# *Contemporary Organizational Behavior From Ideas to Action 1st edition Elsbach Solutions Manual*

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# Instructor's Manual
# Contemporary Organizational Behavior: From Ideas to Action

I. Overview
   a. Textbook Design
   b. Key Features

II. Instructors: How to Use This Textbook
   a. Modular Approach
   b. Instructor Choice
   c. Matrix of Case Studies for Use with Topic Sections
   d. Matrix of Exercises for Use with Topic Sections
   e. Sample Class Plan – Topic Summary 6 Motivation

III. Topic Summaries and Expert Contributions

   1. Introduction to Organizational Behavior
   2. Individual Characteristics
   3. Learning
   4. Perception
   5. Leadership
   6. Motivation
   7. Persuasion, Influence, and Impression Management
   8. Decision Making
   9. Groups and Teams
   10. Conflict and Negotiation
   11. Diversity and Communication
   12. Culture
   13. Change, Innovation, and Stress
   14. Corporate Social Responsibility, Ethics, and Sustainability

IV. Case Studies
   a. Matrix of Case Studies for Use with Topic Sections
   b. Case Teaching Notes

V. Experiential Exercises Matrix
   a. Matrix of Exercises for Use with Topic Sections


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# I. Overview

## a. Textbook Design

**Contemporary Organizational Behavior: From Ideas to Action** was built on three simple ideas:

1. Build a text around a few **key ideas** for each topic (rather than a laundry list of terms).
2. Invite **recognized OB experts** and thought leaders to write original contributions about how their ideas relate to contemporary organizations. These contributions might include a description of how an OB concept applies in organizations or it might provide a more robust explanation of a concept. The contribution might involve relating a stream of research to a key OB idea or an author offering insights on how they teach a particular OB concept in their own class.
3. Create breathtaking **case studies** and **experiential exercises** that help students apply the concepts to their own experience with the goal of improving their own understanding of organizational behavior.

With these ideas in mind, *Contemporary Organizational Behavior* provides the first organizational behavior textbook designed specifically for today's learner and instructor. Not your typical textbook, the volume is broken into topic sections, rather than traditional chapters. Each topic section contains a short, engaging summary of the central concepts, two to four authoritative readings from topic experts, a real-world case study from a contemporary organization, and experiential exercises that bring topic concepts to life. Whether undergraduates or graduate students, each topic section helps learners experience life in contemporary organizations. The book is designed with learning in mind, as each topic section engages the learning cycle: experiencing through exercises, reflecting on personal experience, drawing on theory, and applying through case studies.

## b. Key Features

1. Covers fourteen key organizational behavior topics.
2. Each topic includes a main body written by the textbook authors **and** 2-4 articles authored by an expert in the topic covered. Rather than having the entire book authored by one scholar (as in traditional texts), each topic is enhanced with specific readings by scholars that specialize in a narrow topic area.
3. Perfect for professors seeking to supplement lectures but still want theory . . . also perfect for a 'topical' readings course.
4. Can be customized or used as a traditional text complete with case studies, exercises, and online support material.

# II. Instructors: How to Use This textbook

## a. Modular Approach

The text is organized into three modules:

- **Topic Summaries & Expert Contributions** – brief overviews of key theory, research, and terms on a given topic are accompanied by original works written by experts in Organizational Behavior that put theory, research, and concepts in a contemporary context.

- **Case Studies** – engaging cases written by author Kim Elsbach, Ph. D, and other experts.

- **Experiential Exercises** – a collection of easy to facilitate exercises to use in class to get your students acclimated to working in groups.


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## b. Instructor Choice

**Adaptable to Your Students' Level of Experience**

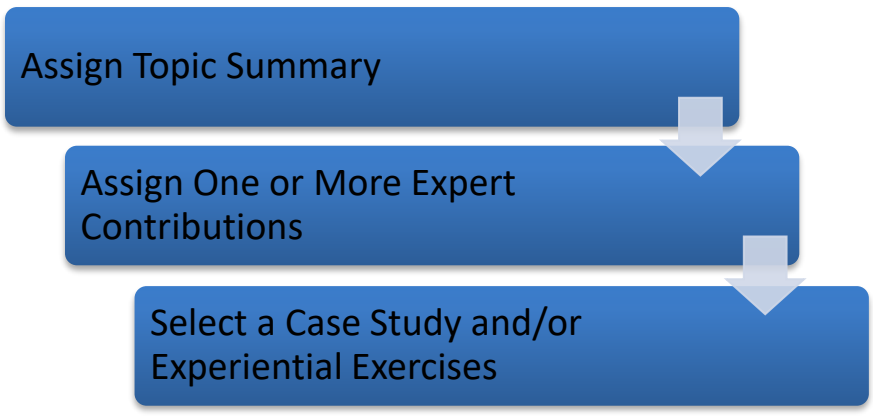
The unique format allows the instructor two options:

1. The instructor can follow a pre-existing template of topics or

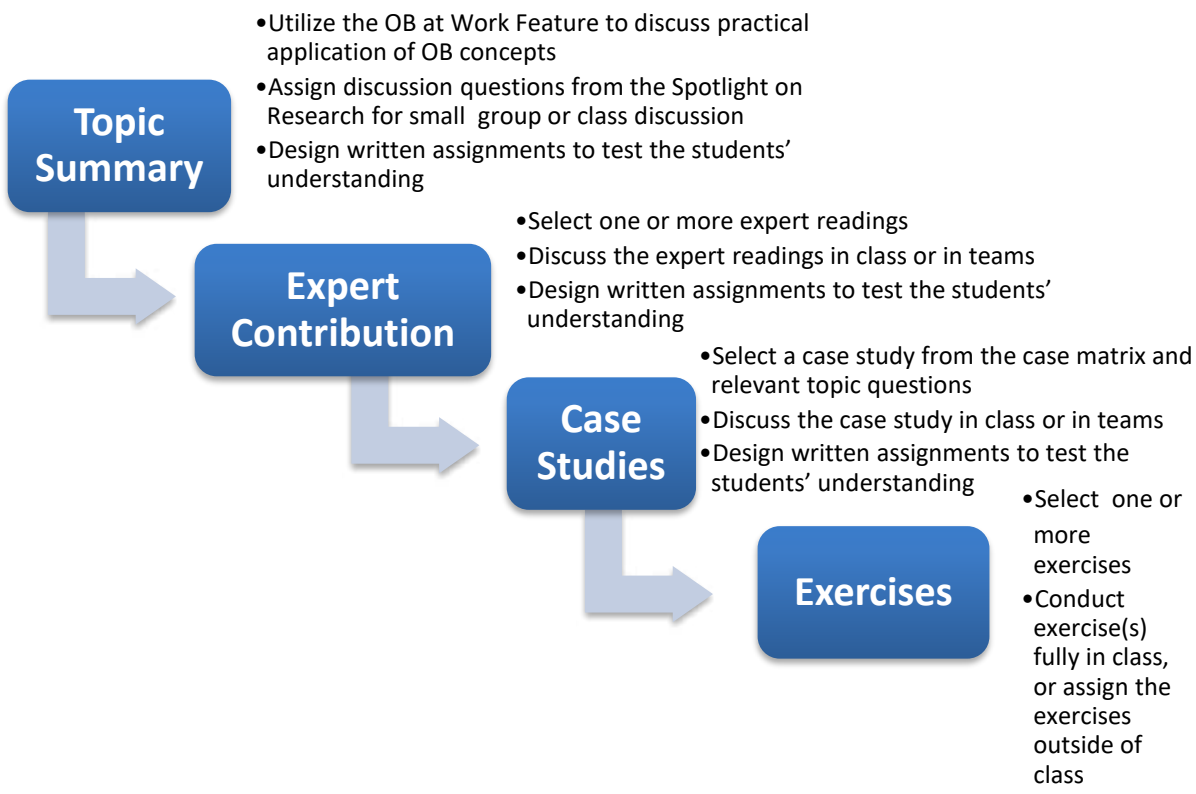
2. The instructor can create a unique custom text by mixing and matching topic summaries and readings with the case studies and experiential exercises that are just right for your students' level of experience.

A matrix of case studies matched to topics and a matrix of exercises matched to topics provide guidance and suggestions on how to use the book. The matrices are included in both the textbook and at the end of this Instructor's manual. The design of the book includes content that discusses concepts, theories, and terms, as well as providing experiential components for students to experience the content. This allows each topic section to engage the learning cycle: experiencing through exercises, reflecting on individual experience, drawing on theory, and applying through case studies.

**Instructor Process**




Each topic provides opportunities for student learning. This learning can be applied through many instructor choices. We have provided a sample detailed class plan for Topic Summary 6, Motivation. Some of your choices from *Contemporary Organizational Behavior: From Ideas to Action* for the application of concepts include:





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## c. Matrix of Case Studies for Use with Topic Sections

| Topic Summary \ Case | Case 1 The Case of Apple iPhone 4 | Case 2 "We Are Global or We Are Nothing": Conflict and Cover-Up at Colequarter Maine | Case 3 EMERGENCY! We Need a Better Compensation System | Case 4 Face Time at TechPoint Software, Inc. | Case 5 Whatever Happened to One of the "100 Best Companies to Work For"? A Case Study of Hewlett-Packard | Case 6 NASCAR's Drive for Diversity: Can They Reach the Finish Line? | Case 7 Perceptions of Leaders Following Public Failures: A Tale of Two Coaches | Case 8 Conflict in Santa's Workshop: Learning to Be a Team Player at ToyKing |
|---|---|---|---|---|---|---|---|---|
| 1. Introduction to Organizational Behavior | | | | | X | | | |
| 2 Individual Characteristics | | | | | X | | X | X |
| 3. Learning | | | | X | | X | | |
| 4. Perception | | | | X | X | | X | |
| 5. Leadership | X | | | X | X | | X | |
| 6. Motivation | X | X | X | | X | X | | X |
| 7. Persuasion, Influence, and Impression Management | X | X | | | X | | X | |
| 8. Decision Making | X | | X | X | | X | | |
| 9. Groups and Teams | | X | X | | | X | | X |
| 10. Conflict and Negotiation | X | | X | X | | X | | X |
| 11. Diversity and Communication | | X | | | X | X | | X |
| 12. Culture | X | | X | X | X | X | | |
| 13. Change, Innovation, and Stress | X | X | X | X | | | | |
| 14. Corporate Social Responsibility, Ethics, and Sustainability | | X | X | | | | X | X |


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## d. Matrix of Exercises for Use with Topic Sections

| **Topic Summaries** / **Exercises** | 1. Introduction to Organizational Behavior | 2. Individual Characteristics | 3. Learning | 4. Perception | 5. Leadership | 6. Motivation | 7. Persuasion, Influence, and Impression Management | 8. Decision Making | 9. Groups and Teams | 10. Conflict and Negotiation | 11. Diversity and Communication | 12. Culture | 13. Change, Innovation, and Stress | 14. Corporate Social Responsibility, Ethics, and Sustainability |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Big Five Celebrity Spotlight | | X | | | | | | | | | | | | |
| 2. Creating My Brand | | | | | X | | X | | | | | | | X |
| 3. My Expat Assignment | | | X | | | | | | | | X | X | | |
| 4. How Leaders Effect You | | | | | X | X | | | | | X | | | |
| 5. My Best and Worst Learning Experiences | X | | X | X | | X | | | | | | | | |
| 6. Developing Your Career—Leadership Development in Action | X | | | X | X | | | | | X | | | | |
| 7. Development While in College | | X | X | | | | | | | | | | | |
| 8. Facts and Opinions | | X | | X | | | | X | | | | | | |
| 9. Being Positive | | X | X | | | | X | | | | X | | | |
| 10. Force Field Analysis | | | | | | | | X | | | | | X | |
| 11. Bias and Decision Making | | | | X | | | | X | | | | | | |
| 12. Well-Being at Work | | | | | | | | | | | | X | X | |
| 13. What Stresses You Out? | | | | | | X | | | | | | | X | |
| 14. Laughter Is the Best Medicine | | X | | | | | | | | | | | X | |
| 15. Building My Network—Individual | X | X | | | | | X | | | X | X | | | |
| 16. Writing a Team Contract | | | | | | | | | X | | X | X | | |
| 17. Design Your Technology | | | | | | X | | | | | | | X | |
| 18. Team Performance Evaluation | | | | X | | | | X | X | | | | | |
| 19. Overcoming Resistance | | | | | | | | | | | | | X | |
| 20. Employment Branding | X | | | X | | | X | | | | | | | |
| 21. OD Techniques at Work | | | | | | X | | | | | X | | X | |
| 22. A Clash of Cultures | | | | | | | | | | | | X | | |
| 23. What's Your University's Culture? | | | | | | | X | | | | | X | | X |
| 24. Find the Artifacts | | | | | | | | | | | | X | | |
| 25. Back-to-Back Change | | | | | | | | | | | | | X | |
| 26. Social Media Dilemma | | | | | | | X | X | | | | | | |
| 27. Develop Your Professional Code | X | | | | | | | | | X | | | | X |
| 28. Communication Breakdown | | | | | | | | | | X | X | | | |
| 29. Diversity Rocks | | X | | | | | | | | | X | | | |
| 30. You Can't Handle the Truth | | | | X | | | X | | | | X | | | X |
| 31. The Ethics of the Climb | | X | | | | | | X | X | | | | | X |


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| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 32. Mindmapping | X | | | | | | | | X | | | | |
| 33. Could I Be a Whistleblower? | | X | | | | X | | | | | | | X |
| 34. Sustainability Practice at Work | | | | | | | X | | | | | X | | X |
| 35. Who Do I Fire? | | | | | | | | X | | X | | | |
| 36. What Are My Values | | X | | | | X | | | | | | | |
| 37. Team Survival Simulation | | | | | X | | | X | X | | | | |
| 38. Federal Intelligence Simulation | | | | | | | | X | X | X | X | | |


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## e. Sample Class Plan

## Topic Summary 6: Motivation

### Topic Summary Learning Objectives

Recognize factors associated with motivation in organizations.

1. Recognize the importance of internal, social, and organizational factors associated with motivation in organizations.
2. Compare the motivation theories based on internal factors.
3. Identify theories based on social factors.
4. Describe how organizational factors, job characteristics, and managerial beliefs can impact motivation.
5. Apply the concepts of motivation to organizations.

| | | |
|---|---|---|
| **Student Pre-Work** | **Read Topic Summary and these Readings:**<br><br>*1. Expert Contribution on *Creating a Happy, Stress-Free Workplace: It's a Matter of Perspective* – D. Keith Denton (Missouri State)<br><br>2. Expert Contribution on *Moving Beyond the American Dream: How Intrinsic and Extrinsic Aspirations Relate to Psychological, Social, and Physical Health* – Christopher P. Niemiec (University of Rochester), Bart Soenens (Gent University), & Maarten Vansteenkiste (Gent University)<br><br>3. Expert Contribution on *High-Tech, High-Touch Tension: Trends in Human Resource Management* – Troy R. Nielson (Brigham Young University), Ellen Ensher (Loyola Marymount University), & Elisa Grant-Vallone (California State University, San Marcos)<br><br>4. Expert Contribution on *Trade-Offs in Using Pay for Performance* – Kimberly D. Elsbach (University of California, Davis) | **Note to Instructor**<br><br>* Assign one or more readings from the expert readings |
| **Class Lecture** | PowerPoint slides available on the Instructor Resource Center | Pearsonhighered.com/irc |
| **Class Discussion** | OB at Work from Topic Summary Discussion<br><br>Spotlight on Research from Topic Summary Discussion<br><br>Expert Contributions Questions | Questions for Discussion from OB at Work:<br><br>1. How does Nicole's experience relate to the topic of motivation?<br>2. What experiences have you had trying to motivate other people in the workplace?<br><br>Questions for Discussion from Spotlight on<br><br>Research:<br><br>1. How might you explain some of the demographic differences relative to motivation? (e.g., gender, age, etc.) Why do you think this?<br>2. How would you apply this research to your workplace? What should managers consider about motivation differences?<br><br>*Creating a Happy, Stress-Free Workplace: It's a Matter of Perspective*<br>1. How can leaders create a better work environment for the 'very happy' group as well as all others in the workplace? |


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| | | |
|---|---|---|
| | | *Moving Beyond the American Dream: How Intrinsic and Extrinsic Aspirations Relate to Psychological, Social, and Physical Health*<br>1. How does SDT explain motivation?<br><br>*High-Tech, High-Touch Tension: Trends in Human Resource Management*<br>1. Employers will often check an applicant's Facebook page and LinkedIn profile (as well as doing a Google search) once that person reaches a certain stage in the hiring process—what "brand message" do these pages communicate to prospective employers about you?<br>2. How does technology influence your ability to balance professional and personal demands? What do you see companies do with technology to reduce or increase work-life conflict?<br>3. If you were an HR leader, to what extent would you recommend that employee usage of company technology resources be monitored? Why?<br>4. How can you use technology to better take charge of your career development?<br><br>*Trade-Offs in Using Pay for Performance*<br>1. What are some of the trade-offs associated with pay for performance? |
| **Class Exercise** | **What are My Values? Found in the third section of the textbook | Exercise with Questions for Individuals and Groups in Text **Exercises can be selected from the Exercise Matrix |
| **Facilitate Case Discussion** | ***NASCAR's Drive for Diversity Found in the second section of the textbook | 1. How can NASCAR motivate sponsors to support their D4D program?<br>2. How can NASCAR better motivate fans to support diversity as a value?***Cases can be selected from the Case Matrix |


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## III. Topic Summaries and Expert Contributions

## Part 1 Introduction

### Topic Summary 1: Introduction to Organizational Behavior

Topic Summary: Introduction to Organizational Behavior

Organizational behavior emerged as a distinct field of study in the 1940s. Because organizational behavior is an interdisciplinary study, this means that it draws from different disciplines in order to understand organizations from multiple perspectives and viewpoints. As an interdisciplinary study, organizational behavior draws from psychology, sociology, anthropology, economics, political science, strategy, management, and even the natural sciences. All types of organizational members benefit from understanding organizational behavior. This topic summary will help you understand processes studied by the field of organizational behavior and how improving these processes may lead to improved individuals, groups, and organizations.

1. Explain the skills needed for the changing workplace and how you can develop these skills.
   Answer:

| **Skills Needed for the Changing Workplace** | **Relevant Contemporary Organizational Behavior Topic** |
|---|---|
| Adaptability and flexibility | Organizational change, learning, individual characteristics |
| Problem solving and critical thinking | Individual characteristics, decision making, negotiation, learning |
| Leadership | Leadership, persuasion, influence & impression management |
| Professionalism | Individual characteristics, organizational culture, motivation, persuasion, influence, and impression management |
| Teamwork | Groups and teams, organizational culture, communication and diversity |


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|---|---|
| Communication | Communication, perception, persuasion, influence, and impression management, negotiation, individual characteristics |
| Innovation | Individual characteristics, leadership, and organizational change and innovation |
| Diversity | Diversity, learning, organizational culture |
| Ethics | Corporate social responsibility and ethics, organizational culture, decision making, leadership |
| Learning | Learning, individual characteristics, perception, motivation |
| Health and wellness choices | Stress, motivation, individual characteristics |

2. Describe the types of contemporary organizations and give some examples of each type.
   Answer:

| **Type of Contemporary Organization** | **Description** | **Example** |
|---|---|---|
| Community of practice | Group of people who share an interest in a topic and interact together on the topic | Associations, international development, education |
| Hybrid | Form of organization that combines two or more forms. May consist of a team structure embedded in a formal hierarchical structure. | Technology firm, some corporations |


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| | | |
|---|---|---|
| Network | An organization with a shared responsibility, equal status among members, and shaped more by the activities of its members than by its hierarchy | Technology firms, craft organizations |
| Bureaucratic | An organization with specialized roles, and a command and control structure with formal hierarchy | U.S. government agency, armed forces, some corporations |
| Professional | A public or private organization that consists of people with strong professional norms and similar professions | Healthcare, law, and higher education |
| Representative democratic | An organization based on the principles of employee autonomy, participation, and even profit-sharing or shared ownership | Credit unions, food-coop |

3. What is an organization?
   Answer: An organization is where people interact and coordinate in order to achieve a purpose.

4. Organizations share one attribute – what is it?
   Answer: All organizations share one attribute: organizations require people interacting with one another.

5. What are four dynamic organizational processes that shed light on life in contemporary organizations?
   Answer: There are four dynamic organizational processes that shed light on life in contemporary organizations. **Individual processes** describe individual differences in characteristics, learning, and perception. **Leading and leadership processes** describe the factors that impact differences in leadership, motivation, persuasion, influence, impression management, and decision making. **Interpersonal processes** refer to the pattern of interactions among individuals that includes groups and teams, negotiation, and communication and diversity.


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**Expert Contribution on *Challenges of Leadership: The Relevance of Organizational Behavior***
**David L. Bradford (Stanford University)**

Leadership means dealing with an increasingly complex, uncertain world that is making more and more personal demands on those who want to manage. Furthermore, there can be no book, no four- or two-year program that can predict all the future challenges. As we have stressed, learning has to be continuous throughout a person's career. The mental models must change as one progresses in an organization or moves to a new field. This demands new competencies and flexibility to fit one's style into different situations. This includes a willingness to see experiences as potential learning opportunities. It demands the ability for self-reflection and openness to feedback. Organizational behavior can provide the framework for that rich learning.

1. Explain what is changing in the world that leaders face today?
   Answer: Increasing globalization means organizations are faced with new competitors, new markets, and more stringent government regulations.
   Disruptive technologies can destroy industries almost overnight; for example, the video distribution business. Cell phones now replace banks as a way to transfer money within Africa or allow farmers in India to check market prices—freeing them up from the tyranny of middlemen buyers.

   The increasing interdependence of the world's economic systems means that an event in one place impacts others in distant places. A tsunami in Japan disrupts auto production in the United States and Europe. A popular rebellion in northern Africa spikes oil prices. Bankruptcy in Italy could destroy the Euro and cause a worldwide recession

   Knowledge is becoming obsolete at an astonishing rate. Half of the "facts" that engineering undergraduates learn in their first year will be outdated by the time they graduate.

2. How can contemporary leaders, who can't have all the answers but who are still held accountable for results, still be open to others' ideas without totally giving way to them?
   Answer: A clear vision and specific strategic and business plans can serve as partial guidelines, but there are still many decisions on *how* to implements those plans. In exploring the assumptions behind one's mental models and seeing the effect of one's behavior, it is possible to gain clarity as to the values behind one's intentions and actions. That clarity on personal values can serve as an important foundation when faced with multiple options and different pressures. This provides a consistency without rigidity, since the same value can be expressed in different ways in different situations.


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**Expert Contribution on *How Companies Keep on Winning: A System for Developing Global Leaders***
**Robert Fulmer (Duke Corporate Education)**

Key research, along with other studies, have shown a high degree of innovation designed to address strategic challenges in developing high-performing leaders. There are increased levels of competition and pressure for change, along with new demographic and generational differences. The best companies practice "innovative imitation" to gain competitive advantage from their business and leadership development activities by consistently using strategic, systemic coordination to develop their high potential global leaders. In this reading an overview of key insights about how the leading global firms go about developing their potential leaders is discussed. Both a backdrop from previous research on the subject and an overview of key findings about emerging, innovative best practices from leading firms are outlined.

1. Why do high-performing firms tie leadership development closely to their business strategies?
   Answer: High-performing firms engage in leadership training and development because they believe such practices are a part of their long-term strategies for success.

2. What is the first step to linking leadership development to a firm's strategic vision?
   Answer: The first step is to develop an awareness of leadership development programs used by other firms.

3. Why do firms utilize the expertise of the American Productivity and Quality Center (APQC)?
   Answer: APQC maintains the world's largest database of benchmarks for real-time performance metrics. APQC can provide instant benchmarks to help firms determine where their organization stands in terms of leadership performance, as well as online tools that compare the company's own data with that provided by peers. In an effort to make best practices widely available, they have sponsored a variety of best practice studies.

## Part 2 The Individual in the Organization

### Topic Summary 2: Individual Characteristics

Topic Summary: Individual Characteristics


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Individual characteristics are associated with performance and organizational success. These characteristics include competencies (knowledge, skills, and abilities), emotions, personality, and attitudes. Personality is a general term that includes emotions, attitudes, perceptions, and behaviors. The Big Five suggests that some individual characteristics are associated with improved performance in organizations. For example, across all occupational groups, high levels of conscientiousness predict positive job performance. Individual characteristics of people help us understand what people think, feel, and do in organizations.

1. What are the twelve competencies most employers are looking for?

   Answer:

   1. Critical thinking/problem solving
   2. Creativity/innovation
   3. Leadership
   4. Teamwork/collaboration
   5. Written communications (conveying written messages clearly and effectively)
   6. Lifelong learning pursuit/self-direction
   7. Information technology application
   8. Oral communications
   9. Ethics/social responsibility
   10. Diversity
   11. English language (spoken)
   12. Writing in English (grammar, spelling, etc.)

2. What is emotional intelligence, and discuss the link to performance.
   Answer: Emotional intelligence, sometimes called emotional quotient, or EQ, involves being able to recognize and respond to social and emotional situations. Importantly, emotional intelligence as a competency can be developed and changed. Levels of emotional intelligence can differ across individuals. High levels of emotional intelligence have been found to be predictive of high performance in many studies. Emotional intelligence differs from traditional or cognitive intelligence. Traditional intelligence accounts for only a small percentage of success in an organization.

3. Explain locus of control, both internal and external, and give some examples.
   Answer: The extent to which someone believes that they are in control of their environment is termed **locus of control**. If an individual has a high internal locus of control, they think that they are in control of what happens to them.

   **Locus of Control and Employee Beliefs**

| **Employees with an internal locus of** | **Employees with an external locus of** |
|---|---|


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| control | control |
|---|---|
| Bad events are caused by mistakes | Bad events are caused by bad luck |
| Success is caused by effort and hard work | Success is about being in the right place at the right time |
| Poor grades are caused by lack of effort | Poor grades are handed out and unfair |
| People can make friends by trying | People like or dislike you; there is little point in trying |
| High performance evaluations are the result of effort and hard work | High performance evaluations are the result of the boss's whim |

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**Expert Contribution on *Solving the Introvert Problem***

**Laurie Helgoe (Davis and Elkins College)**

According to personality type theory, we all use introversion and extraversion. We just tend to prefer one over the other and use it more often. Sometimes the preference isn't evident until the individual is under stress—the introvert wants to retreat and the extravert wants to talk. Instead of trying to force a universal language of the workplace, organizational leaders can optimize their human resources by encouraging a bilingual consciousness. But until introversion becomes a visible, viable, and valued alternative in the workplace, introverts—and extraverts in an introverted mood—will not be fully present until they clock out.

1. Personality testing and training, now offered by many organizations, provide a starting point for change. What can a person learn from this kind of test?
   Answer: Personality testing helps individuals recognize how they tick, what helps them work at their best, and how to work with people who tick differently. But unless existing assumptions are also put to the test, unspoken biases will undermine application of the insights.

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**Expert Contribution on *Narcissism and Its Role in Organizations***

**W. Keith Campbell (University of Georgia) & Stacy M. Campbell (Kennesaw State University)**

Narcissism is a trait linked to grandiosity and entitlement that has a range of consequences in the workplace. Narcissism is a trade-off. It is primarily a destructive force, but has some benefits as well. There is a need to control expressions of narcissism in the workplace (and in ourselves). Although there are some contexts where narcissism will give us a competitive advantage (like performing in public), most of the time it will serve to harm those around us.

1. Do narcissistic individuals make effective leaders? Explain.


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Answer: Narcissistic individuals, on average, do not make effective leaders in the long term. Narcissistic leaders tend to make risky decisions. When these are successful, the rewards for the organization can be large; when these are unsuccessful, however, it can be disastrous. In lab studies, narcissistic leaders are good at competitive resource extraction. For example, in studies we have looked at willingness to cut down a renewable forest. The narcissistic leaders cut down the forest quickly, which can be seen as positive for the company in the short term. However, the narcissistic leaders destroy the renewable resource more quickly, which is detrimental for the company in the longer term. Narcissistic leaders also have, on average, questionable ethics. That is, their lack of empathy and propensity to exploit others make them more likely to bend the rules when the action will benefit them. Thus, a link between narcissism and white-collar crime is seen.

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**Expert Contribution on *The Importance of Affect at Work***

**Donald E. Gibson (Fairfield University) & Sigal G. Barsade (University of Pennsylvania)**

If managers want to address the bottom line, they should follow this rule: Rather than trying to shut down employee emotions under the assumption that they will only get in the way of productivity, the enlightened manager needs to understand his or her own emotions and the emotions of other people. This is the idea of the emotionally intelligent manager. This manager will have a competitive advantage in the workplace as he or she will understand that emotions are information and will be able to use all the cognitive and emotional signals the environment offers to contribute to effective decision making and management. In addition, the message for managers from cutting-edge research is mostly that going to work feeling upbeat and positive can have a demonstrable impact on the people around you, the groups you work with, and ultimately, your effectiveness. Achieving this happiness at work, of course, may not be easy. It may mean looking at the people around you in new ways so that you can see the positive, rather than the negative aspects in others. It may mean choosing more carefully when you wish to express your irritation. It may mean saving your anger until it really counts. Yes, workplaces are emotional because they consist of people who have emotions. What effective managers do is understand this fact and use that knowledge to enhance their own and the group's productivity.

1. At work, people should be focused on rational aspects such as task performance, operating efficiencies, and objective data analysis rather than emotional aspects such as the happiness, anger, love, and sadness they may feel in response to what happens to them at work. Is this true or false? Explain.
   Answer: Recent research in management and psychology is showing just how wrong this view is. Emotions are a critical factor in successful workplace performance. Employees cannot leave their emotions at home, and more importantly, managers shouldn't want them to. Strong feelings are present at any


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time work issues are confronted that matter to us and our organizational performance. The current research provides substantial evidence of how emotions influence managerial actions in a range of areas including decision making, task performance, leadership, teamwork, and negotiation.

2. As a manager, the ability to "read" and comprehend employees' emotional responses and tendencies is not important. True or false? Explain.
   Answer: A manager needs to understand when the team he or she is leading is feeling stressed and needs to have issues addressed, or how to handle particular team members they know will get defensive and angry when provided with negative feedback. Managers also need to understand their own emotional responses and how they are likely to respond to work situations that can be anxiety provoking, annoying, or energizing. These abilities are grouped under the concept of "emotional intelligence."

3. Why do positive states possibly lead to enhanced creativity?
   Answer: One theory is that positive affect leads to a state in which more cognitive material—that is, more variety in the kinds of ideas that come to mind—is available for processing. Then, once those thoughts are available, positive affect leads to a more complex, flexible way of thinking, making it more likely that the person will make use of the ideas that are available and will see a way to bring these diverse thoughts together in creating a new idea.

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**Expert Contribution on *The Challenge of Managing Emotions in the Workplace***
**Neal M. Ashkanasy (University of Queensland) & Catherine S. Daus (Southern Illinois University, Edwardsville)**

This article argues that managing emotions in the workplace is both an imperative and a challenge for managers. Gone are the days when organizational managers can choose to dismiss emotions as "something we don't do around here." Recognizing and dealing with emotions in the workplace appropriately is now seen to be a central tenet of effective management. Discussed in detail were the three most fundamental levels: (1) the day-to-day and moment-to-moment fluctuations experienced by employees as a result of "affective events"; (2) individual differences in employees' and managers' emotional intelligence; and (3) the need to manage emotion expression and the effects this has on employee health and well-being.

1. Explain Affective Events Theory (AET).
   Answer: AET is an approach to understanding how our emotions impact our work life. AET, at its core, integrates a strong emphasis on emotion states and traits as influencing employee attitudes and behaviors/outcomes. Further, according to this theory, it is often the small, everyday hassles or events like Raul experienced that influence the way we process job-relevant information, and think and feel about our


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jobs, employers, and colleagues. In the last decade and a half since AET was first published, research has solidified support for AET's main tenets.

2. What are the five recommendations for engendering a healthy and positive workplace environment?
   Answer: They are (1) to build an emotion focus into the organization's culture; (2) to understand the emotional impact of jobs on employees; (3) to hire and fire on the basis of fit with the emotionally healthy organization; (4) to design reward and compensation systems that encourage a positive and friendly emotional climate; and (5) to train employees and their supervisors in emotional intelligence skills and healthy emotional expression. It's concluded that managers who adopt these five recommendations are going to be best equipped to meet the challenges of today's dynamic and exciting workplace environments.


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