

SOLUTIONS MANUAL



Organizational
Behavior today



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Chapter Summary

1. In this chapter we focus on 3 key aspects of people's personality: intelligence, temperament, and motivation, and 3 key aspects of the situation: company culture, organizational norms, and psychological contracts.
2. When it comes to what intelligence means to scholars who measure it, there are two views; G-factor intelligence and multiple intelligences. First view argues that intelligence is reflected by one's G-factor, or "general" intelligence. Several investigations of leadership have linked intelligence (measured via G-factor) and leadership success. Alternatively, multiple intelligences, a more contemporary view supported by Sternberg's Triarchic Theory of Intelligence (componential, experiential, contextual) and Howard Gardner's theory of multiple intelligences (linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist), contends that intelligence is a panoply of several different types of intelligence.
3. It is hard to measure EQ. Three primary ways are: self-report, peer and supervisor ratings, and behavioral measures.
4. A truly effective manager possesses emotional intelligence. He demonstrates four key skills: identifying and understanding emotions, as well as managing and using emotions. To be proficient with these key skills, he constantly heightens his self-awareness, seeks to understand the triggers of his emotional states, self-regulates and manages his emotions, journals his emotions, rehearses his plan of action for emotion expressions, bounces back from stressful experience quickly and effectively, take others' perspectives, communicates positive events with others, adopts a promotion-focus attitude, and forgives mishaps.
5. There are 2 major types of motivation: intrinsic and extrinsic. One of the most useful conceptions of human motivation is Maslow's hierarchy of needs, ranging from psychological needs to self-actualization. Herzberg put this idea of basic and higher-order needs in a management context.
6. The Big Five is a disciplinary consensus on understanding and measuring personality. According to Big Five researchers, the five major dimensions of personality that people vary upon are: **O**penness to experience, **C**onscientiousness, **E**xtraversion, **A**greeableness, and **N**euroticism.
7. Situation, embedded in organization cultures, is a larger determinant of behavior than is personality. Organizational culture is essentially the personality of the organization and includes the values, norms, and outwardly visible signs of organizational members and their behaviors. Jeffrey Sonnenfeld identified four types of organizational culture: academy, baseball team, club, and fortress. Each of these organizational cultures can affect the behaviors and choices that individuals make. Interestingly, some individuals (particularly organizational leaders) in turn attempt to

change and affect the culture of their organization to fit their own personality and temperament.

8. Employers as well as companies hold a contract-like mental models of how people do work. These psychological contracts can be relational, transactional, transitional, or balanced.
9. The biggest impediment to the accurate understanding of our own behavior and that of others is not the absence of measurement tools or the lack of scientific breakthroughs or models, but the person himself or herself. In short, human beings are prevented from accurate insight about others and themselves due to an elaborate information-processing system that selectively filters information. We often misjudge others by making fundamental attribution error, consistency bias (halo effect and forked tail effect), primacy and recency bias, and bandwagon bias. Similarly, we often delude ourselves by having bias such as unrealistic optimism, egocentrism (self-serving bias), omniscience, and omnipotence.

Cases and Exercises

CASE: 3M Optical Systems: Managing Corporate Entrepreneurship

By Christopher A. Bartlett and Afroze Mohammed

This Harvard Business School case focuses on the decision faced by a middle-level division manager concerning whether he should support an investment request to support a third attempt at launching a new product developed by a struggling business unit. It describes the long, difficult process by which the unit has developed the product--a computer privacy screen--after years of problems and continuing losses, and its absolute faith in the project. The case also presents the division manager's concerns about the need for discipline and control, setting up a tension that is focused on the launch decision. This case focuses on the role of the first line and middle-level general manager, the subject matter also allows an exploration of the challenge of creating and sustaining entrepreneurship in large organizations--in a company that has managed it with great success for decades. Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 495-6192; order online at <http://www.hbsp.harvard.edu/home.html> (product #9395017)

Subjects Covered:

Business policy, Corporate culture, Entrepreneurship, General management, Implementation, Innovation, Middle management, Organizational behavior & leadership, Organizational development.

CASE: Ben & Jerry's Homemade Ice Cream, Inc.: Keeping the Mission(s) Alive

By John Theroux

This Harvard Business School case describes how Ben & Jerry's—an anti-establishment, values-driven company—has become a successful venture. The dominant founder, Ben Cohen, is not an effective manager, but he brings creative marketing and product skills that have been important to the company's success. He also is controlling shareholder and the force behind the company's socially-minded culture. One of the many policies that have reflected Ben's values but which has created difficulty in managing the organization is the 5 to 1 compensation differential between the top and the bottom of the organization. Up to mid 1990, the company was operating in an explosive growth business with relatively weak competitors; this has changed by the time of the case in September 1990. The case opens as Chuck Lacy is taking over as president. He needs to decide what to do about the 5 to 1 rule and the related issues of Ben's role, and the value of the company's counterculture style. Students must consider the difficulty and importance of the general manager's responsibility in reconciling company values with commercial imperatives and to consider the effect of compensation policy on morale and organizational effectiveness. Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 495-6192; order online at <http://www.hbsp.harvard.edu/home.html> (product #9392025)

Subjects Covered:

Corporate culture, Corporate responsibility, Employee attitude, Employee compensation, Employee morale, Entrepreneurial management, Entrepreneurship, Food, Food processing industry, Management philosophy, Management styles, Manufacturing industry, Organizational behavior & leadership, Organizational development, Personnel policies, Social enterprise & ethics.

CASE: Erik Peterson (A)

By John J. Gabarro

This Harvard Business School case describes the problems facing a recent MBA graduate in his job as general manager of a mobile cellular company owned by a parent corporation. A re-disguised version of an earlier case, it raises issues of corporate divisional relationships and the difficulties facing an inexperienced manager who seems to be receiving little support. Available from Harvard Business School Publishing; Phone 1-800-545-7685 or (617) 495-6192; order online at <http://www.hbsp.harvard.edu/home.html> (product #9494005)

Subjects Covered:

Communication, Communications industry, Entertainment industry, Human relations, Interpersonal relations, Leadership, Organization, Organizational behavior, Organizational design, Organizational structure, Service industry, Subsidiaries, Superior & subordinate, Supervision.

Supplemental Material(s):

Erik Peterson (B) (9-494-006) 1p John J. Gabarro

Erik Peterson (C) (9-494-007) 3p John J. Gabarro

Erik Peterson (D) (9-494-008) 3p John J. Gabarro

Erik Peterson (E) (9-494-009) 1p John J. Gabarro

Paper Projects

1. Jeffrey Sonnenfeld (1988) identified four types of culture, as discussed in Chapter 2: academy culture, baseball team culture, club culture, and fortress culture. If you have worked in an organization, decide which form represents the dominant type of culture in the organization and describe your reasoning. Discuss your observations in detail. If you have not worked in an organization or company, talk to a parent or friend and relate their experiences to organizations students with work experience describe.
2. In Chapter 2, we learned about mistakes we make in attempting to understand others' behavior. Specifically, we learned about unrealistic optimism, egocentrism, omniscience, omnipotence, illusion of transparency, and underestimation of ability to adapt to new situations. Pick three of these errors and describe situations in which you personally fell prey to these biases. Describe the result of these mistaken assumptions and analyze how a different conclusion regarding others' behavior would have led to a different outcome.
3. According to material in Chapter 2, practicing empathy helps develop emotional intelligence. Pick from recent news coverage a prominent figure whom you think most people would view negatively, such as a political figure who made a bad decision, a celebrity who was arrested, etc. Write about the image conveyed by the news media of this person. Then, practicing your own empathy skills, re-interpret this information by taking the other person's perspective. Describe and discuss any changes this creates in your assessment of the person.

Film Clips

1. **I am Sam**
 - a. Sam Dawson (Sean Penn)—a mentally challenged father raising a daughter Lucy (Dakota Fanning)—faces a situation in which his seven year old daughter begins to intellectually surpass her father. Their situation comes under the scrutiny of a social worker who wants Lucy placed in foster care as soon as it becomes apparent that she is holding herself back at school: she doesn't want to hurt her father's feelings by surpassing his limited abilities. Faced with a seemingly impossible case, Sam vows to fight the legal system and forms an unlikely alliance with Rita Harrison (Michelle Pfeffier). Rita is a high-powered, self-absorbed

attorney whose need for perfection has alienated her from her own son and has been slowly destroying her self-worth. She breaks into tears and confesses that her life is miserable. In the end Lucy is sent back to her father.

- b. This film portrays the importance of emotional intelligence.

Relevance:

2. Fight Club

- a. The anonymous narrator (Edward Norton) is a young and capable man who seems to have all the necessities for a comfortable life: an easy, well-paid job, a condo that is furnished with all the comforts of modern society. Despite all those things, he feels emotionally and spiritually empty. He eventually seeks comfort from support groups for leukemia and cancer patients but the narrator soon meets Tyler Durden (Brad Pitt) who turns out to be a fragment of the narrator's personality later in the movie. As a member of Fight Club the narrator begins a series of adventures: fist fighting with a growing circle of other men for fun, giving assignments of starting fights with strangers, becoming increasingly more defiant at work, and making premium soap from the fat discarded by liposuction clinics.
- b. The first rule of Fight Club is - you do not talk about Fight Club. The second rule of Fight Club is - you DO NOT talk about Fight Club. Third rule of Fight Club, someone yells Stop!, goes limp, taps out, the fight is over. Fourth rule, only two guys to a fight. Fifth rule, one fight at a time, fellas. Sixth rule, no shirt, no shoes. Seventh rule, fights will go on as long as they have to. And the eighth and final rule, if this is your first night at Fight Club, you have to fight"
- c. This film exemplifies prescriptive and proscriptive norms and represents a "club culture" in which the main objective is to fit in.

Instructor Bookshelf

1. Intelligence

Sternberg, R.J. (1985). *Beyond IQ : A triarchic theory of human intelligence*. New York: Cambridge University Press.

Sternberg, R.J., & Kaufman, J.C. (1998). Human abilities. *Annual Review of Psychology*, 49, 479-502.

2. Emotional Intelligence

Boyatzis, R. , Stubb, E.C. & Taylor, S.N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Learning & Education*, 1(2), 150 – 162.

Caruso, D., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. San Francisco: Jossey-Bass.

Fineman, S. (2003). *Understanding emotion at work*. Thousand Oaks, CA: Sage Publications.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Mayer, J.D., Barrett, L.F., & Salovey, P. (2002). *The wisdom in feeling: The psychological process in emotional intelligence*. New York: The Guildford Press.

3. Personality

Gilbert, D. T., Pinel, E. C., Wilson, T. D., Blumberg, S. J., & Wheatley, T. P. (1998). Immune neglect: A source of durability bias in affective forecasting. *Journal of Personality & Social Psychology*, 75, 617-638.

Judge, T. A., Higgins, C. A., Thoresen, C. J., & Barrick, M. R. (1999). The big five personality traits, general mental ability, and career success across the life span. *Personnel Psychology*, 52, 621-652.

4. Motivation

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.

Herzberg, F., Mausner, B., & Synderman, BB. (1993). *The motivation to work*. New York: John-Wiley.

Maslow, A. (1987). *Motivation and personality*. 3rd edition. New York: Harper and Row.

5. Psychological Contracts

Rousseau, D. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage Publications.

Student Bookshelf

1. Emotional Intelligence

Caruso, D., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. San Francisco: Jossey-Bass.

Fineman, S. (2003). *Understanding emotion at work*. Thousand Oaks, CA: Sage Publications.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Mayer, J.D., Barrett, L.F., & Salovey, P. (2002). *The wisdom in feeling: The psychological process in emotional intelligence*. New York: The Guildford Press.

2. Psychological Contracts

Rousseau, D. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage Publications.