Chapter 1 Internet Exercises

1. People-Centred Practices

The purpose of this exercise is to focus on one well-known company with a good general reputation (Hewlett-Packard) and look for evidence of the seven people-centred practices discussed at the beginning of this chapter (go back and review them to refresh your memory). On the Internet, go to the Hewlett-Packard site (**www.hp.com/hpinfo/abouthp/corpobj.html**) and read the section titled "Corporate objectives," especially the parts titled "Employee commitment" and "Leadership capability."

QUESTIONS

1. On a scale of 1 = low to 10 = high, how people-centred is HP?
2. What *specific* evidence of each of the seven people-centred practices did you find?
3. Which of the seven practices appears to be HP's strongest suit?
4. Do HP's culture and values give it a strategic competitive advantage? Explain.
5. Would you like to work for HP? Why or why not?

2. Exploring Employment Equity

Go to the Web site of the Alliance for Employment Equity (**www.web.net/~allforee**). Read about the Alliance and its mission to expand employment equity legislation in Canada. Then go to the Global Applied Disability Research and Information Network on Employment and Training (GLADNET) site (**www.gladnet.org**). Click on "Infobase." Look for one or two Canadian research projects and one or two projects in other countries that are summarized here. Finally, go to the National Institute of Disability Management and Research site (**http://nidmar.ca**). Review the information on education and certification for the field of disability management. See the section on NIDMAR's Certified Disability Management Professional (CDMP) program.

QUESTIONS

1. Why is the Alliance for Employment Equity having trouble staying in operation? How might they increase their funding?
2. How will the results of the research projects funded by GLADNET contribute to increasing the representation of disabled workers in the workforce?
3. How will CDMP graduates help to increase the representation of disabled workers in the workforce?

Chapter 2 Internet Exercises

1. A Free Online Interactive Emotional Intelligence (EI) Test

Go to the Hay Group's EI Internet site (**http://ei.haygroup. com**) and select "Take an emotional intelligence quiz" from the menu. Read the instructions and complete the 10 test items. (Note: This is a very quick-and-easy test.) Follow the prompt to submit your answer to automatic scoring.

QUESTIONS

1. Do you believe that this sort of paper-and-pencil psychological testing has any merit? Explain.
2. Could self-serving bias influence the way people evaluate intelligence tests? For example, "I scored high so I think it's a good test." "I scored low so it's an unfair or invalid test."
3. Do you agree with psychologist Daniel Goleman that EI can be more important and powerful than IQ? Explain.

2. The General Self-Efficacy Scale (GSE)

In OB, we are most often concerned with self-efficacy in a specific sense related to a given task. However, researchers have also developed a generalized self-efficacy scale to be used for predicting coping with daily life and adaptation after experiencing stressful life experiences. The GSE can be viewed on the Web at **http:// userpage.fu-berlin.de/~health**. Click on "Self-Efficacy Scale to view the questionnaire in the language of your choice. Complete the 10-item questionnaire at the bottom of the page and follow the scoring instructions (in the administration section).

QUESTIONS

1. Does your GSE score match your self-perception of GSE? Explain.
2. Do you think GSE could be useful in organizational settings? Why or why not?

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Chapter 3 Internet Exercises

1. Analyzing Motivation

This chapter discussed a variety of approaches for motivating employees. The purpose of this exercise is for you to identify motivational techniques or programs that are being used at different companies. Begin by visiting the Web site for the Beyster Institute at **www.beysterinstitute. org**. The Institute is a nonprofit organization that helps managers to implement equity-based compensation and broad-based participation programs aimed at improving corporate performance. To begin your search, select "Other Resources." Then select "Case Studies," and pick one company that you would like to analyze.

QUESTIONS

1. In what ways is this company using the theories and models discussed in this chapter?
2. To what extent is employee motivation related to this organization's culture?
3. What motivational methods is this company using that were not discussed in this chapter?

2. How to Motivate Employees

This chapter discussed how employee motivation is influenced by goal setting and the relationship between performance and rewards. We also reviewed the variety of issues that managers should consider when implementing motivational programs. The purpose of this exercise is for you to examine the motivational techniques used by General Electric (GE). GE is one of the most successful companies in the world. The company is well known for establishing clear corporate goals and then creating the infrastructure (e.g., rewards) to achieve them. Visit GE Canada's home page at **http://ge.com/ca/en**. Begin your search by clicking on "Students" and locating GE's values and key growth initiatives. Then expand your search by going to **www.gecareers.com** and clicking on "Why GE," and "Rewards & Benefits" for information that discusses the different incentives GE uses to motivate its employees.

QUESTIONS

1. Based on GE's values and goals, what type of behaviour is the organization trying to motivate?
2. What rewards does GE use to reinforce desired behaviour and performance?
3. To what extent are GE's practices consistent with the material covered in this chapter?

Chapter 4 Internet Exercises

1. 360-Degree Feedback

As discussed in this chapter, 360-degree feedback is getting a good deal of attention these days. Our purpose here is to introduce you to a sample 360-degree evaluation from an innovative Internet-based program marketed by Panoramic Feedback. (Note: Our use of this sample is for instructional purposes only and does not constitute an endorsement of the program, which may or may not suit your needs.)

Go to the Internet home page (**www.panoramicfeedback.com**), and select "360-Degree Feedback," "Samples," and then "Questionnaire" from the menu. The sample evaluation is for a hypothetical supervisor named Terry Smith. For our purposes, substitute the name of *your manager* from your present or past job. The idea is to do an *upward* evaluation of someone you actually know. Read the brief background piece, and proceed to Part One of the questionnaire. Read and follow the instructions for the seven performance dimensions and the two comment boxes.

QUESTIONS

1. How would you rate the seven performance dimensions in this brief sample? Relevant? Important? Good basis for constructive feedback?
2. If you were to expand this evaluation, what other performance scales would you add?
3. Is this a *fair* evaluation, as far as it goes? Explain.
4. How comfortable would you be evaluating the following people with this type of *anonymous* 360-degree instrument: Boss? Peers? Self? People reporting directly to you?
5. Would you like to be the focal person in a 360-degree review? Under what circumstances? Explain.
6. Results of anonymous 360-degree reviews should be used for which of the following purposes: Promotions? Pay raises? Job assignments? Feedback for personal growth and development? Explain.

2. Manager–Employee Relationships

The Joan Lloyd at Work site **www.joanlloyd.com** points out that employee turnover is often a direct result of dissatisfaction with a manager. As the labour market gets tighter and tighter in the early 21st century, managers need to pay more attention to their management style. A quiz regarding the manager–employee relationship is included in article 311 (go to **www.joanlloyd.com/articles.asp**) and find the article dated "3/5/2000."

QUESTIONS

1. If you manage others as part of your job responsibilities, take the quiz. If you don't, then ask someone you know who is a manager to take the quiz. How did you (he or she) score?
2. Ask yourself (or the other manager) what the results mean to you (him or her). Did the questions zero in on any areas that you (he or she) find difficult? What are they?
3. Does it help you (him or her) identify areas where changes in management style might be made? What are they? How will these changes affect the manager–employee relationship?
4. Acquiring managerial skills can be difficult because behavioural change is involved. Do you (he or she) think that some supervisory training might help to strengthen managerial skill in some of the areas that were identified through the quiz that you (he or she) find difficult? What sort of training?

Chapter 5 Internet Exercises

1. A Free Self-Assessment Questionnaire to Measure Your Coping Skills

The purpose of this exercise is to provide you with feedback on how well you cope with perceived stress. Go to the Coping Skills Test at the QueenDom site (**www.queendom.com/tests/alltests.html**), read the instructions, complete all items, and click on the "Score" button for automatic scoring. You will receive an overall coping skills score.

QUESTIONS

Possible scores for overall coping skills range from 0 (extremely poor coping skills) to 100 (extremely good coping skills).
1. How did you score? Are you surprised by the results?
2. Do you agree with the interpretation of your scores?
3. On the basis of the interpretation of your results, what can you do to improve your coping skills? How might you also reduce your level of perceived stress?

2. Wellness Programs—StrengthTek

StrengthTek is an organization that provides wellness programs to corporate clients. Go to the StrengthTek site at **www.strengthtek.com**. Click on "Workplace Wellness Services." Review their wellness and fitness offerings.

QUESTIONS

1. How do these programs promote a healthier work environment?
2. Which of the wellness and fitness programs offered through StrengthTek would you be interested in if your employer offered StrengthTek's programs? Why?
3. What other fitness/wellness programs would you suggest be offered?

Chapter 6 Internet Exercises

1. Creative Brainstorming

Countless brainstorming sessions are conducted by individuals and groups within organizations daily. We do not expect this trend to stop. To help you successfully facilitate and participate in a brainstorming session, this chapter provided a set of guidelines for conducting a brainstorming session. We did not, however, discuss different techniques that can be used to enhance individual and group creativity while brainstorming. The purpose of this exercise is for you to learn two techniques that can be used to enhance creative idea generation and to complete two creativity puzzles.

Begin the exercise by going to **www.brainstorming. co.uk**. Then click on "Training on Creative Techniques." After a brief discussion about creativity, you will be given the option to learn more about a variety of different techniques that can be used to enhance creativity. Choose any two techniques and then answer questions 1 and 2 below.

Now return to the home page, and click on "Creativity Puzzles." Follow the instructions and attempt to complete two puzzles. Don't peek ahead to see the answers until you have tried to finish the activity. On the basis of your experience with these creativity puzzles, answer questions 3 and 4.

QUESTIONS

1. How might you use these techniques in a class project?
2. Should different techniques be used in different situations? Explain.
3. Why do these puzzles help people to think outside of the box?
4. How might these puzzles be used during a brainstorming session?

2. Exploring Codes of Conduct

Visit the Web site for the Canadian Centre for Ethics and Corporate Policy (**www.ethicscentre.ca**) and click on "Resources," then "Links," then "Codes of Conduct." Choose "International Code of Ethics for Canadian Business," and review the vision, beliefs, values, and principles contained in this code of ethics proposed by the Human Rights Research and Education Centre at the University of Ottawa.

QUESTIONS

1. The concept of avoiding bribery and corruption is mentioned in both the values and the principles. How realistic is this in a global economy? Why or why not?
2. Does the belief that wealth generation for stakeholders and a fair sharing of economic benefits can be achieved simultaneously seem realistic? Why or why not?
3. The vision, values, and principles all make reference to environmental protection. In what ways might this priority conflict with valuing wealth maximization for stakeholders? Is there some way to reconcile these beliefs?

Chapter 7 Internet Exercises

1. Communications Skills Testing

Managers, who are responsible for getting things accomplished with and through others, simply cannot be effective if they are unable to interact skillfully in social settings. As with any skill development program, you need to know where you are before constructing a learning agenda for where you want to be. Go to QueenDom (**www.queendom.com**), and select the category "Tests & Profiles." (Note: Our use of this site is for instructional purposes only and does not constitute an endorsement of any products that may or may not suit your needs. There is no obligation to buy anything.) Next, select "Communication Skills" from the list of "Top Test." Read the brief instructions, complete all items, and click on the "Score" button for automatic scoring. It is possible, if you choose, to print a personal copy of your completed questionnaire and results.

If you have time, some of the other relationships tests are interesting and fun. We recommend trying the following ones: Arguing Style Test; Assertiveness Test; and Conflict Management Test.

QUESTIONS

1. How did you score? Are you pleasantly (or unpleasantly) surprised by your score?
2. What is your strongest social/communication skill?
3. Reviewing the questionnaire item by item, can you find obvious weak spots in your social/communication skills? For instance, are you a poor listener? Do you interrupt too often? Do you need to be more aware of others, both verbally and nonverbally? Do you have a hard time tuning into others' feelings or expressing your own feelings? How do you handle disagreement?
4. In view of the results of this questionnaire, what is your learning agenda for improving your social and communication skills?

2. Virtual Team Readiness Testing

Virtual teams, where members attempt to complete projects despite being geographically dispersed, will grow more common as advanced computer networks and communication technologies become even more sophisticated. Are you (and your organization) ready to work in this sort of electronically connected team environment? You can find out, thanks to the Web site of a management training company at **www.tmaworld.com/microsite/assess.htm** and complete the Virtual Team Readiness Indicator (for your current or past employer). Then click on the "Submit" button. You will be given a virtual team readiness score and a brief interpretation.

QUESTIONS

1. How did you score? Are you pleasantly or unpleasantly surprised?
2. How ready are you for work on a virtual team? In what areas does your virtual team need more training in order to work effectively?

Chapter 8 Internet Exercises

1. A Free Self-Assessment Questionnaire for Assertiveness

As covered in this chapter, communication styles vary from nonassertive to aggressive. We recommended that you strive to use an assertive style while avoiding the tendencies of being nonassertive or aggressive. In trying to be assertive, however, keep in mind that too much of a good thing is bad. That is, the use of an assertive style can transform to an aggressive one if it is taken too far.

The purpose of this exercise is to provide you with feedback on the extent to which you use an assertive communication style. Go to the Internet home page for QueenDom (**www.queendom.com**), and select the tests and profiles icon. (Note: Our use of this questionnaire is for instructional purposes only and does not constitute an endorsement of any products that may or may not suit your needs. There is no obligation to buy anything.) At the tests and profiles page, select the relationships icon. Now select the "Assertiveness Test," and then read the instructions, complete all 10 items, and click on the "score" button for automatic scoring. Read the interpretation of your results.

QUESTIONS

1. Possible scores on the self-assessment questionnaire range from 0 to 100. How did you score? Are you surprised by the results? Do you agree with the interpretation of your score?
2. Reviewing the questionnaire item by item, can you find aspects of communication in which you are either nonassertive or possibly too assertive? Do you think that your communication style can be improved by making adjustments within these areas of communication?

2. Gender Games

Go to the "Gender Games" Web site of Australian business communications consultant Candy Tymson (**www.tymson.com**). Click on "Enter." Then click on "Articles and Stories." If you are a male, review "10 Strategies for Men When Dealing with Women in Business," and if you are a female, review "10 Strategies for Women When Dealing with Men in Business." At the next meeting of a work or study group you are part of, look for opportunities to use these tips, and make a serious effort to adapt your communication style when dealing with group members of the opposite sex.

QUESTIONS

1. Were there any strategies that you immediately sensed would be helpful? What past experiences did you have that led to this perception?
2. Which strategy did you find most useful? What happened when you used it?
3. Which strategy or strategies seemed to be most effective in making cross-gender communication easier? Why?

Chapter 9 Internet Exercises

1. Understanding Negotiation

Harvard Law School, in cooperation with other leading universities, hosts the Internet site "Program on Negotiation" (**www.pon.harvard.edu**). Select the heading "Publications" from the main menu. Next, click on "Negotiation Journal," scroll down and click on "Negotiation Journal homepage," select "View Sample Issue," and survey the articles from a recent issue of that quarterly. Focus on topics and findings related to managing organizational behaviour.

QUESTIONS

1. What new insights did you pick up from the *Negotiation Journal* article summaries? Explain.
2. Do you now have a greater appreciation of the importance and complexity of the field of negotiation? Explain.
3. What do you need to do to become a better negotiator in important aspects of your life (such as relationships, family disagreements, pay raises and promotions, legal disputes, and academic assignments and grades)?

2. Intercultural Quotient (IQ) Mini-Test

Enter the Web site for international cross-cultural consultant André Turcotte (**http://pages.infinit.net/aturc/entry.html**) and read about the "Intercultural Quotient (IQ)" which is intended to provide information about potential for cross-cultural business success. Click to take the IQ Mini-Test. Answer the questions based on your personal interest in a cross-cultural business career, complete the mini-test, and click to submit this information via email. Results will be emailed back to you within a day or so.

QUESTIONS

1. What was the level of your (a) knowledge, (b) skills, and (c) behaviours regarding intercultural issues? What was your overall IQ?
2. What specific information was provided about your state of readiness for a cross-cultural business career? Explain.
3. Do you have some idea of areas where you need to strengthen your cross-cultural knowledge, skills, and behaviours? If so, what are they?

Chapter 10 Internet Exercises

1. A Free Tutorial on Social Influence

Do you get the feeling advertisers, the media, politicians, salespeople, parents and teachers, and friends sometimes are trying to "trick" you by manipulating words and images in self-serving ways? According to Professor Robert B Cialdini, you are right to feel a bit put upon. After all, as his research has documented, each of us is the recipient (or victim) of countless social influence attempts during every waking hour. Their fascinating Internet site (**www.influenceatwork.com**) provides an inside look at social influence so we will not be unfairly or unwittingly manipulated.

At the home page, click on the "What's Your Influence Quotient?" icon. The short quiz will get you thinking about the power and pervasiveness of social influence. Back at the main menu, you might want to select the heading "About Us" for relevant background. Returning once again to the home page, select "training from the main menu and then scroll down and click on "principles of influence" for more interesting information.

QUESTIONS

1. Having read selections from this social influence Web site, are you more aware of day-to-day influence processes and tactics? Explain.
2. What were the most valuable insights you picked up from the site? Generally, do you see social influence as a constructive or sinister force in society? Explain.
3. Is it possible that employees are becoming more difficult to influence because they have become hardened or numbed as a result of excessive exposure to influence attempts?
4. How can managers use social influence *ethically*?

2. Women's Networking

Networking groups for women in business became popular in the 1970s and now, 30 years later, there are dozens to choose from—all over the world. Go to the Web site for the Canadian Women's Business Network (**www.cdn bizwomen.com**). Click on "Provincial Directories" and look around the different provinces for connections that might help you as you embark on your career. Then click on "Biz Resources" in the menu at the top and check out anything you think might be of use to someone starting out on the career path you have chosen.

QUESTIONS

1. If you are a female student, what specific information on this site can you use right now as you begin your career? Explain.
2. If you are a male student, do you feel comfortable using this information? Why or why not? If not, search for and discuss with the class a networking organization that will work for you.

Chapter 11 Internet Exercises

1. Evaluating Leadership Styles

The topic of leadership has been important since the dawn of time. History is filled with examples of great leaders such as Mohandas Gandhi, Martin Luther King, and Bill Gates. These leaders likely possessed some of the leadership traits discussed in this chapter, and they probably used a situational approach to lead their followers. The purpose of this exercise is for you to evaluate the leadership styles of a historical figure.

Go to the Internet home page for Leadership Values (**www.leader-values.com**), and select the subheading "4 E's." This section provides an overview of leadership and suggests four essential traits/behaviours that are exhibited by leaders to envision, enable, empower, and energize. After reading this material, select the subhead-ing "Featured Leaders." Next, choose one of the leaders from the list of historical figures, and read the description about his or her leadership style. You may want to print all of the material you read thus far from this Web page to help you answer the following questions.

QUESTIONS

1. Describe the 4 E's of leadership.
2. Using any of the theories or models discussed in this chapter, how would you describe the leadership style of the historical figure you investigated?
3. Was this leader successful in using the 4 E's of leadership? Describe how he/she used the 4 E's.

2. The Leadership Network

Go to the Web site for The Leaderhsip Network for the Government of Canada at **www.hrma-agrh.gc.ca/leadership/ld_e.asp**. Click on "Key Leadership Competencies."

QUESTIONS

1. Identify examples of consideration behaviour and initiating structure behaviour in the competency definitions.
2. Are there any examples of servant-leadership in the competency definitions?

Chapter 12 Internet Exercises

1. Alternative Effectiveness Criteria

There is no single way to measure organizational effectiveness, as discussed in this chapter. Different stakeholders want organizations to do different and often conflicting things. The purpose of this exercise is to introduce alternative effectiveness criteria and to assess real companies with them.

Every year, *Fortune* magazine publishes a ranking of The World's Most Admired Companies. *Fortune* applies a set of nine attributes that might be called effectiveness criteria. You can judge for yourself by going to Hay Group web site where *Fortune's* "Most Admired Companies" research

is detailed (**www.haygroup.com/fortune/about.asp**). Scroll down to "About the Study" and click on the "More" link, where you will see a list of the nine criteria.

QUESTIONS

1. Do you agree that the nine attributes are really organizational effectiveness criteria? Explain. What others would you add to the list? Which would you remove from the list?
2. How did you rank each of the nine attributes?

2. Organization Charting Software

Charting software is used by many organizations to create their organizational charts. Go to the Smartdraw.com Web site (**www.smartdraw.com**) and review their advertising material. Click on "Org Charts."

QUESTIONS

1. What shapes are relevant to all types of organizations?
2. What shapes are relevant only for mechanistic organizations? Only for organic organizations?
3. Are there any shapes that might be required for organic or virtual organizations that are missing? Why might this be the case?

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Chapter 13 Internet Exercises

1. Organizational Culture

This chapter focused on the role of values and beliefs in forming an organization's culture. We also discussed how cultures are embedded and reinforced through socialization and mentoring. The topic of organizational culture is big business on the Internet. Many companies use their Web pages to describe their mission, vision, and corporate values and beliefs. There also are many consulting companies that advertise how they help organizations to change their cultures. The purpose of this exercise is for you to obtain information pertaining to the organizational culture for two different companies. You can go about this task by very simply searching on the key words "organizational culture" or "corporate vision and values." This search will identify numerous companies for you to use in answering the following questions. You may want to select a company for this exercise that you would like to work for in the future. (For example, Alcan Inc., at **www.alcan.com**.)

QUESTIONS

1. What are the organization's espoused values and beliefs?
2. What methods appear to have been used to embed culture in these organizations?

2. How knowledgable are You About Implementing Change?

Resistance to change is a major challenge for managers. It can be helpful to assess your knowledge about implementing change in an organization. Go to the Web site of organizational performance consultants Maichael A. Knaus & Associates (**www.maknaus.com**) for a summary of knowledge regarding organizational change. At the side of the page, click on "Free Advice" and then "Interactive Quiz" as indicated to view how this consultant would answer each question. Answer the 16 questions and click on "Score the Exercise" to find out your score. The higher your score, the higher your level of comfort with change.

QUESTIONS

1. What did you learn about your knowledge of change and implementation?
2. How can you improve your change management skill level?