Essentials of Organizational Behavior: Bridging Science and Practice 3.0
Bauer and Erdogan
Instructor's Manual

Benson Bridge (pictured here) is located at Multnomah Falls, Oregon. The bridge was completed in 1914 and is a 45-foot high reinforced-concrete arch pedestrian bridge over the lower Multnomah Falls near the Historic Columbia River Highway. The Multnomah Falls is the most visited tourist location in Oregon each year. The entire span of the Multnomah Falls makes it the fourth longest waterfall in the U.S. at over 542 feet over three basalt falls.

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Talya N. Bauer and Berrin Erdogan

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Instructor's Manual Preface

Talya N. Bauer and Berrin Erdogan

To love what you do and feel that it matters—how could anything be more fun?
Katherine Graham

This quote sums up how we feel about teaching. What could be better than teaching? It is fun, at times exciting, and it really matters. And one of the best courses in the world to teach is Organizational Behavior. Together we have been teaching for over 50 years and have taught thousands of students at the undergraduate, master's, and doctoral levels. Our teaching styles are different, but we share some common values when it comes to teaching, including the beliefs that

- Organizational Behavior matters.
- Evidence-based research is the foundation of Organizational Behavior.
- Different students learn in different ways.
- There is no substitute for hands-on learning.
- Learning the language of OB helps you be more effective in the workplace.
- Technology can greatly enhance learning.
- Flexibility in teaching delivery and access to different reading formats allows for student success.
- Reasonably priced textbooks help students to invest in their education.

About your author team

Both authors are award-winning teachers and researchers who couple deep knowledge and experience with the research-based conceptual underpinnings of this book with a sincere appreciation for experiential teaching approaches. **Talya Bauer** (Ph.D., Purdue University) is the Cameron Professor of Management. She is an award-winning teacher and researcher and recipient of the SIOP Distinguished Teaching Award, the Academy of Management HR division's Innovations in Teaching Award, and Portland State University's Teaching with Technology Award. She conducts research about relationships at work throughout the employee life cycle, including recruitment, candidate fairness reactions to selection, onboarding, and leadership. She has received grants from the NSF and the NIH as well as the SHRM and SIOP foundations, and her work has been published in the *Academy of Management Journal, Academy of Management Learning and Education Journal, Journal of Applied Psychology, Journal of Management,* and *Personnel Psychology*. She has worked with dozens of government, Fortune 1000, and start-up organizations and has been a Visiting Scholar in France, Singapore, Spain, the UK, and at Google Headquarters, and she has delivered keynote addresses in Australia, Greece, Spain, the UK, and the US. She has served in elected positions: HRM Executive Committee of the Academy of Management and Member-at-Large and President (2018–2019) for SIOP. She is an associate editor for

the *Journal of Applied Psychology* (and a former editor of *Journal of Management*). Her work has been discussed in *Harvard Business Review,* the *New York Times, USA Today, Wall Street Journal,* and NPR's *All Things Considered*. She is a fellow of SIOP, APA, APS, and IAAP.

Berrin Erdogan (Ph.D., University of Illinois at Chicago) is the Express Employment Professionals Professor of Management at Portland State University. Berrin's research focuses on two themes. First, she examines leaders through the relationships they build with their employees, and the implications of manager-employee relationships for employee effectiveness, retention, and well-being. Second, she is interested in understanding person-job fit and misfit, with a focus on why and how employees find themselves overqualified for their jobs and its consequences. She conducted studies and shared results with organizations in manufacturing, retail, health care, education, information technology, construction, and banking among others, in the USA, UK, China, Turkey, Vietnam, France, and India. To date, she has published over 60 journal articles and book chapters, coauthored the textbooks *Organizational Behavior* and *Principles of Management* published by FlatWorld, *Psychology and Work* published by Routledge, and co-edited the *Oxford Handbook of Leader-Member Exchange*. Her work has been discussed in media outlets including the *New York Times, Harvard Business Review, CNBC, BBC Capital,* and *Wall Street Journal*, among others. In 2013, she was elected a Fellow of SIOP for unique and unusual contributions to the field of Work Psychology. She served as an associate editor for *European Journal of Work and Organizational Psychology* and *Personnel Psychology*. Berrin is a Fulbright Scholar, frequent speaker at national and international conferences, and has served as a visiting scholar and speaker in Australia, Canada, Greece, Iceland, Singapore, Spain, Turkey, UK, and the US.

Not "just another" textbook

When we decided to write a textbook, we knew we didn't want to write just another OB book. Enter FlatWorld. Their model solves many of the common challenges faculty and students face when it comes to textbooks. Here are a few that have always bothered us and that FlatWorld has solved:

- *"I had to buy the whole book but my teacher didn't use the XYZ chapter."* This isn't a problem with our book because faculty can rearrange chapters as well as add and delete them.

- *"Textbooks are too expensive!"* Textbooks have traditionally been very expensive and the business model of traditional publishing firms has been a huge part of those costs. With our book, students get to choose how to read the material, ranging from free online viewing, inexpensive black and white or color books, audio chapters, to printable PDFs.

- *"New editions come out too quickly and don't really change."* The reason that new editions come out is because used books don't make money for the publishers but new ones do. With our book you can change editions when you want and when you think enough is different to warrant the change.

So, what's in store for you *Essentials of Organizational Behavior: Bridging Science and Practice 3.0*?

Organizations are collections of people. Getting things done at work and satisfying one's goals in the process depend on your ability to understand why people behave the way they do at work. Decades of research on this topic provides us with a treasure trove of information about these key questions: What makes people happy at work? Why do they leave? What makes them stressed? How can we lead others? How do we make teamwork more effective? Those who know and use these science-based findings are better prepared to interact with others at work and beyond.

Yet, we know that students are more pressed for time than ever before. It is because of this fact that we set out to write *Essentials of Organizational Behavior: Bridging Science and Practice, 3.0*. This is an abridged version of our Organizational Behavior textbook and has been adopted by instructors around the world. The *Essentials of Organizational Behavior* is intended for use in schools where a more streamlined approach is appropriate for instructors and students. Our goal is to give students a solid, quick, and evidence-based introduction to core Organizational Behavior (OB) topics without sacrificing quality.

We believe that OB is a foundational course in a business curriculum. Together, we have taught for over 50 years and engaged with thousands of students at all levels of studies. What we found is that the material we cover in this book matters for student success and happiness at school, work, and life. Over the years, we have heard repeatedly how the science-based findings, frameworks, theories, and real-world examples help them see the world around them in a different and more expansive way. Students who are exposed to this material start thinking about the interpersonal implications of their own and others' actions, learn how to pursue their goals more effectively, and become more effective communicators at work.

Here are our core values and beliefs about teaching and learning OB:

- Understanding Organizational Behavior matters for your effectiveness as an employee or leader.
- Evidence-based research is the foundation of Organizational Behavior.
- Different students learn in diverse ways.
- There is no substitute for hands-on learning.

- Flexibility in delivery allows for student success.

WHAT WILL YOU SEE?

Our book emphasizes *active learning*, *meaningful examples*, and *tools* you can use today or put into your OB Toolbox for the years to come.

How do we do this?

- We drew upon our years of teaching and research and our understanding of the research and practice of OB and boiled it all down to focus on the essentials of OB. The information included in this book is what we consider to be the "basics," the most important, timely, and relevant theories, frameworks, and findings.
- We include a focus on ethics and OB topics in each chapter.
- We include a focus on global issues and OB topics in each chapter.
- Every chapter concludes with meaningful learning features called "OB Toolboxes" that give you specific suggestions about challenges you may encounter today.
- We also include ethical dilemmas, individual exercises, and group exercises designed to help bring the material to life.
- Finally, we also include optional short Chapter Cases in the Appendix.

HOW ARE INSTRUCTORS SUPPORTED?

Teaching OB is a privilege and a challenge! On the one hand, the content of the course is so clearly important for preparing students to be effective in their chosen paths. On the other hand, students need help bridging the theory and research of OB to practice. The ability to understand and apply the principles discussed in this book requires material that brings these concepts alive. Our goal is to make learning OB fun and provide students with the most up to date findings from science applied to current and timely business examples and cases. Here is how this book aims to help:

- A summary of relevant online TED Talks and videos in each chapter
- A summary of IdeaCasts listed at the beginning of the manual
- Answers to the discussion questions throughout the book
- End-of-chapter materials
- Solutions to the end-of-chapter materials
- Both individual and group exercises
- Ethical dilemmas
- OB Toolboxes that give specific and concrete suggestions to practical challenges students face
- Bonus material
- Further reading suggestions
- Homework system

THANK YOU FOR JOINING THE REVOLUTION

In reading *Essentials of Organizational Behavior* by Talya Bauer and Berrin Erdogan, you are quietly joining the revolution that is otherwise known as FlatWorld, our partner and publisher. For this we thank you. The people at FlatWorld and your author team share a common vision about the future of management education that is based on *powerful but fun and simple-to-use teaching and learning tools*. Moreover, FlatWorld gives you—you the student and you the instructor—the power to choose. Our 15 chapters are written using a "modular" format with self-contained sections that can be reorganized, deleted, "added to," and even edited at the sentence level. Using our build-a-book platform, you can easily customize your book to suit your needs and those of your students.

Only with FlatWorld's learning platforms do you have the power to choose what your *Organizational Behavior* book looks like, when and how you access your *Essentials of Organizational Behavior* material, what you use and don't use, when it will be changed, how much you pay for it, and what other study vehicles you leverage. These innovative study vehicles range from book podcasts to flash cards to peer discussion groups organized in social network formats. Nowhere on the planet can this combination of user-friendliness, user choice, and leading edge technologies be found for business education and learning.

We hope you find Essentials of Organizational Behavior 3.0 to be informative, accessible, and fun, and this Instructor's Manual useful in your teaching.

If you have comments or feedback about the book, you can reach us at:

OrganizationalBehavior3.0@gmail.com

Cases

Cases are a fantastic way to bring Organizational Behavior to life for students. Those with limited work experience can learn a great deal from these examples and those with much work experience can compare and contrast their own experiences with those their own.

The next two pages include a summary of all the opening and closing cases from this book. While we designed them to go with specific chapters, their content makes sense for other topics as well. The grid helps to identify those other topics.

Each case comes with discussion questions for students to ponder. Throughout this instructor manual we provide guidance for those discussions.

Finally, we have created a compilation of **all** the cases we have written for this version and previous versions of the textbook. These can be found in our casebook which is posted on the FlatWorld website for supplemental materials to go along with *Essentials of Organizational Behavior 3.0.*

We hope you enjoy these cases and that they are useful in your teaching!

-Talya Bauer and Berrin Erdogan

Chapter Case Studies- Appendix	eaTownshend	Salesforce	rdNetflix/Patty	ngsEnterprise	Walt Disney	REI	NASA	Slack	Lego Group	Amazon	Microsoft	Tim Cook	Jack Ma	
Ch. 1 Organizational Behavior at Work	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Ch. 2 Diversity in the Workplace		X	X									X		
Ch 3. Personality and Values at Work			X									X		
Ch. 4 Attitudes and Behaviors at Work				X				X						
Ch. 5 Theories of Motivation at Work				X	X	X	X					X		X
Ch 6 Designing a Motivating Work Environment				X	X	X	X					X		X
Ch. 7 Stress and Emotions at Work							X							
Ch. 8 Communication at Work							X	X					X	
Ch. 9 Groups and Teams at Work					X				X					
Ch. 10 Conflict and Negotiation at Work										X				
Ch. 11 Perceptions, Decisions, and Creativity at Work			X				X		X	X	X	X		X
Ch. 12 Leaders and Followers at Work					X	X	X					X		
Ch. 13 Power, Influence, and Politics at Work										X			X	
Ch. 14 Organizational Structure and Change at Work					X				X					X
Ch. 15 Organizational Culture at Work	X			X	X	X			X					X

IdeaCasts and Organizational Behavior

To listen to one of the IdeaCasts, simply click on the link below or go to
http://itunes.apple.com/us/podcast/hbr-ideacast/id152022135

#	Chapter Title	Corresponding Harvard Business IdeaCasts
1	Organizational Behavior	IdeaCast 414: To Do Things Better, Stop Doing So Much
		IdeaCast 427: Does Your Sales Team Know Your Strategy?
		IdeaCast 440: What Makes Teams Smart (or Dumb)
		IdeaCast 453: Set Habits You'll Actually Keep
		IdeaCast 457: Case Study: Reinvent This Retailer

2	Diversity in the Workplace	IdeaCast 425: Fixing the College Grad Hiring Process
		IdeaCast 444: What Still Stifles Ambitious Women
		IdeaCast 671: Fixing Tech's Gender Gap
3	Understanding People at Work: Individual Differences and Perception	IdeaCast 437: Learning What Wiser Workers Know
		IdeaCast 460: Understand How People See You
		IdeaCast 463: Why We Pretend to Be Workaholics
		IdeaCast 474: Test-Taking Comes to the Office
4	Individual Attitudes and Behaviors	IdeaCast 96: Why Zappos Pays Employees to Quit
		IdeaCast 416: The Dangers of Confidence
		IdeaCast 456: Your Brain's Ideal Schedule
5	Theories of Motivation	IdeaCast 75: Managing B Performers
		IdeaCast 461: Brian Grazer on the Power of Curiosity
6	Designing a Motivating Work Environment	IdeaCast 433: How to Change Someone's Behavior with Minimal Effort
		IdeaCast 627: Use Learning to Engage Your Team
7	Stress and Emotions	IdeaCast 451: Be Less Reactive and More Proactive
		IdeaCast 646: The Science Behind Sleep and High Performance
		IdeaCast 675: Why U.S. Working Moms Are So Stressed- And What To Do About It
		IdeaCast 613: Controlling Your Emotions During a Negotiation
8	Communication	IdeaCast 439: Communicate Better with Your Global Team
		IdeaCast 464: Consumer Privacy in the Digital Age

IdeaCast 470: Beating Digital Overload with Digital Tools

IdeaCast 655: Avoiding Miscommunication in a Digital World

9	Groups and Teams	IdeaCast 417: The Art of Managing Science
		IdeaCast 426: How Google Manages Talent
		IdeaCast 450: Marissa Mayer's Yahoo
		IdeaCast 471: The Condensed July-August 2015 Issue
		IdeaCast 473: Can HR Be Saved?
		IdeaCast 666: Creating Psychological Safety in the Workplace
10	Conflict and Negotiation	IdeaCast 71: How to Manage Conflict
		IdeaCast 90: Negotiation Strategies for a Downturn
		IdeaCast 443: How to Negotiate Better
		IdeaCast 468: George Mitchell on Effective Negotiation
		IdeaCast 472: Michael Lynton on Surviving the Biggest Corporate Hack in History
11	Perceptions, Decisions, and Creativity	IdeaCast 436: Making Good Decisions
		IdeaCast 601: Astronaut Scott Kelly on Working in Space
		IdeaCast 659: The Right Way to Solve Complex Business Problems
12	Leaders and Followers	IdeaCast 102: What Kind of Leader Will You Be?
		IdeaCast 449: Why Leadership Feels Awkward
		IdeaCast 452: Goldie Hawn on Female Leadership

IdeaCast 679: What Managers Get Wrong about Feedback

13   Power, Influence, and Politics

IdeaCast 438: Explaining Silicon Valley's Success

IdeaCast 447: GoDaddy's CEO on Leading Change

IdeaCast 466: Making Sense of Digital Disruption

14   Organizational Structure and Change

IdeaCast 445: Innovation Needs a System

IdeaCast 465: The Condensed June 2015 Issue

IdeaCast 467: Evernote's CEO on the New Ways We Work

IdeaCast 469: Are Robots Really Coming for Our Jobs?

15   Organizational Culture

IdeaCast 96: Why Zappos Pays Employees to Quit

IdeaCast 415: The Future of Talent Is Potential

IdeaCast 420: How to Stop Corporate Inversions

IdeaCast 431: Myths About Entrepreneurship

IdeaCast 462: Ethical CEOs Finish First

IdeaCast 661: How One CEO Creates Joy at Work

IdeaCast 662: Improving Civility in the Workplace

Lead: The Simulation
Description and How to Purchase the Simulation

FlatWorld is pleased to partner with Positive Leadership Solutions (www.positiveleadershipsolutions.com) to distribute *Lead: The Simulation*, a new management simulation developed by an extremely talented group of academics, computer programmers, and software developers. We have created a correlation guide that follows this description for faculty who wish to use *Lead* with their students. Information on how you and your students can obtain *Lead* is at the bottom of the next page.

Positive Leadership Solutions is committed to developing leaders who can make a positive difference. They believe leadership skills are best learned through experience. Positive Leadership Solution also believes there is a strong need to bring the academic concepts of organizational behavior and human resource management to life, going beyond reading them in a textbook, hearing them discussed in a classroom lecture or perhaps exploring them in a short case or classroom activity. *Lead's* simulated business environment enables student participants to interact with one of many avatars in an organizational setting, constructively applying key concepts to carefully planned dialogues with employees, managers, and peers in the virtual organization.

Here is how *Lead* works:

- The Player (the student) plays the role of Chief Executive Officer (CEO) of a widget manufacturing company. The company is aptly named The Widget Company and employs approximately fifty staff members. A 'widget' is a small electronic/mechanical device that the company produces. The specifications or uses of a widget are irrelevant. It simply provides the situational environment needed to create a rich learning experience.
- Each module in *Lead* is built around a key concept in the textbook and the class. Faculty adopters decides which concepts will be covered, and in which order.
- The purpose of each module is for the student to interact with others in The Widget Company, to understand an underlying problem, and then apply the key concepts to the problem in order to change or improve individual or group behavior. Students accomplish these goals by selecting or typing in dialogue (comments) with

the avatar and tracking the avatar's response. Students must pay close attention to the resulting conversation because it gives additional information and the context needed to make the right decisions.

- *Lead* will provide feedback after each correct or incorrect interaction with the avatar. After receiving feedback, students can re-enter dialogue in order to improve the quality of a communication and apply the key concept more effectively.
- *Lead* employs a "crawl-walk-run" methodology. That is, the steps within each module guide students from a very simple understanding and application of a concept to more complex applications, providing some repetition of the concepts to assure deeper and more complete learning.
- Faculty adopters can also track student responses across the board to determine how effectively students have learned a particular concept, see how learners comprehend its key elements, and understand how effectively it is being applied.
- Modules can be used before or after the corresponding material is covered. Thus, faculty adopters may ask students to work on a module before they have introduced the subject matter in class. This strategy allows students to practice applications before they have read or heard about a concept. Or a module may be assigned after students have read or heard about the related concepts in class. Further, practicing a module more than once could be beneficial to assuring deeper understanding.
- *Lead* creates a safe learning environment that allows students to experience textbook concepts, apply them on a 1:1 basis, and do so either in the classroom or on their own time, remotely.

We hope you and your students enjoy *Lead*, and benefit from this new and unique way to test and apply learning of key course concepts. We are keenly interested in faculty and student feedback about their experiences using *Lead*. Please feel free to contact us with your input, and we encourage you to be candid and direct so that we can improve *Lead*'s design and use.

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How to Order *Lead: The Simulation*

To purchase *Lead: The Simulation*, contact Positive Leadership Solutions directly. Go to leadthesimulation.com to place an order.

For more information or for customer service and technical support, email Positive Leadership Solutions at info@leadthesimulation.com.

Organizational Behavior and *Lead: The Simulation* Recommended Alignment

Instructors are able customize *Lead: The Simulation*. Instructors choose which modules are offered and the order in which they are presented in. We recommend the following modules be aligned with the textbook chapters of *Organizational Behavior*, v. 3.0.

Organizational Behavior Chapters	Compatible Simulation Modules
Chapter 1: Organizational Behavior	1. Goal Setting
Chapter 2: Diversity in the Workplace	2. Emotional Intelligence (coming soon)
Chapter 3: Understanding People at Work: Individual Differences and Perception	3. Big 5 Personalities (coming soon) 4. Work Related Attitudes 5. Perception 6. Work Related Attitudes
Chapter 4: Individual Attitudes and Behaviors	7. Performance Management 8. Behavior Modification (coming soon)
Chapter 5: Theories of Motivation	9. Expectancy Theory 10. Training and Development
Chapter 6: Designing a Motivating Work Environment	11. Job Characteristics Model 12. Compensation - Incentives and Benefits
Chapter 7: Managing Stress and Emotions	
Chapter 8: Communication	13. Interpersonal Communication (coming soon)
Chapter 9: Managing Groups and Teams	14. Group Development 15. Selection
Chapter 10: Conflict and Negotiations	16. Conflict Resolution
Chapter 11: Making Decisions	17. Managerial Decision Making
Chapter 12: Leading People Within Organizations	18. Leadership Styles
Chapter 13: Power and Politics	19. Power and Influence
Chapter 14: Organizational Structure and Change	20. Managing Organizational Change - Lewin 21. Managing Organizational Change – Kotter
Chapter 15: Organizational Cultural	22. Culture (coming soon)

Organizational Behavior
Chapter 1

OPTIONAL CASE (FOUND IN BOOK APPENDIX):

QUESTIONS TO CONSIDER

1. If you were a Townshend's employee, would you have volunteered to assist with the B Corp assessment? Why or why not?
2. What are some pros and cons of including employees in organizational change management?
3. Can you think of some ways the pursuit of B Corp certification might lead to organizational change, even for a company that already embodies sustainability and social good?
4. Imagine that you are a manager at a young and rapidly growing company like Townshend's, and you are interested in acquiring a B Corp certification for your firm. How would you go about implementing this change? What would be the steps you would follow before, during, and after the change?

I. Discussion Questions

A. UNDERSTANDING ORGANIZATIONAL BEHAVIOR

1. Which type of organizations did you have the most experience with? How did that affect your understanding of the issues in this chapter?
Students will most likely have had experience with organizations in education (school and classroom environment) working with their peers, as well as in introductory employment positions working for a manager. These experiences shape how students understand the importance of communication, leadership and team dynamics which constitute organizational behavior

2. Which skills do you think are the most important ones for being an effective employee?
Student answers will vary here. Some will say that putting their head down and working hard while paying attention to detail is the most important part of being an effective employee. Others may argue that having good communication skills with their employer, coworkers, and customers is more valuable.

3. What are the three key levels of analysis for OB?
These are individual, group, and organization. Topics such as personality, individual motivation, stress, and emotions are individual level topics. Team

dynamics, communication, and leadership are examples of group level variables. Organizational culture and structure are regarded as organization level variables.

4. Have you ever used journaling before? If so, were your experiences positive? Do you think you will use journaling as a tool in the future?
Journaling is a very effective method of keeping track of experiences in any OB situation. It allows for analyzing what methods of behavior prove efficient, and what methods could be improved or removed from one's daily routine.

5. How do you plan on using the OB Toolboxes in this book? Creating a plan now can help to make you more effective throughout the term.
The OB Toolbox features throughout this book will give students suggestions as to how to apply the material covered to their daily professional and personal lives.

B. TRENDS AND CHANGES

1. **Share an ethical dilemma you have observed at work or school to someone in your class. What do you think should have been done differently and why?**
   Example: A coworker of mine just got a second job that she enjoys significantly more than her first job. Because of this, her work ethic at this job has decreased significantly, putting a burden on the other employees to pick up the slack. A better approach would be for her to either remain a diligent employee or to turn in her two weeks and allow a new eager employee to take her place.

2. **How has technology and the flattening world affected you in the last ten years? Please share examples of this.**
   As an instructor, you may want to share your own experiences, which may differ slightly from the students' experiences. In the workforce, generations who grew up with email, instant messaging and blogs are working side by side with generations who got acquainted with the Internet in their thirties or later. You may steer the conversation toward how differences in familiarity with technology is affecting productivity and workplace relationships. It might be beneficial to examine the different strengths and weaknesses that are brought to the workplace by those individuals who are less familiar with the latest advances in technology, and what benefits these individuals can add to an organization.

3. **Do you think the sustainability movement in business is a trend that's here to stay or a business fad? Why?**
   The sustainability movement in business is likely here to stay. This is because many elements of the sustainability movement are becoming incorporated into people's daily living. Consumers are becoming more aware of the dangers of nonorganic produce or the dangers of hazardous materials in consumer products. As businesses offer organic produce at affordable (not outrageous) prices, consumers are finding that it is possible to feed their family with organic food without bankrupting the household budget. Similarly, while many people in the United States would resist giving up their car, now that we have more alternatives

such as hybrid cars or cars that run on alternative fuels, consumers are able to make greener choices. As businesses profit or base their business model on sustainable business practices, they find that they can make healthy profits this way.

At the same time, the amount of talk we see about sustainability may have already peaked. When a trend is new, you are more likely to see *BusinessWeek* or *Wall Street Journal* articles discussing the pros and cons of these movements. As the movement is absorbed into the culture and into the behaviors of everyday employees and consumers, we are less likely to see sustainability as being promoted as a new and novel form of doing business (it will likely become an everyday occurrence).

4. **Do you see the aging (and retiring) workforce as an opportunity or a threat for businesses? How do you think this will affect your career based on your own generation?**
The threat of aging is the potential to lose employees who are highly productive and possess key knowledge about a company's history and its operations. As employees retire, their specialized knowledge may be lost to the company. Moreover, companies may find themselves unprepared. A healthy approach is to have succession planning in place when faced with this challenge so that future candidates for these positions are prepared and nurtured in advance. Many company managers are uncomfortable discussing or planning for their own retirement or succession. Companies such as Starbucks actively make leadership development part of its core business practice; as a result the transition of top managers is transparent and integrated into the organization's culture. It can be beneficial for students to reflect on this type of business culture and discuss the pros and cons of such a culture.

At the same time, there is a growing trend for employees to consider working as part of their retirement or to postpone their retirement. As long as their needs are met, these employees are likely to remain in the organization, and be loyal and productive members of the workforce. Therefore, understanding the unique needs of all age groups and being an employer of choice for different generations may be a strategy that pays off.

II. End of Chapter Materials

A. INDIVIDUAL EXERCISE

Create an Action Plan for Developing Your OB Skills

1. Hopefully you have already completed reading this chapter. If not, wait until you've done so to complete this individual exercise.
2. If you have not done so already, please take the learning styles survey at http:// www.educationplanner.org/students/self-assessments/learning-styles.shtml.

3. In addition, please be sure you have reviewed the table of contents for this organizational behavior textbook.
4. What themes do you see? How do you think these topics affect your interactions with others? How might your learning style affect how you'll approach this course? Have you ever considered journaling as a technique for self-improvement and reflection?
5. Now, write down five action steps that you plan to take as you work through this book. Refer to these steps throughout the term and modify them as needed.

B. GROUP EXERCISE

Best Job/Worst Job

1. Think about the best and worst jobs you have ever had. If you have never had a job, think of a school project instead. What made the job or project great or horrible?
2. Now get into a small group of students and share your experience with them. Listen to what others are saying and see if you see any themes emerge. For example, what are the most common features of the best jobs? What are the most common features of the worst jobs?

III. Exercise Solutions and End of the Chapter Materials

A. INDIVIDUAL EXERCISE

Create an Action Plan for Developing Your OB Skills

1. Hopefully you have already completed reading this chapter. If not, wait until you've done so to complete this individual exercise.
2. If you have not done so already, please take the learning styles survey at http://www.educationplanner.org/students/self-assessments/learning-styles.shtml.
3. In addition, please be sure you have reviewed the table of contents for this organizational behavior textbook.
4. What themes do you see? How do you think these topics affect your interactions with others? How might your preferred learning style affect how you'll approach this course? Have you ever considered journaling as a technique for self-improvement and reflection?
5. Now, write down five action steps that you plan to take as you work through this book. Refer to these steps throughout the term and modify them as needed. Example answer:
    1. Set multiple small goals throughout the semester to create individual motivation in even the smallest tasks.
    2. Work on managing stress level, find things that will help during stressful situations.
    3. Practice leadership by initiating conversations with colleagues/ peers and organize group activities

4. Ask questions that will help develop OB skills

5. Take the general concepts and apply them to specific instances in daily activities

B. GROUP EXERCISE

Best Job/Worst Job

There are many factors that can make a job good or bad. These factors can vary by individual. For example, one person might find a job enjoyable because it is easy, while another finds the easy job boring and lacking stimulation. Additional factors might include other people, the environment, the task itself, associated deadlines, work hours, role ambiguity, role conflict, pay, or opportunities available.

IV. Relevant TED Talks for bringing course concepts to life

A. Listen, learn... then lead by Stanley McChrystal
https://www.ted.com/talks/stanley_mcchrystal
Synopsis: After spending many years in the military, Stanley speaks of learning many lessons in leadership. He explains how someone can build a sense of purpose within a variety of people through listening and learning.

B. Title: How to run a company with (almost) no rules by Ricardo Semler
https://www.ted.com/talks/
ricardo_semler_radical_wisdom_for_a_company_a_school_a_life
Synopsis: "Semler practices a radical form of corporate democracy, rethinking everything from board meetings to how workers report their vacation days (they don't have to). It's a vision that rewards the wisdom of workers, promotes work-life balance — and leads to some deep insight on what work, and life, is really all about."

Additional Readings

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Diversity
Chapter 2

OPTIONAL CASE: QUESTIONS TO CONSIDER

1. Why do you think Salesforce is committed to equality as a core value?
2. What are your thoughts regarding the distinction between diversity and inclusion (or equality, as it is called in the case)? Do you believe diversity without inclusion can be effective? Or inclusion without diversity?
3. Salesforce clearly puts a lot of resources into ensuring inclusiveness. Which of the methods described in the case are applicable to a smaller business with more limited resources? Do you believe that effective management of diversity necessitates a resource-rich environment?
4. The company had to rectify gender pay gap twice. What would be your advice for companies aiming to achieve pay fairness? What are ways in which companies may structure their pay systems so that gender pay gap does not emerge in the first place?
5. What is the value of employee resource groups? Under which conditions do you believe such programs will be effective tools in helping to develop an inclusive culture?

I. Discussion Questions

A. DEMOGRAPHIC DIVERSITY

1. What does it mean for a company to manage diversity effectively? How would you know if a company is doing a good job managing diversity?

A number of indicators would hint that the company is doing an effective job with diversity management. Here are some examples:

- Diversity among employees (this will be evaluated compared to the diversity of the labor pool). For example, if only three percent of the employees in a company are African American, does this mean that the company is not diverse? This would depend on the diversity of the area population. The situation would be more suspect and there would be more reason for concern if the area population is ten percent African American as opposed to two percent African American.
- Diversity at all levels. This means we would expect diversity not at the lower levels, but all the way up to the top management team.
- Do most employees feel satisfied and perceive fairness? This means that regardless of their demographic traits, employees feel that they are fairly treated and believe that there is a positive work environment.

- Do they follow the law? If they have been sued or received a large number of complaints, this may be the first hint that they may not be doing a good job managing diversity effectively.

2. What are the benefits of effective diversity management?

When companies have a diverse workforce and do a good job managing diversity effectively, some benefits that they experience are

- higher creativity in decision making
- better customer service
- higher job satisfaction and lower employee turnover as a result
- higher stock prices
- lower litigation expenses
- higher company performance.

3. How can organizations deal with the "similarity/attraction" phenomenon? Left unchecked, what are the problems this tendency can cause?

Employees are more likely to be attracted to people who are similar to them. This means that they may communicate with, befriend, and interact with those in the organization who are similar in gender, race, age, or other demographic traits. While this situation may be perfectly normal, there are some unintended consequences. For example, in a company where upper level management consists mostly of males, women who mostly interact with other women may not benefit from the mentoring a powerful upper level individual may provide. Similarly, something as simple as having lunch with similar others may mean that some people gain an advantage over others by being updated about organizational changes, or by informally influencing important decisions.

Organizations may tackle this issue by having organizationally sponsored mentoring programs. While employees may naturally gravitate toward similar others, being encouraged or assigned to interact with others may short-circuit this process, giving employees a chance to build relationships with those different others.

Simply bringing all employees together through events like a company picnic may not be of much help, because often people divide along demographic lines in these events. Instead, structured activities encouraging people to interact with specific others may be helpful. When organizing activities, it also makes sense to find activities that will not divide people along gender, age, or race lines.

4. What is the earnings gap? Who does it affect? What are the reasons behind earnings gap?

Earnings gap refers to the gap between average earnings of men, women, and minorities. For example, the median earnings of women who worked full time in 2017 were 82 percent of men working full time. Similarly, in 2018, for every dollar a Caucasian male employee made, an African American male made around

76 cents, while a Hispanic employee made 74 cents. Here are some potential explanations:
- These figures often aggregate across different occupations, industries and positions. Therefore, part of the explanation is that women are found in lower-paying occupations such as child care as opposed to construction or manufacturing jobs.
- Differing levels of education are often proposed as part of the reason for the earnings gap between Caucasians and minorities.
- Women are more likely to take time off to raise small children, which affects earnings.
- Differences in likelihood and ability to negotiate partly explain the gap.
- While all of the above contribute to the earnings gap, they do not completely account for the difference. Stereotypes and prejudices continue to hurt women and minorities, keeping them in less visible positions with smaller chances for promotions. Studies show that candidates with African-American–sounding names are less likely to get callbacks.

5. Do you think that laws and regulations are successful in eliminating discrimination in the workplace? Why or why not?

While the passing of EEOC (Equal Employment Opportunity Commission) guidelines definitely increased awareness of prejudices and discrimination, and went a long way in educating employees and organizations, they are unlikely to provide the ultimate solution. For one thing, employees who hold prejudices and discriminatory attitudes may have become aware that it is unacceptable to overtly discuss these feelings and thus become better at hiding their attitudes and prejudices. For example, instead of openly claiming that a candidate is too old for the position, they may be framing the candidate as "a poor fit with the company culture." Second, many forms of discrimination are not a result of bad intentions. When considering the best candidate for an overseas assignment, a manager may think about a young male employee who does not have kids as opposed to a more qualified female employee with two children, assuming that the latter employee would be less interested in uprooting her family. The expatriate assignment may serve as a stepping-stone for the male candidate in question, grooming him for future leadership positions. While the action of the manager in question is probably not illegal per se, the outcome would be discriminatory.

B. CULTURAL DIVERSITY

1. What is culture? Do countries have uniform national cultures?

Culture is a form of human expression, in nearly every aspect of life (art, food, religion, daily routines). Culture usually originates in a specific geographic region, which can then be practiced in other parts of the world. While in some countries, there is a uniform national culture, culture is not universal in the United States, and for that reason it is important for people to respect the culture of others, including in the workforce.

2. How would you describe your own home country's values on the four dimensions of culture?
Geert Hofstede defines the four main dimensions of culture as:
-Individualism vs. Collectivism
-Masculinity vs. Femininity (or Aggressive vs. Nurturing)
-Power Distance
- Uncertainty Avoidance
The United States is an individualist and masculine nation. Its power distance is very high (a large gap between the wealthy and the poor – 1%), and generally have a high uncertainty avoidance -- stressing precision, efficiency and precision in the workforce

3. Reflect on a time when you experienced a different culture or interacted with someone from a different culture. How did the cultural differences influence your interaction?
Depending on the diversity of the class, this question may generate lively discussion. Students usually are eager to describe the cultural differences they might have noticed if they have ever been abroad. You may ask them about their experiences interacting with someone from a different culture while in their local country. If you have international students in your class, you may ask them to share their early experiences interacting with locals.

4. How does culture influence the proper leadership style and reward system that would be suitable for organizations?
The appropriate leadership style seems to depend on the cultural context. For example, in highly power distant cultures, paternalistic leaders—a leader who is authoritarian but makes decisions while showing a high level of concern toward employees as if they were family members—may be preferred. In collectivistic societies, there may be greater expectations of informing employees about important decisions. In cultures high in uncertainty avoidance, the level of change-oriented and transformational leadership behaviors tends to be less frequent.

In terms of reward systems, employees in collectivistic cultures may appreciate rewards targeting the whole family, such as parties where employees can attend with their family members. In power distant societies, rewarding managers with visible status signs such as a company car or a nice office may be expected. In highly uncertainty-avoidant cultures, having a large percentage of an employee's paycheck as base pay as opposed to commissions may motivate employees more. Finally, in feminine cultures, employees may value paid vacations while in masculine cultures more material rewards may be more desirable.

5. Imagine that you will be sent to live in a foreign country different from your own in a month. What are the types of preparations you would benefit from doing?
The answer should also depend on how long the assignment is. For long assignments, longer and more detailed preparations would be helpful. You may

want to remind students that in longer assignments, preparing the family members who will accompany the expatriate is essential for the success of the assignment. Many expatriate assignments fail because the spouse feels lonely, bored, or is otherwise unable to adjust.

Learning about the country's work culture as well as cultural aspects that affect daily life would be useful. Some basic language training would be very useful for more effective communication, as well as demonstrating to new colleagues the expatriate's high level of motivation.

The expatriate would benefit from a social network. Trying to establish this network before departing would be helpful. Contacting future colleagues in advance may help in getting ready as well as creating the early interactions on which future relationships would be built.

You may want to remind students that even when going to countries where the same language is spoken and the culture is similar, such as an American employee assigned to the United Kingdom or Australia, doing advance planning would be useful to adjust sooner and perform better.

C. THE ROLE OF ETHICS AND NATIONAL CULTURE

1. **Do you believe that multinational companies should have an ethics code that they enforce around the world? Why or why not?**
While having a global code of ethics should be useful in highlighting the business practices the organization wants its employees to live by, it is important to craft this ethics code while considering the different local environments the organization is going to operate in. If the MNC's ethics code contradicts national values and is regarded as ethnocentric, it is likely to be ignored altogether. Instead, it seems important to draft an ethics code that resonates with employees from different parts of the world. For example, having an ethics code that prohibits hiring family members of employees to prevent nepotism may be challenged in a collectivistic culture, where it would go against strong family-oriented values. Similarly, having policies against accepting gifts may be admirable for preventing bribes, but in cultures where gift-giving is important, such global guidelines will be challenging to enforce. In summary, crafting codes of ethics while considering local values, and higher-level values instead of specific practices, which may vary across different locales, may be advisable.

2. **How can organizations manage a workforce with diverse personal ethical values?**
Dealing with this tricky issue is one of the reasons that companies devise codes of ethics. Having a code of ethics shows employees the types of behaviors desirable in a given company. In addition to having written statements, training employees in a company code of ethics may be useful. This could take the form of presenting employees with scenarios and then providing the "right" answer, or the way in

which the organization wants such situations to be handled. Indoctrinating new employees in the code of ethics starting from early days may help employees understand how their personal ethics may differ from company ethics and show them acceptable actions. Finally, when an employee is observed to be demonstrating behaviors that do not fit with the company's ethical values, reinforcing the correct behaviors while discouraging future occurrences of undesired behaviors may be useful.

II. End of Chapter Materials

A. ETHICAL DILEMMA

You are working for the police department of your city. When hiring employees, the department uses a physical ability test where candidates are asked to do 30 push-ups and 25 sit-ups, as well as climbing over a 4-foot wall. When candidates take this test, it seems that about 80% of the men who take the test actually pass it, while only 10% of the female candidates pass the test. Do you believe that this is a fair test? Why or why not? If you are asked to review the employee selection procedures, would you make any changes to this system? Why or why not?

B. INDIVIDUAL EXERCISE

A colleague of yours is being sent to India as a manager for a call center. She just told you that she feels very strongly about the following issues:

   a) Democratic leaders are the best leaders because they create a more satisfied workforce.
   b) Employees respond best to individual-based pay incentives and bonuses as tools for motivation.
   c) Employees should receive peer feedback about their performance level so that they can get a better sense of how well they are performing.

After doing some research on the business environment and national culture in India, how would you advise your colleague to behave? Should she try to transfer these three managerial practices to the Indian context? Why or why not?

C. GROUP EXERCISE

Diversity Dilemmas

Imagine that you are working in the HR department of your company. You come across the following scenarios in which your input has been sought. Discuss each scenario and propose an action plan for management.

1. Aimee is the mother of a newborn. She is very dedicated to her work but she used to stay for longer hours at work before she had her baby. Now she tries to schedule her work so that she leaves around 5:00 pm. Her immediate manager feels that Aimee is no longer dedicated or committed to her work and is considering passing her over for a promotion. Is this decision fair?
2. Jack is a married male, while John is single. Your company has an assignment in a branch in Mexico that would last a couple of years. Management feels that

John would be better for this assignment because he is single and is free to move. Is this decision fair?

3. A manager receives a request from an employee to take off a Wednesday for religious reasons. The manager did not know that this employee was particularly religious and does not believe that the leave is for religious reasons. The manager believes that the employee is going to use this day as a personal day off. Should the manager investigate the situation?

4. A sales employee has painful migraines intermittently during the workday. She would like to take short naps during the day as a preventative measure and she also needs a place where she can nap when a migraine occurs. Her immediate manager feels that this is unfair to the rest of the employees.

5. A department is looking for an entry-level cashier. One of the job applicants is a cashier with 30 years of work experience. The department manager feels that this candidate is overqualified for the job and is likely to be bored and leave the job in a short time. Instead, they want to pursue a candidate with 6 months of work experience who seems like a better fit for the position. Is this fair? Why or why not?

III. Exercise Solutions and End of the Chapter Role Plays

A. ETHICAL DILEMMA

While being a police officer can be physically intensive, it is important to consider if passing the physical test will determine a candidate's ability to be an effective officer. For example, the test does not measure a candidate's endurance. What good is being able to climb a wall if an officer cannot run three blocks to catch a criminal? Additionally, one may argue that a certain amount of strength is necessary to be a police officer in order to restrain an uncooperative suspect. While this may initially seem valid, it is important to remember that there are a variety of tools and methods at the disposal of officers to assist in that exact situation. A stun gun can subdue most individuals, and hand-to-hand combat training would allow even the smallest and weakest of individuals to effectively perform police duties. In other words, the organization will need to determine the exact level of endurance or other physical abilities police officers will need to demonstrate on a daily basis. If the criteria are set arbitrarily, they may be unfairly excluding some candidates.

B. INDIVIDUAL EXERCISE

There are several factors that will contribute to the three ideas failing to work in India. The first idea your colleague feels strongly about is that a democratic leader is better for employees. While this may be the case in the United States, India is a highly collectivist culture with a strong family focus. Children will often defer to their family to determine what organization they should work for. Because of this comfort with a clearly hierarchical power structure, employees may feel uncomfortable with a democratic leader.

While pay can be a great motivator, India's collectivist culture may not coincide with singling out an individual for a raise or bonus. Because individuals in India focus more on team performance than individual contribution, a team-based incentive would likely work better.

Also related to collectivist culture is the idea of peer review. In more individualistic societies such as the United States or Australia, peer review can be an effective feedback tool. In collectivist and high power distant societies such as India, peers may not be comfortable providing feedback for other employees. Additionally, any feedback received may not be accurate, because of Indian employees' tendency to focus on team contribution.

In general, a management style more suited for a collectivist, high power distant society would be more effective than a style representative of successful managers in the United States. You may advise your colleague to examine the company culture before implementing any major changes.

C. GROUP EXERCISE

1. No. The first thing to consider is that staying extra hours is not mandated by Aimee's job description, it was just something she would do anyway. Second, it would be reasonable to assume that she is organizing her schedule to accommodate her new child rather than losing her dedication to work. Third, if Aimee's performance while at work merits a promotion, then she deserves the promotion regardless of her schedule outside of work. Finally, Aimee's child will not be an infant forever. There is a very good chance that once the child is a bit older, Aimee will return to her previous schedule. With this in mind, passing over Aimee for a promotion would not only be potentially illegal, but also foolish. Instead, management should discuss the nature of the promotion with Aimee. It is entirely possible that the extra obligations associated with a promotion would be too much for Aimee at this time. She may be more comfortable remaining in her current position for the time being.

2. No. Organizational decisions should be based on performance at work and employee preference. It is not the organization's job to make decisions about the nature of an employee's outside relationships or obligations. Perhaps Jack's wife is from Mexico, and Jack has been looking for a way to move his family to Mexico for a few years. Additionally, John has just purchased a home and is in no position to move any time soon. In this case, Jack would be the better candidate. Management should present the opportunity to the employee that is the best fit for the position and try to get an idea of how a transfer would affect personal obligations. If Jack is the better candidate, offer it to him first. Let him weigh the pros and cons and make a decision himself.

3. No. Religion is a touchy subject for many people and an "investigation" would probably not go over well with other employees. Instead, the organization could consider having something like flexible time off. In this case, all employee time off is pulled from the same pool. If employees of different religions want to take time off for religious purposes, it would be the same as

taking a day off to go on vacation or even for being sick. In this type of environment, a day off is a day off, regardless of circumstance.

4. This situation encroaches on the idea of accommodation without "undue burden". For example, if many employees are packed into already cramped space, with no room to spare, it would be extremely difficult to accommodate the employees' needs. At the same time, if space were plentiful, it may seem distinctly unfair that one employee gets to take naps during the day. In the latter scenario, perhaps it would be a good idea to create a nap room for all employees. Several studies have shown that taking a short nap during the day can reduce stress and increase productivity. Maybe the employee suffering with migraines would be a good candidate for telecommuting, as long as other employees were given the opportunity as well.

5. While it is possible that an overqualified employee may become bored at an entry level job, an employee with only six months of work experience might be just as likely to leave. There is a good chance that the older employee with more experience is looking for a simple job to make extra money whereas the less experienced person is looking for a job while looking for a better position. It would be good idea to determine the intentions for each potential employee before deciding which candidate would be a better fit.

IV. Bonus Material

A Rose by Any Other Name…

Names tend to carry a great deal of meaning for individuals. Dale Carnegie wrote the following advice in his book "Remember that a person's name is to that person the sweetest and most important sound in any language." To start them sharing, ask students to add the following points to the conversation- their formal name, the meaning/origin of their name (if they know it), and any other insights/opinions they have about their name.

V. Relevant TED Talks for bringing course concepts to life

A. Title: Can we all "have it all"? by Anne-Marie Slaughter
http://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all
Synopsis: Anne-Marie touches on her previous research and talks on women's rights in the workplace, but in this talk expands these concepts to both women and men, and explains how shifts in work culture, environment and policies can lead to equality in the workforce.

B. Title: How to overcome our biases? Walk boldly toward them by Vernã Myers
http://www.ted.com/talks/
verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them
Synopsis: Vernã attempts to show how we do have biases while we try to overlook them. She talks about how we subconsciously have stereotypical

attitudes towards people who are different from you, and how we should go away from our comfort and experience diversity for ourselves.

Additional Readings

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