

ORGANIZATIONAL BEHAVIOUR MIDTERM
CHAPTERS 1,2,3,4,5,6,7

CHAPTER 1:

Define organizations and describe their basic characteristics:

- Organizations are social inventions for accomplishing common goals through group effort.
- **Social inventions:** characterized by the coordinated presence of **people**
- ***The field of organizational behaviour is about understanding people and managing them to work effectively.***
- **Goal accomplishment** in OB terms is concerned with how organizations survive and adapt to change. Therefore, people must
 - Be motivated to join and remain
 - Carry out basic work reliably
 - Continuously learn & upgrade skills & knowledge
 - Be flexible and innovative
- **Group Effort:** The interaction and coordination among people to accomplish organizational goals.
- *The field of Organizational Behaviour (OB) is concerned with how to get people to practice effective teamwork.*

Explain the concept of organizational behavior and describe the goals of the field:

- **Organizational Behaviour:** The **attitudes** and **behaviours** of individuals and groups in organizations.
- **We will explore**
 - The role of organizational culture on the effectiveness of organizations
 - How employees in organizations learn
 - How organizations motivate employees
 - How managers communicate with employees
- **Why study OB?**
 - It's interesting
 - It's important
 - It makes a difference
- **The workforce (human capital) can create a sustainable competitive advantage for organizations**
- **Goals of Organizational Behaviour (OB):** to provide a systemic understanding of behavioural science that assists us in
 - **Predicting** OB
 - **Explaining** OB and why events occur
 - **Managing** OB by taking appropriate action

Define management and describe what managers do to accomplish goals:

- **Management** is the art of getting things accomplished in organizations through others.

- What managers (should) do: **Manage** OB by taking action using an analytic approach.

Contrast the **classical viewpoint** of management with that which the **human relations movement** advocated:

- **Classical Viewpoint:** advocated high specialization of labour, intensive coordination, and centralized decision making.
- Frederick Taylor's **Scientific Management system** used research to determine the optimal degree of specialization and standardization of work tasks.
- Max Weber advocated **Bureaucracy**
 - A strict chain of command
 - Selection & promotion based on technical competence
 - Detailed rules, regulations and procedures
 - High specialization
 - Centralized power
- **Expected results: standardized behaviour and worker security.**
- The **Human Relations Movement** advocated more participatory management styles oriented towards employees needs.
- **The Hawthorne Studies** (1920's & 1930's) illustrated how psychological and social processes affect productivity and work adjustment.
- **Human Relations Movement** especially critiqued
 - Strict specialization – incompatible with human need for growth and achievement
 - Strong centralization – reliance on formal authority loses creativity and knowledge of lower-level employees
 - Strict, impersonal rules – leads to minimum performance standards
 - Strong specialization – causes employees to lose sight of overall organizational goals
- Both **Classical** and **Human Relations** viewpoints have merit
 - How much control and coordination is optimal?
 - What are the external and internal environments of the particular organization?

Describe the **contemporary contingency approach** to management:

- An organization has many **contingencies** (dependencies) to deal with.
- **Contingency approach** to management recognizes that there is no one best way to manage. An appropriate management style **depends on** the demands of the situation.

Explain what managers do – their roles, activities, agendas for action, and thought processes:

- Henry Mintzberg's study of what managers do divides their **roles** into 3 main groups:
 - Interpersonal roles

- Interpersonal roles are expected behaviours that have to do with establishing and maintaining interpersonal relations
- In the *figurehead role*, managers serve as symbols of their organization rather than active decision makers
- In the *leadership role*, managers select, mentor, reward, and discipline employees
- In the *liaison role*, managers maintain horizontal contacts inside and outside the organization
- Informational roles
 - These roles are concerned with the various ways managers receive and transmit information
 - In the *monitor role*, managers scan the internal and external environments of the firm to follow current performance and to keep themselves informed of new ideas and trends
 - In the *disseminator role*, managers send information on both facts and preferences to others
 - The *spokesperson role* concerns mainly sending messages into the organization's external environment
- Decisional roles
 - In the *entrepreneur role*, managers turn problems and opportunities into plans for improved changes
 - In the *disturbance handler role*, managers deal with problems stemming from employee conflicts and address threats to resources and turf
 - In their *resource allocation role*, managers decide how to deploy time, money, personnel, and other critical resources
 - In the *negotiator role*, managers conduct major negotiations with other organizations or individuals
- The importance of each **role** varies with management level.

- **Managerial Activities: Human Resource Mgmt, Networking, Routine Communication, Traditional Management**

EXHIBIT 1.2

Summary of managerial activities.

Note: Figures do not total 100% due to rounding.

Source: Adapted from Luthans, F., Hodgetts, R.M., & Rosenkrantz, S.A. (1988). *Real managers*. Cambridge, MA: Ballinger. Reprinted by permission of Dr. F. Luthans on behalf of the authors.



- *Routine communication* → this includes the formal sending and receiving of information (as in meetings) and the handling of paperwork

- *Traditional management* → planning, decision making, and controlling are the primary types of traditional management
- *Networking* → this consists of interacting with people outside of the organization and informal socializing and politicking with insiders
- *Human resource management* → this includes motivating and reinforcing, disciplining and punishing, managing conflict, staffing, and training and developing employees

According to John Kotter, **Managerial Agendas** of successful managers include:

- **Agenda setting** – what they want to accomplish
- **Networking** – who will help them accomplish this
- **Agenda Implementation** – how they will accomplish their agendas, especially through the use of their networks.
- Managerial minds (**thought processes**), per Simon and Isenberg's studies, are intuitive in:
 - Sensing a problem exists
 - Performing well-learned mental tasks rapidly
 - Synthesizing isolated pieces of information & data
 - Double-checking formal or mechanical analysis

Describe the societal and global trends that are shaping contemporary management concerns:

- International managers find
 - **Technical** requirements are the same across all cultures
 - **Behavioural** requirements differ across cultures
 - Values, beliefs, expectations and interpersonal relations vary across cultures
- Contemporary Management Concerns currently deals with 4 main issues:
 - 1) **Diversity** – both locally and globally managers must understand the needs of culturally diverse stakeholders: employees, customers, supplies, etc.
 - 2) **Employee – Organizational Relationships** – employees are affected by downsizing, restructuring, outsourcing, reengineering.
 - Consequences include:
 - a. Decreased trust
 - b. Reduced morale and shifting loyalty
 - c. Job dissatisfaction
 - d. Illness, stress, absenteeism
 - 3) **Focus on Quality, Speed, and Flexibility**
 - Why?
 - Intense competition & globalization
 - Changing customer needs/expectations
 - Changing economic conditions
 - Changing environmental conditions
 - **This requires a high degree of employee involvement, commitment, and teamwork**
 - 4) **Talent Management**

- An organization's processes for attracting, developing, retaining, and utilizing people with the required skills to meet current and future business needs.
- Two important talent management challenges:
 - Recruitment of high-quality people across multiple territories, and
 - Improving the appeal of the company culture and work environment.
- **What do successful companies do?**

EXHIBIT 1.3
Work-Life Conflict in
Canadian Organizations.

Higgins C. and Duxbury, L. (2003).
2001 National Work-Life Conflict Study
(Ottawa: Health Canada). Reproduced
with permission of the authors.

These findings are based on a sample of 31 571 Canadian employees who work for 100 medium to large organizations in the public, private, and nonprofit sections of the economy. The authors of the report concluded that the majority of Canada's largest employers cannot be considered to be best-practice employers.

What Workers Experience	Percentage of Employees
Employees reporting high levels of role overload	58%
Work responsibilities interfere with the ability to fulfill responsibilities at home	28%
Negative spillover from work to family	44%
Employees reporting high levels of stress	33%
Employees reporting high levels of burnout	32%
Employees reporting highly depressed mood	36%
Employees reporting high levels of job satisfaction	46%
Employees reporting high levels of organizational commitment	53%
Employees who think of leaving their current organization once a week or more	28%
Employees indicating high levels of absenteeism	46%
Employees reporting high levels of life satisfaction	41%

- **Corporate social responsibility (CSR):** An organization taking responsibility for the impact of its decisions and actions on its stakeholders.

CHAPTER 2:

Define **personality** and discuss its general role in influencing OB:

- **Personality**: the relatively stable set of psychological characteristics that influences the way an individual interacts with his or her environment.
- **Personality** is determined by
 - Genetic predisposition
 - One's long-term learning history
- **Each of us has a unique personality.**
- Does a person's behaviour influence the situation?
- Or does the situation influence the way a person behaves?
- **This "person-situation debate" led to 3 approaches to OB**

Describe the **dispositional**, situational & interactionist approaches to OB:

- **The dispositional approach**
 - Focuses on individual disposition and personality that influences our attitude and behaviour
 - People are predisposed to act in certain ways
- **The situational approach**
 - Focuses on characteristics of organizational settings (e.g., rewards, punishments) that influence feelings, attitudes and behaviours
 - Studies show situational factors, such as task characteristics, determine job satisfaction
- **The interactionist approach**
 - Combines both Dispositional and Situational approaches
 - In a **weak** (loosely defined) situation, disposition has the strongest effect
 - In a **strong** (clearly defined) situation, disposition has less of an impact
- **Implications for OB**
 - There is no one best personality
 - Organizations must appreciate employee diversity
 - **Fit** is important: putting the right person in the right job at the right place

Discuss the **Five-Factor Model of Personality (FFM).**

EXHIBIT 2.1
The Five-Factor Model of Personality.

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

- The “**Big Five**” personality dimensions relate to:
 - Job performance & other work behavior
 - Motivation
 - Job and life satisfaction
 - Job search and career success
 - Interest and preferences
- and tend to apply cross culturally

Discuss consequences of **locus of control**, self-monitoring, & self-esteem:

- **Locus of control**: A set of beliefs about whether one’s behaviour is controlled mainly by internal or external forces.
 - **Internals** feel they are in control of their own destiny.
 - **Externals** feel they are controlled by fate, luck, etc.
 - Internals tend to be higher achievers



EXHIBIT 2.2
The internal/external locus of control continuum.

- **Self-monitoring** is the extent to which people observe and regulate how they appear and behave in social settings & relationships.

- **Low self-monitors** are not too concerned with fitting in or hiding emotions.
- **High self-monitors** tend to be adaptable i.e. “act the part”.
- **Self-esteem**: the degree to which a person has a positive self-evaluation.
- The difference between high and low self-esteem relates to the **plasticity** of their thoughts, attitudes and behaviours
- **Behavioural plasticity theory**: People with low self-esteem tend to be more susceptible to external & social influences than those who have high self-esteem.

Discuss **positive & negative affectivity**:

- **Positive affectivity**: the propensity to view the world, including oneself & other people, in a positive light.
- **Negative affectivity**: the propensity to view the world, including oneself & other people, in a negative light.
- **PA & NA are emotional dispositions.**

Discuss **proactive personality**:

- **Proactive Personality** : A tendency to take personal initiative across a range of activities and situations and to effect positive change in one’s environment.
- Positively correlated to performance, tolerance for stress, effectiveness, participation in organizational initiatives, and career success

Discuss **general self-efficacy**:

- **General self-efficacy (GSE)** refers to an individual’s belief in his or her ability to perform successfully in a variety of challenging situations.
- **GSE** is a **motivational** trait rather than an **affective** trait.

Discuss **core self-evaluations**:

- **Core self-evaluations**: a broad personality concept consisting of four specific traits that reflect the evaluations people hold about themselves and their self-worth. These are:
 - **Self-esteem**
 - **General self-efficacy**
 - **Locus of control**
 - **Neuroticism**
- and relate to overall satisfaction and performance.

Define **learning** and describe what is learned in organizations:

- **Learning**: a relatively permanent change in behaviour potential that occurs due to practice or experience.
- **Learning** stems from an environment that gives feedback concerning the consequences of behaviour.
- **What is learned in organizations?**
 - **Practical skills**: job specific

- **Intrapersonal skills:** problem solving, critical thinking, risk taking
- **Interpersonal skills:** communicating, teamwork, conflict resolution
- **Cultural awareness:** organizational norms, priorities and goals

Explain **operant learning theory** and differentiate between **positive & negative reinforcements**:

- **Operant learning:** the subject learns to operate on the environment to achieve certain consequences.
 - Behaviour results in consequences
 - Consequences reinforce behaviour
 - We **learn** the connection between behaviour & consequences
- **Reinforcement:** the process by which stimuli strengthen behaviours.
- **Positive reinforcement:** the application or addition of a stimulus (positive reinforcer) that increases or maintains the probability of some behaviour.
- **Negative reinforcement:** the removal of a stimulus that, in turn, **increases or maintains** the probability of some behaviour.
 - Occurs when a response **prevents** some event or stimulus from occurring
 - The removed or prevented stimulus is a negative reinforcer.
- Organizational Errors Involving Reinforcement:
 - Confusing rewards not directly related to behaviour with reinforcement
 - Neglecting diversity in preferences for reinforcers
- Neglecting important sources of reinforcement, e.g.:
 - **Performance feedback:** quantitative or qualitative information on past performance for the purpose of changing or maintaining performance in specific ways.
 - **Social recognition:** Informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done from one individual or group to another.

Explain when to use **immediate versus delayed reinforcement** and when to use **continuous versus partial reinforcement**:

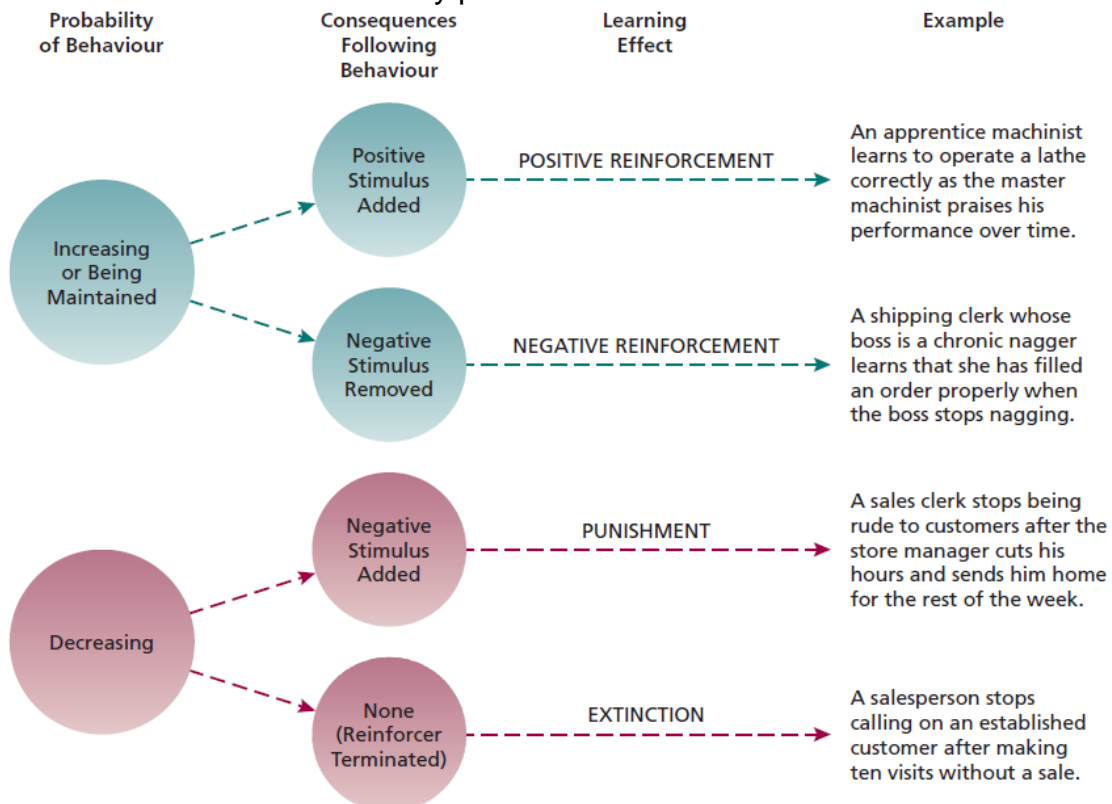
- **Continuous/Immediate Reinforcement**
 - Achieves fast acquisition of some response
 - If reinforcement stops, behaviour will likely stop
- **Partial/Delayed Reinforcement**
 - Achieves persistent behaviour
 - Behaviour will likely continue with intermittent reinforcement

EXHIBIT 2.3
Summary of reinforcement strategies and their effects.



Distinguish between **extinction** and **punishment** and explain how to use punishment effectively:

- **Strategies to reduce the probability of undesirable behaviour:**
- **Extinction:** the gradual dissipation of behaviour following the termination of reinforcement.
- **Punishment:** the application of an aversive stimulus following some behaviour designed to decrease the probability of that behaviour.
- Problems with **punishment:**
 - Only indicates what **is not** appropriate
 - Does not indicate what is appropriate
 - Can provoke strong emotional reaction from the punished individual
 - Tends to be a temporary fix
- Using **punishment** effectively:
 - Make sure chosen punishment is truly aversive
 - Punish immediately
 - Do not reward unwanted behaviour before or after punishment
 - Do not inadvertently punish desirable behaviour



Explain **social cognitive theory** and discuss **observational learning, self-efficacy & self-regulation:**

- **Social Cognitive Theory** states that people have the cognitive ability to regulate & control their own thoughts, feelings, motivations and actions
 - Personal and environmental factors work together to influence behaviour
 - Behaviour also influences personal and environmental factors

- Complements Operant Learning Theory
- **Social Cognitive Theory** is best explained through a system of **triadic reciprocal causation**:
 - 1) **Observational Learning**
 - a. Observational learning is the process of observing and imitating the behavior of others.
 - 2) **Self-efficacy**
 - a. Self-efficacy refers to the beliefs people have about their ability to successfully perform a specific task.
 - 3) **Self-regulation**
 - a. According to social cognitive theory, employees can use learning principle to manage their own behavior making external control less necessary.
- **Observational learning**: The process of observing and imitating the behaviour of others
- **Self-efficacy**: Beliefs people have about their ability to successfully perform a specific task

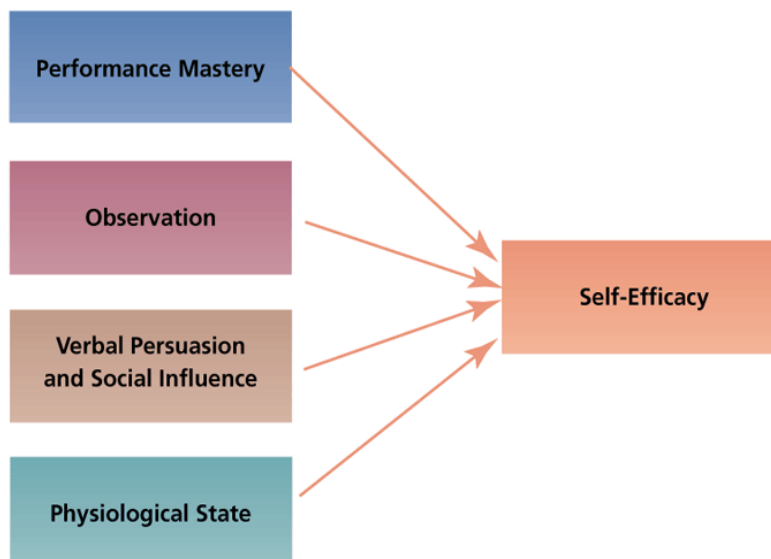


EXHIBIT 2.5
Determinants of
Self-Efficacy.

- **Self-regulation**: the use of leaning principles to regulate one's own behaviour. This includes:
 - Collecting self-observation data
 - Observing models
 - Setting goals
 - Rehearsing
 - Reinforcing oneself

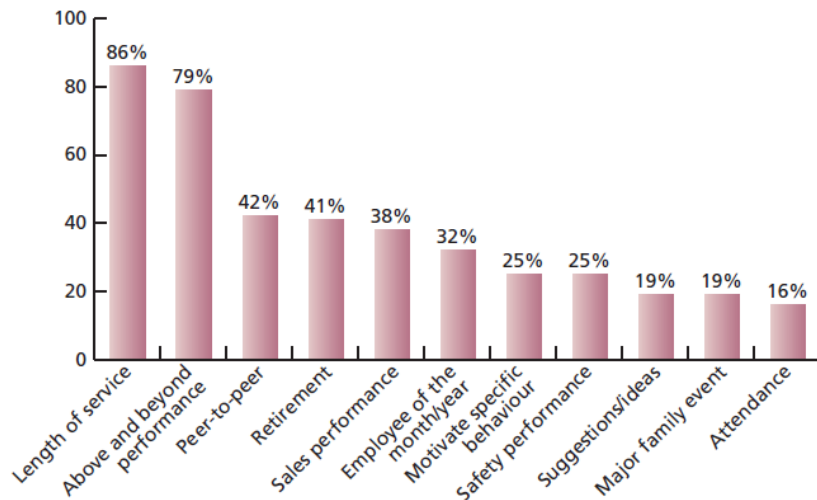
Describe various organizational learning practices:

- **Organizational Behaviour Modification**
- Systematic use of learning principles to influence Organizational Behaviour

- Identify the behaviour to be changed
- Identify the desirable behaviour
- Use reinforcement, feedback & rewards to promote & support desirable behaviour
- **Employee Recognition Programs:** formal programs that publicly recognize & reward employees for specific behaviour.
- Effective programs specify
 - How a person will be recognized
 - The type of behaviour being encouraged
 - The manner of public acknowledgement
 - A token or icon of the event for the recipient

EXHIBIT 2.7 Types of recognition programs.

Source: Trends in Employee Recognition/WorldatWork. (2008, August 11). Service awards most popular. *Canadian HR Reporter*, 21(14), 4.



- **Training:** Planned organizational activities that are designed to facilitate knowledge and skill acquisition to change behaviour and improve performance
- One of the most widely used & effective methods is **Behaviour Modelling Training (BMT)**.
- **Behaviour Modelling Training (BMT)**
 - Clearly defines skills/behaviours to be learned
 - Provides models that effectively use/show off these skills
 - Provides opportunities to practise skills
 - Provides feedback & social reinforcement
 - Takes steps to maximize transfer of these new skills to the job
- **Career Development:** an ongoing process in which individuals progress through a series of stages that consist of a unique set of issues, themes and tasks.
 - Involves career planning and career management
- **Career Planning** involves assessing one's interests, skills & abilities and developing career goals and plans.
- **Career Management** involves taking the necessary steps to achieve career goals e.g., looking for special assignments that assist in career development.

CHAPTER 3:

Define **perception** and discuss some of the general factors that influence perception:

- **Perception:** the process of *interpreting* the messages of our senses to provide order and meaning to the environment.
- **Perceptual defense:** the tendency for the perceptual system to defend the perceiver against unpleasant emotions.
- Three Components of Perception: Perceiver, (context of) situation & target

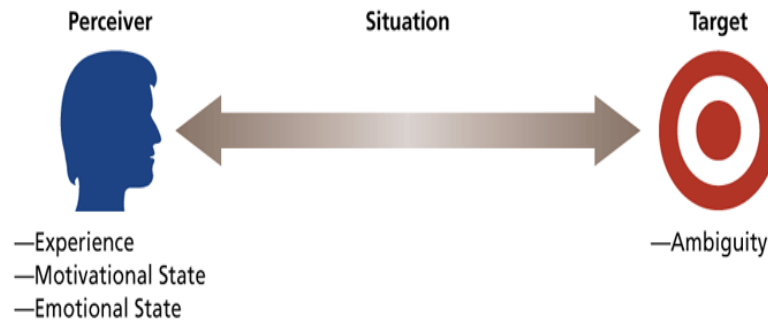


EXHIBIT 3.1
Factors that influence perception.

Explain **social identity theory** and Bruner's model of the perceptual process:

- **Social identity theory (who am I?):**
- Perceptions people form of themselves and others based on
 - 1) Social identity** – relational (e.g. farmer, Canadian) and comparative (e.g. professor and students) social affiliations or categories
 - 2) Personal identity** – unique personal characteristics (e.g., interests, abilities)
- **Bruner's model** of the perceptual process
 - A perceiver that encounters an unfamiliar target is open to cues that help define and categorize
 - Once familiar cues are encountered, the perceiver looks for cues to support and confirm categorization of target and tends to ignore cues that violate initial perception

EXHIBIT 3.3
Bruner's model of the perceptual process and an example.

Model	Example
Unfamiliar target encountered	New co-worker
↓	↓
Openness to target cues	Observation; search for information
↓	↓
Familiar cues encountered	Co-worker is Stanford graduate with good grades
↓	↓
Target categorized	Co-worker is "good man" with "great potential"
↓	↓
Cue selectivity	Co-worker's poor performance ignored or distorted
↓	↓
Categorization strengthened	Co-worker is still "good man" with "great potential"

- Characteristics of the Perceptual Process:
 - **Selectivity** – does not consider all cues
 - **Constancy** – perceiving the target in the same way over time & across situations
 - **Consistency** – selecting, ignoring & distorting cues so they fit together to form a homogenous image of the target

Describe **the main biases in person perception:**

- **Primacy effect:** the tendency for a perceiver to rely on early cues or first impressions.
 - First impressions often have lasting effects.
- **Recency effect:** the tendency for a perceiver to rely on recent cues or last impressions.
- Reliance on **central traits:** personal characteristics of a target person that are of particular interest to a perceiver (e.g., physical appearance, intellectual capacity)
- **Implicit personality theories:** personal theories that people have about which personality characteristics go together (e.g., expecting hard workers to be honest)
- **Projection:** the tendency for perceivers to attribute their own thoughts & feelings to others
- **Stereotyping:** the tendency to generalize about people in a certain social category and ignore variations among them (e.g., race, gender, age)
- Most stereotypes are inaccurate **but**
 - Are reinforced by selective perception
 - Help us process information about others quickly & efficiently

Describe how people form **attributions** about the causes of behavior:

- **Attribution:** the process by which we assign causes or motives to explain people's behaviour
- **Dispositional attributions** explains behaviour based on an actor's personality or intellect
- **Situational attributions** explains behaviour based on an actor's external situation or environment
- Other attribution cues people use are:
 - **Consistency cues:** how consistently a person engages in some behaviour over time
 - **Consensus cues:** how a person's behaviour compares with others
 - **Distinctiveness cues:** the extent to which a person engages in some behaviour across a variety of situations

Discuss various biases in attribution:

- **Fundamental attribution error** is the tendency to overemphasize dispositional explanations for behaviour at the expense of situational explanations.
- **Actor-observer effect** is the propensity for actors and observers to view the causes of the actor's behaviour differently.
- **Self-serving bias** is the tendency to take credit for successful outcomes and to deny responsibility for failures.

Discuss the concepts of **workforce diversity** and valuing diversity:

- **Workforce diversity:** differences among recruits and employees in characteristics such as gender, race, age, religion, cultural background, physical ability, or sexual orientation.
- **Why is this an issue in organizations today?**
- **The Changing Workplace**
 - The labour pool is becoming more diverse
 - Organizations need to reflect customer diversity
 - Globalization, mergers, strategic alliances require interaction with diverse national & corporate cultures
- **Valuing diversity (vs. tolerating it):**
- Diversity and its proper management can yield strategic and competitive advantages:
 - Improved problem solving and creativity
 - Improved recruiting and marketing
 - Improved competitiveness in global markets
- Organizations are adopting diversity as part of their corporate strategy.
- Competitive advantages to **valuing and managing a diverse workforce:**
 - Cost
 - Resource acquisition
 - Marketing
 - Creativity
 - Problem solving
 - System flexibility

Discuss how racial, ethnic, gender, and age stereotypes affect organizational behavior and what organizations can do to manage diversity:

- **Stereotype Threat:** members of a social group feel they might be judged or treated according to a stereotype and that their behaviour or performance will confirm the stereotype.
- **Organizational barriers to valuing diversity:**
 - 1) **Racial and Ethnic stereotyping**
 - Tends to be pervasive, persistent
 - Is frequently negative and contradictory
 - Often affects career tracking
 - 2) **Gender stereotyping**
 - Successful managers are perceived as possessing predominantly masculine traits and characteristics.
 - 3) **Age stereotyping**
 - Generational stereotyping and the perception that older workers have
 - Less capacity for performance
 - Less potential for development
- **Managing Workforce Diversity:**
 - Select enough minorities to get them past token status
 - Encourage diversity in teams
 - Ensure decision makers have accurate information about individual employees and their performance
 - Train people to be aware of stereotypes
- **Success factors for Diversity Programs:**
 - Build senior management commitment and accountability
 - Conduct a thorough needs assessment
 - Develop a well-defined strategy tied to business results
 - Emphasize team building and group process training
 - Establish metrics to evaluate the effectiveness of diversity initiatives

Define **trust perceptions** and perceived organizational support and describe organizational support theory:

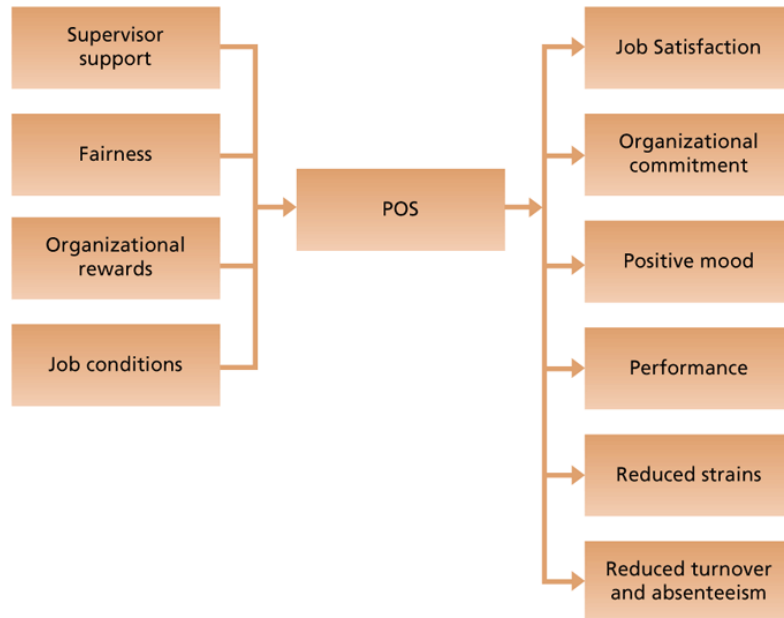
- **Trust:** a psychological state in which one has a willingness to be vulnerable and to take risks with respect to the actions of another party.
- **Trust** toward management is based on our perception of their ability, benevolence and integrity.
- **Perceptions of trust** in management is related to:
 - Job satisfaction
 - Organizational commitment
 - Job performance
 - Organizational citizenship
 - Lower turnover and absenteeism

- **Perceived organizational support (POS):** employees' general belief that their organization values their contribution and cares about their well-being.

EXHIBIT 3.9

Predictors and consequences of perceived organizational support.

Source: Based on Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87, 698–714.



- **Organizational support theory** states that employees who have a strong perception of organizational support feel an obligation to care about the organization's welfare and to help the organization achieve its objectives.

Discuss **person perception** and perceptual biases in human resources:

- **Person Perceptions** in human resources (HR) are affected by
- The employment interview
 - Contrast effects: previously interviewed job applicants affect an interviewer's perception of a current applicant, leading to an exaggeration of differences between applicants.
 - More structure, especially standardization & consistency, improves validity
- Applicant's perception of recruitment and selection
 - Signalling theory (cues about the job and company)
 - Perception of fairness
 - Work samples & interviews are viewed more favourably than testing
- The performance appraisal
 - **Objective** appraisals use performance measures
 - Easier for lower-level employees
 - **Subjective** appraisals are susceptible to perceptual biases
 - Primacy, recency, stereotypes & other biases
- **Subjective** appraisals are also susceptible to
- **Rater Errors:**
 - **Leniency:** tendency to give good ratings
 - **Harshness:** tendency to give poor ratings

- **Central tendency:** tendency to give middle-range ratings, no extremes
- **Halo effect:** using one trait or characteristic that the rater thinks is important to influence all ratings
- **Similar-to-me effect:** good ratings for people with background or attitude similar to rater

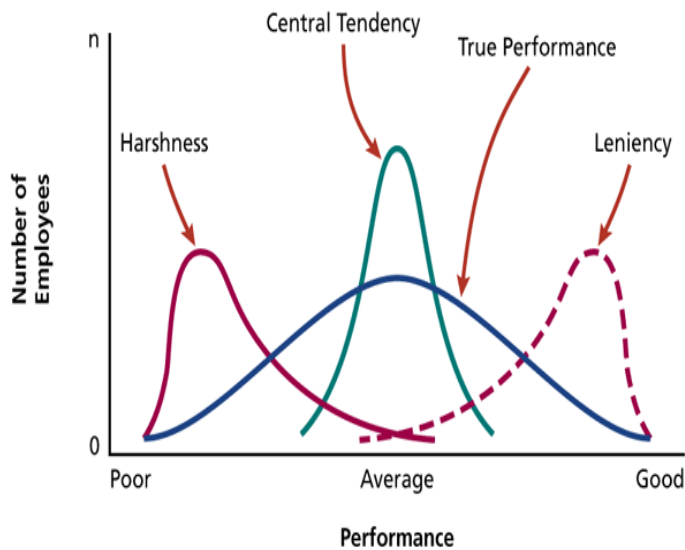


EXHIBIT 3.11
Leniency, harshness, and central tendency rater errors.

- Techniques for reducing perceptual errors and biases
 - Use Behaviourally Anchored Rating Scales that give specific behavioural examples of good, average and poor performance.

CHAPTER 4:

Define **values** and discuss the implications of cross-cultural variation in values for organizational behavior:

- **Values:** a broad tendency to prefer certain states of affairs over others
 - Person-organization fit is important
- **Generational differences** result from age & different socialization experiences growing up

Four generations in today's workplace:

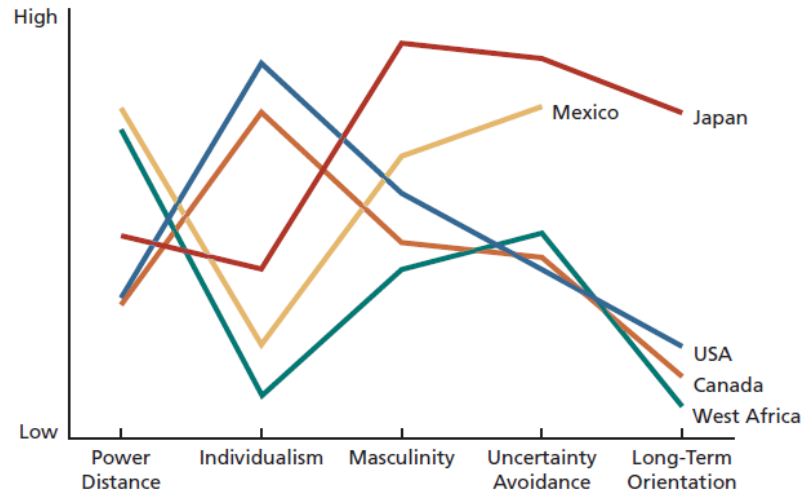
Generation	Percentage of Workforce	Assets in the Workplace	Leadership Style Preferences
<i>Traditionalists</i> Born 1922–1945	8%	Hard working, stable, loyal, thorough, detail-oriented, focused, emotional maturity	Fair, consistent, clear, direct, respectful
<i>Baby Boomers</i> Born 1946–1964	44%	Team perspective, dedicated, experienced, knowledgeable, service-oriented	Treat as equals, warm and caring, mission-defined, democratic approach
<i>Generation X</i> Born 1965–1980	34%	Independent, adaptable, creative, techno-literate, willing to challenge the status quo	Direct, competent, genuine, informal, flexible, results-oriented, supportive of learning opportunities
<i>Millennials</i> Born 1981–2000	14% and increasing rapidly	Optimistic, able to multitask, tenacious, technologically savvy, driven to learn and grow, team-oriented, socially responsible	Motivational, collaborative, positive, educational, organized, achievement-oriented, able to coach

- **Cultural difference in values**
 - Work centrality (the importance of work in your life)
 - Hofstede (and later studies) analyzed 5 basic dimensions of work-related values that differ across cultures
- Hofstede's study:
 - 1) **Power distance:** the extent to which an unequal distribution of power is accepted by society members
 - 2) **Uncertainty avoidance:** the extent to which people are uncomfortable with uncertain and ambiguous situations
 - 3) **Masculinity/femininity:** Masculine cultures clearly differentiate gender roles and stress economic performance. Feminine cultures stress equality and quality of life.
 - 4) **Individualism/collectivism:** Individualistic societies stress independence, individual initiative, and privacy. Collective cultures favour interdependence and loyalty to family or clan.
 - 5) **Long-term/short-term orientation:** Long-term tends to stress persistence, perseverance, thrift, & status differences.

EXHIBIT 4.3
Cross-cultural value comparisons.

Note: Time orientation data for Mexico unavailable.

Source: Graph by authors. Data from Hofstede, G. (2005). Cultures and organizations: Software of the mind. Copyright © 2005 Geert Hofstede. Reprinted with permission of the author.



- **Cross-cultural implications:**
 - Importing/exporting OB theories
 - The basic organizational questions are the same
 - **The answers vary across nations**
- Appreciating Global Customers
 - Different values are reflected in different needs, tastes & ways of doing business.
- **Developing global employees**
 - Companies need to select, train & develop employees to better appreciate difference in, and implications of, cultural values in OB

Define **attitudes** and explain how people develop and change attitudes:

- **Attitude:** a fairly stable evaluative tendency to respond consistently to some specific object, situation, person or category of people
 - A function of what we think and feel
- Belief + Value → Attitude → Behaviour
- Organizations may try to change or modify employee attitudes using forms of persuasion because **attitude reflects on**
 - Job satisfaction
 - Organizational commitment

Explain the concept of **job satisfaction** and discuss some of its key contributors, including discrepancy, fairness, disposition, mood, and emotion, in promising job satisfaction:

- **Job satisfaction:** a collection of attitudes that workers have about their jobs.
 - Includes facet satisfaction (i.e., individual components, such as work, compensation, relationship with boss)
 - Overall satisfaction (i.e., the average of facet satisfaction)

EXHIBIT 4.5

Sample items from the Job Descriptive Index with “satisfied” responses.

Source: The Job Description Index, revised 1985, is copyrighted by Bowling Green State University. The complete forms, scoring key, instructions, and norms can be obtained from the Department of Psychology, Bowling Green State University, Bowling Green, Ohio, 43403. Reprinted with permission.

Work <input type="checkbox"/> Routine <input checked="" type="checkbox"/> Creative <input type="checkbox"/> Tiresome <input checked="" type="checkbox"/> Gives sense of accomplishment	Supervision <input checked="" type="checkbox"/> Asks my advice <input checked="" type="checkbox"/> Praises good work <input type="checkbox"/> Doesn't supervise enough <input checked="" type="checkbox"/> Tells me where I stand
People <input checked="" type="checkbox"/> Stimulating <input checked="" type="checkbox"/> Ambitious <input type="checkbox"/> Talk too much <input type="checkbox"/> Hard to meet	Pay <input checked="" type="checkbox"/> Income adequate for normal expenses <input type="checkbox"/> Bad <input type="checkbox"/> Less than I deserve <input checked="" type="checkbox"/> Highly paid
Promotions <input checked="" type="checkbox"/> Good opportunity for advancement <input checked="" type="checkbox"/> Promotion on ability <input type="checkbox"/> Dead-end job <input type="checkbox"/> Unfair promotion policy	

- What determines job satisfaction?
 - 1) **Discrepancy theory:** job (dis)satisfaction stems from the discrepancy between job outcomes wanted and the outcomes perceived to be obtained
 - a. **Perception is dictated by worker's value system**
 - 2) **Fairness: Distributive fairness/justice:** occurs when people receive what they think they deserve from their jobs
 - a. **Equity theory** is a comparison tool that people use to determine distributive fairness
- Perceived equity exists when:

My Outcomes	Other's Outcomes
My Inputs	Other's Inputs

 - Inputs may be workers' training, education, hard work
 - Outcomes may be organizational pay, career opportunities
 - Equity theory looks at individual contribution
- **Procedural Fairness/Justice** occurs when the process used to determine work outcomes is seen as reasonable. It should:
 - Follow consistent procedures over time and across people
 - Use accurate information & appear unbiased
 - Allow two-way communication during the allocation process
 - Welcome appeals
- **Interactional Fairness/Justice** occurs when people feel they have received respectful and informative communication about an outcome
- **Interactional Unfairness** leads to dissatisfaction with boss
- **Procedural Unfairness** leads to dissatisfaction with system
 - 3) **Disposition:** the contribution of an employee's personality to their job satisfaction. Some people are predisposed to be more or less happy.
 - a. Refer also to Chapter 2 – “Big Five” personality traits.
 - 4) **Mood and Emotion**
 - **Emotions:** intense, and often short-lived, feelings caused by a particular event.

- **Moods:** less intense, longer-lived, and more diffuse feelings
- **Affective events theory** reminds us that jobs consist of a series of events & happenings that have the *potential* to influence moods & emotions
- **Emotional contagion:** tendency for moods & emotions to spread between people or throughout a group
- **Emotional regulation:** requirement for people to conform to certain “display rules” in their job behavior in spite of their true mood or emotions.
 - Also called “emotional labour” e.g., a frequent need to suppress negative emotions may decrease job satisfaction and increase stress
- **Mood and Emotion help explain different levels of job satisfaction in people with similar jobs, beliefs and values.**

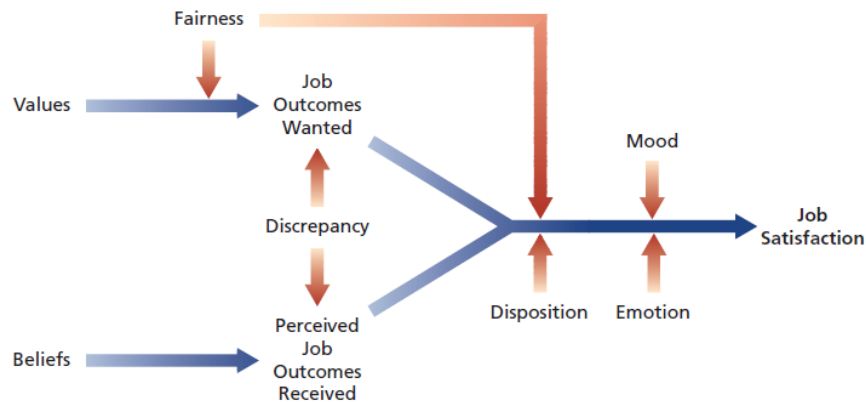


EXHIBIT 4.7
How discrepancy, fairness, disposition, mood, and emotion affect job satisfaction.

- **Key Contributors to Job Satisfaction**
 - Mentally challenging work
 - Adequate compensation
 - Career opportunities
 - People: especially superiors & co-workers
 - Are they considerate?
 - Will they help me improve job outcomes?

Outline the various **consequences of job satisfaction** and explain **the relationship between job satisfaction and absenteeism, turnover, performance**

- **Consequences of Job Satisfaction:**
- **Absence from work:**
 - Many factors may influence absences (e.g., company policies)
 - Firms with high job satisfaction tend to have fewer absences
- **Turnover:** resigning from an organization
 - Hiring, training & developing employees to achieve proficiency is very expensive
 - Less-satisfied workers are more likely to quit

- Some dissatisfied workers may stay in their jobs

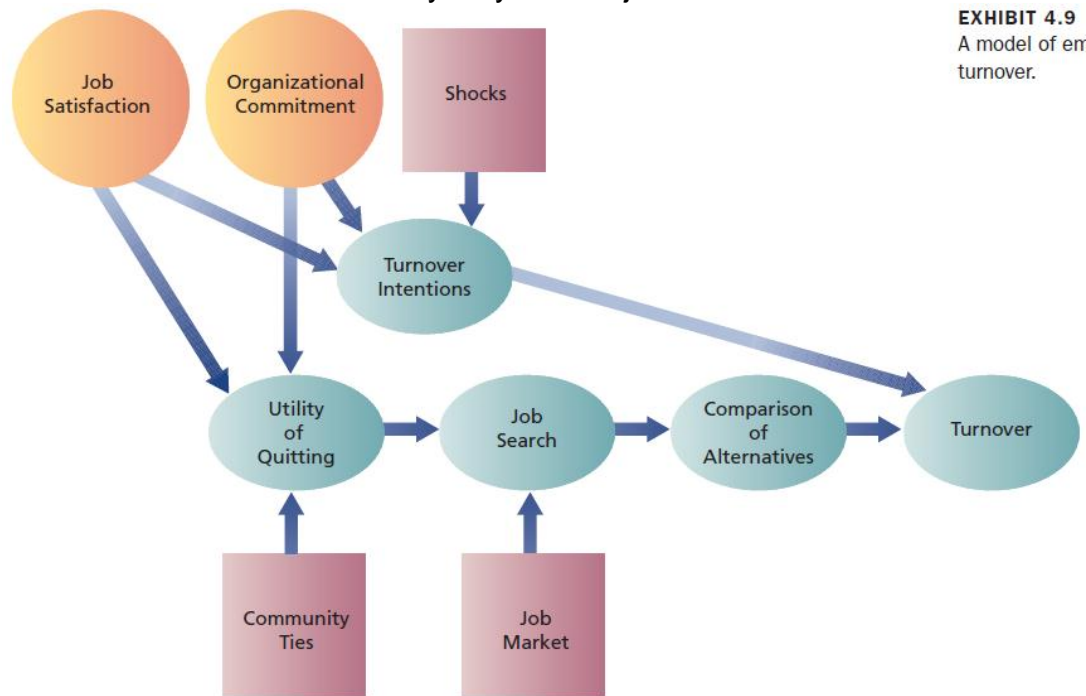


EXHIBIT 4.9
A model of employee turnover.

- **Consequences of Job Satisfaction Performance**
 - High job satisfaction is one of the keys to good performance
 - Reverse is also true – rewarding good performance increases job satisfaction
 - Connection is stronger for more complex jobs (e.g., sciences, engineering)
 - **Organizational citizenship behavior (OCB):** voluntary, informal behavior that contributes to organizational effectiveness
 - Job satisfaction contributes greatly to OCB
 - Also critical to OCB is procedural and interactional fairness
 - Forms of OCB:
 - Helping others
 - Conscientiousness to details of work
 - Being a good sport
 - Courtesy and cooperation
- **Consequences of Job Satisfaction – Customer Satisfaction and Profits**
 - Directly related to employee satisfaction
 - Reduced absenteeism & turnover contribute to seamless delivery of services
 - OCB's stimulate good teamwork
 - Good mood is contagious (for customers, too!)

Differentiate ***affective, continuance and normative commitment*** and explain how organizations can foster ***organizational commitment***:

- **Organizational commitment:** an attitude that reflects the strength of the linkage between an employee and an organization
- Three types of organizational commitment:
 - **Affective commitment** is based on identification and involvement with an organization
 - Want to be involved
 - **Continuance commitment** is based on the costs that would be incurred in leaving an organization
 - Have to be involved
 - **Normative commitment** is based on ideology or a feeling of obligation to an organization.
 - Should be involved
- Consequences of **organizational commitment**
 - Affects turnover rates
 - Affective commitment is positively related to performance
 - Continuance commitment is negatively related to performance
- Consequences of very high levels of **organizational commitment**
 - Can cause work – life balance conflicts
 - Is implicated in unethical/illegal behavior
 - Can cause lack of innovation
 - Can cause resistance to change
- Workplace shifts (e.g., demographic, technology, global competition, need for flexible workforce) changes:
 - The **nature** and **focus** of employee commitment
 - Relationships with different groups creating a **multiplicity of employer-employee relationships** with the organization

CHAPTER 5:

Define **motivation**, discuss its basic properties, and distinguish it from performance:

- **Motivation:** the extent to which persistent effort is directed toward a goal
- **Motivating** employee is important in organizations
 - **Global competitiveness**
 - **Rapid changes**
 - **Need for flexibility**
 - **Attention to customers**
- Basic characteristics of **motivation** in OB
 - **Effort** – strength of the person's work-related behavior
 - **Persistence** – continuity of effort
 - **Direction** – channeling persistent effort to benefit the organization
 - **Goals** – enhancing organizational objectives
- **Motivation** is about effort
- **Performance** is about outcomes

Compare and contrast **intrinsic** and **extrinsic motivation** and describe self-determination theory:

- **Intrinsic motivation** stems from the direct relationship between the worker and the task; it is usually self-applied
- **Extrinsic motivation** stems from the work environment external to the task; it is usually applied by others
- **Self-determination theory:** considers the extent to which people's motivation is autonomous or controlled.
 - **Autonomous motivation:** when people are self-motivated by intrinsic factors.
 - **Controlled motivation:** When people are motivated to obtain a desired consequence or extrinsic reward.
- Both **intrinsic** and **extrinsic motivation** are important.
 - Organizations must ensure compatibility of **intrinsic** and **extrinsic motivators**

Explain and discuss the different factors that predict **performance** and define general cognitive ability and emotional intelligence

- **Performance:** the extent to which an organizational member contributes to achieving the objectives of the organization
- **Motivation** contributes to **performance**
- Other facts are also involved
- **General cognitive ability:** a person's basic information processing capacities and cognitive resources (e.g., verbal, numerical, spatial, reasoning abilities)
 - Predicts learning & training success
 - Predicts job performance & career success
- **Emotional intelligence (EI):** The ability to understand and manage one's own and other's feelings and emotions.

- Depending on the job requirements, employees need varying degrees of
 - **Motivation**
 - **General cognitive ability**
 - **Emotional intelligence**

EXHIBIT 5.1
Factors contributing to individual job performance.

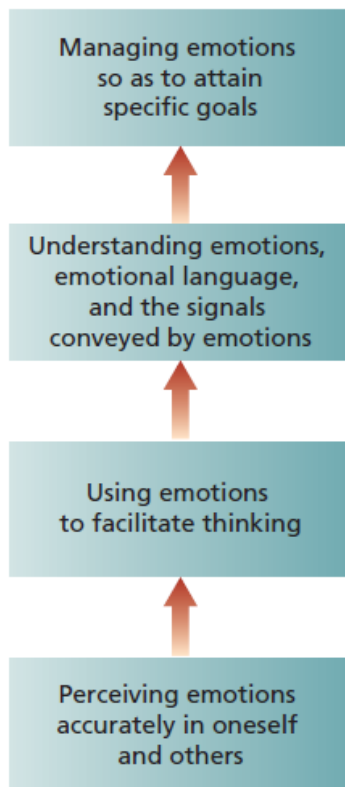
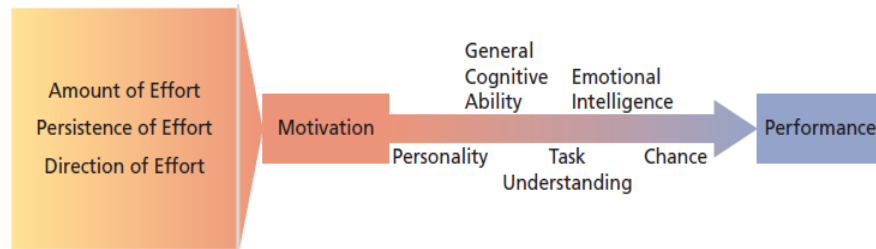


EXHIBIT 5.2
Four-branch model of emotional intelligence.

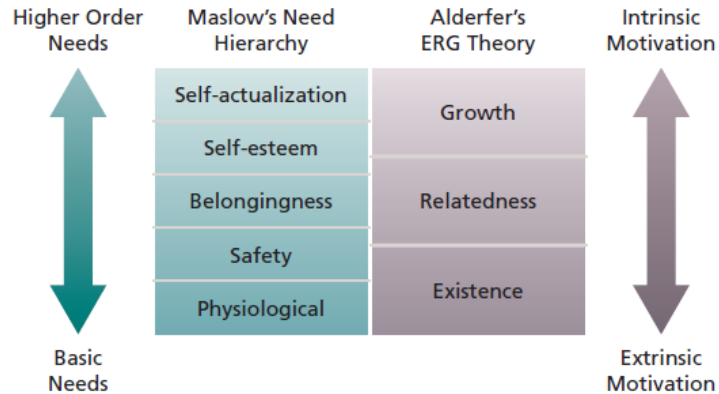
Source: Based on Mayer, J.D., Caruso, D.R., & Salovey, P. (2000). Emotional Intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298; Salovey, P., & Mayer, J.D. (1990). Emotional Intelligence. *Imagination, Cognition & Personality*, 9, 185-211. Used by permission of Baywood Publishing.

Explain and discuss ***need theories*** of motivation:

- **Need theories:** Motivation theories that specify the kinds of needs (physiological & psychological wants) people have and the conditions under which they will be motivated to satisfy these needs in a way that contributes to performance.
- Needs → Behaviors → Incentives & Goals
- **Need theories** are about *what* motivates workers.
- **Process theories** are about *how* various factors motivate workers.
- **Maslow's hierarchy of needs:** a five-level hierarchy of needs that specifies that the lowest-level unsatisfied need has the greatest motivating potential
- According to Maslow

- Once a need is satisfied, it is not a motivator
- Self-actualization is the exception and grows stronger as it is gratified
- **Alderfer's ERG theory:** a three-level hierarchical need theory of motivation (existence, relatedness, growth) that allows for movement up and down the hierarchy
 - **Alderfer's** three categories correspond to **Maslow's** five categories

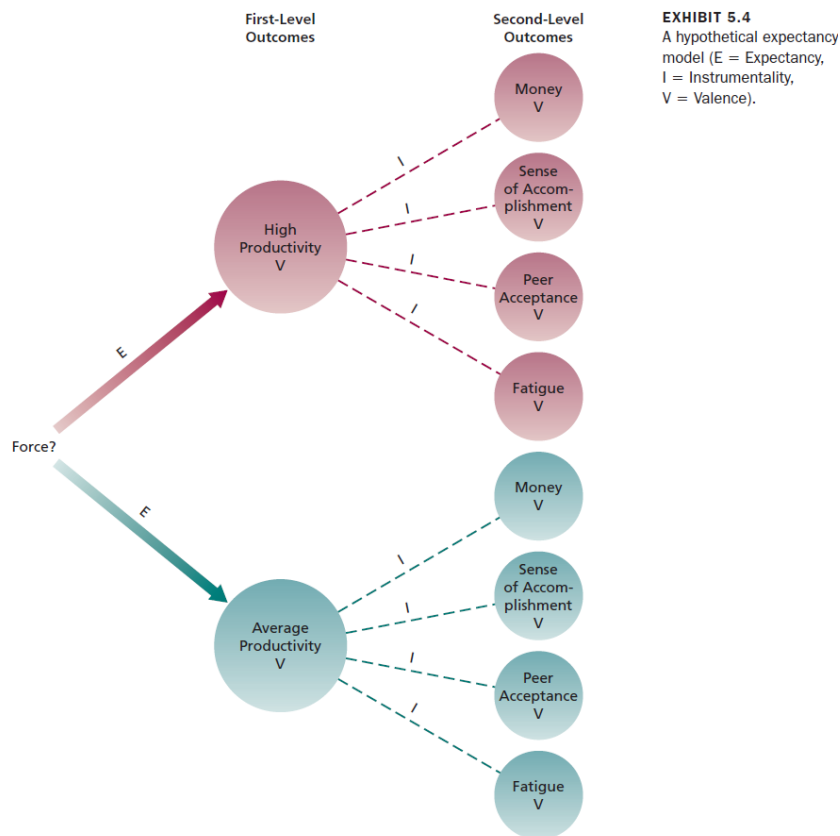
EXHIBIT 5.3
Relationship between Maslow's and Alderfer's need theories.



- Differences between **Alderfer's ERG & Maslow's** theory:
 - ERG proposes that people can fulfill more than one need at a time
 - ERG assumes increased desire for lower-level needs if high-level needs are ungratified
 - ERG assumes increased desire for higher-level needs if low-level needs are ungratified
- **McClelland's theory of needs:** a nonhierarchical need theory of motivation that outlines the conditions under which certain needs result in particular patterns of motivation
 - Needs reflect relatively stable personality characteristics
 - Different situations result in different needs
- Three of **McClelland's** needs:
 - **Need for achievement (nAch):** a strong desire to perform challenging tasks well
 - **Need for affiliation (nAff):** a strong desire to establish and maintain friendly, compatible interpersonal relationships
 - **Need for power (nPow):** a strong desire to influence others, making a significant impact or impression
- To be effective, organizations must
 - Appreciate diversity
 - Individuals have different needs at different times
 - Appreciate intrinsic motivation
 - Allow higher-order needs to develop by ensuring lower-level needs are met

Explain and discuss **Expectancy Theory:**

- **Expectancy Theory:** a process theory that states that motivation is determined by the outcomes that people **expect** to occur as a result of their actions on the job
- **Outcomes:** consequences that follow work behaviour
 - Employees **choose** which outcomes they will work towards
 - 1st level outcomes (e.g., high or low productivity), result in
 - 2nd level outcomes that are more personally relevant (e.g., pay, sense of accomplishment)
- **Instrumentality:** the probability that a particular 1st level outcome will be followed by a particular 2nd level outcome
 - *performance* → *outcome* link
- **Valence:** the expected value of work outcomes; the extent to which they are attractive or unattractive
- **Expectancy:** the probability that a particular 1st level outcome can be achieved
 - *effort* → *performance* link
- **Force:** the effort directed toward a 1st level outcome
 - *force* = *first-level valence* x *expectancy*



- People are motivated to perform in those work activities they find attractive and achievable
- Attractiveness depends on the probability of these activities leading to favourable personal consequences
- It is based on the **perceptions** of individual workers

- **To improve performance**
 - Boost expectancies
 - Clarify reward contingencies
 - Appreciate diversity among employees

Explain and discuss **equity theory**:

- **Equity theory** states that motivation stems from comparing the inputs one invests in a job and the outcomes one receives in comparison with the inputs and outcomes of another person or group.
- In Chapter 4, we learned perceived equity exists when

My Outcomes		Other's Outcomes
My Inputs	equal	Other's Inputs
- People tend to choose same-sex comparison.
- Individuals are motivated to maintain an equitable exchange relationship. They may
 - Perceptually distort one's own inputs or outcomes
 - Perceptually distort the inputs or outcomes of the comparison other
 - Choose another comparison other
 - Alter one's inputs or outcomes
 - Leave the exchange relationship
- Research supports inequity of **underpayment**
 - Workers tend to reduce productivity or quality to equal perceived value

Explain and discuss **goal setting theory, goal orientation, and proximal and distal goals**:

- **Goal:** the object or aim of an action
- **Organizational goals must be translated into individual or group goals.**
- **Goal Setting Theory:** goals are motivational when they are
 - Specific
 - Challenging (employees also need the knowledge, skills & resources)
 - Have organizational member commitment
 - Provide appropriate feedback

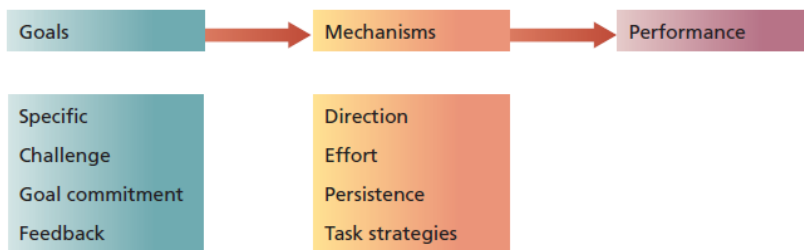


EXHIBIT 5.6

The mechanisms of goal setting.

Source: Locke, E.A., & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57,705-717.

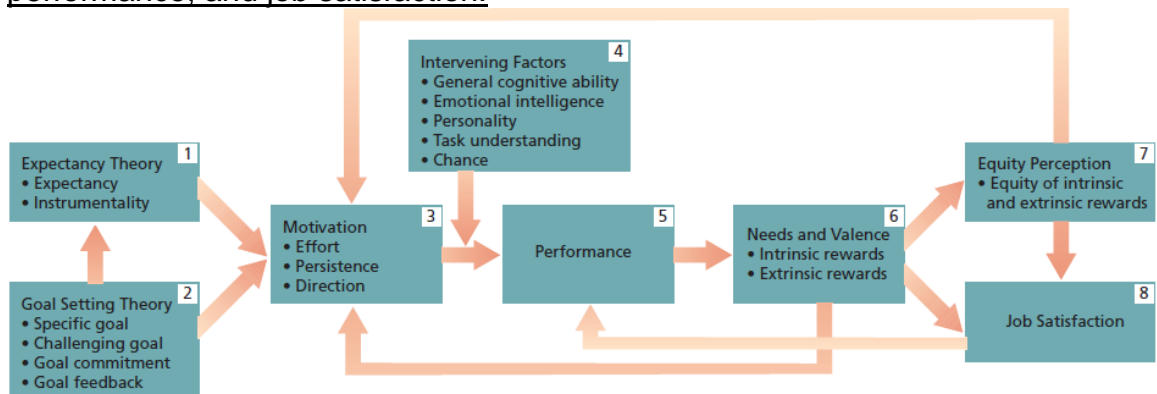
- **Enhancing goal commitment requires**
 - Employee or group participation
 - Rewards/compensation tied to goal attainment

- Management support
- **Goal orientation:** An individual's goal preferences in achievement situations.
 - **Learning Goal Orientation:** A preference to learn new things and develop competence in an activity by acquiring new skills and mastering new situations.
 - positively related to learning as well as academic, task, and job performance
 - **Performance-prove goal orientation:** a preference to obtain favourable judgments about the outcome of one's performance.
 - not related to learning or performance outcomes
 - **Performance-avoid goal orientation:** a preference to avoid negative judgments about the outcome of one's performance.
 - negatively related to learning and lower task and job performance
- **Proximal goal:** Short-term or sub-goals
 - provides clear markers of progress towards a distal goal because they result in more frequent feedback
- **Distal goal:** Long-term or end goals
 - most effective when supported by proximal goals

Discuss the cross-cultural limitations of theories of motivation:

- Cultures differ in values and beliefs
 - Affects perception of "achievement"
 - Affects perception of what is important
 - Goals must account for cultural differences
 - Expectancy theory translates most effectively across cultures

Summarize the relationship among the various theories of motivation, performance, and job satisfaction:



CHAPTER 6:

Discuss how to tie pay to performance on production jobs and the difficulties of **wage incentive plans**:

- Money as a motivator
 - Considered most important & effective
 - Includes pay and fringe benefits
 - Helps fulfill needs (e.g., food, shelter, self-esteem)
 - Has a high valent (expectancy theory) since it can satisfy a high variety of needs
 - Must be clearly tied to performance
 - Provides competitive advantage for attracting, recruiting, & retaining employees
- **Piece-rate**: a pay system in which individual workers are paid a certain sum of money for each unit of production completed
 - Variations include basic wage plus piece-rate
 - Can be individual or team-based
- **Wage incentive plans**: various systems that link pay to performance on production jobs
 - Show to substantially improve productivity
- **Potential problems with wage incentives**:
 - Lowered quality due to increased speed
 - Differential opportunities (e.g., equal access to resources)
 - Reduced co-operating
 - Incompatible job design or inability to link incentives to individual performance

Explain how to tie pay to performance on white-collar jobs and the difficulties of **merit pay plans**:

- **Merit pay plans**: systems that attempt to link pay to performance on white-collar jobs
 - Objective indicators of individual performance are more difficult to find
 - Tangible signal that employee's performance is "on track"
- Merit pay can improve performance but many systems are ineffective because of
 - Low discrimination: management ability or reluctance to differentiate good/poor performance
 - Small increases: too small to be effective
 - Lump sum bonuses are more visible & motivating
- Pay secrecy can damage the motivational effect of well-designed merit plans
 - Damages perception of link between performance and rewards
 - Perception of inequity with others

EXAMPLE of misconceptions caused by pay secrecy:

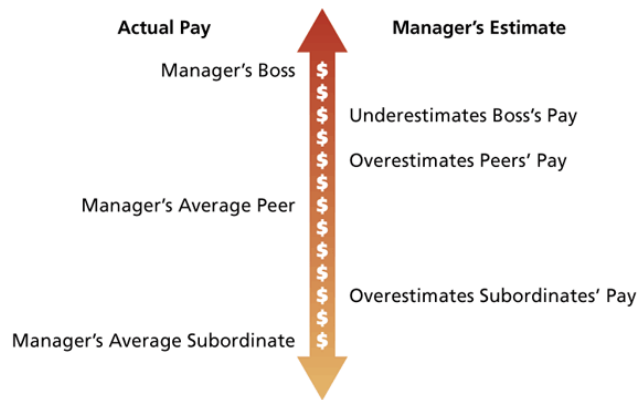


EXHIBIT 6.2

A manager's estimates of pay earned by boss, peers, and subordinates.

Understand how to use pay to motivate teamwork:

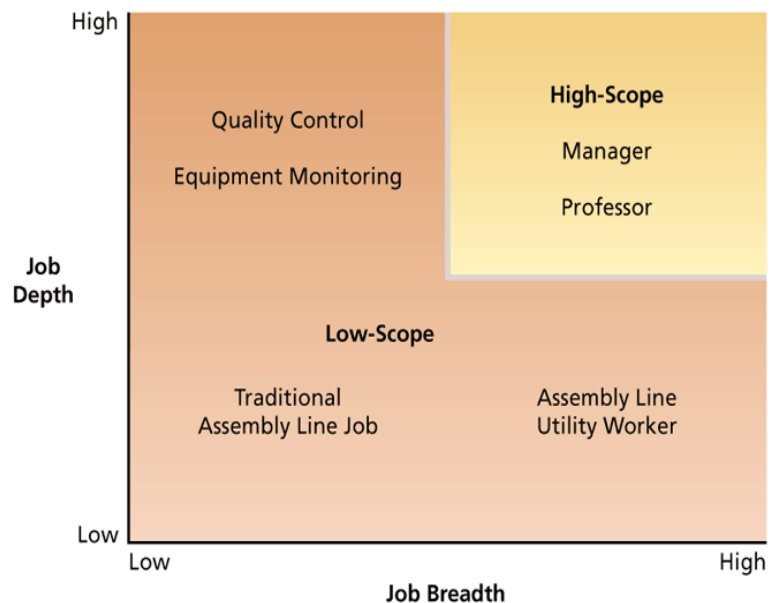
- Incentive pay & merit pay plans tend to be individualized
- Companies need to foster co-operation & teamwork
 - It is important to align employee goals with those of the organization
- **Profit Sharing:** the return of some company profit to employees in the form of a cash bonus or a retirement supplement
 - Many factors affecting profits are beyond an individual employee's control (e.g., economy)
 - Difficult to connect one's own job/tasks to overall profits
- **Employee stock ownership plans (ESOP's):** incentive plans that allow employees to own a set amount of a company's shares and provide employees with a stake in the company's future earnings and success.
 - Creates an ownership culture
 - Focuses on organizational performance
 - Falling profits or share prices can be de-motivating
- **Gainsharing:** a group pay incentive plan based on productivity or performance improvements over which the workforce has some control.
 - Joint employee/management participation is important
 - Single focus may ignore other important objectives
 - Payout based on cost savings not profitability
- **Skill-based pay (pay for knowledge):** a system in which people are paid according to the number of job skills they have acquired.
 - Increased flexibility for both company and employee
 - High training costs

Describe the details of the **Job Characteristics Model:**

- Money attempts to capitalize on **extrinsic** motivators
- Job design attempts to capitalize on **intrinsic** motivators
 - Some tasks are more motivating than others
- Traditional view of Job Design
 - Simplification & specialization
 - Standardization

- Close supervision
- Piece-rate pay as motivator
- Met lower-level needs of a basically uneducated workforce
- **Job Scope** refers to the breadth and depth of a job.
 - Breadth: number of different activities performed on a job
 - Depth: degree of worker discretion or control over tasks
- High-scope jobs tend to provide more intrinsic motivation than low-scope jobs. Job scope can be increased by offering employees
 - **Stretch assignments:** challenging opportunities
 - **Job rotation:** Rotating employees to different tasks and jobs in an organization

EXHIBIT 6.4
Job scope as a function of job depth and job breadth.

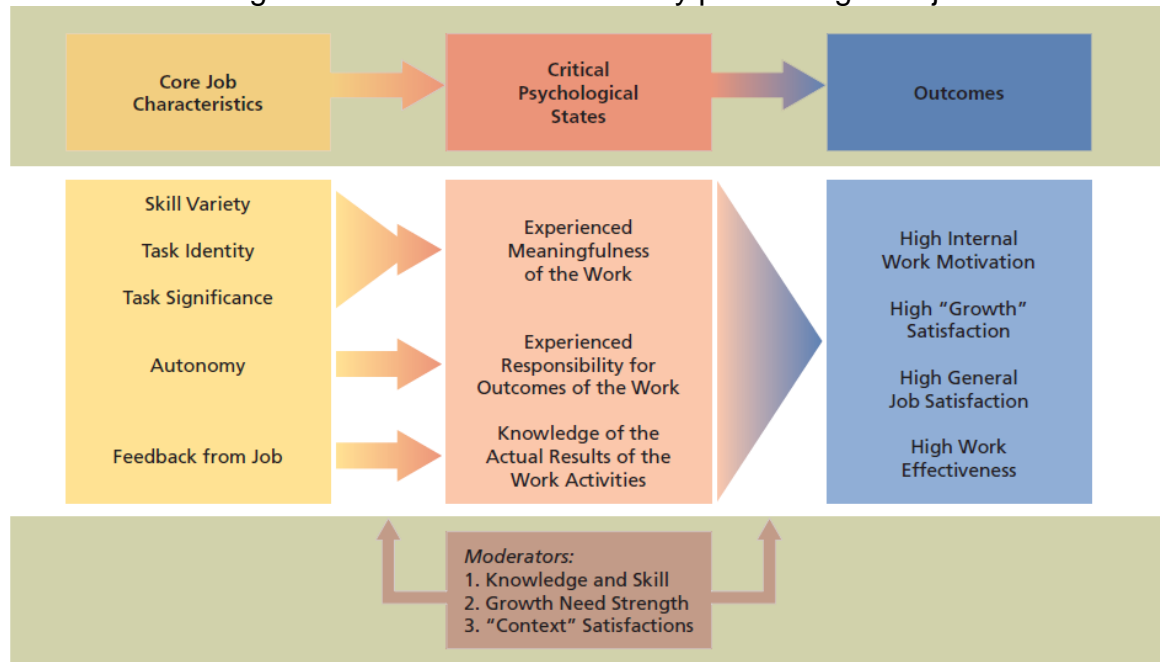


- **Designing high scope jobs: five core job characteristics have a strong potential to motivate workers:**
 - 1) **Skill Variety:** using various skills and talents to do a variety of job activities
 - 2) **Autonomy:** the freedom to schedule one's own work activities and decide work procedures
 - 3) **Task significance:** the impact that a job has on other people
 - 4) **Task Identity:** the extent to which a job involves doing a complete piece of work from beginning to end
 - 5) **Feedback:** information about the effectiveness of one's work performance
- **Job Diagnostic Survey (JDS)** is a questionnaire used to measure the motivating potential of core job characteristics.
- The motivating potential score (MPS) of a job is calculated using the following formula:

$$\text{MPS} = \frac{\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}}{3} \times \text{Autonomy} \times \text{Feedback}$$

3

- Core job characteristics
 - Lead to critical psychological states
 - That lead to outcomes
- Moderating influences
 - skills or knowledge; context satisfaction
 - **growth need strength**: the extent to which people desire to achieve higher-order need satisfaction by performing their jobs



Describe the motivational properties of **job enrichment**:

- **Job enrichment**: the design of jobs to enhance intrinsic motivation, quality of working life, and job involvement
- **Job involvement**: a cognitive state of psychological identification with one's job and the importance of work to one's total self-image
 - Core job characteristics are positively related to job involvement.
- How to enrich jobs:
 - Combine tasks
 - Establish external client relationships
 - Establish internal client relationships
 - Reduce supervision—increase autonomy
 - Form work teams
 - Make feedback more direct
- Potential problems with Job Enrichment:
 - Poor diagnosis (e.g., of organizational needs)
 - Job enlargement: adding tasks but leaving other core characteristics unchanged
 - Job engorgement: enriching jobs that are already too rich
 - Lack of employee desire or skills
 - Demand for rewards (e.g., more pay)
 - Union resistance

- Supervisory resistance

Discuss recent developments in job design and describe *work design characteristics*:

- **Work design characteristics:** the attributes of the task, job, social and organizational environment
- Consists of three categories:
 - motivational characteristics
 - social characteristics
 - work context characteristics
- Motivational Characteristics:
 - Task Characteristics
 - Autonomy
 - Task Variety
 - Task Significance
 - Task Identity
 - Feedback from the job
- Motivational Characteristics:
 - Knowledge Characteristics
 - Job complexity
 - Information processing
 - Problem solving
 - Skill variety
 - specialization
- Social Characteristics
 - Social support
 - Interdependence
 - Interaction outside the organization
 - Feedback from others
- Work context Characteristics
 - Ergonomics
 - Physical demands
 - Work conditions
 - Equipment use

Understand the connection between goal setting and **Management by Objectives**:

- **Management by Objectives (MBO):** an elaborate, systematic, ongoing program designed to facilitate goal establishment, goal accomplishment, and employee development
- **Organizational goals are diffused down to individual members.**
 - Performance objectives
 - Specific behavioural objectives
- MBO involves manager–employee interaction:
 - Meet to develop and agree on employee objectives
 - Periodic meetings to monitor progress

- Appraisal meeting to evaluate the extent to which agreed objectives have been met
- The MBO cycle is repeated
- Potential problems with MBO:
 - Lack of commitment from top management
 - Too much paperwork
 - Overemphasis on measurable vs qualitative objectives
 - Excessive short-term orientation
 - Performance reviews too focused on achieving set objectives

Explain how **alternative work schedules** respect employee diversity

- **Alternative work schedules**
 - Meets diverse workforce needs (e.g., childcare, transportation)
 - Promotes job satisfaction
 - Reduces costly absenteeism & turnover
 - Facilitates recruitment
 - Does not work for all types of jobs
- **Alternative Work Schedules** include
 - **Flex-time:** arrival and departure times are flexible
 - **Compressed workweek:** employees work a normal number of hours per week in fewer than the normal five days
 - **Job sharing:** two part-time employees divide the work of a full-time job
 - **Work sharing:** Reducing the number of hours employees work to avoid layoffs
 - **Telecommuting:** employees work from home and use communication technology to stay in touch with their offices

Describe the factors that organizations should consider when **choosing motivational practices:**

- **Organizations must consider**
 - **Fit** with organizational culture & strategic goals
 - **Balance** among the components of the motivational system
 - A thorough diagnosis of organizational and employee needs
 - Nature of the work
 - Prioritizing desired organizational outcomes

CHAPTER 7:

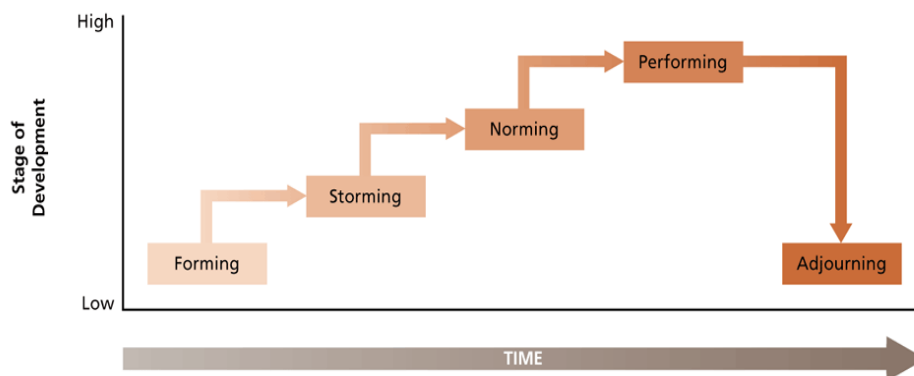
Define **groups** and distinguish between **formal** and **informal groups**:

- **Groups** are two or more people **interacting interdependently** to achieve a common goal.
 - Groups are a social mechanism through which we acquire beliefs, values, attitudes, and behaviours
 - Groups exert influence on us and provide a context in which **we** are able to influence others.
- **Formal work groups** are established by organizations to facilitate the achievement of organizational goals.
 - **Work groups** (e.g., departments)
 - **Task forces**: temporary groups with a single task
 - **Committees**: permanent groups outside of the usual work structure (e.g. safety committee)
- **Informal groups** emerge naturally in response to the common interests of organizational members (e.g., the lunch group).

Discuss group development:

- Group development is similar to the stages of most relationships.
 - **Forming**: getting to know each other
 - **Storming**: conflict, sorting roles & responsibilities
 - **Norming**: resolving issues, social structure, interdependencies, and rules
 - **Performing**: achievement, creativity and mutual assistance predominate
 - **Adjourning**: Some groups are dispersed after achieving goals or because companies reorganize

EXHIBIT 7.1
Stages of group
development.



- Some groups do not have time to go through the normal group development stages.
- **Punctuated Equilibrium Model**: of group development describes how groups with deadlines are affected by their first meeting and crucial midpoint transition.

- Punctuated Equilibrium stages:
 - Phase 1: 1st meeting—set agenda, create assumptions and approaches
 - Generally very little visible progress is made
 - Midpoint Transition: occurs at half-way point
 - Obvious need to move forward results in change to approach
 - Phase 2: reveals a burst of activity to final meeting

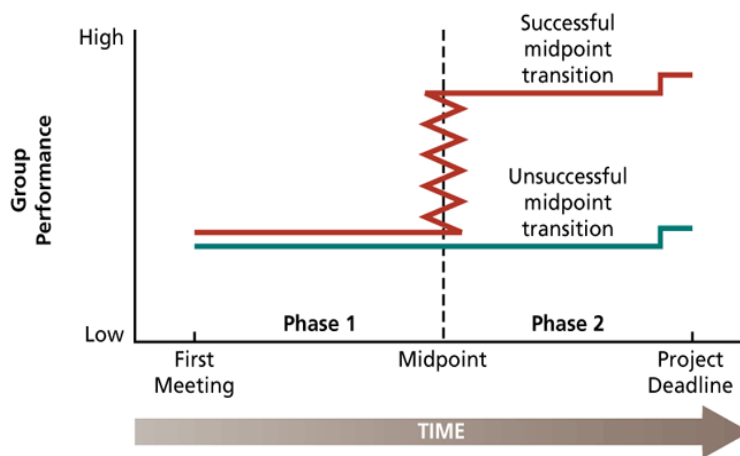


EXHIBIT 7.2
The punctuated equilibrium model of group development for two groups.

Each stage must be carefully managed and adequate resources available to ensure success

Explain how **group size** and number diversity influence what occurs in groups:

- Group size and satisfaction:
 - Smaller groups tend to have higher member satisfaction
 - Less time & energy required socializing
 - Reduced opportunity for conflict
 - More opportunity for verbal participation
 - Easier to identify individual contributions
- Group size and performance
 - Larger groups have more **process losses**: Performance difficulties stemming from the problems of motivating and coordinating larger groups
- Actual performance = Potential performance – Process losses
- Optimal group size depends on the type of work assigned:
 - **Additive tasks**: group performance depends on the sum of individual performance (e.g., **more** carpenters can frame a house faster)
 - **Disjunctive tasks**: group performance depends on the performance of best member (e.g., **more** people looking for an error should be able to find it faster)
 - **Conjunctive tasks** are limited by the poorest performer (e.g. one person on an assembly line can create a bottle-neck)

- Getting rid of the poor performer (shrinking group size) will increase performance.
- Diversity of Group Membership
 - **Homogeneous groups** tend to become cohesive more quickly
 - **Heterogeneous (diverse) groups** have more difficulty communicating and take longer to become cohesive
 - *Tend to be more creative and have stronger problem-solving skills*
- Both type of groups, once developed, are equally cohesive and productive.
- “**Surface diversity**” (e.g., age, race) tends to “wear off” in time.
- “**Deep diversity**” (e.g., work attitudes) can be divisive.

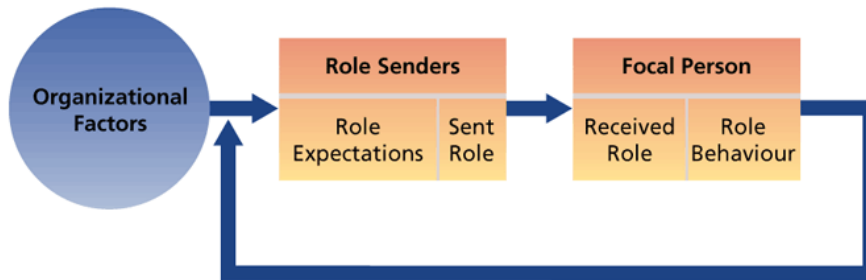
Review how **norms**, **roles**, and **status** affect social interaction:

- **Norms** are collective expectations that members of social units have regarding the behaviour of each other.
 - Provide regularity and predictability
 - Psychological security
- Less deviation is tolerated when norms concern important behaviours (e.g., attendance, work performance)
- Compliance to norms
 - Easier if our values & beliefs support them
 - Support social niceties
 - Save time & social confusion
 - Individuals expect rewards (e.g., acceptance) for compliance and punishment for noncompliance or poor performance
- **Roles:** positions in a group that have a set of expected behaviours attached to them
 - **Norms** require *similar* behaviour
 - **Roles** require members to act *differently*
- **Emergent roles** develop naturally to meet social-emotional needs of group members.
- **Organizations will designate or assign roles to facilitate task achievement.**
- **Role Ambiguity:** lack of clarity of job goals or methods. This can be caused by
 - Organizational factors
 - The role sender
 - The focal person
- Outcomes of **role ambiguity**
 - Job stress, dissatisfaction
 - Reduced organizational commitment
 - Lowered performance, intent to quit

EXHIBIT 7.4

A model of the role assumption process.

Source: Adapted from Katz, D., et al. (1966, 1978). *The social psychology of organizations*. New York: Wiley, p. 196. Copyright © 1966, 1978, by John Wiley & Sons, Inc. Reprinted by permission of John Wiley & Sons, Inc.

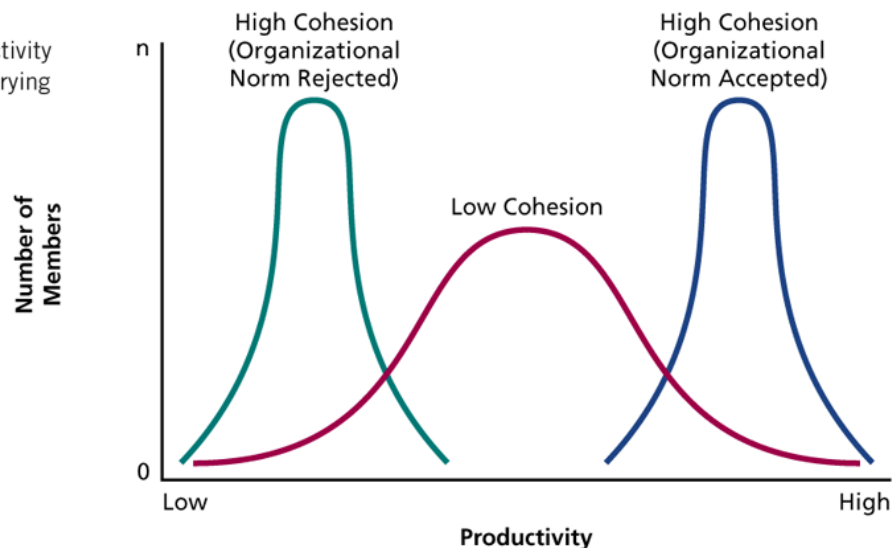


- **Role conflict** exists when a member is faced with incompatible role expectations.
 - **Intrasender role conflict:** a single role sender provides incompatible role expectations to role occupant.
 - **Intersender role conflict:** two or more role senders provide incompatible expectations to role occupant.
 - **Interrole conflict** exists when a single person holds several roles involving incompatible expectations.
 - **Person–role conflict** requires behaviours that are incompatible with the personality or skills of the role occupant.
- **Outcomes of role conflict are similar to those of role ambiguity.**
- **Status:** the rank, social position, or prestige accorded to group members (e.g., the group’s evaluation of a member)
- **Formal status systems** are management’s attempt to publicly identify certain individuals
 - Uses status symbols (e.g., seniority benefits, job titles, pay)
 - Hopes to motivate members to acquire status
 - Reinforces authority hierarchy
- **Informal status system:** people tend to confer increased or decreased status on individuals (e.g., high performers vs. poor performers)
- **Consequences** of status differences
 - Higher-status people have more influence
 - Large status differences inhibit communication
- **Reducing** status barriers
 - Reduce questionable status symbols
 - Foster a culture of teamwork & communication
 - Encourage alternate communication methods

Discuss the causes and consequences of **group cohesiveness**:

- **Group cohesiveness**: the degree to which a group is especially attractive to its members.
- Factors influencing cohesiveness:
 - Threats & competition
 - **Success** in group goal accomplishment
 - Member diversity
 - Size: large groups often divide into sub-groups
 - Toughness of initiation
- Consequences of cohesiveness
 - More participation in group activities
 - Lower turnover & absenteeism
 - More conformity
 - More success accomplishing their goals
 - May or may not match organizational goals

EXHIBIT 7.6
Hypothetical productivity curves for groups varying in cohesiveness.



Explain the dynamics of **social loafing**:

- **Social loafing**: the tendency to withhold physical or intellectual effort when performing a group task
 - a motivational issue that takes on two different forms
- **Free rider effect**: people lower their effort at the expense of their fellow group members.
- **The sucker effect**: people lower their efforts to restore equity in the group because they feel others are **free riding**.
- How to deal with **social loafing**
 - Make individual performance more visible
 - Make sure work is interesting
 - Increase individual feeling of indispensability
 - Increase performance feedback
 - Reward group performance

Discuss how to design and support ***self-managed teams***:

- **Collective efficacy**: shared beliefs that a team can successfully perform a given task.
- **Self-managed work teams (SMT's)**: work groups that have the opportunity to do challenging work under reduced supervision.
- Why SMT's?
 - To improve efficiency, quality, customer satisfaction, innovation, speed, & flexibility
- What leads to work group effectiveness?
 - Organizational acceptance of group's physical & intellectual output
 - Group member needs are satisfied
 - Group experiences enable continued cohesiveness
- Tasks for SMT's should be
 - Complex & challenging
 - Require high member interdependence
 - Include qualities of job enrichment
 - Autonomy to divide labour and make decisions on matters affecting their mandate
- Group members adopt specialized roles as required for team effectiveness
- Composition of SMT's
 - Stability of membership
 - Size: as small as feasible
 - Expertise to complete entire task
 - Diversity: a variety of skills & perspectives
 - Fit is important
 - High cohesiveness and group norms that support group effectiveness
- Supporting SMT's
 - Training
 - Technical
 - Social skills
 - Language, communication skills
 - Business training
 - Rewards tied to team accomplishments
 - Management support (e.g., coaching, mediating relationships with "outsiders")

EXHIBIT 7.7
Factors influencing work group effectiveness.

Source: Based in part on Hackman, J.R. (1987). The design of work teams. In J.W. Lorsch (Ed.), *Handbook of organizational behavior*. Englewood Cliffs, NJ: Prentice-Hall.



Explain the logic behind **cross-functional teams** and describe how they can operate effectively:

- **Cross-functional teams** bring people with different functional specialties together to better invent, design, or deliver a product or service.
 - May be self-managed and permanent
 - For unique tasks team may require leadership and have limited life
 - General goals: innovation, speed, quality
- Principles for effectiveness
 - Composition: include all relevant specialties
 - Superordinate goals: attractive outcomes that can only be achieved by collaboration.
 - Physical proximity
 - Autonomy
 - Basic rules & procedures
 - Leadership
- It is important for cross-functional teams to have **shared mental models**: team members share identical information about how they should interact and what their task is.

Understand **virtual teams** and what makes them effective:

- **Virtual teams**: work groups that use technology to communicate and collaborate across space, time, and organizational boundaries
- Advantages of **virtual teams**
 - Around-the-clock work
 - Reduced travel time & costs
 - Larger talent pool to draw from
- Challenges of **virtual teams**
 - Miscommunication: richness of face-to-face is lost
 - Trust is more difficult to develop
 - Isolation of individual members
 - High costs of cutting-edge technology
 - Management issues (e.g., employee reviews)
- Lessons to enhance **virtual team** effectiveness

- Recruit carefully
- Train in both technical & interpersonal skills
- Personalization programs so team members get to know each other
- Set goals and ground rules
- Virtual team members have needs similar to other workers