

MIDTERM NOTES (CHAPTER 1-7)

CHAPTER 1:

Organizational behaviour is a field of study devoted to understanding and explaining the attitudes and behaviours of individuals and groups in organizations. More simply, it focuses on why individuals and groups in organizations act the way they do.

The two primary outcomes in organizational behaviour are job performance and organizational commitment.

Founder: Frederick Taylor - Scientific Management

- Improving efficiency, management, productivity
- Did not trust workers, doesn't believe workers are competent and honest

Max Weber:

- Contributed to Frederick's theory
- Bureaucracy: 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
 - Division of specialization
 - Chain of command
 - System formal rules
 - Decision making at the top of the organization

Elton Mayo (Sociologist):

- Hawthorne - Western Electric Company Studies
- Human relations movement : Field of study that recognizes that the psychological attributes of individual workers and the social forces within work groups have important effects on work behaviours

CHAPTER 2:

Total Behaviour Performance: Pink = Positive Performance Green = Negative Performance

- **Task Performance - Three Subtypes**

- Routine (habitual responses)
- Adaptive (thoughtful responses to unpredictable tasks)

- Creative (novel and useful ideas)
- **Citizenship Behaviours**
 - Voluntary behaviours that contribute to achieving organizational goals
 - Can be interpersonal or organizational
 - Citizenship Behaviours - Subtypes
 - Helping
 - Courtesy
 - Sportsmanship
 - Voice
 - Civic Virtue: Participation in company operations at a deeper than normal level through voluntary meetings, readings, and keeping up with news that affects the company
 - Boosterism Positively representing the organization when in public
- **Counterproductive Behaviours:**
 - Are employee behaviours that intentionally hinder organizational goal accomplishment. (*Must be intentional otherwise...*)
 - Examples of counterproductive behaviour:
 - Property Deviance:
 - Sabotage
 - Theft
 - Production Deviance:
 - Wasting resources
 - Substance abuse
 - Political Deviance:
 - Gossiping
 - Incivility
 - Personal Aggression:
 - Harassment
 - Abuse

Job Performance - Full Process:

- Job Performance Tools (Management Philosophy)
 - Management by Objectives: Assessed performance through achieving goals
 - MBO =/- Results based performance
 - Agreed upon goals
 - Proper application of goal setting theory
 - Changes, environmental pressures
 - BARS
 - Behaviourally Anchored Rating Scales

- Assesses behaviours
 - Can capture the “how”
 - ‘Quantification’
- 360 Degree Feedback: Feedback given anonymously by workers around them
 - Multiple stakeholders
 - Limitations:
 - Time - Takes too long
 - Difficulty
 - Tension / Relationships (Biased/Inaccurate)
 - Best suited for improving talents
 - **ALWAYS NEED TO JUSTIFY NECESSITY GIVEN THE LIMITATIONS! IN CONTEXT.**
- Forced Ranking: Manager use a performance ranking system to rank employees with one another

Job Appraisals:

- They can cause positive and negative emotions
- Is it helpful? Depends on how they’re dealt
- Some best practices
 - Give employees heads up
 - Make sure to stick to schedule
 - Meet in a neutral, comfortable and PRIVATE location
 - Give employee a voice
 - Come with the good and the bad
 - Come with results / goal in mind
 - Ask what employee needs to improve on for performances
 - Make sure tools accurately reflect what is expected

CHAPTER 3:

Why is retention and engagement important?

- It costs more to train a new employee than a former one. True loss of former and long term employee could be more than employee’s annual salary. It also wastes a lot of time.
- Want to foster commitment in a workplace

Types of Commitment:

- Affective Commitment
 - Really want to stay there because they love their job, some aspect of their job makes them want to continue working and enjoy their jobs

- Not ALWAYS, BUT OFTEN linked to our relationships to others
- Social Network Approach
 - Erosion Model: If an employee does not socialize with other workers and does not have connections or friendships within an organization, this employee will most likely leave and that will only have a small impact on the organization.
 - Social Influence Model: If an employee has a lot of friends and have a lot of respect. If this person leaves, other people will leave as well. Thus has a high impact on the organization.
 - Try to improve relationships within an organization
- Continuance Commitment
 - Lack of alternative jobs
 - Stay at a job because we're afraid we won't find another job
 - We've invested too much and refuse to leave
 - Embeddedness
 - Highly embedded to trying to get a promotion, if you leave, you might have to start at the bottom again
 - Connection & sense of fit (org/com/fam); investment into org and community
 - Not emotional (BUT resource-based)
 - Just continuous, not affective and continuous
 - Time investment
 - Community Resources
- Normative Commitment
 - Investment INTO employees
 - Loyal for what employers have done for you
 - **OBLIGATION**
 - You don't want to leave your company and fellow co-workers to be badly impacted
 - Reciprocity: Favours, benefits, loyalty should be returned to the organization
 - **Not very controllable

Affective	Continuance	Normative
Emotion based	Resource/Cost based	Obligation based
I want to	I have to	I ought to
Sadness	Anxiety	Guilt

Often, but not always, based on relationship/networks	Comes in two subtypes: Alternatives and embeddedness	Reflect the principle of reciprocity
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How do employees respond to negative work events?

-4 Primary Responses in Organizations

- Generally considered positive reactions:
 - Voice: A response, often in reaction to a negative work event, in which an employee offers constructive suggestions for change
 - Loyalty: A passive response to a negative work event in which one publicly supports the situation but privately hopes for improvement
- Generally considered negative reactions:
 - Neglect: A passive, destructive response to a negative work event in which one's interest and effort in work decline
 - Exit: A response to a negative work event in which one becomes often absent from work or voluntarily leaves the organization
 - Number one response
 - Companies fail because people jump ship

How do employers keep their employees committed?

- Work adjustment. The degree of comfort with specific job responsibilities and performance expectations.
- Cultural adjustment. The degree of comfort with the general living conditions, climate, cost of living, transportation, and housing offered by the host culture.
- Interaction adjustment. The degree of comfort when socializing and interacting with members of the host culture.

Withdrawal = Low Engagement:

- Physical Withdrawal?
 - Not attending activities
 - Being absent for not a valid reason
 - Showing up late
 - Having longer breaks
- Psychological Withdrawal?
 - Moonlighting: Using work-related resources to do non-work related tasks. E.g. Using the internet for non-productive purposes
 - Pretending to be busy
 - Daydreaming

- Socializing about non-work related topics

What type of Commitment is the BEST?

- What type of commitment is the “BEST”?
 - Generally, AFFECTIVE COMMITMENT
 - Why?
 - Able to strategically encourage
 - Reliable and consistent negative correlation with withdrawal behaviours
 - Positively correlated with the “good” responses

Impact of Continuance Commitment:

- What is the impact of continuance commitment on employee behaviour?
 - It depends (...classic)
 - Based solely on few alternatives → generally bad
 - Embeddedness → not always “bad”

CHAPTER 4:

Job Satisfaction:

- “A pleasurable emotional state resulting from the appraisal of one’s job or job experiences; represents how a person thinks and feels about his or her job” pg. 138
- A “gauge” of organizational health BUT not interest in and of itself

Theories of Job Satisfaction: 3 Discussed in Textbook

- Value Fulfillment / Value-Percept Theory
- Job Characteristics Theory
- Affective Perspective (Mood and Emotions) Theory

(1) Value Fulfillment:

- One assumption of job satisfaction - Does it satisfy my values?
- Value-percept theory: Job dissatisfaction depends on whether an employee perceives his or her job supplies the things he or she values most
- Dissatisfaction = $\sum (V_{\text{want}} - V_{\text{have}}) * (V_{\text{importance}})$
(^ Deficit ^)
- Q: Billy makes \$100,000 annually. What do we need to know to determine whether Billy is (dis)satisfied with his job overall?
- A: It depends on Pay Dissatisfaction = $\sum (V_{\text{want}} - V_{\text{have}}) * (V_{\text{importance}})$
- Managerial Implication:

- In order to improve job satisfaction, you need to know what your employee(s) VALUE and where there are deficits
- Commonly Assessed Work Values
 - Pay
 - High Salary
 - Secure Salary
 - Promotions
 - Frequent promotions
 - Promotions based on ability
 - Supervisions
 - Good supervisory relations
 - Praise for good work
 - Co-workers
 - Enjoyable co-workers
 - Responsible co-workers
 - The Work Itself (Most Important/Valued on Average)
 - Utilization of ability
 - Freedom and independence
 - Intellectual stimulations
 - Creative expression
 - Sense of achievement
 - Altruism:
 - Helping Others
 - Moral Causes
 - Status:
 - Prestige
 - Power over others
 - Fame
 - Environment:
 - Safe
 - Comfort
- How do we track job satisfaction via values?
 - Job Descriptive Index
 - Specific tool to track job satisfaction
 - Strengths:
 - Simple questions and easy to use
 - Tracks 5 “most commonly assessed” factors
 - Pay satisfaction
 - Promotion satisfaction

- Supervisor satisfaction
- Co-worker satisfaction
- Work itself satisfaction
- Scoring includes neutral level
- Publicly available benchmarks
- Compare across time
- Important limitation:
 - Doesn't tell you why
 - Doesn't measure importance
 - May need to be updated?

(2) Job Characteristics Theory: central characteristics that satisfy jobs

- Assumption → If job itself is so important, let's focus on better jobs
- 5 core concepts/characteristics: VISAF
 - Variety (Different tasks, responsibilities, people)
 - Identity (Being known for something; Title; Important role)
 - Significance (Is helpful for the community)
 - Autonomy (Freedom, decisions and flexibility)
 - Feedback (from the job itself!!!) Infused in the worker's responsibilities, learning its importance and reasoning
- Job Design: Structuring the methods and relationship of jobs in order to satisfy organization
 - Keep jobs simple and specialized = Boring Jobs = Easy but not always satisfying
 - (Frederick Taylor specialized management)
- Job Enrichment: Designing jobs in a way to increase satisfaction with work through core concepts
 - Job Design and Job Enrichment:
 - Structuring the methods and relations of the job

(3) Mood & Emotions:

- Assumption → our attitudes towards our jobs fluctuate with our feelings
 - Mood: States of feelings, mild intensity, last for awhile, not directed towards anything
 - Emotions: Intense feelings, can be short, clearly directed towards "something"
 - Affective Events Theory:
 - How workplace events can generate emotional reactions that impact work behaviours AND SATISFACTION

- What are some practical implications of this perspective?
- You get an obnoxious email from a client complaining about the service you provided him
 - Annoyed
 - Frustrated
 - Upset
- Your boss praises your hard work
 - Feel proud of yourself and uplifted

CHAPTER 5:

Personality: The structures and propensities inside a person that explain his or her characteristic patterns of thought, emotion, and behaviour; personality reflects what people are like and creates their social reputation

Traits: Recurring trends in people's responses to their environment

Cultural values: Shared beliefs about desirable end states or modes of conduct in a given culture that influence the expression of traits

Ability: Relatively stable capabilities of people for performing a particular range of related activities

5 Factors of Personalities:

- Conscientiousness: Dependable, organized, reliable, ambitious, hardworking
 - Achievement striving - desire to accomplish tasks
 - Most 'reliable' predictor of performance ($r \sim .30$)
- Agreeableness: Kind, cooperative, sympathetic, helpful, courteous
 - Communion striving - desire to obtain acceptance in personal relationships
 - It 'depends' predictor of job performance
- Extraversion: Talkative, Social, Passionate, Assertive, Bold, Dominant
 - Zero-acquaintance situations - Situations in which two people have just met
 - Status striving - a strong desire to obtain power and influence within a social structure as a means of one's personality
 - Positive Affect - tendency to experience pleasant, engaging moods
- Neuroticism: Moody, emotional, insecure, jealous, unstable

- Negative affectivity - tendency to experience unpleasant moods
- External locus of control - think that events that occur around them are driven by luck, chance (Opposite for non-neurotic: thinks events occur by their own behaviours)
- Opposite = Emotional Stability

- Openness to Experience: Curious, imaginative, complex, refined, sophisticated

- Beneficial to some jobs, not to others
- ALL ABOUT CREATIVITY, likes to find faster and more efficient ways of doing things
- + Cognitive (Learning) Ability = Creative Performance

Can Introverts be good public speakers?

- Yes because you can learn to give a speech by practicing. (Class answer)
- Brian R. Little says An introvert can speak publicly well, but will feel more depleted than an extravert

Contingencies of Personality:

- Situational Strength
 - Degree to which a situation has clear and strong expectations on behaviour
 - Strong vs. Weak Situations
- Trait Activation
 - Situational cue that trigger traits
 - Stereotypes

Ability: **Relatively stable capabilities** of people for performing a particular range of related activities

- Cognitive Ability: Capabilities related to the use of knowledge to make decisions and solve problems
 - General Mental Ability
 - Verbal: Oral and written comprehension and expression
 - Quantitative: Performing basic math operations quickly
 - Reasoning: Understanding when there is a problem, form conclusions, develop new ideas
 - Spatial: Spatial and Visual Orientation
 - Perceptual: Understanding and comparing info through memory
 - Wonderic Test
 - 50 questions
 - 12 minutes
 - 14.4 sec per question
 - Typical Upper Manager:

- 28/50
- See page 127
- Emotional Ability (Intelligence) : a set of abilities related to the understanding and use of emotions that affect social functioning
 - Self awareness - to recognize and understand emotions in oneself
 - Other awareness - the ability to recognize and understand the emotions that other people are feeling
 - Emotional Regulation - the ability to recover quickly from emotion experiences.
 - Use of emotions - ability to harness emotions and employ them to improve one's chances of being successful about getting what they want to do
 - Mind in Eyes Test captures "Other Awareness" (Try it out)
- Physical ability
 - Strength: Body able to exert force
 - Stamina: Lungs to work efficiently in prolonged activities
 - Flexibility and coordination: Ability to stretch, bend, balance
 - Psychomotor: Controllable objects
 - Sensory: Good Vision and hearing

CHAPTER 6:

- Stress means "The psychological response to demands when there is something at stake for the individual, and when coping with these demands would tax or exceed the individual's capacity of resources".
- Your Overall "Capacity" feeling positive/upbeat, ability to work effectively, ability to regulate behavior = RESOURCE (intangible).
- Stress is the psychological response to those "red" upbeat.
- Stressors = demands that cause a stress response
- Stress = Reduction in 'Blue Capacity'
- Strain = Visual effects of stress
- Transactional Theory of Stress: A theory that explains how stressful demands are perceived and appraised, as well as how people respond to the perceptions of appraisals
 - A primary appraisal
 - Evaluation of significance
 - Does this demand cause me to feel stressed?
 - How significant is this demand?
 - How threatening is this demand?
 - How "big" is the red dot to you?
 - Secondary Appraisal:
 - Evaluation and application of coping strategies

- How do I cope with this stressor?
- Types of Stressors:
 - 1) Hindrance Stressors:
 - Appraised as thwarting progress toward growth, achievement, goals
 - 2) Challenge Stressors:
 - Appraised as opportunities for growth, achievement, goals
 - Optimism behind red dot; help grow blue circle or shrink future red dots.
 - Hindrance Stressors:
 - Work-Related Stressors:
 - Role Conflict: Other's having differing expectations of what an individual needs to do.
 - Role Ambiguity: Lack of direction and information about what needs to be done.
 - Role Overload: an excess of demands preventing them from working effectively
 - Daily Hassles: Minor daily demands that interfere with work
 - Unnecessary meetings
 - Email overload
 - Constant connection
 - Non-Work Related Stressors:
 - Work Family Conflict: A form of role conflict in which demands of a work role hinder the fulfillment the demands in a family role
 - Negative Life Events: Events such as a divorce or death of a family member tend to be appraised
 - Financial Uncertainty: Uncertainties with regard to the potential for loss of livelihood, savings, or pay expenses
 - Challenge Stressors: Makes work challenging but entertaining
 - Work-Related Stressors:
 - Work Responsibility: Number and importance of obligations that one has more of than others
 - Put everything on us, but if we succeed, we get to gloat
 - Work Complexity: Degree to which job requirements exceeds employee's capabilities
 - Time Pressure: The sense that the amount of time allotted to do a job is not enough
 - Non-Work Related Stressors:
 - Family-Time Demands: The amount of time committed to fulfilling family responsibility

- Positive Life Events: Events such as marriage or birth of a child tends be challenging
 - Personal Development: Participation in activities outside of work that foster growth and learning
- Role Based Hindrance Stressors: Teaching Examples
 - Role Conflict: Tension between teaching and research
 - Role Overload: Research is done outside of normal work hours
 - Role Ambiguity:
 - Unclear norms surrounding package of the 'big three' (research, teaching and service)
- Types of Strain:
 - Physiological Stain
 - Stomach aches, headaches, problems sleeping, muscle tension
 - Psychological Strain
 - Depression, anxiety, burnout
 - Behavioural Strain
 - Smoking, drinking, over eating

Burnout: emotional, mental and physical exhaustion that realists for trying to cope with demands on an ongoing basis

- Blue Circle never fully replenished
- How do employees cope?
 - Problem vs Emotion-Focused
 - Problem = addresses stressor
 - Emotion = manages emotional reactions
 - Behavioural vs Cognitive coping
 - Behavioural = some sort of activity
 - Cognitive = thoughts, change our appraisals
 - Coping does not mean constructive or healthy
- How do employees cope?
 - Stressor Role Overload

	Problem-Focused	Emotion-Focused
Behavioural	Seeking support to reduce workload; approaching boss	Seeking social support from friends and family; going out for drinks after work

Cognitive	Strategizing; Re-prioritizing	Psychological withdrawal; think on the bright-side
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- How can Organizations help their employees manage stress?
 - Stressor: Eliminate/Reduce the stressor
 - Stress: Help employees manage and re-think stress
 - Strain: Help employees reduce strain

- Why is the appraisal approach important/useful?
 - 1) “It depends”
 - Person
 - Nature of the demand
 - 2) Interpretation more important than the events
 - Notable limitations of the transactional theory of stress:
 - Doesn’t capture ‘non-conscious’ stressors
 - Sometimes it's difficult to know why we are stressed
 - Doesn’t capture physiological views of stress
 - Doesn’t say a lot about “recovery periods” (getting back to that blue circle)

- Individual Differences in Stress:
 - Type-A Personality:
 - Time Urgency
 - Competitiveness
 - Impatient - get things done
 - Strong Achievement Oriented
 - Type-B Personality:
 - Relaxed
 - Not really competitive
 - Patient
 - Not really strong achievement oriented

- Physical Ailments:
 - Hypertension
 - Controlled breathing
 - Meditation
 - Writing in diary
 - Facial tension
 - Acupuncture

- Teeth grinding/nail biting
- Buffer of stress:
 - As a buffer - there is a weaker link between stressors and stress and strain
- Social Support: Help us manage emotions

CHAPTER 7:

Motivation: A set of energetic forces that determines the direction, intensity and persistence of an employee's work effort.

- Direction: Are you working on what you should be working on?
- Intensity: Are you working hard or hardly working?
- Persistence: Will you keep working even when things get tough? Till you are done? ...etc

Motivation Broadly:

- Extrinsic Motivation:
 - Motivation derived by some contingency
 - E.g. : Pay, bigger office, public recognition, bragging rights
- Intrinsic Motivation:
 - Performing the task is its own reward
 - E.g.: Enjoyment, sense of accomplishment
- You can have both Extrinsic and Intrinsic:
 - E.g. : Lawyer might love their job, but they wouldn't just like to do pro-bono cases, they need money.

Theories in your textbook:

1) Expectancy Theory

- People are motivated to act if they believe their actions will result in certain desired outcomes.
- Effort → Performance → Outcome
 - Outcome = Getting an A in Statistics
 - Expectancy = If I study hard, will I know my stuff well enough to perform well?
 - Instrumentality = If I perform well, will I get an A?
 - Valence = Do I want to get an A? Do I need an A?
 - ALL THREE PIECES NEED TO BE THERE FOR YOU TO BE MOTIVATED
- Beliefs:
 - 1) Expectancy: If I exert the effort, will I perform well?
 - 2) Instrumentality: If I perform well, will I receive certain outcomes?
 - 3) Valence: Will the outcomes be satisfying / valuable?

- Example: You are a manager, and you are experiencing problems with your employees' motivation levels...
 - Have I given my employees the tools they need to perform well?
 - Employees' may not have the skills, training or resources
 - Do my employees have self-efficacy?
 - Do my employees know what outcomes they will receive if they perform well?
 - Do my employees value the outcomes they receive?

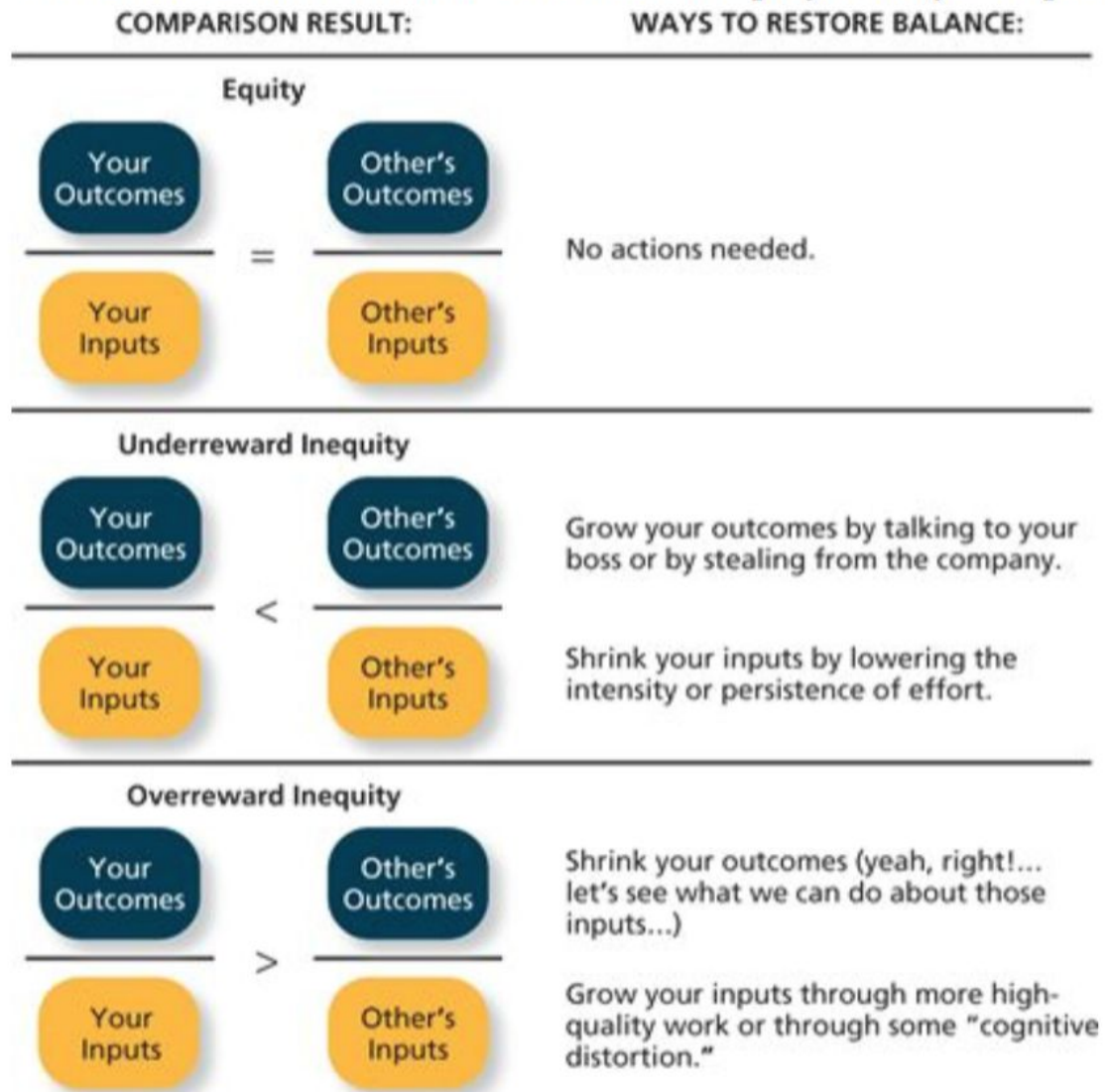
2) Goal-setting Theory: primary driver of effort

- Goals must be specific, and difficult but not impossible (STRETCH)
- Can enhance intrinsic motivation, but usually combined with extrinsic motivation
 - Goals will be determined as more valuable if there is an external value
- Management by objectives is a similar concept
- Goals may cause systemic problems in organizations due to narrowed focus, unethical behavior, increased risk taking, decreased cooperation and decreased intrinsic movement
- Goals Gone Wild: READ ARTICLE
 - Goals can be too narrow:
 - Ignore "now-goals"
 - Inappropriate time horizons
 - Even when we try to incorporate multiple tasks - tendency to choose easier goals
 - When goals are too challenging (and rewards / stakes high):
 - Risk-taking
 - Unethical behaviour
 - Dissatisfaction / low intrinsic
 - Goals and Learning / Cooperation
 - Reduce learning
 - Reduces cooperation

3) Equity Theory

- Employees make mental ledger of outcomes/inputs to others' outcomes/inputs
- Equity Distress = tension as a result of inequity
 - Unrewarded: Frustration
 - Rewarded: Guilty feeling
- Three Possible Outcomes of Equity Theory Comparisons:

FIGURE 6-5 Three Possible Outcomes of Equity Theory Comparisons



- Monkey 1: Gets cucumbers (Lower reward - Gets frustrated and angry, throws cucumber at person)
 - Monkey 2: Gets grapes (Higher reward - Remains happy)
- 4) Psychological Empowerment: An energy rooted in the belief that tasks are contributing to some larger purpose
- Meaningfulness: Value of a work goal or purpose relatively to one's passions
 - Self Determination: A sense of choice in the initiation or continuation of work tasks
 - Competence: Captures a person's belief in his or her capabilities to perform work tasks successfully

- Impact: The sense that a person's actions make a difference that progress is being made toward some important purpose