

PREFACE

A Different Kind of Textbook—Because Teaching and Learning OB Is *Hard Enough!*

Contemporary students put extraordinary demands on OB instructors and textbooks alike. On one hand, students immersed in challenging quantitative courses such as finance and accounting and other business disciplines are often quick to dismiss OB/Management courses as “soft” or “elementary” or “common sense”—so there is a pressing need for relevance and richness. On the other hand, modern technology and short attention spans have created an aversion to the theoretical grounding and evidence-based education necessary to build true understanding and applicable skills.

Thoughtful OB and management instructors are therefore often torn between opting for a traditional descriptive text, strong on concepts and definitions, but with little application focus, or choosing a more popular-press reading, strong on war-story anecdotes and prescriptions (often more popular with students), but short on theory and evidence.

Recognizing this tension in our own OB classrooms, we set out to create a book (and ancillary package) with an express mission of **balance**. To work for us, the book would have to be one that students would find engaging but also would have the coverage, rigor, and evidence base demanded of professional OB and Management instructors. So this text is evidence-based but targeted to application. It covers traditional OB topics but in a decision-oriented, not just descriptive, way. It embraces the best OB models and evidence but engages students in how to use those models to improve their skill-sets and more successfully navigate organizational life. Just as the book’s title conveys, it is about both *knowing* and *doing*. It is expressly designed to reconcile student demands for relevance and application with instructor interests in rigor, evidence, and appropriate coverage of the discipline. We know firsthand that teaching OB today is akin to walking a tight rope, and this book is designed in that spirit.

Put another way, we saw our charge as creating a book that would inform, illuminate, and inspire. We wanted to *inform* students of the best and most current knowledge about organizational behavior and its application to management contexts. We wanted to *illuminate* those concepts with the most vivid and memorable examples and illustrations. And we wanted to *inspire* learners by capturing and conveying the challenge and excitement and even playfulness involved in managing and working with people. To do that, we found it appropriate to diverge from conventional textbooks in several significant ways, and we briefly highlight those choices in the following.

“Ideal management education should reorient its priorities and focus on skill training. A great deal is known about inculcating such skills, but the knowledge does not typically make its way into the business curriculum.”

—Henry Mintzberg, McGill University

Skills and Decisions vs. Concepts and Description

For whatever reason, almost every leading OB textbook today still has a decidedly *descriptive* orientation. For example, team effectiveness may *sound* like a very applied topic. Yet, most textbook chapters so titled deal exclusively with the different types of teams, comparisons of individual and team decision making,



"To be honest—I'm not sure that accounting can be taught."

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theories of team development and conflict, and so on. In most cases, the information is accurate, but it leaves students marginally prepared to work effectively in a team.

Similarly, chapters on motivation and leadership often trace the history of research and theory in those areas but end up not directly addressing the skills and behaviors a student needs to actually motivate others or lead a group or a change project. Our goal in this text was to get beyond description to skill development and decisions. That is, not just what defines a good group, but how one might make a group function better. Our goal was to translate from description to decisions—from OB *concepts* to organizational and managerial *action*.

Student-Centric Evidence and Learning vs. Comprehensive Body of Knowledge

In recent years, we have come to understand much more about how students actually consume textbook material. As a result, we approached the process of writing this book in a different way than perhaps a traditional textbook might be written. For example, in selecting the content for each chapter in this book, we purposively did *not* start by spreading out all of the existing textbooks and looking at all the accumulated knowledge about that topic. Rather, we began with the key questions, problems, and challenges people face in, say, managing time, communicating a persuasive message, overcoming resistance to change, or dealing with a problem team member, and then turned to the existing literature to build chapters around those problems.

Indeed, as we wrote each chapter, we adopted a position akin to editors of *Consumer Reports* magazine. That is, we tried to test assumptions about what students *really read and consume*, and what instructors *really use* from a textbook. And we asked ourselves: What do *we* want to use? What material connects with students? What are the best readings and exercises? What material do we rarely or never use? We call this *student-centric* material.

The Russian author Tolstoy once insightfully noted that “*All happy families resemble each other, but each unhappy family is unhappy in its own way.*” Similarly, we would contend that all effective managers resemble one another, but poor ones are ineffective in their own unique ways. And the first phase of competence is how readily and skillfully novices can respond to routine situations, not simply their ability to handle unusual ones. So we should strive less for comprehensiveness and more on achieving fundamental skills and knowledge that can help aspiring managers operate in the most core and recurring situations commonly faced (e.g., our *Manage What?* scenarios that frame each chapter are designed to do just that). Our goal was to include the material and evidence, and *only* that material and evidence, that might be labeled “mission critical.” The book is relatively short in order to do important things well, rather than attempt to superficially cover the waterfront.

We hasten to add, however, that to suggest that students today want nothing to do with research, or want their texts “dumbed down” is both inaccurate and condescending. Indeed, our experience is that students *do* want to know the origins of what they are being taught—provided the research helps bring concepts to life. For example, a fascinating recent study found that monkeys will turn down very desirable food if they know that *other* fellow monkeys are getting even more desirable food. In our view, this is a terrific illustration of the intense power of equity perceptions, and something that is likely to stick with students in their study of motivational concepts.

Hearing the Voice of the Student vs. Pushing the Discipline

We like to think that our “partners” in writing this book were the many students and practicing managers who have been in our courses, completed our surveys, and shared with us the ideas, tools, quotations, and “little gems” that helped them develop and refine their own skills. Indeed, over the last few years we have asked our students to interview practicing managers and to find out how those managers would evaluate the organizational behavior and management courses they took in college. In doing so, the managers frequently pointed out that courses focused a lot of attention on theories and concepts but, in their view, focused too little on relevant prescriptive principles and *skills*. They were challenged most by the “people problems” in their work, and yet felt their management education had not emphasized, nor adequately prepared them for, that component of their job. So in writing this text, we tried to consistently take into account what those who ultimately must go and practice management most need to know.

Finally, in the course of writing this book we were often asked how our book would differ from popular-press books. In responding to that we are always quick to clarify that we certainly do not consider “popular” to be synonymous with *bad*. Indeed, there are some wonderful and useful popular works that we draw from in this book. We do, however, think the distinction between this book and many of the popular-press books on similar topics is pronounced and critically important. In our view, any book targeted to students in a university context must provide exposure to the “whys”; that is, the conceptual foundation of skills. We think this book’s defining value is its practicality and usefulness, but we contend that this is so *because* it is based on good theory and research, not because we *avoided* the important conceptual grounding.

The OB Teaching Challenge: Aiming for Balance

We believe that inculcating OB/Management Skills is perhaps the greatest challenge in business education today—and it is time to more directly and intentionally take on that challenge. Few people question the analytic capability of today’s graduating students—but the jury is still out on their interpersonal and leadership competence. We think a skills-based, decision-oriented approach, manifest in this text, is critical to addressing that challenge. Finally, working and managing effectively in organizations today is an act of supreme balance—and our hope is that we have created a textbook that is true to that charge.

Features of the Book

Manage *What*?

One of our favorite teaching colleagues is an accounting professor who enjoys pointing out to us that, while every organization has an accounting, information systems, and marketing department, he has *never* heard of a corporation that has a management department. He further chides us that having a degree in management invites the question, “*Management of what?*” In reality, he is a passionate advocate for improving the management skills of his accounting students and even pushed us to write this text. But his observation raises an important issue.

One of the legitimate criticisms of OB and management courses and textbooks, even those with a stated skills focus, is that they tend to be rather abstract about what is really being managed. There is often a curious lack of focus on the

specifics of what managers are challenged to do, and on how great professionals might respond to those challenges.

With that in mind, we decided to open each chapter with a section we call *Manage What?* The *Manage What?* feature consists of several fundamental and specific questions or challenges related to the skill focus of that chapter. For example, in the chapter on *team effectiveness*, one scenario poses a challenge regarding how to deal with members who are not pulling their weight. In the *motivation* chapter, one of the scenarios addresses how to diagnose and deal with a person who shows little desire to do better work, and so on. So that students can conduct a “skills check,” we have also included selected critiques or debriefings of how a skilled manager might have proceeded on the *Manage What?* scenarios. We have intentionally, however, not included all of the debriefs at the end of the chapters. Some of the debriefs are only available in the instructor’s manual so that those critiques can be distributed to students at any point—or sometimes as the key when we use the *Manage What?* scenarios as exam questions.

Taken together, the *Manage What?* scenarios comprise a set of the most fundamental of management skills. They are hardly comprehensive—there is clearly much more to learn about management (and in the book) than how to handle just those scenarios—but the set is a concrete start toward isolating the mainstream and recurring things that great managers do well.

Our accounting professor friend likes to heighten student interest by pointing out how his course material is good preparation to become a CPA (certified public accountant). We would contend that an understanding and mastery of the *Manage What?* scenarios would likewise constitute a good step toward becoming a hypothetical CPM or “certified people manager.” No such certification actually exists, but we have sought to include the recurring skills we would expect someone to demonstrate to be certified as a great manager if there were such a reputable credential. Those skills are the focus of the *Manage What?* scenarios.

Management Live

“Example is not the main thing in influencing others. It is the only thing.”

—Albert Schweitzer

We doubt there is an OB/Management instructor alive who would deny the critical importance of illustration and examples in helping students develop the skills of great managers. So, in addition to liberally using examples in the text itself, we also have created a separate feature designed to highlight the most vivid and engaging illustrations, stories, and short cases we could find. We call the section *Management Live* to capture the spirit of those illustrations, which is expressly to enliven the text and bring to life the concepts in ways meaningful and memorable to learners.

Learning theorists have begun using the term “stickiness” to describe learning stimuli that ultimately stay with learners, and that very much captures the spirit of this feature of the book. Our experience is that our students often recall specific cases and examples long after they have forgotten lectures and text. So our goal was to infuse each chapter with *Management Live* examples that catch attention, strike the imagination, and really do “stick” with students as examples and guides.

Tool Kits

An irrefutable aspect of applying skills is to have a good set of tools. In our executive education work, we have been struck by how much participants appreciate “takeaways” like self-assessments, good forms, quick checklists, and so on. Although we have never been particularly focused on such takeaways for our degree students, it occurred to us that such tools would be useful for *anyone*

trying to improve his or her management skills. Indeed, a fundamental supposition of the evidence-based management movement is that once evidence is well established, it should be codified into practice through the use of checklists or other decision supports. In this spirit, we therefore embed several Tool Kits into each chapter. For example, the *performance management* chapter has Tool Kits for choosing the right performance evaluation method, analyzing a performance problem and terminating or reassigning an employee. The *motivation* chapter has a quick guide to rewarding effectively, the *conflict* chapter includes a checklist for effective mediation, and so on. The Tool Kits are presented in a way that students can copy and actually make use of them now or in the future. Taken collectively, the Tool Kits comprise something of a management skills manual. We make no claims that these are original or novel or provocative or anything fancy at all. However, they are the things that make their way on to managers' office doors, desktop frames, purse cards, and so on.

Contemporary Cases

Contemporary OB teaching is hard because students often think that OB teaching is *not* contemporary. That is unfortunate because many of the most progressive and “hottest” companies today are, in fact, wonderful exemplars of the best of OB practice. For example, Google's recent investigation into what makes a great boss at the firm turned up a list of characteristics that have been validated for years by OB researchers. Zappos' 10 cultural commandments read like a synthesis of OB research on high-performance cultures. Facebook, Microsoft, and leading hospitality firms do *not* rely on low-validity unstructured interviews and subjective selection practices favored by too many organizations. Rather, they employ the most valid of selection procedures supported by decades of rigorous research.

It was these observations that prompted us in this edition of our text to open each chapter with a case that would satisfy our students' craving for examples that are: (a) *authentic*—what they like to call “real world,” and (b) *current and relevant*. We expressly sought firms that would strike their imagination, and our goal was to show a clear linkage between what they are reading in the text and the application of those concepts in the most progressive and admired of today's organizations. So we have endeavored to include cases that have that character at the end of each of our chapters. A master list of the contemporary cases is shown next.

Chapter 1 – eHarmony

Chapter 2 – CIGNA

Chapter 3 – Threadless and ChallengePost

Chapter 4 – TRUTHY

Chapter 5 – Tableau

Chapter 6 – Ritz-Carlton

Chapter 7 – The Dallas Mavericks

Chapter 8 – Klout

Chapter 9 – Google

Chapter 10 – Team Concepts

Chapter 11 – The NFL Players Association

Chapter 12 – Google, Microsoft, Southwest Airlines, and Doubletree Hotels

Chapter 13 – Zappos

Chapter 14 – The Indiana Bureau of Motor Vehicles

Ancillaries

It is hardly provocative to suggest that the ways students learn today have changed rather dramatically from a generation ago. Just as iPods have changed the way music is delivered and consumed, so too has the Internet, wireless technology, and portable video capability transformed the way learners consume education. Moreover, learning researchers have long recognized that students have different learning styles: some favoring reading and reflection, and others engaged more by visual depictions and hands-on experience.

The instructional implication is that the most successful courses will be those that expose learners to *multiple* educational stimuli. With that in mind, we have supplemented this text with a set of supporting resources designed to facilitate the learning of management skills in multiple ways. Central to these support materials are the Online Learning Center (OLC) at www.mhhe.com/baldwin2e and McGraw-Hill *Connect*[®] *Organizational Behavior*.

In summary, we have tried to translate our own experiences in the classroom into a package of learning stimuli that will both appeal to and challenge students of organizational behavior and management. Although sometimes characterized as being elementary or common-sensical, great management is neither common nor easy, and the existence of so many ineffective managers and toxic organizations attests to that. We firmly believe that many aspects of management can be learned, but it takes a focus on skills and a more concerted effort to bring those skills to life than many of our traditional learning materials provide. Our hope is that this text and set of ancillaries will be useful in that regard—but we consider it all a work in progress. We actively invite your input as we all try to foster better-managed organizations and healthy and engaging places to work.

"Happiness is coming to class and seeing the video projector set up."

—Charlie Brown

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- Instructor's manual
- PowerPoint slides
- Test bank
- The *Connect Organizational Behavior* ebook

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- Record and distribute your lecture with a click of a button.
- Record and index PowerPoint presentations and anything shown on your computer so it is easily searchable, frame by frame.
- Offer access to lectures anytime and anywhere by computer, iPod, or mobile device.
- Increase intent listening and class participation by easing students' concerns about note-taking. Lecture Capture will make it more likely you will see students' faces, not the tops of their heads.

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Assurance of Learning Ready

Many educational institutions today are focused on the notion of *assurance of learning*, an important element of some accreditation standards. *Managing Organizational Behavior: What Great Managers Know and Do, 2e*, is designed specifically to support your assurance of learning initiatives with a simple yet powerful solution.

Each test bank question for *Managing Organizational Behavior: What Great Managers Know and Do, 2e*, maps to a specific chapter learning outcome/objective listed in the text. You can use our test bank software, EZ Test and EZ Test Online, or in *Connect Organizational Behavior* to easily query for learning outcomes/objectives that directly relate to the learning objectives for your course. You can then use the reporting features of EZ Test to aggregate student results in a similar fashion, making the collection and presentation of assurance of learning data simple and easy.

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The statements contained in *Managing Organizational Behavior: What Great Managers Know and Do, 2e*, are provided only as a guide for the users of this textbook. The AACSB leaves content coverage and assessment within the purview of individual schools, the mission of the school, and the faculty. While *Managing Organizational Behavior: What Great Managers Know and Do, 2e*, and the teaching package make no claim of any specific AACSB qualification or evaluation, we have within *Managing Organizational Behavior: What Great Managers Know and Do, 2e*, labeled selected questions according to the six general-knowledge and skills areas.

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The Best of Both Worlds



Changes from the First Edition

The response to our first edition was immensely gratifying, as OB and Management instructors seem to be gravitating toward a more skills-oriented and decision-making approach. Among the most favored elements of the original edition was our overt recognition of the knowing–doing gap and the features that engaged students to think about personal and managerial action rather than just the learning of descriptive concepts.

We also received many useful ideas for enhancing the text and have tried to incorporate those ideas into this new edition. Among the most significant changes, this new edition includes:

- **Broader coverage to better fit OB courses.** While many of our adoptions were for OB courses, and all three authors use the book in such courses at their respective institutions (Indiana University, California State University-Fresno, and DePaul University) feedback suggested that some instructors, who otherwise were attracted to the skills-oriented approach, did not find the book quite broad enough for their OB course. In response, we restructured the text by adding some significant content and brand-new chapters, resulting in a text that more fully reflects the scope and evidence base of organizational behavior. Naturally, we changed the title to reflect this substantial restructuring.

Note that there was no divergence from our skills-orientation or our focus on personal and managerial action. Indeed, we retained the subtitle (What Great

Managers Know and Do) and intentionally included some content that has *not* typically been part of most traditional OB books (for example, performance management, selecting and retaining talent change management, and so on), because the evidence is clear that these areas are *essential* to effective management and therefore critical in exposing students to what great managers *really* know and do. Importantly, these topics are all discussed from a *manager's* perspective and should not interfere with or detract from other functional courses such as human resource management, but rather reinforce the close ties between organizational behavior and human resource management in actual practice. In short, our aim was to make the book better-suited to fit the content and structure of a typical OB course. And while not for everyone, we do think the text is a great option for those instructors who feel drawn to take a more skills-based and decision-oriented approach to their OB or management course

- **Knowing and Doing Objectives.** As our subtitle suggests, great management is about both knowing and doing, and so we now overtly include *both* knowing and doing learning objectives at the outset of each challenge. Instructors (and administrators) have told us that this feature is very useful for those schools concerned with assurance of learning (AACSB), alignment of curriculum to objectives, and related issues that are so ubiquitous in business schools
- **Addition of Contemporary Cases and Discussion Questions** (with debriefs for instructors). We consistently hear from our students—and now from fellow instructors using the book—that contemporary students want more cases and examples of OB ideas in practice. So we heeded that call by adding two cases to every chapter—most of them drawn from progressive contemporary firms that best capture student interest. We also include accompanying discussion questions that challenge students to wrestle with ideas from the book using context from the most exciting and interesting contemporary firms.
- **Embedded Tool Kits.** Staying true to our focus on knowing and doing, the new edition integrates the Tool Kits (which used to appear at the end of the chapter) directly into the chapter text. We think this embedding makes the popular book feature more user-friendly and, most importantly, facilitates more efficient transition from knowledge to action.
- **More Manage What? Challenges—and New Debriefs.** Any student of math knows how important “problem sets” are in facilitating the transition from knowing principles to solving actual problems correctly. Moreover, it is *really* wonderful to have the *answers* to those problem sets in the back of the book. We think OB learning is analogous. So we have added more of our popular *Manage What?* challenges that appear at the opening to every chapter. Moreover, in this edition we have also added answers so that students can compare their responses to expert commentary on how to address the challenge. On the advice of our book adopters, however, the debrief to at least one such challenge in each chapter is still provided only to instructors so it could be used as an evaluation tool if an instructor so chooses.
- **Enhanced Ancillaries and Video Supplements.** In today's contemporary classroom, it takes more than a textbook to bring a class to life. So the book comes complete with an entirely new set of ancillaries, including McGraw-Hill's innovative *Connect* program.