Essentials of Organizational Behavior 15th edition Robbins Solutions Manual

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Chapter 1

What Is Organizational Behavior?

Chapter Overview

This chapter introduces the concept of organizational behavior. The focus of the text is that coupling individual understanding of behavior gained through experience with that gained through systematic organizational behavior (OB) analysis will help managers become more effective.

Many of the important challenges being faced by today's managers are described, as are the three levels of OB study. The outline of the text is described in relation to these three levels.

Chapter Objectives

PPT 1.2

After studying this chapter, the student should be able to:

1-1. Define organizational behavior (referred to as OB throughout the text).
1-2. Show the value of systematic study to OB.
1-3. Identify the major behavioral science disciplines that contribute to OB.
1-4. Demonstrate why few absolutes apply to OB.
1-5. Identify managers' challenges and opportunities in applying OB concepts.
1-6. Compare the three levels of analysis in this text's OB model.
1-7. Describe the key employability skills gained from studying OB that are applicable to other major or future careers.

Suggested Lecture Outline

I. INTRODUCTION
   A. Until the late 1980s, business school curricula emphasized the technical aspects of management, focusing on economics, accounting, finance, and quantitative techniques.
      1. Course work in human behavior and people skills received relatively less attention.
      2. During the past three decades, however, business faculty have come to realize the role that understanding human behavior plays in determining a manager's effectiveness, and required courses on people skills have been added to many curricula.
   B. Developing managers' interpersonal skills also helps organizations attract and keep high-performing employees.
      1. Regardless of labor market conditions, outstanding employees are always in short supply.
      2. Companies known as good places to work have a big advantage.

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3. A recent survey of hundreds of workplaces and over 200,000 respondents showed the social relationships among coworkers and supervisors were strongly related to overall job satisfaction.
   a. Positive social relationships also were associated with lower stress at work and lower intentions to quit.
   b. Having managers with good interpersonal skills is likely to make the workplace more pleasant, which in turn makes it easier to hire and keep qualified people.
   c. Increasing the OB element in organizations can foster social responsibility awareness.
4. We have come to understand that in today's competitive and demanding workplace, managers can't succeed on their technical skills alone.
   a. They also have to have good people skills.
   b. This book has been written to help both managers and potential managers develop those people skills.

II. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

PPT 1.3, 4

A. The roles of a manager — and the necessary skills to perform as one — are constantly evolving.
   1. Yet, more than ever, individuals are placed into management positions without management training or informed experience.
   2. Furthermore, a Gallup poll found that organizations chose the wrong candidate for management positions 82 percent of the time.

B. Effective versus Successful Managerial Activities.
   1. What makes one manager more effective than another? To answer the question, Fred Luthans, a prominent OB researcher, and his associates looked at what managers do from a unique perspective.
   2. Luthans and his associates studied more than 450 managers. All engaged in four managerial activities:
      a. **Traditional management.** Decision making, planning, and controlling.
      b. **Communication**. Exchanging routine information and processing paperwork.
      c. **Human resources (HR) management.** Motivating, disciplining, managing conflict, staffing, and training.
      d. **Networking.** Socializing, politicking, and interacting with outsiders.
   3. Among managers who were successful (defined in terms of speed of promotion within their organizations), networking made the largest relative contribution to success and HR management activities made the least relative contribution, which is the opposite of the average manager.

C. Organizational Behavior (OB) Defined.
   1. **Organizational behavior** (OB) studies the influence that individuals, groups, and structure have on behavior within organizations. The chief goal of OB is to apply that knowledge toward improving an organization's effectiveness.

PPT 1.5

   2. OB studies three determinants of behavior in organizations:
      a. individuals
      b. groups
      c. structure
   3. OB applies the knowledge gained from this study to make organizations work

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more effectively.

4. This text will focus on:
   a. motivation
   b. leader behavior and power
   c. interpersonal communication
   d. group structure and processes
   e. attitude development and perception
   f. change processes
   g. conflict and negotiation
   h. work design

PPT 1.6

III. COMPLEMENTING INTUITION WITH SYSTEMATIC STUDY

A. People develop intuitive understandings of the behaviors of other people through experience. This experiential, common sense method of "reading" human behavior can often lead to erroneous predictions.

B. You can improve your predictive ability by taking the systematic approach to the study of human behavior.

PPT 1.7

C. The fundamental assumption of the systematic approach is that human behavior is not random. There are fundamental consistencies that underlie the behavior of all individuals, and these fundamental consistencies can be identified and then modified to reflect individual differences.

1. **Systematic study** of behavior means: examining relationships, attempting to attribute causes and effects, and basing our conclusions on scientific evidence — that is, on data gathered under controlled conditions and measured and interpreted in a reasonably rigorous manner.

PPT 1.8

2. **Evidence-Based Management (EBM)**: This complementary approach to systematic study involves basing managerial decisions on the best available scientific evidence. Managers must become more scientific about how they think about managerial problems and not rely on instinct.

PPT 1.9

3. **Intuition**: your "gut feelings" about "what makes others tick." This natural ability to guess how people will react is most accurate when coupled with systematic thinking and evidence-based management.

D. Big Data.

1. **Big data** is the extensive use of statistical compilation and analysis—didn't become possible until computers were sophisticated enough to both store and manipulate large amounts of information. The use of big data began with online retailers but has since permeated virtually every business.

PPT 1.10

2. Current Usage: The reasons for data analytics include: predicting events, detecting how much risk is incurred at any time, and preventing catastrophes large and small.
3. New Trends: The use of big data for understanding, helping, and managing people is relatively new but holds promise. A manager who uses data to define objectives, develop theories of causality, and test those theories can determine which employee activities are relevant to the objectives. Big data has implications for correcting management assumptions and increasing positive performance outcomes.

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4. Limitations: As technological capabilities for handling big data have increased, so have issues of privacy and appropriate application. This is particularly true when data collection includes surveillance instruments.
    a. We are not advising you to throw intuition out the window. In dealing with people, leaders often rely on hunches, and sometimes the outcomes are excellent. At other times, human tendencies get in the way. What we are advising is to use evidence as much as possible to inform your intuition and experience. The prudent use of big data, along with an understanding of human behavioral tendencies, can contribute to sound decision making and ease natural biases. That is the promise of OB.

IV. DISCIPLINES THAT CONTRIBUTE TO THE OB FIELD

A. Organizational behavior is an applied behavioral science built on contributions from a number of behavioral disciplines, mainly psychology and social psychology, sociology, and anthropology.

PPT 1.11

1. Psychology's contributions have been mainly at the individual or micro level of analysis, while the other disciplines have contributed to our understanding of macro concepts such as group processes and organization.
2. Exhibit 1-1 is an overview of the major contributions to the study of organizational behavior.

B. **Psychology**: seeks to measure, explain, and sometimes change behavior of humans and other animals.
    1. Those who have contributed and continue to add to the knowledge of OB are:
        a. learning theorists
        b. personality theorists
        c. counseling psychologists
        d. industrial and organizational psychologists
            1) Early industrial/organizational psychologists studied the problems of fatigue, boredom, and other working conditions that could impede efficient work performance.
            2) More recently, their contributions have expanded to include learning, perception, personality, emotions, training, leadership effectiveness, needs and motivational forces, job satisfaction, decision-making processes, performance appraisals, attitude measurement, employee-selection techniques, work design, and job stress.

C. **Social psychology**: generally considered a branch of psychology; blends concepts from both psychology and sociology to focus on people's influence on one another.
    1. One major study area is change—how to implement it and how to reduce barriers to its acceptance.
    2. Social psychologists also contribute to measuring, understanding, and changing attitudes; identifying communication patterns; and building trust.
    3. Finally, they have made important contributions to our study of group behavior, power, and conflict.

D. **Sociology**: studies people in relation to their social environment or culture.
    1. While psychology focuses on the individual, **sociology** studies people in relation to their social environment or culture.
        a. Sociologists have contributed to OB through their study of group behavior in organizations, particularly formal and complex organizations.

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b. Perhaps most important, sociologists have studied organizational culture, formal organization theory and structure, organizational technology, communications, power, and conflict.

E. **Anthropology**: the study of societies to learn about human beings and their activities.
   1. Anthropologists' work on cultures and environments has helped us understand differences in fundamental values, attitudes, and behavior between people in different countries and within different organizations.
   2. Much of our current understanding of organizational culture, organizational environments, and differences among national cultures is a result of the work of anthropologists or those using their methods.

V. THERE ARE FEW ABSOLUTES IN OB

PPT 1.12

A. Laws in the physical sciences—chemistry, astronomy, physics—are consistent and apply in a wide range of situations.
   1. They allow scientists to generalize about the pull of gravity or to be confident about sending astronauts into space to repair satellites.
   2. Human beings are complex, and few, if any, simple and universal principles explain organizational behavior.
      a. Because we are not alike, our ability to make simple, accurate, and sweeping generalizations is limited.
      b. Two people often act very differently in the same situation, and the same person's behavior changes in different situations.
      c. Not everyone is motivated by money, and people may behave differently at a religious service than they do at a party.

B. That doesn't mean that we can't offer reasonably accurate explanations of human behavior or make valid predictions. It does mean that OB concepts must reflect situational, or contingency, conditions.
   1. We can say x leads to y, but only under conditions specified in z—the **contingency variables**.
   2. The science of OB was developed by applying general concepts to a particular situation, person, or group.
   3. For example, OB scholars would avoid stating that everyone likes complex and challenging work (the general concept), because not everyone wants a challenging job.
      a. Some people prefer routine to varied or simple over complex.
      b. A job attractive to one person may not be to another; its appeal is contingent upon the person who holds it.
   4. We best understand OB when we realize how both (general effects and the contingencies that affect them) often guide behavior.

PPT 1.13

VI. CHALLENGES AND OPPORTUNITIES FOR OB

PPT 1.14

A. Understanding organizational behavior has never been more important for managers.

B. Take a quick look at the dramatic changes in organizations.

Exhibit 1-2

   1. The typical employee is getting increasingly diverse.
   2. Global competition requires employees to become more flexible and cope with rapid change.

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C. Continuing Globalization. PPT 1.15
   1. **Globalization** is the process in which worldwide integration and interdependence is promoted across national borders.
   2. Working with People from Different Cultures: In your own country or on foreign assignment, you'll find yourself working with bosses, peers, and other employees born and raised in different cultures. What motivates you may not motivate them. Or your communication style may be straightforward and open, which others may find uncomfortable and threatening. To work effectively with people from different cultures, you need to understand how their culture and background have shaped them and how to adapt your management style to fit any differences.
   3. Adapting to Differing Cultural and Regulatory Norms: To be effective, managers need to know the cultural norms of the workforce in each country where they do business.

D. Workforce Demographics. PPT 1.16
   1. The workforce has always adapted to variations in the economy, longevity, birth rates, socioeconomic conditions, and other changes that have a widespread impact. People adapt to survive, and OB studies the way those adaptations affect individuals' behavior.
   2. As students of OB, we can investigate what factors lead employees to make various choices and how their experiences affect their perceptions of their workplaces. In turn, this can help us predict organizational outcomes.
   3. Longevity and birth rates have also changed the dynamics in organizations. Global longevity rates have increased by six years in a very short time while birth rates are decreasing for many developed countries; trends that together indicate a lasting shift toward an older workforce. OB research can help explain what this means for employee attitudes, organizational culture, leadership, structure, and communication. Finally, socioeconomic shifts have a profound effect on workforce demographics.

E. Workforce Diversity. PPT 1.17
   1. One of the most important challenges for organizations is **workforce diversity**, a trend by which organizations are becoming more heterogeneous in terms of employees' gender, age, race, ethnicity, sexual orientation, and other characteristics.
   2. Managing this diversity is a global concern. Though we have more to say about it in the next chapter, suffice it to say here that diversity presents great opportunities and poses challenging questions for managers and employees.

F. Social Media. PPT 1.18
   1. Social media in the business world is here to stay.
   2. Despite its pervasiveness, many organizations continue to struggle with employees' use of social media in the workplace.
   3. Social media is a difficult issue for today's managers, presenting both a challenge and an opportunity for OB. For instance, how much should HR look into a candidate's social media presence? Should a hiring manager read the candidate's Twitter feeds, or just do a quick perusal of his or her Facebook profile? Managers need to adopt policies designed to protect employees and their organizations with balance and understanding.
   4. Once employees are on the job, many organizations have policies about

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accessing social media at work—when, where, and for what purposes. But what about the impact of social media on employee well-being? One recent study found that subjects who woke up in a positive mood and then accessed Facebook frequently found their mood worsened during the day.

G. Employee Well-Being at Work.

PPT 1.19

1. One of the biggest challenges to maintaining employee well-being is the reality that many workers never get away from the virtual workplace. While communication technology allows many technical and professional employees to do their work at home, in their cars, or on the beach in Tahiti, it also means many feel like they're not part of a team.
2. Another challenge is that organizations are asking employees to put in longer hours. According to one recent study, one in four employees shows signs of burnout, and two in three report high stress levels and fatigue.
3. Finally, employee well-being is challenged by heavy outside commitments. Millions of single-parent employees and employees with dependent parents face significant challenges in balancing work and family responsibilities, for instance.

H. Positive Work Environment.

PPT 1.20

1. A growing area in OB research is **positive organizational scholarship** (POS; also called positive organizational behavior), which studies how organizations develop human strengths, foster vitality and resilience, and unlock potential.
2. Researchers in this area say too much of OB research and management practice has been targeted toward identifying what's wrong with organizations and their employees.
3. In response, they try to study what's good about them. Some key subjects in positive OB research are engagement, hope, optimism, and resilience in the face of strain. Researchers hope to help practitioners create positive work environments for employees.
4. One aspect of a positive work environment is the organization's culture, the topic of Chapter 16. Organizational culture influences employee behavior so strongly that organizations have employed "culture officers" to shape and preserve the company's personality.

I. Ethical Behavior.

PPT 1.21

1. In an organizational world characterized by cutbacks, expectations of increasing productivity, and tough competition, it's not surprising many employees feel pressured to cut corners, break rules, and engage in other questionable practices.
2. Increasingly they face **ethical dilemmas** and **ethical choices**, in which they are required to identify right and wrong conduct.
   a. What constitutes good ethical behavior has never been clearly defined, and, in recent years, the line differentiating right from wrong has blurred.
   b. Employees see people all around them engaging in unethical practices—elected officials pad expense accounts or take bribes; corporate executives inflate profits, so they can cash in lucrative stock options; and university administrators look the other way when winning coaches encourage scholarship athletes to take easy courses.
      1) When caught, these people give excuses such as "Everyone does it" or "You have to seize every advantage nowadays."

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3. Today's manager must create an ethically healthy climate for his or her employees, where they can do their work productively with minimal ambiguity about what right and wrong behaviors are.
   a. Companies that promote a strong ethical mission, encourage employees to behave with integrity, and provide strong ethical leadership can influence employee decisions to behave ethically.
   b. In upcoming chapters, we'll discuss the actions managers can take to create an ethically healthy climate and help employees sort through ethically ambiguous situations.

VII. COMING ATTRACTIONS: DEVELOPING AN OB MODEL

PPT 1.22

This book will follow the three levels of OB analysis, building from the individual to the organizational perspectives. Each level builds upon the levels before it.

A. Overview.

1. A **model** is an abstraction of reality, a simplified representation of some real-world phenomenon.

PPT 1.23

2. Exhibit 1-3 presents the skeleton of our OB model. It proposes three types of variables (inputs, processes, and outcomes) at three levels of analysis (individual, group, and organizational).

Exhibit 1-3

3. The model illustrates that inputs lead to processes, which lead to outcomes; we discuss interrelationships at each level of analysis.
   a. Notice that the model also shows that outcomes can influence inputs in the future, which highlights the broad-reaching effect OB initiatives can have on an organization's future.

PPT 1.24

4. Inputs.
   a. **Inputs** are the variables like personality, group structure, and organizational culture that lead to processes. These variables set the stage for what will occur in an organization later. Many are determined in advance of the employment relationship.
5. Processes.
   a. **Processes** are actions that individuals, groups, and organizations engage in as a result of inputs and that lead to certain outcomes.
      1) At the individual level, processes include emotions and moods, motivation, perception, and decision making.
      2) At the group level, they include communication, leadership, power and politics, and conflict and negotiation. Finally, at the organizational level, processes include HR management and change practices.
6. Outcomes.
   a. **Outcomes** are the key variables that you want to explain or predict and that are affected by some other variables.
   b. What are the primary outcomes in OB? Scholars have emphasized individual-level outcomes, such as attitudes and stress, task performance, citizenship behavior, and withdrawal.
   c. At the group level, cohesion and functioning are the dependent variables.
   d. Finally, at the organizational level, we look at overall productivity and survival.
7. Attitudes and Stress: As we discuss in depth in Chapter 3, employee **attitudes** are the evaluations employees make, ranging from positive to negative, about objects, people, or events.

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   a. **Stress** is a psychological process that occurs in response to environmental pressures.
8. Task Performance: The combination of effectiveness and efficiency at doing your core job tasks is a reflection of your level of **task performance**.
9. Organizational Citizenship Behavior (OCB): The discretionary behavior that is not part of an employee's formal job requirements and that contributes to the psychological and social environment of the workplace, is called **organizational citizenship behavior (OCB)**, or simply citizenship behavior.
   a. Successful organizations have employees who do more than their usual job duties—who provide performance beyond expectations.
   b. Organizations want and need employees who make positive contributions that aren't in any job description, and evidence indicates organizations that have such employees outperform those that don't.
10. Withdrawal Behavior: **Withdrawal behavior** is the set of actions that employees take to separate themselves from the organization.
   a. There are many forms of withdrawal, ranging from showing up late or failing to attend meetings to absenteeism and turnover.
   b. Employee withdrawal can have a very negative effect on an organization.
11. Group Cohesion: **Group cohesion** is the extent to which members of a group support and validate one another at work.
   a. In other words, a cohesive group is one that sticks together. When employees trust one another, seek common goals, and work together to achieve these common ends, the group is cohesive; when employees are divided among themselves in terms of what they want to achieve and have little loyalty to one another, the group is not cohesive.
12. Group Functioning: In the same way that positive job attitudes can be associated with higher levels of task performance, group cohesion should lead to positive group functioning.
   a. **Group functioning** refers to the quantity and quality of a group's work output.
13. Productivity: The highest level of analysis in OB is the organization as a whole.
   a. An organization is productive if it achieves its goals by transforming inputs into outputs at the lowest cost.
   b. Thus, **productivity** requires both **effectiveness** and **efficiency**.
   c. A business firm is *effective* when it attains its sales or market share goals, but its productivity also depends on achieving those goals *efficiently*.
      1) Popular measures of organizational efficiency include return on investment, profit per dollar of sales, and output per hour of labor.
14. Survival: The final outcome we consider is **organizational survival**, which is simply evidence that the organization is able to exist and grow over the long term.
   a. The survival of an organization depends not just on how productive the organization is, but also on how well it fits with its environment.
   b. A company that is very productively making goods and services of little value to the market is unlikely to survive for long, so survival also relies on perceiving the market successfully, making good decisions about how and when to pursue opportunities, and successfully managing change to adapt to new business conditions.

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VIII. EMPLOYABILITY SKILLS

A. Challenges relevant to OB can be found in just about every function of business, from finance and accounting to management and marketing.
   1. At some point in your career, you will come across an issue that hinges to a large degree on the behavior of people in organizations.
   2. OB is an essential piece of the puzzle in solving many problems that involve managing integrity/social responsibility, managing resources, competing among businesses, bolstering customer and employee loyalty, reducing uncertainty, complying with government regulation, managing risks, and finding the right staff – all while growing revenue and increasing profit.

B. OB is not relevant to business majors only; it is important for all students, no matter what their majors are.
   1. OB principles matter and can help increase employability as well as interpersonal skills in the workplace.
   2. These skills can also help you become successful in your classes, as you interact with other students and your professors!
   3. Entry-level professional employees and working professionals benefit from having solid foundational skills in OB, such as communication, collaboration, problem solving, social responsibility, and knowledge application and analysis.

C. Employability Skills that apply across majors:
   1. *Critical thinking* involves purposeful and goal-directed thinking used to define and solve problems and to make decisions or form judgements related to a situation or set of circumstances. It involves cognitive, metacognitive, and dispositional components that can be applied differently in specific contexts.

PPT 1.25

   2. *Communication* is defined as the effective use of oral, written, and nonverbal communications skills for multiple purposes; effective listening; the use of technology to communicate; and the ability to evaluate the effectiveness of communications efforts within diverse contexts.
   3. *Collaboration* is a skill in which individuals can actively work together on a task, constructing meaning and knowledge as a group through dialogue and negotiation that results in a final product reflective of their joint, interdependent actions.
   4. *Knowledge application and analysis* is defined as the ability to learn a concept and then apply that knowledge appropriately in another setting to achieve a higher level of understanding.
   5. *Social responsibility* includes skills related to both business ethics and corporate social responsibility. Business ethics includes sets of guiding principles that influence the way individuals and organizations behave within the society that they operate.

IX. SUMMARY AND IMPLICATIONS FOR MANAGERS

A. Managers need to develop their interpersonal, or people, skills to be effective in their jobs.

PPT 1.26

   1. Organizational behavior (OB) investigates the impact that individuals, groups, and structure have on behavior within an organization, and it applies that knowledge to make organizations work more effectively.

B. Here are a few specific implications for managers:

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1. Resist the inclination to rely on generalizations; some provide valid insights into human behavior, but many are erroneous.
2. Use metrics and situational variables rather than hunches to explain cause-and-effect relationships.
3. Work on your interpersonal skills to increase your leadership potential.
4. Improve your technical and conceptual skills through training and staying current with organizational trends like big data.
5. Organizational behavior can improve your employees' work quality and productivity by showing you how to empower your employees, design and implement change programs, improve customer service, and address the work-life balance conflict.

PPT 1.27

Discussion Questions

1. Define organizational behavior (OB). How can learning OB help you in your daily life?
   Answer: OB is the study of the influence that individuals, groups, and structure have on behavior within organizations. The chief goal of OB is to apply that knowledge toward improving an organization's effectiveness.
   The second question will vary depending on the student, but there should be a direct link between life situations and the areas covered by OB. Students should give some indication that by having a systematic understanding of behavior, rather than just an individual experiential understanding of behavior, a better outcome would be achieved.
2. Why has the study of OB become a standard component of business school programs?
   Answer: Business schools have come to realize, as have most managers, that learning just the technical aspects of management is insufficient for long-term managerial success. The important factors for this long-term managerial success are gaining an understanding of human behavior and developing increased communication skills.
3. How does the systematic study of OB help managers be more effective?
   Answer: Most people learn human behavior through their own individual observations. This method of learning always contains the potential for error. By coupling this individual learning with the systematic scientific study of OB and evidence-based management, managers benefit from the experiences and study of thousands of social scientists, rather than just relying on their own limited experiences. This broader base of understanding is more likely to help the manager make much better decisions and influence people more effectively.
4. What behavioral sciences contribute to our understanding of OB? Select one of these behavioral sciences and describe how it helps managers.
   Answer: Psychology, social psychology, sociology, and anthropology are the behavioral sciences that contribute to our understanding of OB.
   The answers to the second question will vary depending on the students. The answer should tie the primary learning areas of one of the behavioral sciences (see below) to typical managerial problems. Ensure that the student indicates that knowing more about OB will make managers more effective through either (1) a greater ability to understand and influence other people, (2) a better design of organizations and jobs, or (3) a better understanding of group behavior.

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Psychology: individual (micro) focus, in the areas of learning, perception, personality, emotions, training, leadership effectiveness, needs, motivation, job satisfaction, decision making, performance appraisals, attitude measurements, employee selection, work design, and job stress.

Social Psychology: individual and group (macro) focus, in the areas of change, measuring and changing attitudes, communication patterns, building trust, group behavior, power, and conflict.

Sociology: group and organizational (macro) focus, in the areas of group behavior, organizational culture, organizational theory and structure, communications, power, and conflict.

Anthropology: group and organizational (macro) focus, in the areas of values, attitudes, behaviors between organizations and countries. Anthropology also studies organizational culture and environment.

5. Select one of the OB concepts given in the chapter and apply it to a situation in your work or school life. How did this concept help with the situation, or if it was not applied, how could it have helped in the outcome?
   Answer: The answers will vary depending on the student. Ensure that the student clearly ties the situation to an OB concept and indicates understanding of the concept by explaining how the concept would help the situation.
6. Taken from a managerial point of view, what do you think is the major OB challenge facing businesses today?
   Answer: This may again vary depending on the particular viewpoint and experience of the student, but it should be one of the following. The best answers based on the text are (1) managing diversity or (2) responding to globalization. Other acceptable answers are: (3) improving customer service, (4) improving people skills, (5) stimulating innovation and change, (6) coping with "temporariness," (7) working in networked organizations, (8) helping employees balance work-life conflicts, or (9) improving ethical behavior. Ensure that the student provides a good rationale for the answer.
7. Compare and contrast the three levels of OB analysis.
   Answer: The three levels are individual, group, and organizational systems. Common aspects: the study of human behavior including decision making, emotion, perception, and motivation. Unique aspects for each level deal primarily with the focus of the research activity: person, group, or larger grouping (such as society, organization, or country). It should be noted, however, that each successive level builds on the theories and findings of the lower levels.

Exercises

1. Self-analysis. What do you hope to gain from the study of OB? How well do you think you currently understand human behavior in organizations? Have you ever been surprised by the actions or reactions of another person? Why? Describe what actually happened and what you were expecting to happen. What do you think may have caused the difference?
2. Web Crawling. Using an Internet search engine of your choice, find an article in either the popular press or a professional journal that relates to OB. Describe the key points of the article and detail how OB was used or should have been used in the situation.

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3. Current Event. In a small group (four or fewer people per group), discuss a current event that was influenced by, or could have been positively influenced by, a clear understanding of OB. Prepare a ten-minute group presentation that concisely describes the current event and what the team believes to be the impact of OB. Discuss the team's results with the class.
4. Three-Minute Elevator Introduction. Have students introduce themselves by giving their name and any other information you deem appropriate, and by offering one short one- to three-minute story about an experience they had with an organization. Give students several minutes to think about their story. Keep time, and stop students who go too long. Tell them to imagine that they are new employees and introducing themselves to coworkers met in an elevator.
5. Experiences with Managers. Divide the class into groups of three, and have them discuss their experiences with managers. They may discuss items such as their last performance appraisal, a job interview, or a customer service issue. Use this as a starting point to discuss the importance of "people" in an organizational context.
6. Where Do You Want to Work? Lead a class discussion on what makes good organizations and what makes bad organizations. Create two lists on the board (good and bad) and write the ideas as the students brainstorm them. Once the class has given 10-20 answers on each list, stop them, and start grouping their responses into relevant key ideas. Point out how these key ideas are the primary topics of OB studies.
7. Learn from Experience. If you have older adult students, have them share their experiences regarding how the workplace used to look. Examine such issues as the demographic make-up of the organization and the attitudes of workers toward management. Emphasize how new the field of OB is, based upon these anecdotes.
8. Analyzing Your Organization (Cumulative Project). This is an on-going activity that will help the student better understand his or her organization, or, if the student is not currently working, the organization for which he or she would like to work. This cumulative "hands-on" project will build on the concepts of each chapter. The point of the exercise is to take the OB theories and concepts and apply them to real organizations.
   There are many ways you can use this project. For example, it could serve as homework to be turned in each week or a project to be built upon each week and turned in at the end of the class as a term paper/project. You could also use the exercise as a class discussion item, selecting students to do short discussion starter presentations several times per term. Still another use is to have them summarize their findings in small groups, and have each group report a summary to the class. Most of these activities will involve interviewing someone who has knowledge of the topic. While interviewing someone in the subject organization is preferable, you may wish to allow students to interview outside experts to gain a greater understanding of the concepts.
   Use the questions provided after each chapter of the Instructor's Manual as a guideline, but be sure to adapt them to the students' needs. It is desirable for students to obtain written approval from their manager or supervisor early on in the process. Because OB deals with potentially sensitive issues, it is best if the students detail the project to the relevant parties early on in the process. You may choose to have the written approval as part of the first deliverables in this project.
9. Levels of Analysis. Divide the class into small groups of three or four students. Have them choose a team or group within an organization. Have them identify several

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inputs, processes, and outcomes at each of the three levels of analysis (individual, group, and organizational level). Additionally, identify at least one contingency variable at each level of analysis.

Suggested Assignments

1. Have the students discuss your course syllabus, including a description of the project, with their supervisor (or the person who will be their primary contact in cases where the student is not working for the organization to be studied in Analyzing Your Organization, No. 8 above). Submit the written approval.
2. Have the students briefly describe their chosen organization, discussing what goods or services are produced, how many employees it has, what the structure looks like, and a general overview of how the organization of study is managed. Ensure students include their relationship to the organization. (They are employees, job seekers, or simply interested parties.)
3. Have students go to the O*Net Interest Profiler, complete the 60-item survey, and find a suggested occupation that appeals to them. Have students identify and discuss which OB skills are necessary for that occupation, and how they can best prepare themselves to learn those skills. https://www.mynextmove.org/

Other Teaching Resources

1. Gerard, J. G. (2012). Linking in With LinkedIn®: Three Exercises That Enhance Professional Social Networking and Career Building. Journal of Management Education, 36(6), 866–897. https://doi.org/10.1177/1052562911413464
2. The Center for Evidence-Based Management has numerous resources including articles and presentations. https://cebma.org/

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