CHAPTER 1

Making OB Work for Me

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Teaching Resource Manual: A Guide to Implementation

The purpose of the Teaching Resource Manual (TRM) is to support you in the delivery of your chosen curriculum in either a face-to-face or online classroom format. It also was created to help you address some of the **following challenges in higher education:**

- Addressing the inability to measure student comprehension prior to major assignments such as a midterm or project.

- Overcoming the inability to tailor your lecture to the topics that students find difficult.

- Increasing student engagement by providing opportunities for them to apply the knowledge gained in the classroom to real-world scenarios.

- Providing students with opportunities for self-reflection outside of classroom activities.

- Increasing students' critical-thinking and problem-solving skills.

You will learn that we created many different teaching resources you can use either before, during, or after class. Because of the quantity of options, the goal of this implementation guide is to provide an overview of how you might select the many teaching resources at your disposal.

So What Assets Can I Choose From?

Generally, a typical class session for any course comprises three "touch points:" before, during, and after class. For a face-to-face course, your class session would normally be the day you lecture to students. For an online course, the class session would be when you recorded the lecture or when the live lecture is streamed on the Web.
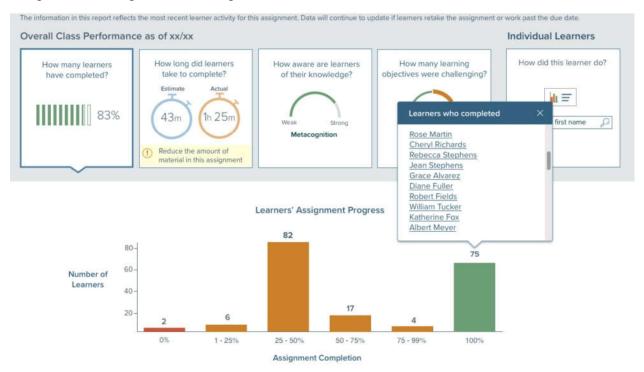
Our teaching resources fall into 16 categories: SmartBook 2.0, Click and Drag Exercises, iSeeIt! Animated Videos, Self-Assessments, Case Analyses, Video Cases, Problem Solving and OB in Action boxes, Group Exercises, TRM discussion starters, TRM follow-up exercises, Tesla Continuing Case, quizzes and tests, Problem Solving Application Cases, Manager's Hot Seat Videos, and Application-Based Activities (mini-sims). After describing the use of SmartBook 2.0 and Connect® exercises, we discuss how you might use these teaching resources before, during, or after class.

Assigning SmartBook 2.0 and Connect® Exercises

SmartBook 2.0. (In Connect®, click on Performance / Reports / Assignment Results. Here you can choose SmartBook and choose the assignment for you wish to view reports.) The following reports are available through SmartBook 2.0:

Instructor Dashboard. Click on one of the tiles from Assignment Completion, Time on Task, Metacognition, Most Challenging Learning Objectives, and Individual Learners.

Assignment Completion. Shows the total percentage of all learners in the class who have completed the assignments at this point in time.

Time on Task. Provides the user with a class-level view of the estimated time in comparison to the actual average time to completion across the entire class.

Metacognition. Shows how aware the learners are of their knowledge, on average across the entire class.

Most Challenging Learning Objectives. Shows the number of challenging Learning Objectives across the class, in comparison to the total number of Learning Objectives in the assignment.

Individual Learner Report. System provides all the assignment data available for that specific student at that point in time, showing a breakdown of all questions answered in each of the following categories:

- Correct with high confidence

- Incorrect with high confidence

- Correct with low confidence

- Incorrect with low confidence

- Correct with medium confidence

- Incorrect with medium confidence

With Connect®, you can build your own course, make changes to the course throughout the semester, and use auto-grading. Connect® integrates with other Learning Management Systems, including Blackboard®, Canvas, and D2L. Students can study anytime with the free ReadAnywhere app, create personalized study plans; and the Connect® Calendar and Report tools will help keep them on track.

Connect® gives you a wide array of flexibility in making assignments and creating grading policies. You may choose to:

- Issue as many assignments as appropriate.

- Determine point values for each question/application exercise individually.

- Make available multiple attempts per assignment with options of accepting the highest score or averaging all the scores together.

- Deduct points for late submissions of assignments (percentage deduction per hour/day/week/so forth) or create hard deadlines.

- Show feedback on exercises/questions immediately or at your preference.

- Provide for study-attempts to allow for completion of the assignment after the due date without assigning a point value.

Some recommendations include:

- Before selecting the option for one attempt only, select unlimited or multiple attempts on the first few assignments to allow students a chance to learn and navigate the system.

- Provide a low point value for each question because multiple questions are usually assigned for each chapter. A good rule of thumb would be to make "Quiz Questions" worth 1 point each and "Connect® Exercises" worth 5 to 10 points each because these require more time and thought.

- Select feedback to be displayed after the assignment due date in order to limit students from giving the correct answers to other students while the application exercise is still available.

So When Do I Assign Each Type of Teaching Resource?

Wouldn't it be wonderful if you could transition from simply assigning readings, lecturing, and testing to actually adapting your teaching to student needs? By utilizing the teaching resources outlined below during the three touch points, you can significantly impact students' learning and create a learning environment that is more engaging, involving, and rewarding. In other words, you can now tailor your classrooms to pinpoint and address critical challenges, thereby creating the greatest impact and assisting students in developing higher order thinking skills.

The following recommendations pertain to these mentioned touch points, with an additional matrix that follows.

Before Class

The learning goals we have for students determines our assignments before, during and after class. For example, you may want to focus on mastering content, applying content, or using content to solve problems. Alternatively, you may want to achieve all three goals.

Connect® offers a host of additional pre-class assignments to choose from if your goal is mastery of content. They include SmartBook 2.0, Click and Drag Exercises, iSeeIt! Animated Videos, Self-Assessments, Case Analyses, Video Cases, Problem Solving and OB in Action Boxes, Problem-Solving Application Cases, Legal/Ethical Challenge Cases, Tesla Continuing Case, and Manager's Hot Seat Videos. Case Analyses, Click and Drag Exercises, and Video Cases are optimal exercises to be utilized prior to class, as they provide students the opportunity to practice and apply key course concepts.

A reading assignment—typically a chapter from the product in use—is a student's initial exposure to course content. Requiring students to complete a SmartBook 2.0 module either prior to class or an online lecture allows you to gauge their comprehension of the material. Having a better sense *before* class of which concepts your students are "getting" and which ones they are not, allows you to more effectively and efficiently plan your time with them *during* class. To ascertain student competency, use the reporting function of SmartBook 2.0, where you can view general results of their performance.

Additionally, Connect® exercises, such as Case Analyses, Click and Drag Exercises, and video cases offer students a second exposure to important sections of the chapter after their completion of a SmartBook 2.0 assignment.

Finally, you can use iSeeIt! Animated Videos to emphasize content we have found difficult for students to understand. These animated videos were developed to further unpack in brief, yet effective, fashion the course topics that most commonly challenge students. Each animated video is accompanied by auto-graded multiple-choice questions that can be assigned to confirm student comprehension.

If your learning objectives include fostering application and integrating the concepts discussed with real world practice, then Problem Solving Application cases or legal/ethical challenge cases contained in the textbook can be assigned so students can think critically and practice applying what they learned in the readings to actual cases.

During Class

The TRM offers a host of additional materials and experiential activities you can use to bring chapter content to life.

If your goal is content mastery and you are utilizing SmartBook 2.0, you can plan class activities and lecture based on results from the general results report and the metacognitive skills report. This allows for a more tailored class period that enhances student engagement and more opportunities to resolve gaps in knowledge. We also provide links to online readings that you can use to supplement the content covered in the textbook. They are useful if you desire to provide additional material beyond that covered in the text.

If your goal is to create an engaging learning environment filled with student discussion and interactions, we provide multiple resources. First, each major heading in a chapter contains suggested discussion starter questions. These open-ended questions are likely to foster student discussion and engagement. We also provide additional activities (i.e., experiential exercises) for every box.

If your goal is to provide for additional application of material, the TRM breaks down the textbook Problem Solving Application cases and legal/ethical challenges by providing questions and ideal responses. Connect® also has multiple-choice questions that can be assigned for the Problem Solving Application cases. Finally, the TRM has a selection of group exercises that allows instructors to focus on team learning methods.

If your goal is to jointly engage your students while applying content from the text, you can select a Self-Assessment follow-up activity (all follow-up activities are found in the TRM). These assets are especially useful if you are "flipping" your classroom, wherein the class session is used for application and analysis of key concepts rather than lecture. The [Suggested Resources across Teaching Touch Points Matrix](#) provides a quick reference for activities that can be utilized during class.

After Class

After the face-to-face class session, or online lecture, you can assign Connect® exercises as homework to further reinforce the material covered in the textbook and lecture. You may also want to assign an iSeeIt! Animated Video if you notice that students are struggling with a particular topic, even after class. Students can also be assigned the continuing case for each chapter, which includes assignable multiple-choice and essay-based questions.

To further gauge student comprehension, you can also assign a quiz or exam. The quiz banks in Connect® focus more on defining and explaining material, and the test banks focus more on application and analysis. Moreover, the test banks now include more higher-level Bloom's questions.

Finally, if you are looking to have students think critically to solve real-world problems, then you may want to utilize an Application-Based Activity after class. Application-Based Activities are mini-simulations that allow students to make decisions and see their impact immediately. There are both theory-based questions that have right and wrong answers, and there are also branching questions that allow students to make ideal, sub-ideal, and incorrect decisions based on the theory they've learned. A student's particular path in the activity will depend on the decisions made on the branching questions. Application-Based Activities should be utilized after a student has had at least one pass at the chapter content as they do not introduce new material. Rather, they encourage students to apply, analyze, and evaluate material they already understand.

SUGGESTED RESOURCES ACROSS TEACHING TOUCH POINTS MATRIX			
Type of Asset	**Before-Class/Lecture**	**During-Class/Lecture**	**After-Class/Lecture**
SmartBook 2.0	🎓		
Click and Drag Exercises	🎓		🎓
iSeeIt! Animated Videos	🎓	🎓	🎓
Self-Assessments	🎓		🎓
Case Analyses	🎓		🎓
Video Cases	🎓	🎓	🎓
Problem Solving and OB in Action Boxes	🎓	🎓	🎓
Group Exercises		🎓	
TRM Discussion Starters[M]		🎓	
Quizzes/Tests	🎓		🎓
Tesla Continuing Case	🎓		🎓
TRM Box Additional Activities		🎓	
Problem-Solving Application Cases	🎓	🎓	🎓
Manager's Hot Seat Videos	🎓	🎓	🎓
Application-Based Activities		🎓	🎓

M = Manual grading required.

A Week at a Glance

When creating a syllabus and schedule for students, you can utilize the above-mentioned matrix as a guide. Let's use the following example: You teach a **face-to-face** Organizational Behavior, and the course meets once a week on Wednesday afternoons. If this is the first week of the semester and you are covering Chapter 1 the following format can be utilized:

Before Class (before Wednesday)

- *Assign Chapter 1 in SmartBook, making it due Tuesday evening so reporting can be reviewed prior to the lecture on Wednesday. The lecture can be customized based on what concepts in the chapter students are struggling with the most, as can be seen in the reporting function of SmartBook.*
- *A Click and Drag, such as one on "Soft vs. Hard Skills" can be assigned. This can also be due on Wednesday so students are able to practice prior to class, and you can also review results prior to lecturing.*
- *A case analysis, such as "What It Takes to Become a Management Consultant" can also be included so that students can learn about applying the concepts from the reading to a real-life scenario, therefore, further engaging them prior to the class session. If desired, you can then introduce a follow-up activity, found in the TRM, during class on Wednesday.*
- *A self-assessment can be assigned, such as "How Strong Is My Motivation to Manage?" in order to follow-up on content covered in the reading, and to provide students with an opportunity to self-reflect and become engaged with the content by seeing how it affects their personal lives. This can set up a class activity to follow on Wednesday. Follow-up activities can be found in the TRM.*

During Class (on Wednesday)

- *You can deliver a short, yet effective, lecture and focus on areas that students are really struggling with. This can be done by reviewing the reporting from SmartBook and any assigned Connect® application exercises, such as the recommended Click and Drag and case analysis. If students are struggling with a particular learning objective, you can then tailor the lecture and/or class activities to address those challenging concepts.*
- *If you are flipping the class and utilizing the in-person session for activities, you can utilize the follow-up activities from previously assigned Connect® application exercises in the TRM.*
- *You can assign a self-assessment earlier in the week, for example, "Assessing My Perspective on Ethics," and have students complete a follow-up activity during the class session based on the self-assessment results. Remember, follow-up activities for each Connect® application exercise can be found in the TRM.*
- *Manager's Hot Seats can be utilized to open up class discussion. Many of these Hot Seats cover frequent, yet controversial topics, and they ask students to describe what their decision-making process would be in those situations. Many times, students will recommend conflicting approaches to solving the issues in the videos; therefore, there is*

> *more class engagement. This chapter, one recommended Manager's Hot Seat is "Ethics: Let's Make a Fourth Quarter Deal."*

- *If time allows, and you would like to focus on enhancing students' critical-thinking and problem-solving skills, you can have students review the problem-solving application mini-Case titled, "Technology: A Situation Factor that Affects My Performance?" and facilitate an in-class case discussion. There is also an additional in-class activity in the TRM.*

After Class (after Wednesday)

- *You can assign an online quiz or test on the material. For example, Chapter 1 includes over 100 questions.*
- *Students can experience a real-life simulation that assesses critical-thinking and problem-solving skills by playing the Application-Based Activity on expectancy theory. In this simulation, students will analyze a promotional program that has not shown great results. They will then create a new program using what they've learning about process theories of motivation.*

If you are teaching a **completely online course asynchronously**, then the in-person class above can be substituted for a recorded online lecture that is customized based on SmartBook reporting. Students can be instructed to complete pre-class activities prior to watching the lecture and post-class activities after the online lecture. A gap can be included between pre-class activities and the recording of the lecture so that reporting can be reviewed.

This example is simply a week out of many that will provide for rigorous learning and student impact! You can utilize this format when creating a syllabus and extrapolate the rest of the weeks.

LEARNING OBJECTIVES

LO 1.1   **Describe the value of OB to your job and career.**

LO 1.2   **Identify factors that influence unethical conduct and how it affects performance.**

LO 1.3   **Utilize OB to solve problems and increase your effectiveness.**

LO 1.4   **Explain the practical relevance and power of OB to help solve problems.**

LO 1.5   **Organize OB knowledge and tools using the Organizing Framework for Understanding and Applying OB.**

LO 1.6   **Apply the Organizing Framework to the 3-Step Problem-Solving Approach.**

LO 1.7   **Describe the implications of OB knowledge and tools for you and managers.**

TEACHING RESOURCES

Section	Title	Resource Type	
1.1: The Value of OB to My Job and Career			
	[Want Happy Customers? Satisfy your Employees](#) [Supplemental Activity](#)	Online Article with Video (2 minutes)	**ONLINE ARTICLE** **ONLINE VIDEO**
	[100 Best Companies to Work For](#) [Supplemental Activity](#)	Online Article	**ONLINE ARTICLE**
	[Top 20 Employee Benefits & Perks](#) [Supplemental Activity](#)	Online Article	**ONLINE ARTICLE**
	How Strong Is My Motivation to Manage? [Self-Assessment Activity](#)	Self-Assessment	
	[Interview Skills—Demonstrating Your Fit with the Company](#) [Supplemental Activity](#)	Web Video (6 minutes)	**ONLINE VIDEO**
	[Soft vs. Hard Skills](#)	Connect® Click & Drag	
	[What it Takes to Become a Management Consultant](#)	Connect® Case Analysis	

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1.2: Right vs. Wrong—Ethics and My Performance			
	Foreign Students Seen Cheating More than Domestic Ones Supplemental Activity	Online Article	ONLINE ARTICLE
	2008 Financial Crisis: Should People Have Gone to Jail? Supplemental Activity	Web Video (5 minutes)	ONLINE VIDEO
	Russia's Dark Secret Supplemental Activity	Web Video (14 minutes)	ONLINE VIDEO
	Assessing My Perspective on Ethics Self-Assessment Activity	Self-Assessment	
	What Can I Do About Unethical Behavior?	Connect® Click and Drag	
	Unethical Behavior: Causes and Consequences	Connect® Click and Drag	
1.3: Applying OB to Solving Problems			
	Is It Ever OK to Quit on the Spot? Supplemental Activity	Online Article with Video (4 minutes)	ONLINE ARTICLE ONLINE VIDEO
	Assessing Your Problem-Solving Potential Self-Assessment Activity	Self-Assessment	
1.4: Structure and Rigor in Solving Problems			
	The Dead Fish Theory Of	Online Article	ONLINE ARTICLE

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	Problem-Solving Supplemental Activity		
	Late-Night Work E-mail: Blessing or Curse? Supplemental Activity	Online Article with Video (5 minutes)	**ONLINE ARTICLE** **ONLINE VIDEO**
1.5: The Organizing Framework for Understanding and Applying OB			
	How One Fast-Food Chain Keeps Its Turnover Rates Absurdly Low Supplemental Activity	Online Article	**ONLINE ARTICLE**
	One Sweet Job: Life at Mars Chocolate Supplemental Activity	Web Video (3 minutes)	**ONLINE VIDEO**

1.6: Preview of the Power of OB		
	[Kinicki/Fugate: Organizational Behavior, Integrative Framework](#) *Please note that although this video uses "Integrative Framework" in the title and "Integrative Framework" is discussed in the video, this term has been replaced with "Organizing Framework" in the third edition of the text. Content and meaning remain the same.*	Web Video (9 minutes)
Comprehensive Materials		
	[To Tell or Not to Tell?](#)	Legal/Ethical Challenge
	[Let's Make a Fourth Quarter Deal](#)	Manager's Hot Seat
	[Organizational Behavior](#)	Application-Based Activity

ONLINE VIDEO

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CHAPTER OVERVIEW

1.1   Describe the Value of OB to Your Job and Career

This section will explain how OB can be valuable to you. You'll see how OB knowledge and tools go far beyond common sense and can enhance your personal job performance and career success. For instance, you will learn what it takes to get hired versus what it takes to get promoted, the importance of both hard and soft skills, and the role of self-awareness in your success.

1.2   Understand Factors That Influence Unethical Conduct and How It Affects Performance

OB can teach you about the drivers of unethical behavior, and in the process improve your awareness while enabling you to reduce your risk. You'll learn that even though most unethical behavior is not illegal, it still causes tremendous damage to people, their jobs and careers, and their employers. Fortunately, the OB concepts and tools you learn through this course will help you recognize and navigate ethical challenges.

1.3   Utilize OB to Solve Problems and Increase Your Effectiveness

Now that you know that OB is not just common sense, the challenge is to find a way to organize and apply its many concepts and theories. In this section, we explain how you can apply OB to effectively solve problems at work, at school, and in your life. We use a 3-Step Problem-Solving Approach.

1.4   Explain the Practical Relevance and Power of OB to Help Solve Problems

When struggling to solve a problem, have you ever felt the solution was beyond your reach? Sometimes the solution is a matter of organizing or structuring the problem and its elements. OB can help. We'll show you useful tools to assist in organizing and applying your OB knowledge as it grows. You can use these same tools to solve problems more rigorously and more effectively.

1.5   Utilize the Organizing Framework for Understanding and Applying OB

You're about to learn about the single best tool for understanding and applying OB's many concepts and tools—the Organizing Framework for Understanding and Applying OB. The

framework will help tremendously in improving your problem-solving abilities at school, work, and in your larger life space. In the final section, we give you practical and effective guidance on how to choose among alternate solutions to problems.

1.6   Apply the Organizing Framework to the 3-Step Problem-Solving Approach

This section provides a high-level overview of what you will learn in this book, and it shows a summary Organizing Framework for Understanding and Applying OB. A thorough application of the 3-Step Problem Solving Approach is also provided to illustrate its power and applicability.

1.7   Describe the Implications of OB Knowledge and Tools for Me and Managers

To reflect on and apply your new knowledge, we provide a few notable examples of how you can benefit as both an employee and a manager.

CLASSROOM OUTLINE

Winning at Work: Your Future

Knowledge, technical expertise, and training alone do not guarantee business success. The knowing-doing gap is the gap between what people know and what they actually do. OB principles can help you close this knowing-doing gap. Business and managerial success require more than common sense. Many business leaders believe that not enough new hires are prepared for success, and that new hires often lack critical skills. Problem-solving, collaboration, and critical thinking skills are highly sought-after skills for entry-level employees.

Possible Topics for Discussion:

- Prior to beginning this course in Organizational Behavior, what do you think the term "organizational behavior" means?

- How do you think what you will learn in this class will help you in school or in the professional world?

- Why is the study of Organizational Behavior important?

1.1 Describe the Value of OB to Your Job and Career

POWERPOINT SLIDES:

Slide #3 What Is Ob?
Slide #4 The Three Levels in OB
Slide #5 and 6 The Value of OB to My Job and Career

=Section 1.1 introduces students to organizational behavior (OB) and the contingency approach to OB. It discusses the importance of studying OB and soft skills for one's job and career.

One way that you could begin your coverage of these topics is to have the students read the *USA Today* online article "Want Happy Customers? Satisfy your Employees." This article and its corresponding 2-minute video discuss ways that business owners can help their businesses grow by investing in their employees. The video specifically focuses on actions taken by Rent the Runway co-founder and CEO, Jennifer Hyman. For a supplemental activity, have the students discuss the impact of casual time spent with co-workers in contributing to a firm's success and how Jennifer Hyman is applying OB principles.

ONLINE ARTICLE

ONLINE VIDEO

Possible Topics for Discussion:

- How can knowledge of organizational behavior theories and principles enable you to be a better manager?

- If you were in charge of preparing *Fortune's* "100 Best Companies to Work For" list, what criteria would you use to determine what companies made the list?

- Whole Foods Market co-founder John Mackey contends that: "When our team members are happy and enjoy their work, they give better service to the customers. And then if customers are happy, they continue to shop at the store, they market through word of mouth, and the business flourishes. It prospers." Critique the merits of his perspective.

Section 1.1 Key Concepts:

ORGANIZATIONAL BEHAVIOR

- **Organizational behavior (OB):** interdisciplinary field dedicated to better understanding and managing people at work.

- OB draws upon a diverse array of disciplines including anthropology, economics, ethics, management, organization theory, political science, psychology, sociology, statistics, and vocational counseling.

- Knowledgeable application of OB is critical for success in all fields and across disciplines because people skills, such as the ability to influence, get along with, and manage others, are as important as technical skills.

A CONTINGENCY PERSPECTIVE

- **Contingency approach**: calls for using OB concepts and tools as situationally appropriate, instead of trying to rely on "one best way."

- There is no single best way to manage people, teams, and organizations.

- The best or most effective course of action depends on the situation, making the contingency approach both pragmatic and demanding.

- The contingency approach allows effective managers to consider the many factors that influence behavior and performance within and among individuals, groups, and organizations.

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Interactive Classroom Material:

APPLYING OB: Building Workplace Skills

In this Applying OB, students are provided with five ways to build their self-awareness.

Click here for activity.

SELF-AWARENESS

- **Self-awareness**: knowing yourself and having knowledge of your own skills, abilities, weaknesses, strengths, and preferences.

- To have a successful career, you need to know who you are, what you want, and how others perceive you.

- There are multiple Self-Assessments in every chapter to foster self-awareness.

SELF-ASSESSMENT 1.1

How Strong Is My Motivation to Manage?

This seven-question self-assessment assesses students' own motivation to manage. Questions on authority, assertiveness, and competition are presented.

Click here for activity.

UNCOMMON SENSE

- Common sense has three main weaknesses: overreliance on hindsight (i.e., limited vision for future), lack of rigor (i.e., insufficient effort to find the real problem), and lack of objectivity (i.e., lacks a basis in science).

- OB is a scientific means for overcoming the limits and weaknesses of common sense.

- Thus the goal of OB is to give you more than common sense and thus enhance your understanding of situations at work and guide your behaviors.

EMPLOYERS WANT BOTH HARD AND SOFT SKILLS

- **Hard skills:** technical expertise and knowledge to do a particular task or job function, such as financial analysis, accounting, or operations.

- **Soft skills:** interpersonal skills and personal attributes related to our human interactions.

- Table 1.1 lists skills most desired by employers—critical thinking, problem solving, judgment and decision making, and active listening.

- **Portable skills:** more or less relevant in every job, at every level, and throughout your career.

Connect Activity:

CLICK AND DRAG: Soft vs. Hard Skills

Summary of Activity:

This click and drag activity allows students to match given skills with either soft or hard headings, as well as indicate if the skill is portable or job specific.

HOW OB FITS INTO MY CAREER

- Even though technical skills are important in specific fields because they provide credibility, certain soft skills increase in importance over one's career and help set people apart from their competition.

- Technical skills are often the criteria used for making selection decisions for entry-level or starting positions within an organization.

- An employee's perceived ability to get things done through others and manage people is often an important factor in deciding promotions, beyond the employee's performance in the current job.

- Figure 1.1 shows how the importance of personal skills increases as job level increases.

- Even in nonmanagerial positions, people's long-term career success (i.e., promotions, pay raises, etc.) may be impacted by their knowledge of OB.

Interactive Classroom Material:

APPLYING OB: How to Ace Your Next Interview

In this Applying OB, students are provided with five tips to better prepare them for their next interview. These tips include: create an elevator pitch, finish strong, prepare for situational questions, make your research social, and don't trip up on the money.

Click here for activity.

> **Interactive Classroom Material:**
>
> **CASE ANALYSIS: What It Takes to Become a Management Consultant**
>
> **Summary of Activity:**
>
> This case analysis describes the problem-solving skills that are necessary to become a management consultant. Students are able to respond to follow-up questions to exhibit learning.
>
> **Follow-Up Activity:**
>
> Instructor should ask students to form small groups of four. Each group should discuss the problematic issues that arise when goals are not met. How did they employ the problem-solving analysis in their experiences? Groups should share tools that organizations and managers can employ to nurture necessary skills to analyze and overcome challenges.

1.2 Understand Factors That Influence Unethical Conduct and How It Affects Performance

POWERPOINT SLIDES:

Slide #8 Ethics and My Performance
Slide #9 Ethical Dilemmas . . . No Perfect Solution
Slide #10 Causes of Unethical Behavior
Slide #11 Dealing with Unethical Behavior

Section 1.2 introduces students to ethics and presents causes of unethical behavior at work. Employees sometimes face ethical dilemmas and may be compelled to be a whistle-blower, despite the potential for negative consequences.

One way that you could begin your coverage of these topics is to have the students read the *Wall Street Journal* article "Foreign Students Seen Cheating More Than Domestic Ones." This article discusses the various factors that contribute to cheating on college campuses. For a supplemental activity, you could have the students discuss how and why students cheat at your school, and what school administrators and/or professors can do to reduce cheating.

ONLINE ARTICLE

You could also ask students how they would respond to the types of ethical scenarios they are likely to face in the types of jobs they may be working to pay their way through college, or jobs they may work as entry-level professionals after graduation. Some sample questions include:

- Assume you work at a restaurant as a server. It is the restaurant's policy that for parties of eight or more, a 15 percent gratuity is automatically included with the bill. This fee is noted on the detailed receipt, but in such a way that many of your customers overlook it

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and end up "double tipping." Would you verbally tell the customers that the gratuity has already been included when you hand the party the bill, or would you leave it up to the customers to determine if the gratuity has been included? Explain your answer.

- Assume you just started working as a bartender and some of the drinks are listed on the menu as having "premium ingredients." You were told by your boss to always use the cheaper alcohol when making these drinks, despite what it says on the menu. Someone has just ordered one of these premium-ingredient drinks. Will you follow the directions of your boss or use the higher-end alcohol? Explain your rationale.

- Assume that you are working as a sales representative at a reputable company. One of your co-workers has told you that it is normal to disguise alcoholic drinks and personal entertainment on expense reports so the company pays for them. Will you include these types of personal expenses when prepare your expense report for the month? Explain your answer.

- In your first month of your first job after graduation, you cannot help but notice that one of your coworkers, Dave, seems to always be putting some people down and picking on others. In your mind, he is a workplace bully, despite being one of your department's best performers in terms of output. He is now trying to get you to pick on people by saying things like, "Wasn't Tom's comment in the meeting just idiotic?" You don't want to condone Dave's behavior but you also do not want to alienate him. How do you respond?

Possible Topics for Discussion:

- Provide an example of an ethical dilemma you faced at school or work and discuss how you dealt with the issue.

- Given the risks to whistle-blowers, why do some people report the wrongdoings of their employers? Is it just about the money?

- Assume you are interviewing a potential job candidate for your organization and she acknowledges that she was fired from her last employer for whistle-blowing. Are you more or less likely to hire the person? Defend your point of view.

Section 1.2 Key Concepts:

ETHICS

- **Ethics** guides behavior by identifying right, wrong, and the many shades of gray in between.

- Employees are confronted with ethical challenges at all levels of organizations and throughout their careers.

- Unethical behavior damages relationships, erodes trust, and thus makes it difficult to conduct business.

- Unethical behavior reduces cooperation, loyalty, and contribution, hurting the performance of individuals, teams, and organizations.

- OB topics such as reward systems, decision making, leader behavior, and organizational culture have a direct and substantial influence on the ethical conduct of individuals and organizations.

CHEATING

- Various studies show that many students cheat, and they are likely to continue to cheat after leaving school.

- Many people have been fired for cheating, and some are even serving jail time for their cheating.

ETHICAL LAPSES—LEGALITY, FREQUENCY, CAUSES, AND SOLUTIONS

- Knowledge of OB can help us understand how a work environment can produce unethical conduct from people who are otherwise good, well-intentioned, and on the right side of the law.

- Forms of unethical conduct vary in severity, but few unethical acts are illegal, most are not punished in any way, and even if illegal, few are prosecuted.

- People should not rely on the legal system to manage or assure ethical conduct at work.

- Unethical behavior negatively affects not only the offending employees but also their coworkers and employers.

- Unethical behavior by anyone in the company can tarnish the professional reputation of anyone who worked for the company, thereby damaging their career.

> **Interactive Classroom Material:**
>
> **OB IN ACTION: Wrong? Absolutely! Illegal? Seemingly Not.**
>
> This OB in Action discusses how unethical behavior contributed to the financial crisis of 2008-2009 and the ensuing Great Recession.
>
> Click here for activity.

ETHICAL DILEMMAS

- **Ethical dilemmas:** situations with two choices, neither of which resolves the situation in an ethically acceptable manner.

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- Choosing among available options is not always a pure choice between right versus wrong.

Interactive Classroom Material:

OB IN ACTION: The Whistle-blower's Dilemma

This OB in Action highlights the advantages and disadvantages of when someone "blows the whistle" on the illegal actions of his or her company. Some whistle-blowers are rewarded financially for their actions, but others pay a heavy price in the form of retaliation.

Click here for activity.

WHAT CAUSES UNETHICAL BEHAVIOR?

- Research by Bazerman and Tenbrunsel demonstrated that while criminally minded people exist in the workplace, most employees are in fact good people with good intentions.

- They contend that cognitive biases and organizational practices can blind managers to unethical behavior.

- Table 1.2 summarizes Bazerman and Tenbrunsel's findings, outlines causes of unethical behavior, and what can be done to address that behavior as employees and managers.

UNETHICAL BEHAVIOR IN COLLEGE AND WHEN APPLYING FOR JOBS

- Research has found that peer behavior was by far the strongest predictor of why students cheated, followed by severity of potential penalties, and certainty of being reported.

- Research has found that more than 40 percent of people lied about their work histories or education backgrounds when applying for work.

- Reasons for unethical behavior at work include:
  - One's personal motivation to perform ("I must be number 1").
  - Pressure from a supervisor via unrealistic performance goals along with threats for underperforming.
  - Reward systems that honor unethical behavior.
  - Employees' perception of little or no consequences for crossing the line.

Connect® Activity:

CLICK AND DRAG: Unethical Behavior: Causes and Consequences

Summary of Activity:

This drag and drop activity allows students to match unethical behaviors with their potential root causes.

SELF-ASSESSMENT 1.2

Assessing My Perspective on Ethics

This 12-question self-assessment assesses students' perspectives of ethics at their current or former jobs. Questions on risk, welfare, and interpersonal relations are presented to see if students score higher on idealism or relativism.

Click here for activity.

WHAT CAN I DO ABOUT IT?

- People often have many excuses for not confronting unethical conduct at work.

- To avoid rationalizations for not confronting unethical conduct, people can:

    o Treat ethical issues as business issues by providing data to present a convincing case against the unethical conduct.

    o Accept that confronting ethical concerns is part of their job.

    o Challenge the rationale.

    o Use their lack of seniority or status as an asset.

    o Consider and explain long-term consequences.

    o Provide an alternative course or solution, not just a complaint.

Connect® Activity:

CLICK AND DRAG: What Can I Do About Unethical Behavior?

Summary of Activity:

This click and drag activity allows students to match methods for confronting ethical issues at work to the ethical dilemmas provided.

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1.3 Utilize OB to Solve Problems and Increase Your Effectiveness

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POWERPOINT SLIDES:

Slide #13 Applying OB to Solve Problems
Slide #15 Structure and Rigor in Solving Problems

Section 1.3 introduces students to how OB can be applied to solve problems. The 3-Step Approach to problem solving is explained.

One way to begin the discussion of these topics is to have the students read the *Wall Street Journal* article "Is It Ever OK to Quit on the Spot?" This article and the corresponding 4-minute video discuss how a growing number of employees are not giving the traditional two weeks' notice prior to quitting their jobs. For a supplemental activity, you could have the students apply the 3-Step Approach to address the issue of employees quitting, focusing specifically on OB concepts that may be related to the problem.

ONLINE ARTICLE

ONLINE VIDEO

Possible Topics for Discussion:

- One of the critical first steps in being able to apply OB principles is to accurately define the problem. Why might it be difficult to effectively define the problem?

- Discuss how studying OB is likely to make you a better problem solver.

- Provide an example of how you could apply the 3-Step Approach to solve a problem you are experiencing at work or in your personal life.

Section 1.3 Key Concepts:

PROBLEM SOLVING

- **Problem:** a difference or gap between an actual and a desired state or outcome.

- **Problem solving:** a systematic process of closing a gap between an actual and a desired situation.

- Problem-solving skills are increasingly needed in today's complex world.

3-STEP APPROACH

- Step 1: Define the Problem.

  - People need to define the problem and determine the desired outcome.

  - Problems should be defined in terms of desired outcomes or end states—the difference between what you want and what you have.

- Step 2: Identify Potential Causes Using OB Concepts and Theories.
  - o Many OB theories and concepts will be presented throughout the book that can be used as appropriate responses to problems.
  - o Test your causes by asking, "Why or how does this cause the problem?"
  - o Asking "why" multiple times and following the line of reasoning will lead you to define and identify problems and causes more accurately.
- Step 3: Make Recommendations and (if Appropriate) Take Action.
  - o Sometimes people will only make their recommendations to others, but often they are asked to implement the recommendations.
  - o Be certain your recommendations address the causes you identified in Step 2.

TOOLS TO REINFORCE MY PROBLEM-SOLVING SKILLS

- The textbook provides numerous opportunities for students to master their problem-solving skills, through Problem-Solving Application Mini Cases, Self-Assessments, Take-Away Applications, End of Chapter Problem-Solving Application Cases and Legal/Ethical Challenge cases.
- Self-awareness of their problem-solving skills will help students learn about OB and improve performance.

SELF-ASSESSMENT 1.3

SELF-ASSESSMENT 1.3

Assessing Your Problem-Solving Potential

This 12-question self-assessment measures students' problem-solving potential. Questions on effective and timely solutions are presented.

Click here for activity.

1.4 Explain the Practical Relevance and Power of OB to Help Solve Problems.

POWERPOINT SLIDES:

Section 1.4 of the chapter describes ways to structure problems to ensure the right problem is solved. The person-situation distinction is important for accurately defining a problem. It is also important to consider the three levels of OB—individual, group and organization.

One way to begin the discussion of these topics is to have the students read the *Forbes* article "The Dead Fish Theory Of Problem-Solving." This article illustrates that the place where a problem manifests itself in an organization may not be where the problem was created. For a supplemental activity, have the students discuss how applying the "dead fish" approach can result in better problem solving.

ONLINE ARTICLE

Possible Topics for Discussion:

- Assume that you are not performing to your desired level academic performance in this class. What factors would you offer to your academic advisor as to the reason why?

- Of the factors you discussed above, which factors are person factors and which ones are situation factors?

- Based on your OB knowledge to date, give examples of individual, group, and organizational level outcomes that the president of your college or university likely considers to be important outcomes.

- Discuss how using the person versus situation classification and the three organizational levels can help you to identify the right problem when solving problems.

Section 1.4 Key Concepts:

THE PERSON–SITUATION DISTINCTION

- OB concepts and theories can be classified into two broad categories: person factors and situation characteristics.
    - **Person factors:** represent the infinite number of characteristics that give individuals their unique identities.
    - **Situation characteristics:** all the elements outside of ourselves that influence what we do, how we do it, and the ultimate results of our actions.
- A potentially infinite number of situation factors can either help or hinder someone when trying to accomplish something.
- Many person–situation characteristics influence a host of important outcomes, such as job satisfaction, performance, and turnover.

IMPORTANCE OF PERSON VERSUS SITUATION FACTORS

- Researchers and managers have debated for decades the answer to the question of if person or situation factors matter more.

- **Interactional perspective:** states that behavior is a function of interdependent person and situation factors.

- Neither people nor situations are static, and the two change each other.

- Managers need to understand the interplay between both person and situation factors to be an effective employee and manager.

- The person–situation distinction provides a means for classifying OB concepts and theories into causes of behavior.

LEVELS—INDIVIDUAL, GROUP/TEAM, AND ORGANIZATION

- OB distinguishes among three organizational levels: individual, group, and organizational.

- Understanding and considering levels increases a manager's problem-solving effectiveness and performance.

APPLYING OB CONCEPTS TO PROBLEM SOLVING

- If a problem is not accurately defined, then all subsequent problem-solving efforts would be adversely affected.

- By considering person factors, situation characteristics, and level (i.e., individual, group/team, or organizational) during problem solving, people will review a larger number of possible causes for the problem, increasing the likelihood they will identify the right problem.

1.5 Utilize the Organizing Framework for Understanding and Applying OB

POWERPOINT SLIDES:

Slide #17 The Organizing Framework for Understanding and Applying OB
Slide #18 Using the Organizing Framework for Problem Solving

Section 1.5 introduces the Organizing Framework for Understanding and Applying OB. The Organizing Framework is used throughout the textbook to help the students organize the various OB theories and concepts, and it is a way for the students to apply the 3-Step Approach to problem solving.

One way to begin your discussion of these topics is to have the students read the *Harvard Business Review* online article "How One Fast-Food Chain Keeps Its Turnover Rates Absurdly Low." This article profiles the management tactics used at Pal's Sudden Service to provide efficient and effective service. For a supplemental activity, you can have the students apply the Organizing Framework to identify the inputs and processes that help to keep turnover rates low at Pal's.

ONLINE ARTICLE

Possible Topics for Discussion:

- Explain how using the Organizing Framework will help you to organize and apply the various OB theories and concepts to be presented during the course.

- Discuss how you could apply the Organizing Framework and the 3-Step Approach to improve your academic performance in this class or in a class in which you are struggling.

- Describe the benefits of using the 3-Step Approach for dealing with the types of situations you are likely to experience as a manager.

Section 1.5 Key Concepts:

A BASIC VERSION OF THE ORGANIZING FRAMEWORK

- The framework uses a systems approach for analyzing problems.

- Person and situation factors are inputs.

- Processes and outcomes are organized into individual, group/team, and organizational levels.

- The framework implies that person factors and situation characteristics are the initial drivers of all outcomes that managers want to achieve because inputs affect processes, and processes affect outcomes.

- Since events are dynamic and ongoing, many outcomes will in turn impact inputs and processes, as shown by the feedback loops in the framework.

- Determining the causal relationships between inputs, processes, and outcomes often depends on a particular point in time—an outcome at one point in time may be an input at another.

Interactive Classroom Material:

APPLYING OB: Mars: The World We Want Tomorrow

This Applying OB profiles the company Mars and discusses some of the inputs, processes, and outcomes of the company that may differ from other companies with which students may be familiar.

Click here for activity.

USING THE ORGANIZING FRAMEWORK FOR PROBLEM SOLVING

- The 3-Step Approach can be used in conjunction with the Organizing Framework to make the problem-solving process more rigorous.

- The Organizing Framework can be used at all three steps of the problem-solving journey: Step 1—make sure you are identifying the right problem; Step 2—consider appropriate causes; and Step 3—select the solution that seems most appropriate.

- Some managers like to rely largely on intuition and experience, while others use more analytical or systematic methods to select a solution.

- Most people lack the time, knowledge, or access to data to routinely follow a rigorous selection procedure.

- Constraints such as time, money, authority, and information may impact the ultimate selection.

APPLIED APPROACHES TO SELECTING A SOLUTION

- Resolving a problem simply means choosing a satisfactory solution, one that works but is less than ideal.

- Problems are solved by implementing the optimal or ideal response.

- Dissolving problems requires changing or eliminating the situation in which the problem occurs.

BASIC ELEMENTS FOR SELECTING AN EFFECTIVE SOLUTION

- When selecting the most effective solution, decision makers should consider selection criteria, consequences, and choice process.
  - o Selection criteria for a decision can be based on its effects on bottom-line profits, its impact on others, its impact on the reputation with customers or the community, the organization's values, and ethical implications.
  - o The consequences of each alternative should be considered, including the trade-offs between who wins and loses, ideal versus practical options, perfection versus excellence, and superior versus satisfactory results.

- o The final choice process may be an individual, team, or third-party decision, and if more than one person is involved, the decision-making method must be determined.

- It is important to consider the necessary resources, including which people will be key sources of support for (and resistance to) the ultimate selection.

- The OB knowledge and tools presented in this book can help tremendously in selecting and implementing the "best" solution, given the situation.

1.6 Apply the Organizing Framework to the 3-Step Problem-Solving Approach

Section 1.6 introduces students to the many OB concepts they will learn about by reading this textbook. It also presents a more expansive version of the Organizing Framework for Understanding and Applying OB. Finally, it applies the 3-Step Approach and the Organizing Framework to solve the problem of employee turnover.

One way to expand your coverage of the Organizing Framework is to let the textbook authors describe the framework and how it should be used. Click here to see a 9-minute video of Angelo Kinicki describing the Organizing Framework. (Note that the author used the terms *Integrative Framework* and *3-Stop Approach* for earlier versions of this textbook, but the principles are the same as the models described here.)

Section 1.6 Key Concepts:

A HYPOTHETICAL PROBLEM-SOLVING SCENARIO

- This scenario walks the students through how to use the 3-Step Approach and the Organizing Framework to address a problem of employee turnover.

  - o Students should apply the 3-Step Approach: (1) to determine the problem; (2) apply OB to highlight the causes; and (3) make recommendations for solving the problem.

  - o The Organizing Framework can provide insights into the relevant inputs, processes, and outcomes for each step of the 3-Step Approach.

- Figure 1.4 illustrates a summary version of the Organizing Framework and key insights are:

  - o There are more person factors that affect processes than situation factors.

- o Solving problems requires you to think across levels.

- o OB concepts are both inputs and processes.

- o Given that 28 different outcomes are affected by OB-related inputs and processes, knowledge about OB is important.

Interactive Classroom Material:

PROBLEM-SOLVING APPLICATION: Technology, a Situation Factor that Affects My Performance

In this Problem-Solving Application, students are asked to analyze the pros and cons of the increasing use of technology in the workplace.

Click here for activity.

1.7 Describe the Implications of OB Knowledge and Tools for Me and Managers

In Section 1.7 we provide a few notable examples of how you can benefit as both an employee and a manager.

One way to start this section is to assign the *Forbes* article titled, "Overcoming Three Destructive Workplace Behaviors In Business Today." The article describes the following organizational diseases: A "what's in it for me?" line of thinking, blame-game posturing, and micromanagement. Instructor can then start a discussion on how students' learning of OB can help them overcome these challenges in the workplace.

ONLINE ARTICLE

Section 1.7 Key Concepts:

TAKEAWAYS FOR STUDENTS

- Be sure you develop and apply both hard and soft skills.
- Consider the skills most sought after by employers (like critical thinking, problem solving, decision making, active listening) and decide which are your strengths and weaknesses.
- Give your employers what they want!
- Identify the most common forms of unethical conduct in your job, determine possible causes using Table 1.2, and confront and/or avoid them.

TAKEAWAYS FOR MANAGERS

- Identify the key skills needed to be top performers in the jobs you manage.

- Determine the most common forms of unethical conduct for managers like you, as well as for those you manage.
- Realize that performance and all other employee behavior is a function of both the person and the situation.
- Improve your effectiveness and that of those you manage by applying the 3-Step Problem-Solving Approach.

PROBLEM-SOLVING APPLICATION CASE (PSAC): Blood, Brilliance, Blind Ambition, and Fraud

Apply the 3-Step Problem-Solving Approach to OB

This problem-solving application case describes Elizabeth Holmes and the company she founded, Theranos, which aimed to revolutionize medicine with a new blood testing technology. Unfortunately, the technology didn't work. But that didn't stop Holmes from telling investors, customers, employees, the press, and everyone else it did. Her ambition transformed to fraud and resulted in the death of Theranos. Students will assume they are the chair of the Theranos board of directors back in 2003 at the founding of the company. They will apply the 3-Step Problem-Solving Approach to prevent the debacle.

Step 1: Define the problem.

The problem is that Theranos failed. This is because nobody was able to stop Elizabeth Holmes from propagating this ruse, leading to many investors losing money and hard-working employees having their future careers with other companies put in jeopardy.

Step 2: Identify causes of the problem.

Both inputs and processes are issues here. One key cause of the problem is a clear lack of checks and balances. No one was ever able to question Ms. Holmes or counter her decisions. This was reinforced by her stronghold on all information and sole decision-making power in every aspect of the company's operations. When anyone would go against her, she was allowed to simply dismiss those individuals. A second key cause is the blind and careless trust that wealthy and well-renowned individuals and companies put in Ms. Holmes and her company. They gave their monetary and social capital to her without any in-depth knowledge or understanding of the evidence being provided to suggest that this was a viable product.

Step 3: Make recommendations for solving the problem.

Students may provide a variety of answers to this question; all will likely center around transparency and/or accountability. One possible recommendation is to have third-party evaluators present for all meetings such as those covering finances, research study design and outcomes, and business agreements. These evaluators could be tasked with ensuring ethical standards are upheld as well as sharing out information with the board and investors. To consider that the product reached, and duped, Walgreens, is a clear sign that no one person should be trusted to develop and promote a product, much less a product that impacts people's health and lives.

A second possible recommendation is to require new, or enforce existing, company policies that allow employees an opportunity to share their thoughts and feedback. Such a policy could be, albeit to a lesser extent, similar to those that allow for whistle-blowers to speak out. Employees should not be silenced or even dismissed for speaking up and sharing their opinions, nor should they have to live in a culture of fear.

A third possible recommendation is to safeguard investors through the creation of new, or enforcement of existing, regulations that require someone like Ms. Holmes to more fully prove the viability of a product through demonstrations. Clearly, here, her charisma and drive allowed her to skirt such processes and demands from investors. This type of elusive behavior, however, must be better monitored and, ideally, prevented from happening in the first place.

LEGAL/ETHICAL CHALLENGE

To Tell or Not to Tell?

Assume you are a nursing director for a nursing home. You've been working at your facility for a few short months when you learn the company that owns the home has been improperly overbilling Medicare for the care and services provided to your residents. You bring this to the attention of the company's managers, but they do nothing. You then notify the appropriate authorities (becoming a whistle-blower) and, dismayed by the fraud and other problems, you quit.

Several months later you interview for a new position as nursing director at another company. The interview is with a panel of 10 decision makers, including the CEO, medical director, and other administrators, who will decide whether you get the job.

One other important detail: This facility is just two miles from the one you reported to the authorities before quitting. Nursing, like other industries, tends to be a very close circle of people who often cross paths repeatedly in different jobs over time.

Your Response

What would you do about divulging information regarding your allegations against your previous employer? Choose your answer from the options below. Be sure to explain and justify your choice.

1. Do not divulge the whistle-blowing.

   The first consideration here is if you can even divulge the whistle-blowing. Many times, you cannot divulge that information, and doing so can look bad on your part. Aside from this, it is important to consider the pros and cons of divulging this. On the positive side, you would look strong, ethical, and as someone who believes in good values. On the negative side, you could be looked at as a disrupter and someone who will blow the whistle even if you may be mistaken.

2. Wait until you learn the outcome of the interview; if you don't get the offer, don't share the information.

   This may be a wiser move, unless you believe sharing the information will provide you with a better chance of securing the job. Moreover, the privacy of the previous organization, whether they did something good or bad, should be a consideration in this tight knit industry just like there may be an expectation that they keep your privacy.

3. Wait until you learn the outcome of the panel interview; if you get a job offer, then tell the person who makes you the offer about the allegations.

   This is very similar to the second outcome. The decision to divulge the information after the interview may be wiser than divulging during the interview process. Another question to be asked is what you would gain by divulging after the interview? Is there a point to be made? Just divulging to divulge may look hostile. If the authorities were notified, then there may not be that much left to consider.

4. Tell all members of the panel during your interview.

   Students should provide rationale about the difference between one or many members of the panel knowing.

5. Create and explain another course of action.

   Students' answers may vary here.

REVISITING THE INTEGRATIVE FRAMEWORK: FIGURE 1.5

FIGURE 1.5 Organizing Framework for Understanding and Applying OB

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INPUTS	PROCESSES	OUTCOMES
Personal Factors	Individual Level	Individual Level
Situation Factors	Group/Team Level	Group/Team Level
	Organizational Level	Organizational Level

This chapter introduces the Organizing Framework for Understanding and Applying OB and the 3-Step Approach for problem solving. The Organizing Framework is based on systems theory, which contends that all systems have inputs, processes, and outcomes. Inputs are what are put into a system. When considering OB, inputs can be classified as either person factors or situation factors. Person factors give individuals their unique identifiers, while situation characteristics are elements outside of ourselves. Processes are actions directed toward some end state. Individual, group, and organizational-level processes are important for understanding OB. Outcomes are the results of the system's activity. Outcomes are also classified based on individual, group, and organizational levels. As students work their way through the textbook, they will learn more about the inputs, processes, and outcomes that are the focus of OB research and practice.

The 3-Step Approach for solving problems should be used in conjunction with the Organizing Framework. In Step 1, students need to define the problem, which is a difference or gap between an actual and a desired situation. It is important to accurately identify the problem, otherwise recommendations to solve the wrong problem may be proposed. Step 2 is to identify potential causes of the problem using OB concepts and theories. The Organizing Framework is particularly useful in this step by helping students to organize the OB theories and concepts which may be applicable. Step 3 is to make recommendations, and potentially take actions to implement them. In order for Step 3 to be successful, it is necessary to define the problem appropriately and to accurately identify the true causes of the problem. Students will have many opportunities to apply the 3-Step Approach and the Organizing Framework throughout the remaining chapters.

APPLYING OB

APPLYING OB: Building Workplace Skills

In this Applying OB, students are provided with five ways to build their self-awareness.

Additional Activities:

One way that you could build on this Applying OB is to have the students review the following article: "How to Be More Self Aware: 8 Tips to Boost Self-Awareness." The article not only discusses how to be more self-aware, it also touches upon how self-awareness can be applied to different careers. Students can then discuss the following:

How can self-awareness be applied to your intended major?

Are there other ways to build self-awareness that has not been mentioned in the article?

Click here to return.

ONLINE ARTICLE

APPLYING OB: How to Ace Your Next Interview

In this Applying OB, students are provided with five tips to better prepare them for their next interview. These tips include: create an elevator pitch, finish strong, prepare for situational questions, make your research social, and don't trip up on the money.

Additional Activities:

One way that you could build on this Applying OB is to have the students watch the video "Interview Skills—Demonstrating Your Fit with the Company." This 6-minute video posted by The Ohio State University Fisher College of Business Office of Career Management provides practical suggestions on how to gather information about a potential employer to determine if you fit with the company. It also shows a sample job interview that your students can critique. Consider using the following discussion questions:

1. Discuss steps that you can take to learn more about a company with which you have an upcoming job interview.

2. Provide examples of interesting situation questions that were used as part of a job interview in which you participated. How effectively do you believe you answered the question? How would you handle the question differently today?

3. Critique the student's performance in the sample job interview. What other recommendations would you give to the student?

Click here to return.

ONLINE VIDEO

APPLYING OB: Mars: The World We Want Tomorrow

This Applying OB profiles the company Mars and discusses some of the inputs, processes, and outcomes of the company that may differ from other companies with which students may be familiar.

Additional Activities:

One way to supplement the material in this OB in Action is to have the students watch the video "One Sweet Job: Life at Mars Chocolate." This 3-minute video published by Mars Inc. further elaborates on what it's like to be a "Martian" at Mars. Consider using the following discussion questions:

ONLINE VIDEO

1. Describe positive aspects of the company's work environment that you observed in the video.

2. Discuss strategic challenges you think the firm is going to experience in the next few years.

3. Mars is a privately-held company, and regarded as a highly secretive one as well. Discuss how this likely impacts the firm's ability to achieve its strategic goals.

Click to return.

OB IN ACTION

OB IN ACTION: Wrong? Absolutely! Illegal? Seemingly Not.

This OB in Action discusses how unethical behavior contributed to the financial crisis of 2008-2009 and the ensuing Great Recession.

YOUR THOUGHTS?

1. If you think the executives (and perhaps other employees) of financial institutions should be punished, then describe what you think is appropriate.

Responses will vary. Student perceptions of if executives and other employees of financial institutions should be punished might be influenced by the extent to which the student was personally impacted by the Great Recession (e.g., a parent lost his or her job, the family lost their house, etc.).

2. Alternatively, if you think they should not be punished, then explain why.

Responses will vary. Students may believe that the actions of the firm represent actions of "rogue" employees, not necessarily the CEOs of the companies. Alternatively, students may believe that the actions of the CEOs and other high-level executives represented negligent risk-taking rather than criminal activity (i.e., they were just bad at their jobs, not criminals).

3. Is it appropriate for the firms to pay fines, but for the executives to avoid consequences? Justify your answer.

Responses will vary. Some students will advocate for personal responsibility for executives, but others will argue that the company selected them as leaders, so it is the company to blame.

Additional Activities:

One way to build on this OB in Action is to have the students watch the Bloomberg video "2008 Financial Crisis: Should People Have Gone to Jail?" In this 5-minute video, former Treasury Secretary Larry Summers debates some of the challenges of prosecuting those involved with the financial crisis. Consider using the following discussion questions:

ONLINE VIDEO

1. Discuss the reasons why it is difficult to hold individuals accountable for the actions of companies.

2. Respond to Larry Summers's comment that you must convince a jury "beyond a reasonable doubt" as a reason why there are not more criminal convictions surrounding the events leading to the Great Recession.

3. What can companies do to better protect themselves from "stupidity" contributing to ethical lapses?

Click here to return.

OB IN ACTION: The Whistle-blower's Dilemma

This OB in Action highlights the advantages and disadvantages of when someone "blows the whistle" on the illegal actions of his or her company. Some whistle-blowers are rewarded financially for their actions, but others pay a heavy price in the form of retaliation.

YOUR THOUGHTS?

1. What can employers do to encourage and avoid punishing whistle-blowers?

Employers can encourage whistle-blowers to come forward, and avoid punishing them by creating and following codes of ethics and nonretaliation policies. Employers should have clear and comprehensive policies for how employees can disclose the wrongdoings of others and should train all managers on the importance of not retaliating against a whistle-blower.

2. How can organizations ensure that whistle-blowers are protected, other than simply making it a policy (just words)?

Companies should clearly signal the value of whistle-blowers. For example, when an incident does happen involving a whistle-blower, the organization should swiftly protect the person to show how serious they are.

What can you do as an individual employee when you witness or become aware of unethical conduct?

Students' answers on what they could do if they witnessed or became aware of unethical conduct may vary based on their perceptions of how well their employer (or school) has followed the suggestions on how to foster an environment that not only encourages, but rewards whistle-blowers.

Additional Activities:

One way to build on this OB in Action is to have the students watch the *60 Minutes* segment "Russia's Dark Secret." This 14-minute video profiles the whistle-blower couple that brought Russia's athletic doping scandal to light. Consider using the following discussion questions:

ONLINE VIDEO

1. Critique the actions taken by Yuliya Stepanov. Do you believe that she would have blown the whistle if she had not gotten injured? Defend your point of view.

2. Discuss some of the potential ramifications or unintended consequences one can face by being a whistle-blower.

3. What can create a "culture of cheating" at an organization?

Click here to return.

PROBLEM-SOLVING APPLICATIONS

PROBLEM-SOLVING APPLICATION: Technology, a Situation Factor that Affects My Performance

In this Problem-Solving Application, students are asked to analyze the pros and cons of the increasing use of technology in the workplace.

Your Call:

Step 1: What problem is described in this example?

One possible problem statement that students may identify is that workplace technology is making it difficult for employees to achieve work-life balance because they cannot prevent their work hours from "spilling over" into their personal life hours. Another possible problem statement is that encouraging or allowing employees to use technology to perform work away from the office and/or outside of their normal work hours may create a legal obligation for employers to pay those workers for that compensable time.

Step 2: Identify two potential causes (be sure to link the causes to the problem you identified).

Possible causes for the problems identified include the fact that employers are under strategic pressure to do more with less; employees may receive a high degree of satisfaction from their jobs and may spend too much time on work activities to the detriment of their personal lives; or employees receive positive reinforcement from their supervisors for being willing to perform work outside of traditional work hours.

Step 3: Make a recommendation aimed at the cause that you feel will improve or remove the problem.

When evaluating students' responses, evaluate the extent to which there is a causal connection between the recommendations they have made and the causes of the problem they identify (i.e., their proposals will get to the root cause of the problem(s) they identified).

Additional Activities:

One way to build on this Problem-Solving Application is to have the students read the *Wall Street Journal* article "Late-Night Work E-mail: Blessing or Curse?" This article profiles how employees can have different views on the advantages of being able to perform work outside of the office. Differing styles can cause tension when employees have different views. Consider using the following discussion questions:

ONLINE ARTICLE

1. Do you prefer to be an integrator or a separator? Explain why.

2. Describe a time when your work preference conflicted with someone else's, such as a boss, co-worker, or client. How did you deal with the situation?

3. As a future manager, discuss how you might need to adapt your management style as a function of the preferences of your employees.

Click to return.

SELF-ASSESSMENTS

SELF-ASSESSMENT 1.1

How Strong Is My Motivation to Manage?

This Self-Assessment asks students to reflect on their motivation to be managers based on seven dimensions that may be predictors of managerial success.

Questions:

Does this instrument accurately assess your potential as a manager? Explain.

Students' responses will vary based on their previous experiences and/or their own view of how well they see themselves suited to be a manager.

Which of the seven dimensions do you think is likely the best predictor of managerial success? Which is the least? Explain.

Students should choose from authority, competitive games, competitive situations, assertive roles, imposing wishes, standing out from the group and routine administrative functions as indicators of managerial success.

The instrument emphasizes competition with others in a win-lose mentality. Describe the pros and cons of this approach to management.

Students should be aware that having a win-lose mentality as a manager can hinder one's ability to gain consensus and commitment from others; however, there are times that not everyone will be happy with a decision that is being made. Students can be made aware that forthcoming chapters on decision making, power, influence and leadership will provide guidance on this.

Supplemental Activity:

The class should be split into small groups based on their motivation to manage self-assessment scores. High scorers should be grouped together and low scorers should be grouped together.

Groups should connect each dimension of motivating to manage to an example from the workplace. After 15-20 minutes, students can write these examples on the board.

Instructors can then review with the class as a whole and see if the self-assessment scores of the groups affected the type of example used.

Have students been particularly successful, or not, based on their motivation to manage scores?

Which dimension of motivation to manage is the most important for student success? Why do they believe that?

Click here to return.

SELF-ASSESSMENT 1.2

Assessing My Perspective on Ethics

This Self-Assessment encourages students to reflect on if their views on ethics are more idealistic (i.e., ethical principles or standards apply universally across situations and time) or more relativistic (i.e., ethical standards are dependent on the situation).

Questions:

Are your views more idealistic or more relativistic?

Responses will vary based on scores.

What do you think about students cheating on homework assignments in school? What about them cheating on exams?

Those students with idealistic views of ethics would see cheating on a homework assignment, no matter how minor the work, the same as cheating on an exam. Those with a relativistic view believe that cheating on a minor assignment is not the same as cheating on an exam.

Are your answers consistent with your score? Explain.

Students who believe that the type of assignment or the person involved should not impact how they approach cheating should score high on idealism, while those who believe context or circumstances do matter should score high on relativism.

Suppose you're a manager. What does your score imply about the way you would handle the unethical behavior of someone you manage? What about your boss's unethical behavior?

Those students who have idealistic views of ethics would likely treat the unethical behavior of someone they manage no different than unethical actions taken by their boss. In contrast, those with a relativistic view might hold subordinates and bosses to different ethical standards.

Supplemental Activity:

Students should be assigned to groups based on their self-assessment scores. Students with high idealism scores should be grouped together, and students with high relativism should be grouped together.

Each group should create a code of ethics for an organization of its choosing. The code of ethics should include the four points provided above.

1. How can a stronger ethical climate be created through codification?

2. What types of employees would you be looking for?

3. Are there training programs that can be developed?

4. What types of rewards should be provided for ethical behavior?

5. What protections for whistle-blowers?

Each group should present its code of ethics to the class. The instructor should look for differences in the codes of ethics based on the group leaning more toward idealism or relativism

SELF-ASSESSMENT 1.3

Assessing Your Problem-Solving Potential

This Self-Assessment encourages students to reflect on their problem-solving skills. The items assess one's ability to define problems, generate effective solutions and implement solutions.

Questions:

What do items 1-3 tell you about your ability to define problems?

Responses will vary. Students may realize that they need to focus more on problems, to consider more relevant factors, or establish appropriate goals.

Do your scores on items 4-6 match your perceptions of your ability to generate effective solutions?

Responses will vary. Students may realize that they need to generate more possible solutions, they need to better understand underlying concepts and issues related to work problems, or understand the possible consequences associated with possible solutions.

Using the individual items, describe the pros and cons of your tendencies toward implementing solutions.

Students may come to realize that they need to consider more relevant factors when analyzing problems, generate more solutions and more fully consider their implications, and/or ensure solutions are implemented in a timely, effective manner.

Supplemental Activity:

Students can be divided into groups based on their scores on the assessment. The groups can review the scenario below.

Parker and Melissa are managers at Telenet Solutions. Parker has noticed that Melissa's team submits their earnings reports in an ambiguous way and seem to not properly portray revenues. This leads to a bonus for the team every quarter, but a loss for the company. Parker decides to call a meeting with upper management and Melissa to discuss this situation.

If you were the CEO of Telenet Solutions, what would you do at the meeting?

Each group is to write a one-two paragraph speech that the CEO is to give to the company's employees that discusses the ethical dilemma presented. The 3-step approach should be utilized in this speech.

The class should discuss as a whole based on each groups' scores on the assessment. Did the scores affect the type of speech given?

GROUP EXERCISE

Timeless Advice

Objectives

1. To get to know some of your fellow students.

2. To put the management of people into a lively and interesting historical context.

3. To begin to develop your teamwork skills.

Introduction

Your creative energy, willingness to see familiar things in unfamiliar ways, and ability to have fun while learning are keys to the success of this warm-up exercise. A 20-minute, small-group session will be followed by brief presentations and a general class discussion. Total time required is approximately 40-45 minutes.

Instructions

Your instructor will divide your class randomly into groups of four to six people. With everyone offering ideas and one person serving as official recorder, each team will be responsible for writing a one-page memo to the rest of the class. The subject matter is: "My advice for managing people today is …." The fun and creative part of this exercise is that you will write the memo from the viewpoint of a person assigned to your group by your instructor.

Among the people you might be assigned are the following:

1. Marissa Mayer (CEO of Yahoo).

2. An ancient Egyptian slave master (building the Great Pyramid of Giza).

3. Tony Hsieh (CEO of Zappos).

4. Reid Hoffman (cofounder of LinkedIn).

5. A contingency management theorist.

6. Alan Mulally (CEO of Ford Motor Company).

7. The CEO of Microsoft in the year 2030.

8. Bernie Madoff.

9. Others, as assigned by your instructor.

Be as specific and realistic as possible, trying to remain true to any historical facts you uncover, but also use your imagination. Remember, the idea is to provide advice about managing people from another person's point of view and, in some cases, at another point in time. Make sure everyone participates, and manage your 20-minute time limit. For instance, spend two to three minutes thinking about the exercise, putting it into perspective, and researching as necessary. Next, spend about 10 to 12 minutes brainstorming ideas while the designated team member records your ideas. Then use the remaining time to write your one-page memo. Pick a spokesperson to read your group's memo to the class.

Questions for Discussion

1. What valuable lessons about managing people have you heard?

   Answer: Student responses will vary. One theme that should develop is that a contingency approach to management should be used and that a one-size-fits-all approach to management is inappropriate.

2. What have you learned about how not to manage people?

   Answer: Student responses will vary. Groups may consider the views of McGregor's Theory X to be outdated.

3. From the distant past to today, what significant shifts in the management of people seem to have taken place?

   Answer: The field of OB has evolved over time, and the views of some of the historical figures suggested as viewpoints might have rather different perspectives than more contemporary managers. Over time, it has become increasingly clear that money is not the sole motivator for people and that leaders need to acknowledge the intrinsic sources of motivation of their employees.

4. Where does the management of people appear to be headed?

   Answer: Student responses will vary. Students may suggest that ethics will take on increased importance. Other teams may mention the importance of human and social capital. The impact of social media may be a trend that will be mentioned. Virtual management of employees who telecommute can be addressed. The ability to implement change management and to deal with rapidly changing technology is another key issue that will likely impact future management styles.

5. All things considered, what mistakes are today's managers typically making when managing people?

   Answer: Student responses will vary. Teams may indicate that managers fail to use the 3-Step process to accurately define the problem, which can result in an inappropriate

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solution being applied. Teams may suggest that managers fail to use the contingency approach to management or that they apply OB concepts that are not well suited to solve the specific problem.

6. How well did your group function as a "team"?

Answer: Student responses will vary. As will be discussed in Chapter 8, not all groups function as a team. A team is committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable. A group becomes a team when leadership is a shared activity; accountability shifts from strictly individual to both individual and collective; the group develops its own purpose or mission; problem solving is a way of life; and effectiveness is measured by the group's collective outcomes and products. If the groups used in this exercise are left intact for the entire semester, then the group might develop into a team at the performing stage of group development. Otherwise, the groups in this exercise likely did not move beyond the forming stage and would not meet the criteria of a true team.

MANAGER'S HOT SEAT

APPLICATION-BASED ACTIVITY

Organizational Behavior

I. Introduction

Educate Air Flight 100 is finished boarding and preparing to depart from Timber Falls International Airport. The student will be piloting the jetliner and will need to work with his or her co-pilot, utilizing Organizational Behavior principles, to ensure everything goes as planned.

II. Learning Objectives

1. Analyze problems using the three-step problem-solving approach.
2. Understand how organizational behavior impacts the workplace.

III. Scoring Dimensions

The following theoretical concepts from the chapter are covered and scored in the simulation:

Theoretical Concepts	Percentage of Simulation
Three-step problem-solving approach	50%
Organizational behavior's impact	50%

IV. Follow-up Activity

Students should utilize the three-step problem-solving approach to remedy an issue in their own careers. If they are not currently employed, they can create a hypothetical situation based on the types of job they aspire to have after graduation. Students should define the problem, identify the causes, and recommend solutions. Students can then present to the class.