

LEARNING: relatively permanent change in immediate or potential behaviour resulting from practice or experience.

Reinforcer: A stimulus that increases the probability of occurrence of any behaviour with which it is associated.

<p>Positive Reinforcement:</p> <ol style="list-style-type: none"> 1. Subject responds; 2. Present 'pleasant' stimulus. <p><u>Result:</u> subject will respond again</p>	<p>Negative Reinforcement:</p> <ol style="list-style-type: none"> 1. Present 'unpleasant' stimulus; 2. Subject responds; 3. Remove 'unpleasant' stimulus. <p><u>Result:</u> subject will respond again</p>
<p>Extinction</p> <ol style="list-style-type: none"> 1. Identify inappropriate behaviour 2. Identify the reinforcer 3. Remove the reinforcer <p><u>Result:</u> The behaviour will disappear</p>	<p>Punishment</p> <ol style="list-style-type: none"> 1. Identify unwanted behaviour 2. Present aversive stimulus <p><u>Result:</u> Behaviour will disappear</p>

Effective punishment:

- Punish immediately.
- Make sure that punishment is truly aversive.
- Do not reward unwanted behaviour before or after punishment.
- Do not punish desirable behaviour.
- Provide positive reinforcement

REPRIMANT → REDIRECT → REWARD

Schedules:

- Continuous
- Ratio (F or V) or interval (F or V)

Primary need (biological) vs. Secondary (acquired satisfaction)

SOCIAL COGNITIVE THEORY

- Emphasizes the role of *cognitive processes* in regulating people's behaviour.
- People learn by observing the behaviour of others
- 1. **Observational learning**
 - a. Examine behaviour and imitate it
 - b. Expect consequences they experience
- 2. **Self efficacy**
 - a. Beliefs people have about their ability to successfully perform a specific task.
 - b. influences the activities people choose to perform, the amount of effort and persistence devoted to a task, stress reactions, and job performance.
- 3. **Self-regulation**
 - a. learning principles to regulate one's own behaviour
 - b. pursuit of self-set goals that guide behaviour.

PERSONALITY: stable set of psychological characteristics that influences the way an individual interacts with his or her environment.

- Genetic dispositional + LT learning history
- Interactionist Approach: OB is f(disposition, situation)

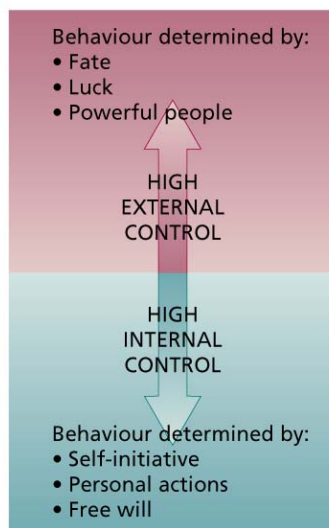
BIG FIVE PERSONALITY DIMENSIONS

Extraversion	Emotional Stability	Agreeableness	Conscientiousness	Openness to Experience
Sociable, Talkative vs. Withdrawn, Shy	Stable, Confident vs. Depressed, Anxious	Tolerant, Cooperative vs. Cold, Rude	Dependable, Responsible vs. Careless, Impulsive	Curious, Original vs. Dull, Unimaginative

- Related to work motivation and JS
- Predict job search, employment, vocational interests, and career success.

Locus of Control:

- A set of beliefs about whether one's behaviour is controlled mainly by *internal* or *external* factors.
- Internals believe that the opportunity to control their own behaviour rests within themselves.
- Externals believe that external forces determine their behaviour.



Personality tests must be:

- valid
- reliable

Exhibit 2.2

The internal/external locus of control continuum.

PERCEPTION: process through which people select, organize and interpret information from their environment

Selection: a filtering process

Organization and interpretation: a creative process

1. Perceiver:

- Past experiences lead the perceiver to develop expectations that affect current perceptions.
→ **Perceptual set**
- **Needs** influence perceptions by causing us to perceive what we wish to perceive.
- **Emotions**, such as anger, happiness, or fear, can influence our perceptions
- **Perceptual defence:** tendency for the perceptual system to defend the perceiver against unpleasant emotions
 - See what you want to see

2. Situation: context in which event happens

3. Target: interpretation + addition of meaning → demographics

STEREOTYPING: to generalize about people in a social category and ignore variations among them, based on race, age, gender, ethnic background, social class, and occupation.

- Impressions of ambiguous targets
- inaccurate, especially when we use them to develop perceptions of specific individuals

Glass ceiling:

- More women work part-time.
- Women are less likely to work on teams.
- Women are clustered in low-wage industries.
- **Solutions**
 - Seek out difficult/visible work assignments early in career.
 - Development management style comfortable to male managers.
 - Link up with mentor.
 - Be part of a supportive and influential network.

<p>Age stereotypes:</p> <ul style="list-style-type: none"> • physical, psychological, and intellectual capabilities. • as less productive, creative, logical, and capable of performing under pressure, and as having less <i>potential for development</i> • rigid and dogmatic, and less adaptable to new corporate cultures • honest, dependable, and trustworthy. 	<p>Projection:</p> <ul style="list-style-type: none"> • Attribute their own thoughts and feelings to others. • Projection can also lead to perceptual difficulties.
<p>Primacy/Recency Effect:</p> <ul style="list-style-type: none"> • reliance on first impressions (Prim.) • reliance on recent cues (Recency) 	<p>Attribution Theory:</p> <ul style="list-style-type: none"> • Internal or External factor? • 1. Consistency (HIGH = D) • 2. Consensus (LOW = D) • 3. Distinctiveness (LOW = D)

ATTRIBUTION ERRORS:**Fundamental attribution error:**

- Person overemphasizes internal factors as the cause of behaviour
- We often discount the strong effects that social cues can have on behaviour.

Actor-Observer Bias

- **Actor:** A person attributes his/her own behaviour to external causes
- **Observer:** A person attributes behaviour of others to internal causes

** SELF-SERVING BIAS **

- take credit for successful outcomes and to deny responsibility for failures.

MOTIVATION:

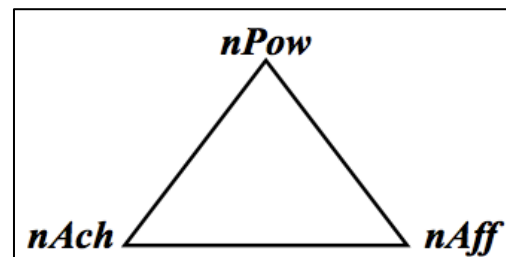
- Arousal
- Direction
- Maintenance

Factors:

- ****General Cognitive Theory**
 - basic information processing capacities
 - predicts learning, training success, and job performance
- **Emotional Intelligence:** understand and manage one's own and others' feelings
 - Indicator of achievement, different levels of success
 - 1. Self-awareness & Motivation
 - 2. Awareness of Others
 - 3. Leading Others
 - 4. Leading Self

Content (Need) Motivation

- ***Maslow Hierarchy of Needs**
 - Physiological → Safety → Social → Esteem → Self-Actualization
 - LOWEST unsatisfied need → GREATEST motivating potential
 - Once reached, not motivating anymore (**deficit principle**)
 - Order (**progression principle**)
- ***McClelland's Theory of Need**
 - nAch:
 - realistic goals
 - desire feedback
 - intrinsic reinforcement
 - persistent
 - Intrinsic motivation
 - relationship between the worker and the task
 - Choice–
 - Competence–
 - Meaningfulness–
 - Progress
 - Extrinsic motivation
 - Stem from work environment (pay, conditions, etc.)
 - Applied by others
- ***Self-determination theory**
 - autonomous motivation (self-motivated by intrinsic)
 - controlled motivation (motivated by reward, extrinsic)

Process Motivation

- ***Expectancy Theory (Vroom) → M = E x I x V**
 - EFFORT → PERFORMANCE → OUTCOMES
 - Determined by outcomes that people expect
 - E→P = **Expectancy** (Can I achieve performance?)
 - P→O = **Instrumentality** (What will happen if?)
 - **Valance** = how outcomes are valued
 - Influenced by
 - Self-efficacy (self-confidence)
 - Previous success at the task
 - Help received from a supervisor and subordinates

- Information necessary to complete the task
 - Good materials and equipment to do work with
 - Directions
 - Determine the outcomes employees value
 - Identify good performance so appropriate behaviors can be rewarded
 - Make sure employees can achieve target performance levels
 - Monitor the reward system for inequities
- ***Goal Setting Theory:** uses specific, challenging, and acceptable goals and provides feedback to enhance performance.
 - S.M.A.R.T. goals
 - Difficult goals lead to higher performance.
 - Feedback enhances the effect of specific, difficult goals.
 - Goal commitment increases probability of success.
 - More performance W/O \$\$\$

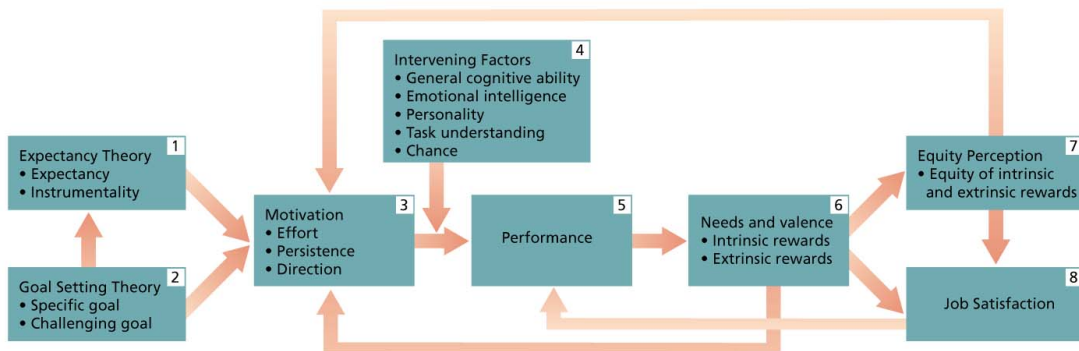


Exhibit 5.7
Integrative model of
motivation theories.

ATTITUDES:

- Cognitive
- Affective
- Behavioural

Psychological Contract: mutual understanding between employee and employer about their reciprocal expectations.

- Job descriptive Index (**JDI**) [work, people, promotion, pay, supervision]
- Minnesota Satisfaction Questionnaire (**MDQ**) [very satisfied to very dissatisfied]

JOB SATISFACTION:

- Collection of attitudes that workers have about their jobs.
- Facet satisfaction refers to the tendency for an employee to be more or less satisfied with various facets of the job
- **1. Discrepancy theory:** discrepancy between the job outcomes wanted and the outcomes that are perceived to be obtained.
- **2. Equity Theory:** comparison of the inputs one invests in a job and the outcomes one receives in comparison to the inputs and outcomes of another person
 - **Procedural Fairness:** process is seen as reasonable
 - **Distributive Fairness:** people receive what they think they deserve from their jobs.
- **3. Disposition:** predisposed to be more or less satisfied with their job.
 - Extraverted → JS
 - Neuroticism → less JS
 - High self-esteem/internal locus → JS
 - Optimistic/proactive → JS
- **4. Mood & Emotion**
 - Emotional Contagion: positive affect tend to be more cooperative, helpful, and successful → JS
 - Emotion Regulation: exaggerate positive emotions while in others they must suppress negative emotions.
- **Herzberg:**
 - Motivators: satisfaction
 - Hygiene: dissatisfaction

<p>Contributors:</p> <ul style="list-style-type: none"> • Mentally challenging work • Adequate compensation • Career opportunities • People 	<p>Consequences:</p> <ul style="list-style-type: none"> • Absence from work • Turnover • Performance • OCB <ul style="list-style-type: none"> ○ Above and beyond COD ○ <i>If procedural fairness</i>
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PERFORMANCE → JOB SATISFACTION → PERFORMANCE (rewards)

Satisfied employee → Better **customer service**

Dissatisfied customers → increase employee job dissatisfaction.

COGNITIVE DISSONANCE THEORY : cognitions INCONSISTENT with each other

- Change attitude through behaviour (teach attitude --> Δ behaviour)
- External justification → reduces dissonance

MOTIVATION:

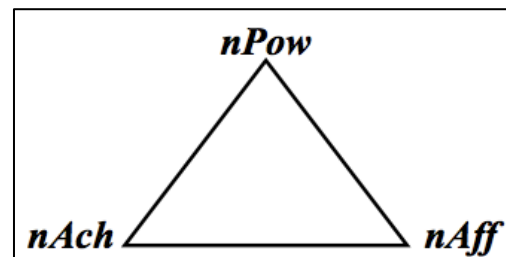
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Work redesign options

- Job rotation: periodic shift from one task to another
- Job enlargement: horizontal expansion of job (scope)
- Job enrichment: vertical expansion (abilities)
 - Poor diagnosis
 - Lack of desire or skill
 - Demand for rewards
 - Union resistance
 - Supervisory resistance

**** JOB CHARACTERISTICS MODEL ****

$$\text{Motivating Potential Score (MPS)} = \left[\frac{\text{Skill variety} + \text{Task identity} + \text{Task significance}}{3} \right] \times \text{Autonomy} \times \text{Feedback}$$

*High core dimensions → motivated, satisfied, productive

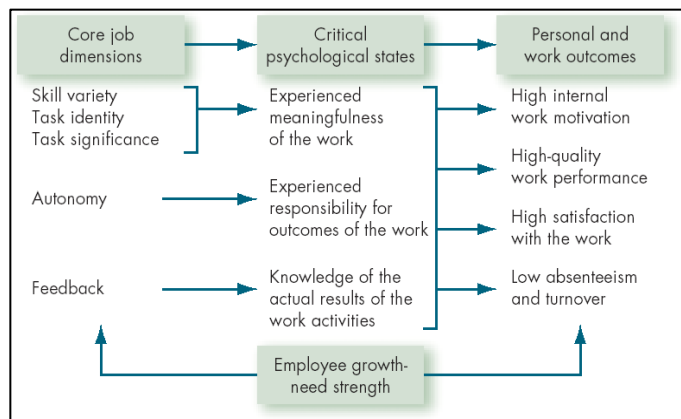
*Task ID: completion of whole and identifiable piece of work

*** Predicts high performance groups when:**

- variety of high level skills.
- task is a whole and meaningful piece of work.
- outcomes have significant consequences for other people.
- substantial autonomy in deciding how they do the work.
- trustworthy feedback.

Moderators:

- Job-relevant knowledge and skill of the worker.
- *Growth need strength*
- “Context” satisfactions



FLEXIBLE WORK ARRANGEMENTS

- Helps retain talented employees
- Builds employee appreciation and commitment
- Reduces stress-Balance of work/nonwork

Flextime

- arrival and quitting times are flexible.
- productivity, job satisfaction, satisfaction with work schedule, and lowers absenteeism
- not applicable to many jobs

Job Sharing

- 2 part-time employees share the same job
- spend more time with their families, avoid layoffs

CONFORMITY: a change in behavior or attitudes resulting from peer pressure.

- Motives
 - Compliance: prompted by desire to acquire rewards
 - Identification: by perceptions that those promote norm are attractive
 - Internalization: by true acceptance of beliefs, values and attitudes of norm
- Factors
 - Publicity: answer out loud
 - Size of opposition
 - Gravity of Issue
 - Status (of person)
- Obedience: factors are legitimization, routinization, good manners, and entrapment

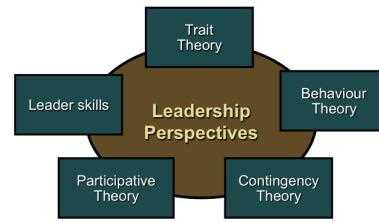
SOCIALIZATION: people learn the norms and roles necessary to function in a group or organization.

1. Anticipatory socialization: before person is part of organization
2. Accommodation: what to expect from job, organization, *debasement*
3. Role mgmt.: conflicts, evolving expectations, commitment, career mgmt.

CULTURE: Shared beliefs and values that lead to norms and behavior

- Operates at conscious/unconscious levels
- Maintained by
 - Physical design
 - Slogan, jargon, stories
 - Training programs, rewards, status symbols, structure
 - Promotional Criteria, hiring practices
 - Leader reactions to crisis
- Strong vs. Weak: core values widely shared vs. not bound by values
 - Trough debasement, rigorous selection, socializers, starting at bottom
 - **Coordination, conflict resolution, financial success**
 - **Resistance to change, culture clash, pathology**
- Dominant culture: core values shared by majority of members
- Subcultures: minicultures within org., by dept./geographical location
 - Provides surveillance and evaluation
 - Source of emerging values
- Bicultural Audit: diagnose companies before M&A → minimize risk of clash
 - Collect artifacts
 - Analyze data for culture compatibility/conflict
 - Recommendations

LEADERSHIP: influence group towards achievement of goal



Trait theory: leaders are born, not made

- Drive, motivation
- Honesty, integrity, self confidence
- Intelligence, job-relevant knowledge
- Limitations
 - No universal trait that predicts leadership
 - Unclear cause and effect relationship

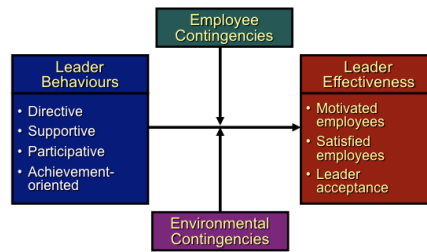
Behaviour theories: traits can be taught

- Consideration: leader likely to have relationships characterized by mutual trust, respect for ideas and feelings
- Initiating structure: define or structure his roles → goal attainment
- Employee-oriented vs. Product-oriented

Contingency theories: must be a match b/w leadership style and situation

• **Path Goal-Theory**

- Assist followers in achieving their goals
- Support to ensure goals are compatible w/ objectives of org.
 - Directive leader: task leader gets the work done
 - Supportive: socio-emotional leader, gets the work done but is a people person
 - Achievement-oriented: there not to tell u what to do but help achieve goal by yourself, coaching
 - Participative: allowing employees to help DM.
- Contingencies:
 - High need achievers → achievement-oriented
 - Prefer being told what to do → Directive
 - Low task abilities → Directive



Situational Factors		Effective Leader Behaviors ?
Subordinate Characteristics	Characteristics of the Work Environment	
High need for affiliation High need for security Internal locus of control External locus of control	Structured task Unstructured task Complex task	Supportive Directive Participative Directive Directive Supportive Participative/ Achievement oriented
High growth need strength		

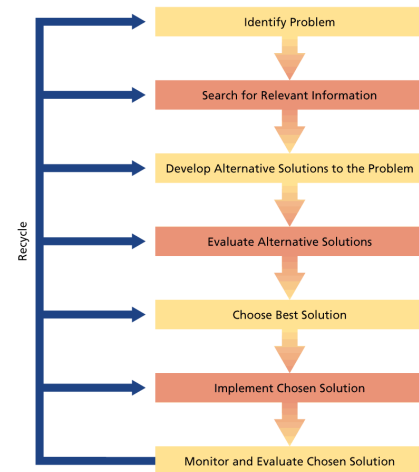
Situational Factors		Effective Leader Behaviors
Subordinate Characteristics	Characteristics of the Work Environment	
Low growth need strength High growth need strength Low growth need strength	Complex task Simple task Simple task	Directive Supportive Supportive

Participation model: employees involved in DM and to what extent

- Motivation, quality, acceptance
- **Vroom-Jago model**
 - Participation: autocratic, consultative, group
 - A1 Alone, not employee consultation

DECISION MAKING: Process of developing a commitment to a course of action

- **Well-structured problems:** existing and desired states are clear, how to get from one state to another is obvious
 - Repetitive, familiar, can be *programmed*
 - Can use established routines to solve, rules of thumb
- **Poorly-structured problems:** states unclear, don't know how to get from one to another
 - Unique and unusual problems never encountered before



RATIONAL DECISION-MAKING MODEL

- **Perfect rationality**
 - Problem is perfectly clear, unambiguous
 - Can identify all criteria and alternative
 - ^ can be ranked
 - All info available, to time/cost constraints
 - Oriented towards economic gain → maximum payoff
- **Bounded rationality:** limited info, time constraints, political considerations
 - 1) Framing: how alternative are presented
 - Perceptual defence
 - Problem in terms of functional speciality/solution
 - 2) Information search
 - Slow and costly (perfect vs. bounded)
 - Too little info (confirmation bias)
 - Too much info (overload)
 - 3) Developing alternatives
 - Maximization under PR
 - Satisfices under BR: adequate solution, rather than optimal
 - 4) Evaluation
 - Should be able to assess effectiveness
 - Justification: reduce dissonance
 - *Escalation of commitment:* throw good resources after bad in attempt to recoup sunk costs
 - Not responsible for previous sunk costs
 - Groups more likely to do this
 - 5) Choose the best solution
 - Choice between losses/gains → risky/conservative decisions
 - 6) Implementation
 - DM dependent on other to implement
 - Cross-functional teams help prevent problems

MOOD AND EMOTION

Positive mood:

- Remember positive info
- Evaluate objects, people, events more positively
- Overestimate the likelihood of good events happening
- Shortcut DM strategies (vs. negative mood → more detailed, systematic)
- Promotes creative, intuitive DM

POWER: ability of to change or control the behaviour, attitudes, opinions, objectives, needs or values

Symbols of power

- Intercede for someone in trouble
- Get placements for favoured employees
- Exceeding budget limitation
- Procuring above-average raises for employees
- Getting items on the agenda at meetings
- Access to early information
- Having top managers seek out their opinion.

Sources of power

- Legitimate power
 - Person holding a formal position
 - Accept legitimacy of power holder
- Reward power
 - Access to rewards, want to reward the power holder can offer
- Coercive power
 - Ability to punish → fear of punishment
- Referent power
 - Person's attractiveness to and friendship with others
- Expert power
 - Person's expertise, competence, and information in a certain area
- Information power

How people obtain power:

- Relationships with the "right people"
 - Outsiders, peers, subordinates, superiors
- Through extraordinary activities (visible, relevant to solution of important problem)

How subunits obtain power

- By controlling strategic contingencies
 - Scarcity: acquire scarce resources relevant to whole organization
 - Uncertainty: capable to cope w/ uncertainty, greater control over problems
 - Centrality: activities more central to work flow of org.
 - Influence of other subunits, quantity/quality of key products/services
 - Immediate impact
 - Substitutability: staff not easily replaced → power (vs. outsourcing capability)

ETHICS: systematic thinking of moral consequences of decisions

Causes of unethical behaviour

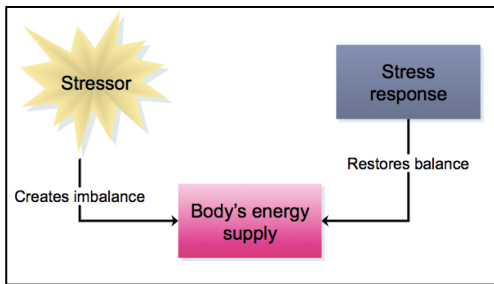
- Gain: anticipation of healthy reinforcement, especially when no punishment expected
- Role conflict: bureaucratic role at odds with role as member of a profession
- Competition: stiff competition for scarce resources
- Personality: external locus of control, high need for personal power → unethical behaviour
- Org. and industry culture:

Code of ethics:

- Defines what the organization values.
- Sets clear boundaries for acceptable and unacceptable behaviour of members.

STRESS: adaptive response to situation perceived as challenging/threatening well-being

Consequences of stress:



- Physical (BP, HR, insomnia, etc.)
- Psycho. (Concentration, mood, anxiety, etc.)
- Org. (productivity, tension, turnover, etc.)
- Acute/Chronic stress → Long/short-term
- Active/passive response

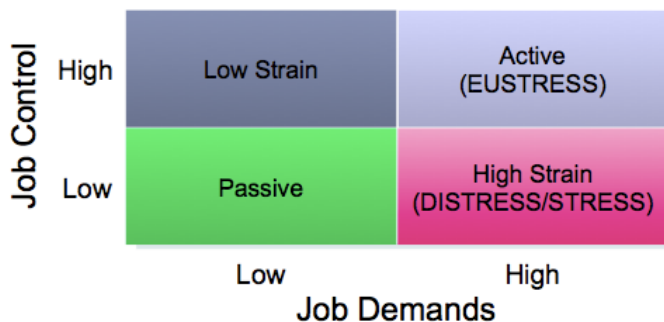
Selye Model:

- *Alarm:* body mobilizes resources to combat challenge (i.e. adrenaline → more strength)
- *Resistance:* physiological changes → stabilizes body
- *Exhaustion:* prolonged stress → resistance declines

Stressors:

- Task demands (over/underload)
- Role ambiguities, conflict
- Ethical dilemmas
- Interpersonal problems
- Career development
- Work-family
- Poor physical setting condition
- Lack for control
- Bullying/mobbing

Demand-Control Model:



Bullying:

- Negative behaviour
- Toward lower power/status people
- Creates hostile work environ.
- Psycho. aggression
- Persistent

Mobbing: group “gangs up” on particular employee

Personality characteristics:

Type A:

- Impatient, aggressive
- Need to control, competitive
- Time conscious
- Quick temper (risk of heart attacks)

Type B:

- Less competitive/devoted to work
- Less likely experience stress or come into conflicts w/ people
- Balanced/relaxed approach to life

Emotional inhibition: deny feelings of anger, anxiety, or fear; in stressful situations, physiological responses such as heart rate and blood pressure rise sharply. → chances of illness

Defence mechanisms

- Displacement: redirect to safer object (procrastination...)
- Denial
- Projection: attribute own feelings/behaviour to someone else
- Reaction formation: act opposite to how you feel
- Regression: more immature behaviour

Burnout

- Emotional exhaustion, depersonalization
- Reduced personal accomplishment

Differences in stress:

- Perceive situation differently
- Different threshold levels of resistance, coping strategies

Problem solving:

- Delegation
- Time management
- Talking it out
- Asking for help
- Searching for alternatives

Stress-reduction Techniques

- Short-term psychotherapy
- Exercise and nutrition programs
- Relaxation training
- Time- management skills
- Delegation skills

Organizational approaches:

- Improved personnel selection and job placement
- Training
- Use of realistic goal setting
- Redesigning of jobs
- Increased employee involvement
- Improved organizational communication
- Offering employee sabbaticals
- Establishment of corporate wellness programs

CONFLICT: person frustrates the goal attainment of another person

Before:

- Undermined relations
- Wasted human energy
- More job dissatisfaction, turnover, stress
- Less productivity, information sharing

Now:

- Energizes debate
- Reexamine assumptions
- Improves responsiveness to external environment
- Increases team cohesion

Types:

- **Constructive conflict**: aimed at issue, not people
- **Relationship conflict**: opposite!
 - Minimized through → 1. E.I. 2. Cohesive teams 3. Supportive team norms
- Task conflict (nature of work)
- Process conflict: how work should be done (responsibility, authority, resource allocation)

Causes of org. conflict:

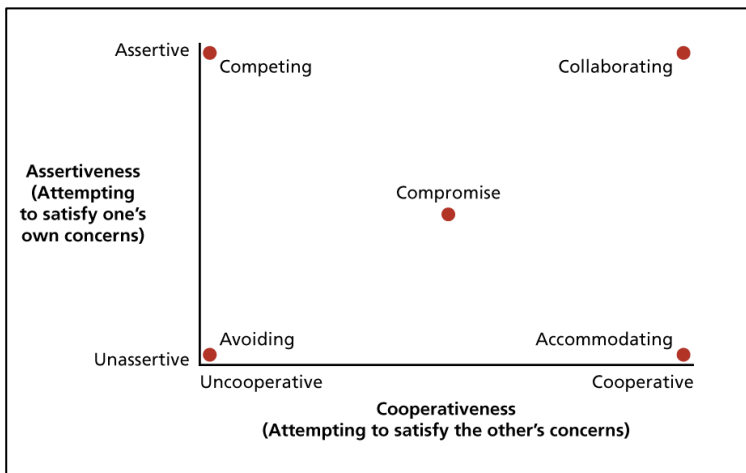
- Group ID & Intergroup Bias
- Differences in power/culture
- Ambiguity (goals, performance)
- Scarce resources (limited budget, lab space, etc.)

Conflict dynamics:

- “Winning” the conflict becomes more important than a good solution.
- The parties conceal information from each other or distort it.
- Each side becomes more cohesive.
- Contact with the opposite party is discouraged.
- More aggressive people who are skilled at engaging in conflict may emerge as leaders.

Managing conflicts:

Approach depends if assertive (satisfy own/group concerns) or cooperative (those of other group)



1. *Avoiding*

- issue is trivial
- lack of info
- people need to cool down

2. *Accommodating*

- when you are wrong
- issue more important to others
- build goodwill

3. *Competing*

- lot of power
- sure of facts
- win-lose situation
- no interaction in the future

4. *Compromise*

- resources are scarce
- parties have equal power

5. *Collaborating*

- win-win situation
- works best when conflict is not intense and
- each party has info relevant to other

Effective negotiating behaviour:

- Preparation and goal setting
- Gathering information
- Communicating effectively
- Making concessions

