In the midst of these challenging times, CarMax continued to display solid success. In early 2009, CarMax was named one of *Fortune*'s "100 Best Companies to Work For."[72] This distinction was for the fifth straight year, beginning in 2005. Ranked number 31 on the *Fortune* 2009 list, CarMax cited the dedication and innovativeness of its many associates who moved the company forward in the challenging times and difficult retail environment of the period. Rather than pulling in during this period, which is a common practice for companies in a crisis, CarMax associates reached out. Participation in the company's Volunteer Team-Builder Program, which is aimed at community service, rose significantly among associates. Giving to their communities is just one aspect of making CarMax a great place to work.

In addition to being a great place to work, CarMax invests in its associates and was named in *Training* magazine's "Training Top 125."[73] Each year, 125 organizations that excel at associate development are selected, and 2009 was the second consecutive year in which CarMax was named. The companies are chosen based on criteria such as best training practices, evaluation methods, and outstanding training initiatives. In the case of CarMax, the company was cited for three premier training programs: Extensive Sales Training, BASE Camp, and Culture of Integrity Training. During challenging and difficult times, some companies cut investment costs aimed at people development. That can make the company lean, and unfortunately weak. By investing in its associates during challenging times, CarMax aims to be fit and strong for the long run. Strong, competent people meet the challenges of difficult times more effectively and successfully.

Chapter Summary

1. Organizational behavior is individual behavior and group dynamics in organizations.
2. Change is an opportunity when one has a positive attitude, asks questions, listens, and is committed to succeed.
3. Organizations are open systems composed of people, structure, and technology committed to a task.
4. Organizations have formal and informal elements within them.
5. Manufacturing organizations, service organizations, privately owned companies, and nonprofit organizations all contribute to our national well-being.
6. The changes and challenges facing managers are driven by international competition and customer demands.
7. Learning about organizational behavior requires a mastery of objective knowledge, specific skill development, and thoughtful application.

Key Terms

anthropology (p. 6)
challenge (p. 4)
change (p. 4)
engineering (p. 6)
formal organization (p. 10)
Hawthorne studies (p. 10)
informal organization (p. 10)
management (p. 6)
medicine (p. 6)
objective knowledge (p. 20)
opportunities (p. 4)
organizational behavior (p. 4)

people (p. 9)
psychology (p. 5)
Six Sigma (p. 18)
skill development (p. 20)
sociology (p. 6)
structure (p. 10)
task (p. 9)
technology (p. 10)

Review Questions

1. Define *organizational behavior*. What is its focus?
2. Identify the four action steps for responding positively to change.
3. What is an organization? What are its four system components? Give an example of each.
4. Briefly describe the elements of the formal and the informal organization. Give examples of each.
5. Discuss the six focus organizations used in the book.
6. Describe how competition and total quality are affecting organizational behavior. Why is managing organizational behavior in changing times challenging?

Discussion and Communication Questions

1. How do the formal aspects of your work environment affect you? What informal aspects of your work environment are important?
2. What is the biggest competitive challenge or change facing the businesses in your industry today? Will that be different in the next five years?
3. Describe the next chief executive of your company and what she or he must do to succeed.
4. Discuss two ways people learn about organizational behavior.
5. Which of the focus companies is your own company most like? Do you work for one of these focus companies? Which company would you most like to work for?
6. *(communication question)* Prepare a memo about an organizational change occurring where you work or in your college or university. Write a 100-word description of the change and, using Figure 1.1, identify how it is affecting the people, structure, task, and/or technology of the organization.
7. *(communication question)* Develop an oral presentation about the changes and challenges facing your college or university based on an interview with a faculty member or administrator. Be prepared to describe the changes and challenges. Are these good or bad changes? Why?
8. *(communication question)* Prepare a brief description of a service or manufacturing company, entrepreneurial venture, or nonprofit organization of your choice. Go to the library and read about the organization from several sources; then use these multiple sources to write your description.

Ethical Dilemma

Disco Global is an online and technology systems firm based out of Atlanta, Georgia; the company has been steadily acquiring a significant market share for the last five years. Founded by Melissa Young and Brian Whitman, Disco Global's current strategic goal is to penetrate international markets within the next three years. When Melissa and Brian first conceived of Disco Global, they envisioned growing a small niche company into one that served the widest market available, while they stay true to their professional values of corporate social responsibility.

Given Disco Global's positioning, the company has been advised to make inroads into the coveted Asian market at this time. Both co-CEO Melissa and Brian agree with this strategy and have secured a local marketing team in Hong Kong to help facilitate their entrance into China's marketplace. Henry Chee Wan, their liaison in Hong Kong, has developed a very tight plan that everyone agrees will promote Disco Global in a positive and efficient manner.

During the course of their work with Henry, Melissa and Brian learn some facts about working within the Chinese governmental structure that have given them pause. In the company's vision statement, Melissa and Brian specifically included a mention of freedom to obtain knowledge. As they learn more about China's Internet censorship practices, they grow more concerned that in acquiescing to the government's conditions, they are moving too far away from their company's original goals and ethical compass. Henry explains to Melissa singular vision. The focus is BlackBerry, just BlackBerry. RIM is not distracted by any notions of diversification. While some people would say that this is a weakness, Lazaridis' view is that RIM has nailed a trend judging by the growth of smartphones in today's world. The company is clear, focused, and on track with its singular vision.[105]

Singular vision is only one of the ingredients for success according to Lazaridis. Another success factor is the encouragement not to be afraid of taking an unconventional path. Being different may be a very good characteristic, enabling a person or a company to standout based on a distinctive competence or set of characteristics. Those who make their own paths are often called leaders and may well be pioneers. Another success factor for Lazaridis is thinking decades into the future. This is a companion to having a singular vision. Thinking into the future does require dreaming and in addition it requires rigorous research and analysis. Research, analysis, and careful planning lay the foundation for smart risks. Lazaridis encourages taking only smart risks, he does not encourage gambling, and there is an important difference.

Smart risks can pay off nicely in the marketplace. Lazaridis believes that RIM's singular vision is the firm's key strength and a key contributor to the growth of the BlackBerry smartphone, making it boss in the U.S. market. In all of North America, BlackBerry has 54 percent of the market. In Europe, Latin America, and Asia, BlackBerry is gaining ground. From great vision and big dreams followed by the hard, concrete thinking through research, analysis, and planning came RIM's success in the marketplace. RIM is not complacent however. The company contributed $150 million in venture capital to the Toronto-based BlackBerry Partners Fund to spur new software development. RIM is still on the move.

Chapter Summary

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

Key Terms

character theory (p. 55)
collectivism (p. 42)
consequential theory (p. 55)
distributive justice (p. 59)
diversity (p. 46)
expatriate manager (p. 44)
femininity (p. 43)
glass ceiling (p. 48)
guanxi (p. 40)
individualism (p. 42)
masculinity (p. 43)
power distance (p. 42)
procedural justice (p. 59)
rule-based theory (p. 55)
social responsibility (p. 60)
time orientation (p. 43)
transnational organization (p. 39)
uncertainty avoidance (p. 43)
whistle-blower (p. 60)

Review Questions

1. What are Hofstede's five dimensions of cultural differences that affect work attitudes? Using these dimensions, describe the United States.
2. What are the primary sources of diversity in the U.S. workforce?
3. What are the potential benefits and problems of diversity?
4. What is the reality of the glass ceiling? What would it take to change this reality?
5. What are some of the ethical challenges encountered in organizations?
6. Describe the difference between distributive and procedural justice.

Discussion and Communication Questions

1. How can managers be encouraged to develop global thinking? How can managers dispel stereotypes about other cultures?
2. Some people have argued that offshoring jobs is un-American and unethical. What do you think?
3. How do some companies accommodate the differing needs of a diverse workforce?
4. 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?
5. Why is diversity such an important issue? Is the workforce more diverse today than in the past?
6. How does a manager strike a balance between encouraging employees to celebrate their own cultures and forming a single unified culture within the organization?
7. Do you agree with Hofstede's findings about U.S. culture? Other cultures? On what do you base your agreement or disagreement?
8. (*communication question*) Select one of the three challenges (globalization, diversity, ethics) and write a brief position paper arguing for its importance to managers.
9. (*communication question*) Find someone whose culture is different from your own. This could be a classmate or an international student 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 that person's culture (e.g., customs, etiquette). Be prepared to share this information in class.

Ethical Dilemma

Ryan McNamara is called into his manager's office at noon on a Tuesday and told that he is to report to Pryor Sterling Inc.'s Japan office immediately to oversee a crucial project with ties to three of the firm's major international accounts. Ryan has headed up similar projects in the firm's New York office, and he's had some contact with two of the managers in the Japan office. Natalie Berman, Ryan's manager, gives him a file of information on the specifics of the project and a timetable for completion. She also impresses upon him how important it is that the project be completed seamlessly so the clients involved will be pleased.

He quickly packs a bag, boards a plane, and covers the material on his flight to Tokyo. Once there, Ryan

Diversity Dialogue

Say it Loud—I'm Fat and I'm Proud!

"Pure awesome." That's how thirty-one-year-old Marianne Kirby describes herself. Weighing in at a hefty 319 pounds, Kirby likes what she sees when she looks in the mirror. Twenty-one-year-old Marianne Gregg feels the same way. While Gregg is considerably lighter than Kirby, she uses the "F word" freely when describing herself. According to Gregg, "I'm not necessarily curvy and not chubby. I'm fat. I'm 220 pounds."

Gregg and Kirby are part of a small but growing "fat acceptance" movement in the United States where being fat is a physical characteristic to be celebrated. Members of this new movement not only accept their bodies, they embrace them. It's okay for them to be fat as long as their mental and spiritual health remains intact. They are not embarrassed by their size. Neither are they necessarily concerned about how others might perceive them. In fact, both women are actively trying to change the diet-crazed culture "one fat girl at a time." Kirby founded the Web site, TheRound.com and recently authored a book entitled *Lessons from the Fatosphere*, while Gregg writes a blog called "Young, Fat and Fabulous" that is dedicated to plus-sized women pursuing careers in fashion.

Gregg and Kirby are not without their critics. The National Action Against Obesity says that promoting this type of lifestyle is "reckless" and can lead to dire health consequences. Rebecca Puhl, a weight expert at Yale University's Rudd Center for Food Policy and Obesity, agrees but acknowledges that fad dieting can also lead to physical and psychological complications.

Although Gregg and Kirby have accepted their fatness, they are not against being physically healthy. Quite the contrary, Gregg admits that she tries to eat a balanced diet and watch her calorie intake, and Kirby remains active—jogging, roller skating, and doing Pilates and yoga. The message that Gregg and Kirby is trying to get across is that there is nothing wrong with being fat. It doesn't mean that they're lazy or smelly. They're just fat.

1. What role does weight play in your impression of others?
2. Does your attribution of *how* a person became fat affect your perceptions? Explain.

SOURCE: M. Pflum, "Fat Acceptance: 'Young, Fat and Fabulous' Say No to Yo-Yo Diets," *ABCNews.com* (June 15, 2009), http://abcnews.go.com.

LOOKING BACK: NORDSTROM

Hiring the Personality and the Attitude

At Nordstrom, the focus is on hiring the personality and the attitude and training the skill. They focus on hiring nice people with a positive, motivated, and committed attitude. Neither previous retail experience nor a college degree has ever been a prerequisite for succeeding at Nordstrom. Nordstrom makes a great effort in the hiring process to understand the potential employee's personality, how that employee feels about themselves, and their attitudes toward serving customers. When Nordstrom

NORDSTROM

Courtesy of Nordstrom

expanded into Southern California in the 1970s and needed new employees, they ran a newspaper ad that simply read, "Wanted: People Power" and then described the attributes that Nordstrom wanted. The ad did not mention what job was available or even the company, but the ad was successful in that it attracted the personality and attitude the company was looking for. In fact, that ad attracted Len Kuntz, who became one of those original employees. Kuntz was hired based on these attributes and used them to work his way up to executive vice president/regional manager of the Washington–Alaska region. Managers are also encouraged to notice people outside of Nordstrom with a great personality; they will give them a business card. Personality and attitude are keys to success at Nordstrom.[120]

Chapter Summary

1. Individual differences are factors that make individuals unique. They include personalities, perceptions, skills and abilities, attitudes, values, and ethics.
2. The trait theory and integrative approach are two personality theories.
3. Managers should understand personality because of its effect on behavior. Several characteristics affect behavior in organizations, including locus of control, self-esteem, self-monitoring, and positive/negative affect.
4. Personality has a stronger influence in weak situations, where there are few cues to guide behavior.
5. One useful framework for understanding individual differences is type theory, developed by Carl Jung and measured by the Myers–Briggs Type Indicator (MBTI®).
6. Social perception is the process of interpreting information about another person. It is influenced by characteristics of the perceiver, the target, and the situation.
7. Barriers to social perception include selective perception, stereotyping, first-impression error, projection, and self-fulfilling prophecies.
8. Impression management techniques such as name-dropping, managing one's appearance, self-descriptions, flattery, favors, and agreement are used by individuals to control others' impressions of them.
9. Attribution is the process of determining the cause of behavior. It is used extensively by managers, especially in evaluating performance.

Key Terms

attribution theory (p. 101)
behavioral measures (p. 89)
discounting principle (p. 97)
extraversion (p. 90)
Feeling (p. 92)
first-impression error (p. 99)
fundamental attribution error (p. 102)
general self-efficacy (p. 84)
impression management (p. 100)
individual differences (p. 80)
integrative approach (p. 83)
interactional psychology (p. 81)
introversion (p. 90)
intuition (p. 91)
Judging Preference (p. 92)
locus of control (p. 83)
Myers–Briggs Type Indicator (MBTI®) (p. 78)
negative affect (p. 88)
Perceiving Preference (p. 92)
personality (p. 81)
positive affect (p. 88)
projection (p. 100)
projective test (p. 88)
selective perception (p. 98)
self-esteem (p. 85)
self-fulfilling prophecy (p. 100)

self-monitoring (p. 86)
self-report questionnaire (p. 89)
self-serving bias (p. 102)
sensing (p. 91)
social perception (p. 95)
stereotype (p. 98)
strong situation (p. 88)
Thinking (p. 92)
trait theory (p. 82)

Review Questions

1. What are individual differences, and why should managers understand them?
2. Define *personality* and describe its origins.
3. Describe two theories of personality and explain what each contributes to our knowledge of personality.
4. Describe the eight preferences of the Myers–Briggs Type Indicator instrument. How does this measure Carl Jung's ideas?
5. What factors influence social perception? What are the barriers to social perception?
6. Describe the errors that affect the attribution process.

Discussion and Communication Questions

1. What contributions can high self-monitors make in organizations? Low self-monitors?
2. How can managers improve their perceptual skills?
3. Which has the stronger impact on personality: heredity or environment?
4. How can managers make more accurate attributions?
5. How can managers encourage self-efficacy in employees?
6. How can self-serving bias and the fundamental attribution error be avoided?
7. *(communication question)* You have been asked to develop a training program for interviewers. An integral part of this program focuses on helping interviewers develop better social perception skills. Write an outline for this section of the training program. Be sure to address barriers to social perception and ways to avoid them.
8. *(communication question)* Form groups of four to six; then split each group in half. Debate the origins of personality, with one half taking the position that personality is inherited and the other half that personality is formed by the environment. Each half should also discuss the implications of its position for managers.

Ethical Dilemma

Juanita Maxwell devotes a great deal of time and energy to getting to know her employees. She pays attention to what they say when she asks them how they're doing, and she remembers incidental facts like pet's names and favorite days of the week. Juanita has found that these kinds of details help her match her employees to projects that bring out their best skill sets and internal motivations. She knows, for example, that her office manager, Marcy, is a true morning person, so Juanita schedules their meetings as early as possible to maximize their effectiveness.

Juanita has a new employee on the sales team, Sandra, who is not as easy for her to read. When Sandra first started at Trumbell and Son, she was very quiet, bordering on introverted. Juanita chalked some of it, certainly, to Sandra being new, and many of the other office workers having been colleagues for over five years. At the company picnic a month later, however, Sandra matched the level of laughter and outgoingness of employees like Willy, the most senior salesperson. She engaged in games and exhibited spirited competitiveness.

Back in the office on Monday, though, Sandra kept her eyes down and avoided small talk in the office break room. She wasn't impolite to Juanita, but gone was the vivacious person who appeared at the picnic.

Juanita assumed Sandra was a naturally shy person until the first 8 A.M. staff meeting to discuss Trumbell's new product line. As voices rose with suggestions and questions, Sandra didn't hesitate to add hers to the fray. Juanita was surprised at Sandra's sudden assertive nature, given that only two days ago she had barely mumbled out "Good evening" as Juanita had waved good bye.

This ebb and flow of energy and assertiveness continued for three months, during which Juanita tries to discern which "Sandra" is the "real" one. Is she a dynamic

go-getter who just didn't like mornings or a complete introvert? So far Sandra has done an excellent job, but Juanita is uncomfortable having an employee whose personality seems so inconsistent. She begins to question if Sandra is really a good fit for Trumbell and Son.

Questions:

1. Using consequential, rule-based, and character theories, evaluate Juanita's options.
2. What should Juanita do? Why?

Experiential Exercises

3.1 Management Styles*

Part I. This questionnaire will help you determine your preferences. For each item, circle either a or b. If you feel both a and b are true, decide which one is more like you, even if it is only slightly more true.

1. I would rather
   a. solve a new and complicated problem.
   b. work on something I have done before.
2. I like to
   a. work alone in a quiet place.
   b. be where the action is.
3. I want a boss who
   a. establishes and applies criteria in decisions.
   b. considers individual needs and makes exceptions.
4. When I work on a project, I
   a. like to finish it and get some closure.
   b. often leave it open for possible changes.
5. When making a decision, the most important considerations are
   a. rational thoughts, ideas, and data.
   b. people's feelings and values.
6. On a project, I tend to
   a. think it over and over before deciding how to proceed.
   b. start working on it right away, thinking about it as I go along.
7. When working on a project, I prefer to
   a. maintain as much control as possible.
   b. explore various options.
8. In my work, I prefer to
   a. work on several projects at a time and learn as much as possible about each one.
   b. have one project that is challenging and keeps me busy.
9. I often
   a. make lists and plans whenever I start something and may hate to seriously alter my plans.
   b. avoid plans and just let things progress as I work on them.
10. When discussing a problem with colleagues, it is easy for me to
    a. see "the big picture."
    b. grasp the specifics of the situation.
11. When the phone rings in my office or at home, I usually
    a. consider it an interruption.
    b. do not mind answering it.
12. Which word describes you better?
    a. Analytical
    b. Empathetic
13. When I am working on an assignment, I tend to
    a. work steadily and consistently.
    b. work in bursts of energy with "downtime" in between.
14. When I listen to someone talk on a subject, I usually try to
    a. relate it to my own experience and see if it fits.
    b. assess and analyze the message.
15. When I come up with new ideas, I generally
    a. "go for it."
    b. like to contemplate the ideas some more.
16. When working on a project, I prefer to
    a. narrow the scope so it is clearly defined.
    b. broaden the scope to include related aspects.
17. When I read something, I usually
    a. confine my thoughts to what is written there.
    b. read between the lines and relate the words to other ideas.
18. When I have to make a decision in a hurry, I often
    a. feel uncomfortable and wish I had more information.
    b. am able to do so with available data.
19. In a meeting, I tend to
    a. continue formulating my ideas as I talk about them.
    b. only speak out after I have carefully thought the issue through.

3. Attitude–behavior correspondence depends on attitude specificity, attitude relevance, timing of measurement, personality factors, and social constraints.
4. Two important work attitudes are job satisfaction and organizational commitment. There are cultural differences in these attitudes, and both attitudes can be improved by providing employees with opportunities for participation in decision making.
5. A manager's ability to persuade employees to change their attitudes depends on characteristics of the manager (expertise, trustworthiness, and attractiveness); the employees (self-esteem, original attitude, and mood); the message (one-sided versus two-sided); and the route (central versus peripheral).
6. Emotions can strongly affect an individual's behavior at work.
7. Instrumental values reflect the means to achieving goals; terminal values represent the goals to be achieved.
8. Ethical behavior is influenced by the individual's value system, locus of control, Machiavellianism, and cognitive moral development.

Key Terms

affect (p. 118)
affective commitment (p. 125)
attitude (p. 116)
cognitive dissonance (p. 119)
cognitive moral development (p. 138)
continuance commitment (p. 125)
emotions (p. 129)
emotional contagion (p. 130)
ethical behavior (p. 130)
instrumental values (p. 135)
job satisfaction (p. 120)
Machiavellianism (p. 138)
normative commitment (p. 125)
organizational citizenship behavior (p. 123)
organizational commitment (p. 125)
social learning (p. 118)
terminal values (p. 135)
values (p. 134)
workplace deviance behavior (p. 125)

Review Questions

1. How are attitudes formed? Which source is stronger?
2. Discuss cultural differences in job satisfaction and organizational commitment.
3. What are the major influences on attitude–behavior correspondence? Why do some individuals seem to exhibit behavior that is inconsistent with their attitudes?
4. What should managers know about the emotions at work?
5. Define *values*. Distinguish between instrumental values and terminal values. Are these values generally stable, or do they change over time?
6. What is the relationship between values and ethics?
7. How does locus of control affect ethical behavior?
8. What is Machiavellianism, and how does it relate to ethical behavior?
9. Describe the stages of cognitive moral development. How does this concept affect ethical behavior in organizations?

Discussion and Communication Questions

1. What jobs do you consider to be most satisfying? Why?
2. How can managers increase their employees' job satisfaction?
3. Suppose you have an employee whose lack of commitment is affecting others in the work group. How would you go about persuading the person to change this attitude?
4. In Rokeach's studies on values, the most recent data are from 1981. Do you think values have changed since then? If so, how?
5. What are the most important influences on an individual's perceptions of ethical behavior? Can organizations change these perceptions? If so, how?
6. How can managers encourage organizational citizenship?
7. *(communication question)* Suppose you are a manager in a customer service organization. Your group includes seven supervisors who report directly to you. Each supervisor manages a team of seven customer service representatives. One of your supervisors, Linda, has complained that Joe, one of her employees, has "an attitude problem." She has requested that Joe be transferred to another team. Write a memo to Linda explaining your position on this problem and what should be done.
8. *(communication question)* Select a company that you admire for its values. Use the resources of your university library to answer two questions. First, what are the company's values? Second, how do employees enact these values? Prepare an oral presentation to present in class.
9. *(communication question)* Think of a time when you have experienced cognitive dissonance. Analyze your experience in terms of the attitude and behavior involved. What did you do to resolve the cognitive dissonance? What other actions could you have taken? Write a brief description of your experience and your responses to the questions.

Ethical Dilemma

Sarah Kovacs supervises a team of ten employees in the human resources department of Paddington, Inc. She strives to match each member of her team's strengths with appropriate tasks, and for the last five years, Sarah has created a pleasant working environment for everyone.

The newest member of her team, Kim Evans, excels at meeting deadlines and works at a level above her peers. However, since she was hired a year ago, Kim has managed to find problems or downsides to everything, and never fails to share her moody nit-picking with others. Often, Kim points out legitimate issues that need to be dealt with, but she does it with an air of negativity and misery that stymies the team's enthusiasm and puts Sarah in a challenging position from which to motivate her team. Sarah's frustration has become difficult to contain, and meetings with Kim have not produced any change in her attitude.

Last week in her supervisor's meeting, Sarah became aware of a position opening up in the marketing department that requires the skills at which Kim excels. The position hasn't been advertised yet, but Sarah thinks that she could fast-track Kim into an interview.

However, Sarah knows that Kim's negative affect will possibly be an even greater problem for the marketing department, because of that team's interaction with Paddington's clientele. Not only could Kim sour her new team's relationships, she could pass that negativity onto current and potential clients. Of course, Sarah's never seen Kim dealing with clients—Kim may have the ability to set aside her negative outlook when necessary. But she's certainly seen Kim openly criticize Paddington's policies to her peers and in front of Sarah and other managers. She's heard Kim complain about workloads, vacation time, cafeteria food, the weather...

But if Kim gets the position on the marketing team, the HR team could begin to function again like a cohesive group with focus and vision. Sarah is not sure what would be best for Paddington and her department or what she should do.

Questions:

1. Using consequential, rule-based and character theories, evaluate Sarah's options.
2. What should Sara do? Why?

Experiential Exercises

4.1 Chinese, Indian, and American Values

Purpose

To learn some differences among Chinese, Indian, and American value systems.

Group size

Any number of groups of five to eight people.

Time required

50+ minutes

Exercise Schedule

	Unit time	Total time
1. **Complete rankings (preclass)** Students rank the fifteen values either for Chinese and American orientations or for Indian and American systems. If time permits, all three can be done.		
2. **Small groups (optional)** Groups of five to eight members try to achieve consensus on the ranking values for both Chinese and American cultures.	15 min	15 min
3. **Group presentations (optional)** Each group presents its rankings and discusses reasons for making those decisions.	15 min	30 min

valued rewards, such as time off or flexible work schedules, are available. Managers must understand what their employees want.

Finally, managers should be aware that morally mature employees are more likely to be sensitive to inequities at work. At the same time, these employees are less likely to be selfish or self-centered and more likely to be concerned about equity issues for all employees. Morally mature employees will act ethically for the common good of all employees and the organization.

LOOKING BACK: DELOITTE

A Lattice, not a Ladder

© Clive Sawyer/Alamy

When Deloitte's UK operations hit nearly $4 billion in revenues, everyone received about a $2,000 bonus, a bottle of champagne at Christmas, and an extra day off. Those were the good times. How about the hard times?[90] Both for the hard times and for the changing generational differences and needs of people, Deloitte needs to look at meeting different kinds of employee needs. A recession is an opportune time for a company to explore creative ways to manage and lead people. Deloitte engaged in experimentation with reduced hours, unpaid furloughs, and lateral career moves. Crises are times in which to seek out new opportunities while being attentive to the dangers and pitfalls that are most often the focus. Going up the career ladder in hard times may be difficult, even impossible, but is it a dead-end at work?

People's needs change because of circumstances and because of life demands. Therefore, after some experimentation, Deloitte implemented a Mass Career Customization (MCC) Program as a way to motivate talented women and men to remain in the workforce. Rather than being stuck with the pressure of a career ladder, Deloitte employees may move up, down, or across what is a career lattice, depending on their life goals. Lattice is a career-path metaphor much preferred by Deloitte vice chair Cathy Benko. The MCC concept worked wonders for Deloitte tax accountant Chris Keehn in the Chicago office who was frustrated by the very long hours that cut into time with his four-year-old daughter. With support of his senior manager and two of Deloitte's partners, Keehn shifted gears and began telecommuting four days each week.

Deloitte is displaying flexibility in Chicago just as we saw it doing in the UK. The key to the success of MCC arrangements is a win-win outcome of positive social exchanges. At the center of the concept is the employee's life goal(s). What do you want most? Answering that question is a key to the Deloitte program. Career customization is not for everyone. About 10 percent of Deloitte employees "dial-up" or "dial-down" their career at any given point, but 80 percent of employees want the flexibility. Each employee's lattice is nailed together by twice-a-year evaluations that consider career targets and larger life goals. Career customization is especially good in meeting the needs of millennials who want more work-life balance, young parents like Keehn who want more time with children, and boomers who are easing into retirement. Deloitte focuses on and appreciates its people.

Chapter Summary

1. Early economic theories of motivation emphasized extrinsic incentives as the basis for motivation and technology as a force multiplier.
2. Maslow's hierarchy of needs theory of motivation was the basis for McGregor's Theory X and Theory Y assumptions about people at work.
3. According to McClelland, the needs for achievement, power, and affiliation are learned needs that differ among diverse cultures.
4. The two-factor theory found that the presence of motivation factors led to job satisfaction, and the presence of hygiene factors prevented job dissatisfaction.
5. New ideas in motivation emphasize eustress, hope, positive energy, and full engagement.
6. Social exchange theory holds that people form calculated working relationships and expect fair, equitable, ethical treatment.
7. Expectancy theory says that effort is the basis for motivation and that people want their effort to lead to performance and rewards.
8. Theories of motivation are culturally bound, and differences occur among nations.

Key Terms

benevolent (p. 169)
entitled (p. 169)
equity sensitive (p. 169)
eustress (p. 164)
expectancy (p. 170)
hygiene factor (p. 160)
inequity (p. 167)
instrumentality (p. 170)
moral maturity (p. 172)
motivation (p. 152)
motivation factor (p. 160)
need for achievement (p. 159)
need for affiliation (p. 159)
need for power (p. 159)
need hierarchy (p. 155)
psychoanalysis (p. 153)
self-interest (p. 154)
Theory X (p. 157)
Theory Y (p. 157)
valence (p. 170)

Review Questions

1. How can knowledge of motivation theories help managers?
2. What are the five categories of motivational needs described by Maslow? Give an example of how each can be satisfied.
3. What are the Theory X and Theory Y assumptions about people at work? How do they relate to the hierarchy of needs?
4. What three manifest needs does McClelland identify?
5. How do hygiene and motivational factors differ? What are the implications of the two-factor theory for managers?
6. What are two new ideas in motivation that managers are using?
7. How is inequity determined by a person in an organization? How can inequity be resolved if it exists?
8. What are the key concepts in the expectancy theory of motivation?

Chapter Summary

1. Learning is a change in behavior acquired through experience.
2. The operant conditioning approach to learning states that behavior is a function of positive and negative consequences.
3. Reinforcement is used to develop desirable behavior; punishment and extinction are used to decrease undesirable behavior.
4. Bandura's social learning theory suggests that task-specific self-efficacy is important to effective learning.
5. Goal setting improves work motivation and task performance, reduces role stress, and improves the accuracy and validity of performance appraisal.
6. Performance management and 360-degree feedback can lead to improved performance.
7. Making accurate attributions about the behavior of others is an essential prerequisite to correcting poor performance.
8. High-quality performance should be rewarded, and poor performance should be corrected.
9. Mentoring is a relationship for encouraging development and career enhancement for people moving through the career cycle.

Key Terms

classical conditioning (p. 185)
consensus (p. 204)
consistency (p. 204)
distinctiveness (p. 204)
extinction (p. 188)
goal setting (p. 190)
learning (p. 184)
management by objectives (MBO) (p. 194)
mentoring (p. 206)
negative consequences (p. 186)
operant conditioning (p. 185)
performance appraisal (p. 196)
performance management (p. 196)
positive consequences (p. 186)
punishment (p. 187)
reinforcement (p. 186)
task-specific self-efficacy (p. 188)
360-degree feedback (p. 200)

Review Questions

1. Define the terms *learning*, *reinforcement*, *punishment*, and *extinction*.
2. What are positive and negative consequences in shaping behavior? How should they be managed? Explain the value of extinction as a strategy.
3. How can task-specific self-efficacy be enhanced? What are the differences in the way introverted and extraverted and intuitive and sensing people learn?
4. What are the five characteristics of well-developed goals? Why is feedback on goal progress important?
5. What are the purposes of conducting performance appraisals? What are the benefits of 360-degree feedback?
6. What are the two possible attributions of poor performance? What are the implications of each?
7. How can managers and supervisors best provide useful performance feedback?
8. How do mentors and peers help people develop and enhance their careers?

Discussion and Communication Questions

1. Which learning approach—the behavioral approach or Bandura's social learning theory—do you find more appropriate for people?
2. Given your personality type, how do you learn best? Do you miss learning some things because of how they are taught?
3. What goals do you set for yourself at work? In your personal life? Will you know if you achieve them?
4. If a conflict occurred between your self-evaluation and the evaluation given to you by your supervisor or instructor, how would you respond? What, specifically, would you do? What have you learned from your supervisor or instructor during the last reporting period?
5. What rewards are most important to you? How hard are you willing to work to receive them?

6. *(communication question)* Prepare a memo detailing the consequences of behavior in your work or university environment (e.g., grades, awards, suspensions, and scholarships). Include in your memo your classification of these consequences as positive or negative. Should your organization or university change the way it applies these consequences?
7. *(communication question)* Develop an oral presentation about the most current management practices in employee rewards and performance management. Find out what at least four different companies are doing in this area. Be prepared to discuss their fit with the text materials.
8. *(communication question)* Interview a manager or supervisor who is responsible for completing performance appraisals on people at work. Ask the manager which aspects of performance appraisal and the performance appraisal interview process are most difficult and how he or she manages these difficulties.

Ethical Dilemma

Margaret Dawson supervises a team of six salespeople within Smith & Yardley, Inc., and she's been with the company for five years. As her team was assembled, Margaret worked assertively to make sure everyone was clear on how to complete the sometimes complicated expense report forms. Since her sales force was on the road for approximately 60 percent of the time, filling out expense reports completely was essential. The sales people were dependent on getting reimbursements quickly for living expenses and the extensive mileage accrued; the accounting team needed to process the forms quickly in order to avoid a critical backlog of debt. Margaret's team consistently submits their reports on time, a fact that pleases both Margaret and her boss. The team receives their reimbursements promptly, which meets their needs.

For her entire time with Smith & Yardley, Inc., Margaret has used a rounding system to make the numbers reconcile more easily when inputted into the excel spreadsheet expense report. She has consistently shared this procedure with her salespeople as a method of reconciliation that also quickens the process. Margaret is also aware that when her subordinates complete their reports this way, they often get a little extra money in their reimbursement check. Since that's the procedure Margaret was taught when she was new to the company, she feels comfortable passing that information on.

At the last managers' meeting, Margaret's supervisor, Henry, reviewed the correct procedures for completing expense reports. She learned that the rounding system that she was taught and has consequently taught to her sales force isn't exactly the way the company would like outstanding expenses reconciled. The way in which Margaret and her team complete their reports isn't specifically wrong, but it does err in favor of awarding the employees extra money. Margaret has to decide if she should gather her team and inform them that expense reports have to be completed in a new, more time-consuming manner, or if she should simply allow the team to keep submitting the forms in the way in which they've all become accustomed.

Questions:

1. Using consequential, rule-based and character theories, evaluate Margaret's options.
2. What should Margaret do? Why?

Experiential Exercises

6.1 Positive and Negative Reinforcement

Purpose: To examine the effects of positive and negative reinforcement on behavior change.

1. Two or three volunteers are selected to receive reinforcement from the class while performing a particular task. The volunteers leave the room.
2. The instructor identifies an object for the student volunteers to locate when they return to the room. (The object should be unobtrusive but clearly visible to the class. Some that have worked well are a small triangular piece of paper that was left behind when a notice was torn off a classroom bulletin board, a smudge on the chalkboard, and a chip in the plaster of a classroom wall.)
3. The instructor specifies the reinforcement contingencies that will be in effect when the volunteers return to the room. For negative reinforcement, students should hiss, boo, and throw things (although you should not throw anything harmful) when the first volunteer is moving away from the object;

Managers can use the principles and methods of preventive stress management to create healthier work environments. They can practice several forms of individual stress prevention to create healthier lifestyles for themselves, and they can encourage employees to do the same. Large organizations can create healthier workforces through the implementation of comprehensive health promotion programs. Setting an example is one of the best things a manager can do for employees when it comes to preventive stress management.

LOOKING BACK: IKEA

Look Within for Sources of Strength

Norbert Michalke/Photolibrary

Yes, IKEA faced external challenges in the economic downturn and the Russian corruption problem. There is a saying that the strong survive. If that is so, what is the source of strength for survival? In IKEA's case, even the company's business model has been challenged. Specifically, the question has been posed: Is IKEA's business modeling coming apart?[109] This is both a legitimate and an important question, one for any business to be able to answer in the negative. Just because the company's sales may be sluggish does not mean that the core business model of minimalist flat-pack furniture is dead or outdated. The core business model must be a source of strength and survivability in a competitive, demanding marketplace. IKEA's competitors, such as Kingfisher's B & Q, seek to emulate the one-size-fits-all approach to global retailing.

Duke behavioral economist Dan Ariely has a theory that IKEA's build-it-yourself furniture creates long-term customer loyalty.[110] Why? Because you like the furniture even more after struggling to put it all together with a minimum of useful instructions. No one would suggest that the instructions are overly detailed. This mild ambiguity creates a customer opportunity. Specifically, the opportunity is for the customer to engage, or invest, in the whole process of creating the furniture. Engagement and involvement lead to commitment. That may be the underpinning for Ariely's theory about IKEA's model for creating loyalty and business. His theory is born too of personal experience as an IKEA customer. The company's do-it-yourself strategy has succeeded for over half a century, one indicator of strength, and across dozens of countries, another indicator of strength.

IKEA's new Tampa, Florida store is the size of two Wal-Mart Supercenters, suggesting that the company believes in its business model and its internal strength to compete. If every customer that visits the IKEA store in Tampa spends a few hours inside, this might become a weekend pastime for thousands of Florida's West Coast citizens. A store this size becomes a big target. Maybe the customer loyalty that IKEA generates through the do-it-yourself strategy results from appealing to these customers' sense of achievement. While the company's business model may be an internal source of strength to survive and thrive in a very competitive retail environment, IKEA may draw strength too from its loyal and lasting customer base who has displayed their own strength and achievement in assembling IKEA furniture.

Chapter Summary

1. Stress is the unconscious preparation to fight or flee when faced with any demand. Distress is the adverse consequence of stress.
2. Four approaches to understanding stress are the homeostatic/medical approach, the cognitive appraisal approach, the person–environment fit approach, and the psychoanalytic approach.
3. The stress response is a natural mind–body response characterized by four basic mind–body changes.
4. Employees face task, role, interpersonal, and physical demands at work, along with nonwork demands. Globalization, international competition, and advanced technologies create new stresses at work.
5. Nonwork stressors, such as family problems and work–home conflicts, can affect an individual's work life and home life.
6. Stress has health benefits, including enhanced performance.
7. Distress is costly to both individuals and organizations.
8. Individual diversity requires attention to gender, Type A behavior, personality hardiness, and self-reliance in determining the links between stress and strain.
9. Preventive stress management aims to enhance health and reduce distress or strain. Primary prevention focuses on the stressor, secondary prevention focuses on the response to the stressor, and tertiary prevention focuses on symptoms of distress.

Key Terms

compensation award (p. 232)
counterdependence (p. 234)
distress (p. 220)
ego-ideal (p. 222)
homeostasis (p. 222)
overdependence (p. 234)
participation problem (p. 231)
performance decrement (p. 232)
personality hardiness (p. 233)
preventive stress management (p. 236)
primary prevention (p. 237)
secondary prevention (p. 237)
self-image (p. 222)
self-reliance (p. 234)
strain (p. 220)
stress (p. 220)
stressor (p. 220)
tertiary prevention (p. 237)
transformational coping (p. 234)
Type A behavior pattern (p. 233)
workaholism (p. 228)

Review Questions

1. Define *stress*, *distress*, and *strain*.
2. Describe four approaches to understanding stress. How does each add something new to our understanding of stress?
3. What are the four changes associated with the stress response?
4. List three demands of each type: task, role, interpersonal, and physical.

5. What is a nonwork demand? How does it affect an individual?
6. Describe the relationship between stress and performance.
7. What are the major medical consequences of distress? The behavioral consequences? The psychological consequences?
8. Why should organizations be concerned about stress at work? What are the costs of distress to organizations?
9. How do individual differences such as gender, Type A behavior, personality hardiness, and self-reliance moderate the relationship between stress and strain?
10. What are primary prevention, secondary prevention, and tertiary prevention? Describe major organizational stress prevention methods.
11. Describe eight individual preventive stress management methods.
12. What is involved in comprehensive health promotion programs?

Discussion and Communication Questions

1. Why should organizations help individuals manage stress? Isn't stress basically the individual's responsibility?
2. Is there more stress today than in past generations? What evidence is available concerning this question?
3. Discuss the following statement: Employers should be expected to provide stress-free work environments.
4. If an individual claims to have job-related anxiety or depression, should the company be liable?
5. Do you use any stress prevention methods that are not discussed in the chapter? If so, what are they?
6. (*communication question*) Write a memo describing the most challenging demands and/or stressors at your workplace (or university). Be specific in describing the details of these demands and/ or stressors. How might you go about changing them?
7. (*communication question*) Interview a medical doctor, a psychologist, or another health care professional about the most common forms of health problems and distress seen in their work. Summarize your interview and compare the results to the categories of distress discussed in the chapter.
8. (*communication question*) Do research on social support and diaries as ways to manage stressful and/ or traumatic events. Develop an oral presentation for class that explains the benefits of each of these approaches for preventive stress management. Include guidelines on how to practice each.

Ethical Dilemma

Neil Murray has been working for a small accounting firm for the last eight months—he left a grueling position with one of the major firms in New York City in favor of a chance to work at Johnston & Marcus. Even though Neil makes a little less money, he truly values the other "perks" of the job. Neil appreciates how the founding partners have established a supportive environment. The firm maintains a warm, family atmosphere, where people feel legitimately cared for. Neil no longer works long nights or weekends, and he's been able to reconnect with his young family by eating dinner together every night and volunteering as a Little League coach. That extra time has also allowed Neil to pick up a workout regimen to get his health back in order. He also loves how the firm encourages their staff to volunteer their accounting talents to local nonprofits by rewarding them with paid vacation time for their efforts. In short, Neil has found his new job extremely rewarding, both professionally and personally.

Once a month, however, Neil has to file a status report on the firm's standing and financials to a clearing house. It isn't a long or complicated report, but Neil dreads completing it, because his boss requires Neil to falsify information that needs to be included.

Neil hasn't challenged his boss—he has simply complied with the request.

During the last two months, as the report date looms, Neil finds himself getting depressed. He has begun to get sick to his stomach when he thinks about completing the forms using incorrect information. Neil doesn't even want to sign his name to the document, because he knows that he is committing a crime.

If this were occurring at Neil's former job, Neil would have quit the first time he was asked to lie. However, he feels so strongly about how well he loves everything else at Johnston & Marcus that it's hard for him to imagine leaving.

Questions:

1. Using consequential, rule-based and character theories, evaluate Neil's options.
2. What should Margaret do? Why?

Experiential Exercises

7.1 Gender Role Stressors

The major sources of stress are not necessarily the same for men and women. This exercise will help you identify the similarities and differences in the stressors and perceptions of men and women.

Step 1. Individually list the major sources of stress for you because of your gender. Be as specific as possible, and within your list, prioritize your stressors.

Step 2. Individually list what you think are the major sources of stress for those of the opposite gender. Again, be as specific as possible, and prioritize your list.

Step 3. In teams of five or six members of the same sex, share your two lists of stressors. Discuss these stressors, and identify the top five sources of stress for your group because of your gender and the top five sources of stress for those of the opposite gender. Again, be as specific as possible, and prioritize your list.

Step 4. The class will then engage in a cross-team exchange of lists. Look for similarities and differences among the teams in your class as follows. Select one gender to be addressed first. If the females are first, for example, the male groups will post their predictions. This will be followed by the actual stressor lists from the female groups. Then do the same for the other gender.

7.2 Workplace Stress Diagnosis

The following exercise gives you an opportunity to work within a group to compare the work demands and job stressors found in different work settings. Intervention for preventive stress management should always be based on a good diagnosis. This exercise gives you a start in this direction.

Step 1. Rate the degree to which each of the following work demands is a source of stress for you and your coworkers at work. Use a 7-point rating scale for assigning the stressfulness of the work demand, with 7 = very high source of stress, 4 = moderate source of stress, and 1 = very little source of stress.

_____ Uncertainty about various aspects of the work environment
_____ Lack of control over people, events, or other aspects of work
_____ Lack of career opportunities and progress
_____ The implementation of new technologies
_____ Work overload; that is, too much to do and not enough time
_____ Conflicting expectations from one or more people at work
_____ Confusing expectations from one or more people at work
_____ Dangerous working conditions and/or hazardous substances
_____ Sexual harassment by supervisors, coworkers, or others
_____ Abrasive personalities and/or political conflicts
_____ Rigid, insensitive, unresponsive supervisors or managers

Step 2. Write a brief description of the most stressful event that has occurred in your work environment during the past twelve-month period.

Step 3. The class will form into groups of approximately six members each. Each group elects a spokesperson and then compares the information developed by each person in Steps 1 and 2. In the process of this comparison, answer the following questions:

a. What are the similarities between work environments in terms of their most stressful work demands?

b. What are the differences among work environments in terms of their most stressful work demands?

c. Are there similarities in the descriptions of the most stressful events? If so, what are they?

Step 4. Each group will share the results of its answers to the questions in Step 3. Cross-team questions and discussion follow.

Step 5 (Optional). Your instructor may ask you to choose one or another of the work environments in which to develop some preventive stress management strategies. Complete parts a and b below in your group.

a. Identify one to three preventive stress management strategies that you think are the best to use in the work environment. Why have you chosen them?

b. How should the effectiveness of these strategies be evaluated?

7. Communicative disease is the absence of heartfelt communication in human relationship and can lead to loneliness and social isolation.
8. Information Communication Technology (ICT) includes e-mail, voice mail, and cell phones. High-tech innovations require high-touch responses.

Key Terms

barriers to communication (p. 266)
communication (p. 258)
communicative disease (p. 277)
communicator (p. 259)
data (p. 260)
defensive communication (p. 269)
feedback (p. 259)
gateways to communication (p. 266)
information (p. 260)
Information Communication Technology (ICT) (p. 280)
interpersonal communication (p. 258)
Kinesics (p. 275)
language (p. 259)
message (p. 259)
nondefensive communication (p. 269)
nonverbal communication (p. 272)
one-way communication (p. 263)
perceptual screen (p. 259)
receiver (p. 259)
reflective listening (p. 260)
richness (p. 260)
two-way communication (p. 263)

Review Questions

1. What different components of a person's perceptual screens may distort communication?
2. What are the three defining features of reflective listening?
3. What are the four levels of verbal response in reflective listening?
4. Compare one-way and two-way communication.
5. What are the five communication skills of effective supervisors and managers?
6. Describe dominant and subordinate defensive communication. Describe nondefensive communication.
7. What four kinds of nonverbal communication are important in interpersonal relationships?
8. What are helpful nonverbal behaviors in the communication process? Unhelpful behaviors?
9. What is communicative disease?
10. Describe at least five new communication technologies in terms of data richness.

Discussion and Communication Questions

1. Who is the best communicator you know? Why do you consider that person to be so?
2. Who is the best listener you have ever known? Describe what that person does that makes him or her so good at listening.
3. What methods have you found most helpful in overcoming barriers to communication that are physical? Status-based? Cultural? Linguistic?
4. Who makes you the most defensive when you talk with that person? What does the person do that makes you so defensive or uncomfortable?
5. With whom are you the most comfortable and nondefensive in conversation? What does the person do that makes you so comfortable or nondefensive?
6. What nonverbal behaviors do you find most helpful in others when you are attempting to talk with them? When you try to listen to them?
7. *(communication question)* Identify a person at work or at school who is difficult to talk to and arrange an interview in which you practice good reflective listening skills. Ask the person questions about a topic you think may interest her or him. Pay particular attention to being patient, calm, and nonreactive. After the interview, summarize what you learned.
8. *(communication question)* Go to the library and read about communication problems and barriers. Write a memo categorizing the problems and barriers you find in current literature (last five years). What changes do organizations or people need to make to solve these problems?
9. *(communication question)* Develop a role-playing activity for class that demonstrates defensive (dominant or subordinate) and nondefensive communication. Write brief role descriptions that classmates can act out.
10. *(communication question)* Read everything you can find in the library about a new communication technology. Write a two-page memo summarizing what you have learned and the conclusions you draw about the new technology's advantages and disadvantages.

Ethical Dilemma

Dan Neville is the manager for a team of engineers at RFC, Inc. He is responsible for coordinating his team's efforts on a daily, weekly, and monthly basis, as well as assuring that they are keeping on schedule with teams in other offices around the country. Dan regularly communicates with his own team via e-mail, attaching memos and instructions prior to their regular face-to-face meetings. Clear, consistent, and timely communication is an essential element of Dan's job.

Dan usually has no trouble with any member of the team understanding his instructions, except for Kyle Trenton. Kyle always seems to misunderstand or misinterpret Dan's messages, even during face-to-face meetings. Kyle doesn't seem to be deliberately being obstinate; he honestly derives other meanings from Dan's communications, reading into the words Dan chooses and coming up with implied ideas that Dan never intended.

Inevitably, Dan has to meet with Kyle separately to be certain that Kyle understands the tasks at hand. If left to his own devices, Kyle wouldn't come to Dan to question his interpretation of the message, because he sincerely believes he "gets it." However, Kyle is rarely clear about Dan's meanings, and Dan must devote extra time and energy to reorient Kyle. Dan tries to be sympathetic, because Kyle is a nice person and a good worker, but Kyle requires twice as much time from Dan as everyone else and it is frustrating. Dan does worry that if Kyle would happen to misunderstand critical directions on a building project which are not corrected, someone could legitimately get hurt.

Dan has an opportunity to move Kyle onto a new position, where he would no longer have to work with Dan's current team and Dan would no longer have to communicate with Kyle. However, Dan knows that Ken Rothberg is the head of that team, and Ken is known for being a very poor communicator. Dan suspects that Ken wouldn't take any additional time to make certain that Kyle understood his instructions, and that could cause even more critical problems.

Questions:

1. Using consequential, rule-based and character theories, evaluate Dan's options.
2. What should Dan do? Why?

Experiential Exercises

8.1 Communicate, Listen, Understand

The following exercise gives you an opportunity to work within a three-person group to do a communication skill-building exercise. You can learn to apply some of the reflective listening and two-way communication materials from the early sections of the chapter, as well as some of the lessons managing difficult communication in a nondefensive manner.

Step 1. The class is formed into three-person groups and each group designates its members "A," "B," and "C." There will be three 5- to 7-minute conversations among the group members: first, between A and B; second, between B and C; third, between C and A. During each conversation, the nonparticipating group member is to observe and make notes about two communicating group members.

Step 2. Your instructor will give you a list of controversial topics and ask A to pick a topic. A is then asked to discuss his or her position on this topic, with the rationale for the position, with B. B is to practice reflective listening and engage in listening checks periodically by paraphrasing what he or she understands to be A's position. C should observe whether B is practicing good listening skills or becoming defensive. C should also observe whether A is becoming dominantly defensive in the communication. This should be a two-way communication.

Step 3. Repeat Step 2 with B as communicator, C as listener, and A as observer.

Step 4. Repeat Step 2 with C as communicator, A as listener, and B as observer.

Step 5. After your instructor has had all groups complete Steps 1 through 4, your three-person group should answer the following questions.

a. *Did either the listener or the communicator become visibly (or internally) angry or upset during the discussion?*

b. *What were the biggest challenges for the listeners and the communicator in the controversial communication?*

c. *What are the most important skill improvements (e.g., better eye contact or more patience) the listener and communicator could have made to improve the quality of understanding achieved through the communication process?*