Organizational Behavior - Managing People and Organizations 14th edition Griffin Solutions Manual

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Instructor Manual

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Chapter 1: An Overview of Organizational Behavior

TABLE OF CONTENTS

Purpose and Perspective of the Chapter 2
Chapter Learning Objectives 3
Chapter Activities and Assessments 3
Key Terms 4
What's New in This Chapter 6
Chapter Outline 6
Discussion Questions 21
Understand Yourself Exercise 23
Group Exercise 24

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PURPOSE AND PERSPECTIVE OF THE CHAPTER

Managers strive to make their organizations as effective and successful as possible. To do this, they rely on assets such as financial reserves and earnings, technology and equipment, raw materials, information, and operating systems and processes. At the center of everything are the employees who work for the organization. It is usually their talent, effort, skill, and ability that differentiate effective from less effective organizations. It is critical, then, that managers understand how the behaviors of their employees impact organizational effectiveness. In general, managers work to enhance employee performance behaviors, commitment and engagement, and citizenship behaviors and to minimize various dysfunctional behaviors. A number of environmental, individual, group and team, leadership, and organizational characteristics can make the managers' work easier or more difficult, depending on how well they understand organizational behavior. This model will be more fully developed in Chapter 1 and will serve as a roadmap for your study of organizational behavior throughout this book.

The primary purpose of this chapter is to introduce the field of organizational behavior. The chapter begins by defining organizational behavior as the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. The four functions that make up the manager's job—planning, organizing, leading, and controlling—are discussed. Then the chapter explores the various skills—technical, interpersonal, conceptual, and diagnostic—managers must apply in organizations. The chapter then discusses human resource management. The strategic context of organizational behavior is discussed, including maintaining a competitive advantage, sources of competitive advantage, and types of business strategies. The next section provides some historical context on organizational behavior, looking at scientific management, the Hawthorne effect, and the human relations movement. The chapter continues by defining a system and systems perspective, the situational perspective, and interactionalism. The chapter continues by examining the outcomes—individual, group and team, and organization—that are important for organizational effectiveness, including the scientific method and meta-analysis. The chapter concludes with a preview of the remaining text.

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Chapter Learning Outcomes

The following learning outcomes are addressed in this chapter:

1. Describe organizational behavior, including the impact it has on both personal and organizational success.
2. Identify the basic management functions and essential skills that make up the management process and relate them to organizational behavior.
3. Discuss the strategic context of organizational behavior, including the relationships between strategy and organizational behavior.
4. Identify and describe contextual perspectives on organizational behavior.
5. Discuss the role of organizational behavior in managing for effectiveness, including the role of research in organizational behavior.
6. Summarize the framework around which this book is organized.

Chapter Activities and Assessments

The following table organizes activities and assessments by objective, so that you can see how all this content relates to objectives and make decisions about which content you would like to emphasize in your class based on your objectives. For additional guidance, refer to the Teaching Online Guide.

Learning Outcome	Activity/Assessment	Source (i.e., PPT slide, Workbook)	Duration
1	Knowledge Check 1.1	PPT slide 7	< 5 min
2	Group Activity	PPT slide 14	15–30 min
3	Knowledge Check 1.2	PPT slide 18	< 5 min
4	Polling Activity	PPT slide 27	5–10 min
5	Discussion Activity	PPT slides 40–41	10–20 min
1–6	Self-Assessment	PPT slide 44	15–30 min
1–6	Why Does This Topic Matter To Me?	Mindtap	-
1–6	Self-Assessment	Mindtap	-
1–6	Learn It	Mindtap	-
1–6	Apply It: Case Activity	Mindtap	-
1–6	Study It: Practice Test	Mindtap	-
1–6	You Make the Decision	Mindtap	-

[return to top]

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KEY TERMS

competitive advantage Anything that gives a firm an edge over rivals in attracting customers and defending itself against competition

conceptual skills The ability to think in the abstract

controlling The process of monitoring and correcting the actions of the organization and its members to keep them directed toward their goals

correlation Reflects the size and strength of the statistical relationship between two variables; ranges from −1 to +1

cost leadership strategy Striving to be the lowest-cost producer for a particular level of product quality

customer intimacy Delivering unique and customizable products or services to meet customers' needs and increase customer loyalty

dependent variable The variable predicted to be affected by something else

diagnostic skills The ability to understand cause-and-effect relationships and to recognize the optimal solutions to problems

differentiation strategy Developing a product or service that has unique characteristics valued by customers

dysfunctional behaviors Those that detract from, rather than contribute to, organizational performance

growth strategy Company expansion organically or through acquisitions

Hawthorne effect When people improve some aspect of their behavior or performance simply because they are being assessed

human relations movement Views organizations as cooperative systems and treats workers' orientations, values, and feelings as important parts of organizational dynamics and performance

human resource management The set of organizational activities directed at attracting, developing, and maintaining an effective workforce

hypotheses Written predictions specifying expected relationships between certain variables

independent variable The variable that is predicted to affect something else

interactionalism Suggests that individuals and situations interact continuously to determine individuals' behavior

interpersonal skills The ability to effectively communicate with, understand, and motivate individuals and groups

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leading The process of getting the organization's members to work together toward the organization's goals

meta-analysis A statistical technique used to combine the results of many different research studies done in a variety of organizations and for a variety of jobs

operational excellence Maximizing the efficiency of the manufacturing or product development process to minimize costs

organizational behavior The study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself

organizational citizenship The behavior of individuals that makes a positive overall contribution to the organization

organizing The process of designing jobs, grouping jobs into units, and establishing patterns of authority between jobs and units

planning The process of determining an organization's desired future position and the best means of getting there

product innovation Developing new products or services

scientific management Based on the belief that productivity is maximized when organizations are rationalized with precise sets of instructions based on time-and-motion studies

scientific method Method of knowledge generation that relies on systematic studies that identify and replicate a result using a variety of methods, samples, and settings

situational perspective Suggests that in most organizations, situations and outcomes are influenced by other variables

specialization strategy Focusing on a narrow market segment or niche and pursuing either a differentiation or cost leadership strategy within that market segment

system A set of interrelated elements functioning as a whole

technical skills The skills necessary to accomplish specific tasks within the organization

theory A collection of verbal and symbolic assertions that specify how and why variables are related, and the conditions under which they should and should not relate

[return to top]

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- A new Real-World Challenge looks at the situation at Hilton Hotels.
- The impact of COVID and how it has impacted hybrid and remote work are discussed.
- Additional material expands and strengthens the discussion about employee engagement.

[return to top]

Chapter Outline

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

Chapter 1 provides an icebreaker (PPT Slide 2). Review the Learning Objectives for the chapter (PPT Slide 3).

Real-World Challenge: Happy Hotel Workers at Hilton

> **Summary:** Hilton Hotels have been around since 1925 and have been based on Conrad Hilton's vision of being the most hospitable company in the world with great people in a great workplace. When Hilton went public in 2013, that vision seemed far distant, and the new CEO, Christopher Nassetta, needed to find a way back to the founder's original vision
>
> **Real-World Challenge:** What might you suggest Nassetta do to restore the original mission?
>
> **Real-World Response:** Nassetta began by looking at the conditions and the needs of the service workers at Hilton. The first of several employee-focused changes were a redesign of the staff's workwear. With these changes, not only did Hilton find itself as in the top three best companies to work for in America for 2019–2022, but it also found itself uniquely positioned to assist workers that were furloughed as a result of the COVID-19 pandemic. These employees and their hospitality and service culture training made them ideal candidates for temporary assignments in other companies till furloughs were ended.

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1-1. What Is Organizational Behavior? (Learning Outcome 1: Describe organizational behavior, including the impact it has on both personal and organizational success. PPT Slides 4–7)

1-1a. The Meaning of Organizational Behavior

a. **Organizational behavior** (OB) is the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself.
b. All three are ultimately necessary for a comprehensive understanding of OB.
c. OB helps explain and predict how people and groups interpret events, react, and behave in organizations and describes the role of organizational systems, structures, and process in shaping behavior.
d. **Figure 1.1: The Nature of Organizational Behavior** illustrates this view of OB.

1-1b. How Organizational Behavior Impacts Personal Success

a. The core of OB is being effective at work.
    1. Since most people reading this book are either present or future managers, we take a managerial perspective of the field.
    2. Using your knowledge of OB can help you to succeed faster in any organization or career.
b. The study of OB can greatly clarify the factors that affect how managers manage.
c. Hence, the field attempts to describe the complex human context of organizations and to define the opportunities, problems, challenges, and issues associated with that realm.
d. **Understand Yourself: Global Mindset**

1-1c. How Organizational Behavior Impacts Organizational Success

a. Organizations as a whole also benefit from OB.
    1. By appropriately applying OB knowledge about individuals, groups, and the effect of organizational structure on worker behavior, the conditions can be created that make organizations most effective.
b. OB also helps companies perform well.
    1. In addition to financial performance and job satisfaction, OB also influences absenteeism and turnover.
    2. Reducing absenteeism and turnover can be worth millions of dollars to organizations through increased productivity and customer service and decreased staffing costs.

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c. One central value of OB is that it isolates important aspects of the manager's job and offers specific perspectives on the human side of management: people as organizations, people as resources, and people as people.

Case Study: The J.M. Smucker Company

Summary: From its founding in 1897, the J.M. Smucker Company recognizes that acting ethically is a key element of its success. The manufacturer wants to ensure that its fruit spreads, frostings, juices, and beverages remain American staples and that its daily operations are guided by honesty, respect, trust, responsibility, and fairness.

1. Why would ethics be important to a company like J.M. Smucker? How can its focus on values and ethics improve its business performance?
Acting ethically is a key element of the company's success. The benefits to the company include cultivating teamwork and productivity, supporting employee growth, avoiding criminal acts of omission, and promoting a strong public image. Ethical employee behavior determines short-term organizational performance and long-term organizational success. If employees do not consistently behave ethically, long-term sustainability is unlikely.

2. Appearing on "best places to work" lists can increase an employer's popularity, even among lower-qualified applicants. The increased volume of applicants can be costly and time-consuming. What do you feel are the benefits and drawbacks of being on this type of list? Do you feel that it is generally beneficial to be publicly recognized as a good employer? Why or why not?
The benefits include employee pride in working for an organization known for its high ethical standards. The drawbacks include the additional cost of human resources personnel to screen applications and interview potential employees. It is beneficial to be publicly recognized as a good employer because it sets the overall ethical tone of the company. Employees understand that unethical behavior is not tolerated.

3. Do J.M. Smucker's values and culture appeal to you as a potential employee? Why or why not?
The culture is appealing because the company is dedicated to higher ethical ideals that better society as a whole, such as environmental and social sustainability. Smucker promotes initiatives and programs that support and enhance the quality of life.

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e. **Knowledge Check 1.1: < 5 minutes total.** PPT Slide 7.
What three elements make up the nature of organizational behavior, or what organizational behavior attempts to understand?
(a) Individuals, managers, and work environments
(b) Human behavior, organization behavior, and the environment surrounding the organization
(c) The organization, human behavior in organizational settings, and the individual-organization interface
(d) Comprehensive behavior, organization influences, and the organization-environment interactions
- **Answer: c.** The organization, human behavior in organizational settings, and the individual-organization interface
- Organizational behavior (OB) is the study of human behavior in organizational settings, of the interface between human behavior and the organization, and of the organization itself.

1-2. The Managerial Context of Organizational Behavior (Learning Outcome 2: Identify the basic management functions and essential skills that make up the management process and relate them to organizational behavior. PPT Slides 8–14)

a. The managerial context of OB can be viewed from the perspective of basic management functions, critical management skills, and overall human resource management.

1-2a. Basic Management Functions and Organizational Behavior

a. In characterizing managerial work, most experts find it useful to conceptualize the activities performed by managers as reflecting one or more of four basic functions.
1. **Planning** is the process of determining an organization's desired future position and the best means of getting there.
2. **Organizing** is the process of designing jobs, grouping jobs into units, and establishing patterns of authority between jobs and units.
3. **Leading** is the process of getting the organization's members to work together toward the organization's goals.
4. **Controlling** is the process of monitoring and correcting the actions of the organization and its members to keep them directed toward their goals.

1-2b. Critical Management Skills and Organizational Behavior

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a. In general, most successful managers have a strong combination of technical, interpersonal, conceptual, and diagnostic skills.
    1. **Technical skills** are the skills necessary to accomplish specific tasks within the organization.
    2. **Interpersonal skills** are the ability to effectively communicate with, understand, and motivate individuals and groups.
    3. **Conceptual skills** are the ability to think in the abstract.
    4. **Diagnostic skills** are the ability to understand cause-and-effect relationships and recognize the optimal solutions to problems.

1-2c. Organizational Behavior and Human Resource Management

a. **Human resource management** (HRM) is the set of organizational activities directed at attracting, developing, and maintaining an effective workforce.
b. More precisely, HR managers select new employees, develop rewards and incentives to motivate and retain employees, and create programs for training and developing employees.
c. **Improve Your Skills: OB-Related Job Interview Questions.**
d. **Group Activity: 15–30 minutes total.** PPT Slide 14.
   Form groups of three to five participants. Each group should choose a type of manager (CEO, HR vice president, supplies manager, team supervisor, etc.) and then describe what that manager's activities would look like for each of the management functions: planning, organizing, leading, and controlling.
   After about 15 minutes, have each group make a brief report about their manager and that manager's activities.
    - **Note:** *Answers will of course vary widely, depending on the manager. The important point to emphasize is that individuals in management roles carry out these activities to various degrees. If time allows, the discussion could also encompass how different managers need different skills.*

1-3. The Strategic Context of Organizational Behavior (Learning Outcome 3: Discuss the strategic context of organizational behavior, including the relationships between strategy and organizational behavior. PPT Slides 15–18)

a. **Competitive advantage** is anything that gives a firm an edge over rivals in attracting customers and defending itself against competition.

1-3a. Sources of Competitive Advantage

a. There are many sources of competitive advantage, including having the best-made or cheapest product, providing the best customer service,

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being more convenient to buy from, having shorter product development times, and having a well-known brand name.

b. Because it is an organization's people who are responsible for gaining and keeping any competitive advantage, effective management is critical to business success.
c. To have a competitive advantage, a company must ultimately be able to give customers superior value for their money (a combination of quality, service, and acceptable price)—either a better product that is worth a premium price or a good product at a lower price can be a source of competitive advantage.
d. **Table 1.1** lists some possible sources of competitive advantage (note that an organization's talent is the key to securing each of these).

1-3b. Types of Business Strategies

a. A company may create value based on price, technological leadership, customer service, or some combination of these and other factors.
b. Business strategy involves the issue of how to compete, but also encompasses:
    1. The strategies of different functional areas in the firm.
    2. How changing industry conditions such as deregulation, product market maturity, and changing customer demographics will be addressed.
    3. How the firm as a whole will address the range of strategic issues and choices it faces.
c. Business strategies are partially planned and partially reactive to changing circumstances.
d. Companies may also pursue more than one strategy at a particular time.
e. Primary business strategies:
    1. **Cost leadership strategy** strives to be the lowest-cost producer for a particular level of product quality.
        i. Walmart is a good example of a firm that uses a cost leadership strategy.
        ii. Operational excellence maximizes the efficiency of the manufacturing or product development process to minimize costs.
        iii. Dell Computers, FedEx, and Walmart are good examples of companies whose competitive advantage is based on operational excellence.
    2. **Differentiation strategy** develops a product or service that has unique characteristics valued by customers.

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i. Firms can differentiate along various dimensions, including image (Coca-Cola), product durability (Wrangler clothing), quality (Lexus), safety (Volvo), and usability (Apple computer).
ii. Product innovation is developing new products or services.
iii. This strategy is common in technology and pharmaceutical companies. Johnson & Johnson, Nike, and Apple are good examples.

3. **Specialization strategy** focuses on a narrow market segment or niche and pursues either a differentiation or cost leadership strategy within that market segment.
    i. This strategy can be successful if it results either in lower costs than competitors serving the same niche or an ability to offer customers something other competitors do not, such as Chuck E. Cheese, Dunkin' Donuts, and Starbucks.
    ii. Customer intimacy is delivering unique and customizable products or services to meet customers' needs and increase customer loyalty.
    iii. Consulting, retail, and banking organizations often adopt this approach.
4. **Growth strategy** occurs when companies expand organically or through acquisitions.
    i. Growth-oriented chains such as Blaze Pizza and Five Guys Burgers regularly open new stores that require additional managers and employees.

1-3c. Integrating Business Strategy and Organizational Behavior

a. A number of significant linkages connect business strategy and OB.
    1. For instance, a firm that relies on a cost leadership strategy will usually need to keep all of its expenses as low as possible.
        i. Therefore, this strategy might dictate relying on low-wage employees and trying to automate as many jobs as possible.
        ii. These actions, in turn, clearly relate to employee motivation and the design of work.
    2. Likewise, a company using a differentiation strategy might want to emphasize exemplary customer service.
        i. As a result, it needs employees who are motivated to provide high levels of service, leaders who can help develop a customer service culture, and a reward structure tied to customer service.

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3. A specialization strategy often requires employees with specialized skills and abilities.

b. Effective managers understand what needs to be done to execute a company's business strategy, then they plan, organize, direct, and control the activities of employees to get it done.
c. It is important to note that managers do not accomplish organizational objectives by themselves—they get work done through others.
d. Flexibly applying OB principles will help you to do that most effectively.
e. **Knowledge Check 1.2: < 5 minutes total.** PPT Slide 18.
Which type of business strategy is most likely to emphasize product innovation?
(a) Cost leadership
(b) Differentiation
(c) Specialization
(d) Growth
- **Answer: b.** Differentiation
- Differentiation is more likely to be concerned with product innovation—that is, with developing a product or service that has unique characteristics valued by customers.

1-4. Contextual Perspectives on Organizational Behavior (Learning Outcome 4: Identify and describe contextual perspectives on organizational behavior. PPT Slides 19–27)

1-4a. What Are the Origins of Organizational Behavior?

a. Formal study of OB began in the 1890s, following the industrial relations movement spawned by Adam Smith's introduction of the division of labor.
b. In the 1890s, Frank and Lillian Gilbreth and Frederick Winslow Taylor identified the positive effects of precise instructions, goal setting, and rewards on motivation.
1. Their ideas became known as scientific management and are often considered the beginning of the formal study of OB.
2. **Scientific management** is based on the belief that productivity is maximized when organizations are rationalized with precise sets of instructions based on time-and-motion studies.

c. The four principles of Taylor's scientific management are:
1. Replace rule-of-thumb work methods with methods based on scientifically studying the tasks using time-and-motion studies.
2. Scientifically select, train, and develop all workers rather than leaving them to passively train themselves.

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3. Managers provide detailed instructions and supervision to workers to ensure that they are following the scientifically developed methods.
4. Divide work nearly equally between workers and managers so that managers apply scientific management principles to planning the work, and workers actually perform the tasks.

d. Although scientific management improved productivity, it also increased the monotony of work.
e. After World War I, attention shifted to understanding the role of human factors and psychology in organizations.
    1. This interest was spawned by the discovery of the Hawthorne effect in the 1920s and 1930s.
    2. The **Hawthorne effect** occurs when people improve some aspect of their behavior or performance simply because they know that they are being assessed.
f. Rather than viewing workers as interchangeable parts in mechanical organizations as the scientific management movement had done, the **human relations movement** viewed organizations as cooperative systems and treated workers' orientations, values, and feelings as important parts of organizational dynamics and performance.
    1. Proponents of this way of thinking included Mary Parker Follett, known as the prophet of management, and W. Edwards Deming, who initiated total quality management.

1-4b. Organizations as Open Systems

a. A **system** is an interrelated set of elements that function as a whole.
b. The framework for systems study consists of inputs, transformation, outputs, and feedback (**Figure 1.3: The Systems Approach to Organizations**).
c. An organizational system receives four kinds of input from its environment: material, human, financial, and informational.
d. These inputs are combined and transformed and then returned to the environment in the form of products or services, profits or losses, employee behaviors, and additional information.
e. Finally, the system receives feedback from the environment regarding these outputs.
f. The systems perspective is valuable to managers for a variety of reasons.
    1. First, it underscores the importance of an organization's environment.

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2. The systems perspective also helps managers conceptualize the flow and interaction of various elements of the organization itself as they work together to transform inputs into outputs.

1-4c. Situational Perspectives on Organizational Behavior

a. Another useful viewpoint for understanding behavior in organizations comes from the **situational perspective**, which suggests that in most organizations, situations and outcomes are influenced by other variables.
b. Because of the complexities of human behavior and organizational settings, universal conclusions are impossible.
c. In organizations, most situations and outcomes are contingent; that is, the precise relationship between any two variables is likely to be situational and dependent on other variables.
d. There are distinct differences between universal and situational perspectives (**Figure 1.4: Universal versus Situational Approach**).

1-4d. Interactionalism: People and Situations

a. **Interactionalism** suggests that individuals and situations interact continuously to determine individuals' behavior.
b. This view attempts to explain how people select, interpret, and change various situations.
c. **Polling Activity: 5–10 minutes total.** PPT Slide 27.
You are a manager of a design department for a company that does printing for a variety of clients. Your team of designers is talented and works well together, with one exception. One employee, who submits excellent work and is never late, is either quiet or almost rude to coworkers. In turn, the coworkers pointedly avoid this employee. Which of these approaches do you believe would be most likely to help you deal with this employee and the coworkers?
    1. Systems perspective
    2. Situational perspective
    3. Interactionalist perspective
        - **Note:** *This activity has no single correct answer. Students can be prompted to volunteer the reasoning for their response. In this particular activity, their answer can be related to what aspects of the perspective address the employee's behavior and the coworkers' responses.*

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1-5. Managing for Effectiveness (Learning Outcome 5: Discuss the role of organizational behavior in managing for effectiveness, including the role of research in organizational behavior. PPT Slides 28–41)

a. Essentially, managers and leaders generally try to direct the behaviors of people in their organizations in ways that promote organizational effectiveness.

1-5a. Enhancing Individual and Team Performance Behaviors

a. Several individual behaviors result from a person's participation in an organization.
    1. One important behavior is productivity.
        i. A person's productivity is a relatively narrow indicator of his or her efficiency and is measured in terms of the products or services created per unit of input.
    2. Performance, another important individual-level outcome variable, is a somewhat broader concept and is made up of all work-related behaviors.
    3. Another set of outcomes exists at the group and team level.
        i. Some of these outcomes parallel the individual-level outcomes just discussed.
b. Individuals, not groups, have attitudes, but groups or teams can also have unique outcomes that individuals do not share.
c. Managers need to assess both common and unique outcomes when considering the individual and group levels.

1-5b. Enhancing Employee Engagement and Commitment

a. Levels of job satisfaction or dissatisfaction, organizational commitment, and employee engagement all play an important role in OB.
b. Extensive research conducted on job satisfaction has indicated that personal factors determine an individual's attitude toward work, along with group and organizational factors.
c. Contrary to what many managers believe, however, high levels of job satisfaction do not necessarily lead to higher levels of performance.
d. A person with a high level of commitment is likely to see himself or herself as a true member of the organization.
e. In contrast, a person with less organizational commitment is more likely to see herself or himself as an outsider.

1-5c. Promoting Organizational Citizenship Behaviors

a. **Organizational citizenship** is the behavior of individuals that makes a positive overall contribution to the organization.

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b. The determinant of organizational citizenship behaviors is likely to be a complex mosaic of individual, social, and organizational variables.
c. Research on organizational citizenship suggests that it may play an important role in organizational effectiveness.

1-5d. Minimizing Dysfunctional Behaviors

a. Some work-related behaviors are dysfunctional in nature.
b. **Dysfunctional behaviors** are those that detract from, rather than contribute to, organizational performance.
c. Two important individual-level behaviors:
    1. Absenteeism is a measure of attendance.
    2. Turnover occurs when a person leaves the organization.
d. Other forms of dysfunctional behavior may be even more costly for an organization.
    1. Theft and sabotage result in direct financial costs for an organization.
    2. Sexual and racial harassment also cost an organization, both indirectly and directly.
    3. So, too, can politicized behavior, intentionally misleading others in the organization, spreading malicious rumors, and similar activities.
    4. Incivility and rudeness can result in conflict and damage to morale and the organization's culture.
    5. Bullying and workplace violence are also growing concerns in many organizations.

1-5e. Driving Strategic Execution

a. Finally, another set of outcome variables exists at the organizational level.
b. These outcomes usually relate to strategic execution—how well managers and their employees understand and carry out the actions needed to achieve strategic goals.
c. As before, some of these outcomes parallel those at the individual and group levels, but others are unique.
d. The manager must look at the full array of outcomes and attempt to balance them in an optimal fashion.
e. The manager's ability to do this is a major determinant of the organization's success and how well it implements its business strategy.

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1-5f. How Do We Know What We Know?

a. Another important part of being an effective manager is understanding the quality of the information you use to make decisions.
b. Because not all information is accurate, it is important for you to understand the processes that have been used to establish our knowledge about OB, and why we know what we know.
c. Intuition
    1. Decades of research have both reinforced some of the things many people intuitively believe and identified common misunderstandings or misperceptions about OB.
    2. The authors encourage you to read this book with an open mind and to not assume that you know all there is to know about a topic before you have studied it.
    3. The goal is to help you be as effective as possible in organizations and to help you create successful organizations.
d. The Scientific Method
    1. Rather than relying on experience or intuition, or just assuming that ideas are correct because they seem to make sense, the **scientific method** relies on systematic studies that identify and replicate a result using a variety of methods, samples, and settings.
        i. Sir Francis Bacon developed the scientific method in the 1600s.
        ii. The scientific method begins with **theory**, which is a collection of verbal and symbolic assertions that specify how and why two or more variables are related, and the conditions under which they should and should not relate.
        iii. The second step in the scientific method is the development of **hypotheses**, or written predictions specifying expected relationships between certain variables.
    2. Hypothesis testing can be done using a variety of research methods and statistical analyses.
        i. For our purposes, assume we collect data on our predictor, or **independent variable**, and our criterion, or dependent variable.
        ii. Setting a specific, difficult, achievable goal is the independent variable, and the number of products assembled is our **dependent variable**.

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3. We can then analyze the correlation, abbreviated as r, between the two variables to test our hypothesis.
    i. The **correlation** reflects the strength of the statistical relationship between two variables.
    ii. The correlation ranges from –1 to +1 and can be positive or negative (**Figure 1.6: Interpreting Correlations**).
    iii. A correlation of 0 means that there is no statistical relationship.
    iv. A negative correlation is not necessarily bad but may simply mean that, for example, a manager needs to set lower goals.
    v. In reality, we never see perfect +1.0 or –1.0 correlations when it comes to people's behavior—people are just too complicated.
4. A statistical technique called **meta-analysis** is used to combine the results of many different research studies done in a variety of organizations and for a variety of jobs.
    i. The goal of meta-analysis is to estimate the true relationship between various constructs and to determine whether the results can be generalized to all situations or if the relationship works differently in different situations.

e. Global Replication
    1. Assuming that everyone in the world shares the same values, norms, and expectations about work is incorrect.
    2. National boundaries no longer limit many organizations, and many U.S. companies employ people from around the world.

Global Issues: Managing across Cultures

Summary: Effective management requires flexibility and an appreciation that expectations and values differ. The U.S. workforce is expected to become more diverse. The more comfortable students are in tailoring motivation and leadership efforts to the people they lead, the more effective they will be as managers. Although good pay and interesting work appear to be universally motivating, people from different cultures have different traditions, are motivated by different things, and communicate in different ways. Motivating employees in a multinational organization is challenging, particularly if managers adopt a "one-size-fits-all" strategy. Cultural differences also influence the effectiveness of different leadership behaviors. Managers supervising employees from different cultures must recognize these differences and adapt their behaviors and relationships accordingly.

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f. **Discussion Activity: 10–20 minutes total.** PPT Slides 40–41. Perhaps you've heard the warning that "correlation is not causation." As a class, discuss what this admonition means for those using the scientific method.
   1. The scientific method is a useful approach to studying many things, including organizational behavior. However, sometimes researchers find a correlation between variables and make assessments based on numbers, rather on the numbers within the context of their research. For example, one study found that the number of high school graduates increased at the same rate between 1965 and 2020 as pizza consumption in the United States. Does that mean only people with diplomas consume pizza, or does eating pizza lead to greater graduation rates? Obviously, many other factors are involved and must be considered when reaching conclusions.

1-6. The Framework of the Book (Learning Outcome 6: Summarize the framework around which this book is organized. PPT Slides 42–43)

a. **Figure 1.7: Organizational Behavior Framework** presents the framework around which our book is organized.

Summary and Application

- OB is the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. The study of OB is important because organizations have a powerful influence on our lives, and it directly relates to management in organizations.

- A manager's job can be characterized in terms of four functions. These basic managerial functions are planning, organizing, leading, and controlling.
  - Planning is the process of determining the organization's desired future position and deciding how best to get there.
  - Organizing is the process of designing jobs, grouping jobs into manageable units, and establishing patterns of authority among jobs and groups of jobs.
  - Leading is the process of motivating members of the organization to work together toward the organization's goals.
  - Controlling is the process of monitoring and correcting the actions of the organization and its people to keep them headed toward their goals.

- Why is it that some people rise in organizations despite being only average accountants, marketers, researchers, and so on? Often, the answer is that

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those people know how to interact effectively with other people. Effective interaction with people is critical for advancement in organizations and often for effective job performance.

- Being able to understand what people think and feel, knowing how to persuade and motivate others, and knowing how to resolve conflicts and forge cooperation are among the most important skills of successful leaders.
- This book can help you better understand yourself, understand organizations, understand the role of OB in your personal career success, and improve your OB skills.

Self-Assessment (PPT Slide 44)

- When you look at the list of critical management skills (technical, interpersonal, conceptual, and diagnostic), in what area(s) do you feel strongest? What can you do to increase your competence in the other areas?
- In what ways are you hoping this class on organizational behavior contributes to your future career?
- As an employee, what skills and functions of a manager do you most appreciate when they perform well? What do you need to perform well as a manager?

[return to top]

Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. **What do you think are the most important things a manager does? Is how a manager does these things also important? Why or why not?**

   The ability to understand what people think and feel, knowing how to persuade and motivate others, and knowing how to resolve conflicts and forge cooperation are among the most important skills of successful managers. How a manager does these things is important, because “people skills” are often what make the difference between an average and an excellent performer in almost any job.

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2. **Some people have suggested that understanding human behavior at work is the single most important requirement for managerial success. Do you agree or disagree with this statement? Why?**

   To some degree, students' responses may depend on their major field of study, especially if it is not management. However, students should recognize that the behavior of people in organizations affects everyone's lives in numerous ways every day. The extent to which we are able to get things done at work or to register for classes every semester reflects the behavior of people in organizations. After all, people are the organization, people are resources that organizations use, and, most importantly, people are individuals interacting in increasingly complex ways.

3. **The chapter identifies four basic managerial functions. Based on your own experiences and observations, provide an example of each function.**

   Answers will vary. Students may be more aware of the control function than any other in the jobs they have held!

4. **Why will learning about OB help you to get a better job and a better career and be a better manager?**

   OB provides a foundation for the effective management of people in organizations. Because it explains how organizations work, from individual motivation to team dynamics to organizational structure, knowing about OB is essential to being effective at all organizational levels. Also, learning about yourself and constantly developing your skills are important to succeeding in any career.

5. **Some people believe that individuals working in an organization have basic human rights to satisfaction with their work and to the opportunity to grow and develop. How would you defend this position? How would you argue against it?**

   In defense of this position, it may be argued that organizations have a responsibility to society to provide an environment that enables individuals to grow and develop. In other words, because individuals expend extensive time and energy in organizations, it is the individual's right to work in a safe, clean, and satisfying environment. From the opposing viewpoint, it may be argued that organizations are required only to reward employees financially for the time and effort they spend on the job. Further, because employees are not "forced" to work for a particular organization, they have the freedom to leave the organization if they are not satisfied. In addition, because employees are

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paid for their services, organizations are not required to address other employee concerns.

6. **Think of something that you believe leads to employee productivity based on intuition that may not prove to be true if tested systematically. Now apply the scientific method and describe how you might test your theory.**

   Paying for increased production seems intuitively to lead to increased productivity. In fact, workers who produced more than their peers were considered "rate busters" and shunned by their coworkers.

   Theory: Workers are motivated by money.

   Hypothesis: Paying a worker more money increased output.

   The independent variable is the money, and the dependent variable is the worker's productivity. For the data phase, a group of workers is offered additional pay to increase output during a one-hour work period. Data analysis shows that the correlation between the two variables is negative. This means that paying more money does not increase output. Peer pressure not to work too hard was a stronger motivator than additional pay.

[return to top]

UNDERSTAND YOURSELF EXERCISE

Global Mindset

After completing the self-assessment, found earlier in the chapter, answer the following questions:

1. **Do you think that your score accurately reflects your global mindset? Why or why not? What, if anything, is missing from the assessment?**

   Student answers will vary. The assessment relies on students' abilities to accurately assess themselves, which they may have trouble doing because the topic is a sensitive one. In addition, the questions are written in such a way that it might be easy for students to determine which answers are more desirable and which are less desirable, so they might be less willing to answer honestly.

2. **How do you think that having a higher global mindset will help you to be a better manager and leader? How can this characteristic help you succeed in your career?**

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Having a higher global mindset likely means that you are more flexible in your thinking and you are willing to consider unique or unorthodox solutions to

problems. The ability to be flexible and innovative can serve you in your career as the workplace, technology, and market change.

3. **What might you do in the next year to increase your global mindset? Identify and discuss three specific behaviors, activities, or other things that increase your global mindset.**

   The self-assessment offers a number of viable free and inexpensive suggestions. The central element of all of these suggestions is that they are deliberate choices students make. In addition, repeated exposure to new cultural and linguistic experiences will help students increase their global mindset.

GROUP EXERCISE

Managing a Successful Restaurant

Learning Objective: Applying concepts learned in this chapter such as employee engagement, organizational citizenship, dysfunctional behaviors, and managing for effectiveness.

Task: Form groups of 3–5 students.

Imagine that you are all managers in a local restaurant. There are many restaurants in town, making it a competitive business. You recognize that providing high quality, friendly service and having actively engaged employees is going to make the difference between your restaurant's success and failure.

Your management team decides to first address organizational citizenship and employee engagement as drivers of high quality customer service.

First, think independently about what your restaurant can do to enhance the engagement and citizenship behaviors of your employees. Then share your ideas with the group and identify your top three suggestions for the restaurant. Be ready to share your ideas with the class.

Your management team next decides that it will be important to minimize dysfunctional employee behaviors if the restaurant is to succeed. First, think independently about what your restaurant can do to minimize the occurrence of these destructive behaviors. Then share your ideas with the group and

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identify your top three suggestions for the restaurant. Be ready to share them with the class.

[return to top]

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