

Organizational Behavior Midterm Review

Chapter 1 – What is Organizational Behavior?

- **ORGANIZATIONAL BEHAVIOR** – Field of study devoted to understanding, explaining, and improving the attitudes and behaviors of individuals and groups in organizations.
- **HUMAN RESOURCES MANAGEMENT** : Field of study that focuses on the applications of OB theories and principles in organizations.
- **STRATEGIC MANAGEMENT** : Field of study devoted to exploring the product choices and industry characteristics that affect an organization's profitability.
- **SCIENTIFIC MANAGEMENT** : Using scientific methods to design optimal and efficient work processes and tasks.
- **BUREAUCRACY** :
 - 1) Division of labor with a high level of technical specialization
 - 2) A strict chain of command (authority hierarchy) in which every member of the organization reported to someone at a higher level
 - 3) A system of formal rules and procedures that ensured consistency, impartiality, and impersonality throughout the organization
 - 4) Decision making at the top of the organization
- **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 behaviors.

- **RESOURCE-BASED VIEW** : Model that argues that rare and inimitable resources help firms maintain competitive advantage.
- **RULE OF ONE-EIGHTH** : Belief that at best one-eighth, or 12 percent, of organizations will actually do what is required to build profits by putting people first.
- **META-ANALYSIS** : Method that combines the results of multiple scientific studies by calculating an average weighted correlation across the studies (larger studies are weighted more)

Chapter 2 – Job Performance

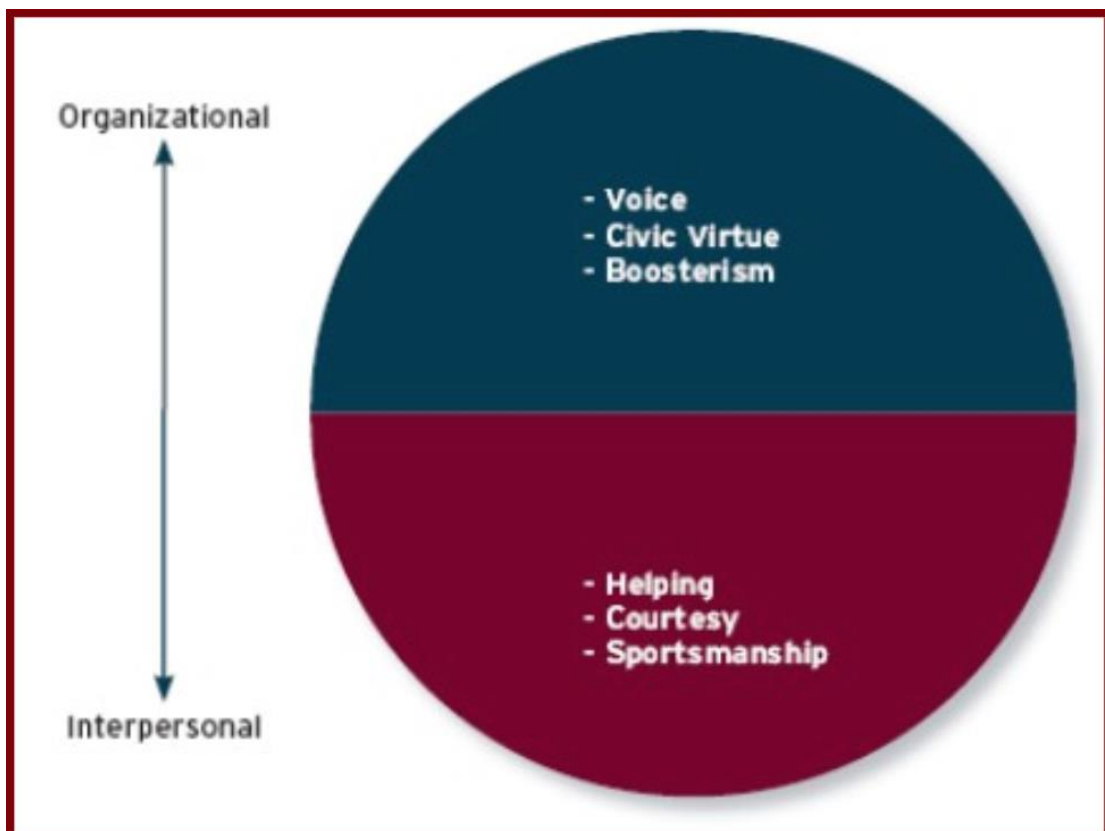
- **JOB PERFORMANCE** : Employee behaviors that contribute either positively or negatively to the accomplishment of organizational goals.
- **TASK PERFORMANCE** : Set of explicit obligations an employee must fulfill to receive compensation and continued employment.
- **ROUTINE TASK PERFORMANCE** : Well-known or habitual responses by employees to predictable task demands.
- **ADAPTIVE TASK PERFORMANCE** : Thoughtful responses by an employee to unique or unusual task demands.
- **CREATIVE TASK PERFORMANCE** : Ideals or physical outcomes are both novel and useful.
- **JOB ANALYSIS** : Process by which an organization determines requirements of specific jobs.

Step 1) A list of all the activities involved in a job is generated

Step 2) Each activity on the list is rated by “subject matter experts” according to frequency and importance

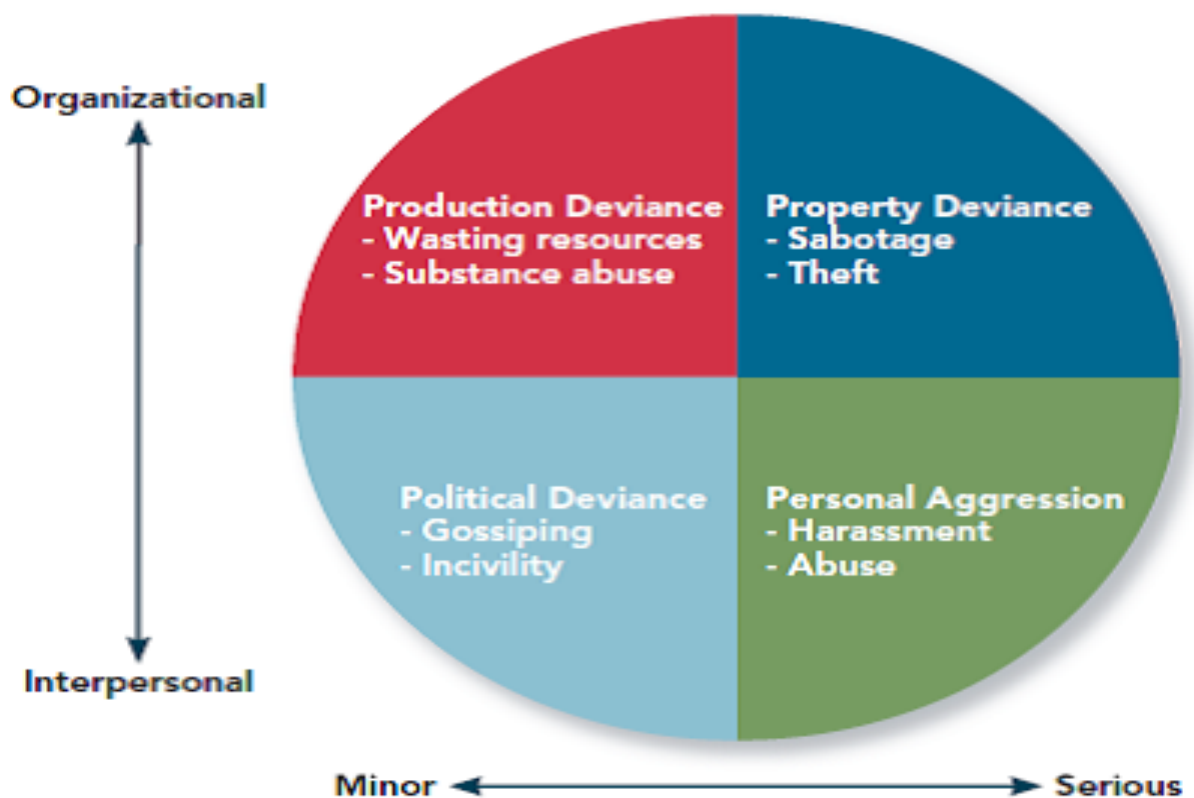
Step 3) The activities that are rated highly in terms of their importance and frequency are retained and used to define task performance

- **CITIZENSHIP BEHAVIOR** : Voluntary employee behaviors that contribute to organizational goals by improving the context in which the work takes place.
- **INTERPERSONAL CITIZENSHIP BEHAVIOR** : Going beyond normal job expectations to help out others.



- **TYPES OF COUNTERPRODUCTIVE BEHAVIOR** :
 - **Property Deviance** : Behaviors that harm the organization’s assets and possessions

- ✚ Production Deviance : Intentionally reducing organizational efficiency of work output
- ✚ Political Deviance : Behaviors that intentionally disadvantage other individuals
- ✚ Personal Aggression : Hostile verbal and physical actions directed toward other employees



- **TYPES OF PERFORMANCE MANAGEMENT :**

- ✚ Management by Objectives : Management philosophy that bases employee evaluations on whether specific performance goals have been met
- ✚ Behaviorally Anchored Rating Scales : Use of examples of critical incidents to evaluate an employee's job performance behaviors directly

- ✚ 360 Degree Feedback : System that uses ratings provided by supervisors, co-workers, subordinates, customers, and the employees themselves
- ✚ Forced Ranking : System in which managers rank subordinates relative to one another
- ✚ Social Network Systems : Ranking using a performance management virtual program such as “Performance Multiplier”

Chapter 3 – Organizational Commitment

- ORGANIZATIONAL COMMITMENT : Employee’s desire to remain a member of an organization (employee retained v. employee turns over).
- WITHDRAWAL BEHAVIOR : Employee actions that are intended to avoid work situations.
- FORMS OF COMMITMENT :
 - ✚ Affective Commitment : Employee’s desire to remain a member of an organization due to a feeling of emotional attachment (staying cause you want to)
 - ✚ Continuance Commitment : Employee’s desire to remain a member if an organization due to an awareness of the costs of leaving (staying cause you have to)
 - ✚ Normative Commitment : Employee’s desire to remain a member of an organization due to a feeling of obligation (staying cause you ought to)

- **AFFECTIVE COMMITMENT :**

- + Erosion Model : Employees with fewer with fewer bonds with employees are more likely to quit

- + Social Influence Model : Employees with direct linkages to co-workers who quit, are more likely to quit

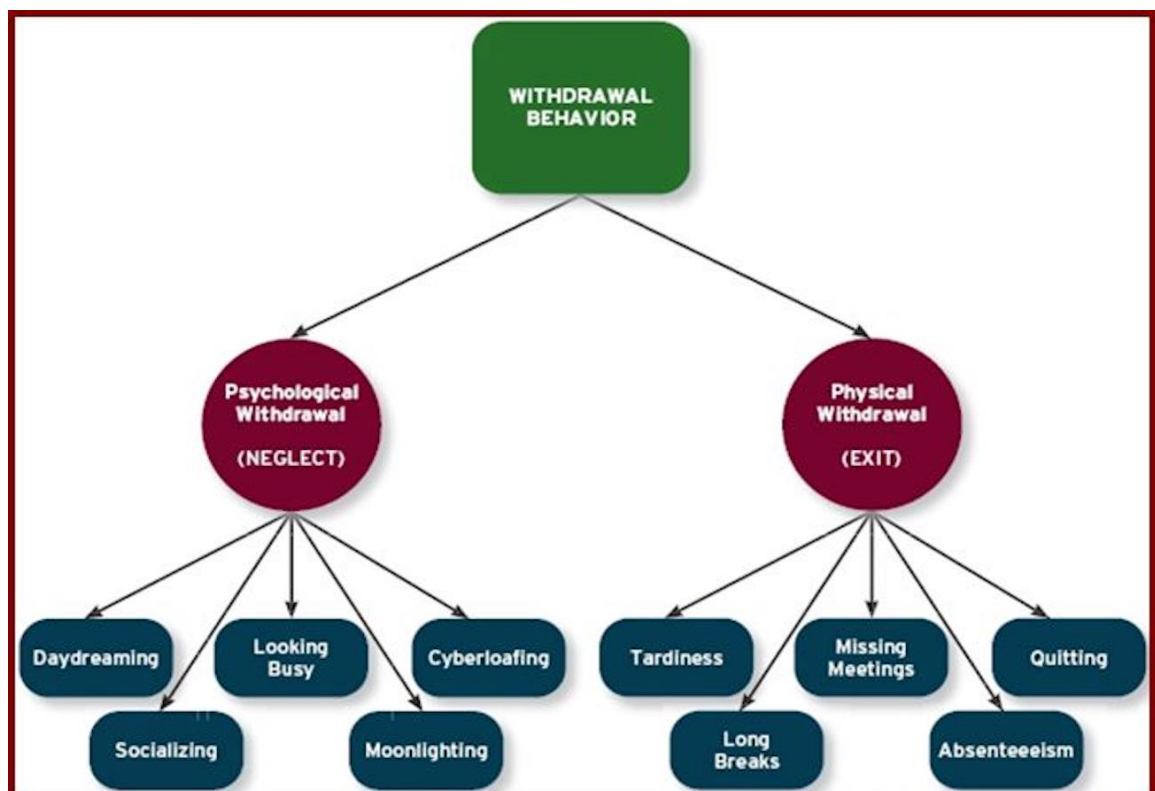
- **WITHDRAWAL BEHAVIOR :**

- + Exit (Physical Withdrawal) : Response to negative work event in which one becomes often absent from work or voluntarily leaves the organization

- + Voice : 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

- + Neglect (Psychological Withdrawal) : A passive destructive response to a negative work event in which one's interest and



effort in work decline

- **INDEPENDENT FORMS MODEL** : Model that predicts that the various withdrawal behaviors are uncorrelated, so that engaging in one type of withdrawal has little bearing on engaging in other types.
- **COMPENSATORY FORMS MODEL** : Model indicating that the various withdrawal behaviors are negatively correlated, so that engaging in one type of behavior makes one less likely to engage in other types.
- **PROGRESSION MODEL** : Model indicating that the various withdrawal behaviors are positively correlated, so that engaging in one type of withdrawal makes one more likely to engage in other types.
- **PSYCHOLOGICAL CONTRACTS** : Employee beliefs about what employees owe the organization and what the organization owes them.
- **TRANSACTIONAL CONTRACTS** : Psychological contracts that focus on a narrow set of specific monetary obligations (employee owes attendance and protection of proprietary information; organization owes pay and advancement opportunities).
- **RELATIONAL CONTRACTS** : Psychological Contracts that focus on a broad set of open-ended and subjective obligations (employee owes loyalty and willingness to go above and beyond; organization owes job security, development, and support).
- **PERCEIVED ORGANIZATIONAL SUPPORT** : Degree to which employees believe that the organization values their contributions and cares about their well-being.

Chapter 5 (Chapter 4 in 2nd Edition) – Job Satisfaction

- **JOB SATISFACTION** : How a person thinks and feels about his or her job.
- **VALUES** : Things people unconsciously or consciously want to seek or attain.
- **VALUE-PERCEPT THEORY** : Job satisfaction depends on whether the employee perceives that his or her jobs supplies those things that he or she values.
- **OVERALL JOB SATISFACTION** :
 - + **Pay Satisfaction** : Employees' feelings about the compensations for their jobs
 - + **Promotions Satisfaction** : Employees' feelings about how the company handles promotions
 - + **Supervision Satisfaction** : Employees' feelings about their boss, including his or her competency, communication, and personality
 - + **Co-worker Satisfaction** : Employees' feelings about their co-workers including their abilities and personalities
 - + **Satisfaction with the work itself** : Employees' feelings about their actual work tasks
- **SATISFACTION WITH THE WORK ITSELF** :
 - + **Meaningfulness of Work** : A psychological state indicating the degree to which work tasks are viewed as something that counts in the employee's system of philosophies and beliefs

+ Responsibility for Outcomes : A psychological state indicating the degree to which employees feel they are key drivers of the quality of work output

+ Knowledge of Results : A psychological state indicating the extent to which employees are aware of how well or how poorly they are doing

- JOB CHARACTERISTICS THEORY : 5 core characteristics (variety, identity, significance, autonomy, and feedback) combine to result in high levels of satisfaction with the work itself.

+ Variety : Degree to which a job requires different activities and skills

+ Identity : Degree to which a job offers completion of a whole, identifiable piece of work

+ Significance : Degree to which a job really matters and impacts society as a whole

+ Autonomy : Degree to which a job allows individual freedom and discretion regarding how the work is to be done

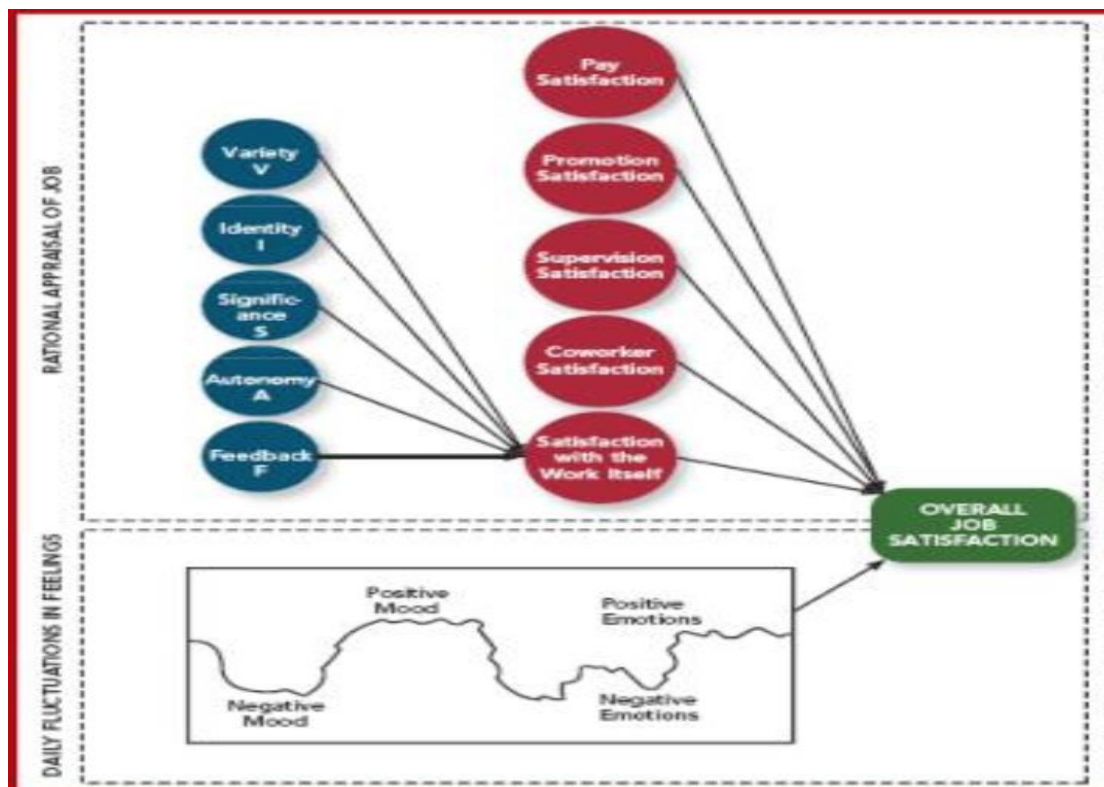
+ Feedback : Degree to which the job itself provides information about how well the job holder is doing

- MODERATORS OF SATISFACTION WITH THE WORK ITSELF :

+ Knowledge and Skill : Degree to which employees have the aptitude and competence to succeed on their job

+ Growth Need Strength : 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.
- Negative + positive moods and emotions affect job satisfaction.
- **AFFECTIVE EVENTS THEORY** : Workplace events can generate emotional reactions that impact work behaviors.
- **EMOTIONAL LABOR** : Management of their emotions that employees must do to complete their job duties successfully.
- **EMOTIONAL CONTAGION** : Idea that emotions can be transferred from one person to another.
- **LIFE SATISFACTION** : Degree to which employees feel a sense of happiness with their lives in general
- **JOB DESCRIPTIVE INDEX (JDI)** : Facet measure of job satisfaction that assesses an individual's satisfaction with pay, promotion opportunities, supervision, co-workers, and the work itself.



Chapter 4 (Chapter 9 in 2nd Edition) – Personality, Cultural


Values, and Ability

- **THE BIG FIVE** : The 5 major dimensions of personality;
Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, and Extraversion.
 - + **Conscientiousness** : Dependable, Organized, Reliable, Ambitious, Hard-working, and Persevering
 - + **Agreeableness** : Kind, Cooperative, Sympathetic, Helpful, Courteous, and Warm
 - + **Neuroticism** : Nervous, Moody, Emotional, Insecure, Jealous, and Unstable
 - + **Openness to Experience** : Curious, Imaginative, Creative, Complex, Refined, and Sophisticated
 - + **Extraversion** : Talkative, Sociable, Passionate, Assertive, Bold, and

Adjectives Associated with the Big Five Personality Traits:

C	A	N	O	E
Conscientiousness	Agreeableness	Neuroticism	Openness	Extraversion
<ul style="list-style-type: none"> • Dependable • Organized • Reliable • Ambitious • Hardworking • Persevering 	<ul style="list-style-type: none"> • Kind • Cooperative • Sympathetic • Helpful • Courteous • Warm 	<ul style="list-style-type: none"> • Nervous • Moody • Emotional • Insecure • Jealous • Unstable 	<ul style="list-style-type: none"> • Curious • Imaginative • Creative • Complex • Refined • Sophisticated 	<ul style="list-style-type: none"> • Talkative • Sociable • Passionate • Assertive • Bold • Dominant
<p>NOT</p> <ul style="list-style-type: none"> • Careless • Sloppy • Inefficient • Negligent • Lazy • Irresponsible 	<p>NOT</p> <ul style="list-style-type: none"> • Critical • Antagonistic • Callous • Selfish • Rude • Cold 	<p>NOT</p> <ul style="list-style-type: none"> • Calm • Steady • Relaxed • At ease • Secure • Contented 	<p>NOT</p> <ul style="list-style-type: none"> • Uninquisitive • Conventional • Conforming • Simple • Unartistic • Traditional 	<p>NOT</p> <ul style="list-style-type: none"> • Quiet • Shy • Inhibited • Bashful • Reserved • Submissive

Imaginative

- ACCOMPLISHMENT STRIVING (prioritized by Conscientious people) :
Strong desire to accomplish task-related goals as a means of expressing one's personality.
- COMMUNION STRIVING (prioritized by Agreeable people) : Strong desire to obtain acceptance in personal relationships as a means of expressing one's personality.
- STATUS STRIVING (prioritized by Extraverted people) : Strong desire to obtain power and influence within a social structure as a means of expressing one's personality.
- ZERO ACQUAINTANCE SITUATIONS : Situations in which two people have just met.
- POSITIVE AFFECTIVITY : Tendency to experience pleasant engaging moods.
- NEGATIVE AFFECTIVITY : Tendency to experience unpleasant moods.
- LOCUS OF CONTROL : Tendency to view the cause of events and personal outcomes as internally or externally controlled (Internal Locus of Control v. External Locus of Control).
- GEERT HOFSTEDE'S CULTURAL DIMENSIONS :
 -  Individualism-Collectivism : Degree to which a culture has a loosely knit social framework (individualism) or a tight social framework (collectivism)

- + Power Distance : Degree to which a culture prefers equal power distribution (low power distance) or an unequal power distribution (high power distance)
- + Uncertainty Avoidance : Degree to which a culture tolerates ambiguous situations (low uncertainty avoidance) or feels threatened by them (high uncertainty avoidance)
- + Masculinity-Femininity : Degree to which a culture values stereotypically male traits or stereotypically female traits
- + Short-Term V.S Long-Term Orientation : Degree to which a culture stresses values that are past-and-present oriented (short-term orientation) or future oriented (long-term orientation)

- **COGNITIVE ABILITY** : Capabilities related to the use of knowledge to make decisions and solve problems.

- + Verbal Ability : Understanding and expressing oral and written communication
- + Quantitative Ability : Doing basic mathematical operations and selecting and applying formulas to solve mathematical problems
- + Reasoning Ability : Sensing and solving problems using insight, rules, and logic
- + Spatial Ability : Visual and mental representation and manipulation of objects in space
- + Perceptual Ability : Perceive, understand, and recall patterns of information

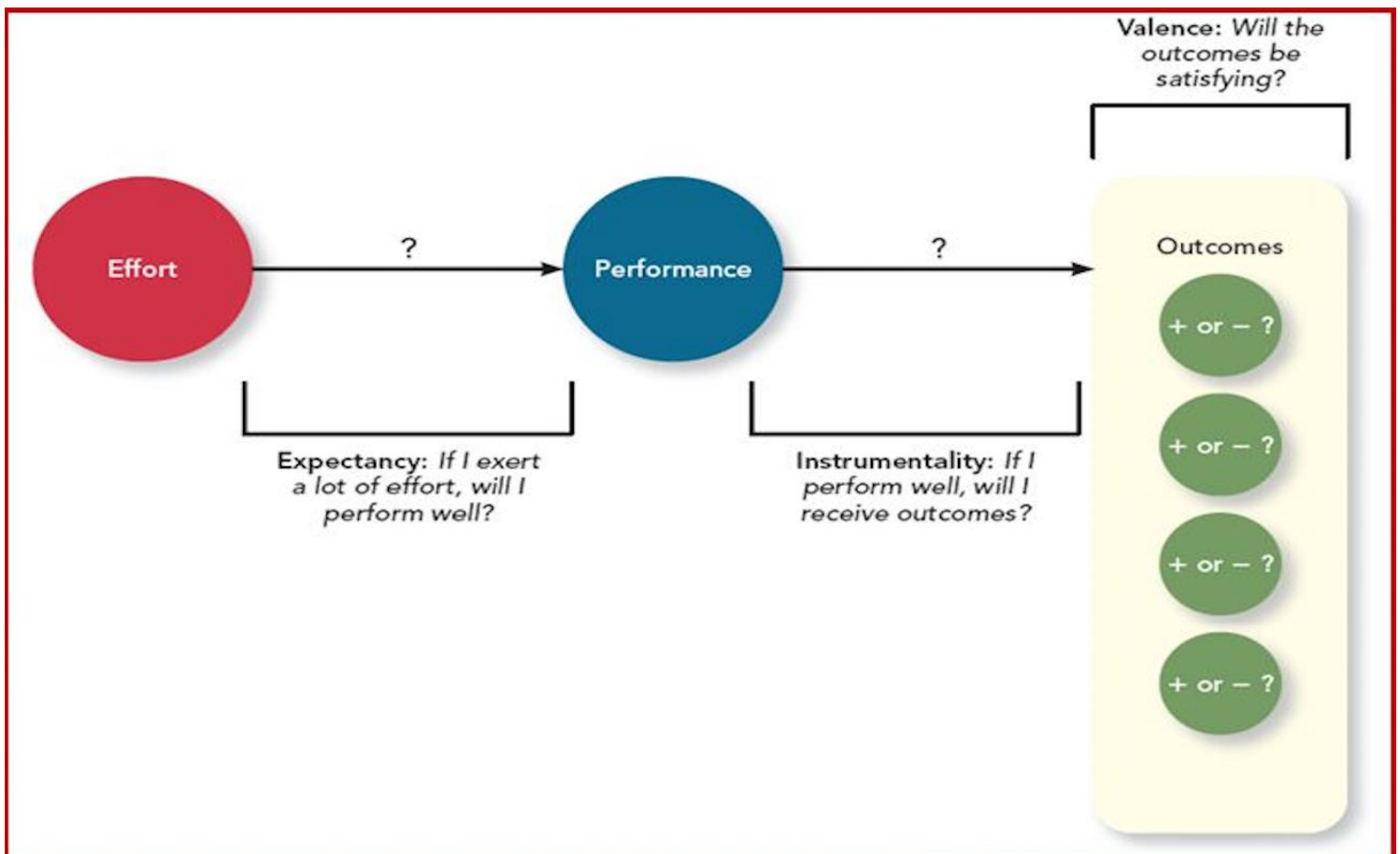
- ✚ General Cognitive Ability : General level of cognitive ability that plays a role in determining the more narrow cognitive abilities
- EMOTIONAL INTELLIGENCE : Set of abilities related to the understanding and use of emotions that affect social functioning.
 - ✚ Self-Awareness : Ability to recognize and understand the emotions in oneself
 - ✚ Other Awareness : Ability to recognize and understand the emotions that other people are feeling
 - ✚ Emotion Regulation : Ability to recover quickly from emotional experiences
 - ✚ Use of Emotions : Degree to which people can harness emotions and employ them to improve their chances of being successful in whatever they are seeking to do
- PHYSICAL ABILITY :
 - ✚ Strength : Degree to which the body is capable of exerting force
 - ✚ Stamina : Ability of a person's lungs and circulatory system to work efficiently while he or she is engaging in prolonged physical activity
 - ✚ Flexibility : Ability to bend, stretch, twist, or reach
 - ✚ Psychomotor Ability : Manipulating and controlling objects
 - ✚ Sensory Ability : Vision and hearing
- TYPICAL PERFORMANCE : Performance in the routine conditions that surround daily job tasks

- **MAXIMUM PERFORMANCE** : Performance in brief, special circumstances that demand a person's best effort
- **SITUATIONAL STRENGTH** : Degree to which situations have clear behavioral expectations, incentives, or instructions that make differences between individuals less important
- **TRAIT ACTIVATION** : Degree to which situations provide cues that trigger the expression of a given personality trait
- **WONDERLIC PERSONNEL TEST** : 12-minute tests of general cognitive ability used to hire job applicants

Chapter 7 (Chapter 6 in 2nd Edition) – Motivation

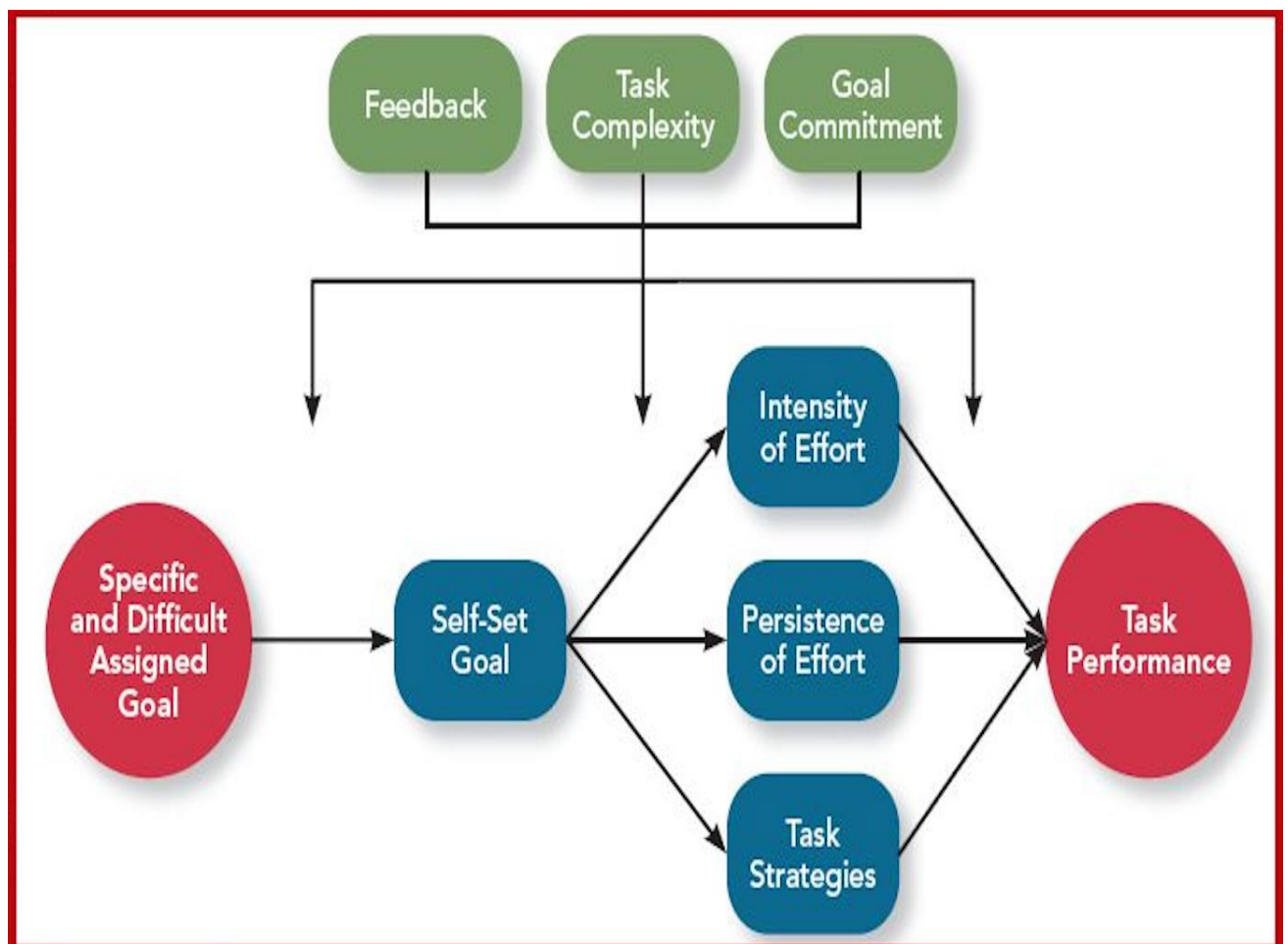
- **MOTIVATION** : A set of energetic forces that determine the direction, intensity, and persistence of an employee's work effort
- **EXPECTANCY THEORY** : The cognitive process employees go through to make choices among different voluntary responses
 - + **Expectancy** : Belief that exerting a high level of effort will result in successful performance on some task
 - + **Self-Efficacy** : Belief that a person has the capabilities needed to perform the behaviors required on some task
 - + **Instrumentality** : Belief that successful performance will result in some outcome or outcomes
 - + **Valence** : Anticipated value of the outcomes associated with successful performance

- + Needs : Groupings or clusters of outcomes viewed as having critical psychological or physiological consequences
- + Extrinsic Motivation : Desire to put forth work effort due to some contingency that depends on task performance (ex: money)
- + Intrinsic Motivation : Desire to put forth work effort due to the sense that task performance serves as its own reward



- **GOAL SETTING THEORY** : Views goals as the primary drivers of the intensity and persistence of effort.
 - + Specific and Difficult Goals : Goals that stretch an employee to perform at his or her maximum level while staying within the boundaries of his or her ability

- ✚ Self-Set Goals : Internalized goals that people use to monitor their own progress
- ✚ Feedback : In Goal Setting Theory, it refers to progress updates on work goals
- ✚ Task Complexity : The Degree to which the information and actions needed to complete a task are complicated
- ✚ Goal Commitment : Degree to which a person is determined to reach the goal
- ✚ S.M.A.R.T Goals : **S**pecific, **M**easurable, **A**chievable, **R**esults-based, **T**ime-sensitive goals



- EQUITY THEORY : Employees create a mental ledger of the outcomes they receives for their job inputs, relative to some comparison other.

- + Comparison Other : Another person who provides a frame of reference for judging equity

- + Equity Distress : Internal tension that results from being over rewarded or under rewarded relative to some comparison other

- + Cognitive Distortion : Reevaluation of the inputs an employee brings to a job, often occurring in response to equity distress

- + Internal Comparisons : Comparing oneself to someone in your same company

- + External Comparisons : Comparing oneself to someone in a different company

- PSYCHOLOGICAL EMPOWERMENT : An energy rooted in the belief that tasks are contributing to some larger purpose

- + Meaningfulness : Psychological state reflecting one's feelings about work tasks, goals, and purposes, and the degree to which they contribute to society and fulfill one's ideals and passions

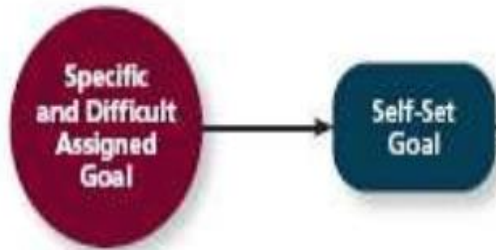
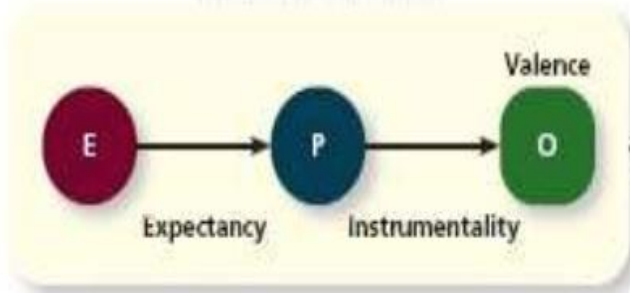
- + Self-Determination : Sense of choice in the initiation and continuation of work tasks

- + Competence : Capability to perform tasks successfully (one's belief in their capability)

+ Impact: Sense that a person's actions make a difference

Why Are Some
Employees
More
Motivated
than Others?

MOTIVATING FORCES



Chapter 6 (Chapter 5 in 2nd Edition) – Stress

- STRESS : 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 or resources.

- + Stressors : Demands that cause the stress response

- + Strains : Negative consequences of the stress response

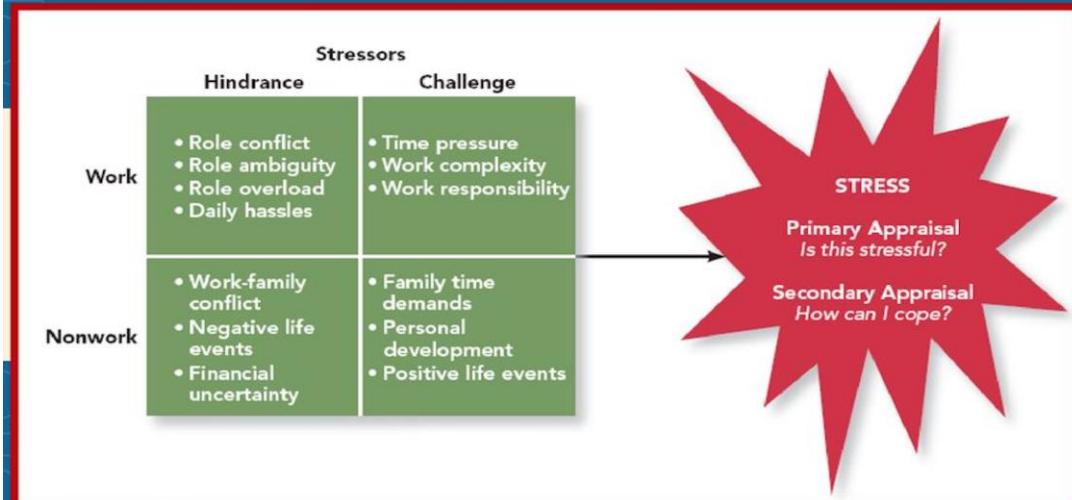
- TRANSACTIONAL STRESS THEORY : Theory that explains how stressful demands are perceived and appraised as well as how people respond to the perceptions of appraisals.

- + Primary Appraisal : Evaluation of whether a demand is stressful and, if it is, the implications of the stressor in terms of personal goals and well-being

- + Secondary Appraisal : When people determine how to cope with the various stressors they face

- + Benign Job Demands : Job demands that are not appraised as being stressful

Transactional Theory of Stress



- HINDRANCE STRESSORS : Stressors that tend to be appraised as thwarting progress toward growth and achievement.
- CHALLENGE STRESSORS : Stressors that tend to be appraised as opportunities for growth and achievement.
- WORK HINDRANCE STRESSORS :
 - ✚ Role Conflict : Others' having differing expectations of what an individual needs to do in a role
 - ✚ Role Ambiguity : Lack of direction and information about what needs to be done in a role
 - ✚ Role Overload : Excess of demands on an employee preventing him or her from working effectively
 - ✚ Daily Hassles : Minor day-to-day demands that interfere with work accomplishment
- WORK CHALLENGE STRESSORS :
 - ✚ Time Pressure : Sense that the amount of time allotted to do a job is not quite enough
 - ✚ Work Complexity : Degree to which job requirements tax or just exceed employee capabilities
 - ✚ Work Responsibility : Number and importance of obligations that an employee has to others
- NON-WORK HINDRANCE STRESSORS :
 - ✚ Work-Family Conflict : Form of role conflict in which the demands of a work role hinder the fulfillment of the demands in a family role (or vice versa)

- ✚ Negative Life Events : Events outside of work that tend to be appraised as a hindrance
 - ✚ Financial Uncertainty : Uncertainties with regard to the potential for loss of livelihood, savings, or the ability to pay expenses
- NON-WORK CHALLENGE STRESSORS :
 - ✚ Family Time Demands : Amount of time committed to fulfilling family responsibilities
 - ✚ Personal Development : Participation in activities outside of work that foster growth and learning
 - ✚ Positive Life Events : Events such as marriage or the birth of a child that tend to be appraised as a challenge
- COPING : Behaviors and thoughts used to manage stressful demands and the emotions associated with the stressful demands.
 - ✚ Behavioral Coping : Physical activities used to deal with a stressful situation
 - ✚ Cognitive Coping : Thoughts used to deal with a stressful situation
 - ✚ Problem-Focused Coping : Behaviors and cognitions of an individual intended to manage the stressful situation itself
 - ✚ Emotion-Focused Coping : Behaviors and cognitions of an individual intended to help manage emotional reactions to the stressful demands
 - ✚ Burnout : Emotional, mental, and physical exhaustion from coping with stressful demands on a continuing basis

- TYPES OF STRAINS :

- + Physiological Strains : Reactions from stressors that harm the human body

- + Psychological Strains : Negative psychological reactions from stressors such as depression, anxiety, and anger

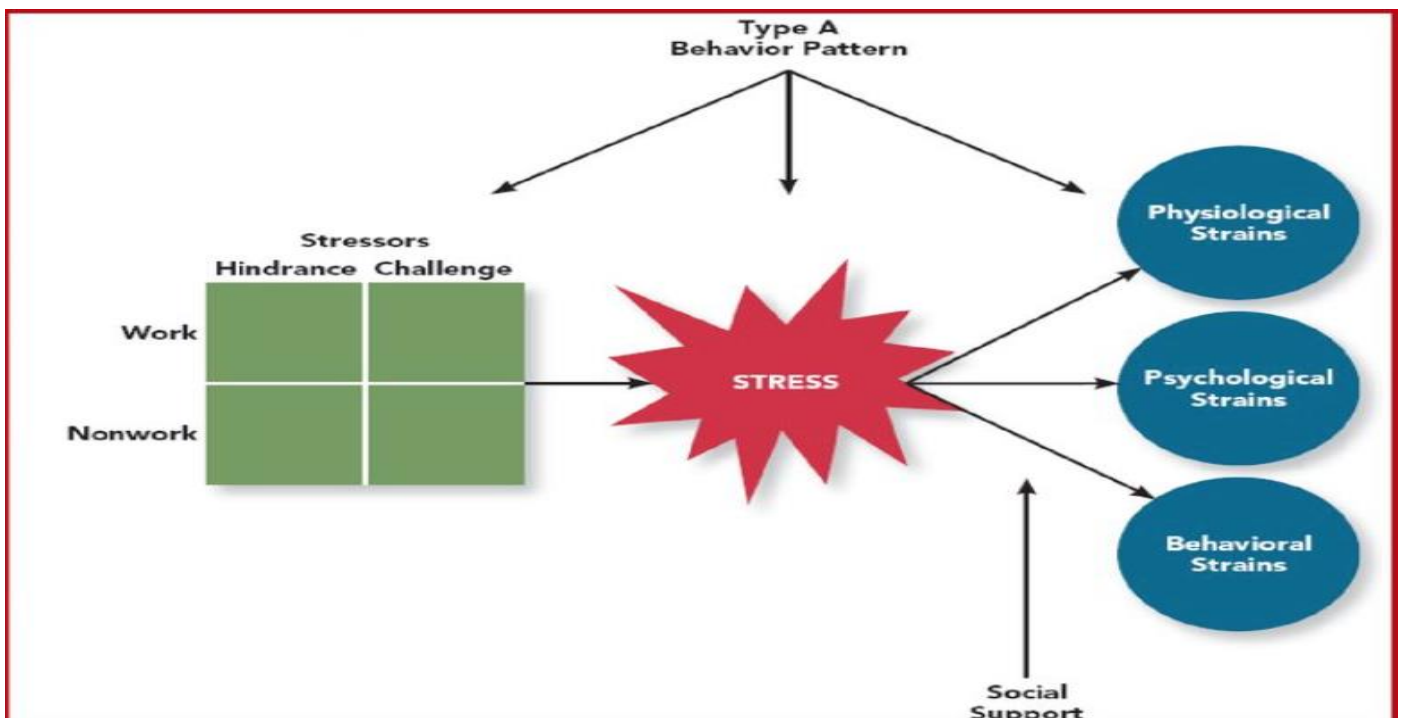
- + Behavioral Strains : Patterns of negative behaviors that are associated with other strains

- TYPE A BEHAVIOR PATTERN : People who tend to experience more stressors, to appraise more demands as stressful, and to be prone to experiencing more strains.

- SOCIAL SUPPORT : Help people receive from other when they are confronted with stressful demands.

- + Instrumental Support : Help people receive from other that can be used to address a stressful demand directly

- + Emotional Support : Empathy and understanding people receive from others that can be used to alleviate emotional distress from



stressful demands

- STRESS MANAGEMENT :

- + Stress Audit : Assessment of the sources of stress in the workplace

- + Job Sharing : When two people share the responsibilities of a single job

- + Training Interventions : Practices that increase employees' competencies and skills

- + Supportive Practices : Ways in which organizations help employees manage and balance their demands

- + Relaxation Techniques : Calming activities to reduce stress

- + Cognitive-Behavioral Techniques : Various practices that help workers cope with life's stressors in a rational manner

- + Health and Wellness Programs : Employee assistance programs that help workers with personal problems such as alcoholism and other addictions