Canadian Organizational Behaviour (Canadian) 11th edition McShane Solutions Manual

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Instructor's Manual to Accompany

Canadian Organizational Behaviour 11/e

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Chapter 1:
Introduction to the Field of Organizational Behaviour

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1 Introduction to the Field of Organizational Behaviour

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1-1 Define organizational behaviour and organizations.
1-2 Explain why organizational behaviour knowledge is important for you and for organizations.
1-3 Describe the anchors on which organizational behaviour 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 behaviour and performance.
1-6 Summarize the five types of individual behaviour in organizations

CHAPTER GLOSSARY

ability — the natural aptitudes and learned capabilities 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 behaviours (CWBs) — voluntary behaviours 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 behaviour and performance

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

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

organizational citizenship behaviours (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, organizations, or other entities who 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 behaviours 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 behaviour and organizations.

Organizational behaviour 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 two thousand 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 behaviour knowledge is important for you and for organizations.

Organizational behaviour 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 behaviour, 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 behaviour 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 behaviour 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 behaviour 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 favourable 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 by 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 jobs 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 at 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 labour 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 behaviour and performance.

Four variables—motivation, ability, role perceptions, and situational factors—which are represented by the acronym MARS, directly influence individual behaviour and performance. Motivation represents the forces within a person that affect their direction, intensity, and persistence of voluntary behaviour; 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 behaviour and performance.

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

There are five main types of workplace behaviour. Task performance refers to goal-directed behaviours under the individual's control that support organizational objectives. It includes proficiency, adaptivity, and proactivity. Organizational citizenship behaviours consist of various forms of cooperation and helpfulness to others that support the organization's social and psychological context. Counterproductive work behaviours are voluntary behaviours 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 Behaviour

Slide 2: Learning Objectives

After reading this chapter, students should be able to:

1. Define organizational behaviour and organizations.
2. Explain why organizational behaviour knowledge is important for you and for organizations.
3. Discuss the anchors on which organizational behaviour 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 behaviour and performance.
6. Summarize the five types of individual behaviour in organizations.

Slide 3: BlueCat Networks

Toronto-based BlueCat Networks has become a highly successful technology company by supporting teamwork and collaboration, a strong organizational culture, effective decision making and creativity, and many other organizational behaviour practices.

- Embraces work-life integration and employee wellness
- Five core values
- Creative decision making
- Emphasis on teamwork and interdepartmental collaboration

Slide 4: Organizational Behaviour and Organizations

Organizational behaviour (OB)

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

Organizations

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

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Slide 5: 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 more successfully with others

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

Slide 6: 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 7: 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

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Slide 8: Human Capital as Competitive Advantage

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

Company's 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

Human capital improves organizational effectiveness:

- Developing employee skills and knowledge directly improves individual behaviour 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

Slide 9: 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 10: 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

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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 11: Integrative Model of OB

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

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 12: Organizational Behaviour 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

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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 behaviour); sociology (team dynamics, power); communications; marketing; information systems, etc.
   - OB develops its own theories, but also scans other fields
   - 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 behaviours 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 13: Workplace Diversity and Inclusiveness at YVR

Supporting workforce diversity and inclusiveness is a top priority at the Vancouver Airport Authority (YVR):

- Diversity awareness courses.
- Career fairs for people with disabilities.
- Outreach groups to announce job openings.
- Hiring targets for identifiable and unrepresented groups.
- Women in management development program.

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Slide 14: 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.)

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 15: 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)

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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 16: 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

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

Slide 17: 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 18: 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 19: Remote Work Contingencies

Employee characteristics

- High self-motivation
- High self-organization
- High need for autonomy
- Good skill with information technology
- Able to fulfill their social needs outside work

Job characteristics

- Tasks don’t require 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 20: Emerging Workplace: Employment Relationships

1. Direct employment
   - Traditional arrangement — employee working directly with employer
   - Typically full-time, permanent employment
   - Increasingly "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
- Managers experience more ambiguity in their roles and less discretion in guiding work performance of indirect employment workers

Slide 21: MARS Model of Individual Behaviour

Individual voluntary behaviour 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 behaviour and performance

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

- Performance = person × situation — person includes individual characteristics and situation represents external influences on the individual's behaviour
- 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 22: MARS Model: Employee Motivation

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

- 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 23: 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, usually higher employee well-being

1. Select applicants who demonstrate the required competencies
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 24: MARS Model: Employee 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 behaviours/procedures for tasks

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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 25: MARS Model: Situational Factors

Any context beyond the individual's immediate control

Two influences of situation on behaviour

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 26: Types of Individual Behaviour (1 of 2)

Task performance

Voluntary goal-directed behaviours 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 behaviour 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

Organizational citizenship behaviours (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 27: Types of Individual Behaviour (2 of 2)

Counterproductive work behaviours

Voluntary behaviours 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 complete work processes
- 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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? SOLUTIONS TO CRITICAL THINKING QUESTIONS

1. **A friend suggests that organizational behaviour 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 behaviour, such as problem solving, team work, communicating, and leading others. In addition to helping students acquire these valuable skills and knowledge foundations, organizational behaviour 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 behaviour occur in organizational settings.

2. **Problem solving, teamwork, communication, and leadership are four of the top skills identified by employers as most important when hiring (see Exhibit 1.1). How have these skills been important (or unimportant) for you in jobs that you have held or as a student? Identify one other skill that you would place at or near the top of the list for working effectively in organizations.**

   This question lays the foundation for an open discussion of how organizational behaviour concepts associated with these skills are useful in organizations. The four top skills that employers seek in job applicants are shown below, along with some suggested applications of these skills at work:

   Problem solving (including analytic and strategic thinking) — As discussed in the chapter on decision making, effective problem solving is a critical requirement in most jobs yet is fraught with numerous biases and limitations. Effective decision makers provide more effective assignment of organizational resources, ranging from creating a more engaged workforce to making more efficient use of cash flow and budgets. Problem solving also includes creativity, which many business leaders say is perhaps their firm's key competitive advantage.

   Teamwork (including collaboration, interpersonal skills, and people management) — This skill is discussed in the chapter on teams, but also relates to managing conflict, influencing others, and understanding and managing emotions. The teams chapter points out that employees work in teams more than ever, so they need to learn how to develop the five behaviours of effective team members. Without team skills, employees undermine work processes, adversely affect the satisfaction and commitment of others, and potentially undermine everyone's work performance. Teamwork skills are also important for coordinating work, in other words, just getting your individual work accomplished because it typically requires the support of coworkers.

   Communication — The ability to convey information and to use words persuasively are important skills for effective coordination and getting things done with others. Students might mention how communication problems or successes have help their career or to navigate their interaction in tricky situations.

   Leadership — This skill includes a variety of associated topics, such as motivating others and leading organizational change. Although most students might not have yet been in formal leadership roles, they could have engaged in shared leadership (see the leadership chapter). This would include championing a new workplace practice, supporting coworkers during stressful times, and keeping the team on track of deadlines or goals.

   Students can identify several other skills associated with organizational behaviour beyond the four listed above. Some of these include: managing (coping with) stress, organizational citizenship behaviours, involving others in decisions, and deciding and acting ethically.

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3. A young college or university student from Canada 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 Canada is interested in doing international business across the China, India, Brazil, and Russia, 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 behaviour, 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 behaviour and thus help in getting things done while doing international business.

4. A common refrain among executives is "People are our most important asset." Relate this statement to how organizational behaviour theories and practices improve organizational effectiveness through human capital.

This is an open discussion question because the statement can relate to several organizational behaviour topics. However, the focus is on how various OB topics contribute to human capital development. As such, the discussion can be framed around the meaning of human capital and how companies build human capital.

Human capital refers to the knowledge, skills, abilities, creative thinking, and other valued resources that employees bring to the organization. This chapter specifically mentions several relevant topics and chapters. These include:

Chapter 5: Employee motivation, feedback, fair work practices

Chapter 6: reward systems, motivating jobs, empowerment practices, self-leadership

Chapter 7: practices that support employee creativity, employee involvement

Chapter 8: self-directed teams

This chapter identifies three ways that human capital development improves organizational effectiveness:

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

5. Corporate social responsibility is one of the hottest issues in corporate boardrooms these days, partly because it is becoming increasingly important to employees and other stakeholders. In your opinion, why have stakeholders given CSR more attention recently? Does abiding by CSR standards potentially cause companies to have conflicting objectives with some stakeholders in some situations?

These questions are open to speculation and debate. Many will suggest that CSR has become more important because of global warming, loss of habitat, and other highly visible indicators of problems. In addition, a few might argue that increasing wealth allows society to raise the bar on companies by demanding that they contribute more to society. Still others might suggest that globalization has brought developed world companies closer to people in poverty and countries in need of better health standards.

Students may state that corporate scandals have raised CSR as a priority. Other reasons include the preference of stakeholders wanting to be associated with organizations that are deemed socially responsible. This preference has not gone unnoticed in corporate boardrooms. A growing number of companies are equating social responsibility with increased profitability. As a result, they are changing the way they do business. They reason that CSR can be leveraged as a competitive advantage in the market.

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Regarding the conflicting objectives, many students would agree. After all, the textbook states that companies can't satisfy all stakeholders because there are limited resources and stakeholders have conflicting goals. But some corporate leaders have suggested that there is less conflict than assumed. They particularly believe that satisfying communities and the environment ultimately satisfies the needs of shareholders and employees.

6. What does *evidence-based management* mean? Describe situations you have heard about in which companies have practised evidence-based management, as well as situations in which companies have relied on fads that lacked sufficient evidence of their worth.

There are two parts to this question. The first requires students to define "evidence-based management." A sample answer to the first part of the question "evidence-based management" may include the following:

Evidence-based management is the idea that management decisions and initiatives should be based on the systematic research anchor to ensure effective implantation. In other words, we should manage the workplace based on sound evidence gathered as a result of systematic research. This involves using knowledge flowing from the process of forming research questions, systematically collecting data, and testing hypotheses against those data. Applying evidence-based management would prevent corporate leaders from embracing fads and relying on their pet beliefs before finding out if they actually work.

The second part of the question asks students to provide an example of fads that lacked evidence, but which companies relied on in the past. Answers to the second part will vary based on individual student experiences.

7. 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
- Paid parental leave.
- Company policies restricting after-work communication
- Flexible vacation schedules
- Sabbaticals
- Child care centre support or in-house
- Career counselling (for better alignment of job requirements with personal characteristics)

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8. Emsisoft and Automattic are completely remote (distributed) companies. Everyone who works for these firms performs their jobs from home or cafés. In your opinion, will distributed companies become more common in the future? Why or why not? Would you prefer working in a remote company—one that has no physical location, just (maybe) an occasional gathering of staff at a conference setting or resort? Or do you prefer working face-to-face with co-workers most days at a company work site? Why?

This question encourages debate about the viability of this emerging form of organization, in which everyone works remotely and most of these companies don't have a physical headquarters. It also encourages discussion about personal preferences for working in remote arrangements, whether in a completely remote organization or just where the student is a permanent remote worker.

The viability of completely remote organizations touches on the issues at companies that have avoided or even reversed their remote work initiatives. But there is also plenty of writing about the success of Automattic and a few other completely remote companies.

This book identifies a few job and organizational features that are important for remote work, and these are even more critical for entirely remote organizations. In addition, some of the ideas that students might discuss about the viability of remote organizations are:

- Whether people need more social integration than occurs in remote firms or remote work.
- Whether remote firms require leadership skills that are difficult to develop.
- Whether the average employee performs better under guidance (or close watch) of a "manager" rather than working autonomously from home.
- Whether remote companies are more viable in some knowledge work businesses than in others. For example, students might consider the form of interaction with customers and other external stakeholders. Also, consider how the confidentiality of information used by staff might limit the viability of remote work and organizations.
- Whether financial arrangements — from salaries to financial benefits — get too complex in completely remote companies, particularly where employees are located in several countries (or whether global remote firms simply shift to contract-based workers).
- Whether remote companies can overcome or manage the potentially heightened conflict and misunderstanding that tends to occur when staff rely on leaner communication channels (text messaging, online chat, etc.).

Regarding student preferences for working in remote organizations, a variety of personal characteristics and conditions could be discussed. These might begin with the personal characteristics identified in this chapter of the book:

- High self-motivation
- High self-organization
- High need for autonomy
- Good information technology skills
- Able to fulfill their social needs outside work

These and other personal factors are associated with personality, values, past experiences, and so forth, which might be noted by students during this discussion.

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9. A federal government department has high levels of absenteeism among the office staff. The head of office administration argues that employees are misusing the company's sick leave benefits. However, some of the mostly female staff members have explained that family responsibilities interfere with work. Using the MARS model, as well as your knowledge of absenteeism behaviour, discuss some of the possible reasons for absenteeism here and how it might be reduced.

The MARS model of individual behaviour states that behaviour is a function of motivation, ability, role perceptions, and situational factors. With respect to absenteeism, employees may be away from assigned work because they don't want to attend work that day (motivation), they don't realize that this is their work day (role perceptions), and/or environmental conditions prevent them from attending work (situational factors).

In this incident, family responsibilities interfere with their work attendance. Some students will suggest that this is a situational influence. However, it is better viewed as a motivational influence because the employee is not prevented from attending work; rather, their higher motivation is to remain home to care for the sick child rather than send them to school and then proceed to work. Also, some absenteeism among employees may be due to sick leave policies. It is known that generous sick leave benefits reduce attendance motivation.

10. 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 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 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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CS CASE STUDY: PROMOTING SAFE BEHAVIOUR AT MOTHER PARKERS

Case Synopsis

This case describes the activities at Mother Parkers Tea & Coffee Inc. to increase safe behaviours of employees, contractors, and others at the coffee manufacturer.

Suggested Answers to Discussion Questions

1. **Apply the MARS model to explain how Mother Parkers improves safety in the workplace.**

   The MARS model fits nicely with this case study because Mother Parkers applies the four elements of MARS to guide employees toward safe behaviours.

   Motivation — Employee motivation to act safely occurs both directly and indirectly. Directly, they feel empowered through employee involvement in safety decisions (including ergonomic blitzes and buying expensive equipment) and the associated recognition by company leaders of their expertise in the work area. "We wanted to empower the operators to recognize hazards in their work area, voice those concerns, and to be a part of the solutions," says Khan. Employees are also motivated to report safety issues because they can comfortably approach their peer safety representatives (who had been in ergo blitzes).

   Ability — Mother Parkers invests in employee safety training, including safety procedures and the availability of emerging safety technology. Employees also learn through their involvement in safety decisions. Safety training is also required of all contractors.

   Role perceptions — Mother Parkers continuously reminds employees and contractors that safety is an important part of everyone's job. This role awareness is conveyed in ongoing safety training, erg blitzes, and the presence of safety cues. The company also accentuates safety role clarity by beginning production meetings and shift handovers by talking about safety. Ergo blitz team members serve as role models to other employees on how to behave safely.

   Situation — Situation seems to be the prominent method of generating safer behaviours. It has "well-designed barriers and cues" in its production facilities, which represent the two forms of situational contingencies (constraints/facilitators and cues). Barriers separate people from dangerous equipment. Safe walking and stop-look areas are clearly marked (cues). Signs on doors identify necessary attire for the next room. Employees and contractors are also required to wear safety equipment that minimizes safety risks.

2. **What other organizational behaviour topics are generally apparent in this description of how Mother Parkers creates a safe workplace?**

   Students can identify a few other OB topics of relevance to this case. These may include:

   Decision making and employee involvement — The case notes how decisions about safety practices and equipment purchases are made with information and involvement of employees because they possess more information and need to be empowered to enact those practices. Some decisions have high employee involvement, such as safety committees and ergo blitzes.

   Teamwork — Mother Parkers relies on teams for safety committees, ergo blitzes, and other aspects of safety involvement. Although details are not provided, the team structures are likely used rather than individual decision making to maximize involvement and to bring in the necessary variety of information for safety decisions.

   Human capital — Mother Parkers has a highly skilled and committed workforce because the company dedicates resources to their wellbeing and skill development. As Adrian Khan, Mother Parkers' Senior Manager of Environmental, Health, Safety, and Security for North America, stated: "They make a commitment to us to help

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produce great quality products; we make a commitment to them to provide them with a safe working environment."

Motivation — As noted in question #1 above, Mother Parkers engages in activities that motivate employees to practice safety, particularly by listening to and applying their ideas, and by involving teams or employees in key safety decisions. Students might also look at motivation from the perspective of the predictors of employee empowerment.

Organizational culture — Although Mother Parker's safety culture is only implied in the case, there are numerous artifacts to reinforce this idea. These artifacts range from rituals (discussing safety at the beginning of each production meeting), visual symbols (walking paths, warning signs), and the like.

Leadership — Adrian Khan, Mother Parkers' Senior Manager of Environmental, Health, Safety, and Security for North America, serves as an effective transformational leader. Although only implied in this case, he formed a strong vision of the company's safety orientation, continuously communicates this image of the company's culture, invariably enacts safety behaviours, and motivates employees to buy into the vision of Mother Parkers as a safety-focused company.

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CE CLASS EXERCISE: WORLD CAFÉ ON THE EMERGING WORKPLACE

Purpose

This exercise is designed to help you understand organizational behaviour 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 (10–15 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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World Café Discussion Themes (provided in the book)

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.

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 — 2 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

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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 4 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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CE CLASS EXERCISE: IT ALL MAKES SENSE?

Purpose

This exercise is designed to help students comprehend how organizational behaviour knowledge can help them understand life in organizations.

Instructions

Students are asked to read each of the statements and circle whether the statement is true or false, in their opinion. The class will consider the answers to each question and discuss the implications for studying organizational behaviour. After reviewing these statements, the instructor will provide information about the most appropriate answer. (This exercise may also be conducted as a team activity, whereby students answer these questions in teams rather than alone.)

Comments for Instructors

This exercise addresses the point that common sense isn't always correct. Of course, some students will be counter-intuitive in anticipation that these are "trick" questions. We have included some true statements to complicate the exercise. By reviewing each statement, you can help students to see that organizational behaviour systematically studies these issues and helps us to correct or clarify popular misperceptions.

Here are the ten statements with their correct answers and references to their discussion in the textbook.

1. **A happy worker is a productive worker.**

   TRUE. To be more accurate, the answer is "true, to some extent." This is one of those "truths" that students will probably answer correctly and many OB instructors will answer incorrectly because they rely on old organizational behaviour research. The latest research indicates that job satisfaction has a moderately strong association with job performance (a correlation of around .30). For details, see Chapter 4 on workplace emotions and attitudes.

2. **A decision maker's effectiveness increases with the number of choices or alternatives available to them.**

   FALSE. At some point when the number of alternatives increases, the decision maker becomes less efficient and effective in choosing among those alternatives (see Chapter 7). When the number of alternatives is very large, decision makers reduce their motivation to decide such that they avoid thinking about the decision at all! The main reason is that decision makers are able and motivated to process a finite amount of information. As the number of alternatives increases, decision makers are faced with dramatically more information to consider, because each choice has several bits of information about factors to consider. One could argue that having very few choices is also less effective, but this would be true only if the environment offers many choices and the alternatives available to the decision maker are not among the best ones.

3. **Organizations are more effective when they minimize conflict among employees.**

   FALSE. Actually, the correct answer is in a state of flux. The dominant OB research indicates that task conflict is often beneficial (such as in decision making) whereas relationship conflict has negative consequences. But research now concludes that even task conflict can be a problem because it generates relationship conflict (i.e., difficult to separate them). We discuss this topic in Chapter 11.

4. **Employees have more power with many close friends than with many acquaintances.**

   FALSE. Social network research reports that people with many "weak ties" (many acquaintances) tend to have more career success and related outcomes in their lives than those with mainly strong ties (close friends). The main reason is that weak ties provide less redundant social capital. Acquaintances gives us unique information (expert power), unique connections and opportunities (referent power), wider visibility, and so forth. Close friends tend to

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give us information faster and give us more opportunities, but these resources tend to be similar across our close friends. See Chapter 10 for details.

5. **Companies are more successful when they have strong corporate cultures.**

   FALSE. As with so many organizational behaviour concepts, the more precise answer is "it depends." Chapter 14 explains that there is a weak relationship between corporate culture strength and organizational performance. Three reasons are offered. First, a strong culture can be a problem when the values are inconsistent with the organization's environment. Second, a very strong culture can blind employees from seeing other perspectives. Third, a very strong culture suppresses dissenting values that may be important in the future as the environment changes.

6. **Employees perform better without stress.**

   FALSE. As we learn in Chapter 4, some level of stress is essential for life. We need a certain level of stress to energize us. The problem is that we sometimes (or often) experience stress beyond this beneficial level.

7. **The best way to change people and organizations is by pinpointing the source of their current problems.**

   FALSE. This statement refers to the dominant model of problem solving and organizational change, namely, to identify the problem before looking for solutions. In contrast, emerging knowledge suggests that a positive rather than problem-focused approach may be more effective in many or most circumstances. We discuss this first in Chapter 5 under the topic of strengths-based coaching and feedback. Research indicates that focussing on an employee's weaknesses (problems) creates defensiveness to such an extend that its undermines any potential benefits of such a Discussion. In Chapter 15, we introduce the approach to organizational change called appreciative inquiry. According to this model, dwelling on problems can bog down the change process and degenerate into political quagmires. Instead, change agents need to focus the group on its potential and positive elements.

8. **Female leaders involve employees in decisions to a greater degree than do male leaders.**

   TRUE. There is lot of debate about whether men and women lead differently. As we learn at the end of Chapter 12, men and women are mostly similar in their leadership styles. But there is one exception: female leaders involve employees in decisions to a greater degree than do male leaders. Of course, some female leaders are not participative, and some male leaders are very participative. But generally, female leaders are more participative.

9. **The best decisions are made without emotion.**

   FALSE. The truth is, all decisions involve emotion and require emotion. Without emotion, people are unable to recognize problems and opportunities, and are unable to make choices. As explained in Chapter 7 (and noted in Chapters 3, 4, and 5), people form emotionally anchored preferences before they consciously think about the issue. Indeed, our "awareness" of a problem or opportunity is an emotional reaction to sensory information. Although our rational thought process can evaluate information, those conclusions must be processed by our emotional centre(s) in order to make a choice. An important point here is that emotions are an inherent and essential part of human behaviour. This is different from "getting emotional," which occurs when emotions are so strong that they influence our actions without conscious control.

10. **If employees feel they are paid unfairly, then nothing other than changing their pay will reduce their feelings of injustice.**

    FALSE. When it comes to money, people tend to play interesting mind games to avoid feeling overreward inequity. Students will read in Chapter 5 that underpaid (underrewarded) employees might reduce the injustice by working less, taking nonmonetary resources, changing the comparison other, or leaving the field (such as quitting). This question also needs to consider that "injustice" is affected just as much by procedures and interactions as by distribution. Thus, injustice might be reduced by allowing appeals, ensuring the decision maker considers all information, ensuring that the underrewarded employees is treated with respect, and ensuring that he/she is given an opportunity to stated his/her views (voice).

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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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Self-Assessment: Are You a Good Telecommuter?

The source of this scale is: Steven L. McShane.

Teleworking (also known as telecommuting) has become one of the fastest-growing developments in the workplace. With advanced computer and telecommunications systems, knowledge workers can now perform their work at home or another location away from their usual office. But effective teleworking requires more than technology. Some people are better than others that surviving and succeeding in teleworking arrangements.

This instrument is designed to help you to identify your "telework disposition", that is, the degree to which your needs, values, and competencies are compatible with teleworking arrangements. This scale does not cover every personal characteristics related to effective teleworking, 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, technological systems support must also be taken into account.

Instructions:

Read each statement in this instrument and indicate the extent to which you agree or disagree that the statement describes you. You need to be honest with yourself to for a reasonable estimate of your level of workaholism.

1. I am more organized than most people I know.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. I prefer working alone than with other people.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. I am sometimes uncomfortable with the values and practices of this company.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. I work much better when my supervisor is nearby to provide feedback or support.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. I follow company practices when working with clients or completing tasks.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. One of the most important things for me at work is spending time with co-workers.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. Getting things done on time is sometimes a problem for me.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. I agree with and support most of the goals and values of this organization.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. I begin each workday by setting goals that I want to accomplish.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. I usually avoid forming close friendships with people at work.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11. I need a supervisor to keep me on schedule.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. For me, the workplace is as much about making friends as it is about making money.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. I tend to ignore company procedures that I think are silly or wrong.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14. I am better than most people at getting the job done without someone supervising me.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Understanding Your Score on the "Are You a Good Telecommuter?" Scale

Some people thrive in teleworking 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 teleworkers: (a) high company alignment, (b) low social needs at work, and (c) independent initiative.

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

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, teleworkers 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.

	Low	Moderate	High	
4	4 to 8	9 to 14	15 to 20	20

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 teleworkers tend to score higher on this subscale 9i.e. have lower social needs at work) because teleworking 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.

	Low	Moderate	High	
6	6 to 14	15 to 23	24 to 30	30

Independent initiative

One of the most important characteristics of successful teleworkers 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.

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	Low telework disposition	Moderate telework disposition	High telework disposition	
14	14 to 33	34 to 53	54 to 70	70

Total Telework Disposition

This overall score combines your results for company alignment, social needs at work, and independent initiative. A higher score indicates that you will probably be more satisfied and productive in a teleworking arrangement than someone with a lower score on this scale. Specifically, people with high scores have higher alignment with company values and practices, lower social needs at work, and higher independent initiative. Scores on this scale range from 14 to 70.

Scoring:

To find where you stand on the "Are You a Good Telecommuter?" scale, please refer to the following scoring guide:

(Company alignment - Questions 5, 8)
Strongly Agree – 4 points
Agree – 3 points
Neutral – 2 points
Disagree – 1 point
Strongly Disagree – 0 points

(Company alignment - Questions 3, 13)
Strongly Agree – 0 points
Agree – 1 point
Neutral – 2 points
Disagree – 3 points
Strongly Disagree – 4 points

(Low social needs at work – Questions 2, 10)
Strongly Agree – 4 points
Agree – 3 points
Neutral – 2 points
Disagree – 1 point
Strongly Disagree – 0 points

(Low social needs at work – Questions 6, 12)
Strongly Agree – 0 points
Agree – 1 point
Neutral – 2 points

Disagree – 3 points
Strongly Disagree – 4 points

(Independent initiative – Questions 1, 9, 14)
Strongly Agree – 4 points
Agree – 3 points
Neutral – 2 points
Disagree – 1 point
Strongly Disagree – 0 points

(Independent initiative – Questions 4, 7, 11)
Strongly Agree – 0 points
Agree – 1 point
Neutral – 2 points
Disagree – 3 points
Strongly Disagree – 4 points

Total Telework Disposition – add the totals for all three factors.

A MIR KISS?

by Steven L. McShane, Curtin University (Australia) and University of Victoria (Canada)

A team of psychologists at Moscow's Institute for Biomedical Problems (IBMP) wanted to learn more about the dynamics of long-term isolation in space. This knowledge would be applied to the International Space Station, a joint project of several countries that would send people into space for more than six months. It would eventually include a trip to Mars taking up to three years.

IBMP set up a replica of the Mir space station in Moscow. They then arranged for three international researchers from Japan, Canada, and Austria to spend 110 days isolated in a chamber the size of a train car. This chamber joined a smaller chamber where four Russian cosmonauts had already completed half of their 240 days of isolation. This was the first time an international crew was involved in the studies. None of the participants spoke English as their first language, yet they communicated throughout their stay in English at varying levels of proficiency.

Judith Lapierre, a French Canadian, was the only female taking part in the experiment. Along with a PhD in public health and social medicine, Lapierre had studied space sociology at the International Space University in France, and conducted isolation research in the Antarctic. This was her fourth trip to Russia, where she had learned the language. The Japanese space program proposed a female participant along with male colleagues for the mission, but IBMP did not accept the Japanese female applicant into the program.

The Japanese and Austrian participants viewed the participation of a woman as a favourable factor, says Lapierre. They also assisted her in making the surroundings more comfortable by rearranging the furniture, hanging posters on the wall, and covering the kitchen table with a tablecloth. "We adapted our environment, whereas the Russians just viewed it as something to be endured," she explains. "We decorated for Christmas, because I'm the kind of person who likes to host people."

NEW YEAR'S EVE TURMOIL

Ironically, it was at one of those social events, the New Year's Eve party, when events took a turn for the worse. After drinking vodka (allowed by the Russian space agency), two of the Russian cosmonauts got into a fistfight that left blood splattered on the chamber walls. At one point, a colleague hid the knives in the station's kitchen because of fears that the two Russians were about to stab each other.

The two cosmonauts, who generally did not get along, had to be restrained by other men. Soon after that brawl, the Russian commander grabbed Lapierre, dragged her out of view of the television monitoring cameras, and kissed her aggressively—twice. Lapierre fought him off, but the message didn't register. He tried to kiss her again the next morning.

The next day, the international crew complained to IBMP about the behaviour of the Russian cosmonauts. The Russian institute apparently took no action against any of the aggressors. Instead, the institute's psychologists replied that the incidents were part of the experiment. They wanted crew members to solve their personal problems with mature discussion, without asking for outside help. "You have to understand that Mir is an autonomous object, far away from anything," Vadim Gushin, the IBMP psychologist in charge of project, explained after the experiment had ended in March. "If the crew can't solve problems among themselves, they can't work together."

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Following IBMP's response, the international crew wrote a scathing letter to the Russian institute and the space agencies involved in the experiment. "We had never expected such events to take place in a highly controlled scientific experiment where individuals go through a multistep selection process," they wrote. "If we had known . . . we would not have joined it as subjects." The letter also complained about IBMP's response to their concerns.

Informed of the New Year's Eve incident, the Japanese space program convened an emergency meeting on January 2nd to address the issue. Soon after, the Japanese team member quit, apparently shocked by IBMP's inaction. He was replaced with a Russian researcher on the international team. Ten days after the fight—a little over a month after the international team began the mission—the doors between the Russian and international crew's chambers were barred at the request of the international research team. Lapierre later emphasized that this action was taken because of concerns about violence, not because of the incident involving her.

A STOLEN KISS OR SEXUAL HARASSMENT

By the end of the experiment in March, news of the fistfight between the cosmonauts and the commander's attempts to kiss Lapierre had reached the public. Russian scientists attempted to play down the kissing incident by saying that it was one fleeting kiss, a clash of cultures, and a female participant who was too emotional.

"In the West, some kinds of kissing are regarded as sexual harassment. In our culture it's nothing," said Russian scientist Vadim Gushin in an interview. In another interview, he explained, "The problem of sexual harassment is given a lot of attention in North America but less in Europe. In Russia it is even less of an issue, not because we are more or less moral than the rest of the world; we just have different priorities."

Judith Lapierre says the kissing incident was tolerable compared to this reaction from the Russian scientists who conducted the experiment. "They don't get it at all," she complains. "They don't think anything is wrong. I'm more frustrated than ever. The worst thing is that they don't realize it was wrong."

Norbert Kraft, the Austrian scientist on the international team, also disagreed with the Russian interpretation of events. "They're trying to protect themselves," he says. "They're trying to put the fault on others. But this is not a cultural issue. If a woman doesn't want to be kissed, it is not acceptable."

Sources: G. Sinclair Jr., "If you Scream in Space, Does Anyone Hear?" Winnipeg Free Press, May 5, 2000, p. A4; S. Martin, "Reining in the Space Cowboys," Globe & Mail, April 19, 2000, p. R1; M. Gray, "A Space Dream Sours," Maclean's, April 17, 2000, p. 26; E. Niiler, "In Search of the Perfect Astronaut," Boston Globe, April 4, 2000, p. E4; J. Tracy, "110-Day Isolation Ends in Sullen . . . Isolation," Moscow Times, March 30, 2000, p. 1; M. Warren, "A Mir Kiss?" Daily Telegraph (London), March 30, 2000, p. 22; G. York, "Canadian's Harassment Complaint Scorned," Globe & Mail, March 25, 2000, p. A2; S. Nolen, "Lust in Space," Globe & Mail, March 24, 2000, p. A3.

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A Mir Kiss?

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Primary Case Topics : Conflict, cross-cultural issues, team dynamics

Case Synopsis

This case describes the actual events in the replica of the Mir space station at Moscow's Institute for Biomedical Problems (IBMP). The Mir replica included four Russian cosmonauts who had already completed half of their 240 days of isolation, and an international crew of three researchers from Japan, Canada, and Austria. The Canadian, Judith LaPierre, was the only female participant. Trouble began when two of the cosmonauts fought on New Year's Eve. Later that evening, the Russian cosmonaut commander tried to kiss LaPierre twice. He tried again the next morning. The researchers were appalled by the behaviour of the cosmonauts and by IBMP's inaction. Japan's researcher quit and was replaced by a Russian researcher. The connection between the cosmonauts and the researchers was permanently sealed soon after. When revealed to the public, IBMP's Russian scientists dismissed the kissing incident by saying that it was one fleeting kiss, a clash of cultures, and a female participant who was too emotional.

Discussion Questions and Suggested Answers

1. Identify the different conflict episodes that exist in this case? Who was in conflict with whom?

Students should be able to identify several conflict episodes and conflicting parties in this case. Lapierre experienced conflict twice with the Russian commander who tried to kiss her. The international researchers experienced conflict with the Russian cosmonauts who were fighting with each other. The Russian cosmonauts who were fighting obviously were in conflict with each other. The international researchers experienced conflict with IBMP because of their inaction. The Japanese space program also experienced conflict with IBMP to the extent that they withdrew from the program. (Although not explicitly stated in the case, LaPierre and her husband experienced conflict with Canada's space agency over its inaction and failure to protest IBMP's response to the incidents.)

2. What are the sources of conflict for each of these conflict incidents?

Different values and beliefs — This seems to be one of the most significant sources of conflict in this case. The participants had different cultures, different genders, and different educational and professional experiences. The Russians seem to view sexual harassment as less important than do people in Canada, Japan, and Austria. Kissing a woman is apparently considered a compliment (at least, Russian men think this way), whereas it is a personal violation in Canada. The cosmonauts had a different view of their fighting and general experience in isolation than did the international researchers.

Task interdependence — Each of the conflicting parties had some level of interdependence with each other. Typically, this was reciprocal interdependence because their actions affected each other throughout the experiment. The researchers and cosmonauts had high interdependence (until they were sealed off from each other) as they shared space and resources in a small area.

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Ambiguous rules — There seems to be a lack of agreement over proper behaviour. The cosmonaut fight and the sexual harassment incidents clearly violated rules for some people, but weren't viewed as important or clear rules by the cosmonauts or scientists who ran the lab. The participants did not clarify what behaviours are inappropriate (although it is never possible to clarify every behaviour that may result in conflict). IBMP's interpretation of its role differed from what the international researcher's expected of that group.

Communication — Although not overt, these people spoke different languages and communicated through English, which was not anyone's 1st language. Certainly this created the potential for miscommunication as well as reluctance to communicate.

Incompatible goals — This is a relatively minor source of conflict compared to other factors. The researchers seem to have a different set of goals than did the IBMP researchers or the cosmonauts.

Scarce resources — Some students might identify this as a critical source of conflict, but there doesn't seem to be much evidence that anyone lacked resources. There was limited personal space, but no other resource seems to be an issue here.

3. What conflict management style(s) did Lapierre, the international team, and Gushin use to resolve these conflicts? What style(s) would have worked best in these situations?

LaPierre and Gushin (IBMP researcher) mainly relied on the avoiding conflict management style. Gushin denied there was a problem, at least, not a problem with the cosmonaut's behaviour. LaPierre initially was quiet on the kissing incident, although she was more active with the international researchers in complaining about the cosmonauts' behaviour.

The international researchers developed a forcing style through their letter of complaint, and the Japanese representative left after diplomatically complaining. (Implicitly, the Canadian space agency developed an accommodating style because it did not complain even though LaPierre's husband notified the agency a day or two after the New Year's Eve incident.)

It is useful to consider the appropriateness of other conflict management styles where rules of behaviour have been violated. For example, it would be silly to apply a compromising style—should the researchers let the cosmonaut kiss LaPierre once each week? Collaborating is strongly recommended in this textbook because conflicts are rarely completely win-lose. In this incident, the parties might agree on a structural solution that would satisfy everyone. They might try to find ways in which each party can behave comfortably without offending others. To some extent, this involves establishing rules of behaviour, a structural solution described below.

4. What conflict management interventions were applied here? Did they work? What alternative strategies would work best in this situation and in the future?

The main strategy tried here was to reduce task interdependence. Specifically, the scientists locked the port between their compartment and the cosmonauts. This seems to have been successful, but it is doubtful that isolating conflicting parties will work in outer space for long periods of time. LaPierre and perhaps the Japanese agency also tried to clarify rules, but without success. Rule clarification can potentially work where the parties can anticipate the types of conflict. However, there are so many

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potential areas of conflict, that forming rules is usually a reaction more than a proactive conflict management strategy.

What should be done here? This is a good question for debate. To correct fundamental causes of conflict, the lab should consider more diversity-type cross-cultural training and team building so everyone knows how the others will perceive their actions (e.g., trying to kiss women isn't usually perceived by them as a compliment.).