Organizational Behavior 19th edition Robbins Solutions Manual

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CHAPTER 1

What Is Organizational Behavior?

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

1-1. Define *organizational behavior (OB)*.
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 majors or future careers.

This chapter begins with a vignette entitled "The Rise and Fall of WeWork's CEO." The details of this story are jarring, reflecting the complexity and speed of organizational life. The effects of behavior ring through organizations—felt by workers, managers, groups, teams, and sometimes, by the whole organization. They also highlight several issues of interest to those seeking to understand organizational behavior, including motivation, justice, ethics, structure, culture, personality, and organizationally relevant outcomes, such as turnover, productivity, and survival. Throughout this text, you will learn how organizational challenges often cut across areas like these, so the systematic approach pursued in this text and your course is essential.

BRIEF CHAPTER OUTLINE

I. Management and Organizational Behavior
   A. Who's Who in the World of Work
      1. **Worker**: As an individual, member of work groups, teams, or organizations, contributes to the accomplishment of work goals.
      2. **Manager**: Someone who gets things done through other people. They make decisions, allocate resources, and direct others' activities to attain goals.
      3. **Organization**: A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals.
   B. Management Activities
      1. Although workers' activities may also involve interacting and coordinating work with other people, it is usually a much more significant component of managerial jobs. All

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managers perform four primary management functions: **planning, organizing, leading, and controlling**.

C. Management Roles
   1. Introduction
      a. In the late 1960s, Henry Mintzberg studied five executives to determine what managers did on their jobs. He concluded that managers perform ten different, highly interrelated roles or sets of behaviors attributable to their jobs.
   2. The ten roles can be grouped as being primarily concerned with interpersonal relationships, the transfer of information, and decision making. (Exhibit 1-1)
      a. **Interpersonal Roles**: Figurehead, Leader, Liaison
      b. **Informational Roles**: Monitor, Disseminator, Spokesperson
      c. **Decisional Roles**: Entrepreneur, Disturbance handlers, Resource allocator, Negotiator role

D. Management Skills
   1. **Technical Skills**: The ability to apply specialized knowledge or expertise. All jobs require some specialized expertise, and many people develop their technical skills on the job.
   2. **People Skills**: Ability to work with, understand, and motivate other people, both individually and in groups.
   3. **Conceptual Skills**: The mental ability to analyze and diagnose complex situations.

E. Effective Versus Successful Managerial Activities
   1. Luthans and his associates studied more than 450 managers. They found that all managers engage in four managerial activities:
      a. **Traditional management**
      b. **Communication**
      c. **Human resource (HR) management**
      d. **Networking**
   2. The "average" manager spent 32% of their time in traditional management activities, 29% communicating, 20% in HR management activities, and 19% networking.

F. **Organizational Behavior (OB)** Defined: OB is a field of study investigating the impact that individuals, groups, and structure have on behavior within organizations to apply such knowledge toward improving an organization's effectiveness.
   1. OB studies three determinants of behavior in organizations: individuals, groups, and structure.
   2. Successful managers are defined as those who were promoted the fastest. (Exhibit 1-2)

II. Complementing Intuition with Systematic Study

A. Introduction
   1. It is human nature to be a student of other people's behavior. Reading others can often lead to erroneous predictions, but using a systematic approach can improve accuracy.
   2. The systematic approach used in this book will uncover important facts and relationships and provide a base from which more accurate predictions of behavior can be made.
      a. **Systematic Study** of Behavior: Generally, behavior is predictable if we know how the person perceives the situation and what is important to them.

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b. **Evidence-Based Management (EBM)**: Basing managerial decisions on the best available scientific evidence. Complements systematic study. Argues for managers to make decisions on evidence.

3. **Intuition**: An instinct feeling not necessarily supported by research.
4. Systematic study and EBM add to intuition, or those "gut feelings" about "why I do what I do" and "what makes others tick." The key is to know when to use intuition.
5. Many managers hold so-called commonsense opinions regarding effective management that have been flatly refuted by empirical evidence. Moreover, managers are often motivated to hold onto these beliefs even in the face of contradictory evidence.

B. Building on Big Data With Artificial Intelligence
1. Background: Researchers, the media, and company leaders have identified the potential of data-driven management and decision making. A manager who uses data to define objectives, develop theories of causality, and test those theories can determine which employee activities are relevant to their objectives.
2. Current Usage: The reasons for data analytics include predicting any event, detecting how much risk is incurred at any time, and preventing large and small catastrophes.
3. New Trends: The use of Big Data to understand, help, and manage people is "as ubiquitous as the air we breathe. Organizations are also beginning to focus on "fast data," actionable data to guide business decisions in real-time. Artificial intelligence, robotics, and machine learning are among the most recent advancements for processing and analyzing an organization's information.
4. Limitations: As technological capabilities for handling big data and AI have increased, so have privacy issues and appropriate applications of employees and customers as data sources. Human behavior can also be unpredictable and elusive.

III. Disciplines That Contribute to the OB Field
A. Introduction
1. Organizational behavior is an applied behavioral science that is built upon contributions from several behavioral disciplines.
2. The predominant areas are psychology, sociology, social psychology, and anthropology.
3. Exhibit 1-3 overviews the major contributions to the study of organizational behavior.

B. Psychology
1. **Psychology** is the science that seeks to measure, explain, and sometimes change the behavior of humans and other animals.

C. Social Psychology
1. **Social psychology** blends the concepts of psychology and sociology.

D. Sociology
1. Sociologists study the social system in which individuals fill their roles; that is, **sociology** studies people in relation to their fellow human beings.

E. Anthropology
1. **Anthropology** is the study of societies to learn about human beings and their activities.

IV. There Are Few Absolutes in OB
A. Introduction

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1. There are few, if any, simple and universal principles that explain organizational behavior.
2. **Contingency variables**—situational factors are variables that moderate the relationship between the independent and dependent variables.

V. Challenges and Opportunities
   A. Introduction
      1. There are many challenges and opportunities today for managers to use OB concepts.
      2. Employment options today have adapted to include new opportunities for workers. (Exhibit 1-4)
   B. Workforce Diversity and Inclusion
      1. **Workforce diversity** recognizes that the workforce is heterogeneous in its gender identity, age, race, ethnicity, sexual orientation, and other characteristics.
      2. **Workforce inclusion** focuses on creating and maintaining workplaces that support and leverage its members' diversity. An inclusive workplace is one in which workers feel that they are involved in critical processes, feel welcomed and valued, and are treated as "insiders."
      3. OB researchers study how people from diverse backgrounds fare in the workplace, the unique challenges and benefits they experience, and how their conditions can be improved.
   C. Continuing Globalization
      1. **Globalization** is the process in which worldwide integration and interdependence is promoted across national borders.
      2. Increased Foreign Assignments
         a. Working with People from Different Cultures
         b. Even in your own country, you will find yourself working with people born and raised in different cultures. Managers working outside their own country need to know the workforce's cultural norms in each country where they do business.
   D. Technology and Social Media
      1. While technology allows many employees to do their work at home or on the beach in Tahiti, it also means that many feel like they are not part of a team or that they must be "always-on."
      2. Given this significant technology adoption by both employees and organizations, a focus on technologies (e.g., AI, social media, and remote work) will substantially affect OB for years to come.
   E. (Un)ethical Behavior
      1. Unethical behavior is any action that violates widely accepted moral norms (e.g., lying, cheating, stealing, harming others). In contrast, ethical behavior meets or exceeds widely accepted moral norms (e.g., following the rules, going above self-interest to help others).
      2. Companies that promote justice in how rewards and resources are allocated (i.e., the equal treatment of all), how procedures are defined, how people are treated, and how information is distributed can help improve worker perceptions of fairness.
   F. **Corporate Social Responsibility (CSR)**
      1. CSR is an organization's self-regulated actions to benefit society or the environment beyond what is required by law.

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2. CSR positively affects worker attitudes, turnover intentions, and performance. CSR has an even larger effect on discretionary behaviors such as organizational citizenship behavior and deviance (discussed later in this chapter). CSR efforts predict organizations' financial performance.
3. Although CSR's influence is increasing year-after-year, not all employees find value in it.

G. Positive Work Environment
1. **Positive organizational scholarship** is an area of OB research that concerns how organizations develop human strength, foster vitality, build resilience, and unlock potential.

H. The Gig Economy
1. About one-fifth of U.S. workers now work independently as gig workers and almost all the employment growth between 2005-2015 was attributable to gig work.
2. OB can investigate how gig workers navigate the new economy, how their contributions and employment affect organizational outcomes, and what the world can do to address the unique challenges that gig workers face.

I. OB During Crises
1. Managing employees well when times are tough is just as hard as when times are good, if not harder. In good times, understanding how to reward, satisfy, and retain employees is at a premium. In bad times, issues like stress, decision making, and coping come to the forefront.

VI. Coming Attractions: Developing an OB Model

A. An Overview
1. A **model** is an abstraction of reality, a simplified representation of some real-world phenomenon. (Exhibit 1-5)
2. It proposes three types of variables (inputs, processes, and outcomes) at three levels of analysis (individual, group, and organizational).
3. The model proceeds from left to right, with inputs leading to processes, and processes leading to outcomes.

B. Inputs
1. **Inputs** are the variables like personality, group structure, and organizational culture that lead to processes.
2. Group structure, roles, and team responsibilities are typically assigned immediately before or after a group is formed.
3. Finally, organizational structure and culture are usually the result of years of development and change as the organization adapts to its environment and builds up customs and norms.

C. Processes
1. If inputs are like the nouns in organizational behavior, **processes** are like verbs.
2. Processes are actions that individuals, groups, and organizations engage in as a result of inputs and that lead to certain outcomes.
3. At the individual level, processes include emotions and moods, motivation, perception, and decision making.
4. At the group level, they include communication, leadership, power and politics, and conflict and negotiation.

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5. Finally, at the organizational level, processes include HR management and change practices.

D. Outcomes
1. **Outcomes** are the key variables that you want to explain or predict, and that are affected by some other variables.
2. At the group level, cohesion and functioning are the dependent variables.
3. Finally, at the organizational level we look at overall profitability and survival.
4. **Attitudes** and **stress**
   a. Employee attitudes are the evaluations employees make, ranging from positive to negative, about objects, people, or events.
   b. Stress is an unpleasant psychological process that occurs in response to environmental pressures.
   c. The belief that satisfied employees are more productive than dissatisfied employees has been a basic tenet among managers for years, though only now has research begun to support it.
5. **Job performance**
   a. The total value of employee contributions to an organization through their behaviors reflects their level of **job performance** over a period of time.
   b. **Task performance**, a significant component of job performance, describes how well a worker accomplishes the specific tasks that comprise their job or their responsibilities to the organization that employs them.
   c. Obviously, job performance is the essential human output contributing to organizational effectiveness. Every chapter details how task performance is affected by the topic in question.
6. **Organizational Citizenship Behavior (OCB)**
   a. The discretionary behavior that is not part of an employee's formal job requirements, and contributes to the workplace's psychological and social environment, is called **OCB**.
   b. Successful organizations need employees who will do more than their usual job duties and evidence indicates organizations that have such employees outperform those that don't.
   c. As a result, OB is concerned with OCB as an outcome variable.
7. **Withdrawal behavior**
   a. **Withdrawal behavior** is the set of actions that employees take to separate themselves from the organization.
   b. There are many forms of withdrawal, ranging from showing up late or failing to attend meetings to absenteeism and turnover.
   c. Employee withdrawal can have a very negative effect on an organization.
   d. Absenteeism also costs organizations significant amounts of money and time every year.
   e. All organizations, of course, have some turnover.
   f. While high turnover often impairs an organization's ability to achieve its goals, quitting is not all bad. People quit because they are optimistic about their outside prospects.
   g. So why do employees withdraw from work?

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i. Reasons include negative job attitudes, emotions and moods, and negative interactions with coworkers and supervisors.

8. **Team Performance**
   a. Team performance is the quantity and quality of a team's work output.
   b. Similar to how a sports team's performance is more than the sum of individual players' performance, group functioning in work organizations is more than the sum of individual task performances.
9. **Productivity**
   a. The highest level of analysis in organizational behavior is the organization as a whole.
   b. An organization is productive if it achieves its goals by transforming inputs into outputs at the lowest cost. This requires both **effectiveness** and **efficiency**.
   c. Popular measures of organizational efficiency include return on investment, profit per dollar of sales, and output per hour of labor.
   d. Service organizations must include customer needs and requirements in assessing their effectiveness.
10. **Survival**
   a. The final outcome considered is **organizational survival**, which is simply evidence that the organization can exist and grow over the long term.

E. Having reviewed the input, process, and outcome model, we will change the figure by grouping topics based on whether we study them at the individual, group, or organizational level.
   1. As you can see in Exhibit 1-6, we will deal with inputs, processes, and outcomes at all three levels of analysis, but we group the chapters as shown here to correspond with the typical ways that research has been done in these areas.
   2. It is easier to understand one unified presentation about how personality leads to motivation, which leads to performance, than to jump around levels of analysis.
   3. Because each level builds on the one that precedes it, after going through them in sequence, you will have a good idea of how the human side of organizations functions. (Exhibit 1-6)

VII. Employability Skills

A. Challenges relevant to OB can be found in just about every business function, from finance and accounting to management and marketing.
   1. A review of the significant challenges that most businesses face reveals that OB is an essential piece of the puzzle in solving many organizational problems. For instance, these problems may involve managing integrity/social responsibility, resource management, competition 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.
   2. Clearly, the knowledge of OB concepts such as stress management, change, attitudes, emotions, and motivation, among others, can help you navigate your interactions with your classmates as you continue to learn.
   3. Given OB's pervasiveness in organizational life, entry-level employees and working professionals would benefit from having solid foundational skills in OB, such as communication, collaboration, critical thinking, problem-solving, social responsibility, and knowledge application and analysis.

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B. Employability Skills that Apply across Majors
   1. Throughout this text, you will learn and practice many skills that hiring managers identify as crucial to success in various business settings, including small and large firms, nonprofit organizations, and public service. These skills will also be useful if you plan to start your own business, for example:
      a. *Critical thinking & creativity* involve purposeful and goal-directed thinking used to define and solve problems, make decisions, or form judgments related to a particular situation. The goal of this process is to produce novel and useful ideas.
      b. *Communication* is defined as effective use of oral, written, and nonverbal communication skills for multiple purposes (e.g., to inform, instruct, motivate, persuade, and share ideas); effective listening; using technology to communicate; and being able to evaluate the effectiveness of communication efforts—all within diverse contexts.
      c. *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.
      d. *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. Corporate social responsibility is a form of ethical behavior that requires that organizations understand, identify, and eliminate unethical economic, environmental, and social behaviors.
      e. *Leadership,* as described in depth in the corresponding chapter, focuses on the ability or skill to influence a group toward the achievement of a vision or set of goals. Leadership involves learning to establish a vision, modify one's style or approach to meet particular goals, build productive and meaningful relationships with followers, and engage in influence behaviors.
      f. *Career Management* involves developing an understanding of the "real world" employment context, along with the professional acumen needed to successfully transition between jobs and careers. This involves exploring different careers, impression management and personal branding, networking skills, and navigating the labor market.

VIII. Summary and Implications for Managers

A. Managers need to develop their interpersonal, or people, skills to be effective in their jobs.
B. 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.
C. Specific implications for managers are:
   1. Resist the inclination to rely on generalizations; some provide valid insights into human behavior, but many are erroneous.
   2. A nuanced understanding of the situation is often needed to reach the best solutions. Try to understand the people involved and the context. From there, try and figure out what works, what does not work, and any contingencies that qualify these practices.
   3. Strive for evidence-based solutions to problems and evaluate your hunches and intuition critically.

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4. Work on your people skills to better interact with peers, work on teams more effectively, and both lead and manage your followers to do great things.
5. Improve your technical skills and conceptual skills through training, development, and staying current with OB trends affecting the world of work, like the Gig Economy, Big Data, and AI.
6. OB can be important for many relevant outcomes, such as worker satisfaction. But it also contributes to significant organizational outcomes that can affect organizational financial performance, such as labor productivity and turnover reduction.

INSTRUCTOR RESOURCES

Below are some of the text's exercises. Instructors may wish to use some of these resources when presenting this chapter to students. These instructor resources also include teaching notes and suggestions, class and group exercises, and supplemental assignments useful for teaching and learning.

Text Exercises

- Myth or Science?: Management by Walking Around Is the Most Effective Management
- Toward a Better World: Ben & Jerry's: The Scoop on What it Takes to be a CSR-Oriented Company
- An Ethical Choice: What Should You Do If Your Values Do Not Align With Your Company's?
- Point/Counterpoint: Business Books: Facts? Or Just Fads
- Questions for Review
- Experiential Exercise: Managing Remote Teams
- Ethical Dilemma: Credit Where Credit is Due

Text Case

- Case Incident: Work-Life Balance at R.G. & Company

Supplemental Assignment or Activity

This section presents an exercise that is NOT found in the student's textbook. These assignments or activities reinforce the text's emphasis through various activities. Some activities are centered on debates, group exercises, Internet research, and student experiences. Some can be used in class in their entirety, while others require some additional work on the student's part. The course instructor may choose to use these at any time throughout the class—some may be more effective as icebreakers, while some may be used to pull together various concepts covered in the chapter.

Supplemental Web Exercises

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At the end of each chapter of this Instructor's Manual, you will find suggested exercises and ideas for researching OB topics on the Internet. You may want to assign the exercises as an out-of-class activity or as lab activities with your class.

Myth or Science?
Management by Walking Around Is the Most Effective Management

This exercise contributes to:
***Learning Objective**: Show the value of systematic study to OB.*
***Learning Outcomes**: Apply the study of perception and attribution to the workplace; Discuss the influence of culture on organizational behavior; Explain the effects of power and political behavior on organizations*
***AASCB**: Ethical understanding and reasoning; Reflective thinking*

This is mostly false, but with a caveat. Management by walking around (MBWA) is an organizational principle made famous with the 1982 publication of *In Search of Excellence* and based on a 1970s initiative by Hewlett-Packard—in other words, it is a dinosaur. But the idea of requiring managers at all levels of the organization to wander around their departments to observe, converse, and hear from employees continues as a standard business practice.

Many companies expecting managers and executives to do regular "floor time" have claimed benefits from employee engagement to deeper management understanding of company issues.

While MBWA sounds helpful, its limitations suggest that modern practices focused on building trust and relationships are more useful for management. Limitations include available hours, focus, and application.

1. Available hours. Managers are tasked with planning, organizing, coordinating, and controlling. Yet even CEOs—the managers who should be the most in control of their time—report 53 percent of their average 55-hour workweek is spent in meetings. We've yet to see a meeting conducted while touring the plant!
2. Focus. MBWA turns management's focus toward the concerns of employees. Such a focus is good, but only to a degree. As noted by Jeff Weiner, chair of LinkedIn, this is a problem. "Part of the key to time management is carving out time to think, as opposed to constantly reacting. And during that thinking time, you're not only thinking strategically, thinking proactively, thinking longer-term, but you're literally thinking about what is urgent versus important." Weiner and other executives argue that meetings distract them from their purpose, especially internal company interactions.
3. Application. The principle behind MBWA is that the more managers know their employees, the more effective those managers will be. This principle is not always (or even often) true. As we will learn in Chapter 6, knowing something (or thinking we know it) should not

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always lead us to act on only that information. Our internal decision making is subjective—as such, we need objective data to make the most effective management decisions.

Based on the need for managers to dedicate their efforts to administering and growing businesses, and given the proven effectiveness of objective performance measures, it seems the time for MBWA is gone. Yet there is that one caveat: Managers should know their employees well. As Rick Russell, former president of Minerva Neurosciences, says, "Fostering close ties with your lieutenants is the stuff that gets results. You have to rally the troops. You can't do it from a memo." Management should, therefore, not substitute walking around for actual management.

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Sources: H. Mintzberg, "The Manager's Job," *Harvard Business Review* (March–April 1990), pp. 1–13; R. E. Silverman, "Where's the Boss? Trapped in a Meeting," *The Wall Street Journal* (February 14, 2012), p. B1, B9; and J. Walker, "Meet the New Boss: Big Data," *The Wall Street Journal* (September 20, 2012), p. B1.

Class Exercise

1. Divide the class into heterogeneous groups with 5 to 6 students in each group. This group exercise is applicable to face-to-face courses, synchronous online classes, and asynchronous classes with online discussion boards or forums.
2. Have students in each group discuss the number of employees they think they can manage and the type of manager they would like to be. Students should identify specific characteristics such as "being available and a good communicator", "knowledgeable", or "focusing on every detail."
3. Ask each group of students to write down how MBWA and the number of employees managed help or hinder the manager's efforts to build trust, improve accountability, engagement, and/or increase productivity.
4. Finally, ask students to assume that MBWA is often used in today's organizations. Now ask them to discuss how MBWA has changed with the times (e.g., smartphones and social media) since 1970 to remain effective? Will MBWA still be relevant in 10 years?

Toward a Better World

Ben & Jerry's: The Scoop on What it Takes to be a CSR-oriented Company

This exercise contributes to:
***Learning Objective**: Identify managers' challenges and opportunities in applying OB concepts*
***Learning Outcomes:** Describe the factors that influence the formation of individual attitudes and values; Discuss the influence of corporate social responsibility on organizational behavior; Discuss the factors and outcomes corporate social responsibility had on influencing individual decision making in organizations*
***AASCB**: Ethical understanding and reasoning*

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Ben & Jerry's, an ice cream maker headquartered in Vermont, is often touted as the poster-child for Corporate Social Responsibility (CSR). From humble beginnings, Ben & Jerry's has led a storied history of making unique, chunky ice cream flavors, churning out immense profits on just about a yearly basis, and eventually being acquired by a major corporation. But despite all these changes throughout the company's history, their commitment to a triple bottom line has been unwavering. Ben & Jerry's continues to focus on making excellent ice cream, encouraging sustainable growth, and "making the world a better place."

To this aim, the company is committed to ethical sourcing and purchasing, manufacturing processes that reduce their impact on the environment and giving back to the local community through philanthropy and service. Further, Ben & Jerry's is not milquetoast (that would probably be a terrible ice cream flavor, we think) when it comes to standing up for issues important to them. In fact, an entire page on their website is dedicated to the issues that are important to the company (including their support of the Black Lives Matter movement in 2020), along with the ice cream flavors they have used to raise money and awareness for those issues. Their annual Social & Environmental Assessment Report (SEAR) documents their progress toward making the world a better place. In 2019, for instance, they eliminated 245,000 lbs. of plastic packaging, straws, and spoons.

However, Ben & Jerry's has not gone without critique. The pretty picture of what it takes to be a CSR-oriented company often focuses on the successes, but rarely do we see the failures. For instance, in the 1990s, one researcher uncovered actions with good intentions gone wrong. As some examples, many have taken issue with the price of the ice cream as too high or with the excessive fat and sugar content packed into each pint. Furthermore, Ben & Jerry's efforts to ethically source nuts in the Western Amazon resulted in a supply shortage. The company was forced to source from less-than-reputable suppliers as a result. Finally, in the 1990s, Ben & Jerry's partnered with a bakery in New Jersey that employed recovering drug addicts and alcoholics. After forging a partnership (and the bakery owner investing hundreds-of-thousands in scaling to meet anticipated demand), the collaborative ice cream flavor's sales were too low and not viable, forcing the company to cut ties with the bakery.

Despite these failures and successes, Ben & Jerry's stays committed to their triple bottom line, even when the public closely scrutinized Unilever's acquisition of Ben & Jerry's in 2000. This acquisition has been the subject of many research studies by OB scientists. For instance, one study focused on CEO letters and interviews with long-tenured employees and newcomers to Ben & Jerry's over a 30-year span. They found that, following the acquisition, employees had to "whipsaw" back and forth between the triple-bottom-line and the financial performance desired by the post-acquisition CEOs. Further, another research study found that the acquiring organization (e.g., Unilever) may have been influenced more by Ben & Jerry's than the other way around – adopting and promoting CSR practices. Many consider the threat of acquisition (in terms of erasing or modifying the company's original mission) to be a compelling reason for a company's leadership to consider becoming Certified B Corporations. Like Cabot, New Belgium Brewing, and Patagonia, these corporations are legally required to balance their mission and profit—to evaluate their effect on their people, the community, and the environment. Indeed, Ben & Jerry's followed suit and became a B-Corp in 2012.

In short, the case of Ben & Jerry's personifies the pursuits, the successes, and the struggles of being a CSR-oriented company in the 21st century. Although things are not always as easy as

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eating ice cream, organizations can still take a stand for what they value and put these values into action—and can do so with success.

Class Exercise

1. Instructors can facilitate a discussion with the entire class or divide the class into heterogeneous groups with 5 to 6 students in each group.
2. Have students discuss and research as needed on how corporate philanthropy differs from corporate social responsibility. Ask students to evaluate if executives should focus more on a) increasing salaries or sharing profits with employees, or b) use profits for corporate philanthropy or social responsibility?
3. Ask students to decide if it is more appropriate for an organization like Ben & Jerry's to a) donate a portion of its profits to a charity; b) or ask employees, managers, and executives to engage in the broader corporate social responsibility efforts by taking on the goals of being environmentally responsible, donating a portion of their earnings/profits, ensuring the organization operates in a fair and ethical manner, and producing products that meet both customer and society's needs.
4. Discuss with the entire class or have students' groups discuss if the value to society of corporate social responsibility efforts made by Ben & Jerry's depends on yearly sales. For example, is corporate social responsibility more worthwhile when Ben & Jerry's yearly sales are $863 million than when they were $8.3 million?

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An Ethical Choice

What Should You Do If Your Values Do Not Align With Your Company's?

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This exercise contributes to:
***Learning Objective**: Identify managers' challenges and opportunities in applying OB concepts*
***Learning Outcomes:** Describe the factors that influence the formation of individual attitudes and values; Discuss the factors influencing individual decision making in organizations; Discuss the influence of culture on organizational behavior*
***AASCB**: Ethical understanding and reasoning*

So, you find yourself at work listening to your coworkers expressing values and beliefs radically different from your own. You decide not to say anything and sometimes even pretend you agree with their opinions. Although you are suppressing your thoughts, you have learned that it is best to leave your personal views outside of the office. You would rather not risk your coworkers viewing you differently, or worse, jeopardizing your position.

The risk of potentially losing your job or being demoted may seem to outweigh the discomfort of concealing your actual values and beliefs. However, merely hiding or suppressing your values and opinions does not make them go away. Research indicates that inauthentically conforming to organizational values (i.e., a "façade of conformity") can impact a worker's attachment to their organization in the long run. Ultimately, job insecurity (a concern that one may be vulnerable to losing their job common during organizational crises) worsens the situation. During crises, workers are more likely to feign agreement with their coworkers and the values established by their organizations—even when they do not align with their own. In particular, young workers are more prone to these facades of conformity when faced with job insecurity.

Furthermore, research signals that inauthenticity in the workplace can lead individuals to engage in more unethical behavior than when individuals have greater identity integration. Value incongruence is positively related to ego depletion, or the loss of self-control, which ultimately harms work performance or leads to unethical behavior. Compatibility between one's professional and non-professional identities allows employees to bring their whole selves to work, benefiting organizations by reducing the risk of unethical behavior.

Here are some recommendations if you find yourself in a situation where your values are incongruent with your employer's:

1. Identify your values. Focus on three to five values that are most important to who you want to be as a person. This action will help you clarify what is important to you.
2. Develop a list of questions directed at your (or potential) employer. These should be open-ended questions that will help you determine which values the company espouses. You can contemplate how your employer would respond, review your employers' mission or value statements, or even informally ask around your work group. It is also a good idea when interviewing with a new job to ask your interviewer this question—or even better—to do some fact-finding before the interview to find out yourself to ask informed follow-up questions.
3. Seek out jobs and work arrangements that are consistent with your authentic self. Research demonstrates that prioritizing consistency between your values and your employer's values will make it less likely that you choose to leave or engage in withdrawal behaviors. However, this does not just go for the relationship between you and your organization. It may be that your values do not align with your workgroup, your team, or your supervisor, for instance. Or, it may be that the values portrayed on paper do not match what the

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organization actually does. In either case, a values mismatch is very difficult to change. It can be detrimental to your performance and well-being. In contrast, a values match often provides the right foundation for you to flourish and excel in your job, career, and organization.

Individual Exercise

1. Instructors can facilitate a discussion with the entire class or ask students to complete this exercise individually as a homework assignment.
2. Student answers can vary substantially in this exercise, and many students may have trouble developing a list of their values, and many may not have thought much about their career, much less selecting a potential employer. Therefore, instructors may need to guide students struggling to get started. This exercise can benefit students by helping students through the experience of articulating how their general values could be important to their future work and how their own satisfaction can be increased when behavior and environment match with their values.
3. Values are usually relatively stable during a person's lifetime. Still, even students with work experience can discuss how to keep in touch with their values or adjust when they begin to feel a lack of balance between their values and changing work arrangements/environments.
4. Finally, most students can anecdotally understand the importance of being authentic to themselves. The richer class discussion usually occurs when instructors relate this topic to job interviews, performance evaluations, work environments that promote conformity, and/or when managers need to have a difficult conversation with subordinates.

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Point/Counterpoint
Business Books: Facts? Or Just Fads?

This exercise contributes to:
***Learning Objective**: Identify managers' challenges and opportunities in applying OB concepts*

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***Learning Outcomes**: Define organizational behavior and identify the variables associated with its study; Explain the relationship between personality traits and individual behavior*
***AACSB**: Analytical thinking; Diverse and multicultural work environments*

Point

Walk into your nearest major bookstore. You will undoubtedly find a large selection of books devoted to management and managing. Consider the following recent titles:

- The Secret (Berrett-Koehler, 2014)
- Turn the Ship Around! (Portfolio, 2013)
- The Way You Do Anything Is the Way You Do Everything (Wiley, 2014)
- Leadership Safari (Best Seller, 2014)
- Business Is a Baby (Amazon Digital Services, 2014)
- Think Like a Freak (William Morrow, 2014)
- Spiraling Upward (Amazon Digital Services, 2015)
- Refire! Don't Retire (Berrett-Koehler, 2015)
- Top Dog (Amazon Digital Services, 2015)

Popular books on OB often have cute titles and are fun to read, but they make the job of managing people seem like it is just a matter of having a good slogan and five easy steps. If you dig into the texts, you will find that most are based on the author's opinions rather than substantive research. Most become popular in part because people primarily agree with the opinions they are reading and enjoy the author's writing style. Often, the writers are presentation speakers or consultants whose real business is delivering ideas to you. When the author is a veteran from the business world, it is doubtful that one person's experience translates into an effective management practice for everyone. Even when the authors are numbers-oriented, as are the *Think Like a Freak* authors Steven Levitt and Stephen Dubner, their conclusions are not research-based. So why do we base our management philosophies on these books when, with a little effort, we can access knowledge produced by thousands of scientific studies on human behavior in organizations?

OB is a complex subject. Few if any simple statements about human behavior are generalizable to all people in all situations. Would you try to apply leadership insights you got from a book about *Star Wars* or *Breaking Bad* to managing software engineers in the twenty-first century? Surely not. Neither should we try to apply leadership insights that are not based on research about the type of workplaces in which we function.

Counterpoint

People want to know about management—the good, the bad, and the ugly. People who have experience or high interest write about the topics that interest readers, and publishers put out the best of these texts. When books become popular, we know people are learning from them and finding good results by applying the author's management ideas. Texts like these can provide people with the secrets to management that others have worked out through experience. Isn't it better to learn about management from people in the trenches instead of academia's latest obscure references? Many of the most important insights we gain in life are not necessarily the product of careful empirical research studies.

Unhelpful management guides sometimes get published, and once in a while, they become popular. But do they outnumber the esoteric research studies published in scholarly journal articles

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every year? Far from it, sometimes it seems that there are thousands of scholarly journal articles for every popular business text. Many of these articles can hardly be read by individuals in the workplace. They are buried in academic libraries, riddled with strange acronyms and insider terms, and light on practical application. Often, they apply to specific management scenarios, so they are even less generalizable. For example, a few recent management and OB studies were published with the following titles:

- Transferring Management Practices to China: A Bourdieusian Critique of Ethnocentricity
- Cross-Cultural Perceptions of Clan Control in Korean Multinational Companies: A Contractual Investigation of Employees' Fairness Monitoring Based on Cultural Values
- The Resistible Rise of Bayesian Thinking in Management: Historical Lessons from Decision Analysis
- A Model of Rhetorical Legitimization: The Structure of Communication and Cognition Underlying Institutional Maintenance and Change

We do not mean to poke fun at these studies, but our point is that all ways of creating knowledge can be criticized. If business books are sometimes light reading, academic articles can be esoteric and even less relevant. Popular books can add to our understanding of how people work and how to manage them best. We should not assume they are not of value. And while there is no one right way to learn the science and art of managing people in organizations, the most enlightened managers gather insights from multiple sources. These might include their own experience, research findings, observations of others, and, yes, the popular business press. Authors and academics have an essential role to play, and it is not fair to condemn business books with catchy titles.

Class Exercise

Choose two teams of three to five students, the remainder of the class can act as the jury. Have one team search the New York Times Business Best Sellers list online. The second team reviews the titles of the most recent articles on the Journal of Organizational Behavior's website. Have one team defend the value of managers wanting to learn about OB by reading from the "Best Sellers List"; the other team will prepare an argument as to why articles from the "Journal of Organizational Behavior" are most appropriate for managers to gain knowledge on OB. Give each team adequate time to present their case to the remainder of the class. After each team has presented their arguments, the rest of the class should ask probing questions about how the team formed its preference. The class acting as the jury can then vote on which team provided the most compelling arguments.

Questions for Review

1-1. What is the definition of organizational behavior (OB)?

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Answer: Organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. As managers accomplish their work through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work, and the perspectives needed to manage individuals from diverse backgrounds.
***Learning Objective**: Define organizational behavior (OB)*
***Learning Outcome**: Define organizational behavior (OB)*
***AACSB**: Analytical thinking; Reflective thinking*

1-2. How does systematic study contribute to our understanding of OB?
Answer: Behavior according to systematic study is not random. There are fundamental consistencies underlying the behavior of all individuals that can be identified as well as individual differences. The consistencies allow predictability and reasonably accurate predictions regarding behavior and relationships. Systematic study basing conclusions on scientific evidence is complemented by the evidence-based management (EBM) approach that involves basing managerial decisions on the best available scientific evidence. Intuition, in contrast, is based on one's "gut feeling." Although unscientific and unsystematic, it is not necessarily incorrect. The use of all three often results in better decisions, but according to Jack Welch, "the trick is to know when to go with your gut."
***Learning Objective**: Show the value of systematic study to OB*
***Learning Outcome**: Define organizational behavior and identify the variables associated with its study*
***AACSB**: Analytical thinking; Reflective thinking*

1-3. What are the major behavioral science disciplines that contribute to OB?
Answer: OB is a field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations. Both psychology and sociology are concerned with behavior. Psychology is the science of behavior that studies individual behavior, whereas sociology studies people in relation to their fellow human beings. Psychological study in the field of OB has contributed knowledge on a number of topics including learning, perception, personality, emotions, training, leadership, motivation, job satisfaction, decision making, etc. Social psychology blends concepts from both psychology and sociology and focuses on people's influence on one another. Sociological study has contributed knowledge on topics such as group dynamics, teams, organizational culture, organizational theory and structure, communications, and power and conflict. Anthropology is the study of societies in order to learn about human beings and their activities within different cultures and environments.
***Learning Objective**: Identify the major behavioral science disciplines that contribute to OB*
***Learning Outcome**: Define organizational behavior and identify the variables associated with its study*
***AACSB**: Analytical thinking; Reflective thinking*

1-4. Why are there so few absolutes in OB?
Answer: Human beings are complex and there are few universal principles that explain organizational behavior. There are many theories about how people behave in organizations, but most are not pure cause and effect relationships. People are not all alike and therefore it is difficult to make many generalizations. Variables such as people's want, needs, values, and goals can differ tremendously.
***Learning Objective**: Demonstrate why few absolutes apply to OB*

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***Learning Outcome**: Define organizational behavior and identify the variables associated with its study*
***AACSB**: Analytical thinking; Reflective thinking*

1-5. What are the current challenges and opportunities to managers' understanding of OB?
Answer: This field of study offers managers specific insights and opportunities to improve managerial and people skills. Recognizing the value of and embracing diversity in a global marketplace can improve productivity. Learning to empower your people, designing and implementing change programs, focusing on customer service, supporting employees' work-life balance, etc., can all lead to improved productivity, quality, and profitability. Challenges can also be found in critical labor shortages, the fast pace of change in a world of temporariness, and the need for continuous innovation. Finally, providing a positive workplace with an ethical compass can create a healthy work climate.
***Learning Objective**: Identify managers' challenges and opportunities in applying OB concepts*
***Learning Outcomes**: Define organizational behavior and identify the variables associated with its study*
***AACSB**: Analytical thinking; Reflective thinking; Diverse and multicultural work environments; Integration of real-world business experiences*

1-6. What are the three levels of analysis in our OB model?
Answer: The three levels of analysis are: individual, group, and organization. The three basic levels are analogous to building blocks—each level is constructed upon the previous level. Group concepts grow out of the foundation laid in the individual section; we overlay structural constraints on the individual and group in order to arrive at organizational behavior.
***Learning Objectives**: Compare the three levels of analysis in this text's OB model*
***Learning Outcomes**: Define organizational behavior and identify the variables associated with its study*
***AACSB**: Analytical thinking*

1-7. What are the key employability skills gained from studying OB?
Answer: Student answers can vary depending on their major, work experience, and stage in life. Most will indicate organizational behavior provides insight into how workers interact and react, which can grant them insight into management and relating to individual employees, groups or teams, and organizations when they leave the classroom. Answers will also mention critical thinking and creativity, communication, collaboration, self-management, social responsibility, leadership, and career management listed in the Employability Skills Matrix at the end of the chapter.
***Learning Objective**: Describe the key employability skills gained from studying OB that are applicable to other majors or future careers*
***Learning Outcomes**: Define the key employability skills gained from studying OB that are applicable to other majors or future careers and identify the variables associated with its study*
***AACSB**: Analytical thinking; Reflective thinking; Diverse and multicultural work environments; Integration of real-world business experiences*

Experiential Exercise
Managing Remote Teams

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This exercise contributes to:
***Learning Objectives**: Define organizational behavior (OB); Show the value of systematic study to OB; Demonstrate why few absolutes apply to OB; Identify managers' challenges and opportunities in applying OB concepts*
***Learning Outcomes**: Define organizational behavior and identify the variables associated with its study; Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce; Describe the nature of conflict and the negotiation process; Describe best practices for creating and sustaining organizational cultures; Describe the components of human resource practices*
***AACSB**: Written and oral communication; Ethical understanding and reasoning; Analytical thinking; Diverse and multicultural work environments; Reflective thinking*

Guava is a music streaming service located in Silicon Valley that is steadily growing (with roughly 500 employees currently). Guava has plans to hire many new employees within the coming year. The CEO, Lennox Reynolds, has a vision to permanently transition roughly half of the existing employees to remote work and potentially hire additional remote workers. Reynolds also wants the company to develop a flatter structure. Rather than have departments organized by traditional functions like engineering or marketing, employees would work on project teams and have greater autonomy. Reynolds believes this will allow creativity and innovation to thrive (helping Guava develop a competitive advantage). Reynolds thinks a rigid traditional structure restricts employees and stifles creativity and innovation. Rather than having a single designated leader, teams will allow individuals to emerge as leaders.

However, despite Reynolds' grand plans, most of the other executives at Guava raise issues with this vision and find it too ambitious. Lennox believes her plan will save the company money as they will no longer need to build or maintain offices to accommodate employees. She is also confident employees will find this arrangement favorable, resulting in better employee retention. Remote work would require fewer employees to relocate to more expensive areas, promote work-life balance, and eliminate wasted time employees spend commuting.

Despite outlining the potential benefits of remote work, the other executives pointed out several possible issues. These include the challenge of setting boundaries between work and home life, ensuring that employees are productive, providing mentorship and development for newer employees, and developing a new structure for making important decisions. Furthermore, all employees were surveyed to assess whether or not they would choose to work remotely full-time or part-time if given the option. Thirty percent of existing employees said they were very interested in working remotely full-time. Another twenty percent said they were somewhat interested. While some employees have expressed strong preferences for working remotely, other employees and many supervisors have various concerns. Guava needs to decide soon regarding their remote work policy. It will impact whether they choose to scale back office space and require significant structural changes.

Reynolds believes it is extremely promising that roughly fifty percent of employees are interested in working remotely. Reynolds recognizes that employees have concerns, and Guava would likely face obstacles when implementing the new plan to alter the structure of Guava. As a result, she sends an email outlining potential changes to address remote work concerns to the leadership team. Reynolds plans to hold a meeting with a few of the executives to discuss her proposed changes, including how employees would be approved to work remotely, the

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development of enhanced employee training, and the use of employee monitoring software to ensure that employees remain productive.

After reading the scenario above, form a group with four other students. One individual should take on the CEO's role, Lennox Reynolds. At the same time, the other group members will assume the role of executives at the company. During your meeting, you must answer the following questions:

Questions

1-8. Should the company proceed with plans to transition half of its employees to full-time remote work? Why or why not?

1-9. If the company transitions to remote work, do you believe the changes Reynolds outlines above will be effective? Why or why not?

1-10. Are the changes Guava is implementing going to impact the company negatively? What other changes should Guava make, if any?

1-11. Are there any other obstacles that Guava may encounter when transitioning employees to remote work? How could the company limit the number of obstacles?

Teaching Notes

This exercise is applicable to face-to-face classes or synchronous online, hybrid, or virtual/online classes. This exercise could be discussed with students face-to-face, virtually, and/or in an online discussion board or forum. Skilled teachers may attempt to hold a discussion synchronously on this case virtually, virtually with breakout rooms, and/or with half the class face-to-face and half virtually.

With these types of exercises, students will press for the “right answer”, but students may have a wide variety of work and remote work experiences that may be particularly relevant to students with little or no work or remote work experience. Ask students, during a discussion, to emphasize how they reached their decisions. End discussion on how awareness of other’s perspectives is key here, much more so than committing too early to making a final decision. Depending on how students approach the issue, there could be many “correct” answers. Instead of simply looking for a clear winner, instructors should help students consider the potential successes possible with each approach.

1. The presented case is meant to demonstrate the challenges that remote work presents as well as opportunities it offers. While working from home became required for many employees across the globe as a result of the COVID-19 pandemic, it does not seem that remote work is going anywhere, even after the pandemic is over. Facebook, for example, recently announced plans to have at least half of its employees working remotely by 2030.

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2. As you begin the debrief of the exercise, you could have students vote. *Who would volunteer to work remotely, and how many would prefer to work in the office environment?* These numbers were based on surveys that Facebook conducted in 2020, which demonstrated that roughly 40 percent of employees were interested in working remotely full-time. In addition, research from Stanford economist Nicholas Bloom indicated that only 51 percent of survey respondents (who were mostly managers, financial workers, and professionals) were able to work from home at an efficiency rate of 80 percent or higher. Other survey respondents had barriers to working remotely, including Internet capacity, lack of facilities, and a need to work directly with consumers or with products and equipment.
3. Challenges that Guava may experience that are not adequately addressed by CEO Reynolds in the outlined plan include the fostering of a company culture and relationships that allow a team structure to be effective. This will be particularly challenging if a significant number of new employees are hired as remote workers. Aspects of successful onboarding do not necessarily translate to a virtual context. If Guava plans to flatten the company's structure by eliminating functional departments and adopting a team structure, it will be important that new employees adapt well to this structure to which they may not be accustomed. While many companies have reported success with employees working from home during the pandemic, remote work is not always successful. Whether or not all employees or just some are working remotely appears to make a difference. In 2011, researchers studying virtual workers found that when only some employees are working remotely, the remote workers tend to identify less with the organization and feel less respected than employees who work in the office. When all or most employees are working remotely, there are not the same discrepancies. As a result, organizations and their teams have worked together to create norms and a new culture for working virtually. If Guava decides to have some workers working remotely and not others, they should work to ensure that remote workers are not disconnected from the organization.
4. Despite fears that productivity would dramatically decrease during the pandemic, data suggests that may not actually be the case. According to RescueTime, a time-management tool that monitors what you are doing every minute on your computer, knowledge workers, IT professionals, and software developers are actually more productive when working from home. In fact, remote workers showed a 4 percent increase in the average daily time spent on core work and an 18 percent decline in time spent on communication.
5. It does appear that a significant number of managers may not trust that their employees are competent enough to perform their job remotely. For example, a survey from the Center for Transformative Work Design found that almost one-third of managers surveyed were unsure if their employees possessed the required knowledge to accomplish

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their work and more than one-quarter believed their employees lacked essential skills to complete their job.

6. Employee productivity was being monitored even before the COVID-19 pandemic. There are a plethora of digital tools for employee monitoring. However, despite the array of options for monitoring employee productivity, there are real risks associated with employers gathering this type of data. Surveys of employees reveal that it can lead to increased stress and impact whether employees trust employers. The rise of "tattleware" as more and more employees are working from home has led to morale concerns.

   Although it is legal for employers to use this software, it has nonetheless left some employees feeling as if their privacy is being invaded and that their employer does not trust them. If it is used, it is important that the tracking implemented is necessary and relevant to the job. Transparency is also key. Employees should know what is being monitored and why.

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Ethical Dilemma
Credit Where Credit is Due

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This exercise contributes to:
***Learning Objectives**: Define organizational behavior (OB); Show the value of systematic study to OB; Demonstrate why few absolutes apply to OB; Identify managers' challenges and opportunities in applying OB concepts*
***Learning Outcomes**: Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Describe best practices for creating and sustaining organizational cultures; Describe the components of human resource practices*
***AACSB**: Ethical understanding and reasoning; Analytical thinking*

You are preparing for the weekly team meeting, during which each team member shares a new idea that they have been working on that week. One idea, in particular, receives very positive feedback. The idea sticks with you as incredibly innovative, and you remark to your coworker, Aiden, "Wasn't that a great idea that Alex shared?" You are surprised to see that Aiden, who is almost always in a good mood, has a disgruntled look on his face. "I thought so too when I was researching and preparing to present the idea to the team myself," Aiden responds. "Well, I have to say I'm surprised Alex would do something like that. What do you plan to do then?" you ask. You are not quite sure what you would do in this situation either. Although your company is a proponent of collaboration, it is also a proponent of recognizing team members' unique contributions.

Alex has a conflicted look on his face and pauses a moment. "I suppose since I hadn't presented the idea to the team yet, it is not technically my idea. On the other hand, I put a lot of work into researching the idea, and Alex knew this because I shared it with her. I didn't think that she would completely take the idea as her own. But Alex and I work together frequently. I do not want to create an uncomfortable situation." Finally, after a long pause, Aiden says more confidently, "I'm not going to say anything. I think I was overacting."

"Well, it is your decision, I suppose," you hesitantly respond as Aiden is already making his way back to his desk.

Questions

1-12. What, if any, are the ethical issues in play in this situation?
Answer: The answer to this question will depend heavily on the student's ethics and perspective. Students should recognize that a vital issue in the case is the inability ultimately to predict why Alex did what she did. It may be necessary for some to blame Alex because they are inclined to presume the worst in Alex and make accusations without having a conversation with Alex.

1-13. Do you agree with how your coworker plans to handle the situation? Why or why not?
Answer: This question will probably generate considerable class discussion. Some students will believe that as bad as Alex's behavior is, the hassle of reporting Alex's indiscretion is too high for the limited gain attained achieved by reporting her to the supervisor and/or team. Students taking this perspective are likely to also point out that reporting this incident could introduce a hostile atmosphere to the workplace, bringing down employee morale, and even though Aiden is innocent, he will end up looking bad. Other students may argue that Aiden is responsible for reporting Alex's behavior to help the manager promote an ethical culture. Students taking this point of view may

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also suggest that resolving minor incidences prevents small issues from becoming huge ones. They believe this type of problem, when resolved, creates a better, more efficient workplace.

1-14. What do you think would be the ideal decision in this situation and why? Does the ideal decision differ from what your coworker proposes?
Answer: This question will probably generate considerable class discussion. Students should recognize the situation is easier to address during a classroom discussion than in real-world settings. Many students cannot predict just how the work setting would change if Aiden should knock on the manager's or Alex's door and talk about this situation. Some might suggest addressing the issue by email, text, or through another electronic communication channel. Unknowns in this scenario, for many, could be why the ideal decision could differ from what the coworker proposes.

1-15. What do you think will be the consequences of your coworker's actions?
Answer: Again, the answer to this question depends on each student's perspective. Most students will suggest Aiden will be more guarded when working with Alex, if not all coworkers, in the future. Other students might suggest Aiden sees it is necessary to work harder to champion his ideas in the future. While it is natural for Aiden to be upset most students will recognize that staying calm and learning from the experience is a good course of action. Aiden might be correct, but some will note that Alex may not view presenting the idea as stealing, and giving Alex the benefit of the doubt in this particular instance may be an acceptable course of action.

1-16. How does motivation and intention play a role, for both you and your coworker?
Answer: Again, the answer to this question depends on each student's perspective. The motivation to be viewed in a good light by the supervisor, as collaborative, and as a team player is important. Some students recognize, more than others, that at work, it does matter who gets the credit, but many are not motivated to act when they see a situation that isn't very important. Motivation and intention for most are guided by the question, "How much does this really matter?"

Teaching Notes

- Chapter 1 is a good opportunity to introduce students to a typical example of an ethical dilemma that one may encounter in the workplace such as the scenario described in the text. This will serve as a good instructional foundation for future chapters that present other types of ethical dilemmas.
- In a collaborative work environment, it can be difficult to say who has done what. Although it can be upsetting when you feel that someone has intentionally taken credit for your work, it is best to try to remain calm in order to assess the situation and determine why your colleague took credit for your work. It is better to question your colleague than make accusations. Modeling credit sharing can also be useful. If you are generous in sharing recognition for the work, others are more likely to do the same.

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- In order to unpack all of the ethical dilemmas in the text, it can be useful to use the frameworks of moral intensity and moral decision making. The construct of moral intensity includes six components: magnitude of consequence, social consensus, probability of effect, temporal immediacy, proximity, and concentration of effect. In this situation, assessing the consequence of Alex's action of taking credit and Aiden's response, relative to other ethical dilemmas, the consequence will not likely be incredibly significant. While every piece of work you complete may not need to have your name on it, if this is a recurring issue as Alex and Aiden continue to collaborate, it could have a negative impact on Aiden's career if Alex continues to take advantage of Aiden. Another key aspect to highlight is that the moral intensity of an issue or dilemma has a significant impact on moral decision making and behavior.
- There are also many aspects of an organizational context that impact individuals' ethical behavior. For example, the attitudes and behavior of peers in the workplace affect individuals' ethical behavior. In this situation, behavior like Alex's could become so normalized that members of the organization continue this type of behavior without thinking. Although designing organizations that cultivate ethical behavior is not always straightforward, research indicates that when employees perceive organizational justice and companies follow through on formal ethics programs unethical behavior decreases and employees are more likely to report ethical issues to management.

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Sources: A. Gallo, "How to Respond When Someone Takes Credit for Your Work," *Harvard Business Review*, April 29, 2015, https://hbr.org/2015/04/how-to-respond-when-someone-takes-credit-for-your-work

[1] T. Jones, "Ethical Decision Making by Individuals in Organizations: An Issue-Contingent Model," *The Academy of Management Review* 16, no. 2 (1991): 366–95.

[1] L. K. Trevino, G. R. Weaver, and S. J. Reynolds, "Behavioral Ethics in Organizations: A Review," *Journal of Management* 32, no. 6 (2006): 951–90.

Case Incident
Work-Life Balance at R.G. & Company

This exercise contributes to:
***Learning Objectives**: Define organizational behavior (OB); Identify the major behavioral science disciplines that contribute to OB; Identify mangers' challenges and opportunities in applying OB concepts*
***Learning Outcomes**: Define organizational behavior and identify the variables associated with its study; Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce; Describe the nature of conflict and the negotiation process; Describe best practices for creating and sustaining organizational cultures; Describe the components of human resource practices*

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***AACSB**: Written and oral communication; Analytical thinking; Reflective thinking; Diverse and multicultural work environments*

Tatum is a consultant at R.G. & Company (R.G.), a global consulting firm. She has enjoyed the past few years working at the company. As an ambitious person, she has been focusing on her long-term goal of advancing within the company. Furthermore, Tatum has always been passionate about her work and could not imagine working anywhere else. Nonetheless, working at R.G. as a mother of a young child has not been without its challenges. The company does offer some flexibility in terms of when she is in the office. As long as she completes her work, her supervisors usually do not care if she leaves early or works from home when her daughter is sick.

Although Tatum may work long hours at home, she knows that she is not perceived the same way as those who stay late working at the office. In her office, it seems like everyone expects you to stay late to demonstrate your dedication and to have any chance of being promoted. If Tatum wants a promotion, she believes she needs to make herself stand out among all the company's qualified individuals.

R.G. has policies to accommodate those with family responsibilities. But, in practice, Tatum knows that few employees take advantage of them. For example, Tatum was a little surprised at how quickly her supervisor, Kennedy, returned to the office after having a child. However, Kennedy was much admired at R.G. and was held up as an example that it was possible to have it all—to be a successful working mother. The alternative was for Tatum to transition to working part-time or switch to a less demanding role. Unfortunately, these alternatives would essentially mean putting aside her goal of advancement.

On the other hand, she had heard others make comments when another woman who had two younger children stayed late at the office. Some would say, "Why don't you get home to your kids?" or "Don't your kids miss you?" To Tatum, it felt like a constant balancing act between trying to be an exemplary employee and ensuring she was not perceived to be a neglectful mother.

One aspect that had initially drawn her to this organization was the "accommodations" (i.e., flexible work hours, fewer responsibilities, and part-time hours), particularly for women. However, she now felt almost guilty in thinking that these "accommodations" were more likely to hurt than help her professionally. Thankfully, her partner earned enough to comfortably support themselves if Tatum decided to work fewer hours or transition roles. Still, Tatum was having trouble coming to terms with the possibility of not achieving her professional goals.

Questions

1-17. Do you believe the accommodations offered by Tatum's firm are effective in helping individuals balance work and family lives? Why or why not?

Answer: Most students will not view the accommodations as effective. The accommodations may be appropriate, but the perception that those who use them are not as dedicated as other employees shows they do not lead to the desired outcomes of attaining a reasonable work–life balance.

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1-18. Are there any practices or policies that the organization could implement to allow for greater work–life balance?

Answer: The answer to this question will depend heavily on the student's perspective and experiences. Clearly, the organization could more effectively implement the current policies and students are often able to identify many practices and policies found to result in work–life balance. Examples include encouraging managers to focus on productivity rather than hours worked, ensuring managers lead by example, and have managers openly acknowledge that every employee can utilize different paths and still be productive.

1-19. Are there any actions Tatum could take to achieve both her professional goals and work–life balance?

Answer: The answer to this question will depend heavily on the student's perspective and experiences. Responses can range from being less concerned with perceptions to having a conversation with the supervisors to begin looking for a job at a different organization.

1-20. How important do you believe work–life balance is for job satisfaction and career success?

Answer: The answer to this question will depend heavily on the student's perspective and experiences. However, the fact that the organization has policies in place to address work and life balance suggests even this organization believes there is a benefit to helping employees attain a better work and life balance. For managers, the issue includes the gap between belief and effective implementation.

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Sources: R.J. Ely and I. Padavic, "What's Really Holding Women Back," *Harvard Business Review*, https://hbr.org/2020/03/whats-really-holding-women-back; M. Russo and G. Morandin, "Better Work-Life Balance Starts with Managers," *Harvard Business Review*, August 9, 2019, https://hbr.org/2019/08/better-work-life-balance-starts-with-managers

Teaching Notes

- Although accommodations may be made for women with the best of intentions, they may in part be responsible for the lack of women in senior positions. Furthermore, the traditional work–family narrative asserts that when a job requires long hours, women's but not men's family commitments conflict with the demands of the job, resulting in women either failing to advance or quitting altogether. Some have called this narrative into question as it can be used to justify gender imbalance at senior levels in an organization. Thus, accommodation policies, regardless of whether both men and women take advantage of them, alone will not be enough to create a more equitable workplace.
- Although not mentioned in this case incident, there are also more subtle behaviors that can inhibit women's ability to advance. Research demonstrates that women have developed coping mechanisms in order to minimize or even completely ignore the role of gender in the workplace; thus, some even believe they do not experience inequality, even when it does in fact exist. Furthermore, male colleagues may obliviously engage in

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practices that further contribute to inequality such as ignoring the contributions of women during meetings or favoring men when mentoring or giving advice.[1] Overall, ideas about work–life balance need to be reconceptualized. Rather than focusing on a lack of balance as an individual problem that primarily affects women, it should be considered a family problem.

- There is clear evidence that the integration of work–family domains through policies and practices such as remote work, flextime, and on-site day care can increase positive affect even when there are "boundary violations" or when family and work life overlap because it allows individuals to accomplish both professional and personal goals. Thus, both employers and employees must be committed to the development of greater work–life balance and equity in the workplace.

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Sources: I. Padavic, R. J. Ely, and E. M. Reid, "Explaining the Persistence of Gender Inequality: The Work-Family Narrative as a Social Defense Against the 24/7 Work Culture," *Administrative Science Quarterly* 65, no. 1 (2019): 61–111.; E .K. Kelan, "Men and Undoing Gender at Work: A Review and Research Agenda," *International Journal of Management Reviews* 20, no. 2 (2018): 544–58.; R. Goodman and S. Kaplan, "Work-Life Balance as a Household Negotiation: A New Perspective From Rural India," *Academy of Management Discoveries* 5, no. 4 (2019).; E. M. Hunter, M. A. Clark, and D. S. Carlson, "Violating Work-Family Boundaries: Reactions to Interruptions at Work and Home," *Journal of Management* 45, no. 3 (2019): 1284–1308.

Supplemental Assignment
Companies Finding Opportunities with OB

This exercise contributes to:
***Learning Objectives**: Define organizational behavior (OB); Identify the major behavioral science disciplines that contribute to OB; Show the value of systematic study to OB; Demonstrate why few absolutes apply to OB; Identify mangers' challenges and opportunities in applying OB concepts*
***Learning Outcomes**: Define organizational behavior and identify the variables associated with its study; Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce; Describe the nature of conflict and the negotiation process; Describe best practices for creating and sustaining organizational cultures; Describe the components of human resource practices*
***AACSB**: Written and oral communication; Ethical understanding and reasoning; Analytical thinking; Diverse and multicultural work environments; Reflective thinking*

The assignment is to "Review the 1-5 Challenges and Opportunities section in Chapter 1". Find opportunities managers can provide from the opportunities (e.g., more inclusion improves organization by?). It is recommended that students use one of the recognized search engines to

[1] E .K. Kelan, "Men and Undoing Gender at Work: A Review and Research Agenda," *International Journal of Management Reviews* 20, no. 2 (2018): 544–58.

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conduct research. One strategy is to search the lists of best managed companies. For example, to start the discussion, go to the Fortune's list of the World's Most Admired Companies (https://fortune.com/worlds-most-admired-companies/) and investigate these companies' statements about managing employees. Have students select different companies from the list and explain their current practices. Ask students to determine if this matches with the textbook's turning OB Challenges into Opportunities.

Supplemental Web Exercise
Exploring OB Topics on the Web

This exercise contributes to:
***Learning Objectives**: Show the value of systematic study to OB; Demonstrate why few absolutes apply to OB; Identify mangers' challenges and opportunities in applying OB concepts*
***Learning Outcomes**: Define organizational behavior and identify the variables associated with its study; Describe the factors that influence the formation of individual attitudes and values; Apply the study of perception and attribution to the workplace; Define diversity and describe the effects of diversity in the workforce; Describe the nature of conflict and the negotiation process; Describe best practices for creating and sustaining organizational cultures; Describe the components of human resource practices*
***AACSB**: Written and oral communication; Ethical understanding and reasoning; Analytical thinking; Diverse and multicultural work environments; Reflective thinking*

Using the Internet to locate information can be a useful tool to the student (or manager) interested in exploring topics in OB. For this first exercise, perform a search on "Organizational Behavior", "Organizational Behavior and Management", and "Organizational Behavior and Business". Do the results differ or are they the same? If they differ, why do you think they are different? Write a paragraph or two answering these questions based on what you learned from researching these searches. Also, include another paragraph providing examples and/or reasons of when you would choose one search over another.

1. The text tells us that OB replaces intuition with systematic study. Where do scholars prepare for a career researching OB topics? Additionally, what if you decide at some point to pursue graduate study in OB? Where would you go? Perform a search to identify two to three graduate programs in OB and print out the home page with the descriptions of these programs and bring them to class. Note that different schools have programs in different departments and disciplines, which shows the diversity of thinking about OB in these programs. If you need ideas as to where to start, try:
   a. Harvard: http://www.hbs.edu/units/ob/index.html
   b. Case Western Reserve University Weatherhead School of Management: https://weatherhead.case.edu/degrees/doctorate/phd/organizational-behavior/
   c. Official website of the Organizational Behavior Division of the Academy of Management: http://www.obweb.org/

   If time allows, discuss as a class the information you found on the general areas of study and the types of courses required in graduate work in OB.

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2. One of the challenges facing managers is the fact that organizations are no longer constrained by national borders.
   a. Go to the SHRM homepage (www.shrm.org) and search OB and globalization to see which topics they feel relate to globalization. Try to find as many as possible. Compare your list with a classmate and note the ones you missed.
   b. Choose to write three questions you have on the topic of management. Click on the topics or links on the SHRM homepage and try to find the answers. If you find what you are looking for, write the answers next to your original questions. If you are unsuccessful in finding the solutions, write a short paragraph describing your strategy to find the answers you want.

3. Many organizations look for ways to promote inclusiveness through policies. Look for three companies that are incorporating inclusiveness into their HRM strategy. On a separate paper, answer the following questions:
   a. Who are the companies? (Be sure to list their websites, too.)
   b. What are their policies?
   c. How do these policies attract and keep people?
   d. Do these policies interest you? Why?
   e. How might they make their policies more attractive to workers?

4. On YouTube (www.youtube.com) watch videos on the cost of employee absenteeism or turnover. What did your search tell you in terms of the importance or unimportance of these costs to organizations? What, if anything, was done to reduce those costs? In class, meet in small groups to discuss this information. Be prepared to talk about the videos with the group and possibly the class.

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