

# CHAPTER 1

## WHAT IS ORGANIZATIONAL BEHAVIOUR?

### CHAPTER OUTLINE

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    - Group Cohesion
    - Group Functioning
    - Productivity
    - Survival
- Summary
- OB at Work

### LEARNING OUTCOMES

After studying this chapter, you should be able to:

1. Define organizational behaviour (OB).

2. Demonstrate the importance of interpersonal skills in the workplace.
3. Identify the major behavioural science disciplines that contribute to OB.
4. Understand the value of systematic study to OB,
5. Demonstrate why few absolutes apply to OB.
6. Identify workplace challenges that provide opportunities to apply OB concepts.
7. Describe the three levels of analysis in this book's OB model.

## CHAPTER SYNOPSIS

This chapter demonstrates the practical value of OB concepts, defines the field, and identifies current topics in OB. The chapter begins by citing evidence that the workplace of the twenty-first centuries requires individuals who will take on more responsibility and who also want more out of their jobs. The chapter also presents evidence showing that managing well makes a difference. The authors discuss how the systematic study of OB uses scientific evidence to attribute causes and effects. OB studies individuals, groups, and structure to understand human behaviour and its link to organizational effectiveness. The chapter takes a detailed look at the current challenges in the Canadian workplace. The chapter concludes with a general model that defines the field of OB.

## STUDY QUESTIONS

It is impossible to cover all the material contained in the chapter during one or two lectures. To deal with this problem, I present my students with a list of study questions to indicate what material they will be responsible for on exams. I tell them that they will be responsible for these, even if the material is not covered in class. I have found that this reduces anxiety overall, and I find it helps to make students aware that not everything in a chapter is required material. I realize instructors vary in their approach, so this is simply my approach.

My study questions for this chapter are:

- What is OB?
- How does OB make sense of behaviour?
- What is empowerment?
- What does it mean to say that OB takes a contingency approach?
- What are the challenges for OB in the 21st century?

### *Skills for the New Workplace*

- What is the "Competing Values Framework"?
- What kinds of skills does the Competing Values Framework suggest are useful for individuals to have?
- How do these skills link up with the activities and needs of today's organizations?

## SUGGESTED TEACHING PLAN

I spend two days covering this material.

On the opening day of class, I mainly take the students through the syllabus, outlining topics, expectations and test (and other important) dates. I introduce them to the basics of OB. I then ask the students to form groups of about 6. These small groups are instructed to develop interview

questions that they will then pose to me. After giving the students 15 minutes to develop their questions, the interviews begin. Each group asks one question, and when all of the groups have asked one question, round two begins. Students are told that they may ask any and all questions about anything, and I will try to answer. We continue the rounds until the questions run out. The students ask a mixture of course-related and “personal” questions, though they have always been respectful. I like the exercise because it signals openness at the very start of the term. I remind them the next day that no one fainted when they asked questions, so they should continue to participate in class.

On the second day of class, I continue with the introduction to OB material, emphasizing the Competing Values Framework, which is covered in *From Concepts to Skills* at the end of the chapter. Half of my class time would be devoted to doing the Experiential Exercise to help students understand the Competing Values Framework. I do this to highlight the importance of acquiring interpersonal skills in order to be a successful employee. Our course has a defined interpersonal skills component to it, thus the emphasis at the beginning of the course for why these skills are important.

Be sure to check the Supplemental Material section for additional material that can be used in class or assigned as homework.

## ANNOTATED LECTURE OUTLINE

### A. Defining Organizational Behaviour

- Organizational behaviour is a field of study that investigates the impact that individuals, groups, and structure have on behaviour within organizations; its purpose is to apply such knowledge toward improving an organization’s effectiveness.
- OB is concerned with the study of what people do in an organization and how that behaviour affects the performance of the organization.
- OB includes the topics of motivation, leadership, power, interpersonal communication, group structure and processes, learning, attitude development and perception, change processes, conflict, work design, and work stress.

**Teaching Tip:** *Spend some time with the students trying to explain to them why studying this material is really important to them. I do this by reminding them they will be working in groups during the term, and that they will learn a variety of concepts that will help them deal with group issues. I also remind them that almost everything they do—school, church, work, volunteer activities—gives them opportunities to see OB in action.*

#### 1. What Do We Mean by *Organization*?

- *A consciously coordinated social unit composed of a group of people, which functions on a relatively continuous basis to achieve a common goal or set of goals.*
- Manufacturing and service firms are organizations, and so are schools, hospitals, churches, military units, retail stores, police departments, volunteer organizations, start-ups, and local, state and federal government agencies.

### Notes

- Organizations can be located in the public sector or the private sector, they can be unionized or not, they can be publicly traded or they can be privately held.
- If organizations are publicly traded, senior managers typically are responsible to a board of directors, which may or may not take an active role in the how the firm is run.
- If the firm is privately held, it may be run by the owners or the managers report to the owners.
- Firms can also operate in the for-profit or the non-profit sector.
- All of these facts, taken as a whole, should suggest that when one thinks of an organization, the likelihood that it is a “typical” organization is small.

**Teaching Tip:** *The main point you want to make here is that when students think of organizations, they’re often thinking of large organizations. But, the material applies to organizations of any size, and most people work in small organizations.*

## 2. OB Is for Everyone

- As employees are asked to move beyond their traditional function of providing labour and play a more proactive role in achieving organizational success, the roles of managers and employees are becoming blurred in many organizations.
- Managers are increasingly asking employees to share in their decision-making processes rather than simply follow orders. Therefore, organizational behaviour is not just for employees or managers.
- OB applies equally well to all situations in which you interact with others: on the basketball court, at the grocery store, in school, or in church.

**Teaching Tip:** *OB emphasizes in all kinds of ways that it is not just for managers, but for everyone. I take this approach because I once asked my second year OB students, on the first day of class, how many wanted to be managers “when they grew up.” Few raised their hands. All of a sudden I realized that the reason their eyes glazed over every time I explained something as “when you’re a manager you’re going to want to...” was that they never pictured themselves as managers. Instead, I frame the material in terms of things like: when you’re working with team members, or while working at your job, these are things that are helpful because they will make you a more skilled and informed group member or employee.*

## 3. The Importance of Interpersonal Skills

- In today’s increasingly competitive and demanding workplace, individuals need to have good people skills.
- Managers may get by on their technical skills for a while, but leadership and communication skills affect career success.

**Teaching Tip:** *This is a good place to turn to the Experiential Exercise: Interpersonal Skills in the Workplace. Students could be assigned homework reading of pp. 32-34.*

## B. OB: Making Sense of Behaviour in Organizations

### Notes

### 1. The Building Blocks of OB

- A variety of disciplines have contributed to the study of OB (see Exhibit 1-1 Toward an OB Discipline).
  - Psychology
    - Psychology is the science that seeks to measure, explain, and sometimes change the behaviour of humans and other animals. Psychologists concern themselves with studying and attempting to understand individual behaviour.
  - Social Psychology
    - Social psychology is an area within psychology, but it blends concepts from psychology and sociology. It focuses on the influence of people on one another.
  - Sociology
    - Psychologists focus on the individual, whereas sociologists study the social system in which individuals fill their roles. That is, sociology studies people in relation to other conditions faced by organizations.
  - Anthropology
    - Anthropology is the study of societies to learn about human beings and their activities. Anthropologists' work on cultures and environments, for instance, has helped us understand differences in fundamental values, attitudes, and behaviour between people in different countries and within different organizations.

### 2. The Rigour of OB

- OB Looks at Consistencies
  - What is common about behaviour, and helps predictability?
  - There are differences among individuals. Placed in similar situations, all people don't act exactly alike. However, there are certain fundamental consistencies underlying the behaviour of all individuals that can be identified and then modified to reflect individual differences.
  - Behaviour is predictable and the systematic study of behaviour is a means to making reasonably accurate predictions.
- OB Looks Beyond Common Sense
  - Systematic study, based on scientific evidence can improve predictability of behaviour.
  - OB looks at relationships, attempting to attribute causes and effects and drawing conclusions based on scientific evidence. This means data are gathered under controlled conditions, and measured and

interpreted in a reasonably rigorous manner, rather than relying on common sense.

(see Exhibit 1-2 Research Methods in OB)

- *Evidence-based management (EBM)* complements systematic study by basing managerial decisions on the best available scientific evidence.
  - People often rely on *intuition* and overestimate the accuracy of analyzing behaviour. Adding systematic study and EBM to intuition improves predictability of behaviour.
  - “Big Data” is the extensive use of statistical compilation and analysis. The use of big data for managerial practices is a relatively new area. Managers who use data to define objectives, develop theories of causality, and test those theories can determine which employee activities are most relevant to their business objectives.
- OB Has Few Absolutes
- There are few simple and universal principles that explain organizational behaviour.
  - Human beings are very complex. They are not alike, which limits the ability to make simple, accurate, and sweeping generalizations.

**Teaching Tip:** *Students can be uncomfortable with the notion that there are few absolutes. You might remind them that this is true of most aspects of life. If they had siblings, did the parents treat each child exactly the same, or was there some adjustment do to situation, age, personality, etc. This is no different, really, than what is suggested when OB researchers note that the context is an important variable.*

- OB Takes a Contingency Approach
- OB considers behaviour in context in which it occurs.
  - OB concepts must reflect situational or contingency conditions, and hence predictions about human behaviour are at best probabilistic, not absolute.
    - That is, X is likely to lead to Y, but only under conditions specified in Z (the contingency variables).
  - The point-counterpoint debates at the end of each chapter underscore the fact that there is significant disagreement about many of the concepts in this developing field.

### C. Challenges and Opportunities in the Canadian Workplace

The dramatic changes in organizations make it important for managers to understand OB. As a result of these changes new employment parameters have emerged. Employees have a variety of options at different stages of their careers.

(see Exhibit 1-3 Employment Options)

Notes

The most critical issues confronting managers for which OB offers solutions present challenges that also bring opportunities for organizations.

### 1. Responding to Economic Pressures

- After 2008 the large economies around the world plunged into recession or near recession. Companies were forced into widespread layoffs and job losses.
- Managing employees well when times are tough is possibly harder than when times are good, but the OB approaches may differ.
- In good times the focus may be on how to reward, satisfy, and retain employees.
- In bad times issues such as stress, decision making, and coping come to the fore.

**Teaching Tip:** *This may be a good time to introduce the Case Incident: Era of the Disposable Worker?*

### 2. Responding to Globalization

- Organizations are no longer constrained by national boundaries and Canadian businesses face tough competition from foreign firms.
- To survive, companies have to reduce costs, increase productivity and improve quality. Some have outsourced jobs to countries where labour costs are lower in order to remain profitable.
- Increasing country involvement in trading blocs have significantly reduced tariffs and barriers to trade.
- Internet enables companies to become more globally connected.
- As a result, managers and employees must become capable of working with people from different cultures, as well as be knowledgeable in local laws and regulations.
- Organizations and employees have to become increasingly flexible by learning new skills, new ways of thinking and new ways to doing business.

**Teaching Tip:** *The two topics covered here lead well into the Case Incident: Apple Goes Global*

### 3. Understanding Workforce Diversity

- Workforce diversity recognizes that the workforce consists of women and men, many racial and ethnic groups, individuals with a variety of physical or psychological abilities, and people who differ in age, sexual orientation, and demographic characteristic.
- It is important to recognize that employees don't set aside their cultural values and lifestyle preferences when they go to work.

#### 4. Improving Customer Service

- The shared characteristic of the service employees' jobs is substantial interaction with the company's customers. OB can increase the success of these interactions by showing how employee attitudes and behaviour influence customer satisfaction.

#### 5. Improving People Skills

- OB can help understand relevant concepts and theories that can help explain and predict the behaviour of people at work. Issues such as how to design motivating jobs, improving listening skills, and creating more effective teams are an important part of people skills.

#### 6. Working in Networked Organizations

- Networked organizations allow people to communicate and work together even though they may be thousands of kilometres apart.
- Motivating and leading people require different techniques from managers when employees work from home or from nonoffice locations.
- Both managers and employees must develop new skills and OB can provide valuable insights to help in these situations.

#### 7. Enhancing Employee Well-Being at Work

- The line between work and nonwork time has become blurred creating conflicts and stress.
- Organizations are asking employees to be available in off-work hours resulting in longer work hours causing burnout and fatigue.
- Work-life balance is a more important definition of career success than money, recognition, and autonomy.
- Organizations are asked to help employees achieve work-life balance or face a bigger problem of attracting and retaining capable and motivated workers.

#### 8. Creating a Positive Work Environment

- Organizations are trying to realize a competitive advantage by encouraging a positive work environment, not through the physical environment but through work experiences.
- *Positive organizational scholarship* (or positive organizational behaviour) studies how organizations develop human strengths, foster vitality and resilience, and unlock potential.
- Focus is shifting, not on what is wrong with the organization, but to what is good about organizations. Issues such as:
  - Engagement
  - Hope
  - Optimism
  - Resilience in the face of strain
- “*Reflected best self*” allows employees to focus on situation in which they



were at their personal best and exploit that strength rather than think about our limitations.

#### 9. Improving Ethical Behaviour

- *Ethics* is the study of moral values or principles that guide out behaviour and help us “to do the right thing.”
- Increasingly employees face ethical dilemmas and ethical choices in the face of changing pressures in the workplace.
- Ethics is not necessarily black and white because what is good ethical behaviour has not been clearly defined.
- Individuals who strive to create their own set of ethical values will more often do the right thing.
- Companies can influence employee behaviour by promoting a strong ethical mission and strong ethical leadership.

### D. Coming Attractions: Developing an OB Model

#### 1. An Overview

(see Exhibit 1-4 A Basic OB Model)

The model proposes three types of variables (inputs, processes, and outcomes) at three levels of analysis (individual, group, and organizational).

#### 2. Inputs

- These are the variables like personality, group structure, and organizational culture that lead to processes and are often determined in advance of the employment relationship.
- Individual level inputs are shaped by an individual’s genetic inheritance and childhood environments.
- Group structure and team responsibilities are assigned by organizational rules.
- Organizational structure and culture have developed over years of adapting to the environment and internal customs and norms.

#### 3. Processes

- These are the actions that individuals, groups, and organizations engage in and that lead to certain outcomes.
  - For individuals, processes include emotions and moods, motivation, perception, and decision making.
  - For groups they include communications, leadership, power and politics, and conflict and negotiation.
  - At the organizational level, processes include change practices and management.

Notes

#### 4. Outcomes

- Outcomes are the key variables that organizations and managers want to explain and predict.
  - Attitudes and Stress
    - *Attitudes* are the evaluations people make about objects, people or events and they can range from positive to negative. Attitudes can have behavioural consequences that directly relate to organizational effectiveness
    - Stress occurs in response to environmental pressures and has consequences in behaviour and organizational outcomes.

**Teaching Tip:** *This would be a good place to get students' views on questions such as: (1) Are happy workers always productive workers? (2) Are individuals always more productive when their boss is a real "people person?" (3) Does everyone want a challenging job? Then you can tell them that in fact, the research is not definitive, and that the answer is closer to "it depends." You want to emphasize that rather than this making OB a weaker field, its emphasis on uncovering when the material applies strengthens its predictions.*

- Task Performance
  - Task performance relates to the core duties and responsibilities of a job, and is often directly related to the functions on a formal job description.
  - The combination of effectiveness and efficiency at doing ones job is the most important human output contributing to organizational effectiveness.
- Organizational Citizenship Behaviour
  - This is the discretionary behaviour that is not part of an employee's formal job requirement, but that contributes to the psychological and social environment of the workplace.
  - Successful organizations need employees who will do more than their job duties and perform beyond expectations.
  - Employees who engage in good citizenship behaviours help others, volunteer for extra jobs, avoid unnecessary conflict and tolerate the occasional work-related imposition.
  - Organizations where employees exhibit a high level of organizational citizenship behaviours outperform those that do not.
- Withdrawal Behaviour
  - Withdrawal behaviour is the set of actions that employees take to separate themselves from the organizations and perform below task requirements by, for example, showing up late, absenteeism and turnover.
  - When employees fail to report to their jobs, the workflow is disrupted and productivity suffers.

- Levels of absenteeism beyond the normal range have direct impact on the bottom line.
- Turnover can be positive if the “right” people are leaving as it creates opportunities to replace underperforming individuals by bringing in new and fresh ideas through new employees.
- Why do employees withdraw from work? Reasons include negative job attitudes, emotions and moods, and poor relationships with co-workers and supervisors.
- Group Cohesion
  - Group cohesion refers to the extent to which members of a group support and validate one another at work. When employees trust one another and work to achieve common goals the group is cohesive.
  - Cohesive groups are more effective as people tend to work harder in groups that have a common purpose. OB searches for ways to assess methods that organizations can use to increase group cohesiveness.
- Group Functioning
  - Group functioning in work organizations is the *quantity and quality* of a group’s work output.
  - The types of activities required to get the most from the team varies depending on the organizational activities and requirements.
- Productivity
  - Productivity requires *effectiveness* and *efficiency*.
  - Organizational effectiveness is the degree to which it meets the needs of its customers. Measures of effectiveness could be sales or market share goal achievement.
  - Organizational efficiency is the degree to which an organization can achieve its ends at a low cost. Popular measures include return on investment, profit per dollar of sales and output per hour of labour.
- Survival
  - This is the evidence that the organization is able to exist and grow over the long term. Survival depends partly on how well an organization fits with its environment.
  - Survival factors may include: perceiving the market successfully, making good decisions about how and when to pursue opportunities, and engaging in successful change management to adapt to new business conditions.

**Exhibit 1-5** illustrates the inputs, processes, and outcomes of the three levels of analysis which are the individual level, the group level and the organization level and ties them to the OB topics in the subsequent chapters of this book.

## E. Summary

Organizational behaviour (OB) investigates the impact that individuals, groups, and organizational structure have on behaviour within an organization, and it applies that knowledge to make organizations work more effectively. OB focuses on how to improve productivity; reduce absenteeism, turnover, and deviant workplace behaviour; and increase organizational citizenship behaviour and job satisfaction.

(see **Exhibit 1-6** The Fundamentals of OB)

### OB AT WORK: FOR REVIEW

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *What is organizational behaviour (OB)?*

OB is a field of study that investigates the impact that individuals, groups, and structure have on behaviour within an organization. The chief goal of OB is to apply that knowledge toward improving an organization's effectiveness.

2. *What is the importance of interpersonal skills in the workplace?*

Having a broad range of interpersonal skills makes us more effective organizational participants. Because organizations face a variety of demands in the workplace, it is important for managers and employees to recognize that having a variety of skills will help them function better in different situations and changing environmental demands. While it is probably true that we all have a preferred style of operating, it is also true that we can develop new skills to meet the challenges of the new workplace.

3. *What are the major behavioural science disciplines that contribute to OB?*

Psychology, social psychology, sociology, and anthropology are the behavioural sciences that contribute to our understanding of OB.

The answers of the second question will vary depending on the students. The answer should tie the primary learning areas of one of the behavioural sciences to typical managerial problems. Ensure that the students indicate that knowing more about OB will make managers more effective through either (1) a greater ability to understand and influence other people, (2) a better design of organizations and jobs, or (3) a better understanding of group behaviours.

Psychology: individual (micro) focus, in the areas of learning, perception, personality, emotions, training, leadership effectiveness, needs, motivation, job satisfaction, decision-making, performance appraisals, attitude measurements, employee selection, work design, and job stress.

Social Psychology: individual and group (macro) focus, in the areas of change measuring and changing attitudes, communications patterns, building trusts, group behaviour, power, and conflict.

Sociology: group and organizational (macro) focus, in the areas of group behaviour, organizational culture, organizational theory and structure, communications, power, and conflict.

Anthropology: group and organizational (macro) focus, in the areas of values, attitudes, behaviours between organizations and countries. Anthropology also studies organizational cultures and environments.

4. *Why is systematic study of value to OB?*

Most people learn human behaviour through their own individual observations. This method of learning always contains the potential for error. By coupling this individual learning with the systematic scientific study of OB and Evidence-based Management, managers benefit from the experiences and study of thousands of social scientists, rather than just relying on their own limited experiences. This broader base of understanding is more likely to help the manager make much better decisions and influence people more effectively.

5. *Why do few absolutes apply to OB?*

Human beings are complex and there are few universal principles that explain organizational behavior. There are many theories about how people behave in organizations but most are not pure cause and effect relationships. People are not all alike and therefore it is difficult to make many generalizations. Variables such as peoples' want, needs, values, and goals can differ tremendously.

6. *What workplace challenges provide opportunities to apply OB concepts?*

OB offers managers specific insights and opportunities to improve managerial and people skills and apply them to the changing workplace. The continuing economic challenges worldwide are only one of the major issues of globalization facing organizations today. An added challenge is presented by the ever expanding use of technology and networked organizations where managers and employees rarely work in the same location. Recognizing the value of and embracing diversity and people skills can improve productivity and customer service. Learning to empower your people, and supporting employees' work-life balance form steps toward creating a positive work environment where an ethical compass can positively impact the whole organization.

7. *What are the three levels of analysis in this book's OB model?*

The three levels are individual, group, and organizational systems. Common aspects are: the study of human behaviour including decision-making, emotion, perception and motivation. Unique aspects for each level deal primarily with the focus of the research activity: person, group, or larger grouping (such as society, organization, or country). It should be noted that each successive level builds on the theories and findings of the lower levels.

## POINT/COUNTERPOINT

### Lost in Translation?

#### *Summary*

*Point:* OB is a complex subject, yet popular books on the topic abound in bookstores. These books often have cute titles and are fun to read, but they make the job managing people seem much simpler than it is. Most are based on the author's opinions rather than substantial research. Few, if any, simple statements about human behaviour are generalizable.

*Counterpoint:* There is no one right way to learn the science and art of managing people. Organizations are continually looking for ways to fine-tune their leadership skills and publishers respond to this demand. The most enlightened managers gather insights from their own experience, research findings, observations of others, as well as business press books. Research and academics have an important role to play in understanding effective management, and many of the important insights are not necessarily the product of careful empirical research studies.

*Class Activity*

- Choose two teams of three to five students, the remainder of the class can act as the jury. Select one or two of the titles listed in the exercise. Have one team defend the “lessons” taken from the selected reading; the other team will prepare an argument as to why the lessons from the readings may not be appropriate from an OB perspective.
- Give each team adequate time to present their case to the remainder of the class. After each team has presented their arguments, the remainder of the class should ask probing questions based on their understanding of the OB concepts covered in this first chapter.
- The class acting as jury can then vote on which team provided the most compelling arguments.

**BREAKOUT GROUP EXERCISES**

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Consider a group situation in which you have worked. To what extent did the group rely on the technical skills of the group members vs. their interpersonal skills? Which skills seemed most important in helping the group function well?*

Students will likely comment on how technical skills were often just a small part of the necessary skills needed to get the task done. They may also note that it was the interpersonal issues that caused them the most difficulty.

2. *Identify some examples of “worst jobs.” What conditions of these jobs made them unpleasant? To what extent were these conditions related to behaviours of individuals?*

Help students to distinguish between bad working conditions, such as hot, dirty, workplaces, and bad leadership. Students usually identify a much longer list of leadership and interpersonal problems than the list of unpleasant physical surroundings.

3. *Develop a list of “organizational puzzles,” that is, behaviour you’ve observed in organizations that seemed to make little sense. As the term progresses, see if you can begin to explain these puzzles, using your knowledge of OB.*

This exercise challenges the students to think about the workplace, and observations made of it. Often students encounter things in the workplace, but they have no way to make sense of what is happening. By developing the list, and then analyzing it over the term, students can become more familiar with understanding the workplace.

**FROM CONCEPTS TO SKILLS*****Developing Interpersonal Skills***

This exercise can be used quite effectively to help students identify their areas of strengths and weaknesses. By tying these to specific needs of companies (flexibility vs. control, internal vs. external) students begin to see that employees and managers need to have a variety of skills to work effectively.

Both this and the *Experiential Exercise* following provide vehicles to highlight the importance of interpersonal skills. By linking the skills to actual needs of the organization (flexibility vs. control, internal vs. external focus) students become more aware of how and why these skills are important in the workplace.

In this exercise, have students indicate their areas of strength and weakness. Help them to understand how these strengths and weaknesses apply to situations that they might face in the workplace. Suggest to them that they consider skills training in areas where they feel least strong. Relate the necessity of having a strong skill set to being a productive and successful employee.

## EXPERIENTIAL EXERCISE

### *Interpersonal Skills in the Workplace*

In debriefing this exercise, post the list of all the skills on the overhead, and then ask each group to report the four “must have” skills, and the four “less important skills”. An overhead master is provided at the end of this chapter for this purpose. There is generally a fair amount of consensus on the must haves. There is less consensus on the less important ones. Remind students of the different needs of managers, referring to Exhibit 1-7 and Exhibit 1-8. Using their counts point out that they have identified managers who will be good in some (limited areas) and who would be very weak in some other important areas of managing. Then conduct a more general discussion of the importance of a broad range of interpersonal skills, and how these are linked to a wide variety of issues and problems that both managers and individuals face.

For further elaboration and discussion, here are more notes on the skills as they relate to managerial activities. For those concerned with the managerial emphasis of the descriptions, do not let this dismay you. Point out that increasingly employees are expected to act, at least sometimes, like managers, because of the move toward empowerment. Thus, employees might be expected to motivate others, set goals, engage in team-building, deal with conflict, etc.

### CONTROL-EXTERNAL

**Director:** Managers are expected to clarify expectations through processes such as planning and goal setting. Managers are decisive initiators who define problems, establish objectives, define roles and tasks, generate rules and policies, give instructions. **Skills 1, 2, 3** (in the *Learning about Yourself Exercise*).

**Producer:** Managers are expected to be task oriented, work focused, and highly interested in the task at hand. Managers are expected to exhibit high degrees of motivation, energy and personal drive. In this role managers are supposed to encourage subordinates to accept responsibility, complete assignments, and maintain high productivity. **Skills 4, 5, 6.**

### CONTROL-INTERNAL

**Coordinator:** Managers should make sure that work flows smoothly and that activities are carried out according to their relative importance, and that there is little conflict. Managers must make sure that the necessary tools are available for the work to be done. Behaviours include protecting continuity, minimizing disruptions, doing paper work, reviewing and evaluating reports, writing budgets, and writing and coordinating plans and proposals. **Skills 7, 8, 9.**

**Monitor:** Managers must keep track of all work being done by the work unit. Managers must be able to keep track of the facts, analyze them, and decide which are important, that is, track the details. **Skills 10, 11, 12.**

### FLEXIBLE-INTERNAL

**Mentor:** Managers should be helpful, considerate, sensitive, approachable, open, and fair. Managers should try to understand, value and develop their employees. In acting out this role, the manager listens, supports legitimate requests, conveys appreciation, and gives compliments and credit. The manager provides training opportunities and helps people develop plans for their own individual development. **Skills 13, 14, 15.**

**Facilitator:** Managers should promote collective efforts, build cohesion and morale, and manage interpersonal conflict. Managers should balance individual needs with group needs to create and maintain a positive climate in the work group. Expected behaviours include mediating interpersonal disputes, using conflict reduction techniques, developing cohesion and morale, obtaining input and participation, and facilitating group problem solving. **Skills 16, 17, 18.**

## FLEXIBLE-EXTERNAL

**Innovator:** Managers should be concerned with innovation and change. Managers should be flexible and open to new ideas, new ways of thinking, and new challenges. This manager needs to be creative, see the future, envision innovations, and package them in inviting ways. **Skills 19, 20, 21.**

**Broker:** Managers should build and maintain power bases. Managers should negotiate agreement and commitment. The broker is particularly concerned with maintaining external legitimacy and obtaining resources. The manager is expected to meet with people from outside the unit, to represent, negotiate, market, act as a liaison and spokesperson, and to acquire resources. **Skills 22, 23, 24.**

## ETHICAL DILEMMA

### *Jekyll and Hyde*

#### *Summary*

This case study presents a common problem when organizations are hiring new talent and the issue of salary negotiations in such situations. In this case Jekyll Corporation promotes itself as a fair-trade and sustainable organization, as well as internally transparent with no secrets. The company offers you a position that appeals to you and would make good use of your training. In a meeting with the human resources manager you are given the terms of the initial offer, which seem reasonable and standard for the industry, except there is no mention of the starting salary. You are asked to think about what would be your salary expectation. What is not mentioned is that there are limits to what the company can afford at this time.

Source: R. Trudel and J. Cotte, "Does It Pay to Be Good?" *Sloan Management Review* 50, No. 2 (2009), pp. 61-68.

#### *Questions:*

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *What starting salary will you give Gabriel? What salary represents the minimum offer you would accept? If these two numbers are different, why? Does giving Gabriel a different number than your "internal" number violate Jekyll Corporation's transparent culture? Why or why not?*

Ask students to access the web resource

<http://www.careerbuilder.com/Article/CB-538-Interview-Tips-Six-Steps-to-a-Higher-Starting-Salary/> and use it as a guide to creating an appropriate salary request number and minimum acceptable number. The difference between the two should result from students' beliefs about the importance of the ethos of the corporation and its match to the student's ethics. The why or why not will depend on the student's assessment of the ethos/ethics match.

2. *Assume you've received another offer, this one from Hyde Associates. Like the Jekyll job, this position is on your chosen career path and in the consumer products industry. Assume, however, that you've read in the news that, "Hyde Associates has been criticized for unsustainable manufacturing practices that may be harmful to the environment. It has further been criticized for unfair trade practices and for employing underage children." Would that change whether you'd be willing to take the job? Why or why not?*

The answer to this question will depend heavily on the student's ethics. The stronger the student's ethical view toward social responsibility, the more likely the answer will be for a salary premium to work for Hyde Corp.



3. *These scenarios are based on studies of corporate social responsibility (CSR) practices that show consumers generally charge a kind of rent to companies that do not practice CSR. In other words, they generally expect a substantial discount in order to buy a product from Hyde rather than from Jekyll. For example, if Jekyll and Hyde sold coffee, people would pay a premium of \$1.40 to buy coffee from Jekyll and demand a discount of \$2.40 to buy Hyde coffee. Do you think this preference translates into job choice decisions? Why or why not?*

The relationship between the individual and a firm is affected by the person's perception of the firm's ethos and the ethics of the individual. A small psychological distance between these two sets of expected behaviors means that the individual can have a relationship with the company that is acceptable. So if the person believes he or she is deriving a benefit high enough to overcome the psychological discomfort created by the difference, then the relationship will continue. The lower the price point by the unethical company, the more likely the person will see a sufficient benefit. However, as reports of social irresponsibility rise, the difference between the person's ethics and the company ethos grows large enough that the person will no longer believe the benefit is sufficient and the relationship will break. This concept is referred to as "cognitive dissonance" in psychology.

Students' responses to these questions will vary.

## CASE INCIDENT

### Apple Goes Global

#### Summary

Apple as well as thousands of other North American companies are moving their manufacturing operations overseas resulting in a direct loss of more than 20,000 jobs in the US alone and this loss is not temporary. At the first glance, this transfer of jobs seems to hinge on the difference in wages. However, a deeper look seems to point to the intrinsic characteristics of the labour forces available in other countries, such as China. Apple points to the flexibility, diligence, and industrial skills of the overseas workers, as well as faster manufacturing processes and shorter lead times. Has North America stopped producing people with skills companies need?

Sources: Based on T. Peters and N. Austin, "Management by Walking About," *Economist*, September 8, 2008, [www.economist.com](http://www.economist.com); F. Aguirre, M. White, K. Schaefer, and S. Phelps, "Secrets of an Undercover Boss," *Fortune*, August 27, 2010, pp. 41-44; J. Larsson, I. Backstrom, and H. Wiklund, "Leadership and organizational behavior: Similarities Between Three Award-Winning Organizations," *International Journal of Management Practice* 3, 2009, pp. 327-345.

#### Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *What are the pros and cons for local and overseas labor forces of Apple's going global? What are the potential political implications for country relationships?*

Apple's decision to manufacture its products in China using inputs sourced from multiple countries is beneficial for the overseas labor force where new jobs are created and spillover effects can generate other benefits for the local economy. Local low skilled labor forces will suffer from a loss of jobs, however higher skilled labor involved with product development could benefit if Apple's products continue to be in high demand. While the 'export of jobs' can create tension between China and the United States, U.S. companies could stand to benefit if China's now wealthier labor force increases its demand for U.S.-made or designed products.

2. *How could managers use increased worker flexibility and diligence to increase the competitiveness of their manufacturing sites? What would you recommend?*

Again, this answer depends greatly on the individual student's perspective. Some things that might be mentioned could include additional training, better communication, greater leadership, and rewards for new ideas. Some students may suggest modeling processes and policies in less efficient sites after those used in successful plants.

## CASE INCIDENT

### Era of the Disposable Worker?

#### Summary

A visible consequence of the great global recession and the current economic environment is an increase in the number of temporary or contingent jobs. Employers are trying to get rid of all fixed costs and the dramatic jump in corporate earnings reflects the related decreases in labour costs. The nature of corporate profit monitoring seems to be to blame for the discrepancy between corporate profitability and outcomes for workers in areas such as workplace well-being or corporate culture. Is it necessary to sacrifice some jobs to save the organization as a whole in an increasingly competitive global marketplace?

Sources: Based on P. Coy, M. Conlin, and M. Herbst, "The Disposable Worker," *Bloomberg Businessweek*, January 7, 2010, [www.businessweek.com](http://www.businessweek.com); S. Tully, "Fortune 500: Profits Bounce Back," *Fortune*, May 3, 2010, pp. 140-144; D. Ariely, "You Are What You Measure," *Harvard Business Review*, June 2010, p. 38.

#### Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *To what extent can individual business decisions (as opposed to economic forces) explain deterioration in working conditions for many workers?*

First, as mentioned in the case, a concentration on cost reduction to maintain competitiveness has led to offshore job placement, automation, and other decisions to reduce cost to keep products in price competition with foreign imports. The average wage in the U.S. created a tremendous cost addition to American products. Second, an increase in technology to perform repetitive and sometimes original work has reduced the number of jobs, or changed them to technical support, thereby reducing employment. Third, a focus on short-term performance for bonus pay for executives means that some decisions are made for profitability in the short run that may not be appropriate for the organization in the long run.

2. *Do business organizations have a responsibility to ensure that employees have secure jobs with good working conditions, or is their primary responsibility to shareholders?*

This answer will depend on the student's political viewpoint. If a student has an ethic similar to that proposed by economist Adam Smith, then the responsibility is to the owner or shareholder. The responsibility to the worker is in relation to the profitability and success of the firm. If, on the other hand, the student is a proponent of labor unions, then the view will be in favour of permanent jobs and high wages for employees, no matter what.

3. *What alternative measures of organizational performance, besides share prices, do you think might change the focus of business leaders?*

If management changes its accounting measures from one-year or short-term to long-term performance, then a major shift would occur in decision outcomes.

## FROM CONCEPTS TO SKILLS

### *Practising Skills*

The module for this chapter focuses on interpersonal skills. The concepts segment discusses the Competing Values Framework, and identifies the broad range of skills managers need to lead their organization. The model outlines two dimensions: internal vs. external focus and flexibility vs. control. These four segments require different skills in order to manage well. The chapter's *Learning About Yourself* and *Working with Others* exercises are used with this segment to help students identify key skills that managers need.

The case shows an example of how knowledge of organizational behaviour skills is not just necessary where one works, but in other situations as well. The unpaid, voluntary board members of the daycare centre found themselves facing a unionization crisis that may have been avoided had there been better communication. Board members are now faced with a crisis in handling workers who take care of their children.

### *Questions*

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *If you were either a board member or a parent, how would you know that the employees taking care of your children were unhappy with their jobs?*

The main thing would be to talk with them and ask them about job satisfaction and any concerns that they have. Beyond that, you might consider observing their behaviour, such as absenteeism or lateness, as well as their general attitudes. In observing the situation, you may want to consider whether the employees are doing just the bare minimum, or whether they are trying to be innovative and creative as part of their job.

2. *What might you do if you learned about their unhappiness?*

If I was on the board, I would take their concerns to the board, and either try to get them resolved, or sit down with the unhappy employees and explain why we couldn't accommodate their demands. I would also seek to find a compromise with the employees so that they would feel that I was trying to meet their needs. If I were a parent who was not on the board, I would alert the board to whatever concerns had been raised.

3. *What might Rogers have done differently as president of the board?*

Rogers probably should have interviewed all of the employees at least once during the year, or requested that Emma Reynaud provide him with details about how the workers were doing and whether there were any problems. Given that Rogers and the other board members were surprised by the unionization attempt, it would appear that no one had tried to collect information from the employees during the year.

4. *In what ways does this case illustrate that knowledge of OB can be applied beyond your own workplace?*

The daycare centre is not part of the board members workplace, but it is an organization with which they interact on a daily basis. Moreover, the children of the board members belong to the organization in question. Had board members applied such organizational behaviour skills as communication, negotiation, and motivation within the context of the daycare centre, they might have learned more about the distress the employees were feeling.

*Reinforcing Skills*

The purpose of this exercise is to encourage students to apply material from the chapter in various ways. The suggested activities encourage students to think about skills necessary to be an employee, a team member, and a manager. While OB is more than skills, I often find it useful to have students think about concrete applications in order to better appreciate the conceptual material.

**KEY TERMS**

**Attitudes** – Evaluations individuals make about objects, people, or events.

**Contingency approach** - An approach taken by OB that considers behaviour within the context in which it occurs.

**Effectiveness** – The degree to which an organization meets the needs of its clientele or customers.

**Efficiency** – The degree to which an organization can achieve its ends at a low cost.

**Ethical dilemma** and **ethical choices** - Situations in which individuals are required to define right and wrong conduct.

**Ethics** - The study of moral values or principles that guide our behaviour; it informs us whether actions are right or wrong.

**Evidence-based management (EBM)** - Basing managerial decisions on the best available scientific evidence.

**Group cohesion** – The extent to which members of a group support and validate one another while at work.

**Group functioning** – The quantity and quality of a work group's output.

**Input** – Variables that lead to processes.

**Intuition** - A gut feeling not necessarily supported by research.

**Model** – An abstraction of reality. A simplified representation of some real-world phenomenon.

**Organization** - A consciously coordinated social unit composed of two or more people, which functions on a relatively continuous basis to achieve a common goal or set of goals.

**Organizational behaviour** - A field of study that investigates the impact that individuals, groups, and structure have on behaviour within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

**Organizational citizenship behaviour (OCB)** - Discretionary behaviour that is not part of an employee's formal job requirements but that nevertheless promotes the effective functioning of the organization.

**Organizational survival** – The degree to which an organization is able to exist and grow over the long term.

**Outcomes** – Key factors that are affected by some other variables.

**Positive organizational scholarship** - An area of OB research that concerns how organizations develop human strength, foster vitality and resilience, and unlock potential.

**Processes** – Actions that individuals, groups, and organizations engage in as a result of inputs and that lead to certain outcomes.

**Stress** – An unpleasant psychological process that occurs in response to environmental pressures.

**Systematic study** - Looking at relationships, attempting to attribute causes and effects, and drawing conclusions based on scientific evidence.

**Task performance** – The combination of effectiveness and efficiency at doing your core job tasks.

**Withdrawal behaviour** – The set of actions employees take to separate themselves from the organization.

**Workforce diversity** -The mix of people in organizations in terms of gender, race, ethnicity, disability, sexual preference, age, and demographic characteristics such as education and socio-economic status.

## SUPPLEMENTAL MATERIAL

- 1) Exploring Topics on the Web
- 2) Activity – What is Organizational Behaviour?
- 3) Table to tally results of *Experiential Exercise* “Interpersonal Skills in the Workplace”

### Exploring Topics on the Web

Using the Internet to locate information can be a useful tool to the student (or manager) interested in exploring topics in OB. For this first exercise, go to [www.searchenginewatch.com](http://www.searchenginewatch.com) to learn more about what Search engines and metacrawlers do and how they differ.

Once you are on the *Search Engine Watch* home page, click on *Search Engine Listings*, then on *Major Search Engines*. This page presents an overview of the major engines and how best to use them. Do not forget to look at other topics on this website that are interesting to you. Now perform a search on “*Organizational Behavior*” using three different search engines. Do the results differ or are they the same? If they differ, why do you think they are different? Write a paragraph or two answering these questions based on what you learned from researching search engines. Also, include another paragraph providing examples and/or reasons of when you would choose one search engine over another.

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

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

2. One of the challenges facing managers is the fact that organizations are no longer constrained by national borders.
  - a. Go to the SHRM homepage ([www.shrm.org](http://www.shrm.org)) and identify OB topics that relate to globalization. Try to find as many as possible. Compare your list with a classmate and note the ones you missed.
  - b. Choose one of the topics and, on a separate paper, write three questions you have on the topic. Click on the topics or links on the SHRM homepage and try to find the answers. If you find what you are looking for, write the answers next to your original questions. If you are unsuccessful in finding the answers, write a short paragraph describing what your strategy would be to find the answers you want.
3. Many organizations look for ways to promote diversity through family-friendly policies. Look for three companies that are incorporating family-friendly policies into their HRM strategy. On a separate paper, answer the following questions:
  - a. Who are the companies? (Be sure to list their websites, too.)
  - b. What are their policies?
  - c. How do these policies attract and keep people?
  - d. Do these policies interest you? Why?
  - e. How might they make their policies more attractive to workers?
  - f. If they make the changes you suggest, what results would you expect? (Is there evidence to back up your opinion? If it is just your opinion, say so, but later we will look for studies that back up or refute your opinion today.)
4. Find an organization that directly addresses the cost of absenteeism or turnover on its website. What, if anything, is that organization doing to reduce those costs? What did your search tell you in terms of the importance or unimportance of these costs to organizations? In class, meet in small groups to discuss the strategies organizations are using. Once you have found an organization, check with your instructor to make certain there are not too many students in the class researching the same company. Be prepared to talk about your organization's strategy to the group and possibly the class. Below are some websites to get you started, but do not hesitate to perform your own search:
  - a. [www.shrm.org](http://www.shrm.org)
  - b. <http://www.jointventure.org>
  - c. <http://eafinc.org>
5. Try some advanced searching. Go to [www.google.com](http://www.google.com) and click on [advanced search](#). In the "exact phrase" box, key in "*organizational behaviour*," and in the "at least one of these words" box, key in "globalization." On the drop-down menu for Language choose English. Scroll through the pages to determine if there is a pattern to the types of web pages returned.

Go back to the advanced search page (use your back button or retype the URL). This time in the "exact phrase" box, key in "*globalization*," and in the "at least one of these words" box, key in "employ\*" (the \* is a wildcard symbol which will bring up any word which begins with employ such as employee).

What types of pages were returned this time? Which would be more useful to a scholar researching OB and globalization? Why? Now, repeat the above process choosing an OB topic of your choice instead of "globalization." Did you find similar patterns of web page returns with your first and second try? Prepare a paragraph or two telling what you learned about researching OB topics on the World Wide Web.

## **What Is Organizational Behaviour?**

### ***Day 1 Activity***

On the first day of class I permit students to do a round-robin interview of me—each group asks one question, and we go around the room, several times until all questions have been answered.

I let them ask anything they want: about the course, about me, about anything they want to know. I have found this has worked well to set the tone that all questions will be treated with respect (even if in some cases I do not give them the answer they request—for instance, my salary).

I have done this for years, and have been quite happy with the results.

**Experiential Exercise “Interpersonal Skills in the Workplace”**

	<b>Most Important</b>	<b>Least Important</b>
<b>Director</b>		
1. Taking initiative		
2. Goal setting		
3. Delegating effectively		
<b>Producer</b>		
4. Personal productivity and motivation		
5. Motivating others		
6. Time and stress management		
<b>Coordinator</b>		
7. Planning		
8. Organizing		
9. Controlling		
<b>Monitor</b>		
10. Receiving and organizing information		
11. Evaluating routine information		
12. Responding to routine information		
<b>Mentor</b>		
13. Understanding yourself and others		
14. Interpersonal communication		
15. Developing subordinates		
<b>Facilitator</b>		
16. Team building		
17. Participative decision making		
18. Conflict management		
<b>Innovator</b>		
19. Living with change		
20. Creative thinking		
21. Managing change		
<b>Broker</b>		
22. Building and maintaining a power base		
23. Negotiating agreement and commitment		
24. Negotiating and selling ideas		





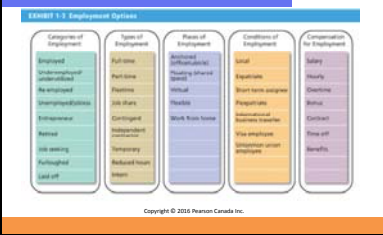
**ANNOTATED POWERPOINT SLIDES**

<p>1</p>	<p>CHAPTER 1 What Is Organizational Behaviour? Copyright © 2016 Pearson Canada Inc.</p>	
<p>2</p>	<p>Chapter Outline  <ul style="list-style-type: none"> <li>• Defining Organizational Behaviour                     <ul style="list-style-type: none"> <li>– What Do We Mean by Organization?</li> <li>– OB is for Everyone</li> <li>– The Importance of Interpersonal skills</li> </ul> </li> <li>• OB: Making Sense of Behaviour in Organizations                     <ul style="list-style-type: none"> <li>– The Building Blocks of OB</li> <li>– The Rigour of OB</li> </ul> </li> </ul>                     Copyright © 2016 Pearson Canada Inc.</p>	<p>Material pertinent to this discussion is found under “Snapshot Summary” at the end of the chapter.</p>
<p>3</p>	<p>Chapter Outline  <ul style="list-style-type: none"> <li>• Challenges and Opportunities in the Canadian Workplace                     <ul style="list-style-type: none"> <li>– Responding to Economic Pressures</li> <li>– Responding to Globalization</li> <li>– Understanding Workforce Diversity</li> <li>– Improving Customer Service</li> <li>– Improving People Skills</li> <li>– Working in Networked Organizations</li> <li>– Enhancing Employee Well-Being at Work</li> <li>– Creating a Positive Work Environment</li> <li>– Improving Ethical Behaviour</li> </ul> </li> </ul>                     Copyright © 2016 Pearson Canada Inc.</p>	<p>Material pertinent to this discussion is found under “Snapshot Summary” at the end of the chapter.</p>
<p>4</p>	<p>Chapter Outline  <ul style="list-style-type: none"> <li>• Coming Attractions: Developing an OB Model                     <ul style="list-style-type: none"> <li>– An Overview</li> <li>– Inputs</li> <li>– Processes</li> <li>– Outcomes</li> </ul> </li> </ul>                     Copyright © 2016 Pearson Canada Inc.</p>	<p>Material pertinent to this discussion is found under “Snapshot Summary” at the end of the chapter.</p>
<p>5</p>	<p>Learning Outcomes  <ol style="list-style-type: none"> <li>1. Define organizational behaviour (OB).</li> <li>2. Demonstrate the importance of interpersonal skills in the workplace.</li> <li>3. Identify the major behavioural science disciplines that contribute to OB.</li> <li>4. Understand the value of systematic study to OB.</li> </ol>                     Copyright © 2016 Pearson Canada Inc.</p>	<p>Material pertinent to this discussion is found at the beginning of the chapter.</p>

<p>6</p>	<p style="text-align: center;"><b>Learning Outcomes</b></p> <hr/> <p>5. Demonstrate why few absolutes apply to OB.</p> <p>6. Identify workplace challenges that provide opportunities to apply OB</p> <p>7. Describe the three levels of analysis in this book's OB model.</p> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>Material pertinent to this discussion is found at the beginning of the chapter.</p>
<p>7</p>	<p style="text-align: center;"><b>Organizational Behaviour</b></p> <hr/> <ul style="list-style-type: none"> <li>• A field of study that looks at the impact that individuals, groups, and structure have on behaviour within organizations</li> <li>• The aim is to apply such knowledge toward improving organizational effectiveness.</li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO1; Material pertinent to this discussion is found under “Defining Organizational Behaviour.”</p>
<p>8</p>	<p style="text-align: center;"><b>What Do We Mean By An Organization?</b></p> <hr/> <ul style="list-style-type: none"> <li>• A consciously coordinated social unit:             <ul style="list-style-type: none"> <li>– composed of a group of people</li> <li>– functioning on a relatively continuous basis</li> <li>– to achieve a common goal or set of goals</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO1; Material pertinent to this discussion is found under “Defining Organizational Behaviour.”</p> <p>An organization is a consciously coordinated social unit, composed of a group of people that functions on a relatively continuous basis to achieve a common goal or set of goals.</p> <p>Manufacturing and service firms are organizations, and so are schools, hospitals, churches, military units, retail stores, police departments, volunteer organizations, start-ups, and local, state and federal government agencies. There are a variety of organizations that comprise the Canadian workplace.</p> <p>The instructor might want to remind students that organizations can be located in the public sector or the private sector, they can be unionized or not, they can be publicly traded or they can be privately held. If they are publicly traded, senior managers typically are responsible to a board of directors, which may or may not take an active role in the how the firm is run. The managers themselves may or may not own shares of the firm. If the firm is privately held, it may be run by the owners, or the managers report to the owners. Firms can also operate in the for-profit or the non-profit sector. All of these facts, taken as a whole should suggest that when one thinks of an organization, the likelihood that it is a “typical” organization is small.</p>

<p>9</p>	<p style="text-align: center;"><b>OB is for Everyone</b></p> <ul style="list-style-type: none"> <li>• Organizational Behaviour (OB) is relevant anywhere:             <ul style="list-style-type: none"> <li>– people come together and share experiences,</li> <li>– work on goals,</li> <li>– or meet to solve problems.</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO1; Material pertinent to this discussion is found under “Defining Organizational Behaviour.”</p>
<p>10</p>	<p style="text-align: center;"><b>The Importance of Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Recognition of the importance of developing interpersonal skills is closely tied to the need for organizations to get and keep high-performing employees.</li> <li>• Creating a pleasant workplace makes good economic sense.             <ul style="list-style-type: none"> <li>– Wages and benefits are not the main reasons people like their jobs or stay with an employer. Social relationships among co-workers and supervisors were strongly related to overall job satisfaction.</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO2; Material pertinent to this discussion is found under “Defining Organizational Behaviour.”</p> <p>A recent survey of hundreds of workplaces, and over 200 000 respondents, showed that the social relationships among co-workers and supervisors were strongly related to overall job satisfaction. Positive social relationships also were associated with lower stress at work and lower intentions to quit. So, having managers with good interpersonal skills is likely to make the workplace more pleasant, which in turn makes it easier to hire and keep qualified people</p>
<p>11</p>	<p style="text-align: center;"><b>The Building Blocks of OB</b></p> <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Social Psychology</li> <li>• Sociology</li> <li>• Anthropology</li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO3; Note: Exhibit 1-1 is on the next slide. You may wish to use this slide just to introduce the discipline areas, and use the next slide (the visual representation to discuss in more detail). Material pertinent to this discussion is found under “OB: Making Sense of Behaviour in Organizations.”</p> <p>Psychology is the science that seeks to measure, explain, and sometimes change the behaviour of humans and other animals.</p> <p>Social psychology is an area within psychology, but it blends concepts from psychology and sociology. It focuses on the influence of people on one another. One of the major areas receiving considerable investigation from social psychologists has been change--how to implement it and how to reduce barriers to its acceptance.</p> <p>Sociology: Whereas psychologists focus on the individual, sociologists study the social system in which individuals fill their roles; that is, sociology studies people in relation to other human beings.</p> <p>Anthropology is the study of societies to learn about human beings and their activities. Anthropologists’ work on cultures and environments, for instance, has helped us understand differences in fundamental values, attitudes, and behaviour between people in different countries and within different organizations.</p>

<p>12</p>	<p><b>Exhibit 1-1 Toward an OB Discipline</b></p> 	<p>LO3; This Exhibits provides a visual representation of the contributions of various behavioural science disciplines on the study of OB. Use as speaking notes to provide a macro level view of the OB discipline.</p>
<p>13</p>	<p><b>The Rigour of OB</b></p> <ul style="list-style-type: none"> <li>• <b>OB Looks at Consistencies</b> <ul style="list-style-type: none"> <li>– What is common about behaviour, and helps predictability?</li> </ul> </li> <li>• <b>OB Looks Beyond Common Sense</b> <ul style="list-style-type: none"> <li>– Systematic study, based on scientific evidence                             <ul style="list-style-type: none"> <li>• <b>Evidence-based management (EBM)</b></li> </ul> </li> </ul> </li> <li>• <b>OB Has Few Absolutes</b> <ul style="list-style-type: none"> <li>– Few, if any, simple and universal principles that explain OB</li> </ul> </li> <li>• <b>OB Takes a Contingency Approach</b> <ul style="list-style-type: none"> <li>– Considers behaviour in context</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO4, LO5; Overview Slide – Please note that there are separate slides coming next as more detailed speaking notes for each of the areas listed on this slide. Material pertinent to this discussion is found under “OB: Making Sense of Behaviour in Organizations.” This would be a good place to get students’ views on questions such as: (1) Are happy workers always productive workers? (2) Are individuals always more productive when their boss is a real “people person?” (3) Does everyone want a challenging job?</p>
<p>14</p>	<p><b>OB Looks at Consistencies</b></p> <ul style="list-style-type: none"> <li>• What is common about behaviour, and helps predictability?             <ul style="list-style-type: none"> <li>– Certainly there are differences among individuals.</li> <li>– Placed in similar situations, all people don’t act exactly alike.</li> </ul> </li> <li>• However, there are certain fundamental consistencies underlying the behaviour of all individuals.</li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO4; Material pertinent to this discussion is found under “OB: Making Sense of Behaviour in Organizations.”</p>
<p>15</p>	<p><b>OB Looks Beyond Common Sense</b></p> <ul style="list-style-type: none"> <li>• <b>Systematic study</b> <ul style="list-style-type: none"> <li>– Looking at relationships, attempting to attribute causes and effects and drawing conclusions based on scientific evidence                             <ul style="list-style-type: none"> <li>• Behaviour is generally predictable.</li> <li>• There are differences between individuals.</li> <li>• There are fundamental consistencies.</li> <li>• There are rules (written and unwritten) in almost every setting.</li> </ul> </li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO4; Material pertinent to this discussion is found under “OB: Making Sense of Behaviour in Organizations.”</p>
<p>16</p>	<p><b>OB Looks Beyond Common Sense</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence-based management (EBM)</b> <ul style="list-style-type: none"> <li>– Complements systematic study</li> <li>– Bases managerial decisions on the best available scientific evidence</li> <li>– Vast majority of management decisions are still made “on the fly”, with little or no systematic study of available evidence</li> <li>– Many managers hold “common sense” opinions regarding effective management that have been flatly refuted by empirical evidence</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO4; Material pertinent to this discussion is found under “OB: Making Sense of Behaviour in Organizations.”</p>

<p>17</p>	<p><b>Exhibit 1-2: Research Methods in OB</b></p> 	<p>LO4; Discuss Research Methods in OB from Case studies, laboratory studies, surveys, field studies, and meta-analyses.</p>
<p>18</p>	<p><b>OB Has Few Absolutes</b></p> <ul style="list-style-type: none"> <li>• There are few simple and universal principles that explain organizational behaviour.</li> <li>• Human beings are very complex.</li> <li>• Humans are not alike, which limits the ability to make simple, accurate, and sweeping generalizations.</li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO5; Material pertinent to this discussion is found under “OB: Making Sense of Behaviour in Organizations.”</p>
<p>19</p>	<p><b>OB Takes a Contingency Approach</b></p> <ul style="list-style-type: none"> <li>• <b>Contingency approach:</b> Considers behaviour within the context in which it occurs.             <ul style="list-style-type: none"> <li>– Depends upon the situation</li> <li>– People are complex and complicated, so theories developed to explain their actions must also consider the context or situation</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO5; Material pertinent to this discussion is found under “OB: Making Sense of Behaviour in Organizations.”</p> <p>OB concepts must reflect situational or contingency conditions, and hence predictions about human behaviour are at best probabilistic, not absolute. That is, X is likely to lead to Y, but only under conditions specified in Z (the contingency variables).</p>
<p>20</p>	<p><b>Challenges and Opportunities</b></p> <ul style="list-style-type: none"> <li>– Dramatic changes in organizations</li> <li>– Understanding OB has never been more important for managers</li> <li>– Result has caused new employment options to be offered or requested by employees</li> <li>– May depend on career timing or preferences</li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>21</p>	<p><b>Exhibit 1-3: Employment Options</b></p> 	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>

<p>22</p>	<p style="text-align: center;"><b>Responding to Economic Pressures</b></p> <hr style="border: 2px solid blue;"/> <ul style="list-style-type: none"> <li>• When the US Economy entered into a recession in 2008, most other economies worldwide did also</li> <li>• When times are bad, managers are on the front lines with employees who:             <ul style="list-style-type: none"> <li>– May be terminated</li> <li>– Asked to make do with less</li> <li>– Who worry about their futures</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>23</p>	<p style="text-align: center;"><b>Responding to Economic Pressures</b></p> <hr style="border: 2px solid blue;"/> <ul style="list-style-type: none"> <li>• OB approaches may differ between good and bad times             <ul style="list-style-type: none"> <li>– In good times, focus is on rewards, satisfaction, and retention of employees</li> <li>– In bad times, issues such as stress, decision making and coping are important</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>24</p>	<p style="text-align: center;"><b>Responding to Globalization</b></p> <hr style="border: 2px solid blue;"/> <ul style="list-style-type: none"> <li>• In recent years, Canadian businesses have faced tough competition from the United States, Europe, Japan, and China, as well as from other companies within our borders.</li> <li>• To survive, they have had to reduce costs, increase productivity, and improve quality.</li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>25</p>	<p style="text-align: center;"><b>Responding to Globalization</b></p> <hr style="border: 2px solid blue;"/> <ul style="list-style-type: none"> <li>• Some employers have outsourced jobs to other countries where labour costs are lower to remain profitable.</li> <li>• National borders no longer protect most firms from foreign competitive pressures             <ul style="list-style-type: none"> <li>– Trading blocks (i.e. NAFTA and EU) reduce tariffs and barriers to trade</li> <li>– Internet has also enabled companies to become more globally connected</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>26</p>	<p style="text-align: center;"><b>Responding to Globalization</b></p> <hr style="border: 2px solid blue;"/> <ul style="list-style-type: none"> <li>• Managers and employees must become capable of working with people from different cultures:             <ul style="list-style-type: none"> <li>– Multinational corporations are developing operations worldwide.</li> <li>– Companies are developing joint ventures with foreign partners.</li> <li>– Workers are pursuing job opportunities across national borders.</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>

<p>27</p>	<p><b>Understanding Workforce Diversity</b></p> <ul style="list-style-type: none"> <li>• <b>Workforce Diversity</b> – recognizes the heterogeneous nature of employees in the workplace             <ul style="list-style-type: none"> <li>– Women and men</li> <li>– Many racial and ethnic groups</li> <li>– Individuals with a variety of physical or psychological abilities</li> <li>– People who differ in age, sexual orientation, and demographic characteristics</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>28</p>	<p><b>Understanding Workforce Diversity</b></p> <ul style="list-style-type: none"> <li>• <b>Diversity Challenge</b> – mix of generations such as Baby Boomers, Generation X, and Millennial groups             <ul style="list-style-type: none"> <li>– Due to different life experiences, bring different values and expectations to the workplace</li> <li>– Employees don’t set aside their cultural values and lifestyle preferences when they go to work</li> <li>– Need to accommodate diverse groups of people by addressing their different lifestyles, family needs, and work styles</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>29</p>	<p><b>Improving Customer Service</b></p> <ul style="list-style-type: none"> <li>• Majority of employees in developed countries work in service jobs (78 percent in Canada)             <ul style="list-style-type: none"> <li>– Substantial interaction with customers</li> <li>– OB can increase of these interactions by showing how employee attitudes and behaviour influence customer satisfaction</li> <li>– Management needs to create a customer-responsive culture</li> <li>– OB can provide guidance to help managers create such cultures – where employees are friendly, accessible, knowledgeable, and responsive, to please the customer</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>30</p>	<p><b>Improving People Skills</b></p> <ul style="list-style-type: none"> <li>• OB provides many concepts and theories to help you explain and predict the behaviour of people at work</li> <li>• Goal is to gain insights into people skills that you can use on the job             <ul style="list-style-type: none"> <li>– Design motivating jobs</li> <li>– Improve your listening skills</li> <li>– Create more effective teams</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>31</p>	<p><b>Working in Networked Organizations</b></p> <ul style="list-style-type: none"> <li>• Allow people to communicate and work together even though they may be located elsewhere</li> <li>• Manager’s job is different in these organizations</li> <li>• Motivating and leading people, making collaborative decisions online requires different techniques</li> <li>• Managers and employees need to develop new skills</li> <li>• OB can provide insights to help with honing those skills</li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>

<p>32</p>	<p><b>Enhancing Employee Well-Being at Work</b></p> <ul style="list-style-type: none"> <li>• <b>Employees are increasingly complaining that the lines between work and private life have blurred.</b> <ul style="list-style-type: none"> <li>– has led to more personal conflicts and stress.</li> </ul> </li> <li>• <b>Why?</b> <ul style="list-style-type: none"> <li>– Creation of global organizations; the world never sleeps</li> <li>– Communication technology; people bring work home</li> <li>– Organizations are asking employees to work longer hours</li> </ul> </li> <li>• <b>Organizations must help employees strike a balance or risk losing key employees and future candidates.</b></li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>33</p>	<p><b>Creating a Positive Work Environment</b></p> <ul style="list-style-type: none"> <li>• <b>Positive Organizational Scholarship</b> <ul style="list-style-type: none"> <li>– An area of OB research that focuses on how organizations develop human strength, foster vitality and resilience, and unlock potential.</li> <li>– This approach challenges researchers and companies to look at OB through a new lens.</li> <li>– Focus is placed on how to exploit employee strengths rather than to dwell on their limitations.</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>34</p>	<p><b>Improving Ethical Behaviour</b></p> <ul style="list-style-type: none"> <li>• <b>Ethical Dilemmas and Ethical Choices</b> <ul style="list-style-type: none"> <li>– Required to identify right and wrong conduct</li> <li>– Pressured to cut corners, break rules, engage in other questionable practices</li> </ul> </li> <li>• <b>Ethics</b> <ul style="list-style-type: none"> <li>– The study of moral values or principles that guide our behaviour</li> <li>– Inform us whether actions are right or wrong</li> <li>– Help us “do the right thing”</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>35</p>	<p><b>Coming Attractions: Developing an OB Model</b></p> <ul style="list-style-type: none"> <li>• <b>Overview</b> <ul style="list-style-type: none"> <li>– A <b>Model</b> is a simplified representation of a real-world phenomenon</li> <li>– Proposes three types of variables (individual, group, organizational)</li> <li>– Proceeds from left to right</li> <li>– Inputs leading to processes</li> <li>– Processes leading to outcomes</li> <li>– Outcomes can also influence inputs in the future</li> </ul> </li> </ul> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO6; Material pertinent to this discussion is found under “Challenges and Opportunities in the Canadian Workplace.”</p>
<p>36</p>	<p><b>Exhibit 1-4: A Basic OB Model</b></p> <p><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO7; Material pertinent to this discussion is found under “Coming Attractions: Developing an OB Model”</p>



<p>37</p>	<p style="text-align: center;"><b>A Basic OB Model</b></p> <ul style="list-style-type: none"> <li>• <b>Inputs</b> are variables such as personality, group structure, and organizational culture that lead to processes             <ul style="list-style-type: none"> <li>– Often determined in advance of the employment relationship</li> </ul> </li> <li>• <b>Processes</b> are actions that individuals, groups, and organizations engage in as a result of inputs that lead to certain outcomes             <ul style="list-style-type: none"> <li>– Individual level – emotions and moods, motivation, perception, decision making</li> <li>– Group level – communication, leadership, power and politics, conflict and negotiation</li> <li>– Organizational level – change practices</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO7; Material pertinent to this discussion is found under “Coming Attractions: Developing an OB Model”</p>
<p>38</p>	<p style="text-align: center;"><b>A Basic OB Model</b></p> <ul style="list-style-type: none"> <li>• <b>Outcomes</b> are key variables that you want to explain or predict             <ul style="list-style-type: none"> <li>– Individual level – attitudes and stress, task performance, organizational citizenship behaviour, and withdrawal behaviour</li> <li>– Group level – group cohesion and functioning</li> <li>– Organizational level – overall productivity, profitability and survival</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>LO7; Material pertinent to this discussion is found under “Coming Attractions: Developing an OB Model”</p>
<p>39</p>	<p style="text-align: center;"><b>Summary</b></p> <ol style="list-style-type: none"> <li>1. <b>OB investigates the impact that individuals, groups, and organizational structure have on behaviour within an organization.</b></li> <li>2. <b>OB applies that knowledge to make organizations work more effectively.</b></li> <li>3. <b>OB focuses on how to improve productivity, reduce absenteeism, turnover, and deviant workplace behaviour, and increase organizational citizenship behaviour and job satisfaction.</b></li> </ol> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter.</p>
<p>40</p>	<p style="text-align: center;"><b>OB at Work: For Review</b></p> <ol style="list-style-type: none"> <li>1. What is organizational behaviour (OB)?</li> <li>2. What is the importance of interpersonal skills in the workplace?</li> <li>3. What are the major behavioural science disciplines that contribute to OB?</li> <li>4. Why is systematic study of value to OB?</li> <li>5. Why do few absolutes apply to OB?</li> <li>6. What workplace challenges provide opportunities to apply OB concepts?</li> <li>7. What are the three levels of analysis in this book’s OB model?</li> </ol> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter. Isn’t organizational behaviour common sense? Or just like psychology?</p> <p>OB is built on contributions from a number of behavioural disciplines, including psychology, sociology, social psychology, and anthropology. It goes beyond “common sense.”</p>
<p>41</p>	<p style="text-align: center;"><b>OB at Work: For Managers</b></p> <ol style="list-style-type: none"> <li>1. Resist the inclination to reply on generalizations; some provide valid insights into human behaviour, but many are erroneous.</li> <li>2. Use metrics and situational variables rather than “hunches” to explain cause-and-effect relationships.</li> <li>3. Work on your interpersonal skills to increase your leadership potential.</li> <li>4. Improve your technical skills and conceptual skills through training and staying current with organizational behaviour trends such as big data.</li> <li>5. OB can improve your employees’ work quality and productivity by showing you how to empower your employees, design and implement change programs, improve customer service, and help your employees balance work-life conflicts.</li> </ol> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter.</p>

<p>42</p>	<p style="text-align: center;"><b>Breakout Group Exercises</b></p> <p>Form small groups to discuss the following topics:</p> <ol style="list-style-type: none"> <li>1. Consider a group situation in which you have worked. To what extent did the group rely on the technical skills of the group members vs. their interpersonal skills? Which skills seemed most important in helping the group function well?</li> <li>2. Identify some examples of "worst jobs." What conditions of these jobs made them unpleasant? To what extent were these conditions related to behaviours of individuals?</li> <li>3. Develop a list of "organizational puzzles," that is, behaviour you've observed in organizations that seemed to make little sense. As the term progresses, see if you can begin to explain these puzzles, using your knowledge of OB.</li> </ol> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter.</p>
<p>43</p>	<p style="text-align: center;"><b>Experiential Exercise</b></p> <p>This exercise asks you to consider the skills outlined in the "Competing Values Framework" on pages 32-34 to develop an understanding of managerial expertise. Steps 1-4 can be completed in 15-20 minutes.</p> <ol style="list-style-type: none"> <li>1. Using the skills listed in the Competing Values Framework, identify the 4 skills that you think all managers should have.</li> <li>2. Identify the 4 skills that you think are least important for managers to have.</li> <li>3. In groups of 5-7, reach a consensus on the most-needed and least-needed skills identified in Steps 1 and 2.</li> <li>4. Using Exhibit 1-8, determine whether your "ideal" managers would have trouble managing in some dimensions of organizational demands.</li> <li>5. Your instructor will lead a general discussion of your results.</li> </ol> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter.</p>
<p>44</p>	<p style="text-align: center;"><b>Exhibit 1-7: Competing Values Framework</b></p> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter.</p>
<p>45</p>	<p style="text-align: center;"><b>Competing Values Framework</b></p> <ul style="list-style-type: none"> <li>• <b>Internal-External Dimension</b> <ul style="list-style-type: none"> <li>- Inwardly, toward employee needs and concerns and/or production processes and internal systems - or -</li> <li>- Outwardly, toward such factors as the marketplace, government regulations, and the changing social, environmental, and technological conditions of the future</li> </ul> </li> <li>• <b>Flexibility-Control Dimension</b> <ul style="list-style-type: none"> <li>- Flexible and dynamic, allowing more teamwork and participation; seeking new opportunities for products and services - or -</li> <li>- Controlling or stable, maintaining the status quo and exhibiting less change</li> </ul> </li> </ul> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter.</p>
<p>46</p>	<p style="text-align: center;"><b>Exhibit 1.8: Skills for Mastery in the New Workplace</b></p> <p style="text-align: center;"><small>Copyright © 2016 Pearson Canada Inc.</small></p>	<p>This material is found at the end of the chapter.</p>