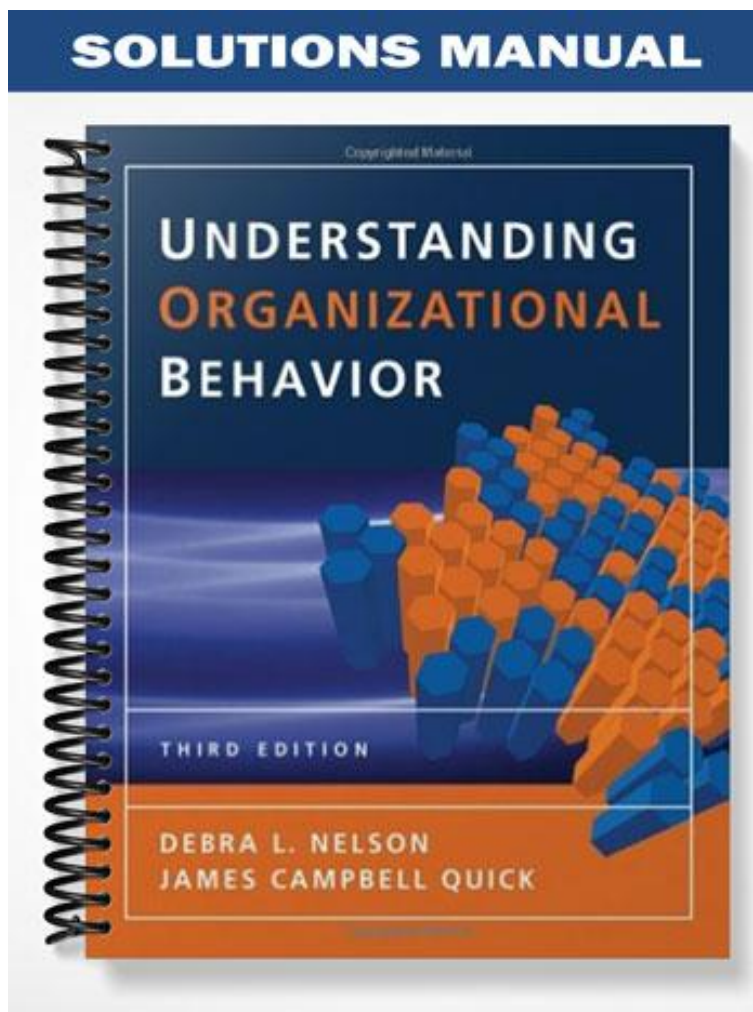


SOLUTIONS MANUAL



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UNDERSTANDING ORGANIZATIONAL BEHAVIOR

THIRD EDITION

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2 CHALLENGES FOR MANAGERS

CHAPTER SCAN

This chapter focuses on the changes and accompanying challenges those changes will bring about in the coming decade. Four major challenges facing managers include globalizing the firm's operations, leading a diverse workforce, encouraging positive ethics, character, and integrity. Globalization has created a boundaryless market in which all firms, large and small, must compete. Cultural diversity within the United States encompasses all forms of differences among individuals, including age, gender, race, and ability. Ethical issues compound the complex challenges of management, and involve things such as white-collar crime, computer use, employee rights, sexual harassment, romantic involvement at work, organizational justice, whistle-blowing, and social responsibility.

LEARNING OBJECTIVES

After reading this chapter, you should be able to do the following:

1. Describe the dimensions of cultural differences in societies that affect work-related attitudes.
2. Explain the social and demographic changes that are producing diversity in organizations.
3. Evaluate the actions managers can take to help their employees value diversity.
4. Discuss the assumptions of consequential, rule-based, and character ethical theories and explain how they help people in organizations make the "right" decisions.
5. Explain six issues that pose ethical dilemmas for managers and provide suggestions for handling them.
6. Explain the three types of organizational justice and how they affect ethical decision making in organizations.

KEY TERMS

Chapter 2 introduces the following key terms:

character theory	interactional justice
collectivism	masculinity
consequential theory	power distance
distributive justice	procedural justice
diversity	rule-based theory
expatriate manager	social responsibility
femininity	time orientation
glass ceiling	transnational organization
<i>guanxi</i>	uncertainty avoidance
individualism	whistle-blower

THE CHAPTER SUMMARIZED

I. THINKING AHEAD: PIXAR ANIMATION STUDIOS – A Dream Challenged from the Start

II. MANAGEMENT CHALLENGES IN A NEW TIME

Recent surveys indicate that U.S. firms are encountering unprecedented global competition. Chief executives note their primary challenges as (1) globalizing the firm's operations to compete in a global village, (2) leading a diverse workforce, and (3) encouraging positive ethics, character, and personal integrity. Successful organizations respond to these challenges as opportunities instead of threats.

III. THE GLOBAL VILLAGE

The concepts of globalization have helped to define the terms organizations use to determine the level of activity in the global marketplace. *Globalization* implies that the world is free from national boundaries, whereas *international* carries with it a connotation of nationality.

Transnational organizations must place global viewpoints above national issues.

A. Changes in the Global Marketplace

Numerous global, social, and political changes have led organizations to change the way they conduct business and encourage their members to think globally. A few of these changes are the unification of East and West Germany, the European Union, the political

changes in Russia and opening of business ventures in Russia and China, and NAFTA. Business ventures in China have helped to emphasize the importance of **guanxi**, or networking, in order to accomplish personal and business goals.

B. Understanding Cultural Differences

In order to compete globally, and because cultural differences affect work-related attitudes, organizations must understand diverse cultures. Hofstede's research focused on the differences among cultures in work-related settings and found five dimensions of cultural differences that formed the basis for work-related attitudes.

1. Individualism vs. Collectivism

Individualism describes cultures in which people have primary concern for themselves and their families. **Collectivism** describes cultures in which people belong to tightly knit social frameworks and depend on extended families. Group decisions are valued and accepted.

2. Power Distance

Power distance is the degree to which a culture accepts unequal distribution of power. High power distance cultures are more accepting of unequal power distributions; low power distance cultures are less accepting.

3. Uncertainty Avoidance

Uncertainty avoidance is the degree to which a culture tolerates ambiguity and uncertainty. Cultures with high uncertainty avoidance place importance on security and tend to avoid conflict. People are more willing to take risks in cultures with low uncertainty avoidance.

4. Masculinity vs. Femininity

In cultures that are characterized by **masculinity**, assertiveness and materialism are valued. Cultures that are characterized by **femininity** emphasize relationships and concern for others.

5. Time Orientation

The **time orientation** value determines the long-term or short-term orientation of a culture. Long-term orientation is toward the future, whereas short-term orientation is toward the past and present.

6. U.S. Culture

The United States scored higher on individualism than any of the other countries measured. The U.S. ranked low on power distance, is tolerant of uncertainty, and is a masculine culture with a short-term orientation.

There is an increase in organizational cooperation for training employees for cultural sensitivity. Cross-cultural task forces or teams are increasing. Employees are more often being trained to be expatriates. Integrity, insightfulness, risk taking, the courage to take a stand, and the ability to bring out the best in people are key competencies for **expatriate managers**, who work in countries other than their home countries.

C. Developing Cross-Cultural Sensitivity

As organizations compete in the global marketplace, employees must become more skilled at working with individuals from diverse cultural backgrounds. Cultural sensitivity training is a popular method for helping employees recognize and appreciate cultural differences. Human resource managers must prepare employees to live outside their native countries, and must also help foreign employees learn to interact with U.S. culture.

IV. THE DIVERSE WORKFORCE

Diversity encompasses all forms of differences among individuals, including culture, gender, age, ability, religion, personality, social status, and sexual orientation. Motivation and communication skills must be adapted to account for diversity.

A. Cultural Diversity

Cultural diversity is increasing due to the globalization of business. Demographic changes significantly affect diversity as well. Population shifts have dramatically increased the proportion of Hispanic and African-American workers in the labor force. The challenge for managers is to capitalize on the wealth of differences provided by cultural diversity.

B. Gender Diversity

Women made up over 60 percent of the labor force in 2004, and predictions suggest that by the year 2010, 70 percent of new entrants into the workforce will be women and/or people of color. Women continue to receive less compensation for work, and the transparent barrier referred to as the glass ceiling continues to keep women from rising above a certain level in organizations. Women comprised only 13.6 percent of corporate board members in 2003.

C. Age Diversity

The number of middle-aged Americans will continue to rise, resulting in an older workforce. This will place emphasis on intergenerational work situations. This will also have an impact on benefits and policies relating to an aging workforce.

D. Ability Diversity

The number of disabled individuals in the workforce has increased dramatically because of the passing of the Americans with Disabilities Act in 1992. This law stipulates that employers should make reasonable accommodations to assist disabled individuals in becoming contributing employees.

E. Differences are Assets

Managing diversity is one way in which organizations can become more competitive. Part of the challenge in managing diversity lies in attempting to combat prejudices and discrimination. As the workforce becomes more diverse in the next decade, it will be imperative that companies appreciate diversity.

F. Diversity's Benefits and Problems

Diversity management can help organizations attract and retain human resources, enhance marketing efforts, promote creativity and innovation, improve problem solving, and enhance organizational flexibility.

Five problems associated with diversity include resistance to change, lack of cohesiveness, communication problems, interpersonal conflicts, and slowed decision making.

V. ETHICS, CHARACTER, AND PERSONAL INTEGRITY

There is plenty of evidence that ethical problems are still a major concern in corporations. The toughest of these problems include employee theft, environmental issues, conflicts of interest, and sexual harassment. Managers have the responsibility of initiating programs to improve the ethical climate.

Consequential theories of ethics emphasize the consequences or results of behavior. In contrast, **rule-based** theories of ethics emphasize the character of the act itself rather than its effects. The third type of ethical theory, **character theory**, emphasizes the character of the individual and the intent of the actor.

A. Employee Rights

Employee rights encompass many current issues, such as drug testing, free speech, due process, smoking policies, AIDS/HIV disclosure, and even questions regarding activities away from the organization.

B. Sexual Harassment

Sexual harassment includes verbal or physical unwelcome sexual attention that affects job conditions or creates a hostile work environment, and consists of three types of harassment: gender harassment, unwanted sexual attention, and sexual coercion. Sexual harassment costs the typical *Fortune 500* company \$6.7 million per year in absenteeism, turnover, and loss of productivity.

C. Romantic Involvements

Organizations must address a number of issues related to the occurrence of romantic relationships at work. Hierarchical romances (in which one person directly reports to another) and utilitarian romances (in which one person satisfies the needs of another in exchange for task-related or career-related favors) are especially problematic in the workplace.

D. Organizational Justice

Organizational justice includes distributive justice, which deals with the perceived fairness of outcomes individuals receive, procedural justice, which refers to the perceived fairness of outcome allocation processes, and interactional justice, which refers to the perceived fairness of interpersonal treatment.

E. Whistle-Blowing

Employees who inform authorities of wrongdoing by their companies or co-workers are referred to as whistle-blowers. They can be perceived either as heroes or villains, depending on the circumstances of the situation.

F. Social Responsibility

The obligation of an organization to behave in ethical ways within its social environment is referred to as **social responsibility**. Some current concerns include protecting the environment, promoting worker safety, supporting social issues, and investing in the community.

G. Codes of Ethics

Increasing numbers of organizations are implementing codes of ethics. One of the more concise tests of ethical and moral questions is the simple four-way test created by Rotary International in 1904 (see Figure 2.2).

VI. MANAGERIAL IMPLICATIONS: BEATING THE CHALLENGES

VII. LOOKING BACK: PIXAR ANIMATION STUDIOS – The Dream Becomes Reality

CHAPTER SUMMARY

- To ensure that their organizations meet the competition, managers must tackle important challenges: globalization, workforce diversity, and ethical behavior.
- The five cultural differences that affect work-related attitudes are individualism versus collectivism, power distance, uncertainty avoidance, masculinity versus femininity, and time orientation.
- Diversity encompasses gender, culture, personality, sexual orientation, religion, ability, social status, and a host of other differences.
- Managers must take a proactive approach to managing diversity so that differences are valued and capitalized upon.
- Three types of ethical theories include consequential theories, rule-based theories, and character theories.
- Ethical dilemmas emerge for people at work in the areas of employee rights, sexual harassment, romantic involvements, organizational justice, whistle-blowing, and social responsibility.

REVIEW QUESTIONS: SUGGESTED ANSWERS

1. *What are Hofstede's five dimensions of cultural differences that affect work attitudes? Using these dimensions, describe the United States.*

The dimensions are polarized concepts of the following: (1) individualism/collectivism, (2) high power distance/low power distance, (3) high uncertainty avoidance/low uncertainty avoidance, (4) masculinity/femininity, and (5) long-term orientation/short-term orientation.

The United States is extremely individualistic, tolerant of uncertainty, weak on power distance, masculine, and short term in regard to time orientation.

2. *What are the primary sources of diversity in the U.S. workforce?*

The U.S. workforce is characterized by diversity of all types: culture, gender, age, personality, sexual orientation, religion, ability, and social status.

3. *What are the potential benefits and problems of diversity?*

Diversity management may serve as a vehicle for attracting and retaining human resources, enhancing marketing efforts, promoting creativity and innovation, improving problem solving, and enhancing flexibility. Potential problems of diversity include resistance to change on the part of current employees, group cohesiveness may take longer to develop, and diversity may lead to communication problems, conflict, and a slower decision-making process.

4. *What is the reality of the glass ceiling? What would it take to change this reality?*

The reality of the glass ceiling is that women are not promoted to top management positions at the same rates as men and often are not paid equitably. Efforts to change this reality should include training managers to be aware of biases and stereotypes, and other proactive stances toward the management of diversity.

5. *What are some of the ethical challenges encountered in organizations?*

Employee theft, environmental issues, issues of comparable worth of employees across job categories, conflicts of interest at work, and sexual harassment are just some of the ethical challenges encountered in organizations.

6. *Describe the differences between distributive, interactional, and procedural justice.*

Distributive justice addresses the perceived fairness of outcomes, interactional justice addresses the perceived fairness of interpersonal treatment, and procedural justice addresses the perceived fairness of procedures used to determine outcomes.

7. *Do organizations need to have formal codes of ethics?*

Although there is no actual requirement for organizations to have codes of ethics, such codes can be very beneficial to organizations by providing a general ethical framework within which employees should conduct themselves.

DISCUSSION AND COMMUNICATION QUESTIONS: SUGGESTED ANSWERS

1. *How can managers be encouraged to develop global thinking? How can managers dispel stereotypes about other cultures?*

All managers can enhance their perspectives by participating in cross-cultural sensitivity workshops offered by organizations. Another way is to volunteer for cross-cultural task forces. Students have opportunities to meet and learn about other cultures on campus by attending the festivals and celebrations that are typically held each academic year for student groups.

2. *What effects will the globalization of business have on a company's culture? How can an organization with a strong "made in America" identity compete in the global marketplace?*

Globalization will help in understanding needs of current constituents, as well as future clients. By learning about various cultures, organizational members are able to understand that other companies' missions and objectives are not vastly different from their own, and that they need not surrender their company loyalty to interact and negotiate with others.

3. *Why is diversity such an important issue? Is the workforce more diverse today than in the past?*

The population is much more diverse than it has ever been. Whether the business is service- or product-oriented, the constituents and clients of the company must be understood in order to satisfy their needs. New ideas come from analyzing old problems differently. Diverse workforces assist in seeing traditional problems in a new frame of reference. Today's workforce is definitely more diverse than past workforces.

4. *How does a manager strike a balance between encouraging employees to celebrate their own cultures and forming a single unified culture within the organization?*

This is a difficult balance. Any organization that is referenced for a strong culture can be countered with an example of rigidity in their practices and views. The key seems to be in separating the personalities from the missions and objectives of the organization.

5. *Do you agree with Hofstede's findings about U.S. culture? Other cultures? On what do you base your agreement or disagreement?*

This answer will vary by work experience and by cultural identity of the students. Often students will perpetuate stereotypes in their answers concerning other countries, yet rationalize the weaknesses of their own society. It is interesting to ask students from other cultures what their stereotypes were about the U.S. before arriving, and whether those perceptions have been reinforced since being here. One item worth mentioning to students is that Hofstede's study, although monumental, was completed almost 25 years ago. The study is currently being updated with cooperation from participating countries.

6. *Select one of the challenges (globalization, diversity, ethics) and write a brief position paper arguing for its importance to managers.*

Encourage students to use specific answers in support of their position. This exercise can generate interesting discussion in class as students present potentially different perspectives on why an issue is important to managers.

7. *Find someone whose culture is different from your own. This might be a classmate, an international student, or a Native American at your university. Interview the person about his or her culture, using Hofstede's dimensions. Also ask what you might need to know about*

doing business in the person's country (e.g., customs, etiquette). Be prepared to share this information in class.

This provides an excellent opportunity for students to learn about another culture. During class discussion, have students share anything that surprised them in the information that they gathered. Discuss why they were surprised by this information.

ETHICAL DILEMMA

1. Is sending jobs out of the country unethical?

Some students will argue that Jill's first responsibility is to protect Ace's stockholders. Given this as her first priority, she should outsource immediately and anything less would be unethical. Others will argue that no company operates in isolation and an ethical person recognizes that fact, and if outsourcing all operations will destroy a community, then that move is unethical.

2. Using rule, virtue, rights, and justice theories, evaluate Jill's options.

Rule – From a rule-based perspective, the greatest good for the greatest number would be keeping the company operating and not outsourcing the work. However, utilitarians would say that everyone loses if the company closes, so some kind of compromise needs to be made. One way might be to outsource enough jobs so the company becomes profitable but not all operations. Another way might be for Jill to negotiate with the workers to take a pay cut or reduce their working hours.

Virtue – Virtue ethics is difficult to apply in this situation. It looks as if Jill is trying to do the right thing. Her capacities to fully understand the situation or to think outside the box and come up with a creative solution to solve the company's financial problems may be limited, but her intentions are appropriate.

Rights – Taking this perspective clearly says that some other answer should be found to solve Ace's problems other than outsourcing. If everyone acted in this way, we would outsource any and all positions that would reduce a business's costs.

Justice – Some here would argue that if management has dealt with the employees in a fair and honest manner and a mechanism for reducing costs has not been found, management has the right to look to other options to remain a viable entity. One of those options would be outsourcing.

EXPERIENTIAL EXERCISES

2.1 INTERNATIONAL ORIENTATIONS

The exercise immediately following the case is a difficult one. The students are asked to rate a potential expatriate and his spouse with very little information about the couple. The key to this exercise is to assess the reasons why they made the choices they did. Are they justified, given the information provided? What follow-up questions could the student ask to make more confident ratings? There are many behavioral details the students may attend to in order to make their ratings. The details, however, do not provide the full picture about the couple. Here are some points the students may list:

Jonathan: He has never lived outside his hometown. He speaks a second language (i.e., German). He is familiar with some German ethnic traditions. OSI does not have a location in Germany. Jonathan is active and likes people. His activities are softball and volleyball - both of which are American sports.

Sue: She has studied English literature. She is a teacher by profession and a trainer at a city mission. At the mission, she interacts with people who are of a lower socioeconomic status. Given that she volunteers her time, she is probably a person who likes to help others. Her interests include ethnic cooking, which indicates that she likes to try new foods.

Discussion Questions:

1. This is an opportunity for the students to write questions that could map the international orientation of the couple. What types of questions are they asking? Some critical information they may include is a realistic preview of what the assignment may entail – allowing the couple to self-select out if they so choose. They could discuss the educational opportunities for the couple’s daughter and career opportunities for Sue.
- 2 and 3. Do the students expect that the Australian culture would be an easier transition than would the French or Japanese transfers? The “country difficulty,” that is, the extent to which the foreign country differs from one’s own, should be considered in all expatriate cases. The Australian transfer would have less of a language barrier than would the French or Japanese transfers.
4. There are many possible types of training. For example, the couple could listen to lectures, see films, read books, etc., about the host country. Likewise, the couple could take language and culture training, go visit the country for a short stay to “test the waters,” or talk to people who have been on expatriate assignments in the same country.
5. This gives the students an opportunity for some personal reflection on their own international orientations.
6. Dual-career couples will need to find placement for both members or make other arrangements for the spouse (e.g., the spouse could take a sabbatical from work, be transferred to the same country as well, take a break in his or her career). In an age when both men and women have careers, multinational companies must think of more creative ways to satisfy both the expatriate and his or her spouse.

7. In general, younger children have an easier time adapting to living abroad. Older children, especially teenagers, have a more difficult time adjusting. For example, they resent being moved so far from their friends. For this reason, multinational companies should allow the entire family (not just the expatriate) ample opportunity to self-select in or out of the foreign position. This needs to be decided as a family because any member may impact the success of the expatriate when he or she is abroad.

International Orientation Scale

The International Orientation Scale is an index of behaviors that are related to one's acceptance of, and interest in, other cultures. From the criterion-related validity study conducted, it was found that International Orientation is related to how well individuals adjust to living abroad, and how much they will interact with host nationals. The International Orientation Scale has also been found to be related to tolerance of ambiguity, interpersonal orientation, optimism, personal need for structure, and openness to challenges. The IOS was not related to self-monitoring or time urgency.

There are two major limitations of the scale that should be addressed in class discussion. First, there are no established norms for the scale. For this reason, one cannot say, "he or she falls above or below normal" on the scale. As yet, the scale is only intended to guide one's thinking about international orientation and to generate awareness for self-assessment.

The second major limitation of the scale is that the items were generated with an American population. Likewise the reliability and validity evidence was established on an American population. The behaviors of Dimensions Two, Three, and Four were generated from experiences that Americans may either have or choose to have in their lives. As one can imagine, it would be inappropriate to assess (or even worse, interpret) non-Americans who have had little or no opportunity to have the types of experiences on the IOS.

The items of Dimension One (i.e., International Attitudes) are reverse scored. The rest of the scores can be added and used for personal reflection. As mentioned in the previous paragraph, there are no established norms, such that the scores cannot indicate some specific deficit or talent the student has. The scores can be used as a means to think about one's own international orientation (e.g., one's answers to the self-assessment discussion questions.)

*Experiential Exercise 2.1 is by Paula M. Caligiuri, Department of Psychology, Pennsylvania State University. Used with permission. In Dorothy Marcic and Sheila Puffer, *Management International*, West Publishing, 1994.

2.2 ETHICAL DILEMMAS

This is a simple, beginning overview of ethical issues. As students become more familiar with ethical issues, these could be revisited for elaboration. This exercise serves as an initial icebreaker, beginning orientation for group work, and an introduction to ethical issues. After

discussing the questions provided, the five themes of the book could be discussed in terms of ethical issues related to these new challenges. Ask students to provide examples of ethical issues related to: technology, quality, workforce diversity, and globalization. You may want to help begin the conversation with the following issues: security and privacy with technology, promotion of a lesser qualified minority to meet requirements, providing entertainment for potential clients from another country, and altering the information for the Malcolm Baldrige Award.

ALTERNATIVE EXPERIENTIAL EXERCISE

NUTTY BUDDY: AN EXERCISE IN INDIVIDUAL DIFFERENCES

This exercise requires a bag of peanuts-in-the-shell. Students do not need an additional handout to complete this exercise. This exercise may be used as a team-builder, or an icebreaker for the beginning of the semester. The time necessary for the exercise and debriefing is about twenty minutes and is ideal for group sizes of 10-25, although it easily accommodates larger groups as well.

- (1) The instructor rummages through a bag of peanuts-in-the-shell, choosing peanuts most similar in shape and size. Peanuts having clearly evident defining characteristics, such as split shell, an attached stem, discoloration, three nuts rather than two, etc., should be discarded. The selection process should yield approximately one-fourth more peanuts than number of participants. The qualifying peanuts are placed in a large bowl that is then passed to each participant, who is asked to choose a peanut and to wait for additional instructions.
- (2) Each person has one minute to get to know his or her peanut. Students cannot mark on their peanut, open it, or alter it in any way. They may sniff it, talk to it, lick it, fondle it, argue with it, confess to it - in short, whatever will aid them in getting to know it better.
- (3) The peanuts are returned to the bowl along with those extra peanuts that had not been selected. The peanuts are then emptied onto a table or in the middle of the floor and participants are instructed to "find your peanut."
- (4) If anyone cannot locate his or her peanut, he or she is invited to check everyone else's peanut and to negotiate ownership. (A short intervention by the instructor on the vagaries of "peanut napping" may be appropriate here.)

Instructor's Notes

This exercise is an adaptation from the old Gestalt-learning exercise, "know your lemon," to help participants become more aware of nonverbal cues in perception. This exercise illustrates issues of individual differences and diversity in organizational life, as well as stereotypes and prejudice.

The following excerpt is a typical debriefing/application sequence of questions and discussion items. The purpose is to move students in a logical manner to a clearer, gut-level understanding and appreciation of differences among people and between themselves and others.

(1) Ask students to analyze their peanuts carefully. How are they able to recognize it? What distinguishes it? How confident are you that this peanut is *your* peanut?

Amazingly, typically 90+% of participants are absolutely confident.

(2) Next, ask students to compare their peanut with a neighbor's peanut. How are they similar? How are they different? Is one peanut more identifiable than another?

After all, kids have been comparing their peanuts for decades, maybe centuries. This question allows for a short discussion on surface traits versus substantive traits, and observable traits versus implied traits also works well here. Some people possess characteristics that make them more salient as employees, leaders, influencers, etc.

(3) Have students introduce their peanut to the other person and the other person's peanut should be introduced to them. Get to know their peanut, get them to know your peanut.

When Peter tells you about Paul, you often learn more about Peter than you do Paul. Sometimes it is easier for people to talk through another person than to be direct themselves. This characteristic has been used successfully in puppet therapy with children and in psychodrama with adults, in order to help clients more honestly express themselves.

(4) Ask students if anyone wants to trade peanuts, because they like someone else's peanut butter, or better.

(This is known in Freudian psychology as peanuts-envy.) Point out how attached we can get to something that is ours in such a short time. What might that tendency say about us as people? Themes of possessiveness, intolerance, and even attribution work well here.

(5) Ask students to relay what their peanut would say about them if it could talk. (It might say that they are tough nuts to crack, but what else might it say?)

Depending on the previous discussion, the facilitator may or may not want to encourage such self-disclosure.

Part of the debriefing hinges upon comments by the students. In fact, the instructor should be prepared to follow-up virtually any comment or side-comment with discussion. Most participants report that the experience is fun, energizing, light-hearted, and even charming. A brief warning before proceeding with debriefing: this exercise lends itself to words that are highly conducive to short gags and double-entendres. These flights into marginal humor provide part of the fun of this exercise and can be promoted or suppressed according to the composition of the group.

As can be seen from the questions, the discussion can unfold in a variety of directions over a broad range of issues. The richness and learning possible from this exercise often depends on the risk-taking level of the participants and the skill of the instructor. Even so, the exercise is almost goof-proof.

One interesting phenomenon often occurs, especially in extended workshops. Participants often carry their peanut around with them, refer back to it, make jokes including it, and truly personalize it. A few people eat their peanuts, much to the chagrin (and even disgust) of others. For most participants, the peanut becomes a "Linus' blanket."

*Christopher Taylor, *Organizational Behavior Teaching Review*, Vol. 13, (4) 1988-89, 123-124. Used with permission.

EXTRA EXPERIENTIAL EXERCISES

The following alternative exercises to supplement the material in the textbook can be obtained from:

Marcic, Dorothy, Seltzer, Joseph, & Vaill, Peter. *Organizational Behavior: Experiences and Cases*, 6th Ed. South-Western College Publishing Company, 2001.

Personality Assessment: Jung's Typology. p. 11-16. Time: 15-20 minutes

Purpose: To determine personality according to Jung's Personality Typology.

The Owl: Cross-Cultural Sensitivity. p. 253. Time: 50 minutes or more

Purpose: To experience and understand how cultural values influence behavior and relationships.

Ethics in International Business. p. 261-263. Time: 50 minutes.

Purpose: To examine ethical foundations of bribery in an international setting.