M Organizational Behavior 5th edition McShane Solutions Manual

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Instructor's Manual to Accompany

M:Organizational Behavior 5/e

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Chapter 1:
Introduction to the Field of Organizational Behavior

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1 Introduction to the Field of Organizational Behavior

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1-1 Define organizational behavior and organizations.
1-2 Explain why organizational behavior knowledge is important for you and for organizations.
1-3 Describe the anchors on which organizational behavior knowledge is based.
1-4 Summarize the workplace trends of diversity and the inclusive workplace, work-life integration, remote work, and emerging employment relationships.
1-5 Describe the four factors that directly influence individual behavior and performance.
1-6 Summarize the five types of individual behavior in organizations.

CHAPTER GLOSSARY

ability — the learned capabilities and natural aptitudes required to successfully complete a task

corporate social responsibility (CSR) — organizational activities intended to benefit society and the environment beyond the firm's immediate financial interests or legal obligations

counterproductive work behaviors (CWBs) — voluntary behaviors that have the potential to directly or indirectly harm the organization

deep-level diversity — differences in the psychological characteristics of employees, including personalities, beliefs, values, and attitudes

evidence-based management — the practice of making decisions and taking actions based on research evidence

human capital — the knowledge, skills, abilities, creative thinking, and other valued resources that employees bring to the organization

inclusive workplace — a workplace that values people of all identities and allows them to be fully themselves while contributing to the organization

MARS model — a model depicting the four variables—motivation, ability, role perceptions, and situational factors—that directly influence an individual's voluntary behavior and performance

motivation — the forces within a person that affect his or her direction, intensity, and persistence of effort for voluntary behavior

open systems — the view that organizations depend on the external environment for resources, affect that environment through their output, and consist of internal subsystems that transform inputs to outputs

organizational behavior (OB) — the study of what people think, feel, and do in and around organizations

organizational citizenship behaviors (OCBs) — various forms of cooperation and helpfulness to others that support the organization's social and psychological context.

organizational effectiveness — an ideal state in which an organization has a good fit with its external environment, effectively transforms inputs to outputs through human capital, and satisfies the needs of key stakeholders

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organizations — groups of people who work interdependently toward some purpose

role perceptions — the degree to which a person understands the job duties assigned to or expected of him or her

stakeholders — individuals, groups, or other entities that affect, or are affected by, the organization's objectives and actions

surface-level diversity — the observable demographic or physiological differences in people, such as their race, ethnicity, gender, age, and physical disabilities

task performance — the individual's voluntary goal-directed behaviors that contribute to organizational objectives

values — relatively stable, evaluative beliefs that guide a person's preferences for outcomes or courses of action in a variety of situations

work-life integration — the degree that people are effectively engaged in their various work and nonwork roles and have a low degree of role conflict across those life domains

CHAPTER SUMMARY BY LEARNING OBJECTIVE

1-1 Define organizational behavior and organizations.

Organizational behavior is the study of what people think, feel, and do in and around organizations. It examines how individuals and teams in organizations relate to one another, and how organizations interact with their external environments. This field of knowledge emerged around the early 1940s, but organizations have been studied by other disciplines for more than 2,000 years. Organizations are groups of people who work interdependently toward some purpose. They consist of people who interact with one another in an organized way and have a collective sense of purpose.

1-2 Explain why organizational behavior knowledge is important for you and for organizations.

Organizational behavior is important for you because it offers a core foundation of knowledge and skill development for your success in organizations. The skills and knowledge that employers look for in new hires, above anything else, are the topics found in organizational behavior, including problem solving, working effectively in teams, communication, and leadership. More broadly, OB helps you adopt better personal theories to understand, predict, and influence organizational events. OB knowledge is for everyone, not just managers.

OB theories and practices are vital to the organization's survival and success. In fact, most OB theories implicitly or explicitly try to improve organizational effectiveness—an ideal state in which an organization has a good fit with its external environment, effectively transforms inputs to outputs through human capital, and satisfies the needs of key stakeholders. Organizational behavior knowledge is highly relevant to the open systems view of organizations by identifying organizational characteristics that "fit" some external environments better than others. OB theories offer guidance on how to effectively transform inputs to outputs.

OB is also important for organizations because it identifies ways for organizations to develop and leverage the potential of human capital—the knowledge, skills, abilities, creativity, and other valued resources that employees bring to the organization. Several organizational behavior topics also give us a better understanding of relations with stakeholders—individuals, groups, and other entities that affect, or are affected by, the organization's objectives and actions. This latter focus includes the role of personal values (the relatively stable, evaluative beliefs that guide a person's preferences for outcomes or courses of action in a variety of situations) and corporate social responsibility (organizational activities intended to benefit society and the environment beyond the firm's immediate financial interests or legal obligations).

1-3 Describe the anchors on which organizational behavior knowledge is based.

The systematic research anchor states that OB knowledge should be based on systematic research, consistent with evidence-based management. The practical orientation anchor states that OB theories need to be useful in practice, such as by helping organizations become more effective. The multidisciplinary anchor states that the field should develop from knowledge in other disciplines (e.g., psychology, sociology, economics), not just from its own isolated research base. The contingency anchor states that OB theories generally need to consider that there will be different

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consequences in different situations. The multiple levels of analysis anchor states that OB topics may be viewed from the individual, team, and organization levels of analysis.

1-4 Summarize the workplace trends of diversity and the inclusive workplace, work–life integration, remote work, and emerging employment relationships.

An inclusive workplace values people of all identities and allows them to be fully themselves while contributing to the organization. It views diversity as a valued resource. An organization's workforce has both surface-level diversity (observable demographic and other overt differences in people) and deep-level diversity (differences in personalities, beliefs, values, and attitudes). Inclusive workplaces produce better decisions, employee attitudes, team performance, and a host of other favorable outcomes for employees and the organization. However, diversity also poses challenges, such as dysfunctional conflict and slower team development.

Work-life integration refers to the degree that people are effectively engaged in their various work and nonwork roles and have a low degree of role conflict across those life domains. Various work and nonwork roles are inherently integrated because the physical, cognitive, and emotional resources produced or consumed by one role potentially enrich or undermine the success and enjoyment of other roles. There are several ways to maximize work–life integration, such as doing things that mix two roles, engaging in flexible work scheduling, ensuring that work and nonwork roles are aligned with your personal characteristics, and engaging in some degree of "boundary management" across roles.

An increasing percentage of the workforce performs their job remotely some or all of the time rather than at the organization's physical work site. Some organizations are completely remote—everyone works at home and cafés and the company has no physical head office. Working remotely potentially benefits employees and employers, but there are also disadvantages. The effectiveness of remote work depends on the employee, job, and organization.

Most of the workforce has a direct employment relationship—working as an employee for an organization—but an increasing percentage has more fragile direct employment relationships (part-time, on-call, etc.). The largest labor market growth has been indirect (outsourced/agency) and contract work. Some contractors negotiate their own contracts with the client, whereas others work through branded platform companies (e.g., Uber). These emerging employment relationships have both positive and negative consequences for job performance, job satisfaction, team dynamics, self-concept stability and clarity, and the ambiguity of managerial roles.

1-5 Describe the four factors that directly influence individual behavior and performance.

Four variables—motivation, ability, role perceptions, and situational factors—which are represented by the acronym MARS, directly influence individual behavior and performance. Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior; ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task; role perceptions are the extent to which people understand the job duties (roles) assigned to them or expected of them; and situational factors include conditions beyond the employee's immediate control that constrain or facilitate behavior and performance.

1-6 Summarize the five types of individual behavior in organizations.

There are five main types of workplace behavior. Task performance refers to goal-directed behaviors under the individual's control that support organizational objectives. It includes proficiency, adaptivity, and proactivity. Organizational citizenship behaviors consist of various forms of cooperation and helpfulness to others that support the organization's social and psychological context. Counterproductive work behaviors are voluntary behaviors that have the potential to directly or indirectly harm the organization. Joining and staying with the organization refers to agreeing to become an organizational member and remaining with the organization. Maintaining work attendance includes minimizing absenteeism when capable of working and avoiding scheduled work when not fit (i.e., low presenteeism).

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LECTURE OUTLINE

Slide 1: Introduction to the Field of Organizational Behavior

Slide 2: Learning Objectives

After reading this chapter, students should be able to:

1. Define organizational behavior and organizations.
2. Explain why organizational behavior knowledge is important for you and for organizations.
3. Discuss the anchors on which organizational behavior knowledge is based.
4. Summarize the workplace trends of diversity and the inclusive workplace, work-life integration, remote work, and emerging employment relationships.
5. Describe the four factors that directly influence individual behavior and performance.
6. Summarize the five types of individual behavior in organizations.

Slide 3: Organizational Behavior and Organizations

Organizational behavior (OB)

- Studies what people think, feel, and do in and around organizations
- Became a distinct field in 1940s, but OB topics studied for 2,500 years

Organizations

- Groups of people who work interdependently toward some purpose
- Collective entities
- Collective sense of purpose

Slide 4: Importance of OB for You

The most important skills and knowledge employers look for in new hires are OB

- Problem solving, teamwork, communication, leadership

OB helps students adopt better personal theories to understand, predict, and influence organizational events

- Comprehend workplace events — fulfills need to understand what goes on around us
- Better able to predict workplace events
- Get things done by influencing and coordinating with others

OB is important for everyone, not just for "management."

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Slide 5: Importance of OB for Organizations

OB theories ultimately try to improve the organization's effectiveness — an ideal state in which the organization:

- Has a good fit with its external environment (open system)
- Effectively transforms inputs to outputs (human capital)
- Satisfies the needs of key stakeholders

Organizational effectiveness is considered the ultimate dependent variable in OB.

OB improves organizational effectiveness

- Companies that apply OB concepts have better sales and profitability, patient survival, and other indicators of effectiveness
- Several OB variables (leadership, performance-based rewards, employee development, and employee attitudes) are "positive screens" for selecting companies with best investment returns

Slide 6: Organizations as Open Systems

Organizations are complex systems that "live" within (and depend upon) the external environment.

Effective organizations

- Maintain a close "fit" with those changing conditions — inputs, processes, and outputs are aligned with the resources available and needs of the external environment
- Transform inputs to outputs — coordination is vital in the relationship among internal subsystems

Slide 7: Human Capital as Competitive Advantage

Human capital — knowledge, skills, abilities, creative thinking, and other valued resources that employees bring to the organization.

Human capital is competitive advantage because:

- Employees are essential for the organization's survival and success
- Employee talents are difficult to find or copy
- Employee talents are difficult to replace them with technology

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Human capital improves organizational effectiveness:

- Developing employee skills and knowledge directly improves individual behavior and performance
- Skilled, motivated employees adapt better to rapidly changing environments because they are better at performing diverse tasks in unfamiliar situations
- Investing in and rewarding employees motivates them to reciprocate through greater effort in their jobs and assistance to coworkers

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Slide 8: Organizations and Their Stakeholders

Stakeholders: any entity who affects or is affected by the organization's objectives and actions — e.g., employees, shareholders, suppliers, unions, government, etc.

Organizations are more effective when they understand, manage, and satisfy stakeholder needs and expectations.

Challenges: (1) Stakeholders have conflicting interests and (2) firms have limited resources to satisfy all stakeholders.

Personal values influence how corporate boards and CEOs allocate organizational resources.

Values – Relatively stable, evaluative beliefs that guide our preferences for outcomes or courses of action in various situations.

Slide 9: Stakeholders and CSR

Corporate social responsibility (CSR) is associated with stakeholders

- Organizational activities intended to benefit society and the environment beyond the firm's immediate financial interests or legal obligations

Triple-bottom-line philosophy

- Economic – survive and be profitable
- Society – maintain or improve conditions for society
- Environment – maintain or improve the physical environment

Evidence that a positive CSR reputation results in better financial performance, more loyal employees, better relations with customers and other stakeholders

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Slide 10: Integrative Model of OB

Individual inputs and processes influence individual outcomes which have a direct effect on the organization's effectiveness

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Team inputs influence team processes which then affect team performance and other outcomes

Team processes and outcomes affect individual processes and outcomes

Organizational inputs and processes have macro-level influence on both teams and individuals

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Slide 11: Organizational Behavior Anchors

1. Systematic research anchor

- OB knowledge should be based on systematic research
- Forming research questions, collecting data, and testing hypotheses

Evidence-based management

- Making decisions and taking actions based on research evidence
- Systematic research, not fads and personal beliefs that are untested

Why decision makers don't apply evidence-based management

- Bombarded with popular press and nonresearched sources
- OB knowledge is generic — difficult to see relevance to specific situations
- Fads are heavily marketed, so they seem convincing
- Perceptual errors bias decision maker toward popular and personal theories and to ignore contrary evidence

Creating a more evidence-based organization

- Be skeptical of hype (beware of "new," "revolutionary," "proven")
- Embrace collective expertise, not charismatic stars and management gurus
- Use stories/examples to illustrate, not as conclusive evidence
- Take a neutral stance toward popular trends and ideologies

2. Practical orientation anchor

- OB theories need to be useful in practice
- Implicit or explicit objective of making organizations more effective
- True "impact" of an OB theory — actually applied and valued in organizations

3. Multidisciplinary anchor

- Many OB concepts adopted from other disciplines
  - ➡ e.g., psychology (individual, interpersonal behavior); sociology (team dynamics, power); communications; marketing; information systems, etc.
- OB develops its own theories, but also scans other fields

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- Risks of OB not developing more of its own theoretical foundations

4. Contingency anchor
   - A particular action may have different consequences in different situations — no single solution is best all the time
   - Need to understand and diagnose the situation and select the strategy most appropriate under those conditions

5. Multiple levels of analysis anchor
   - Individual – includes characteristics and behaviors as well as thought processes, e.g., motivation, perception, and values
   - Team (including interpersonal) – looks at the way people interact, e.g., team dynamics, decisions, power
   - Organizational – how people structure their working relationships and how organizations interact with their environment
   - OB topics usually relevant at all three levels of analysis

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Slide 12: Emerging Workplace: Inclusive Workplace

Inclusive workplace

- Values people of all identities — allows people to be fully themselves while contributing to the organization
- Diversity viewed as a valued resource
- Individual level – people of all backgrounds feel psychologically safe, engaged, valued, authentic, listened to, and respected
- Collective level – diverse groups have voice through formal structures and everyday processes — continually assesses fairness of organizational systems

Surface-level diversity

- Observable demographic or physiological differences in people (e.g., race, ethnicity, gender, age, physical capabilities)
- Surface-level diversity is increasing in many countries

Deep-level diversity

- Differences in the psychological characteristics of employees (e.g., personalities, beliefs, values, and attitudes)
- Example: Differences across age cohorts (e.g., Gen-X, Gen-Y)
- Some deep-level diversity is associated with surface-level diversity (e.g., gender differences in values, attitudes, personality, etc.)

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Generational diversity considers deep-level diversity, not just surface diversity — but generational differences due more to stage of life than to cohort (decade of birth)

Slide 13: Workplace Diversity Benefits and Challenges

Benefits of diversity

- Inclusive workplaces tend to produce better decisions, employee attitudes, team performance
- Teams with high informational diversity (different knowledge and skills) — more creativity, better decisions in complex situations
- Better representation to recognize and address community needs
- Surface-level and some deep-level diversity is a moral/legal imperative
- Inclusive workplace improves cooperation and coordination by nurturing as culture of respect
- Benefits of diversity depend on several factors (leadership, team structure, psychological safety)

Challenges of diversity

- Diverse teams usually take longer to perform effectively together
- Higher risk of dysfunctional conflict — less information sharing and morale

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Slide 14: Emerging Workplace: Work-Life Integration

Work-life integration — the degree that people are effectively engaged in their various work and nonwork roles and have a low degree of role conflict across those life domains

- Occurs by satisfying the demands and experiencing the positive emotions of our various segments of life
- Life roles are inherently integrated — resources generated and consumed by one role enhance or starve other roles

Problem: heavy demands of one role deplete personal resources, which starve other roles

Example: consuming most energy and time performing/thinking about job leaves insufficient time and energy for other life roles

Practicing work-life integration

1. Literally integrate two or more roles
   - meetings while exercising; dogs at work; on-site child care
2. Flexible work scheduling
   - attend meetings remotely from home then flexible work next day; parental leave programs

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3. Align work and nonwork roles with personality, values, and other personal characteristics
4. Boundary management — separate work from nonwork time

Slide 15: Emerging Workplace: Remote Work

Remote work – performing the job away from the organization's physical work site

Most common is working from home or other non-client site away from the traditional workplace, but may also include working at client sites

Remote employees typically connected to coworkers, clients, and company data through information technology

Some companies are completely remote (distributed or virtual) — no physical offices, all staff work remotely

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Slide 16: Remote Work Benefits and Risks

Remote work benefits

- Better work-life integration — but requires sufficient work space and privacy at home — undermined by increased family responsibilities on telecommuting days
- Valued job benefit — factor in lower turnover
- Higher productivity — due to lower stress, transferring some commuting time to work time, ability to work when weather prevents office work
- Better for the environment — reduces greenhouse gas emissions, road use
- Lower corporate real estate costs

Remote work disadvantages

- More social isolation — due to less connection with coworkers
- Less informal communication that helps career (word-of-mouth information about promotional opportunities)
- Lower team cohesion
- Weaker organizational culture

Slide 17: Remote Work Contingencies

Employee characteristics

- High self-motivation
- High self-organization
- High need for autonomy
- Good skill with information technology

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- Able to fulfill their social needs outside work

Job characteristics
- Tasks require few workplace resources
- Tasks are performed independently from coworkers
- Task performance is measurable

Organizational characteristics
- Reward employees for performance not office presence (face time)
- Maintaining team cohesion and psychological connectedness with the organization — limit remote work days, have special in-person meetings/events, video communication

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Slide 18: Emerging Workplace: Employment Relationships

1. Direct employment
   - Traditional arrangement — employee working directly with employer
   - Typically full-time, permanent employment
   - Increasing percent in "fragile" direct employment — part-time, on-call, casual, seasonal employment

2. Indirect employment — fastest labor market growth
   - Outsourced/agency work — temporarily or indefinitely assigned to client firms
   - Due to firms outsourcing their non-core work activities

3. Contract employment — "gig economy"
   - Worker represents one organization that directly or indirectly provides services to a client organization
   - Independent contractor (work independently) vs dependent contractor (such as those dependent on Uber, Airbnb, and other platforms)

Consequences of emerging employment relationships
- Direct employment tends to have higher work quality, innovation, and agility — due to lower turnover, higher commitment, and more involvement, and more organizational investment in human capital
- Teams with direct and indirect employment members tend to have weaker social networks and less information sharing
- Indirect employment workers tend to have lower job satisfaction than do direct and contract employment workers
- Direct employment workers tend to have lower satisfaction and commitment when working with indirect employment workers

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- Managers experience more ambiguity in their roles and less discretion in guiding work performance of indirect employment workers

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Slide 19: MARS Model of Individual Behavior

Individual voluntary behavior and performance is influenced by motivation, ability, role perceptions, and situational factors

- Represented by the acronym MARS
- Need to understand all four factors to diagnose and influence individual behavior and performance

MARS is built on earlier models of individual behavior and performance:

- Performance = person × situation — person includes individual characteristics and situation represents external influences on the individual's behavior
- Performance = ability × motivation — "skill-and-will" model, two specific characteristics within the person
- Ability–motivation–opportunity (AMO) — refers to the three variables but with a limited interpretation of the situation
- Role perceptions literature

Slide 20: MARS Model: Employee Motivation

Internal forces (cognitive and emotional conditions) that affect a person's effort for voluntary behavior

- Direction – path along which people steer their effort — motivation is goal-directed, not random
- Intensity – amount of effort allocated to the goal
- Persistence – continuing the effort for a specific amount of time

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Slide 21: MARS Model: Employee Ability

Natural aptitudes and learned capabilities required to successfully complete a task

- Aptitudes – natural talents that help people learn specific tasks more quickly and perform them better
- Learned capabilities – acquired physical and mental skills and knowledge

Person-job matching – produces higher performance and tends to increase the employee's well-being

1. Select applicants who demonstrate the required competencies

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2. Provide training to enhance individual performance and results
3. Redesign the job so employees perform only tasks they are currently able to perform

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Slide 22: MARS Model: Role Perceptions

The extent to which people understand the job duties (roles) assigned to or expected of them.

Role perceptions are clearer (role clarity) when we:

- Understand which tasks or consequences we are accountable for
- Understand the priority of tasks and performance expectations
- Understand the preferred behaviors/procedures for tasks

Benefits of clear role perceptions:

- More accurate/efficient job performance (due to clearer direction of effort)
- Better coordination with others
- Higher motivation due to clearer link between effort and outcomes

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Slide 23: MARS Model: Situational Factors

Any context beyond the individual's immediate control.

Two influences of situation on behavior

1. Constraint or facilitator – e.g., time, budget, work facilities, consumer preferences, economic conditions
2. Cues – communicate information, such as safety warnings and other role obligations

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Slide 24: Types of Individual Behavior (1 of 2)

Task performance

Voluntary goal-directed behaviors under the individual's control that contribute to organizational objectives

- Involve working with people, data, things, and ideas

Three types of performance:

1. Proficient task performance – employees work efficiently and accurately
2. Adaptive task performance – employees modify their thoughts and behavior to align with and support a new or changing environment
3. Proactive task performance – employees take initiative to anticipate and initiate new work patterns that benefit the organization

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Organizational citizenship behaviors (OCBs)

Various forms of cooperation with and helpfulness to others that support the organization's social and psychological context

Directed toward:

- Individuals — e.g., adjusting work schedule to accommodate coworkers
- Organization — e.g., supporting the company's public image

Some OCBs are discretionary (don't need to perform them), whereas other OCBs are job requirements even if they aren't explicitly stated

OCBs can have a significant effect on individual, team, and organizational effectiveness

OCBs can have negative consequences for employees — take effort away from task performance and nonwork obligations

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Slide 25: Types of Individual Behavior (2 of 2)

Counterproductive work behaviors

Voluntary behaviors that have the potential to directly or indirectly harm the organization

Examples: harassing co-workers, creating unnecessary conflict, avoiding work obligations

Joining and staying with the organization

Forming the employment relationship and remaining with the organization

Organization's effectiveness hurt by:

- Lack of job applicants — unable to keep up with business demand
- High employee turnover — loss of human capital — removes valuable knowledge, skills, and relationships with coworkers and external stakeholders

Maintaining work attendance

Absences due mainly to situation (weather) and motivation (avoiding stressful workplace)

Presenteeism – attending scheduled work when one's capacity to perform is significantly diminished by illness or other factors

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BONUS RESOURCE: CRITICAL-THINKING QUESTIONS

S T U D E N T H A N D O U T

1. A friend suggests that organizational behavior courses are useful only to people who will enter management careers. Discuss the accuracy of your friend's statement.

2. A young student from the United States is interested in doing international business across China, India, Brazil, and Russia. Discuss how the knowledge of OB can be useful to the student.

3. Work-life integration is one of the most important issues that job applicants consider when choosing where to work. Think about the variety of specific benefits, working conditions, or resources that employers offer to support work-life integration. Which of these is most valuable to you personally at this stage in your life and career? Why? In what ways have you personally been able to minimize conflict between your work (including school) and nonwork roles?

4. Why might employees display presenteeism? What can organizations do to reduce presenteeism and how ethical are these strategies?

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BONUS RESOURCE: CRITICAL-THINKING QUESTIONS

CONFIDENTIAL INSTRUCTOR NOTES

Suggested Answers to Critical-Thinking Questions

1. **A friend suggests that organizational behavior courses are useful only to people who will enter management careers. Discuss the accuracy of your friend's statement.**

   This chapter explains that although technical skills and knowledge are important in many occupations, the skills and knowledge that employers tend to rank above anything else are the topics associated with organizational behavior, such as problem solving, team work, communicating, and leading others. In addition to helping students acquire these valuable skills and knowledge foundations, organizational behavior helps students to adopt better personal theories to understand, predict, and influence organizational events. By adopting better personal theories, we are able to make more accurate sense of what goes on around us and are better able to coordinate our work objectives with coworkers and other organizational stakeholders. In other words, OB knowledge helps us to get things done more effectively in organizations. The above benefits of OB lead to a key principle in this book, namely that OB is for everyone who works in and around organizations. Although managers may require OB knowledge more intensively, people in all jobs ultimately require the skills that employers seek out and people need to develop more accurate personal theories of why events and behavior occur in organizational settings.

2. **A young student from the United States is interested in doing international business across China, India, Brazil, and Russia. Discuss how the knowledge of OB can be useful to the student.**

   The study of OB is for anyone who works in an organization. If a student from USA is interested in doing international business across the emerging economies, Brazil, Russia, China, and India, s/he will need to work as an individual, in groups and teams or in an organization with those from the other countries. In either case, s/he needs to understand how people think, feel, and do in and around organizations. The study of OB looks at employee behavior, decisions, perceptions, and emotional responses at multiple levels, individual, teams, and organizations; as well as how organizations interact with the external environment. Thus, knowledge acquired by study of OB can provide the student an understanding of these aspects of organizations and behavior and thus help in getting things done while doing international business.

3. **Work-life integration is one of the most important issues that job applicants consider when choosing where to work. Think about the variety of specific benefits, working conditions, or resources that employers offer to support work-life integration. Which of these is most valuable to you personally at this stage in your life and career? Why? In what ways have you personally been able to minimize conflict between your work (including school) and nonwork roles?**

   This question prompts open discussion of students' personal preferences and the variety of work-life integration benefits, conditions, and resources available in organizations. It also brings out specific examples of ways that people effectively integrate their work (or school duties) and nonwork life roles.

   Numerous work-life integration benefits, conditions, and resources might be discussed. Here is a small set of them:

   - Remote work
   - Flexible hours
   - Workplace recreation facilities
   - Activity-based meetings
   - Exercising while working

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- Paid parental leave.
- Company policies restricting after-work communication
- Flexible vacation schedules
- Sabbaticals
- Child care center support or in-house
- Career counseling (for better alignment of job requirements with personal characteristics)

4. Why might employees display presenteeism? What can organizations do to reduce presenteeism and how ethical are these strategies?

Presenteeism occurs when people attend work even though their capacity to work is significantly diminished by illness, fatigue, personal problems or other factors. There could be several reasons for presenteeism. First, employees could be highly motivated and loyal, with a strong sense of ownership over their work and would therefore avoid missing work even when legitimate justification such as illness occurs. Some people's motivation is so high—to the point of workaholism—that they are internally motivated to work to an excessive extent and to demonstrate high levels of presenteeism. Secondly, some employees (particularly in certain jobs and roles) may feel that they are not substitutable and that if they do not show up at work, the job may not get done or people would not get essential services (e.g., being the only doctor in a rural area). Similarly, a heavy workload and the need to show high-level results could also lead to presenteeism, as people feel they must work to achieve what is expected of them. Finally, employees with low job security and who lack paid sick leave may show up to work even with low capacity to work.

Organizations may see presenteeism in a positive light and as an indicator of a devoted workforce. However, it is the role of the organization to ensure the wellbeing of its employees, avoid burnout, and offer them a work-life balance, both for ethical reasons and for long-term performance. In addition, when employees show up to work, even when they are sick, they pose a risk to everyone else around them. It is therefore important to have a clear policy regarding the importance of staying away from the office while sick, to follow up with employees who tend to demonstrate presenteeism, and to display reasonable demands. Educating employees on the matter could also have positive results.

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BONUS RESOURCE: WORLD CAFÉ ON THE EMERGING WORKPLACE

STUDENT HANDOUT

World Café Discussion Themes

Table 1: Inclusive Workplace

An inclusive workplace values people of all identities (i.e., surface- and deep-level diversity) and allows them to be fully themselves while contributing to the organization.

1. What challenges do organizations and their employees experience on their journey toward an inclusive workplace? Provide specific examples.
2. How can leaders (supervisors to executives) support and maintain workplace diversity? Provide specific examples from your experience in an organization that emphasizes and leverages (or undermines) the value of diversity.
3. What personal characteristics of leaders (supervisors to executives) make them better (or worse) equipped to support and lead people in an inclusive workplace? Why are those attributes important?

Table 2: Remote Workers

Remote workers are people who work from home or other off-site location (not at client sites) some or all of the time.

1. What are the challenges for the organization and for employees who work remotely in terms of their effectiveness and well-being in this work arrangement? Provide specific examples. Several firms (Yahoo, IBM, etc.) have recently reduced the level of remote work. What problems do you think they experienced?
2. What personal characteristics enable some people to work remotely better (or worse) than other people? Why are those attributes important?
3. How can leaders (supervisors to executives) support and maintain the performance of remote workers? Provide specific examples from your experience as a remote worker, a supervisor of remote workers, or knowledge of others in those situations.

Table 3: Agency and Contract Workers

Agency workers work regularly at a client site but are employed by another firm (outsource company). Contractors are self-employed. This table will refer only to contractors who work at client sites.

1. What are the challenges for the organization and for employees who work as agency employees or contractors in terms of their effectiveness and well-being in this work arrangement? Provide specific examples.
2. What personal characteristics enable some people to work as agency/contract workers better (or worse) than other people? Why are those attributes important?
3. How can leaders (supervisors to executives) support and maintain the performance of agency and contract workers who are not their own employees? Provide specific examples from your experience as an agency/contract worker, a manager of agency/contract workers, or knowledge of others in those situations.

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CONFIDENTIAL INSTRUCTOR NOTES

Purpose

This exercise is designed to help students understand organizational behavior issues that arise in the emerging workplace landscape, particularly regarding inclusive workplace, remote work, and emerging employment relationships (agency and contract workers).

Materials

The learning space should allow for one large table or other dedicated area for every 10 or so students in the class. One person at each table (the "scribe") should have some means (e.g., paper/pencil, computer/tablet) of documenting ideas presented.

Instructions

Step 1: Students are organized into teams of approximately 10 people. Each team is initially assigned to a large table or dedicated space for the team. The instructor will assign one of the three themes (see below) to each table. For example, if the class has 60 students, there would be six tables of 10 students. Two tables would be assigned the theme of inclusive workplace, two tables would look at remote work, and two tables would look at employment relationships (agency/contract work).

Step 2: One person on each team volunteers to be the "scribe" for that table. Throughout the exercise, the scribe documents the main ideas presented by students who attend that table. The scribe remains at that table for the entire exercise (other team members will move to other tables during the exercise). All scribes will later debrief the class on the key points they documented on the theme assigned to their table.

Step 3: Teams will read the questions assigned to the theme of their initial table (see below). They have a fixed time (usually between 10 and 15 minutes) to discuss their views and offer answers to those questions.

Step 4: After the preset discussion time has ended, the instructor will direct students at each table (except the scribe who remains at the table) to another table that has a different theme. For example, students at a "remote work" table would move to a table assigned the "agency/contract work" or "inclusive workplace" theme. Students will read the questions assigned to the theme of this second table. The instructor again assigns a fixed time (10 to 15 minutes) for students to discuss their new theme.

Step 5: The scribe will add the ideas presented by the second group to those provided by the first group. The scribe should *not* tell the second group what the first group discussed about this theme. The scribe should remain quiet, except for asking for clarification.

Step 6: After the preset discussion time has ended, the instructor will direct students at each table (except the scribe who remains at the table) to the third table that has a different theme from the previous two tables. Scribes document ideas from their third group without informing them of what the previous teams discusses on that theme.

Step 7: After the third round of discussion has ended, the whole class will gather and listen to the main ideas documented by the scribes. This is usually three to five minutes per scribe. If two or more tables have the same theme, the scribes of those tables should present at the same time or consecutively (e.g., if two scribes have the remote work theme, they should speak to the class together or one after the other).

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Comments for Instructors

This is an excellent activity to involve students on topics that they know about or at least likely have opinions about. The World Café structure of the exercise is particularly helpful because it can be used in larger classes. (Steve has conducted this activity in MBA classes with almost 80 students using six tables — two sets of each of the three topics listed above and 13 people per table!)

The first piece of advice, particularly for instructors in larger classes, is ORGANIZATION. Have café tables set up with sufficient space for all students in each cohort to gather around.

Also important is to carefully instruct students on the process before the process begins. Few would have done a world café previously and there is potential for confusion when teams move to the next table. Instructors should carefully describe how one person needs to take notes and remain at the table for the entire exercise, how after a fixed time (when the instructor advises to move) all members of a group except the scribe will move to the next café table, how the scribe remains quiet except asking for clarification (e.g., the scribe does NOT summarize any notes to the next team arriving at the table), and how the team discusses the topic associated with each table, so everyone (except scribes) eventually discusses all three topics after moving through the three tables.

Several minutes before each move, let each table know where they will move next and in how many minutes (e.g., "This group, except the scribe, will move the table near the window in about four minutes. I'll advise the class when it is time to move."). Be sure to remind the scribe to stay at the table and to AVOID summarizing current notes to the next group. If the next group just repeats the same ideas, that merely reinforces the importance of those ideas (and requires less note-taking). Teams and scribes also need to be reminded that the topic at each table is fixed, so that when they move to the next table they then discuss the topic assigned at the beginning to that table.

A major challenge for scribes is to present a brief summary of the key points. One challenge is for scribes to organize the ideas for a class presentation. In some instances, the class might have a break before debriefing, which gives scribes time to organize their ideas. In any event, emphasize that scribes are not expected to repeat everything that was discussed, just the main/more frequently discussed ideas. The other challenge is to condense the ideas into a three-minute (up to five-minute) debriefing to the class. Scribes often talk longer due to lack of organization and desire to get every idea into the summary.

Another key role for instructors is to encourage scribes to ask one or two specific students to repeat the excellent examples they mentioned in the café. The instructor should adjust the debriefing time for examples provided by one or more students to the class during the debriefing.

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SA SELF-ASSESSMENT 1.1: ARE YOU A GOOD REMOTE WORKER?

Overview and Instructions

Remote work (formerly known as telecommuting) is an increasingly popular workplace relationship, and it potentially offers benefits for both companies and remote workers. However, some people are better suited than others to working away from the traditional workplace. You can discover how well you adjust to remote work by locating this self-assessment in Connect if it is assigned by your instructor.

This instrument is designed to help you to identify your "remote work disposition," that is, the degree to which your needs, values, and competencies are compatible with remote work arrangements. This scale does not cover every personal characteristics related to effective remote work, but it measures three of the most important dispositions. Also, please keep in mind that this scale only considers your personal characteristics. Other factors, such as organizational, family, and technological systems support must also be taken into account.

Feedback for the Remote Work Scale

Some people thrive in remote work arrangements, whereas others discover that it is neither a satisfying nor productive work environment for them. This scale assesses three personal dispositions that are identified in the literature as characteristics of effective remote workers: (a) high company alignment, (b) low social needs at work and (c) independent initiative.

Company alignment

Company alignment estimates the extent to which you follow company procedures and have values congruent with company values. The greater the alignment, the more likely that you can abide by company practices while working alone and with direct supervision. While some deviation from company practices may be appropriate, remote workers need to agree with company values and provide work that is consistent with company expectations most of the time. Scores on this scale range from 4 to 20.

Score	Interpretation
15 to 20 points	High company alignment
9 to 14 points	Moderate company alignment
4 to 8 points	Low company alignment

Low social needs at work

People with a high score on this subscale do not rely on co-workers to satisfy their social needs. Successful remote workers tend to score higher on this subscale (i.e., have lower social needs at work) because working from home or similar remote site offers less opportunity for social interaction with co-workers than when working in an office setting each day. Scores on this scale range from 4 to 20.

Score	Interpretation
15 to 20 points	High score (low social need at work)
9 to 14 points	Moderate score (medium social need at work)

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Score	Interpretation
4 to 8 points	Low score (high social need at work)

Independent initiative

One of the most important characteristics of successful remote workers is that they are able to set their own work goals and maintain a productive work schedule without direct supervision. People who score higher on this subscale tend to have a higher degree of independent initiative. Scores on this scale range from 6 to 30.

Score	Interpretation
15 to 20 points	High company alignment
9 to 14 points	Moderate company alignment
4 to 8 points	Low company alignment

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