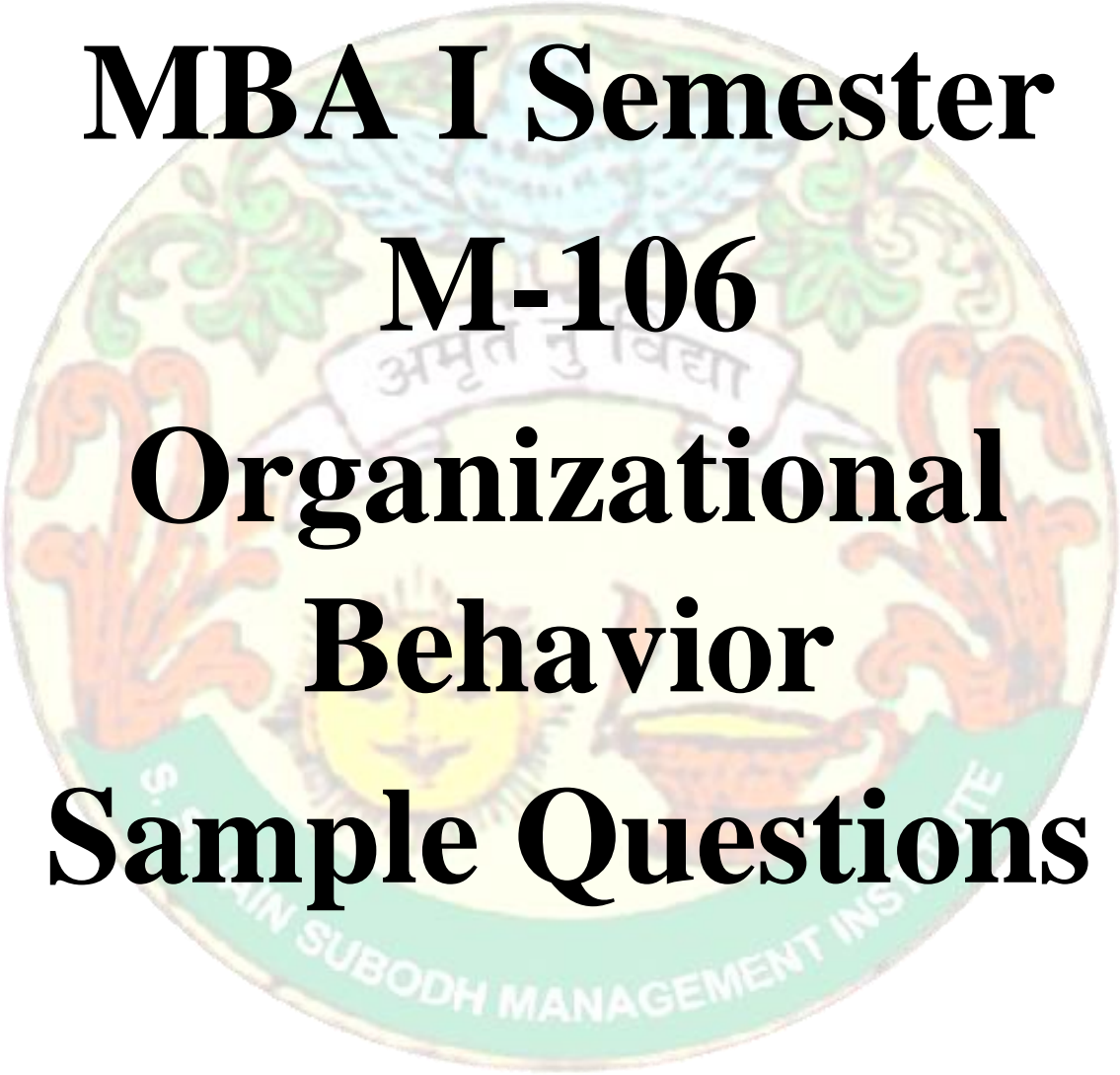


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Subodh Management Institute



MBA I Semester
M-106
**Organizational
Behavior**
Sample Questions

Part A: Short answer question (up to 25 words)

Part B: Analytical/ problem Solving questions

**Part C: Descriptive/ Analytical/ Problem Solving/
Case questions.**

Part A

Unit 1

Q1 Define organisational behaviour

Q2 Mention any three main OB trends in the current scenario

Q3 What are the three main challenges faced in the field of organisation behaviour now- a- days

Q4 What do you understand by expat manager?

Q5 Define multiculturalism

Unit 2

Q6 Define perception

Q7 What do you understand by attribution?

Q8 What are internal factors of perception?

Q9 What do you understand by figure and ground in the area of perception?

Q10 How is sensation different from perception?

Unit 3

Q11 Define attitude.

Q12 Is it possible to to measure attitude? How?

Q13 What do you understand by workforce diversity?

Q14 Name three attitude measurement scales.

Unit 4

Q15 Define personality

Q16 What are the main determinants of personality?

Q17 Name two scales that measure personality types

Q18 Define learning

Q19 What do you understand by conditional learning?

Q20 What is meant by social learning?

Unit 5

Q21 Define motivation.

Q22 Name three content theories of motivation.

Q23 Explain the concept of a contingency theory of motivation.

Q24 What is the essence of Alderfer's ERG theory?

Q25 What do you understand by expectancy and valence In Victor Vroom's theory?

Unit 6

Q26 Define a group

Q27 Define a team

Q28 What do you understand by transactional analysis

Q29 What do you understand by group cohesiveness

Q30 Explain the concept of bandwagon effect

Q31 What is social loafing

Unit 7

Q32 Define organisation power

Q33 What do you Understand by organisation culture?

Q34 Why is organisational change important?

Q35 Define authority. How is it different from power?

Q36 Discuss the concept of disruption.

Unit 8

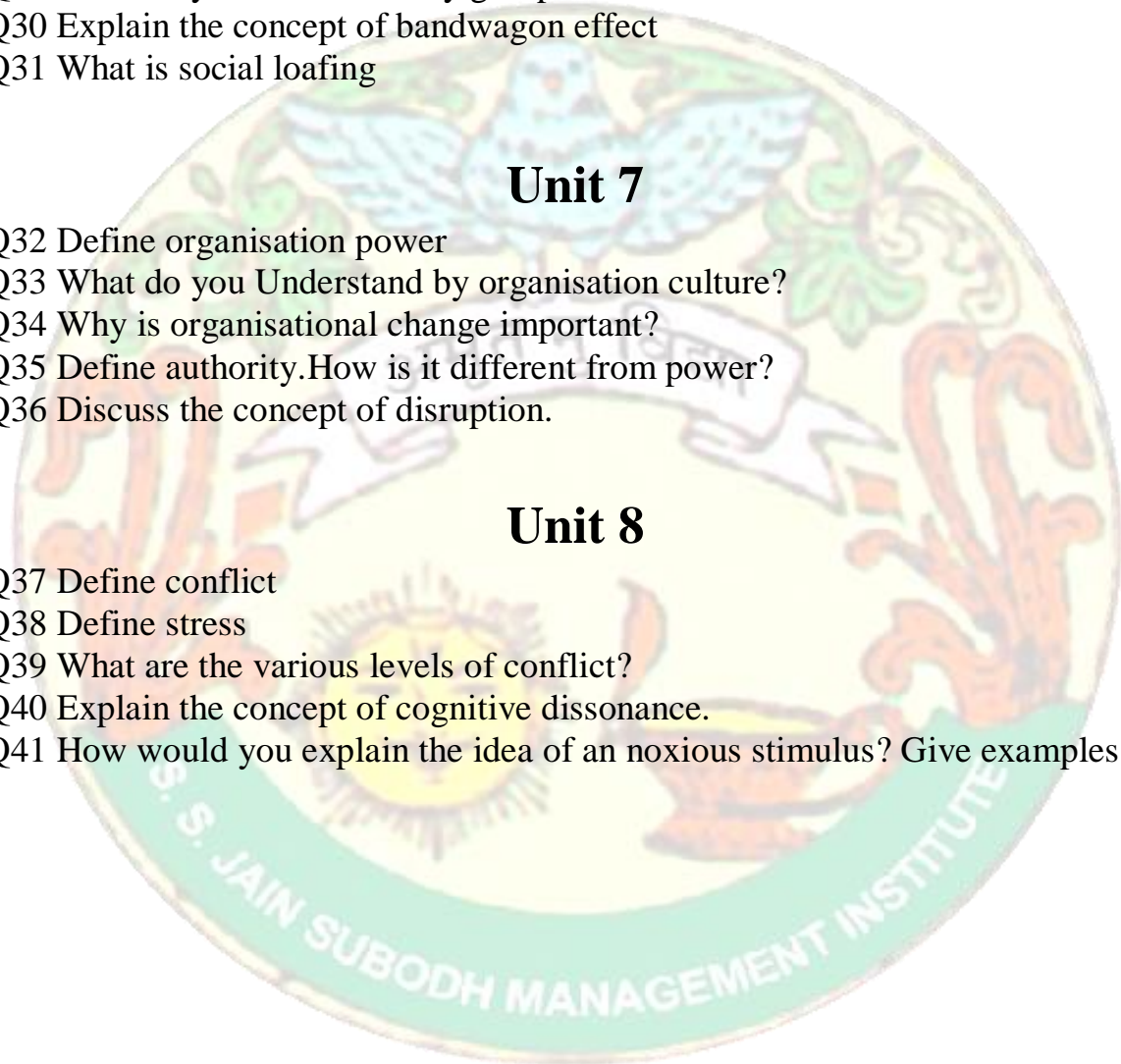
Q37 Define conflict

Q38 Define stress

Q39 What are the various levels of conflict?

Q40 Explain the concept of cognitive dissonance.

Q41 How would you explain the idea of an noxious stimulus? Give examples



Part B

Unit 1

Q1 Discuss the models of organisational behaviour

Q2 Discuss the trends in organisation behaviour that are being witnessed in the current scenario

Q3 What do you understand by globalisation and how has it impact it the field of organisational behaviour discuss how and why there is an increasing pace of globalisation and how it is changing the world of work

Q4 Compare and contrast individual and interpersonal behaviour using the Global perspective

Unit 2

Q5 Discuss the concept nature and process of perception. What are the various factors that impact perception and how?

Q6 What do you understand by perceptual error what are the various kinds of perceptual errors that can take place?

Q7 Impression management is a very important part of creating an image of the workplace. Discuss the role of perception in understanding how we perceive ourselves and how others perceive us

Q8 What is the attribution theory and how does it help us to understand how an individual can attributes his or her own behaviour

Unit 3

Q9 Discuss the concept and importance of attitude and how it has an impact on a person's work life.

Q10 What are the various attitude that are the elements for a manager to be effective and efficient at the workplace?

Q11 Discuss job satisfaction. Why is it important? How can it be created and what other problems that prevent job satisfaction from taking place?

Q12 Discuss the various methods of attitude measurement enumerating the advantages and disadvantages of each.

Unit 4

Q13 Discuss the concept nature and determinants of personality in the light of the statement that—‘ Nurture and nature are equally important in determining who we are’.

Q14 Write a note on Freud psychoanalytic theory of personality.

Q15 Discuss the big five model of personality traits and discuss how each of these is relevant for managers.

Q16 Discuss the various theories of learning and emphasize on why it is so important for managers to not only learn continuously but also to encourage constant learning amongst their juniors.

Unit 5

Q17 Discuss Abraham Maslow's hierarchy of needs and compare it to Frederick Herzberg two factor motivation theory.

Q18 Discuss McClelland's Achievement motivation theory

Q19 Write a note on the motivation theory of Porter and Lawler. Discuss how an understanding of this theory can help manager create motivation at the workplace

Q20 Can an understanding of J Stacy Adam's theory of equity help managers improve his or her own motivation by understanding this theory.

Q21 Explain the contingency theory of motivation given by Feidler

Unit 6

Q22 Discuss the concept of transactional analysis explaining how it can be the key to better interpersonal relations

Q23 Discuss the concept and types of groups? how are groups formed?

Q24 Write a note on group decision making. What are the best techniques of group decision making and how can they be the weather

Unit 7

Q25 Discuss the concept and sources of power and differentiate between Power authority and influence what are the various approaches to power

Q26 Discuss the concept characteristics and importance of organisational culture for an organisation

Q27 Discuss the concept and process of organisational change can change the manage how

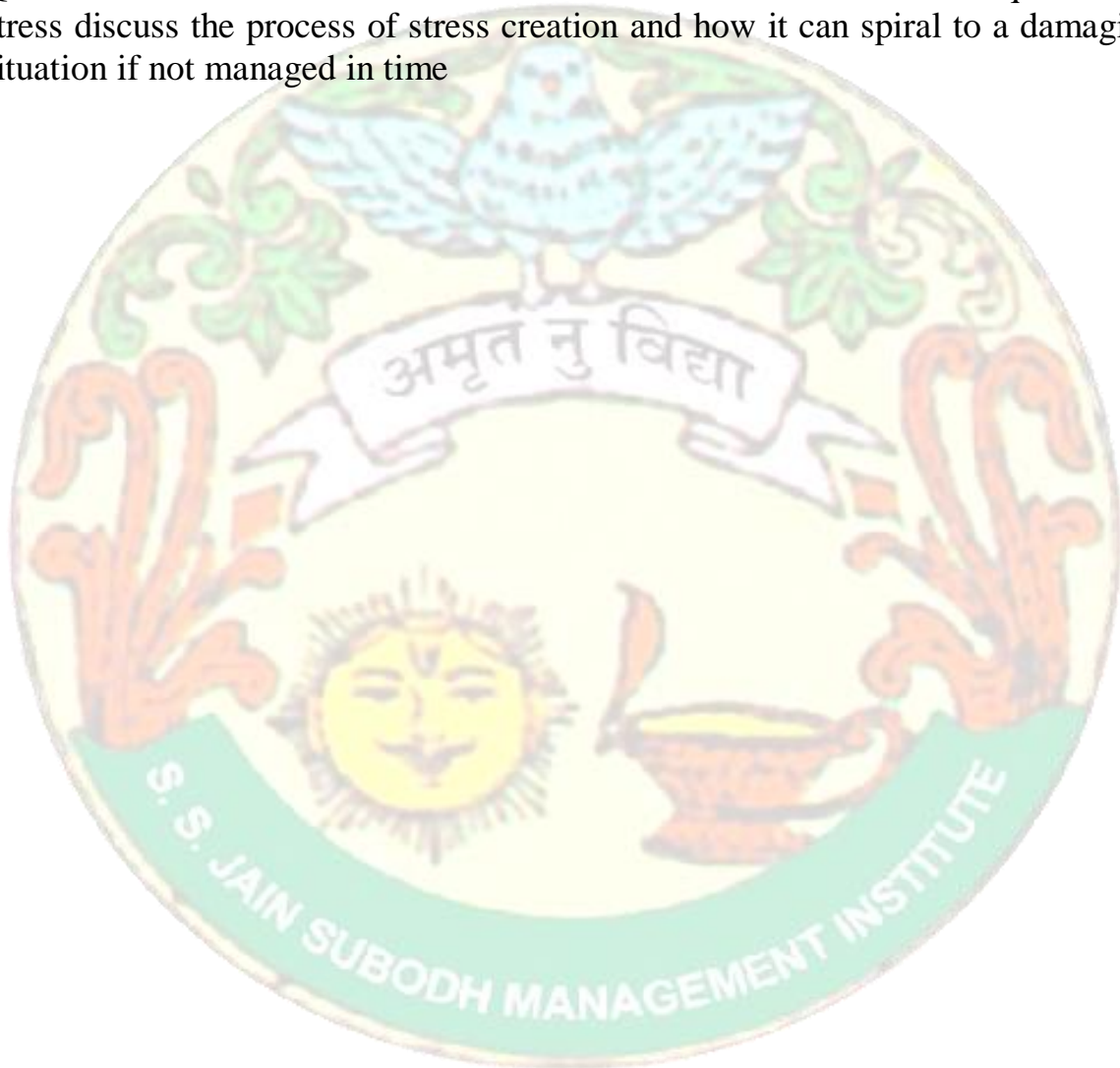
Unit 8

Q28 Discuss the concept sources and types of conflict how can conflict be resolved

Q29 Write a note on various conflict management techniques discussing the advantages and disadvantages of each of them

Q30 Can stress be managed discuss the the technique for managing strength both individually and at the workplace

Q31 Is all stress bad? how is stress caused and what are the consequences of stress discuss the process of stress creation and how it can spiral to a damaging situation if not managed in time



Part C

Unit 1

Q1 The world of work is changing and as a result of this behaviour in organisations at all levels is undergoing a transformational change discuss the statement explaining how the various Trends that are being witnessed are changing the world of Business and Organisations

Q2 Case Study_Difficult Transitions

Tony Stark had just finished his first week at Reece Enterprises and decided to drive upstate to a small lakefront lodge for some fishing and relaxation. Tony had worked for the previous ten years for the O'Grady Company, but O'Grady had been through some hard times of late and had recently shut down several of its operating groups, including Tony's, to cut costs. Fortunately, Tony's experience and recommendations had made finding another position fairly easy. As he drove the interstate, he reflected on the past ten years and the apparent situation at Reece.

At O'Grady, things had been great. Tony had been part of the team from day one. The job had met his personal goals and expectations perfectly, and Tony believed he had grown greatly as a person. His work was appreciated and recognized; he had received three promotions and many more pay increases. Tony had also liked the company itself. The firm was decentralized, allowing its managers considerable autonomy and freedom. The corporate Culture was easygoing. Communication was open. It seemed that everyone knew what was going on at all times, and if you didn't know about something, it was easy to find out.

The people had been another plus. Tony and three other managers went to lunch often and played golf every Saturday. They got along well both personally and professionally and truly worked together as a team. Their boss had been very supportive, giving them the help they needed but also staying out of the way and letting them work.

When word about the shutdown came down, Tony was devastated. He was sure that nothing could replace O'Grady. After the final closing was announced, he spent only a few weeks looking around before he found a comparable position at Reece Enterprises.

As Tony drove, he reflected that "comparable" probably was the wrong word. Indeed, Reece and O'Grady were about as different as you could get. Top managers at Reece apparently didn't worry too much about who did a good job and who didn't. They seemed to promote and reward people based on how long they had been there and how well they played the never-ending political games.

Maybe this stemmed from the organization itself, Tony pondered. Reece was a bigger organization than O'Grady and was structured much more bureaucratically. It seemed that no one was allowed to make any sort of decision without getting three signatures from higher up. Those signatures, though, were hard to get. All the top managers usually were too busy to see anyone, and interoffice memos apparently had very low priority. Tony also had had some problems fitting in. His peers treated him with polite indifference. He sensed that a couple of them resented that he, an outsider, had been brought right in at their level after they had had to work themselves up the ladder. On Tuesday he had asked two colleagues about playing golf. They had politely declined, saying that they did not play often. But later in the week, he had overheard them making arrangements to play that very Saturday. It was at that point that Tony had decided to go fishing. As he steered his car off the interstate to get gas, he wondered if perhaps he had made a mistake in accepting the Reece offer without finding out more about what he was getting into.

Case Questions

Q1 Identify several concepts and characteristics from the field of organizational behavior that this case illustrates.

Q2 What advice can you give Tony? How would this advice be supported or tempered by behavioral concepts and processes?

Q3 Is it possible to find an "ideal" place to work? Explain

Unit 2

Q3 Management of people is one of the hardest to achieve as it remains the most challenging of all functions and yet it is also the most rewarding experience. It has to be recognised by the organisation that managers need continuous training and support to achieve this skill. As we have seen in this case study, the organisation's success is closely linked to the effectiveness of collaborative team work without which managers would be working at cross purposes.

Jimmy is by all accounts a hard working, accomplished manager used to being in command, having positioned himself as Mr Dependable and enjoying his boss's unstinted support and confidence. Is it any wonder then that any challenge to his authority by a new entrant is likely to result in a bruised ego? This is not an uncommon occurrence and many a times, the single most important ingredient for a destructive work relationship, is a bruised ego. Ego is our self-image, it is a concept, an idea. It is how we see ourselves in relation to others and the world. Most of us are compelled to defend this idea as this idea is a part of our identity without which we would be lost. When this idea is threatened, the tendency is to react either by withdrawing (becoming

defensive) or by attacking in negative ways as we see it happening in this case. Jimmy's idea of self as the most admired, respected manager is threatened by the arrival of a new incumbent, Varun, whose charming ways and effervescence make him equally if not more popular with the whole office. The stage is now set for a play of defensive and aggressive behaviour as a response to the threat perceived by the ego.

In psychology parlance, a well-developed ego is responsible for shaping our responses to the external world by its accurate perception and understanding of the reality. However, in a stressful situation, this perception or interpretation of the reality is either distorted or vastly exaggerated by an underdeveloped ego. This, in turn, would colour and condition an individual's response to the outside world. A mastery of the ego would mean a more cohesive organisation of the mental processes and eventually a more synthesised and hence an effective response to the external stimuli.

Donna M. Lubrano, an adjunct marketing, communications and international business professor at Northeastern University, explains, "Each of us is endowed with an ego. We could not move forward, have self-esteem or improve our lives without it. It becomes problematic when we use it to diminish others or more importantly, it tricks us into believing that we are omnipotent and don't have anything to gain from others' experience or expertise. People with healthy egos understand and are confident in themselves and can appreciate the value others bring to the table."

In organisations where people share responsibility for a common objective, managers need to be trained to work in partnerships, as a team, and to understand the dynamics of team work. A problem solving approach that emphasises discussion and dialogue needs to be encouraged for achieving the stated goals. The underlying belief is outcomes will be more than the sum of parts if there is more team work and collaboration and high levels of employee engagement. There is then little scope for individual egos and face-saving activities that are detrimental to organisational effectiveness as we see happening in this case. Those who appreciate the power of teamwork are more likely to collaborate with their co-workers for achieving overall organisational goals.

Listening and championing mutual wins is crucial to achieving success in today's complex business environment. When we are blind-sided by ego, there is a refusal to accept one's shortcomings and a tendency to think of oneself as an omnipotent expert on all matters.

Jimmy and Varun are both high-achievers enjoying dominance in their area of work. Both also want to win on a daily basis, regardless of everything else. If they spent more time together, listened to each other and demonstrated mutual regard, the situation would not come to such a pass. The inflated ego also stops people from seeing things as they are, distorts attitudes and judgements, and hinders personal growth and learning.

The other important dimension is direct communication, which was sadly lacking between Jimmy and Varun. Both allowed their ego to come in the way of reaching an understanding of each other's role and responsibility in carrying out the strategic goals of the organisation. Eventually, a build-up of misunderstandings, latent tensions and insecurities was too dynamic to allow for any meaningful communication to take place. This would never have happened if they had talked to each other at the very beginning rather than letting things boil in a free for all nasty confrontation.

How then we resolve the tension between two senior, capable managers that is impacting the organisation and their performance negatively? First, recognise that individuals vary and so does their ways of functioning. This is also where an organisation's culture and structure play an important role. While structure provides meaning and boundaries to roles and responsibilities, culture glues it together so that the boundaries are porous and malleable. Also, culture defines what is not encouraged and provides a framework for people to modify behaviour and align to be effective.

It is important to establish and understand what is Delaware's culture. Despite individual differences and preferences, Delaware needs to promote and inculcate a culture which serves as a guiding force for all employees. Also, a structure that plays a proactive role in managing conflict, grievance redressal, and individual aspirations needs to be in place in a large business setting such as Delaware. In the absence of such a mechanism, organisations are bound to suffer from leadership crisis and an ineffective management of people as resources.

In this case, Varun is a happy go lucky back-slapping kind of person in a functional role where number crunching is a daily struggle for meeting the targets. A disregard for following the rule book as long as they serve to achieve the required outcome is not of paramount importance while Jimmy comes across as a stickler for rules and regulations who would rather go by the rule book no matter what, serve to highlight the two extremes. Both the viewpoints are neither good nor bad by themselves but have the potential to be detrimental to business success when entertained with the objective of a personal win at every cost.

Good management would necessarily involve managing opposite views and personalities. It is important to look at any problematic situation in a holistic manner and gain insights into people's attitude and behaviour. This understanding can then lead to a more proactive approach to identifying a problem and its solution.

Both Jimmy and Varun would be better off understanding each other's personality and motivation rather than focusing on the resultant behaviour. Jimmy has shown consistent commitment to the organisation and has a clear cut need for recognition from his peers and superiors. Varun needs to recognise and acknowledge this to be able to effectively manage his working relationship with

Jimmy.

Second, conflict is a part and parcel of management. By soft pedalling the issue, it is not going to go away. Jimmy and Varun needed to acknowledge that they are likely to continue working with each other and hence, the need for a constructive resolution is paramount, instead of wasting time and energy on getting 'their way' that resulted in an escalation of tension.

Third, it is important to understand self, one's limitations and the nature of challenge. When things seem too challenging, getting a third person to help is a viable option in most fluid situations. It is always useful to get a perspective from someone whom one sees as capable and whose judgement one can trust. In this case, Jimmy could have reached out to Kashyap, whom he held in high regard, and asked for his help more directly in dealing with Varun.

As a leader of Southern Region, what is Kashyap's role in all this? He gave vague hints to Jimmy and Varun for resolving their differences instead of acting as a catalyst in changing their perceptions about each other and their role in the overall scheme of things. As their manager, Kashyap needed to show leadership in managing friction through focus on shared vision, team learning, and seeing the big picture rather than encouraging individual achievements and personality driven work culture. People will always have their own agendas, egos, no matter what. The key is to remember it at all times and influence the needs and behaviour of managers towards collaborative efforts through a continuous process of mentoring/coaching.

Unit 3

Q4 CASE STUDY: EMPLOYEE ATTITUDES

Scenario: Barry has noticed that Pinnacle Custom Homes Case isn't the cheerful, pleasant AI place it used to be. Back when he was building six homes a year, everyone appeared to be dedicated to meeting deadlines, controlling costs, and keeping customers highly satisfied. But over the past two years the company has grown to 15 houses and added two new employees. Now it seems like everything is falling through the cracks: Deadlines are missed, mistakes are made on the houses, and work has to be redone. In addition, no one wants to accept responsibility for mistakes, and everyone blames someone else. Barry has also noticed that tempers are shorter, and he even has found himself arbitrating territorial disputes between departmental functions.

Yes, people may have become burned out from the increased work, but Barry had hired additional help in both the office and the field, and had increased salaries to keep pace with the market. But a lot of the fun and spark has gone out of the work, and Barry feels a distinct lack of enthusiasm or camaraderie in the ranks. What is going wrong?

Unit 4

Q5 Introduction

Organizational behavior is the study that explores the collision that structures, groups and individuals, have on behavior within an organization for the intention of applying such information towards taming an organization's efficiency. It understands the employees' role and them understanding the manager's role in the accurate manner without misconception in favor of the organization. In this case study, a retail shop sells teddy bears and Clark the manager determines her personalities in her organization" (Giacobbe, 2009).

Maxine's Clark's personality

Understanding the People Who Work at an organization and Patronize Build-A-Bear Workshop occur when people's personality is done accurately without discrimination. When decision making about a person or a thing it is vital to know their information. In this case study Maxine Clark personality is to have fun at work as she follows her previous CEO who established the rule that "Retailing is entertainment, and when customers have fun, they spend more money" (Giacobbe, 2009).

The perception of Build-A-Bear customers

She has a retail entertainment shop where she animates animals in form of bears according to the customers wish. She has this feeling from childhood and makes it a successful reality, as well as she has various retail shops worldwide. She believes teddy bear has been an ideal sign for trust, love, cuddliness and security. Other peoples personality felt that Clark would not be successful since they feared nobody will want to make stuffed animals. Kids are happy to have the stuffed animals and this promotes Clark's company of Build A Bear (Amato-McCoy, 2008).

The company broadens its customers type, menagerie and geography to enhance more productivity and reaching for customers .The customers' demographic (female twins) is intended to enhance the product appeal to more customers (Giacobbe, 2009).

Personality characteristics of Build-A-Bear Associates

Clark's success inspires interest and mentors others. Her assets sell emotional and physical experience. Clark and her associates are hard working and she finds capable associates, as well as, those who care about giving a great Build-A-Bear understanding. For instance she says. The personality can be a happy one or a sad one, a smiling one or a tear full one since the business stand for memories (Amato-McCoy, 2008). This means the associates can fulfill the feelings and she is happy that she found associates who understand.

The associates understand this and that is why they cooperate. One would enjoy working at Clarks Company since her personality is accurate and she defines what she expects from the employees to make a successful company. She also does her retails with fun and entertainment (Amato-McCoy, 2008).

One individual character is what makes him unique. Everyone is different and some people have more character traits. If a manager can be able to learn and understand the individual's character better, then there would be cooperation at work since they affect on behavior. Personality is the combination of qualities that form an individual's distinctive character.

Self-monitoring

The way that a person's monitors oneself can tell what a kind of a person one is. There are some individuals that have high self monitoring and other have low self monitoring. There are others that are satisfied with their jobs and have positive personality and try to help other people through appealing with managerial citizenship. However, those with negative personalities show working with stress. A positive personality results into better financial performance. As a managerial leader one must have positive affectivity in order to help the subordinates and impact positive commitment which results into positive financial performance (Nelson & Quick, 2012).

Behavioral measures can be measured by an observer. The observer predicts on the overall performance than of the self information. Sensing intuition refers to how one decides to gather information through the use of five senses (Nelson & Quick, 2012). The sensing types at work choose precise answers to question and become discouraged with indistinguishable information. While Intuitive type's think of a number of things at once (Nelson & Quick, 2012). The thinking and feeling preference show the way one prefers making decision.

The thinking type of people analyze and decides in an objective and reasonable manner while the feeling type sympathize and decides on a personal assessment oriented way. It is crucial for to overlook on how an organizations employees percept decisions made since it impacts on their behaviors' and can lead into conflicts. Perception also affects the cultural element as the way one interpret things may give a different meaning. Cultural diversity and Value diversity is a solution to worldwide competitiveness. This defy formulates social perception skills vital to a successful management (Nelson & Quick, 2012).

Personality of the perceiver

Familiarity with the targeted person may rule out accurate information about the person since the preconceived notions will screen out the accurate information. The perceiver's attitude matters when it comes to decision making. Attitudes can prejudice a decision. Moods are subjects to change and it affects the way people perceive information. When one is depressed, they tend to think

differently than when one is happy. One remembers information that is inconsistent with the condition of their mood (Nelson & Quick, 2012).

A person's self-concept affects the social perception; thus, a positive self-concept gives positive characteristics in a person while a negative self-concept leads a perceiver to select out the negative personality in a person. An accurate perception of oneself gives accurate perceptions of others and also by others. Cognitive structure such as looks and physical appearance affects social perception. Cognitive complexity allows people to perceive multiple personalities of other people rather than presenting few traits. Verbal communication also affects the way people listen and perceive information. Some listen to the tone, accent, and topics, then make judgments.

Conclusion

In an organization, every associate in it should be treated equally and their personalities should not be undermined regardless of their appearance, tone, and accents as well as mood. The study is conducted to observe what behavioral characteristics make a business successful and the ones that destroy it. For a company to be successful, good traits and accuracy must be maintained.

Unit 5

Q6 Case Study Need-Based Perspectives on Motivation

More Than a Paycheck

Lemuel Greene was a trainer for National Home Manufacturers, a large builder of prefabricated homes. National Home had hired Greene fresh from graduate school with a master's degree in English. At first, the company put him to work writing and revising company brochures and helping with the most important correspondence at the senior level. But soon, both Greene and senior management officials began to notice how well he worked with executives on their writing, how he made them feel more confident about it, and how, after working with an executive on a report, the executive often was much more eager to take on the next writing task.

So National Home moved Greene into its prestigious training department. The company's trainers worked with thousands of supervisors, managers, and executives, helping them learn everything from new computer languages to time management skills to how to get the most out of the workers on the plant floor, many of whom were unmotivated high school dropouts. Soon Greene was spending all his time giving short seminars on executive writing as well as coaching his students to perfect their memos and letters.

Greene's move into training meant a big increase in salary, and when he started working exclusively with the company's top brass, it seemed as though he got a

bonus every month. Greene's supervisor, Mirela Albert, knew he was making more than many executives who had been with the company three times as long, and probably twice as much as any of his graduate school classmates who concentrated in English. Yet in her biweekly meetings with him, she could tell that Greene wasn't happy.

When Albert asked him about it, Greene replied that he was in a bit of a rut. He had to keep saying the same things over and over in his seminars, and business memos weren't as interesting as the literature he had been trained on. But then, after trailing off for a moment, he blurted out, "They don't need me!" Since the memos filtering down through the company were now flawlessly polished, and the annual report was 20 percent shorter but said everything it needed to, Greene's desire to be needed was not fulfilled.

The next week, Greene came to Albert with a proposal: What if he started holding classes for some of the floor workers, many of whom had no future within or outside the company because many could write nothing but their own names? Albert took the idea to her superiors. They told her that they wouldn't oppose it, but Greene couldn't possibly keep drawing such a high salary if he worked with people whose contribution to the company was compensated at minimum wage.

Greene agreed to a reduced salary and began offering English classes on the factory floor, which were billed by management (who hoped to avoid a wage hike that year) as an added benefit of the job. At first only two or three workers showed up—and they, Greene believed, only wanted an excuse to get away from the nailing guns for awhile. But gradually word got around that Greene was serious about what he was doing and didn't treat the workers like kids in a remedial class.

At the end of the year, Greene got a bonus from a new source: the vice president in charge of production. Although Greene's course took workers off the job for a couple of hours a week, productivity had actually improved since his course began, employee turnover had dropped, and for the first time in over a year, some of the floor workers had begun to apply for supervisory positions. Greene was pleased with the bonus, but when Albert saw him grinning as he walked around the building, she knew he wasn't thinking about his bank account.

Case Questions

Q1 What need theories would explain why Lemuel Greene was unhappy despite his high income?

Q2 Greene seems to have drifted into being a teacher. Given his needs and motivations, do you think teaching is an appropriate profession for him?

Q7

CASE STUDY Process-Based Perspectives on Motivation

Equity in Academia

When the last student left Melinda Wilkerson's office at 5:30 p.m., the young English Professor just sat, too exhausted to move. Her desk was piled high with student papers, journals, and recommendation forms. "There goes my weekend," she thought to herself, knowing that just reading and commenting on the thirty journals would take up all of Saturday. She liked reading the journals, getting a glimpse of how her students were reacting to the novels and poems she had them read, watching them grow and change. But recently, as she picked up another journal from the bottomless pile or greeted another student with a smile, she often wondered whether it was all worth it.

Wilkerson had had such a moment about an hour earlier, when Ron Agua, whose office was across the hall, had waved to her as he walked past her door. "I'm off to the Rat," he announced. "Come join us if you ever get free." For a moment Wilkerson had stared blankly at the student before her, pondering the scene at the Rathskeller, the university's most popular restaurant and meeting place. Agua would be there with four or five of the department's senior members, including Alice Bordy, the department chair. All would be glad to have her join them . . . if only she didn't have so much work. At the start of her first year as an assistant professor, Wilkerson had accepted her overwhelming workload as part of the territory. Her paycheck was smaller and her hours longer than she had expected, but Agua and the other two new faculty members seemed to be suffering under the same burdens. But now, in her second semester, Wilkerson was beginning to feel that things weren't right. The stream of students knocking on her door persisted, but she noticed that Agua was spending less time talking and more time at his word processor than he had during the first semester. When asked, Agua told her he had reduced his course load because of his extra work on the department's hiring and library committees. He seemed surprised when Wilkerson admitted that she didn't know there was such a thing as a course reduction. As the semester progressed, Wilkerson realized there was a lot she didn't know about the way the department functioned. Agua would disappear once a week or so to give talks to groups around the state and then would turn those talks into papers for scholarly journals—something Wilkerson couldn't dream of having time to do. She and Agua were still good friends, but she began to see differences in their approaches. "I cut down my office hours this semester," he told her one day. "With all those students around all the time, I just never had a chance to get my work done."

Wilkerson had pondered that statement for a few weeks. She thought that dealing with students was "getting work done." But when salaries for the following year were announced, she realized what Agua meant. He would be

making almost \$1,000 more than she; the human resources committee viewed his committee work as a valuable asset to the department, his talks around the state had already earned him notoriety, and his three upcoming publications clearly put him ahead of the other first-year professors. Wilkerson was confused. Agua hadn't done anything sneaky or immoral—in fact, everything he did was admirable, things she would have liked to do. His trips to the Rat gave him the inside scoop on what to do and whom to talk to, but she couldn't blame him for that either. She could have done exactly the same thing. They worked equally hard, she thought. Yet Agua already was the highly paid star, whereas she was just another overworked instructor. As she began piling all the books, papers, and journals into her bag, Wilkerson thought about what she could do. She could quit and go somewhere else where she might be more appreciated, but jobs were hard to find and she suspected that the same thing might happen there. She could charge sex discrimination and demand to be paid as much as Agua, but that would be unfair to him and she didn't really feel discriminated against for being a woman. The university simply didn't value what she did with her time as highly as it valued what Agua did with his.

Putting on her coat, Wilkerson spotted a piece of paper that had dropped out of one of the journals. She picked it up and saw it was a note from Wendy Martin, one of her freshman students. "Professor Wilkerson," it read, "I just wanted to thank you for taking the time to talk to me last week. I really needed to talk to someone experienced about it, and all my other professors are men, and I just couldn't have talked to them. You helped me a whole lot." Sighing, Wilkerson folded the note, put it in her bag, and closed her office door. Suddenly the pile of journals and the \$1,000 didn't seem so important.

Case Questions

Q1 What do you think Melinda Wilkerson will do? Is she satisfied with the way she is being treated?

Q2 Explain the behaviors of Wilkerson and Agua using the motivation theories in this chapter.



Unit 6

Q8 CASE STUDY **Group Dynamics**

A Difficult Task Force

José has been appointed chair of a steering task force to design the primary product line for a new joint venture between companies from Japan, the United States, and South America. The new joint venture company will make, sell, and service pet caskets (coffins) for the burial of beloved pets, mostly dogs and cats. One month earlier, each company had assigned personnel to the task force:

- From the Japanese company, Furuay Masahiko from Yokohama, assistant to the president of the Japanese company; Hamada Isao from Tokyo, director of marketing from its technology group; and Noto Takeshi from Tokyo, assistant director of its financial management department.
- From the United States company, Thomas Boone from Chicago, the top purchasing manager from its lumber and forest lands group; Richard Maret from Buffalo, the codirector of the company's information systems group; and Billy Bob "Tex" Johnson from Arizona, the former CEO, now retired and a consultant for the company.
- From the South American company, Mariana Preus from Argentina, the head of product design for that company's specialty animal products group; Hector Bonilla from their Mexico City division, an expert in automated systems design for wood products; and Mauricio Gomes, in charge of design and construction for the plant, which will be located in southern Chile to take advantage of the vast forest there.

These members were chosen for their expertise in various areas and were taking valuable time away from their normal assignments to participate in the joint venture.

As chair of the task force, José had scheduled an initial meeting for 10:00 A.M. José started the meeting by reviewing the history of the development of the joint venture and how the three company presidents had decided to create it. Then, José reviewed the market for the new high-end, designer pet coffins, stressing that this task force was to develop the initial design parameters for the new product to meet increasing demand around the world. He then opened the meeting for comments and suggestions.


Mariana Preus spoke first: "In my opinion, the current designs that we have in production in our Argentina plant are just fine. They are topnotch designs, using the latest technology for processing. They use the best woods available and they should sell great. I don't see why we have to design a whole new product line." Noto Takeshi agreed and urged the committee to recommend

that the current designs were good enough and should be immediately incorporated into the plans for the new manufacturing plant. José interrupted the discussion: "Look, the council of presidents put this joint venture together to completely revolutionize the product and its manufacture based on solid evidence and industry data. We are to redesign the product and its manufacturing systems. That is our job, so let's get started." José knew that the presidents had considered using existing designs but had rejected the idea because the designs were too old and not easily manufacturable at costs low enough to make a significant impact on the market. He told the group this and reminded them that the purpose of the committee was to design a new product.

The members then began discussing possible new design elements, but the discussion always returned to the benefits of using the existing designs. Finally, Tex spoke up: "I think we ought to do what Mariana suggested earlier. It makes no sense to me to design new caskets when the existing designs are good enough to do the job." The others nodded their heads in agreement. José again reminded them of the task force's purpose and said such a recommendation would not be well received by the council of presidents. Nevertheless, the group insisted that José write a memo to the council of presidents with the recommendation to use existing designs and to begin immediately to design the plant and the manufacturing system. The meeting adjourned and the members headed to the golf course at 10:45A.M.

José returned to his computer and started to write the memo, but he knew it would anger the presidents. He hoped he would not be held responsible for the actions of the task force, even though he was its chair. He wondered what had gone wrong and what he could have done to prevent it.

Case Questions

1. Which characteristics of group behavior discussed in the chapter can you identify in this case?
 2. How did the diverse nature of the group affect the committee's actions?
 3. If you were in Jose's position, what would you have done differently? What would you do now?
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Unit 7

Q9 Organization Change and Development

Spooked by Computers

The New England Arts Project had its headquarters above an Italian restaurant in Portsmouth, New Hampshire. The project had five full-time employees, and during busy times of the year, particularly the month before Christmas, it hired as many as six part-time workers to type, address envelopes, and send out mailings. Although each of the five full-timers had a title and a formal job description, an observer would have had trouble telling their positions apart. Suzanne Clammer, for instance, was the executive director, the head of the office, but she could be found typing or licking envelopes just as often as Martin Welk, who had been working for less than a year as office coordinator, the lowest position in the project's hierarchy.

Despite a constant sense of being a month behind, the office ran relatively smoothly. No outsider would have had a prayer of finding a mailing list or a budget in the office, but project employees knew where almost everything was, and after a quiet fall they did not mind having their small space packed with workers in November. But a number of the federal funding agencies on which the project relied began to grumble about the cost of the part-time workers, the amount of time the project spent handling routine paperwork, and the chaotic condition of its financial records. The pressure to make a radical change was on. Finally Martin Welk said it: "Maybe we should get a computer."

To Welk, fresh out of college, where he had written his papers on a word processor, computers were just another tool to make a job easier. But his belief was not shared by the others in the office, the youngest of whom had fifteen years more seniority than he. A computer would eat the project's mailing list, they said, destroying any chance of raising funds for the year. It would send the wrong things to the wrong people, insulting them and convincing them that the project had become another faceless organization that did not care. They swapped horror stories about computers that had charged them thousands of dollars for purchases they had never made or had assigned the same airplane seat to five people.

"We'll lose all control," Suzanne Clammer complained. She saw some kind of office automation as inevitable, yet she kept thinking she would probably quit before it came about. She liked hand-addressing mailings to arts patrons whom she had met, and she felt sure that the recipients contributed more because they recognized her neat blue printing. She remembered the agonies of typing class in high school and believed she was too old to take on something new and bound to be much more confusing. Two other employees, with whom she had worked for a decade, called her after work to ask if the prospect of a

computer in the office meant they should be looking for other jobs. "I have enough trouble with English grammar," one of them wailed. "I'll never be able to learn computer language."

One morning Clammer called Martin Welk into her office, shut the door, and asked him if he could recommend any computer consultants. She had read an article that explained how a company could waste thousands of dollars by adopting integrated office automation in the wrong way, and she figured the project would have to hire somebody for at least six months to get the new machines working and to teach the staff how to use them. Welk was pleased because Clammer evidently had accepted the idea of a computer in the office. But he also realized that as the resident authority on computers, he had a lot of work to do before they went shopping for machines.

Case Questions

Q1 Is organization development appropriate in this situation? Why or why not?

Q2 What kinds of resistance to change have the employees of the project displayed?

Q3 What can Martin Welk do to overcome the resistance?



Unit 8

Q10

Case Study Managing Stress and the Work-Life Balance
Stress Takes Its Toll

Larry Field had a lot of fun in high school. He was a fairly good student, especially in math, he worked harder than most of his friends, and somehow he ended up going steady with Alice Shiflette, class valedictorian. He worked summers for a local surveyor, William Loude, and when he graduated Mr. Loude offered him a job as number-three man on one of his survey crews. The pay wasn't very high, but Larry already was good at the work, and he believed all he needed was a steady job to boost his confidence to ask Alice to marry him. Once he did, events unfolded rapidly. He started work in June, he and Alice were married in October, Alice took a job as a secretary in a local company that made business forms, and a year later they had their first child.

The baby came as something of a shock to Larry. He had come to enjoy the independence his own paycheck gave him every week. Food and rent took up most of it, but he still enjoyed playing basketball a few nights a week with his high school buddies and spending Sunday afternoons on the softball field. When the baby came, however, Larry's brow began to furrow a bit. He was only 20

years old, and he still wasn't making much money. He asked Mr. Loude for a raise and got it—his first.

Two months later, one of the crew chiefs quit just when Mr. Loude's crews had more work than they could handle. Mr. Loude hated to turn down work, so he made Larry Field a crew chief, giving his crew some of the old instruments that weren't good enough for the precision work of the top crews, and assigned him the easy title surveys in town. Because it meant a jump in salary, Larry had no choice but to accept the crew chief position. But it scared him. He had never been very ambitious or curious, so he'd paid little attention to the training of his former crew chief. He knew how to run the instruments—the basics, anyway—but every morning he woke up terrified that he would be sent on a job he couldn't handle.

During his first few months as a crew chief, Larry began doing things that his wife thought he had outgrown. He frequently talked so fast that he would stumble over his own words, stammer, turn red in the face, and have to start all over again. He began smoking, too, something he had not done since they had started dating. He told his two crew members that smoking kept his hands from shaking when he was working on an instrument. Neither of them smoked, and when Larry began lighting up in the truck while they were waiting for the rain to stop, they would become resentful and complain that he had no right to ruin their lungs too.

Larry found it particularly hard to adjust to being "boss," especially since one of his workers was getting an engineering degree at night school and both crew members were the same age as he. He felt sure that Alfonso Reyes, the scholar, would take over his position in no time. He kept feeling that Alfonso was looking over his shoulder and began snapping any time they worked close together.

Things were getting tense at home, too. Alice had to give up her full-time day job to take care of the baby, so she had started working nights. They hardly ever saw each other, and it seemed as though her only topic of conversation was how they should move to California or Alaska, where she had heard that surveyors were paid five times what Larry made. Larry knew his wife was dissatisfied with her work and believed her intelligence was being wasted, but he didn't know what he could do about it. He was disconcerted when he realized that drinking and worrying about the next day at work while sitting at home with the baby at night had become a pattern.

Case Questions

Q1 What signs of stress was Larry Field exhibiting?

Q2 How was Larry Field trying to cope with his stress? Can you suggest more effective methods?

