Organizational Behavior 2nd edition Uhl-Bien Solutions Manual

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Chapter 1
INTRODUCING ORGANIZATIONAL BEHAVIOR

CHAPTER OVERVIEW

This chapter sets the foundation for our examination of individuals and teams in the workplace. We first describe organizational behavior as a field of study, highlighting the importance and broad application of its topics and principles. We then encourage critical thinking about human behavior, introducing scientific evidence that explains why people do what they do at work. Lastly, we connect concepts in organizational behavior with the functions of managers in organizational systems.

CHAPTER OUTLINE

ORGANIZATIONAL BEHAVIOR
- What Is Organizational Behavior?
- Why Is Organizational Behavior Important?
- Why Learn About Organizational Behavior?

THINKING CRITICALLY ABOUT ORGANIZATIONAL BEHAVIOR
- What Is the Science of Organizational Behavior?
- What Does It Mean to Think Critically?
- Why Is It so Hard to Think Critically?
- What Are Steps in the Critical Thinking Process?

MANAGERS, TEAM LEADERS, AND ORGANIZATIONAL BEHAVIOR
- Effective Managers and Team Leaders
- What Do Managers and Team Leaders Do?
- What Are the Essential Skills of Managers and Team Leaders?

CHAPTER LECTURE NOTES

LO 1: DEFINE ORGANIZATIONAL BEHAVIOR AND ITS IMPORTANCE IN THE MODERN WORKPLACE

What Is Organizational Behavior?

- *Organizational behavior* (OB) is the study of individuals and groups in organizations.
- Organizational behavior is a multidisciplinary field devoted to understanding individual and group behavior, interpersonal processes, and organizational dynamics.

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- In this challenging era of work and organizations, the body of knowledge we call "organizational behavior" offers many insights of great value. Learning about organizational behavior is important; since it can help you develop a better work-related understanding of yourself and others.

Importance of Organizational Behavior

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

- Trends with Human Behavior in Organizations:
  - Importance of connections and networks
  - Commitment to ethical behavior
  - Broad views of leadership
  - Diversity in the workplace
  - Emphasis on human capital and teamwork
  - Demise of command-and-control
  - Influence of information technology
  - Respect for new workforce expectations
  - Changing concept of careers
  - Concern for sustainability

Why Learn About Organizational Behavior?

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

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

Today's knowledge-based and smart workforces place a great premium on continuous learning. Learning about OB will begin to make life and work experiences more meaningful. The experiential learning cycle of the typical OB course begins with initial experience and subsequent reflection. It grows as theory-building takes place to try to explain what has happened. Theory is then tested in behavior. This assigns the student a substantial responsibility for learning. The advantage of this approach is that opportunities to learn more about OB and the self abound in everyday living if students tune in.

LECTURE ENHANCEMENT

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

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LO 2: THINK CRITICALLY ABOUT HUMAN BEHAVIOR

What Is The Science of Organizational Behavior?

OB researchers use systematic observations in an attempt to isolate explanations for why people do what they do, why teams are productive, and why some organizations outperform others in order to determine how people operate in the workplace. Ultimately, researchers want to observe differences between people and groups, explain those differences, and determine ways to make improvements.

This science can start with the question: "Why do good managers make bad decisions?" Part of the reason is that rather than relying on a clearly validated set of scientific discoveries, many managers use less reliable sources of insight such a gut feel, intuition, the latest trends, what a consultant might say, or what is being done in another company.

The four primary ways people come to know what they know are:

- *Intuition*: knowing something without any particular explanation or reason, or because of gut feel
- *Experience*: extrapolating from our experience to a broad set of circumstances
- *Authority*: knowledge coming from the authority of experts or facts
- *Science*: knowing through the accumulation of reliable and valid evidence

What Does It Mean to Think Critically?

Critical thinking is a systematic and comprehensive process of making objective, unbiased assessments of facts when forming judgments. It is characterized by four attributes:

- *Intellectual humility*: willingness to admit mistakes or errors in judgment and alter opinions when evidence points in a different direction
- *Confidence in reason*: confidence that evidence and hard facts are the most reliable guides to good judgment
- *Intellectual curiosity*: love of exploring new topics, learning new things, and gaining knowledge in any form
- *Intellectual independence*: willingness to question authority, challenge conventional wisdom, and honestly examine opinions different from one's own

Why Is It so Hard to Think Critically?

Some of the most common flaws in the way people think include:

- *Confirmation bias*: the tendency to search for and interpret information in a way that confirms one's existing opinions or preconceptions
- *Dichotomies*: the tendency to see problems and solutions in simplistic terms rather than with the nuance present in most complex issues
- *Bandwagon effect*: the tendency to believe things because many other people do
- *Selective perception*: the tendency to notice or perceive only certain bits of information

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What Are Steps in the Critical Thinking Process?
Critical thinking is most often revealed in a systematic and prudent process of questioning information and data. There are several standards: clarity, accuracy, relevance, completeness, significance, fairness, precision, depth, and logic.

Evidence-based management means making managerial decisions based on facts rather than on feelings.

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

LECTURE ENHANCEMENT

Ask students to think about an opinion that they hold deeply and spend two minutes writing about the different sources of knowing and the attributes that went into forming these opinions. Then have them share with a classmate who will pose questions to them based on the standards of critical thinking.

LO 3: DESCRIBE THE SKILLS NEEDED FOR GREAT LEADERSHIP AND MANAGEMENT

Effective Managers
Managers are persons who support the work efforts of other people. An *effective manager* helps others achieve high levels of both performance and satisfaction. This definition focuses on two key results in a manager's daily work:

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

What Do Managers and Team Leaders Do?

The jobs of managers and team leaders can be described by the four functions of management. These four functions are as follows:

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

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LECTURE ENHANCEMENT

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

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

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

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

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

LECTURE ENHANCEMENT

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

What Are The Essential Skills of Managers and Team Leaders?

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

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

1. A *technical skill* is the ability to perform specialized tasks.
2. A *human skill* is the ability to work well with other people.
3. A *conceptual skill* is the ability to analyze and solve complex problems.

- Technical skills are more important at entry levels of management and conceptual skills are more important for senior executives. Human skills, which are strongly grounded in the foundations of organizational behavior, are important across all managerial levels.
- An important emphasis in human skills in e*motional intelligence* (EI), which is the ability to manage oneself and one's relationships effectively. The core elements in emotional intelligence are:
    - Self-awareness—ability to understand your own moods and emotions
    - Self-regulation—ability to think before acting and to control bad impulses
    - Motivation—ability to work hard and persevere
    - Empathy—ability to understand the emotions of others
    - Social skill—ability to gain rapport with others and build good relationships

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

LECTURE ENHANCEMENT 1

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

LECTURE ENHANCEMENT 2

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

CHAPTER STUDY GUIDE

What is organizational behavior and why is it important?

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

How do we learn about organizational behavior?

- Learning is an enduring change in behavior that results from experience.
- Lifelong learning about organizational behavior requires a commitment to continuous learning from one's work and everyday experiences.

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- Most organizational behavior courses use a variety of instructional methods (self-assessments, experiential exercises, team projects, and case studies) to take advantage of the experiential learning cycle.

What is the science of organizational behavior?

- The science of OB involves making systematic observations in the pursuit of identifying meaningful and insightful patterns.
- Very often, rather than using insights from science and hard evidence about behavior at work, managers tend to rely on less reliable sources of information such as gut feel, intuition, the latest management trend, or their own preferences.
- There are several different sources of knowledge including intuition, experience, authority, and science. The most reliable of which is science.
- Contingency thinking recognizes that cookie-cutter solutions cannot be universally applied to solve organizational problems.

What does it mean to think critically about human behavior?

- Critical thinkers recognize that statements that may be considered common knowledge are not true for all people in all situations.
- Critical thinking is a systematic and comprehensive process of making objective, unbiased assessments of facts when forming a judgment.
- Critical thought is careful, evidence-based, mindful of context, and free from bias. It has four attributes: intellectual humility, confidence in reason, intellectual curiosity, and intellectual independence.
- It takes effort to engage in a meticulous process of critically analyzing the arguments, statements, and recommendations of others, especially those in positions of authority. It is easy to fall back on some common flaws: confirmation bias, dichotomies, the bandwagon effect, and selective perception.
- Critical thinking is most often revealed through a systematic and prudent process of questioning information and data.
- Critical thinkers actively and intentionally pursue certain standards by asking questions that advance our understanding of problems, circumstances, and potential solutions. The standards are clarity, accuracy, completeness, significance, precision, depth, and logic.

What are the challenges of management in organizations?

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

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KEY TERMS

Conceptual skill: the ability to think critically, identify patterns and trends, and analyze and solve complex, ambiguous problems.
Contingency thinking: seeks ways to meet the needs of different management situations.
Controlling: ensuring that things go well by monitoring performance and taking corrective action as necessary.
Critical thinking: a systematic and comprehensive process of making objective, unbiased assessments of facts when forming a judgment.
Effective manager/team leader: excels at helping others achieve both high performance and job satisfaction.
Evidence-based management: making managerial decisions based on facts rather than feelings.
Human skills: the ability to work well with other people.
Job satisfaction: how people feel about their work and the work environment.
Leading: instilling enthusiasm by communicating with others, motivating them to work hard, and maintaining good interpersonal relations.
Organizing: creating work structures and systems, and arranging resources to accomplish goals and objectives.
Planning: defining goals, setting specific performance objectives, and identifying the actions needed to achieve them.
Task performance: the quality and quantity of the work produced or the services provided by an individual, team, work unit, or organization as a whole.
Technical skill: the ability to perform specialized tasks using knowledge or expertise gained from education or experience.

SPECIAL FEATURES

Be a Critical Thinker: Paradoxical Proverbs
The world is full of clever expressions, slogans, mantras, and statements of universal wisdom that require critical thinking in order to see the cracks in the foundations on which these morsels of knowledge are built. Critical thinkers are adept at altering the questions to be asked and answered. Consider these paradoxical proverbs: "Look before you leap" vs. "He who hesitates is lost"; and "Too many cooks spoil the broth" vs. "Two heads are better than one." This textbook is filled with exercises that will encourage the development of the critical thinking skills that employers are calling for.

Bringing OB to Life: Life Building Skills to Succeed in a Collaboration Economy
Dean Sally Blount of Northwestern's Kellogg School says that success is earned in our collaboration economy by "people and companies who connect and collaborate more effectively." Jacob Morgan, author of *The Collaborative Organization*, says that there is a great opportunity for "collaboration leaders" who value and respect others as the most important assets of organizations. The collaboration economy presents a pretty stiff career test. It calls for "hard" technology skills and real job expertise to be combined with "soft" people skills and a genuine personal presence. But that's the great opportunity of

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your course in organizational behavior – a chance to learn more about yourself and how people work together in organizations. The question is, are you ready to jump in and let OB help build your skills for success in a collaboration economy?

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

OB in the Office: Your Future Career and How Studying OB Can Help You Succeed
A degree in organizational behavior can lead to a rewarding and lucrative career in many different industries by learning skills such as how to inspire, motivate, and manage a diverse workforce. A few jobs in which OB skills are an asset include human resources, training and development, and management consulting, with average salaries ranging from $90,000 to $123,510. Ask students to consider how OB fits in with their career goals.

Research Insights: Do You Think You Have What It Takes to Be the Boss?
Although everyone thinks they have what it takes to be a powerful leader, that is not always the case. Adam Galisnky & Maurice Schweitzer developed a test to judge who is boss material. Subjects are asked to draw a capital E on their forehead. Those who write the letter E so that it made sense to only themselves are likely more self-oriented, and this tends to increase with the seniority of the manager. Those who draw the E so that others can read it are more likely to be other-oriented and consider multiple perspectives, and are less likely to be in powerful positions. Have your students try this activity and discuss the results.

Research Insights: In the Modern Workplace, Critical Thinking > IQ
IQ tests are used to make decisions about student applications to college, and many employers, including the NFL, now apply IQ tests in assessing job candidates or high-potential employees. However, despite suggestions that general cognitive ability is the strongest predictor of overall job performance, recent research highlights the value of critical thinking as essential for a manager in a modern workplace. Critical thinking is a skill that can be developed with training and intentional practice, and may be superior to IQ in predicting actual decision-making, the ability to defend against propaganda, and flexibility in thought. Ask students to generate ideas for developing their own critical thinking as they progress through their college careers.

Worth Considering or Best Avoided? Trouble Balancing Work and Home? Telecommuting May Be the Answer
A group of Stanford University researchers wondered if allowing work to be done at home was really worth it to employers. Seeking real facts upon which to base a conclusion, they set up a field experiment using call center workers at a large Chinese travel agency. The researchers pointed out that working at

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home was in a quieter space that allowed better contact time with customers. Also, home working resulted in less break times while on shift and also fewer sick days of leave. Ask the students if the findings make sense in terms of their impressions and experience? Does this study suggest that everyone should be given the option to work from home at least part of the time?

OB IN ACTION – SUGGESTED ACTIVITIES

Cases for Critical Thinking	• Trader Joe's
Team and Experiential Exercises	• Ice Breaker • My Best Manager • My Best Job

CASES FOR CRITICAL THINKING

TRADER JOE'S

CROSS-REFERENCE AND INTEGRATION
Human resource management, organizational cultures, innovation, information technology, leadership

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

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

RELATED WEB SITES

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

REVIEW QUESTIONS AND SUGGESTED ANSWERS

1. **How does Trader Joe's design jobs for increased job satisfaction and higher performance?**
   Good job design includes expanding job duties so they include intrinsic rewards such as responsibility, achievement, recognition and personal growth (job design is covered in detail in Chapter 6). Job descriptions at Trader Joe's include soft skills such as ambition, adventurousness, pleasantness, and possessing a strong sense of values that enable the employee to understand the customer-focused culture, which values both product knowledge and customer involvement.

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

2. **In what ways does Trader Joe's demonstrate the importance of each responsibility in the management process: planning, organizing, leading, and controlling?**
   - *Planning* involves goal setting and identifying actions necessary to achieve goals. Trader Joe's starts with a clear vision of providing "exotic, one-of-a-kind foods priced persuasively below any reasonable competitor."
   - *Organizing* creates work structures and organizes resources to accomplish goals. Trader Joe's has a lean structure that minimizes expenses and designs jobs so that employees feel empowered to help the customer and make suggestions to management.
   - *Leading* creates enthusiasm, encourages communication, motivates employees, and maintains good human relations. Trader Joe's founder and management have established a strong culture that values and reinforces friendliness, strong customer relationships, a fun atmosphere, employee empowerment, compensation that rewards performance, and promotion from within. They have been rewarded with sales that are nearly double those of other similarly sized supermarkets.
   - *Controlling* measures performance to ensure results and takes corrective action as necessary. Trader Joe's philosophy requires cost control and fewer products than competitors to meet low-cost goals. Corrective action was taken swiftly when it was discovered that their seafood selections included 15 out of 22 species that are on a "red-list" of fish that are over-fished and need to be conserved.

3. **Describe the methods that show Trader Joe's knows the importance of human capital.**
   Trader Joe's considers its "responsible, knowledgeable and friendly 'crew' to be critical to its success." They back this up with job descriptions that highlight skills necessary for success, promoting from within, training, compensation and benefits that are better than other retailers.

4. **Does Trader Joe's response to the *Traitor Joe's* campaign demonstrate contingency thinking? Why or why not?**
   Trader Joe's realized that selling red-listed seafood was not in its best interest, and that this practice had to be changed to fit the situation. This demonstrates contingency thinking, which says that management practices must be tailored to fit the exact nature of each situation.

5. **Research Question: What do the blogs and current news reports say? Is Trader Joe's a management benchmark for others to follow? In what areas relevant to Organizational Behavior does the firm have an edge on the competition?**
   Students may need to do a little digging to uncover more information on Trader Joe's. Much of the current information centers on new locations and product recalls. Students may find much positive feedback from consumers, including several entertaining YouTube videos. This would be an indicator of the company's success in satisfying customers, which would prove to be a benchmark for competition.

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TEAM AND EXPERIENTIAL EXERCISES

ICEBREAKER

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

MY BEST MANAGER

CROSS-REFERENCE AND INTEGRATION

Leadership

INSTRUCTOR'S NOTES

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

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

MY BEST JOB

CROSS-REFERENCE AND INTEGRATION

Motivation; job design; organizational cultures

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INSTRUCTOR'S NOTES

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

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

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