

Chapter 2- Personality & Learning

LO2.1 Define personality and discuss its general role in influencing organizational behaviour.

1) What is personality? Is it possible for an individual to have "no personality"? Explain.

LO2.2 Describe the dispositional, situational, and interactionist approach to organizational behaviour and trait activation theory.

1) What is trait activation theory and what does it tell us about the role that personality plays in organizational behaviour?

According to trait activation theory, traits lead to certain behaviours only when the situation makes the need for the trait salient. This tells us that personality will only be important in situations that call for a particular personality trait. In situations where the personality trait is not important it will not be a factor in terms of a person's behaviour. Thus, personality characteristics influence people's behaviour when the situation calls for a particular personality characteristic. This also means that there is no one best personality trait; it depends on the situation.

LO2.3 Discuss the Five-Factor Model of personality

1) Of the "Big Five" personality dimensions, which three do you feel are the most important in order to be effective as a sales representative?

It is likely that all five play a role in the success of a sales representative. The three that are most likely to help an individual be successful are extraversion, agreeableness, and conscientiousness. Extraversion is important because most sales roles involve breaking some new ground and creating new customer relationships on a continual basis. Agreeableness is important because of the need to build relationships over time and to foster social connections. A high degree of conscientiousness helps ensure that the sales representative works effectively and diligently and is thorough when serving customers

2) Describe three personality characteristics which you would expect to be associated with success as a manager. Defend your answer.

High internal locus of control, high self-monitor, and high self-esteem would all be considered desirable personality characteristics for managerial success. Students may also cite some of the "Big Five" personality dimensions such as extraversion and conscientiousness.

Objective: 2.3 Discuss the Five-Factor Model of personality.

And 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."

LO2.4 Describe and discuss the consequences of locus of control, self-monitoring, and self-esteem.

1) Distinguish between self-esteem and self-efficacy. Is it possible for an individual to have high self-esteem but low self-efficacy? Explain your answer.

Self-esteem is the degree to which a person has an overall positive self-evaluation; self-efficacy refers to the beliefs which people have about their ability to successfully perform a specific task. It is clearly possible for an individual to have high self-esteem and also have low self-efficacy with respect to a specific task. For example, someone who has a favourable self-image may also acknowledge that they are not very good at playing golf.

**Objective: 2.4 Describe and discuss the consequences of "locus of control," "self-monitoring," and "self-esteem."
And 2.10 Explain social cognitive theory and discuss "observational learning," "self-efficacy beliefs," and "self-regulation."**

LO2.6 Define learning and describe what is learned in organizations.

LO2.7 Explain operant learning theory and differentiate between positive and negative reinforcements.

1) Describe three common errors made by managers involving reinforcement.

Confusing rewards with reinforcers, neglecting diversity in preferences for reinforcers, and neglecting important sources of reinforcement.

2) If a manager wants to reinforce organizational behaviour but is unable to use formal means such as pay and promotions, describe what he/she might use instead?

Performance feedback and social recognition. Performance feedback involves providing quantitative or qualitative information on past performance for the purpose of changing or maintaining performance in specific ways. Social recognition involves informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done from one individual or group to another.

LO2.8 Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement.

LO2.9 Distinguish between extinction and punishment and explain how to use punishment effectively.

1) What advice would you give to a manager about the effective use of punishment in the workplace?

Punishment can be an effective means for stopping undesirable behaviour, but it must be

applied very carefully. When using punishment, managers should provide correct alternative responses, limit the emotions involved, ensure that the punishment is truly aversive, punish immediately when possible, avoid the rewarding of unwanted behaviours, and try not to inadvertently punish undesirable behaviours.

LO2.10 Explain social cognitive theory and discuss observational learning, self-efficacy beliefs, and self-regulation.

1) What is the meaning of triadic reciprocal causation of social cognitive theory and what are the main components of social cognitive theory?

According to SCT, human behaviour can best be explained through a system of triadic reciprocal causation in which personal factors and environmental factors work together and interact to influence people's behaviour. In addition, people's behaviour can also influence personal factors and the environment. SCT involves three key components: observational learning, self-efficacy beliefs, and self-regulation.

Chapter 3- Perception, Attribution, & Diversity

LO3.1 Define perception and discuss some of the general factors that influence perception.

1) What is perceptual defence? Give an example.

Perceptual defence is the tendency for the perceptual system to defend the perceiver against unpleasant emotions. It occurs whenever we "see what we want to see" or "hear what we want to hear." A good example is when an individual fails to see and hear negative things about themselves that are threatening.

LO3.2 Describe Bruner's model of the perceptual process.

LO3.3 Describe the main biases in person perception.

1) Describe four common biases which may influence the impressions that we form of others.

There are actually six biases in person perception presented in the text: primacy effect, recency effect, central traits, implicit personality theories, projection, and stereotyping.

LO3.4 Describe how people form attributions about the causes of behaviour.

1) Name and briefly define the three main cues which lead to attributions. What combination of these cues will likely lead an observer to make a dispositional attribution? To make a situational attribution?

The cues are consistency, consensus and distinctiveness. A dispositional attribution is likely to occur when consistency is high, consensus is low, and distinctiveness is low. A situational attribution is likely to occur when consistency, consensus, and distinctiveness

are all high.

LO3.5 Discuss various biases in attribution.

1) Professor Schaan has just returned an exam to her organizational behaviour class. Unfortunately, the class average was much lower than usual, and nearly half the students failed. The students complained that the test was much too difficult and was full of tricky and misleading questions. However, Professor Schaan insists that the test was fair and believes that the students simply did not study hard enough. Use your knowledge of attribution errors and perceptual biases to analyze this scenario.

Professor Schaan may be making a fundamental attribution error by underestimating the situational explanations (e.g., tricky questions) and overestimating the dispositional explanations (e.g., laziness or poor study habits). The students' complaints indicate a self-serving bias by attributing their poor performance to situational factors (e.g., tricky questions) rather than accepting personal responsibility.

LO3.6 Discuss the concepts of workforce diversity and valuing diversity.

1) What are some of the competitive advantages available to organizations which value and manage a diverse workforce?

Six advantages or "arguments" are presented in Exhibit 3.5 (page 92) in the text: lower integration costs, improved recruitment and marketing capabilities, higher levels of creativity, enhanced problem-solving abilities, and greater system flexibility to react to environmental changes.

Chapter 4- Values, Attitudes & Work Behaviour

LO4.1 Define values and discuss the implications of cross-cultural variation in values for organizational behaviour.

1) Hofstede identified four basic dimensions along which work-related values differ across cultures. Describe all four dimensions and indicate how Canada ranks on each.

Power distance – Canada ranks relatively low; uncertainty avoidance – Canada is low; masculinity/femininity – Canada ranks in the middle of the countries studied by Hofstede; and individualism/collectivism – Canada is highly individualistic.

LO4.2 Define attitudes and explain how people develop and change attitudes.

LO4.3 Explain the concept of job satisfaction and discuss some of its key contributors, including discrepancy, fairness, disposition, mood, and emotion.

1) What is emotional regulation and what are its consequences. Given an example of an employee who is regulating his or her emotions.

Emotional regulation is the requirement for people to conform to certain “display rules” in their job behaviour in spite of their true mood or emotions. There is growing evidence that the frequent need to suppress negative emotions takes a toll on job satisfaction and increases stress. An example is when an employee must remain calm and civil even when being harassed and insulted by customers. Flight attendants who must be calm and pleasant when interacting with rude and drunk passengers is an example.

3) What should organizations do to ensure that employees have perceptions of fairness? What are the kinds of fairness that organizations should focus on and how are they related?

Organizations should be aware of three kinds of fairness: distributive fairness, procedural fairness, and interactional fairness. Distributive fairness has to do with the outcomes employees receive; procedural fairness has to do with the process that led to those outcomes; and interactional fairness concerns how these matters are communicated to employees. Organizations need to ensure that employees receive what they deserve from their jobs. In this regard, it is important to consider employees' inputs, outcomes, comparison alternatives (compare them against the inputs and outcomes of some other relevant person or group), and to study how equity theory operates to influence distributive fairness. Organizations should also ensure that the process used to determine work outcomes is reasonable, and that employees receive respectful and informative communication about these outcomes. The three types of fairness are related in several respects. First, procedural fairness is especially likely to provoke dissatisfaction when people also see distributive fairness as being low. Second, it is possible for absolutely fair outcomes or procedures to be perceived as unfair when they are inadequately or uncaringly explained. And third, both procedural and interactional fairness can to some extent offset the negative effects of distributive unfairness.

LO4.4 Explain the relationship between job satisfaction and absenteeism, turnover, performance, organizational citizenship behaviour, and customer satisfaction.

1) Gordon Wong, the VP of Human Resources at Zeta Manufacturing, recently tested the job satisfaction of all Zeta's employees using the Job Descriptive Index. Based on the disappointingly low levels of job satisfaction related by most employees, he is predicting dramatic increases in absenteeism and massive employee turnover. Do you agree with his prediction? Explain your reasons.

Research suggests that his prediction is probably wrong about absenteeism, but may be right with respect to turnover. The association between job satisfaction and absenteeism is generally small; work content is actually the best predictor of job satisfaction. The association between job satisfaction and turnover is moderately strong, but stated intentions to quit are actually a better predictor of turnover.

2) Describe the connection between job satisfaction and performance. Which is the cause and which is the effect and how do rewards fit in?

There is evidence that job satisfaction causes performance and that the most important facet has to do with the content of the work itself. Interesting, challenging jobs are most likely to stimulate high performance. Although job satisfaction contributes to performance, performance could also contribute to job satisfaction when good performance is followed by rewards. As a result, employees are more likely to be satisfied. However, contemporary research indicates that satisfaction is more likely to affect performance, rather than the reverse.

3) What are some of the reasons why satisfied people sometimes quit their jobs and dissatisfied people stay?

Certain “shocks” stimulate turnover even when one or more employees are satisfied with their jobs; an employee's dissatisfaction might be offset by a strong commitment to the organization; an employee might be so embedded in the community that he does not want to move; a weak job market and limited employment alternatives are also some reasons why dissatisfied people might not quit their jobs.

4) Describe the relationship between employee job satisfaction and customer satisfaction and explain when they are or are not related.

There is growing evidence that employee job satisfaction is related to customer or client satisfaction as well as organizational profitability. Reasons for how employee job satisfaction translates into customer satisfaction include: reduced absenteeism and turnover; organizational citizenship behaviour; a good mood among employees that is contagious for customers.

5) Explain how job satisfaction contributes to organizational citizenship behaviour.

Fairness is key. Although distributive fairness (especially in terms of pay) is important, procedural and interactional fairness from a supportive manager seem especially critical. If the manager strays from the prescriptions for procedural fairness, OCB can suffer. If one feels unfairly treated, it might be difficult to lower formal performance for fear of dire consequences. It might be much easier to withdraw the less visible, informal activities that make up OCB. On the other hand, fair treatment and its resulting satisfaction might be reciprocated with OCB.

6) Describe the meaning of a progression of withdrawal and the various responses involved. What are the implications of this for managers?

Research has found that there is sometimes a progression of withdrawal in response to job dissatisfaction. The idea is that people withdraw their attention or work effort in an attempt to compensate for dissatisfaction. This usually begins with more subtle behaviours and progresses to more extreme behaviours. A reduction in OCB is often the first withdrawal response which may be followed in turn by coming to work late, then absenteeism, and ultimately turnover. Managers should be alert to increases in the lower forms of withdrawal, because they may signal bigger problems in the future.

LO4.5 Differentiate affective, continuance, and normative commitment and explain how organizations can foster organizational commitment.

1) Name and briefly define three different types of organizational commitment. Give an example of each.

Affective commitment—“I want to stay because I love my job and this company.”

Continuance commitment—“I have to stay because I don't want to relocate.”

Normative commitment—“I should stay with this company because they helped pay for my business education.”

Chapter 5- Theories of Work Motivation

LO5.1 Define motivation discuss its basic properties, and distinguish it from performance.

1) Gordon Wong, the VP of Human Resources at Zeta Manufacturing, is concerned about the apparent lack of motivation among Zeta's employees. At a meeting with company executives, he proposes that workers' wages be immediately increased by 20% in order to improve motivation levels. Julia Franco, the VP of Operations disagrees. “If you throw more money at them, they will become even less motivated!” she exclaims. Who is correct? Explain your answer.

As discussed in the text, there is considerable debate about the relationship between extrinsic and intrinsic motivators. In support of Julia's position, there is research evidence which suggests that the proposed increase in pay (an extrinsic reward) may lead to reduced levels of intrinsic motivation stemming from the workers' tasks. Other studies suggest that intrinsic motivation is only negatively affected by extrinsic rewards in certain circumstances, and therefore, Julia's argument may not be relevant at Zeta. Either way, pay is only one type of reward and Zeta's management would be well advised to develop a strategy which includes both intrinsic and extrinsic motivators. It should also be noted that according to self-determination theory, more pay will simply increase controlled motivation. Autonomous motivation facilitates effective performance and is also associated with other work outcomes. Thus, they should consider increasing autonomous motivation as well.

LO5.2 Compare and contrast intrinsic and extrinsic motivation and describe self-determination theory, autonomous motivation, and controlled motivation.

LO5.3 Explain and discuss the different factors that predict performance and define general cognitive ability and emotional intelligence.

1) From bottom to top, what are the levels in Salovey and Mayer's model of emotional intelligence?

Perception of emotions, use and assimilation of emotions, understanding emotions, emotional language, and the signals conveyed by emotions, and management of emotions.

2) What is general cognitive ability and what role does it play in the motivation-performance relationship?

General cognitive ability refers to a person's basic information processing capacities and cognitive resources. It has been found to predict learning, training, career success, and job performance in all kinds of jobs and occupations. In terms of the motivation-performance relationship, it can either enhance or lower a person's performance. For example, if a person has high cognitive ability but low motivation, they still might have high performance. On the other hand, a person with high motivation might not perform well if they have low cognitive ability.

LO5.4 Explain and discuss McClelland's needs theory of motivation.

1) What is the main difference between the need theories and process theories of work motivation?

Need theories are concerned with what motivates workers (e.g., needs and their associated goals). Process theories are concerned with how various factors motivate people.

2) According to McClelland's theory, what are the main characteristics of individuals who are high in need of achievement? What types of jobs would likely motivate them?

People who are high in need for achievement prefer situations in which they can take personal responsibility, tend to set moderately difficult goals, and have a desire for performance feedback. They should be strongly motivated by sales jobs or entrepreneurial positions.

LO5.5 Explain and discuss expectancy theory.

1) David Lucero is the Regional Sales Manager for Western Canada at Kapster Enterprises. He enjoys his job and earns a good enough salary to comfortably support his wife and two children in an upscale area of Calgary. He was recently offered a promotion to General Sales Manager for Canada based in Toronto. The promotion would have increased his salary by \$10,000 per year and placed him a notch higher on the organization chart. However, the move to Toronto would have resulted in much higher housing expenses, and David's wife would have had to go back to work if they wanted to maintain the same overall living standards. David knew that he would make an excellent GM, but, after some consideration, he declined the offer. Use expectancy theory to explain why David may have turned down the promotion.

David's expectancy is high (i.e., he is certain that he can do the job) but the combination of both attractive and unattractive second level outcomes has resulted in low valence, overall.

2) What advice would you give to a manager about the effective use of expectancy theory as a model to improve motivation in their workplace?

The manager should utilize strategies which boost expectancies, clarify reward contingencies, and address the diverse needs of the workers.

3) Describe what makes equity theory a theory of motivation and the tactics that people might be motivated to employ.

Equity theory is a theory of motivation (in addition to job satisfaction) because individuals are motivated to maintain an equitable exchange relationship. People will devote considerable energy to reducing inequity and achieving equity. The tactics they might use to do this include: perceptually distort one's own inputs or outcomes; perceptually distort the inputs or outcomes of the comparison person or group; choose another comparison person or group; alter one's inputs or alter one's outcomes; and leave the exchange relationship.

LO5.6 Explain and discuss equity theory.

LO5.7 Explain and discuss goal setting theory

LO5.8 Discuss the cross-cultural limitations of theories of motivation.

Chapter 6- Motivation in Practice

LO6.3 Money as a motivator

LO6.3 Job design as a motivator

LO6.4 Describe the details of the Job Characteristics Model.

1) Explain the relationship between the core job characteristics and the critical psychological states in the Hackman and Oldham Job Characteristics Model.

The core job characteristics affect the meaningfulness, responsibility, and knowledge of results experienced by the worker. Specifically, skill variety, task identity, and task significance all affect the experienced meaningfulness. Autonomy affects the level of responsibility, and feedback gives the worker knowledge of the results.

LO6.5 Discuss the motivational properties of job enrichment.

1) Two organizations are considering job redesign in order to improve employee motivation. One organization is planning on job enrichment and the other is going to use job enlargement. Each organization has asked you to explain how they should proceed and the likely outcomes of their job redesign programs. What will you tell them?

Job enrichment is the design of jobs to enhance intrinsic motivation, quality of working life, and job involvement. Job enrichment procedures can include combining tasks, establishing client relationships (internal and external), reducing supervision, forming teams, and making feedback more direct. The organization can expect an improvement in employees' intrinsic motivation and job involvement. Job enlargement involves increasing job breadth by giving employees more tasks at the same level to perform but leaves the other core job characteristics unchanged. As a result, it is unlikely to improve intrinsic motivation especially if employees are just given more boring, fragmented, routine tasks to do.

LO6.7 Understand the connection between goal setting and Management by Objectives.

LO6.8 Explain how alternative work schedules respect employee diversity