

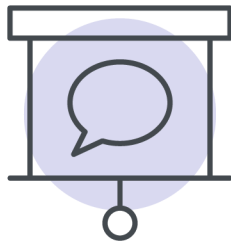
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uOttawa

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ADM2336  
**MIDTERM EXAM**  
STUDY GUIDE

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# Lecture Notes

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# Chapter 1- What is OB?

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**Organizational Behaviour** is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviours of individuals and groups in organizations

**Human resources management** is a field of study that focuses on the application of OB theories and principles in organizations

**Strategic management** is the field of study devoted to exploring the product choices and industry characteristics that affect an organization's probability

A major influence on the way people viewed and thought about OB was the work of Fredrick Taylor the "father" of **scientific management**

- Using scientific methods to design optimal and efficient work processes and tasks

**Bureaucracy** is an organizational form that emphasizes the control and coordination of its members through a strict chain of command, formal rules and procedures, high specialization and centralized decision making

**Human relations movement** is a field of study that recognizes the psychological attributes of individual workers and the social forces within work groups have important effects on work behaviours

**Resource-based view** is a model that argues that rare and inimitable resources help firms to maintain competitive advantage

**Rule of one-eighth** is the belief that the best one- eighth or 12 percent of organizations will actually do what is required to build profits by putting people first

**Meta-analysis** a method that combines the results of multiple scientific studies by essentially calculating a weighted average correlation across studies (with larger studies receiving more weight)

# Chapter 2- Job Performance

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## Job Performance

- Results only work environment (ROWE)
- Employees can come and go as they please
- Employee driven (job performance is evaluated on the basis of whether the required results have been achieved) ex. Best Buy

## What is job performance?

- Set of employee behaviours that contribute either positively or negatively to accomplish organizational goals.
- Effective job performance completes required behaviours properly
- Since businesses are money making systems, many think that whomever generates / exceeds sales goals are considered good performers however, this is not necessarily the case.

## What type of behaviour constitutes Job Performance?

- Behaviours within the control of the employee but puts a boundary on which is relevant or not

### 3 BROAD Categories

1. Task Performance
2. Citizenship behaviour
3. Counter-productive behaviour

### 1.Task Performance

-Employee behaviours are **directly involved in the transaction of the organizational resources into goods/services** that the organization produces.

- Routine – well known or habitual responses by employees to predictable task demands.
- Adaptive – thoughtful responses by an employee to unique or unusual task demands
- Creative – ideals or physical outcomes that are both novel and unique

### How to identify behaviours that represent task performance

- Job Analysis
    - Process by which an organization determines requirements of specific jobs
1. Identify- list of activities in a job through surveys/ interviews
  2. Rate- rate each activities importance and frequency by experts
  3. Retain – retain activities that are ranked highly □ used to evaluate task performance of employees

## National Occupational Classification (NOC)

- Organizations can use NOC – a national database of occupations in Canada organizing over 30,000 job titles into 520 occupational group descriptions

## 2. Citizenship Behaviour

- Voluntary employee behaviours that contribute to organizational goals by improving the context in which work takes place
- **Interpersonal citizenship behaviour**, supports assists and develops co-worker and colleague relationships
  - **Helping**-assist colleagues
  - **Courtesy**-keep informed
  - **Sportsmanship**-maintaining positive attitude

### Organizational citizenship behaviour

- Going beyond normal expectations to improve operations of the organization as well as defending the organization and being loyal to it
  - **Citizen virtue**- participating in company operations at a deeper level
  - **Boosterism**- positively representing to the company in public
  - **Voice** – speaking up to offer constructive suggestions

### For an organization

- Citizenship behaviours are relevant to all jobs
- Research the quantity and quality of products higher in crews that include more good citizens has a significant influence on the bottom line

## 3. Counter-productive behaviour

- Employee behaviour that intentionally hinder organizational goal accomplishment
- The evidence that people who engage in one counter productive behaviour also engage in others.
- CPB is relevant to any job
- Weak negative correlation between task performance and CPB. It is sometimes the best performers who get away with it.

### Organizational CPB

- **Production deviance (substance abuse)**
- **Property deviance (theft, sabotage)**

### Interpersonal CPB

- **Political deviance (gossiping, incivility)**
- **Personal aggression (harassment, abuse)**

## What does it mean to be a good performer?

### 1. Be a good task performer

- Routine
- Adaptive

- Creative
2. Exercise Citizenship Behaviour
  3. Do not be Counter- Productive

**Performance Management**

- Used job performance info to manage employee performance
- We collect information regarding end results and behaviour
- How is job performance information used to manage employee performance

**Management by Objectives**

Ex. Reduce waste by 35% in the next 3 months

**Behaviourally anchored rating scales**

Ex. Short descriptions of critical incidents against which employee behaviour is evaluated

**360 degree feedback**

Done by supervisors, co-workers, customers, employees themselves etc.

**Forced ranking**

Ranking employees relative to one another

**Social network software**

Accenture  performance multiplier

# Chapter 3- Organizational Commitment

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## Organizational Commitment

- Defined as the desire on the part of the employees to remain a member of the organization. It influences whether an employee stays a member of the organization (retain) , or leaves to pursue another job (turn over). Turnovers can be (in)voluntary.

**Withdrawal behaviour** is defined as a set of actions that employees perform to avoid the work situation, in other words, employees that are not committed to their organization.

- These two concepts are inversely related.

## Three forms of organizational commitment

**(Affective Commitment) *Emotion-Based Reasons*** this is staying because you want to. An employee's desire to remain a member of an organization due to a feeling of emotional attachment. EX. I really like the atmosphere at my current job, it's fun and relaxed.

The **erosion model** suggests that those employees with fewer bonds will be the most likely to quit an organization.

The **social influence model** suggests that employees that have direct linkages with "leavers" will themselves become more likely to leave.

**(Continuance Commitment) *Cost-Based Reasons*** this is staying because you have to. An employee's desire to remain a member of an organization due to awareness of the costs of leaving. EX. My salary and benefits get us a nice house in our town. The cost of living is higher in this new area, lack of current opportunities.

**(Normative Commitment) *Obligation-Based Reasons*** this is staying because you ought to. An employee's desire to remain a member of an organization due to a feeling of obligation. EX. My organization gave me my start, without this job I am not qualified. In other words, leaving causes a sense of guilt.

## Focus of Commitment

The people, places, and things that inspire a desire to remain a member of an organization. EX. one may choose to stay because they are emotionally attached to your work team.

## Embeddedness

Is an employees connection to the sense of fit in the organization and community

#### **4 MAIN REACTIONS TO A NEGATIVE WORK EVENT**

Exit – a response which one becomes often absent from work or voluntarily leaves the organization.

Voice – a response which an employee offers constructive suggestions for change

Loyalty – a response which is seen as very passive, one publicly supports the situation but privately hopes for improvement

Neglect – a response which is passive, but destructive since its ones lack of interest and effort in work decline.

#### **Withdrawal behaviour (cont'd)**

When a person is faced with a negative work event, they often find ways to withdrawal.

Physiological withdrawal consists of actions that provide escape from the work environment.

- Daydreaming
  - A form of physiological withdrawal in which ones work is interrupted by random thoughts / concerns.
- Socializing
  - A form of physiological withdrawal in which one verbally chats with co-workers about non- work topics
- Looking Busy
  - A form of physiological withdrawal in which one attempts to appear consumed with work when not performing actual work tasks
- Moonlighting
  - A form of physiological withdrawal in which employees use work time and resources to do non-work related activities
- Cyberloafing
  - A form of physiological withdrawal in which employees surf the internet, e-mail and instant message to avoid doing work related tasks.

Physical withdrawal consists of actions that provide a physical escape, whether short- term or long- term, from the work environment. It comes in many shapes and sizes.

- Tardiness
  - A form of physical withdrawal in which employees arrive late for work or leave early
- Long Breaks
  - A form of physical withdrawal in which employees take longer than normal lunches or breaks spending less time at work

- Missing Meetings
  - A form of physical withdrawal in which employees neglect important work functions while away from the office
- Absenteeism
  - A form of physical withdrawal in which employees do not show up for an entire day of work
- Quitting
  - A form of physical withdrawal in which employees voluntarily leave the organization

### **Independent forms model**

- A model that predicts that the various withdrawal behaviours are uncorrelated so that engaging in one type of withdrawal has little bearing on engaging in other types

### **Compensatory forms model**

- A model that indicating that the various withdrawal behaviours are negatively correlated so that engaging in one type makes one less likely to engage in others

### **Progression model**

- A model indicating that the various withdrawal behaviours are positively correlated so that engaging in one type of withdrawal makes one more likely to engage in others.

### **WHAT IS A “COMMITTED” EMPLOYEE?**

Means that the worker has a strong desire to remain a member of the organization maybe he/she has to stay, needs to, or feels they ought to.

### **Trends that effect commitment**

Diversity of the workplace- as work groups become more diverse theres a danger that minorities or older employees will find themselves on the fringe of such networks that reduces their affective commitment.

The changing employee-employer relationship

**Psychological contracts** are when a employee believes that the organization owes them and what they owe the organization.

**Transactional contracts** psychological contracts that focus on a narrow set of specific monetary obligations

**Relational contacts** psychological contracts that focus on a broad set of open ended and subjective obligations

**Perceived organizational support** reflects the degree to which employees believe that the organization values their contributions and cares for their well-being.

### **The Case Method of Management Education**

- Helps to develop interpersonal skills

- A case is usually a “description of an actual situation commonly involving a decision a challenge an opportunity a problem/ issue faced by a person or persons in a organization”.
- A decision maker can choose between several alternative courses of action, and each of these alternatives may plausibly be supported by logical (theoretical) argument
- To put it simply, there is no unique, correct answer in the case study method
- Usually involves 3 stages
  - Individual preparation
  - Small group discussion
  - Large group discussion

### Short Case Scenario

- It is possible to develop scenarios, or short case studies that require students to know and apply their knowledge of important concepts

Scenarios help students:

- Identify problems
- Determine potential causes of the problems
- Develop solutions to the problems

Scenarios can be used to address specific issues- organizational commitment, performance, ethical behaviours etc.

### Benefits of the case method

- Having students work through complex, ambiguous, real world problems engages students with course material
  - Effective at developing the real world, professional skills
1. Read and Re-Read
  2. Analyze- find problems and causes (& generate alternate solutions)
  3. Discuss in your group
  4. Write a report
  5. Submit/ Present

## Chapter 4- Job Satisfaction

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Job Satisfaction- defined as a pleasurable emotional state resulting from appraisal of ones job or job experiences. In other words, how you feel about your job and what you think about your job. Employees with high satisfaction experience positive feelings when they think about their duties / take part in activities.

- 81% of Canadians are happy with their jobs
- 88% of Canadians like the people they work with
- Canadians identified corporate culture, the opportunity to use skills, the opportunity to learn, and the ability to be creative as top drivers of job satisfaction

**Values** are those things that people consciously or unconsciously seek to attain. In fact values play a key part in explaining how satisfied or dissatisfied we are with our jobs.

- **Value-percept theory** argues that job satisfaction depends on whether the employee perceives that his or her job supplies those things that he or she values. This theory also argues that people evaluate job satisfaction according to specific facets of the job

$$\text{Dissatisfaction} = (V_{\text{want}} - V_{\text{have}}) \times (V_{\text{importance}})$$

Commonly Assesed Work Values

- Pay satisfaction –employees' feelings about their compensation of their jobs EX. high salary, secure salary
- Promotion satisfaction- employees' feelings about how the company handles promotions. Frequent? , Based on ability
- Supervision satisfaction – employees' feelings about their boss, including his/ her compency, communication and personality EX. Praise for good work
- Co-worker satisfaction- employees' feelings about their co-workers including their abilities and personalities
- The work-itself- utilization of ability, freedom & independence, intellectual simulation, creative expression, sense of achievement
- Altruism- helping others, moral causes
- Status- prestige, power over others, fame
- Environment – comfort, safety

What kind of work tasks are especially satisfying? Research suggest that three “critical psychological states” make work satisfying.

1. **Meaningfulness of work**- reflects the degree to which work tasks are viewed as something that “counts” in the employee’s system of philosophies and beliefs
2. **Responsibility for outcomes**- a psychological state indicating the degree to which employees feel they are key drivers of the quality of work output
3. **Knowledge of results**- a psychological state indicating the extent to which employees are aware of how well or how poorly they are doing

### Job Characteristic Theory

- A theory that argues that five core characteristics combine to result in high levels of satisfaction with the work itself being:
  - Variety – the degree to which a job requires different activities and skills, the higher the better.
  - Identity – the degree to which a job offers completion of a whole, identifiable piece of work
  - Significance – the degree to which a job really matters and impacts society as a whole
  - Autonomy –the degree to which a job provides freedom, independence, and discretion to the individual performing autonomy
  - Feedback- the degree to which the job itself provides information about how well the job holder is doing

**Knowledge and skill** – the degree to which employees have the aptitude and competence needed to succeed on their job

**Growth needs strength**- the degree to which employees desire to develop themselves further

**Job enrichment**- when job duties and responsibilities are expanded to provide increased levels of core job characteristics

**Moods**- are states of feeling that are mild in intensity last over a extended period of time, and are not directed at anything

**Affective events theory**- a theory that describes how workplace events can generate emotional reactions that impact work behaviours they trigger emotions

**Emotions**- intense feelings often lasting for a short duration that are clearly directed at someone or some circumstance

**Positive emotions** are employees’ feelings of joy, pride, relief, hope, love, and compassion

**Negative emotions** are employees’ feelings of fear, guilt, shame, sadness, envy and disgust

**Emotional labour** is the management of employee emotions so that a the employee is able to complete their job duties successfully

**Emotional contagion-** the idea that emotions can be transferred from one person to another

**Life satisfaction-** the degree to which employees feel a sense of happiness with their lives in general

**Job Descriptive Index (JDI)-** a facet measure of job satisfaction that assesses an individual's satisfaction with pay, promotion, opportunities, supervision, co-workers and work itself

## Chapter 5- Stress

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According to Statistics Canada, nearly 1 in 3 employed Canadians report being either “quite” or “extremely” stressed

CREW (Civility, Respect, & Engagement at work)

- Company specializing in civility training

Civility/Incivility in the workplace

- Behaving in a respectful and courteous manner
- First acknowledge that incivility is a problem
- Then, address the problem head on-face it/own it
- Recruit CREW

**Stress** is defined as a psychological response to demands where there is something at stake for the individual, and when coping with these demands would tax or exceed the individuals' capacity or resources.

**Stressors** are demands that cause the stress response

**Strains** are the negative consequences of the stress response

**Transactional theory of stress** is a theory that explains how stressors are **perceived and appraised** as well as how **people respond** to those perceptions and appraisals.

When people first encounter stressors, the process of **primary appraisal** is triggered, which is the evaluation of whether a demand is stressful and if it is, the implications of the stressor in terms of personal goals and well-being.

Job demands that are not appraised as being stressful are called **benign job demands**.

**Hindrance stressors** are stressors that tend to be appraised as thwarting progress toward growth and achievement (has no benefit to the employee over the long term) ex. An unhappy customer

- **Role conflict** refers to conflicting expectations that other people may have of us. Ex Gonzalo wants you to move fast, but Adam wants you to interact with customers
- **Role ambiguity** refers to the lack of information regarding what needs to be done in a role as well as the unpredictability regarding the consequences of performance in that role. Ex if an employee is asked to complete a task, but is given little instruction on how to complete the task

- **Role overload** occurs when the number of demanding roles a person holds is so high, that the person cannot simply perform some or all of the roles effectively.
- **Daily Hassles** are day-to-day demands that interfere with the work accomplishment. This is also a type of work hindrance stressor ex. Having to deal with unnecessary paper work.

**Challenge stressors** are stressors that tend to be appraised as opportunities for growth and achievement. Although these stressors can be exhausting, they often trigger emotions such as pride and enthusiasm. Ex. Higher workload

- **Time pressure** is a strong sense that the amount of time you have to do a task is not just quite enough. Time pressure demands tend to be viewed as something to strive for because success in meeting such demands can be satisfying.
- **Work Complexity** is the degree to which job requirements tax or just exceed employee capabilities
- **Work responsibility** the number and importance of the obligations that an employee has to others

**Non-Work Related** –takes place outside the workplace but have a spill over effect

(still **Hindrance** stressors)

- **Work-family conflict** a form of role conflict in which the demands of a work role hinder the fulfillment of the demands in a family role
- **Negative life events** such as divorce or death of a family member that tend to be appraised as a hindrance
- **Financial uncertainty** is uncertainties with regard to the potential loss of livelihood, savings, or ability to pay expenses

**Non-work challenge stressors**- tend to be appraised as opportunities for growth and achievement

- **Family time demands** the amount of time committed to fulfilling family responsibilities
- **Personal development** participation in activities outside of work that foster growth and learning
- **Positive life events** such as marriage, birth of a child etc.

*How do people cope with stressors?*

**Secondary appraisal** when people determine how to cope with the stressors they face

**Coping** behaviours and thoughts used to manage stressful demands and the emotions associated with the stressful demands

**-Behavioural coping** are physical activities used to deal with a stressful situation

**-Cognitive coping** thoughts used to deal with a stressful situation

**-Problem- focused coping** refers to behaviours and cognitions of an individual intended to manage the stressful situation itself

**-Emotion- focused coping** refers to the various ways people manage their own emotional reactions to stressful demands

### *Ways people handle stress (the experience of strain)*

When people are confronted with a stressor, **their bodies secrete chemical compounds that increase their heart rate and blood pressure as blood is redirected away from vital organs**, such as the spleen, to the brain and skeletal muscles

If the chemicals in the blood remain elevated because of prolonged or repeated exposure to the stressor the body begins to break down and several negative consequences are set into motion

### *Types of Strains*

**Physiological strains** are reactions from stressors that harm the human body

**Psychological strains** are negative psychological reactions from stressors such as depression, anxiety and anger

**-Burnout** is the emotional, mental, physical exhaustion from coping with stressful demands on a continuing basis

**Behavioural strains** patterns of negative behaviours associated with other strains such as grinding ones teeth at night, compulsive eating etc.

**Type A Behaviour Pattern** people who tend to experience more stressors, to appraise more demands as stressful, and to be prone to experiencing more strains

- Strong sense of time urgency and tend to be impatient, hard driving, competitive, controlling, aggressive, and even hostile
- Walk, talk, eat at a quick pace and constantly annoyed with people who do things too slowly
- Aggressive and competitive, as well as prone to interpersonal conflict
- Linked to coronary heart disease
- Perceive more work demands as stressors

### *Why are some people more stressed than others?*

1. Stressor (Hindrance or Challenge)
2. How the stressor is appraised
3. Personality (Type A or Type B)
4. Social Support

**Social support** is the help people receive from others when they are confronted with stressful demands there is two types of social support

-**Instrumental support** the help people receive from others that can be used to address a **stressful demand directly**

-**Emotional support** the empathy and understanding people receive from others that can be used to **alleviate emotional distress** from stressful demands

Assessment- **Stress audit** as assessment of the sources of stress in the workplace

Reducing stressors

**Job sharing**- when two people share the responsibilities of a single job

**Sabbatical** gives employees the opportunity to take time off from work to engage in an alternative activity

*Providing Resources*

**Training interventions** are practices that increase employees' competences and skill

**Support practices** are ways in which organizations help employees manage and balance their demands

*Reducing Strains*

**Relaxation technique** calming activities to reduce stress

**Cognitive- behavioural techniques** are various practices that help workers cope with life stressors in a rational manner

**Health and wellness programs** employee assistance programs that help workers with personal problems such as alcoholism and other addictions

## Chapter 6- Motivation

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Motivation is defined as a set of energetic forces that determine the direction, intensity, and persistence of an employee's work effort

Organizations are always on the lookout for new and better ways to motivate their employees. We focus on concept called **engagement**.

- Engagement is defined as widely used term in contemporary workplaces that has different meanings depending on the context; most often refers to motivation, but can refer to affective commitment.

### Motivational forces

- Total "motivational force" to perform a given action can be described using the following formula

$$\text{Motivational Force} = (E \times P) \times (\sum ((P \times O) \times V))$$

- The  $\Sigma$  symbol in the equation signifies the instrumentalities and valences are judged with various outcomes in mind
- Motivational forces equals zero if any one of the three benefits is zero

**Goals**- objective or aim of an action and typically refer to attaining a specific standard of proficiency, often with a specified time limit

*The theory argues that assigning employees to **specific and difficult goals** will result in higher performance*

**Expectancy Theory (figure 6-2, page 140)** – describes the cognitive process that employees go through to make choices among different voluntary responses. The **expectancy theory** states that employee behaviour is directed towards pleasure, and away from pain (toward certain outcomes and away from others).

- **Expectancy** is the belief that exerting a high level of effort will result in successful performance on some task.
- **Self-efficacy** is a factor that shapes expectancy. **Self- efficacy** is the belief that a person has the capabilities needed to perform the behaviours required on some task. (It's like self-confidence or a task specific self-esteem.) Efficacy is dictated by past accomplishments, emotional cues, and verbal persuasion.

**Instrumentality**- is the belief that successful performance will result in some outcome or outcomes. (We say something is "instrumental" when it helps attain something else)

**Valence**- reflects the anticipated value of the outcomes associated with performance. Valences can be positive (bonuses, salary increases) or negative (demotions, terminations). Outcomes are more "positively valenced" when they satisfy needs.

- **Needs** can be defined as groupings or clusters of outcomes viewed as having critical psychological or physiological consequences.

**Extrinsic motivation** is the desire to put forth work effort due to some contingency that depends on task performance ex. Pay, bonuses, praise, support, job security etc.

**Intrinsic motivation** is the desire to put forth work effort due to the sense that task performance serves as its own reward ex. Enjoyment, accomplishment, knowledge gain etc.)

Together, they represent an employee's total motivation. Different cultures have different motivators.

- **Meaning of money** is the idea that money can have symbolic value (eg. Achievement, respect, freedom in addition to economic value)

**Goal Setting Theory** - a theory that views goals as the primary drivers of the intensity and persistence of effort. Assignment of a specific and difficult goal shapes peoples **self-goals** the internalized goals that people use to monitor their own progress. In other words assigning employees specific and difficult goals will result in higher levels of performance than assigning no goals or D.I.Y goals.

**Specific and difficult goals** stretch an employee to perform at his or her maximum level while staying within the boundaries of his or her ability

*Moderators*

- **Feedback**- it refers to progress updates on work goals
- **Task Complexity**- the degree to which the information and actions needed to complete a task is complicated
- **Goal Commitment** – the degree to which a person is committed to reach the goal

**S.M.A.R.T-** are goals that are set for every employee:

**Specific**

**Measurable**

**Achievable**

**Results-based**

**Time Sensitive**

With rewards directly linked to goal achievement.

**Equity Theory** – acknowledges that motivation doesn't just depend on your own beliefs and circumstances but also what happens to other people

- Employees create a "mental ledger" of the outcomes (or rewards) they receive for their job inputs, relative to some comparison other
- Inputs (effort, performance) vs. Outcomes (pay, workplace perks)

**Equity distress** is an internal tension that results from being overwhelmed or underwhelmed relative to some comparison other.

**Cognitive distortion**- a re-evaluation of the inputs an employee brings to the job often occurring in the response to equity distress

- **Internal comparison** in the same company
- **External comparison** in a different company

- Job Equity
- Company Equity
- Occupational Equity
- Educational Equity
- Age Equity

**Psychological empowerment** – an energy rooted in the belief that tasks are contributing to some larger purpose. Breaks into 4 important concepts:

- **Meaningfulness** a psychological state reflecting ones feelings about work tasks, goals, and purposes, and the degree to which they contribute to society and fulfill ones ideals and passions.
- **Self- determination** is a sense of choice in the initiation and continuation of work tasks.
- **Competence** is the capability to perform work tasks successfully

**Impact** is the sense that person's actions make a difference- that progress is being made toward fulfilling some important purpose. Energy rooted in the belief that tasks are contributing to some larger purpose

Motivation has a strong positive effect on Job Performance