

Chapter 2: Personality and Learning

Personality and Roles in Influencing Organizational Behaviour

Personality

- Relatively stable set of psychological characteristics that influences the way an individual reacts with their environment

Dispositional

- Personal characteristics
- Intrinsic to that person

Situational

- Environmental factors
 - Anyone in same situation will react the same

Interactionalist

- Mix of dispositional and situational

Trait Activation

- You have certain traits but they don't always show up
 - Environment/situation brings them out
 - Ex. Aggressive when needed but not an aggressive person

5 Factor Model (OCEAN)

Openness to Experience

- Curious, Original vs. Dull, Unimaginative

Conscientiousness

- Dependable, Responsible vs. Careless, Impulsive
- Most important one for most situations (when in doubt, put this one for MCQ)

Extraversion

- Sociable, Talkative vs. Withdrawn, Shy

Agreeableness

- Tolerant, Cooperative vs. Cold, Rude

Neuroticism (Emotional Stability)

- Stable, Confident vs. Depressed, Anxious

Locus of Control

Definition

- What controls your behaviour

Internal → You control the situation (skills, knowledge, etc.)

External → Situation is controlled by outside factors (weather, luck, etc.)

Self-Monitoring → You control/monitor your own behaviour

Self-Esteem → Positive self-evaluation

Learning

Interpersonal Skills → To work with others (cooperation, collaboration, etc.)

Intrapersonal Skills → Within yourself (problem solving, risk-taking, etc.)

Practical Skills → Help perform a task (ex. I know how to fix a bike)

Operant Learning Theory

- Learning by doing

Reinforcement

Positive Reinforcement

- The addition of a positive stimulus to encourage a desirable behaviour
 - Ex. You get a cookie every time you make your bed

Negative Reinforcement

- Removal of a negative stimulus to encourage a desirable behaviour
 - Ex. Removal of something that gets in your way at work

Extinction

- Ignoring a behaviour so it gradually dissipates

Punishment

- Negative stimulus in order to decrease an undesired behaviour

Social Cognitive Theory

- Learn by observation, self-regulation, self-efficacy beliefs

Chapter 3: Perception, Attribution, and Diversity

Perception

Perceiver → The one who ‘reads’ the situation a

Situation → Event that can distort the message

Target → The message/object that is sent to the perceiver and can be distorted by the situation

Factors that Influence Perception

- Experience
- Biases
- Mood and Emotion

Bruner’s Model

Unfamiliar Target Encountered → New co-worker

Openness to Target Cues → Observation; Search for information

Familiar Cues Encountered → Co-worker had good grades from Harvard

Target Categorized → Co-worker is good worker with good work ethic

Cue Selectivity → Co-worker’s laziness/poor performance is ignored or distorted

Categorization Strengthened → Co-worker is still a good worker with good work ethic

NOTE: We hate to be wrong and will find any excuse to validate our initial thoughts

Main Biases in Personal Perception

Primacy Effect → First impressions

Recency Effect → Most recent impression

Stereotyping → Generalization of a population segment

Reliance on Central Traits → “Tall people are good at basketball”

Attribution

Definition

- Assigning a cause or motive

Situational Attribution → Caused by the situation (ex. Poor performance because I was sick)

Dispositional Attribution → Caused by inherent traits (ex. Poor performance because I am lazy)

Consistency Cues

- Attribution cues that reflect how consistently a person engages in behaviour over time
 - High/low consistency behaviour leads to dispositional/situational attribution

Consensus Cues

- Attribution cues that reflect how a person's behaviour compares with another's
 - Unusual, low consensus behaviour lead to dispositional attribution
 - Unique → Dispositional

Distinctiveness Cues

- Attribution cues that reflect the extent to which a person engages in some behaviours across a variety of situations
 - Same behaviour in different situations → Dispositional
 - Distinctive behaviour in different situations → Situational

Biases in Attribution

Actor-Observer Effect

- Actor → Situational
- Observer → Dispositional

Self-Serving Bias

- Actor → Dispositional
- Observer → Situational

Chapter 4: Values, Attitudes, and Work Behaviour

Hofstede's Study

Cross-Cultural Variations in Value

- Power-Distance
- Uncertainty Avoidance
- Masculinity/Femininity
- Individualism/Collectivism
- Long-Term/Short-Term

Attitudes = Values + Beliefs

- Values tend not to change
- Beliefs can change
 - Fact, proof, new evidence, etc.

Job Satisfaction

Definition

- Attitude towards a job

Discrepancy

- What you EXPECT from a job and what you RECEIVE from a job

Fairness

- Distributive (Equity Theory)
 - Outcomes received are perceived as fair
 - $\frac{\text{My Outcomes}}{\text{My Inputs}} = \frac{\text{Other's Outcomes}}{\text{Other's Inputs}}$
- Procedural
 - The process that led to receiving those outcomes is perceived as fair
- Interactional
 - The communication regarding outcomes is perceived as respectful and informative

Commitment

Affective → Because you want to

Continuance → Because you have to

Commitment → Because it is the right thing to do

Chapter 5: Motivation

Basic Characteristics

Effort → How hard you work

Persistence → How long you work/overcoming obstacles

Direction → Do you stay focused

Goals → What you strive to achieve

Intrinsic Motivation → Comes from within

Extrinsic Motivation → Coming from outside forces

Self-Determination Theory

Controlled Motivation

- When people are motivated to obtain a desired consequence or an extrinsic reward
 - Ex. “Because someone pressured me to do it”

Autonomous Motivation

- When people are self-motivated by intrinsic factors
 - Ex. “Job is personally meaningful to me”
- Leads to better performance, less stress, and higher well-being

Motivation and Performance

Performance

- The extent to which an organizational member contributes to achieving the objectives of an organization

General Cognitive Ability

- A person’s basic information processing capabilities and cognitive resources

Emotional Intelligence

- The ability to understand and manage feelings and emotions of others and themselves

McClelland's Theory of Needs

Need for Achievement → Strong desire to perform challenging tasks well

Need for Affiliation → Strong desire to establish and maintain friendly relationships

Need for Power → Strong desire to influence people

Expectancy Theory

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$$

- Expectancy
 - The probability that one will be able to act in a way that will lead to a desired level of performance
- Instrumentality
 - The probability that a particular performance will be followed by a particular outcome
- Valence
 - The expected value of outcomes, or the extent to which they are attractive or unattractive to you
 - Positive valence → Approach the outcome
 - Negative valence → Avoid the outcome

Goal-Setting Theory

Goal

- A purpose or intention that helps direct attention and helps define the actions to be taken

Goal Specificity → Specific goals that are quantifiable

Goal Challenge → Easy or impossible goals are not motivational

Goal Commitment → Must be committed to achieving the goals

Goal Feedback → Must get feedback on goals

Chapter 6: More Motivation

Job Characteristics Model

Skill Variety → Different tasks you perform (More tasks = more challenge and motivation)

Task Identity → Identifying what you are working on (Seeing the finished product)

Task Significance → Impact you have on other people (Referring to what you do)

Autonomy → Ability to manage your own work (time, method, etc.)

Feedback → Information about quality of performance

Job Enrichment → Increasing scope of job (Job rotation, combining tasks, client contact, etc.)

Goal Setting and Management by Objectives

Setting for Organizations

Setting for Individuals

Meeting for Progress

Seeing if you met Goals

Alternative Work Schedules

Flextime → Core hours you need to be at work but can arrive and leave at will (assuming you put in a full day of work)

Compressed Work Week → Completing 40 hours in 4 days as opposed to 5

Job Sharing → 2 part-time workers doing the job of one full-time worker

Telecommuting → Working from home

Chapter 7: Groups and Teamwork

Groups

Formal → Members are assigned; set by organization to achieve organizational goals

Informal → Emerges naturally because of common interests (ex. Water-cooler people)

Group Development

Forming → Ambiguous situation; members aware of interdependence

Storming → Conflict emerges as roles and responsibilities are sorted

Norming → Issues are resolved by forming a consensus

Performing → Group devote energy to task at hand

Adjourning → Group disperses after goals are met

Punctuated Equilibrium Model

First Meeting → Assess goals and how to achieve them

Phase 1 → Very little progress; a lot of work in different directions

Midpoint → Choose direction; determines stage 2

Stage 2 → Increase in performance as deadline approaches

Group Structure and Diversity

Additive Task → Performance is a function of sum of all tasks (More people = performance ↑)

Disjunctive Task → Performance is based on top performer (More people = more chance to have top performer)

Conjunctive Task → Performance is limited by weakest link (More people = more chance to have weak link)

Social Loafing

Free-Rider Effect → Not doing work because the group carries your slack

Sucker Effect → Not doing work because you feel others are getting a free ride

Chapter 8: Social Influence, Socialization, and Culture

Organizational Culture

Shared Belief → Something everyone must agree on (ex. Customer is always right)

Values → What the organization stands for; reason it exists

Assumptions → Assuming continuity beyond time you are there (ex. Disney will always be a magical kingdom for children)

Strong Cultures

Assets → Coordination, conflict resolution, financial success

Liabilities → Resistant to change, culture clash, non-inclusive

Diagnosing a Culture

Symbols

- Strong indicators of corporate culture
 - Ex. Motto, mascot, “relics”, etc.

Rituals

- Rites, rituals, and ceremonies can convey the essence of a culture
 - Ex. Award ceremonies, company parties

Stories

- Communicates how things work
- Rumors and legends about bosses past and present

Chapter 9: Leadership

Formal Leadership → Assigned by organization

Trait Theory

- Leaders are born, not made
- If you don't have leadership traits, you cannot be a leader
- If you have leadership traits, you are not necessarily a good leader

House's Path-Goal Theory

Directive Behaviour

- Structure → Giving tasks, scheduling, etc.
- Mechanical → What to do, how to do it, when to do it

Supportive Behaviour

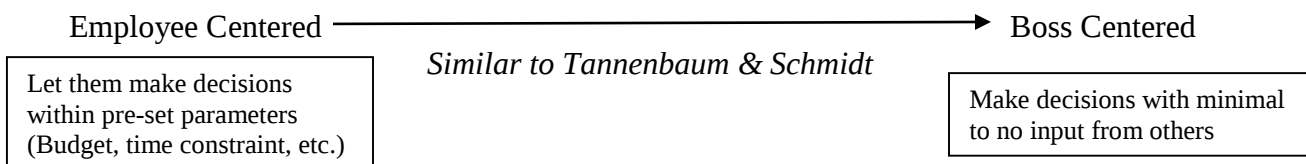
- Consideration → Caring about people more than the task
 - Approachable and there for moral support

Participative Behaviour → Involves employees by seeking input

Achievement-Oriented

- Set high goals and push employees to attain them
- Coaching Approach → Making employees perform above their beliefs in themselves

Participative Leadership



Transactional Leadership

Hiring people and putting them in a specific job

Day-to-day management

Resource allocation and making sure the right person is doing the right job

Transformational Leadership

Creates a vision, long-term goals, makes you feel important

Inspires, motivates, is charismatic, intellectually stimulating, individual consideration

Chapter 11: Decision Making

Well-Structured Problem

- Everything is clear
 - Current situation, solution, how to get there
 - Can be programmed/automated

Ill-Structured Problem → Not everything is clear

Perfectly Rational Decision Making

- Values maximization
- Has access to all information, for free, immediately

Bounded Rationality

Decisions bounded by:

- Time constraints
- Financial/Political constraints
- Lack of Resources/Information

Framing → Aspects of the presentation of information about a problem that are assumed by decision makers

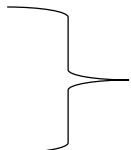
Cognitive Biases → Tendencies to acquire and process information in an error-prone way

Satisficing → Establishing an adequate level of acceptability for a solution to a problem and then screening solutions until one that exceeds this level is found

Escalation of Commitment → Continuing to invest in a failing course of action

Group Decisions

Share Responsibility
Better Quality
More Creative
Greater Commitment



Pros

Groupthink

- Agree/disagree to not stand out
 - Jump to conclusions to achieve/preserve harmony
- 
- Cons

Risk Assessment

- Blame can be dispersed
- Risky Shift
 - Normally risky/conservative → more risky/conservative in a group

Chapter 12: Power, Politics, and Ethics

Power

Legitimate Power → Power from position or job title

Reward Power → Power from ability to provide rewards

Coercive Power → Power from ability to punish

Referent Power → Power from being well liked

Expert Power → Power from having special skills or information

Chapter 13: Conflict and Stress

Interpersonal Conflict

- Disagreements, status, values, culture, scarce resources, etc. can all lead to conflict

Modes of Managing Conflict

Competing → High on Own Needs
→ Low on Cooperation

Avoiding → Low on Own Needs
→ Low on Cooperation

Accommodating → Low on Own Needs
→ High on Cooperation

Collaborating → High on Own Needs
→ High on Cooperation

Compromising → In between the two

Stress

Stressors → Temperature, work load, noise, etc.

Stress → Caused by stressors; psychological feeling of distress and sense of being overwhelmed

Stress Reactions

- Physiological → Elevated blood pressure, lowered immune system, etc.
- Psychological → Burnout, depression, etc.
- Behavioural → Violence, substance abuse, etc.