learn more about yourself and how people work together in organizations. The question is: Are you ready to jump in and let OB help build your skills for success in a collaboration economy?

Research Insight

A recent meta-analysis indicates that women may make better leaders than men do. The possible strengths of female leaders include being more transformational, good at mentoring, very inspiring, encouraging creativity, showing excitement about goals, and rewarding positive performance. The authors of the study suggest the reason women may make better leaders is because followers are more accepting of transformational leadership from women and that they style comes more easily to women. They also suggest that women's skills may be more developed because they have had to work harder to succeed than men have. Ask students for other reasons women may be more highly rated as leaders.

OB in Popular Culture

Many decisions in organizations are quite complicated and ethical components may be hard to sort out. In the movie, "John Q", John Archibald (Denzel Washington) learns that his son Mike needs a heart transplant and he does not have sufficient insurance coverage. He decides to take the heart surgeon hostage in the hospital's emergency room. During a lull, the hostages and medical staff discuss how managed care insurance practices and hospital policies result in treatment decisions that are not in the best interest of the patient. Have students debate the various decisions that can be made in the current situation and the impact these various decisions can have on the hospital's various stakeholders.

Things Are Changing as Today's Grads Go to Work

The Facebook Generation, called "Generation F" are individuals heavily into the world of social media. Management scholar Gary Hamel says that managers who want to work well with Gen F have to face up to a new set of expectations. Have students comment on the impact of social media in organizations. Let them start by describing how social media has changed how workers interact and communicate with others and how they work in teams and complete tasks. What are the new expectations that managers have to face up to with Gen F workers?

Worth considering... or best avoided?

A group of Stanford University researchers wondered if allowing work to be done at home was really worth it to employers. Seeking real facts upon which to base a conclusion they set up a field experiment using call center workers at a large Chinese travel agency. The researchers pointed out that working at home was in a quieter space that allowed better contact time with customers. Also, home working resulted in less break times while on shift and also fewer sick days of leave. Ask the students if the findings make sense in terms of their impressions and experience? Does this study suggest that everyone should be given the option to work from home at least part of the time?

Ethics in OB

In light of recent scandals and excesses by organization managers, the authors of a recent *Harvard Business Review* article are calling business schools to support making management a profession, governed by codes of conduct that “forge in implicit social contract with society.” One response to their call is a non-profit organization called MBA Oath. Its goal is to create a community of graduating MBA students from any university that voluntarily sign an oath that pledges them to “create value responsibly and ethically.” Ask students can professionalizing management really make a difference in terms of ethical accountability and everyday managerial behavior?

Finding the Leader in You

When she was named as a recipient of the Ohio Department of Development's Keys to Success Award, Michelle Greenfield said, “It's exciting. It's kind of nice to be recognized as a good business owner. The goal is not to have the award, the goal is to have a good business and do well.” She and her husband Geoff certainly do have a good business; it's called Third Sun Solar Wind and Power, Ltd. Ask students could more people, even them, follow her path? What would it take?

Group Project

Since this chapter kicks off the class, an OB-style ice breaker is good way to end class on the first day (or begin the second day). An easy ice breaker that can have implications for the rest of the semester is to have students get into groups of five and introduce themselves to each other. Each person in the group must tell at least five interesting things about him or herself (For example: hometown, major, hobbies, pets, summer activities, jobs). Then have each student introduce each member of the group and tell one of the interesting things about each person. Each person is introduced four times. This exercise has two benefits. First, it helps students make connections to each other such as discovering that they live in the same residence hall. Second, it assures that each student in the class will know at least four other students from the first day of class onward.

OB IN ACTION

Cases for Critical Thinking	Trader Joe's Leadership Training Dilemma
Team and Experiential Exercises	My Best Manager My Best Job Graffiti Needs Assessment
Self-Assessment Portfolio	Learning Styles Student Leadership Practices Inventory Managerial Assumptions 21st Century Manager Turbulence Tolerance Test

CASE(S) FOR CRITICAL THINKING**TRADER JOE'S****CROSS-REFERENCE AND INTEGRATION**

human resource management; organizational cultures; innovation; information technology; leadership

CASE SUMMARY

This case profiles Trader Joe's, an oases of value that offers exotic, one-of-a-kind foods priced below key competitors such as Whole Foods and Dean & DeLuca. The company applies its pursuit of value to every facet of its operations. By focusing on natural ingredients, inspiring flavors, and buying direct from the producer whenever possible, Trader Joe's is able to keep costs down. Trader Joe's aggressively courts friendly, customer-service oriented employees and connects with customers because of the knowledge and involvement that management cultivates.

Loyal shoppers were shocked when the environmentally friendly company fared the worst of the national chains on Greenpeace's seafood sustainability scorecard. Trader Joe's was quick to respond and communicate with customers, reminding them of their goals.

RELATED WEB SITES

<i>Description of Site</i>	<i>Web Site Address</i>
Trader Joe's	http://www.traderjoes.com/

REVIEW QUESTIONS AND SUGGESTED ANSWERS**1. How does Trader Joe's design jobs for increased job satisfaction and higher performance?**

Good job design includes expanding job duties so they include intrinsic rewards such as responsibility, achievement, recognition and personal growth (job design is covered in detail in Chapter 6). Job descriptions at Trader Joe's include soft skills such as: ambitious, adventurous, enjoy smiling and strong sense of values that enable the employee to understand the customer focused culture that values product knowledge and customer involvement. Employees are encouraged to not

only know the products, but to be able to share their knowledge and experience with the products with customers. They are also encouraged to develop a relationship with customers. Good job design also includes opportunities for employees to advance. Trader Joe's has a policy of promotion from within that helps reward and recognizes employee performance.

2. In what ways does Trader Joe's demonstrate the importance of each responsibility in the management process - planning, organizing, leading and controlling?

Planning - involves goal setting and identifying actions necessary to achieve them. Trader Joe's starts with a clear vision of providing "exotic, one-of-a-kind foods priced persuasively below any reasonable competitor".

Organizing - creates work structures and organizes resources to accomplish goals. Trader Joe's has a lean structure that minimizes expenses and designs jobs so that employees feel empowered to help the customer and make suggestions to management.

Leading - creates enthusiasm, encourages communication, motivates employees and maintains good human relations. Trader Joe's founder and management have established a strong culture that values and reinforces friendliness, strong customer relationships, a fun atmosphere, employee empowerment, compensation that rewards performance and promotion from within. They have been rewarded with sales per foot that are nearly double those of other supermarkets.

Controlling - measures performance to ensure results and takes corrective action as necessary. Trader Joe's low cost philosophy requires cost control and fewer products than competitors to meet their low-cost goals. Corrective action was taken swiftly when it was discovered that their seafood selections included 15 out of 22 species that are on a "red-list" of fish that are over-fished and need to be conserved.

3. Describe the methods that show Trader Joe's knows the importance of human capital.

Trader Joe's considers its "responsible, knowledgeable and friendly 'crew' to be critical to its success". They back this up with job descriptions that highlight skills necessary for success, promote from within, training, compensation and benefits that are better than other retailers.

4. Does Trader Joe's response to the *Traitor Joe's* campaign demonstrate contingency thinking? Why or why not?

Trader Joe's realized that selling red-listed seafood was not in its best interest, and that their practice had to be changed to fit the situation. It therefore demonstrates contingency thinking, which says that management practices must be tailored to fit the exact nature of each situation.

5. Research Question: What do the blogs and current news reports say? Is Trader Joe's a management benchmark for others to follow? In what areas relevant to Organizational Behavior does the firm have an edge on the competition?

Students may need to do a little digging to uncover much information on Trader Joe's. Much of the current information centers on new locations and product recalls. Students may find much positive feedback from consumers, including several entertaining YouTube videos. This would be an indicator of their success in satisfying customers, which would prove to be a benchmark for competition.

LEADERSHIP TRAINING DILEMMA

CROSS-REFERENCE AND INTEGRATION

human resource management; organizational cultures; management research

CASE SUMMARY

This case presents the dilemma that many managers face when introducing a new training program. Personnel director Shane Alexander of the Central State Medical Center hopes to overcome performance problems by introducing a canned training program. Upper management, however, is not convinced that it is a good idea. They are willing to allow Alexander to introduce the program in a trial program and will commit further resources to the program if Alexander can show that the program has results.

REVIEW QUESTIONS AND SUGGESTED ANSWERS

1. If you were Shane, what type of research design would you use to test this program? Why?

To show definite results to upper management, Shane will need to use a field study in which he tests supervisory skills before implementing the training and then test them again after training. He might do so through the use of a questionnaire or other management “test.” He also will need a control group. If he can show that supervisors who take the canned training increase their skills while managers who do not take the training stay the same, he can convince upper management that the training is worth the price.

2. How would the design actually be implemented in this hospital setting?

Because the program can only be offered to a few supervisors, Shane will need to carefully select the first participants. He could do so by asking managers to apply for the program, by looking over performance appraisals to determine who might benefit the most from the program, or some other selection criteria. The program would be delivered in eight 2 ½ hour sessions each week with no more than 15 participants per session. Once the benefits were evident to the administration the use of the program could continue.

3. What would be your research hypothesis? What variables would you need to measure to provide data that could test this hypothesis? How would you gather these data?

One research hypothesis would be that supervisors who take the training increase their skills. Another could be that the hospital operates more efficiently and effectively with better trained supervisors. Variables to measure would include supervisory skill levels, efficiency, effectiveness, productivity, and job satisfaction. To gather data on supervisory skills levels, tests could be given to supervisors. To gather data on efficiency, effectiveness, and productivity archival data can be collected at various times during the project. Job satisfaction could be determined from self-report data such as questionnaires.

4. Do you think the administrator's request for “proof before purchase” was reasonable? Why or why not?

One could argue that “proof before purchase” is reasonable due to the high cost of the program. Also, management would not want to waste employees' time on an ineffective program. Others might argue that consultants have been hired before and no proof of effectiveness was required, so management is applying a different standard to the canned program.

TEAM AND EXPERIENTIAL EXERCISES**MY BEST MANAGER****CROSS-REFERENCE AND INTEGRATION**

leadership

INSTRUCTOR'S NOTES

This exercise is designed as a class “ice-breaker” and as a tool for prompting students to think about the attributes of a “good” manager. The exercise can be done informally in a small class (with groups of four or five as suggested in the exercise), or can be slightly modified and assigned as a take-home assignment in a class that has permanent student teams. In a large lecture, it is recommended that you avoid using small group discussions, and instead have all students answer question #1 at their seats. Then, you can ask for volunteers or randomly select students from the class to create a master list. This approach typically results in lively class discussion. As an extension of this exercise you might also want to ask your students what the most “undesirable” attributes of managers are. This approach also results in interesting and lively class discussion.

The following is a report from one instructor's experience with the exercise. Students were assigned into four groups to work on the exercise. Rather than follow exact exercise procedures, the students were asked to list ten characteristics that described the best managers for whom group members have worked. The group part of the exercise worked very well and took approximately 15 minutes to complete. At the conclusion of the group brainstorming stage, spokespersons were asked to report on each group's list. The meaning of each item was discussed as it was being presented. A total of eight items was obtained from the four groups in approximately 20 minutes.

MY BEST JOB**CROSS-REFERENCE AND INTEGRATION**

motivation; job design; organizational cultures

INSTRUCTOR'S NOTES

The purpose of this exercise is twofold. First, the exercise prompts students to think about the characteristics of “good” or “ideal” jobs. These ideas are then given a “reality check” by the assessments that are made relative to the likelihood that the goals (or ideal job characteristics) can be achieved. The second purpose of the exercise is to introduce students to the notion that some organizations are more likely to be able to deliver on “ideal job characteristics” than are others.

At the conclusion of the exercise, talk about some of the attributes of high-performance organizations. If your students believe that high-performance organizations are more likely to be able to deliver on ideal job characteristics than lower-performance organizations, ask them the following penetrating questions: “Do you believe that high-performing organizations are able to offer more attractive job characteristics than lower-performance organizations because they are high-performing

organizations?" "Or, do you believe that high-performance organizations are high-performance organizations because they offer more attractive job characteristics?"

GRAFFITI NEEDS ASSESSMENT

CROSS-REFERENCE AND INTEGRATION

human resource management; communication

INSTRUCTOR'S NOTES

This exercise is intended to be an "ice breaker" that helps students to relax and become comfortable with talking in class. The exercise also helps students to start thinking about many of the issues that will be covered during the semester (or term). In your class discussion, be sure to pay careful attention to the similarities and differences among various students' answers. Point out to your students that the study of organizational behavior reflects both (1) the search for consensus in organizations, and (2) an appreciation of the differences that people have in their opinions and preferences.

This exercise should be administered very early in the semester (even the first class period, if possible). The exercise is designed to be somewhat lighthearted in nature, and should help students feel at ease in the classroom.

SELF-ASSESSMENT PORTFOLIO

LEARNING STYLES

Have students complete the Learning Styles Inventory beginning on page W-29.

STUDENT LEADERSHIP PRACTICES INVENTORY

Have students complete the Learning Styles Inventory beginning on page W-9.

INSTRUCTOR'S NOTES

The *Student Leadership Practices Inventory* — *Student Workbook* begins on page W-9 of ***The OB Skills Workbook*** and concludes on page W-28. Five topics are covered — (1) Leadership: What People Do When They're Leading, (2) Questions Frequently Asked About the Student LPI, (3) Recording Your Scores, (4) Interpreting Your Scores, and (5) Summary and Action-Planning Worksheets. Collectively, this material provides the user with a solid conceptual foundation for understanding the LPI as well as detailed instructions for completing, scoring, and interpreting it.

The *Student Leadership Practices Inventory* — *Self* begins on page W-23 of the workbook, and the *Student Leadership Practices Inventory* — *Observer* begins on page W-25.

MANAGERIAL ASSUMPTIONS**CROSS-REFERENCE AND INTEGRATION**

leadership

INSTRUCTOR'S NOTES

The key to this assessment is for students to recognize the implications of their scores, particularly with respect to their behavior toward subordinates. You may want to provide students with an opportunity to discuss their scores with the classmate sitting next to them or in groups, before opening the discussion up to the class as a whole. Either way, it's a good idea to tell students that their scores are for their own benefit and it is not necessary to divulge them unless they want to do so. For those students who do wish to share their scores, however, be sure to ask them why they answered as they did. What kind of experiences have they had which lead to their assumptions about people? How might their scores affect them in their roles as group members? Leaders? What would it take to change their assumptions?

Some students are likely to report mixed scores. These students will probably argue that their assumptions vary depending on the types of people they would be managing. This provides you with a good opportunity to discuss the contingency approach to management. In other words, you might argue that the validity of Theory X and Theory Y assumptions, and the consequent ability of this manager to delegate, depends upon the subordinates and the situation.

21ST CENTURY MANAGER**CROSS-REFERENCE AND INTEGRATION**

leadership; decision making; globalization

INSTRUCTOR'S NOTES

This is an excellent self-assessment instrument for students. It can be used effectively at any point during the semester (or term), but is perhaps the most effective during the early portion of the class. Urge each of your students to ask someone who knows them to complete the instrument based on their perceptions of the respective student. Students will be amazed at how much their self-perceptions differ from how other people view them. This might help students understand how managers can seem insensitive at times, without appearing like they even know it. The fact is, they might not know it. For example, an individual manager may believe that he or she is very caring, but the manager's employees may feel the opposite. This is an important reason why candid communication in an organization is so important.

TURBULENCE TOLERANCE TEST**CROSS-REFERENCE AND INTEGRATION**

perception; individual differences; organizational change and stress

INSTRUCTOR'S NOTES

This is an interesting self-assessment. With the exception of item 7, most of your students will see all of these job characteristics as undesirable. What the assessment accomplishes is illustrating to your students the characteristics of a really stressful and turbulent job. Point out to your students that some people thrive in this type of setting. Most people, however, would burn out quite quickly and look for another job within the organization or a different company.

As an option, consider putting your students in teams to discuss their individual assessments. The teams could then appoint one student to report back to the class on their group discussion.