

COMM 222 ORGANIZATIONAL BEHAVIOUR NOTES ON TEXTBOOK “ORGANIZATIONAL BEHAVIOUR – UNDERSTANDING AND MANAGING LIFE AT WORK”

CHAPTER 1: ORGANIZATIONAL BEHAVIOUR AND MANAGEMENT

WHAT ARE ORGANIZATIONS?

-This book is about **WHAT HAPPENS IN ORGANIZATIONS**.

-We live in an **ORGANIZATIONAL SOCIETY**.

-**ORGANIZATIONS**: Social inventions for accomplishing common goals through group effort.

- Meaning that their essential characteristic is the coordinated presence of people (not necessarily things).

-*The field of organizational behaviour is about understanding people and managing them to work effectively.*
(SOCIAL INVENTIONS)

-*The field of organizational behaviour is concerned with how organizations can survive and adapt to change.*
(GOAL ACCOMPLISHMENT)

-People have to:

- Be motivated + remain in organization.
- Carry out basic work reliably in terms of productivity, quality, service.
- Willing to continuously upgrade knowledge + skills.
- Be flexible + innovative (adapt to change).

-Innovation is a strategic priority for organizations +++.

-Organizations based on **GROUP EFFORTS** (interaction + coordination).

-*The field of organizational behaviour is concerned with how to get people to practice effective teamwork.*
(GROUP EFFORT)

WHAT IS ORGANIZATIONAL BEHAVIOUR?

-**ORGANIZATIONAL BEHAVIOUR**: The attitudes and behaviours of individuals and groups in organizations.

- = the study of attitudes + behaviours.

-**HUMAN RESOURCES MANAGEMENT**: Programs, practices, and systems to acquire, develop, motivate, and retain employees in organizations.

- closely related discipline to **OB**.

-Analysis followed by action is what organizational behaviour is about.

WHY STUDY ORGANIZATIONAL BEHAVIOUR?

-Interesting + important & makes a difference for employees + organizations.

-**INTERESTING** because about people + nature. Helps understand why ppl become committed + what motivates them. OB includes examples of successes and failures.

-**WHY DO PEOPLE BEHAVE THE WAY THEY DO?** = **OB** provides tools to find out why.

-**IMPORTANT** because profound impact on ppl, goes beyond walls of orga. Important to managers, employees AND consumers, understanding can make us more effective.

-OB concerned with explaining differences and using them to improve effectiveness and efficiency.

-**MAKES A DIFFERENCE** because today's main factor that differentiates organizations is workforce + human capital = strong key determinant of firm performance so needs good management. Makes a difference in effectiveness AND competitiveness.

-Best places to work for are also the most successful. Makes business sense for organizations to be great places to work = this is what OB is all about.

HOW MUCH DO YOU KNOW ABOUT ORGANIZATIONAL BEHAVIOUR?

- "Common sense" develops through unsystematic and incomplete experiences with OB.
- Common sense + opinions affect mana., therefore practices should be based on **INFORMED** opinions and systematic studies.

GOALS OF ORGANIZATIONAL BEHAVIOUR

-OB has a nb of commonly agreed-upon goals.
-**MAIN GOAL OF OB** = effectively predicting, explaining & managing behaviour occurring in organizations.
-**PREDICTING** the behaviour of others is an essential requirement for everyday life, both inside and outside of organizations.
-Systematic study creates a scientific foundation to anticipate and predict future occurrence of behaviours.
-**EXPLAINING** events in organizations tells why do they occur BUT prediction and explanation are not synonymous. A particular behaviour can have multiple causes or its underlying causes might change over time.
-The ability to understand behaviour is necessary prerequisite to effectively managing it.
-**MANAGING** behaviour can be achieved if we understand the reasons to take sensible action to manage it effectively.
-**MANAGEMENT**: art of getting things accomplished in organizations through others.

- Managers acquire, allocate, and utilize physical + human resources to accomplish goals.
- Variety of management styles might be effective, depending on situation.

-**EVIDENCE-BASED MANAGEMENT**: translating principles based on the best scientific evidence into organizational practices.

- Approach a problem with a systematic understanding of behavioural science and OB and use understanding to make decisions.
- Evidence-based management derives principles from research evidence + translates them into practices that solve organizational problems = attainment of organizational goals.

EARLY PRESCRIPTIONS CONCERNING MANAGEMENT

-2 basic phases (viewpoints) to the prescription:

- Classical view
- Human Relations view

-**CLASSICAL VIEWPOINT**: early prescription on management that advocated a high specialization of labour, intensive coordination, and centralized decision making.

- To maintain control, fairly few workers except for low-level jobs.
- Takes for granted conflict of interest between managers and employees = human relations movement.

-**SCIENTIFIC MANAGEMENT**: Frederick Taylor's system for using research to determine the optimum degree of specialization and standardization of work tasks.

- Development of written instructions, standard for movements, minimum breaks for max. efficiency.
- "Functional Foremanship" = supervisors specialize in particular functions.

-**BUREAUCRACY**: Max Weber's ideal type of organization that included a strict chain of command, detailed rules, high specialization, centralized power, and selection and promotion based on technical competence. Bureaucracy has the following qualities:

- **Strict chain of command** reporting to single superior.
- **Criteria for selection and promotion** based on impersonal technical skills rather than nepotism/favouritism.
- **Detailed rules, regulations, procedures** ensuring job gets done regardless of who is doing it.
- **Use of strict specialization** to match duties with technical competence.

- **Centralization of power** at top of organization.
- Overall creates **security + sense of purpose**.

-**HAWTHORNE STUDIES:** Research conducted in the 1920s and 1930s at the Hawthorne plant of Western Electric near Chicago that illustrated how psychological and social processes affect productivity and work adjustment.

- Beginning of human relations movement.
- Study on impact of fatigue, rest pauses, and lighting on productivity = suggesting there could be dysfunctional aspects how work is organized.

-**HUMAN RELATIONS MOVEMENT:** A critique of classical management and bureaucracy that advocated management styles that were more participative and oriented toward employee needs. It addressed specific problems:

- **Strict specialization** is incompatible with human needs for growth and achievement.
- **Strong centralization** and reliance on formal authority often fail to take advantage of creative ideas and knowledge of lower-level members often closer to customer.
- **Strict, impersonal rules** lead members to adopt minimum acceptable level of performance that rules specify.
- **Strong specialization** causes employees to lose sight of overall goals of organization (“red-tape mentality”).

CONTEMPORARY MANAGEMENT – THE CONTINGENCY APPROACH

-Management approaches need to be tailored to fit situation.

-OB cannot be a “cookbook”, no existing set of laws = “quick fix” mentality fucks everything up.

-The dependencies of OB are called contingencies.

-**CONTINGENCY APPROACH:** An approach to management that recognizes that there is no one best way to manage, and that an appropriate management style depends on the demands of the situation.

WHAT DO MANAGERS DO?

-3 Main Managerial Roles (Mintzberg) highlighting the complexity of being a manager :

- **Interpersonal Role** (Figurehead-Leader-Liaison): Figurehead role means manager is a symbol of organization, Leadership role means manager being a mentor, rewarding and disciplining employees, Liaison role means manager maintaining contacts inside and outside organization.
- **Informational Roles** (Monitor/Disseminator-Spokesperson): Monitor role means manager scan internal and external environments of the firm, Disseminator role means manager sends information on facts and preferences to others, Spokesperson role means manager sending messages into organization’s external environment.
- **Decisional Roles** (Entrepreneur-Disturbance Handler-Resource Allocator-Negotiator): Entrepreneur role means manager turns problems and opportunities into plans, Disturbance Handler role means manager deals with problems stemming from employee conflicts and address threats to resources and turf, Resource Allocation role means manager decides how to employ time, money, personnel and other resources, Negotiator role means manager conducts negotiations with other organizations or individuals.

-Managers engage in 4 basic types of activities (majority involving dealing with people):

- **Routine Communication**
- **Traditional Management**
- **Networking**
- **Human Resource Management**

-Successful general managers have some common behavioural patterns grouped in 3 categories by John Kotter:

- **Agenda Setting:** Managers gradually developed agendas of what they wanted to accomplish for the organization.
- **Networking:** Managers established wide formal and informal network of key people inside and outside the organizations.

- **Agenda Implementation:** Managers used networks to implement agendas.
- High degree of informal interaction + concern with people issues necessary to achieve agendas.
 -Managers have managerial minds and think their own way = use intuition +++.
 -Managers use intuition in several ways:
- **Sense** that a problem exists.
 - **Perform** well-learned mental tasks rapidly.
 - **Synthesize** isolated pieces of information and data.
 - **Double-check** more formal or mechanical analyses.
- Intuition is the opposite of rationality or means unanalytical (problem identification and solving).
 -Many differences of value and culture in international management. Individuality is treasured and the appropriateness of various leadership styles, motivation techniques, communication methods depends on where one is in the world.

SOME CONTEMPORARY MANAGEMENT CONCERNS

-4 main issues organizations and managers are currently concerned with = Diversity, Health + Well-Being, Talent + Engagement, Corporate Social Responsibility.

- **Diversity:**

- Implies ethnicity, age, sex, disabilities, lgbt, etc. = major in Canada and makes companies adopt new programs.
 -Multinational expansion, strategic alliances, and joint ventures require employees + managers to interact with counterparts from other cultures increasingly.

- **Health & Well-Being:**

- During past decade, employees faced concerns with job security, high job demands, work-related stress, deterioration of physical and psychological health and well-being. Organizations faced employees being disengaged, disillusioned, suffering from physical and mental sicknesses.
 -Absenteeism + employee turnover are on the rise in Canadian organizations. Main causes are increasing stress levels and poorly designed jobs resulting in workplace stress, work-related illness, and work-life balance struggles.
 -OB is concerned with creating positive work environment contributing to health and wellness. Two main components are Workplace Spirituality and Positive Organizational Behaviour.
 -**WORKPLACE SPIRITUALITY:** A workplace that provides employees with meaning, purpose, a sense of community, and a connection to others.

- Meaningful interesting work life aligned with values, a feeling of purpose, belonging, caring and supportive community, sense of connection, opportunities for personal growth and development, feeling valued and supported.

-**POSITIVE ORGANIZATION BEHAVIOUR (POB):** The study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement.

- OB is concerned with developing employees + providing resources they need to improve their capacities = Psychological Capital (PsyCap).

-**PSYCHOLOGICAL CAPITAL (PSYCAP):** An individual's positive psychological state of development that is characterized by self-efficacy, optimism, hope, and resilience.

- **Self-Efficacy:** Confidence to on and put in efforts to succeed at challenging tasks.
- **Optimism:** Making internal attributions about positive events in the present and future and external attributions about negative events.
- **Hope:** persevering toward one's goals and when necessary make changes and use multiple pathways to achieve one's goals.
- **Resilience:** Ability to bounce back or rebound from adversity and setbacks to attain success.

-PsyCap traits can be changed, modified, developed, not fixed, not stable, not static personality traits.

- **Talent Management and Employee Engagement:**

- Talent is the second most critical challenge just behind business growth.
 -**TALENT MANAGEMENT:** An organization's processes for attracting, developing, retaining, and utilizing people with the required skills to meet current and future business needs.

- Trouble finding qualified talent due to changing demographics = shortage of skilled workers meaning labour shortages.

-WORK ENGAGEMENT: A positive work-related state of mind that is characterized by vigour, dedication, and absorption.

- Can have significant impact on productivity, customer satisfaction, profitability, innovation, quality.
- **Collective Organizational Engagement:** Shared perceptions of organizational members that members are physically, cognitively, emotionally invested in their work.
- OB provides the means to design + manage to optimize attraction, development, retention, engagement, and performance of talent.

-Many factors important for effective talent management + employee engagement.

- **Corporate Social Responsibility:**

-Need to be good corporate citizens.

-CORPORATE SOCIAL RESPONSIBILITY (CSR): An organization taking responsibility for the impact of its decisions and actions on its stakeholders.

- Many CSR issues have to do with OB.
- CSR also involves Environmental, Social, Governance (ESG) issues = standards on environment, employment, and other social issues.
- Impacts of reputation + financial performance.
- Green programs require changes in employee's attitudes + behaviours (OB).

CHAPTER 2: PERSONALITY AND LEARNING

WHAT IS PERSONALITY?

-PERSONALITY: The relatively stable set of psychological characteristics that influences the way an individual interacts with his or her environment.

- Differences in personal style, distinctive ways people react to people, situations, problems.
- Personality consists of a nb of dimensions and traits that are determined in a complex way by genetic predisposition and by one's long-term learning history.

PERSONALITY AND ORGANIZATIONAL BEHAVIOUR

-DISPOSITIONAL APPROACH: Individuals possess stable traits or characteristics that influence their attitudes and behaviours.

- Individuals are predisposed to behave in certain ways.

-SITUATIONAL APPROACH: Characteristics of the organizational setting influence people's attitudes and behaviours.

- Largely determined by situational factors like characteristics of work tasks by example.

-INTERACTIONIST APPROACH: Individual's attitudes and behaviours are a function of both dispositions and the situation.

- "person-situation" debate.
- Personality has the most impact in weak situations.
- The way you react to stress is also influenced by personality.

-TRAIT ACTIVATION THEORY: Traits lead to certain behaviours only when the situation makes the need for the trait salient.

- Personality characteristics influence behaviour when situation calls for particular personality characteristic.
- Key concept = **Fit**: putting the right person in the right job, group, organization.

-Development of a framework of personality characteristics known as the Five-Factor Model, or the "Big Five" model = five general dimensions.

THE FIVE-FACTOR MODEL (FFM) OF PERSONALITY

-The 5 Dimensions are:

- **Extraversion:** Outgoing vs Shy. Extraverts tend to be sociable, outgoing, energetic, joyful, assertive. Extraverts enjoy social situations, Introverts avoid them.
- **Emotional Stability/Neuroticism:** Degree to which a person has appropriate emotional control. High emotional stability (low neuroticism) means self-confidence and high self-esteem. Low emotional stability (high neuroticism) means self-doubt, depressed, anxious, hostile, impulsive, insecure, more prone to stress.
- **Agreeableness:** Extent to which a person is friendly and approachable. Agreeable means friendly approachable, warm, altruistic, sympathetic, cooperative, eager to help others. Less agreeable means cold, aloof, argumentative, inflexible, uncooperative, uncaring, intolerant, disagreeable.
- **Conscientiousness:** Degree to which a person is responsible and achievement oriented. More conscientious means dependable, positively motivated, orderly, self-disciplined, hard-working, achievement striving. Less conscientious means irresponsible, lazy, impulsive.
- **Openness to Experience:** Extent to which a person thinks flexibly and is receptive to new ideas. More open means creative, innovative, intellectual, curious, imaginative. Less open means favouring status quo.

-Big Five are relatively independent, hold up well cross-culturally, and have a genetic basis.

-Research Evidence has linked Big Five dimensions with OB and job performance, organizational citizenship behaviours work motivation, job satisfaction, career success.

-Adaptive Performance is an exception to prediction. Adaptive Performance is the proficiency with which an individual alters behaviour in response to new task, event, situation, environmental constraints.

LOCUS OF CONTROL

-**LOCUS OF CONTROL:** A set of beliefs about whether one's behaviour is controlled mainly by internal or external forces.

- Personality dimension, variable, about the location of the factors controlling behaviour. Two types = External and Internal.
- **High External Control:** Behaviour determined by Fate, Luck, Powerful People.
- **High Internal Control:** Behaviour determined by Self-Initiative, Personal Actions, Free Will.
- Influences OB in a variety of occupational settings.

SELF-MONITORING

-**SELF-MONITORING:** The extent to which people observe and regulate how they appear and behave in social settings and relationships.

- 2 Types: Low self-monitor and High self-monitor.
- **Low Self-Monitor:** People who "wear their heart on their sleeve", not so concerned with scoping out and fitting in.
- **High Self-Monitor:** People that are somewhat like actors, concerned with appropriate emotions and behaviours. Weak innovators + difficulty resisting social pressure.

SELF-ESTEEM

-**SELF-ESTEEM:** Degree to which a person has a positive self-evaluation.

- High self-esteem = favourable self-images vs. Low self-esteem = unfavourable self-images.
- People tend to be highly motivated to protect themselves from threats to their self-esteem.
- Plasticity is the biggest difference between ppl with high or low self-esteem.

-**BEHAVIOURAL PLASTICITY THEORY:** People with low self-esteem tend to be more susceptible to external and social influences than those who have high self-esteem.

- If they are more pliable.

- “Behavioural Plasticity” = plasticity of thoughts, attitudes, behaviours.
- Being **UNSURE** about your own views and behaviours = Look to other for information + confirmation. People will seek for **SOCIAL APPROVAL** from others (Interactionist Approach).
- Managers should direct criticism to performance difficulty, not at person, especially when low self-esteem.
- RESILIENCE** +++ is a big factor in everyday work life.

ADVANCES IN PERSONALITY AND ORGANIZATIONAL BEHAVIOUR

-Five more personality variables: Positive Affectivity, Negative Affectivity, Proactive Personality, General Self-Efficacy, Core Self-Evaluations.

-**1. POSITIVE AFFECTIVITY (PA)**: propensity to view the world, including oneself and other people, in a positive light.

-**2. NEGATIVE AFFECTIVITY (NA)**: propensity to view the world, including oneself and other people, in negative light.

-PA and NA are not opposite ends but two independent dimensions predicting people’s general emotional tendencies.

-PA = more job satisfaction + performance.

-NA = more stressful job + negativity.

-**PROACTIVE BEHAVIOUR**: Taking initiative to improve current circumstances or creating new ones.

- Challenging the status quo.

-**3. PROACTIVE PERSONALITY**: a stable personal disposition that reflects a tendency to take personal initiative across a range of activities and situations and to effect positive change in one’s environment.

- Bringing a meaningful change.

-**4. GENERAL SELF-EFFICACY (GSE)**: a general trait that refers to an individual’s belief in his/her ability to perform successfully in variety of challenging situations.

- Motivational trait.

-**5. CORE SELF-EVALUATIONS**: a broad personality concept that consists of more specific traits that reflect the evaluations people hold about themselves and their self-worth.

- Evaluating self-esteem, self-efficacy, locus of control, neuroticism = predictors of job satisfaction + performance.
- Positive self-regard = likely to perceive positive aspects of environments.

WHAT IS LEARNING?

-Environments change ppl’s behaviours + shape personalities.

-**LEARNING**: a relatively permanent change in behaviour potential that occurs due to practice or experience.

-Learning in organizations has four primary categories of content:

- **Practical Skills**: job-specific skills, knowledge, technical competencies.
- **Intrapersonal Skills**: problem solving, critical thinking, risk taking.
- **Interpersonal Skills**: communicating, teamwork, conflict resolution.
- **Cultural Awareness**: learning social norms, goals, operations, expectations, priorities.

OPERANT LEARNING: Learning by which the subject learns to operate on the environment to achieve certain consequences.

- Theory developed by B.F. Skinner, 1930’s, with rats.
- Can be used to increase probability desired behaviours + reduce undesired ones.

INCREASING THE PROBABILITY OF BEHAVIOUR

-**REINFORCEMENT**: process by which stimuli strengthen behaviours.

- Reinforcer = Stimulus following behaviour increasing probability of it.
- Work with application of situation, negative reinforcers work with removal of situation.

-**POSITIVE REINFORCEMENT**: application or addition of a stimulus that increases or maintains the probability of some behaviour.

-NEGATIVE REINFORCEMENT: removal of a stimulus that in turn increases or maintains the probability of some behaviour.

- Also prevents behaviour from occurring.
- Negative reinforcers increase probability of behaviour because nagging.
- Nagging can also be a positive reinforcer attracting attention.

-Managers sometimes make errors:

- **Confusing rewards with reinforcers:** By example assigning overtime is seldom made contingent on some desired behaviour.
- **Neglecting diversity in preferences for reinforcers:** By example give time off to a workaholic person.
- **Neglecting important sources of reinforcement:** Many reinforcers aren't obvious like Performance Feedback and Social Recognition.

-PERFORMANCE FEEDBACK: providing quantitative or qualitative information on past performance for purpose of changing or maintaining performance in specific ways.

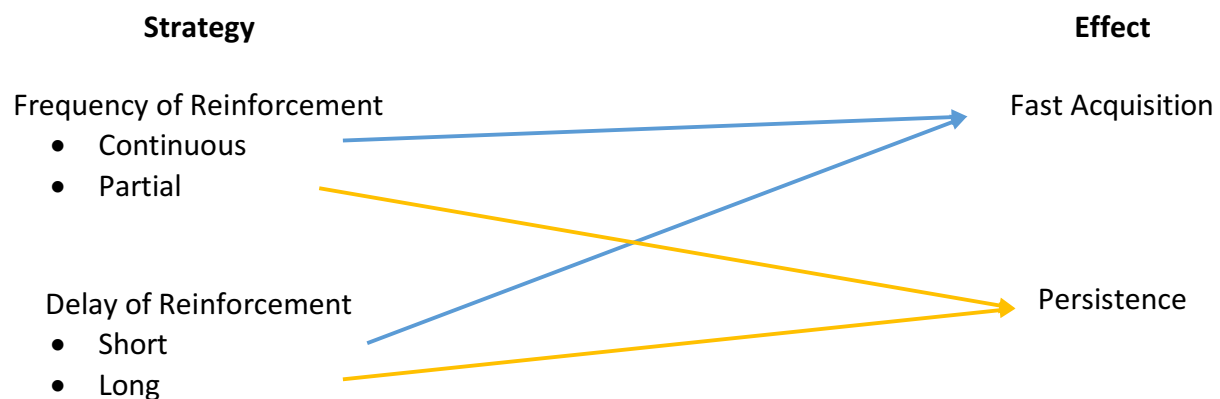
-Performance feedback is most effective when:

- Conveyed in a positive manner.
- Delivered immediately after performance is observed.
- Represented visually such as graph, chart.
- Specific to behaviour targeted for feedback.

-SOCIAL RECOGNITION: informal acknowledgement, attention, praise, approval, or genuine appreciation for work well done from one individual or group to another.

REINFORCEMENT STRATEGIES

-To obtain fast acquisition of some response, continuous + immediate reinforcement should be used = apply every time.



REDUCING THE PROBABILITY OF BEHAVIOUR

-There are two 2 strategies to reduce the probability of learned behaviour:

-1. EXTINCTION: gradual dissipation of behaviour following termination of reinforcement. Best when coupled with reinforcement of substitute behaviour.

-2. PUNISHMENT: application of aversive stimulus following some behaviour designed to decrease probability of behaviour.

- Behaviour leads to unpleasant unwanted consequences.
- Punishment has limited effectiveness cuz only points out what is inappropriate therefore only suppresses unwanted behaviour temporarily + tend to provoke strong emotional reaction.
- Moral is clear: provide an acceptable alternative for the punished response.

-Principles that can increase effectiveness of punishment:

- Make sure the chosen punishment is truly aversive.

- Punish immediately.
- Do not reward unwanted behaviours before or after punishment.
- Do not inadvertently punish desirable behaviour.

SOCIAL COGNITIVE THEORY

-Learning doesn't always depend on environment, people have cognitive capacity to regulate + control own thoughts, feelings, motivations, actions.

-SOCIAL COGNITIVE THEORY (SCT): Emphasizes role of cognitive processes in learning and in regulation of people's behaviour.

- People learn by observing behaviours of others, and manage their own by thinking about consequences of actions (forethought), set performance goals, monitor performance, compare it to goals, reward when accomplished.
- Suggest people can be best explained through system of **TRIADIC RECIPROCAL CAUSATION**, in which personal + environmental factors work together influencing ppl's behaviours + beliefs, and vice-versa.
- SCT involves key components: observation learning, self-efficacy beliefs, self-regulation.

-OBSERVATIONAL LEARNING: process of observing + imitating behaviour of others.

- Self-reinforcement occurs in observing = understanding others viewed positively.
- Helps if model's behaviour is vivid & memorable.

-SELF-EFFICACY BELIEFS: beliefs people have about their ability to successfully perform a specific task.

- Determinants of Self-Efficacy Beliefs are: Performance Mastery, Observation, Verbal Persuasion and Social Influence, Physiological State.

-SELF-REGULATION: use of learning principles to regulate one's own behaviour.

- Works with Discrepancy Reduction leading to Discrepancy Production = heart of self-regulatory process.
- Successful in changing variety of work behaviours + effective method of training & learning.

-Some specific self-regulation techniques are:

- Collect self-observation data.
- Observe models.
- Set goals.
- Rehearse.
- Reinforce oneself.

ORGANIZATIONAL LEARNING PRACTICES

-ORGANIZATIONAL BEHAVIOUR MODIFICATION (O.B.MOD.): systematic use of learning principles to influence organizational behaviour.

- Improves work attendance + task performance.

-EMPLOYEE RECOGNITION PROGRAMS: formal organizational programs that publicly recognize and reward employees for specific behaviours.

- Program must specify: how a person will be recognized, the type of behaviour being encouraged, the manner of the public acknowledgment, a token or icon of the event for the recipient.

-PEER RECOGNITION PROGRAMS: formal programs in which employees can publicly acknowledge, recognize, and reward co-workers for exceptional work and performance.

- Increasing use of technology = use of social recognition platforms for peer recognition.

-TRAINING AND DEVELOPMENT PROGRAMS: training is planned organizational activities that are designed to facilitate knowledge and skill acquisition to change behaviour and improve performance on one's current job, development focuses on future job responsibilities.

- Most common types of formal learning in organizations.

-BEHAVIOUR MODELLING TRAINING (BMT): one of the most widely used and effective methods of training, involving five steps based on the observational learning component of social cognitive theory.

-BMT involved the 5 following steps:

- **Describe** to trainees set of well-defined behaviours (skills) to be learned.

- **Provide** models displaying effective use of behaviours.
- **Provide** opportunities for trainees to practice using behaviours.
- **Provide** feedback and social reinforcement following practice.
- **Take** steps to maximize transfer of behaviours to the job.

CHAPTER 3: PERCEPTION, ATTRIBUTION, AND DIVERSITY

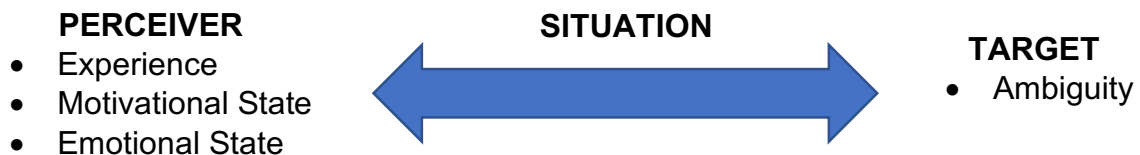
WHAT IS PERCEPTION?

-PERCEPTION: process of interpreting the messages of our senses to provide order and meaning to the environment.

- Helps us sort out + organize complex and varied input received by our senses.
- Key word = **INTERPRETING**.
- People based their actions more on their interpretations rather than **REALITY**.
- OB influenced a lot by the members' perceptions of each other.

COMPONENTS OF PERCEPTION

-Perception has 3 components: perceiver, target that is being perceived, situational context in which perception is occurring = influence impression + interpretation.



-Frequently, our needs unconsciously influence our perceptions by causing us to perceive what we wish to perceive.

-PERCEPTUAL DEFENCE: tendency for perceptual system to defend perceiver against unpleasant emotions.

- “see what you want to see” or “hear what you want to hear”

-More information about target doesn't necessarily reduce the ambiguity considering not all information is important.

-Situational context affects perception.

SOCIAL IDENTITY THEORY

-SOCIAL IDENTITY THEORY: theory that states that people form perceptions of themselves based on their personal characteristics and memberships in social categories.

- Results in our sense of self composed of a personal identity and social identity.
- Personal identity based on unique personal characteristics like interests, abilities, traits, etc.
- Social identity based on our perception of belonging to various social groups like gender, nationality, religion, occupation, etc.
- “Who am I?” // “Why and How do we do this?”
- We categorize ourselves and others to make sense of and understand the social environment = develop sense of who and what we are, values, beliefs, ways of thinking, acting, feeling.
- We perceive people in terms of attributes + characteristics associated with social category relative to other categories = your perception of others in a function of how you categorize yourself and your target.
- Useful to understand **STEREOTYPING** and **DISCRIMINATION**.

A MODEL OF THE PERCEPTUAL PROCESS

- Unfamiliar Target Encountered → Openness to Target Cues → Familiar Cues Encountered → Target Categorized → Cue Selectivity → Categorization Strengthened.
- Perception is **SELECTIVE**.
- Perceptual **CONSTANCY** refers to tendency for target to be perceived the same way over time across situations.
- Perceptual **CONSISTENCY** refers to tendency to select, ignore, and distort cues so they fit together to form homogeneous picture of target.

BASIC BIASES IN PERSON PERCEPTION

- PRIMARY EFFECT**: tendency for a perceiver to rely on early cues of first impressions.
 - Primacy is a form of selectivity and has lasting effects illustrating the operation of constancy.
- RECENCY EFFECT**: tendency for perceiver to rely on recent cues or last impressions.
 - Last impression counts most.
- CENTRAL TRAITS**: personal characteristics of target person that are of particular interest for perceiver.
 - Depends on perceiver's interests + situation = often have a very powerful influence on perception of others.
- IMPLICIT PERSONALITY THEORIES**: personal theories that people have about which personality characteristics go together.
- PROJECTION**: tendency for perceiver to attribute their own thoughts and feelings to others.
 - In absence of information people tend to assume others are like themselves.
 - Projection is an efficient and sensible perceptual strategy.
- STEREOTYPING**: tendency to generalize about people in a certain social category and ignore variations among them.
 - Assumed by virtue
 - Generalize people in social categories + ignore variations among them.
 - Race, Age, Gender, Ethnic Background, Religion, Social Class, Occupation.
 - Not all stereotypes are unfavourable/inaccurate, but what do they persist?
- 3 specific aspects to stereotyping:
 - Distinguish some category of people.
 - Assume that individuals in this category have certain traits.
 - Perceive that everyone in this category possesses these traits.
- First Impressions **MATTER +++**
- Language can be easily **TWISTED +++**

ATTRIBUTION: PERCEIVING CAUSES AND MOTIVES

- ATTRIBUTION**: process by which causes or motives are assigned to explain people's behaviour.
 - Rewards/Punishments in organizations are often based on judgements.
 - Behaviours caused by dispositional or situational factors.
- DISPOSITIONAL ATTRIBUTIONS**: explanations for behaviour based on an actor's personality or intellect.
 - Suggest some personality or intellectual characteristic unique to a person is responsible for behaviour representing "true person".
- SITUATIONAL ATTRIBUTIONS**: explanations for behaviour based on an actor's external situation or environment.
 - Suggest external situation/environment in which target person exists was responsible for behaviour + person might have had little control over behaviour.
- 3 implicit questions guide our decisions as to whether we should attribute behaviour to dispositional or situational causes:
 - Does the person engage in the behaviour regularly and consistently? (**CONSISTENCY CUES**)
 - Do most people engage in the behaviour, or is it unique to this person? (**CONSENSUS CUES**)

- Does the person engage in the behaviour in many situations, or is it distinctive to one situation?
(**DISTINCTIVENESS CUES**)
- CONSISTENCY CUES**: attribution cues that reflect how consistently a person engages in a behaviour over time.
- High consistency leads to dispositional attributions.
 - Low consistency leads to considering situational attributions.
- CONSENSUS CUES**: attribution cues that reflect how a person's behaviour compares with that of others.
- Low consensus behaviour leads to more dispositional attributions than typical high consensus behaviour.
- DISTINCTIVENESS CUES**: attribution cues that reflect the extent to which a person engages in some behaviour across a variety of situations.
- behaviour happening in no distinct situation versus behaviour happening in a specific situation.
- When observing real-life behaviour = information at hand about consistency + consensus + distinctiveness to determine likely of attribution.
- 3 Biases in attribution are possible:
- **FUNDAMENTAL ATTRIBUTION ERROR**: tendency to overemphasize dispositional explanations for behaviour at the expense of situational explanations.
 - **ACTOR-OBSERVER EFFECT**: propensity for actors and observers to view the causes of the actor's behaviour differently.
 - **SELF-SERVING BIAS**: tendency to take credit for successful outcomes and to deny responsibility for failures (can reflect intentional self-promotion or excuse making).

PERSON PERCEPTION AND WORKFORCE DIVERSITY

- WORKFORCE DIVERSITY**: differences among recruits and employees in characteristics such as gender, race, age, religion, cultural background, physical ability, or sexual orientation.
- Interest in diversity stems from two broad facts: workforce is becoming more **DIVERSE**, and there's growing recognition that many organizations haven't **SUCCESSFULLY** managed workforce diversity.
- Labour pool is **CHANGING** +++, amplified by immigration, globalization, mergers, and strategic alliances = impact on cost, resource-acquisition, marketing, creativity, problem-solving, system flexibility.
- Organizations should **VALUE** diversity, not just **TOLERATE/BLEND** it in narrow mainstream.
- Diversity climate = promoting equal employment opportunity + inclusion = better business-unit performance.
- Organizations w/ more gender-diverse managements teams = superior financial performance.
- STEREOTYPE THREAT**: members of a social group feel they might be judged or treated according to a stereotype and that their behaviour and/or performance will confirm the stereotype.
- Barrier to valuing diversity and have negative effects.
 - Workers often pressured to cover up or downplay their membership in a particular group like changing appearance, minimizing affiliation/association with group/members.
- RACIAL, ETHNIC, AND RELIGIOUS STEREOTYPES** are pervasive, persistent, frequently negative, and often self-contradictory.
- One of the most problematic stereotypes for organizations is the **GENDER STEREOTYPE**.
- Leadership, Competitiveness, Self-Confidence, Ambitiousness and Objectivity are perceived as qualities generally associated to men, therefore could explain why women are underrepresented in managerial positions = stereotypes of successful managers do not correspond w/ stereotypes of women.
- Canada's five largest banks have women in senior executive positions.
- Another kind of stereotype that presents problems for organizations is the **AGE STEREOTYPE**.
- Work-related age stereotypes' nature can be:
- **Less capacity for performance**: less productive, creative, logical, capable of working under pressure.
 - **Less potential for development**: more rigid, dogmatic, less adaptable to new corporate cultures.
 - **More stable**: more honest, dependable, trustworthy.
- LGBT employees face barriers and discrimination in the workplace caused by **LGBT STEREOTYPE** that can limit their career advancement.

-Common activities often included in diversity programs:

- **Select** enough minority members to get them beyond token status.
- **Encourage** teamwork that brings minority and majority members together.
- **Ensure** that those making career decisions about employees have accurate information about them.
- **Train** people to be aware of stereotypes and value diversity.

-Common strategic initiatives included in diversity programs:

- **Recruiting**
- **Retention**
- **Development**
- **External Partnership**
- **Communication**
- **Training**
- **Staffing and Infrastructure**

PERCEPTIONS OF TRUST

-Trust perceptions influence organizational processes and outcomes, lack of trust seems to be a common problem.

-**TRUST**: psychological state in which one has a willingness to be vulnerable and to take risks with respect to the actions of another party.

- More specifically, trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behaviour of another.

-Trust perceptions toward management based on 3 distinct perceptions:

- **Ability**: refers to employee perceptions regarding management's competence and skills.
- **Benevolence**: refers to extent that employees perceive management as caring and concerned for their interests + willing to do good for them.
- **Integrity**: refers to employee perceptions that management adheres to + behaves according to set of values and principles that employees find acceptable.

-Perception of fairness + trust among co-workers are also essential factors of perceptions of trust.

-Trust = most critical factor when judging workplaces in Canada + **FOUNDATION** of quality jobs & performance excellence. A "**TRUST INDEX**" to assess employees' perspective consist of 5 dimensions:

- **Respect**
- **Credibility**
- **Fairness**
- **Camaraderie**
- **Pride**

PERCEIVED ORGANIZATIONAL SUPPORT

-**PERCEIVED ORGANIZATIONAL SUPPORT (POS)**: employees' general belief that their organization values their contribution and cares about their well-being.

-**ORGANIZATIONAL THEORY**: theory that states that employees who have strong perceptions of organizational support feel an obligation to care about the organization's welfare and to help the organization achieve its objectives.

- Strong sense of **BELONGING** to organization.

-**PERCEIVED SUPERVISOR SUPPORT (PSS)**: employee's general belief that their supervisor values their contribution and cares about their well-being.

PERSON PERCEPTION IN HUMAN RESOURCES

-Perception impacts application process in Human Resources, notably in three areas: recruitment and selection, employment interview, and performance appraisal.

-PERCEPTIONS OF RECRUITMENT AND SELECTION is formed when meeting recruiters and complete employment tests.

-SIGNALLING THEORY: job applicants interpret their recruitment experiences as cues or signals about unknown characteristics of a job and an organization and it will be like to work in organization.

- Research based on Organizational Justice Theory and Fairness.

-PERCEPTIONS IN THE EMPLOYMENT INTERVIEW is formed according to the structure of the interview.

-CONTRAST EFFECTS: previously interviewed job applicants affect an interviewer's perception of a current applicant, leading to an exaggeration of differences between applicants.

-Interview structure involves 4 dimensions:

- **Evaluation Standardization:** interviewer uses standardized + numeric scoring procedures.
- **Question Sophistication:** interviewer used job-related behavioural questions + situational questions.
- **Question Consistency:** interviewer asks same questions in same order of every candidate.
- **Rapport Building:** interviewer does not ask personal questions unrelated to the job.

-PERCEPTIONS AND THE PERFORMANCE APPRAISAL is formed once a person is hired, further perceptual tasks confront organization members.

-Obviously, there are existing perceptual biases in the performance appraisal such as Objective and Subjective Measures, as well as Rater Errors.

-OBJECTIVE measures do not involve a substantial degree of human judgement. **SUBJECTIVE** measures are often provided by the managers and are used due to the difficulties that objective measures indicators present.

-Rater errors are caused by performance biases and can be leniency, harshness, central tendency, halo effect, and similar-to-me effect.

-LENIENCY: tendency to perceive the job performance of rates as especially good.

- HARSHNESS: tendency to perceive the job performance of rates as especially ineffective.

-CENTRAL TENDENCY: tendency to assign most rates to middle-range job performance categories.

-HALO EFFECT: rating of an individual on one trait or characteristics tends to colour ratings on other traits or characteristics.

- Tends to be organized around central traits that rater considers important.

-SIMILAR-TO-ME EFFECT: rater gives more favourable evaluations to people who are similar to the rater in terms of background or attitudes.

-BEHAVIOURALLY ANCHORED RATING SCALE (BARS): rating scale with specific behavioural examples of good, average, and poor performance.

-FRAME-OF-REFERENCE (FOR) TRAINING: training method to improve rating accuracy that involves providing raters with a common frame of reference to use when rating individuals.

CHAPTER 4: VALUES, ATTITUDES, AND WORK BEHAVIOUR

WHAT ARE VALUES?

-VALUES: broad tendency to prefer certain states of affairs over others.

- Values have to do with what we consider good or bad + very general.
- They are motivational, signalling attracting aspects of environment we seek.
- Show how we believe we should or should not behave.
- Different for everyone, usually structured around factors like achievement, power, autonomy, conformity, tradition, social welfare.
- Most are socially reinforced by parents, teachers, representatives of religions.

-Generations impact workplaces + values (Traditionalists, Baby-Boomers, Generation X, Millennials, etc)

-Cultures impact differences in values.

-Work itself is valued differently across cultures. **WORK CENTRALITY** refers to the level work is a central life interest.

-HOFSTEDE'S STUDY made by Dutch social scientist Geert Hofstede discovered four basic dimensions of work-related values across cultures:

- **POWER DISTANCE:** extent to which an unequal distribution of power is accepted by society members including those who hold more power and those who hold less.
- **UNCERTAINTY AVOIDANCE:** extent to which people are uncomfortable with uncertain and ambiguous situations.
- **MASCULINITY/FEMINITY:** More masculine cultures clearly differentiate gender roles + dominance of men + stress economic performance, more feminine cultures accept fluid gender roles + stress sexual quality + stress quality of life.
- **INDIVIDUALISM/COLLECTIVISM:** individualistic societies stress independence, individual initiative, and privacy. Collective cultures favour interdependence and loyalty to family or clan.
- **LONG-TERM/SHORT-TERM (ADDED BY CANADIAN MICHAEL BOND):** cultures w/ long-term orientation tend to stress persistence + perseverance + thrift + close attention to status difference. Cultures w/ short-term orientation tend to stress personal steadiness + stability + face-saving + social niceties.

-**CULTURAL DISTANCE:** extent to which cultures differ in values.

-Understanding cultural value differences can enable organizations to successfully import management practices by tailoring the practice to the home culture's concerns. You also have to **APPRECIATE** cross-cultural differences.

-**CULTURAL INTELLIGENCE:** capability to function and manage well in culturally diverse environments.

- **High Cultural Intelligence** = intercultural adjustment, global leadership, performance in intercultural settings.
- **IQ** = Intelligence Quotient // **EQ** = Emotional Intelligence // **CQ** = **CULTURAL INTELLIGENCE**

WHAT ARE ATTITUDES?

-**ATTITUDE:** a fairly stable evaluative tendency to respond consistently to some specific object, situation, person, or category of people.

- Attitudes involve **EVALUATIONS** directed toward **SPECIFIC** targets.
- Much more specific than values
- Attitudes influence **BEHAVIOUR** towards object/situation/person/group.

Attitudes → Behaviour

-Attitudes not always consistent with behaviour + provide useful information over and above observed actions. They are **FUNCTIONS** of what we think and feel.

BELIEF + VALUE → Attitudes → Behaviour

WHAT IS JOB SATISFACTION?

-**JOB SATISFACTION:** A collection of attitudes that workers have about their jobs.

- Has two aspect: facet satisfaction and overall satisfaction.
- A popular measure of job satisfaction is the **JOB DESCRIPTIVE INDEX (JDI)** = Questionnaire to evaluate five facets of satisfaction: people, pay, supervision, promotions, work itself.
- Another measure is the **MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)** = Questionnaire to evaluate how happy people are with various aspects of job.

-**FACET SATISFACTION** is the tendency to be more or less satisfied with various facets of the job.

-**OVERALL SATISFACTION** is the overall or summary indicator of a person's attitudes toward job cutting across various facets.

WHAT DETERMINES JOB SATISFACTION?

-**DISCREPANCY THEORY:** theory that job satisfaction stems from discrepancy between job outcomes wanted and outcomes that are perceived to be obtained.

-Fairness also impacts job satisfaction. There are three basic kinds of fairness: Distributive Fairness, Procedural Fairness, Interactional Fairness.

-DISTRIBUTIVE FAIRNESS (ALSO CALLED DISTRIBUTIVE JUSTICE): fairness that occurs when people receive the outcomes they think they deserve from their jobs.

-EQUITY THEORY: theory that job satisfaction stems from a comparison of the inputs one invests in a job and the outcomes one receives in comparison with the inputs and outcomes of another person or group. Equity theory has important implications for job satisfaction = inequity is a dissatisfying state. Equity will be perceived when this distribution ratios exist:

$$\text{EQUITY RATIO: } \frac{\text{MY OUTCOMES}}{\text{MY INPUTS}} = \frac{\text{OTHER'S OUTCOMES}}{\text{OTHERS' INPUTS}}$$

-INPUTS: anything that people give up, offer, or trade to their organization in exchange for outcomes.

-OUTCOMES: factors that an organization distributes to employees in exchange for their inputs.

-PROCEDURAL FAIRNESS (ALSO CALLED PROCEDURAL JUSTICE): fairness that occurs when the process used to determine work outcomes is seen as reasonable.

- How outcomes are decided and allocated (resources + rewards).
- Particularly relevant for performance evaluations, pay raises, promotions, layoffs, work assignments.

-INTERACTIONAL FAIRNESS (ALSO CALLED INTERACTIONAL JUSTICE): fairness that occurs when people feel they have received respectful and informative communication about an outcome.

- Respectful communication is sincere, polite, treats people with dignity.
- Informative communication is candid, timely, thorough.

-DISPOSITIONAL VIEW of job satisfaction suggests that some people are predisposed by virtue of their personalities to be more/less satisfied despite changes = some characteristics originating in genetics or early learning contribute to adult job satisfaction.

- **AFFECT** is a broad label for feelings, it has a determinant role in job satisfaction.

-EMOTIONS: intense, often short-lived feelings caused by a particular event.

-MOODS: less intense, longer-lived, and more diffuse feelings.

-AFFECTIVE EVENTS THEORY addresses the impact of emotions and moods on job satisfaction.

-EMOTIONAL CONTAGION: tendency for moods and emotions to spread between people or throughout a group.

- People's moods + emotions tend to converge with interaction.
- Also tends to happen in customer service situations.

-EMOTIONAL REGULATION: requirement for people to conform to certain "display rules" in their job behaviour in spite of their true mood or emotions.

- Informally referred to as "emotional labour".
- Frequent need to suppress negative emotions + fake emotions that you don't rilly feel takes a toll on job satisfaction + increase stress.
- Outcomes people want from a job are a function of their personal value systems, moderated by equity considerations.
- Outcomes people perceive themselves as receiving from job represent their beliefs about nature of that job.

-Some general key contributors to job satisfaction for North-American workers can be identified such as:

- **Mentally Challenging Work:** testing skills and abilities = personally involving and important for worker.
- **Adequate Compensation:** Not everyone is equally desirous of money, but pay and job satisfaction are positively related.
- **Career Opportunities:** Promotions contain a number of signals about a person's self-worth (material/social nature).
- **Friendly/Helpful Colleagues:** friendly, considerate, good-natured superiors and co-workers via positive moods and emotions increase job satisfaction. People tend to be more satisfied when presence of people who help us attain job outcomes we value + friendliness aspect of interpersonal relationships.

CONSEQUENCES OF JOB SATISFACTION

-Less-satisfied employees are most likely to be **ABSENT**.

- Some absence is unavoidable.
- Some organizations have attendance control policies.
- Often unclear how much absenteeism is reasonable or sensible (“absence culture”).

-**TURNOVER** refers to the resignation from an organization, can be incredibly expensive.

- Turnover costs usually include price of hiring + training + developing to proficiency replacement employee.
- Financial damages because employees leaving can often be company’s top performers leaving for higher job.

-Some reasons why satisfied people sometimes quit their jobs or dissatisfied people stay:

- **Shocks:** marital breakup, birth of a child, unsolicited job offer, etc.
- **Strong Commitment:** dissatisfaction offset by commitment to overall values + mission.
- **Embedded in Community:** involvement in churches, schools, sports.
- **Weak Job Market:** limited employment alternative.

-“**HONEYMOON EFFECT**” is when bad facets of old job are gone and good facets of new job are apparent.

-“**HANGOVER EFFECT**” is when overall satisfaction of new job decreases.

-Job satisfaction is associated with **ENHANCED PERFORMANCE**.

- Connection between JS and P is complicated because many other factors have impact.
- “A happy worker is a productive worker”.
- Content of work itself is the most important facet.
- Cause/Effect relationship dilemma = JS contributes to P or P contribute to JS.
- Impact of rewards, good performance often not rewarded sufficiently.

-**ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB):** voluntary, informal behaviour that contributes to organizational effectiveness.

- Behaviour **voluntary**.
- Behaviour **spontaneous**.
- Behaviour **contributes to organizational effectiveness**.
- Behaviour **unlikely to be picked up and rewarded** by performance evaluation system.

-OCB can take many forms such as Helping behaviour, Consciousness of details of work, Being a good sport, Courtesy and cooperation.

Reduced OCB → Lateness → Absenteeism → Turnover

-Employee Job Satisfaction is translated into **CUSTOMER SATISFACTION** and **ORGANIZATIONAL PROFITABILITY**.

- Higher stock returns.

WHAT IS ORGANIZATIONAL COMMITMENT?

-**ORGANIZATIONAL COMMITMENT:** attitude that reflects the strength of linkage between an employee and an organization.

- 3 very different types of organizational commitment:

- **AFFECTIVE COMMITMENT:** commitment based on identification and involvement with an organization (**WANT**).
- **CONTINUANCE COMMITMENT:** commitment based on costs that would be incurred in leaving an organization (**HAVE**).
- **NORMATIVE COMMITMENT:** commitment based on ideology or feeling of obligation to an organization (**SHOULD**).

-Very high levels of commitment can cause **CONFLICTS** between family life and work life, can cause to be implicated in **UNETHICAL** and **ILLEGAL** behaviours, can cause **LACK** of innovation and lead to **RESISTANCE** when a change in culture is necessary.

-Changes in the workplace on employee commitment can be seen in 3 main areas:

- **Changes in the nature of employees' commitment to the organization:** levels of affective, continuance, and normative commitment can increase/decrease.
- **Changes in the focus of employees' commitment:** commitment can be directed to subunits, divisions, teams, "new" organization, entities outside, career, union, profession, occupation, etc.
- **Multiplicity of employer – employee relationships within organizations:** need flexible workforce when changes occur.

CHAPTER 5: THEORIES OF WORK MOTIVATION

WHY STUDY MOTIVATION?

- Higher levels of initiative depending on motivation are required for flexibility and attention to customers.
- Motivation often affected by seeing how others are being treated.

WHAT IS MOTIVATION?

-Term "motivation" is hard to define but from organization's perspective = person works "hard" + "keeps at" work + directs behaviour toward appropriate outcomes.

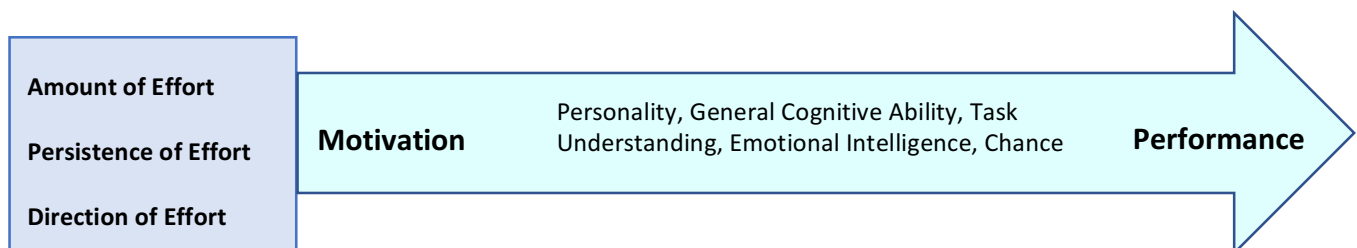
-MOTIVATION: extent to which persistent effort is directed toward a goal.

- **EFFORT** is the strength of work-related behaviour in the amount of effort person exhibits.
- **PERSISTENCE** is the extent to which individual is applying effort to work tasks.
- **DIRECTION** is working smart + hard toward accepted organizational outcomes.
- **GOALS** are objectives set to be attained with persistent efforts.

-INTRINSIC MOTIVATION: motivation that stems from the direct relationship between worker and task; usually self-applied.

-EXTRINSIC MOTIVATION: motivation that stems from work environment external to task; usually applied by others.

-Some motivators have both extrinsic and intrinsic qualities.



-Intelligence, also called mental ability, is also a predictor of performance, two types are particularly important; general cognitive ability and emotional intelligence.

-GENERAL COGNITIVE ABILITY: a person's basic information-processing capacities and cognitive resources.

- Overall capacity and efficiency for processing information + verbal, numerical, spatial, reasoning abilities required to perform mental tasks.
- Predicts learning, training, career success, job performance

-EMOTIONAL INTELLIGENCE (EI): ability to understand and manage one's own and others' feelings and emotions.

- Involves ability to perceive and express emotion, assimilate emotion in thought, understand and reason about emotions, and manage emotions in oneself and others.
- High EI = being able to identify + understand meanings of emotions and manage + regulate emotions as a basis for problem solving, reasoning, thinking and action.

-Four-branch model of EI:

1. **Perceiving emotions accurately in oneself and others:** such as accurately identify emotions in people's faces and in non-verbal behaviours.

2. **Using emotions to facilitate thinking:** being able to use emotions in functional ways, such as making decisions, creativity, integrative thinking, inductive reasoning, etc.
3. **Understanding emotions, emotional language, and the signals conveyed by emotions:** being able to understand emotional information, determinants and consequences of emotions, how emotions evolve and change over time.
4. **Managing emotions so as to attain specific goals:** ability to manage one's own and others' feelings and emotions as well as emotional relationships.

-EI predicts job performance and academic performance.

NEED THEORIES OF WORK MOTIVATION

-**NEED THEORIES:** motivation theories that specify the kinds of needs people have and the conditions under which they will be motivated to satisfy these needs in a way that contributes to performance.

-**NEEDS** are PHYSIOLOGICAL or PSYCHOLOGICAL wants/desires that individuals can satisfy by acquiring certain incentives or achieving particular goals. Behaviour stimulated by this acquisition process reveals the motivational character of needs:

NEEDS→BEHAVIOUR→INCENTIVES AND GOALS

-Need theories are complementary with process theories, which concern how various factors motivate people.

-Maslow's Hierarchy of Needs theory suggests humans have 5 sets of needs arranged in hierarchy:

1. **Physiological Needs:** Survival, food, water, oxygen, shelter.
2. **Safety Needs:** security + structured and ordered environment.
3. **Belongingness Needs:** social interaction, affection, love, companionship, friendship.
4. **Esteem Needs:** feelings of adequacy, competence, independence, strength, confidence, recognized by other too.
5. **Self-Actualization Needs:** difficult to define, development of true potential, skills, talents, emotions, self-development, personal progression.

-**MASLOW'S HIERARCHY OF NEEDS:** five-level hierarchical need theory of motivation that specifies that lowest-level unsatisfied need has the greatest motivating potential.

- A satisfied need is no longer an effective motivator except self-actualization because = growth need becoming stronger as gratified.

-**ERG THEORY:** three-level hierarchical need theory of motivation (existence, relatedness, growth) that allows for movement up and down the hierarchy.

1. **Existence Needs:** needs satisfied by some material substance or condition.
2. **Relatedness Needs:** needs satisfied by open communication and exchange of thoughts + feelings.
3. **Growth Needs:** needs fulfilled by strong personal involvement in work setting.

-When more "concrete" needs are satisfied, energy can be directed toward satisfying less concrete needs. Growth needs also become more compelling + more desired as they are fulfilled.

-According to Erg Theory, 2 major motivational premises can be identified:

1. The more lower-level needs are gratified, the more higher-level need satisfaction is desired.
2. The less higher-level needs are gratified, the more lower-level need satisfaction is desired.

-**MCCLELLAND'S THEORY OF NEEDS:** non-hierarchical need theory of motivation that outlines conditions under which certain needs result in particular patterns of motivation.

- Needs reflect relatively stable personality characteristics that one acquires through early life experiences and exposure to selected aspects of one's society.

-McClelland's theory of needs studies 3 needs that have special relevance for organizational before are:

- **NEED FOR ACHIEVEMENT (N ACH):** strong desire to perform challenging tasks well.
 - **Preference** for situations in which personal responsibility can be taken for outcomes.
 - **Tendency** to set moderately difficult goals that provide for calculated risks.
 - **Desire** for performance feedback.
- **NEED FOR AFFILIATION (N AFF):** strong desire to establish and maintain friendly, compatible interpersonal relationship.

- **NEED FOR POWER (N POW):** strong desire to influence others, making a significant impact or impression.

-Predicts people will be motivated to seek out and perform well in jobs that match their needs.

-Need theories have some important things to say about managerial attempts to motivate employees:

- **Appreciate Diversity.**
- **Appreciate Intrinsic Motivation.**

SELF-DETERMINATORY THEORY

-Makes a distinction between two types of motivation: autonomous (or self-determined) motivation and controlled (or not self-determined) motivation.

-**SELF-DETERMINATION THEORY (SDT):** a theory of motivation that considers whether people's motivation is autonomous or controlled.

-**AUTONOMOUS MOTIVATION:** self-motivation or intrinsic motivation that occurs when people feel they are in control of their motivation.

- Performing task because it is interesting + chosen to do it.
- **CHOICE** made to do task = actions internally regulated instead of externally regulated.

-**CONTROLLED MOTIVATION:** motivation that is externally controlled, such as when one is motivated to obtain a desired consequence or extrinsic reward.

- Individuals feel pressured + no choice but to engage in task.
- **NO CHOICE** to do task = motivation is externally regulated instead of internally regulated.
- Done to obtain desired consequence, avoid punishment, boss watching, etc.

-Extent to which person's motivation is autonomous or controlled depends on satisfaction of basic psychological needs. Three basic important psychological needs important for all individuals: Competence, Autonomy, Relatedness = influence motivation +++.

COMPETENCE

AUTONOMY

RELATEDNESS

MOTIVATION: AUTONOMOUS OR CONTROLLED.

-**AUTONOMY SUPPORT:** providing employees with choice and encouragement for personal initiative.

- Key predictor variable from one's direct supervisor.
- Give a meaningful rationale for performing activity/task + emphasize and enable choice rather than control + acknowledge employee's feelings and perspectives + encourage initiative + convey confidence in employee's abilities.

-Most important managerial implication of SDT is that organizations need to create work environments satisfying employees' needs.

PROCESS THEORIES OF WORK MOTIVATION

-**PROCESS THEORIES:** motivation theories that specify the details of how motivation occurs.

- **HOW** motivation occurs.

-**EXPECTANCY THEORY:** process theory that states that motivation is determined by the outcomes that people expect to occur as a result of their actions on the job.

- Based on the perceptions of the individual worker.
- Seems like the five basic components of Victor Vroom's expectancy theory are:
 - **OUTCOMES:** consequences that follow work behaviour.
 - Concerned with specifying how an employee might attempt to choose one **FIRST-LEVEL** outcome instead of another.
 - **SECOND-LEVEL** outcomes are consequences that follow the attainment of particular first-level outcome + most personally relevant to individual worker.

- **INSTRUMENTALITY:** probability that a particular first-level outcome will be followed by a particular second-level outcome.
 - Performance→Outcome link.
- **VALENCE:** expected value of work outcomes; extent to which they are attractive or unattractive.
 - Valence of first-level outcomes is the sum of products of associated second-level outcomes and their instrumentalities.

Valence of particular first-level outcome = $\sum Instrumentalities \times Second - level \ valences$

- **EXPECTANCY:** probability that a particular first-level outcome can be achieved.
 - Effort→Performance link.
- **FORCE:** effort directed toward first-level outcome.
 - End product of other components of theory.

Force = First-level valence x Expectancy

-These sentences nicely capture the premises of theory:

- People will be **motivated to perform** in those work activities that they find attractive and that they feel they can accomplish.
- The **attractiveness** of various work activities depends on the extent to which they lead to favourable personal consequences.

-Sheer complexity of expectancy theory makes it difficult to test/research.

-The motivational practices suggested by theory involve “juggling the numbers” that individuals attach to expectancies, instrumentalities, and valences.

-BOOST EXPECTANCIES = one of the most basic things managers can do to ensure employees **EXPECT** to be able to **ACHIEVE** first-level outcomes to the interest of organization.

➤ Low expectancies examples:

- Poor equipment + tools, lazy co-workers impede work progress.
- Not understanding what organization considers to be good performance or how to achieve it.
- When performance is evaluated by subjective supervisory rating, seeing process as capricious, arbitrary + not understanding how to obtain good rating.

-CLARIFY REWARD CONTINGENCIES = managers should also attempt to ensure **PATHS** between first and second-level outcomes are **CLEAR**.

➤ Spell out policies + clarify consequences + instrumentalities clearly stated and acted on.

-APPRECIATE DIVERSE NEEDS = analyze diverse **PREFERENCES** of particular employees + attempt to design **INDIVIDUALIZED** “motivational packages” to meet needs.

➤ All concerned must perceive rewards to be fair.

-EQUITY THEORY: process theory that states that motivation stems from a comparison of the inputs one invests in a job and the outcomes one receives in comparison with the inputs and outcomes of another person or group.

- Role of equity theory = explaining job satisfaction with fairness of inputs exchanges for outcomes with organization (ratios).
- Individuals are motivated to maintain an equitable exchange relationship.
- Suggested tactics to reduce inequity:
 - Perceptually distort one’s own inputs or outcomes (psychological).
 - Perceptually distort the inputs or outcomes of the comparison person/group (psychological).
 - Choose another comparison person/group (psychological).
 - Alter one’s inputs or alter one’s outcomes (overt behaviour).
 - Leave the exchange relationship (overt behaviour).

-GENDER AND EQUITY = men tend to compare themselves with other men, and women tend to compare themselves with other women. Might provide partial explanation for why women paid less than men, even for same job.

-Most research on equity theory has been restricted to economic outcomes + has concentrated on alteration of inputs and outcomes as a means of reducing inequity because of **UNDERPAYMENT**. This theory's predictions have received less support regarding **OVERPAYMENT** (disguised bribery).

-**GOAL**: object or aim of an action.

-**GOAL SETTING THEORY**: process theory that states that goals are motivational when they are specific and challenging, when organizational members are committed to them, and when feedback about progress toward goal attainment is provided.

➤ The positive effects of goals are due to 4 mechanisms:

- They **DIRECT** attention toward goal-relevant activities.
- They lead to greater **EFFORT**.
- They increase and prolong **PERSISTENCE**.
- They lead to the discovery and use of task-relevant **STRATEGIES** for goal attainment.

-**GOAL SPECIFICITY** = specific goals are goals that specify exact level of achievements for people to accomplish in particular time frame.

-**GOAL CHALLENGE** = much more personal matter since it depends on the experience + basic skills of organizational member.

-**GOAL COMMITMENT** = individuals must be committed to specific, challenging goals if the goals are to have effective motivational properties.

-**GOAL FEEDBACK** = specific and challenging goals have the most beneficial effect when they are accompanied by ongoing feedback enabling person to compare current performance with goal. Feedback should be accurate, specific, credible, timely.

-**PARTICIPATION** = if goal commitment is a problem, participation might prove beneficial.

-**REWARDS** = There is plenty of evidence that goal setting has led to performance increases without introduction of monetary incentives for goal accomplishment.

-**MANAGEMENT SUPPORT** = Trust in the manager who assigns challenging goals is also important for goals to lead to improved performance.

-**GOAL ORIENTATION**: an individual's goal preferences in achieving situations.

➤ Some individuals have preference for learning goals while others have preference for performance goals (performance-prove or performance-avoid goals).

-**LEARNING GOAL ORIENTATION**: preference to learn new things and develop competence in an activity by acquiring new skills and mastering new situations.

➤ Focus on acquiring new knowledge + skills and developing competence.

-**PERFORMANCE-PROVE GOAL ORIENTATION**: preference to obtain favourable judgements about the outcome of one's performance.

➤ Positively related to learning, academic, task, job performance.

➤ Most effective for learning + performance outcomes.

-**PERFORMANCE-AVOID GOAL ORIENTATION**: preference to avoid negative judgements about the outcome of one's performance.

➤ Negatively related to learning, lower task and job performance.

➤ Detrimental for learning + performance.

-**DISTAL GOAL**: long-term or end goal.

-**PROXIMAL GOAL**: short-term or sub-goal.

➤ Involves breaking down a distal goal into smaller, more attainable sub-goals = clear markers of progress.

-Goal setting theory considered to be one of the most valid and practical theories of employee motivation. Group goals result in superior group performance, especially when groups set specific goals and when group members participate in setting the goals. They persist over a long enough time to have practical value.

DO MOTIVATION THEORIES TRANSLATE ACROSS CULTURES?

-It is safe to assume that most theories that revolve around human needs will come up against cultural limitations to their generality.

-Research on self-determination theory across various cultures has been largely supportive, SDT cross-culturally valid.

-Because of its flexibility, expectancy theory is very effective when applied cross-culturally.

- Setting specific and challenging goals should also be motivational when applied cross-culturally, and goal setting has been found to predict, influence, and explain behaviour in numerous countries around the world.
- Appreciating cultural diversity is critical in maximizing motivation.

PUTTING IT ALL TOGETHER: INTEGRATING THEORIES OF WORK MOTIVATION

- Each of the theories helps to understand motivational process.

CHAPTER 6: MOTIVATION IN PRACTICE

MONEY AS A MOTIVATOR

-Money that employees receive in exchange for organizational membership is in reality a package made up of pay and various fringe benefits that have dollar values, such as insurance, plans, sick leave, vacation time, or what is sometimes referred to as "total rewards."

-Pay is a very important motivator = clearly tied to performance.

-**PIECE-RATE**: pay system in which individual workers are paid a certain sum of money for each unit of production completed.

-**WAGES INCENTIVE PLANS**: various systems that link pay to performance on production jobs.

- Usually leads to substantial increases in productivity.
- Have some potential problems when not managed with care.
 - **LOWERED QUALITY** = increased productivity at expense of quality.
 - **DIFFERENTIAL OPPORTUNITY** = different opportunities to produce at high level, like unequal levels of raw materials or quality of equipment from workplace to workplace.
 - **REDUCED COOPERATION** = reward individual productivity might decrease cooperation among workers.
 - **INCOMPATIBLE JOB DESIGN** = way some jobs are designed can make it very difficult to implement wage incentives.
 - **RESTRICTION OF PRODUCTIVITY**: artificial limitation of work output that can occur under wage incentive plans.

-**MERIT PAY PLANS**: systems that attempt to link pay to performance on white-collar jobs.

- Periodically, managers are required to evaluate performance of employees on some form of rating scale or by means of a written description of performance.
- Employed with a much greater frequency than wage incentive plans and have become one of the most common forms of motivation in Canadian organizations.

-“Pay-for-performance” system is not that successful or not working at all very often.

-**LOW DISCRIMINATION** = managers might be unable or unwilling to discriminate between good performers and bad performers.

-**SMALL INCREASES** = effectiveness of merit pay plans exists when merit increases are simply too small to be effective motivators.

-**LUMP SUM BONUS**: merit pay that is awarded in a single payment and not built into base pay.

- Some firms use lump sum bonus to overcome the visibility problem of merit pay plans.
- **BONUS** catch people’s attention.

-**PAY SECRECY** = threat to effectiveness of merit pay plans is the extreme secrecy that surrounds salaries in most organizations.

-**LINE-OF-SIGHT**: degree to which a pay-for-performance program enables employees to recognize a clear connection or line-of-sight between work behaviours that they might enact and those measured and rewarded.

-**PERFORMANCE-REWARD EXPECTANCY**: degree to which employees believe that their performance will be rewarded by their organization.

-**CONTINGENT REWARD LEADERSHIP**: managers reward employees for accomplishing agreed-upon objectives.

-**PROFIT-SHARING PROGRAMS**: demonstrate to employees that the organization is concerned about performance and intends to reward employees for their performance in several ways.

-Employees underestimate superiors' salaries and superiors overestimate employees' salaries = dissatisfaction factor.

-PROFIT-SHARING: return of some company profit to employees in the form of a cash bonus or a retirement supplement.

- One of the most commonly used group-oriented incentive systems.

- Used in years in which the firm makes a profit (obviously).

-EMPLOYEE STOCK OWNERSHIP PLANS (ESOPs): incentive plans that allow employees to own a set amount of a company's shares and provide employees with a stake in the company's future earnings and success.

- Amount of the company's shares that employees are allowed to purchase at a fixed price.

- Creates sense of ownership + attracting and retaining talent + motivating employee performance + focusing employee attention on organizational performance + creating a culture of ownership + educating employees about the business + conserving cash by substituting options for cash.

-GAINSHARING: group pay incentive plan based on productivity or performance improvements over which workforce has some control.

- Often include reductions in the cost of labour, material, or supplies.

- Gain made from reductions shared between employees and the firm.

- Most common gainsharing plan is the **SCANLON PLAN** = stresses participatory management and joint problem solving between employees and managers, but also stresses using pay system to reward employees for this cooperative behaviour.

-SKILL-BASED PAY (ALSO CALLED PAY FOR KNOWLEDGE): system in which people are paid according to the number of job skills they have acquired.

- Idea is to motivate employees to learn a wide variety of work tasks, irrespective of job that they might be doing at any given time.

- The more skills acquired, the higher the person's pay.

- Training costs may be high with this system.

JOB DESIGN AS A MOTIVATOR

-JOB DESIGN: structure, content, and configuration of a person's work tasks and roles.

- Goal of job design is to identify characteristics making some tasks more motivating than others and to capture them in the design of jobs.

-Traditional views of job design = Taylorism in early 1900s.

-JOB SCOPE: breadth and depth of a job.

-BREADTH: number of different activities performed on a job.

-DEPTH: degree of discretion or control a worker has over how work tasks are performed.

- "Broad jobs require workers to do a number of different tasks while "Deep" jobs emphasize freedom in planning how to do the work.

-JOB ROTATION: rotating employees to different tasks and jobs in an organization.

- Often involves working in different functional areas and departments.

-JOB CHARACTERISTICS MODEL proposes there are several "core" job characteristics that have a certain psychological impact on workers.

-CORE JOB CHARACTERISTICS = five core job characteristics that have particularly strong potential to affect worker motivation:

1. **SKILL VARIETY:** opportunity to do a variety of job activities using various skills and talents (**BREADTH**).

2. **TASK IDENTITY:** extent to which a job involves doing a complete piece of work, from beginning to end (**COMPLETENESS**).

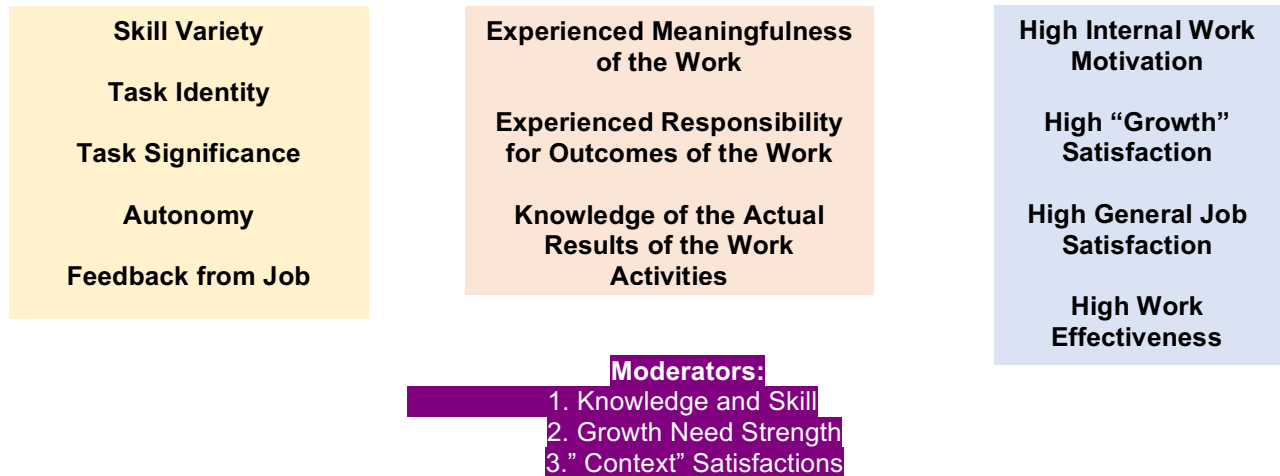
3. **TASK SIGNIFICANCE:** impact that a job has on other people (**IMPACT**).

4. **AUTONOMY:** freedom to schedule one's own work activities and decide work procedures (**DEPTH**).

5. **JOB FEEDBACK:** information about the effectiveness of one's work performance (**ESSENTIAL FOR INTRINSIC MOTIVATION**).

-In general, higher levels of these characteristics should lead to favourable outcomes.

CORE JOB CHARACTERISTICS→CRITICAL PSYCHOLOGICAL STATES→OUTCOMES



-Questionnaire developed to measure core characteristics called **JOB DIAGNOSTIC SURBEY (JDS)**. It requires job holders to report amount of various core characteristics contained in their jobs = can construct profiles to compare motivational properties of various jobs.

$$\text{MOTIVATING POTENTIAL SCORE} = \frac{\text{Skill variety} + \text{task identity} + \text{task significance}}{3} \times \text{Autonomy} \times \text{Job Feedback}$$

-**CRITICAL PSYCHOLOGICAL STATES** = meaningfulness, responsibility, and knowledge of results are affected by core job characteristics systematically.

-**OUTCOMES** = presence of critical psychological states leads to outcomes that are relevant to both individual and organization = high-quality productivity.

-**MODERATORS** = or contingency variables, intervene between job characteristics and outcomes.

-**GROWTH NEED STRENGTH**: extent to which people desire to achieve higher-order need satisfaction by performing their jobs.

-**RESEARCH EVIDENCE** = usually requires workers to describe their jobs by means of the JDS and then measure their reactions to these jobs.

-**JOB ENRICHMENT**: design of jobs to enhance intrinsic motivation, quality of working life, and job involvement.

-**JOB INVOLVEMENT**: cognitive state of psychological identification with one's job and the importance of work to one's total self-image.

-Many job enrichment schemes:

- **Combine** tasks.
- **Establish** external client relationships.
- **Establish** internal client relationships.
- **Reduce** supervisions or reliance on others.
- **Form** Work Teams.
- **Make** Feedback more direct.

-Enrichment can encounter a number of challenging problems.

-**POOR DIAGNOSIS** = job enrichment without a careful diagnosis of needs of organization + particular jobs in question.

-**JOB ENLARGEMENT**: increasing job breadth by giving employees more tasks at the same level to perform but leaving other core characteristics unchanged.

JOB ENGORGEMENT: enriching jobs that are already perceived as too rich by their incumbents.

-**LACK OF DESIRE OR SKILL** = some workers do not desire enriched jobs or might lack skills and competence necessary to perform enriched jobs effectively.

-**DEMAND FOR REWARDS** = occasionally workers experiencing job enrichment ask for greater intrinsic rewards like pay.

-**UNION RESISTANCE** = historically, unions have tended to equate narrow division of labour with preserving jobs for their members.

-**SUPERVISORY RESISTANCE** = job enrichment might “dis-enrich” the boss’s job because workers get more autonomy or can increase need for supervisory function.

-Two particular models of job design are Work Design model and Relational Job Design model.

-**WORK DESIGN CHARACTERISTICS:** attributes of the task job, and social and organizational environment.

➤ Has 3 main characteristics:

1. Motivational Characteristics

- **Task** characteristics
- **Knowledge** characteristics
- **Distinction** between **Task** variety and **Skill** variety

2. Social Characteristics

- Interpersonal and social aspects of work.
- Related to job attitudes and behaviours.

3. Work context characteristics

- Scale developed to measure work design characteristics called **WORK DESIGN QUESTIONNAIRE (WDQ)** = currently most comprehensive measure of work design available.

-**RELATIONAL ARCHITECTURE OF JOBS:** structural properties of work that shape employees’ opportunities to connect and interact with other people.

➤ Idea is to motivate employees to make a difference in other people’s lives, being prosocial.

-**PROSOCIAL MOTIVATION:** desire to expend effort to benefit other people.

MANAGEMENT BY OBJECTIVES

-**MANAGEMENT BY OBJECTIVES (MBO):** an elaborate, systematic, ongoing program designed to facilitate goal establishment, goal accomplishment, and employee development.

- Objectives in MBO are just another label for goals. Very core of MBO = goal setting.
- Organizational objectives are translated into specific behavioural objectives for individual members through MBO process.
- Most manager-employee interactions share the following similarities:
 1. Manager meets with individual workers to develop and agree on objectives for coming months = **Objectives + Time Frames + Priorities.**
 2. **Periodic meetings** to monitor employee progress in achieving objectives.
 3. **Appraisal meeting** held to evaluate extent to which agreed-upon objectives have been achieved.
 4. **MBO cycle is repeated.**

-**RESEARCH EVIDENCE** = either shows programs result in clear productivity gains or a number of factors can be associated with failure of programs because MBO is an elaborate, difficult, time-consuming process + implementation must have full commitment of top management.

FLEXIBLE WORK ARRANGEMENTS AS MOTIVATORS FOR A DIVERSE WORKFORCE

-Most Canadians work the “nine-to-five grind”.

-**FLEXIBLE WORK ARRANGEMENTS:** work options that permit flexibility in terms of “where” and/or “when” work is completed.

➤ Purpose is to meet diverse workforce needs, promote jobs satisfaction, help employees manage work and non-work responsibilities.

-**FLEX-TIME:** alternative work schedule in which arrival and departure times are flexible.

- As long as present during certain core times.
- Flexible working hours signal a degree of **PRESTIGE** and **TRUST** that is usually reserved for executives and professionals.
- Most frequently implemented in office environments.

-RESEARCH EVIDENCE = employees almost always prefer this system to fixed hours. Work attitudes generally become more positive, employers report minimal abuse of arrangement, slight productivity gains are often reported under flex-time.

Example of a Flex-Time Schedule (p. 225):

7:00AM – 9:15AM: Flexband.

9:15AM – 12:00PM: Core Time.

12:00PM – 2:00PM: Flexband – ½ hour Lunch – Flexband.

2:00PM – 4:15PM: Core Time.

4:15PM – 6:00PM: Flexband.

-COMPRESSED WORKWEEK: alternative work schedule in which employees work fewer than normal five days a week but still put in a normal number of hours per week.

- Compresses hours worked each week into fewer days.
- Most common compressed workweek is the 4-40 system = 4 days/10 hours a week.
- Employees can pursue personal business or family matters in what had been working time.

-RESEARCH EVIDENCE = people seem to like it, but increase in fatigue, not reporting lasting changes in productivity, positive effect on job satisfaction, satisfaction with work schedule.

-JOB SHARING: alternative work schedule in which two part-time employees divide the work (and perhaps the benefits) of a full-time job.

-WORK SHARING: reducing number of hours that employees work to avoid layoffs when there is a reduction in normal business activity.

-RESEARCH EVIDENCE = job sharers must make concerted effort to communicate well with each other, superiors, co-workers, clients. Coordination or performance appraisal problems may occur.

-TELECOMMUTING: system by which employees are able to work at remote locations but stay in touch with their offices through the use of information and communication technology.

- Such as computer network, voice mail, electronic messages, to communicate within and outside the workplace.
- Can hire people through distant staffing.

-DISTANT STAFFING: enables employees to work for a company without ever having to come into office or even be in same country.

-DISTRIBUTED WORK PROGRAMS: involve combination of remote work arrangements that allow employees to work at their business office, satellite office, or home office.

- Emergence related to telework centres trend in telecommuting.

-TELEWORK CENTRES: provide workers all amenities of a home office in a location close to their home.

-RESEARCH EVIDENCE = organizations stand to benefit from lower costs as a result of a reduction in turnover and need for office space and equipment + can improve work-life balance and increase productivity of workers. Positive effects include lower stress, reduction in work-family conflicts, increase in perceived autonomy, positively related to job performance and citizenship behaviours. Negative effects include damage to informal communication, decreased visibility when promotions are considered, problems in handling rush projects, workload spillover for non-telecommuters, negative impact on relationships with co-workers, distractions, feelings of isolation, overwork.

MOTIVATIONAL PRACTICES IN PERSPECTIVE

-No simple formulas to improve employee attitudes and performances, no “cookbook” to follow.

-Choice of motivational practices require thorough diagnosis of organization + needs of employees = mix of contingency factors including employee needs, nature of job, characteristics of organization, outcome that organization wants to achieve.

-----MIDTERM-----

CHAPTER 7: GROUPS AND TEAMWORK

WHAT IS A GROUP?

-**GROUP**: two or more people interacting interdependently to achieve a common goal.

- Interaction = most basic aspect of group.

-Group memberships are very important for 2 reasons:

1. Groups exert a tremendous **INFLUENCE** on **US**, they are **SOCIAL MECHANISMS** by which we acquire many beliefs, values, attitudes, behaviours.
2. Groups provide context in which we are able to exert **INFLUENCE** on **OTHERS**.

-**FORMAL WORK GROUPS**: groups that are established by organizations to facilitate the achievement of organizational goals.

- Intentionally designed to channel individual effort in an appropriate direction.
- Most common example = managers + employees.
- Other types of formal groups include: Task Forces (temporary), Project Teams (temporary), Committees (permanent).

-**INFORMAL GROUPS**: groups that emerge naturally in response to the common interests of organizational members.

- Seldom sanctioned by organizations, membership often cuts across formal groups.
- Can either help/hurt organization depending on their norms for behaviour.

GROUP DEVELOPMENT

-Many groups develop through series of stages over time (5):

- **FORMING** is the orientation stage where people identify what they are doing, what the others are like, what is the purpose = ambiguous.
- **STORMING** is the stage where conflicts often emerge = confrontation + criticism + sorting out roles and responsibilities.
- **NORMING** is the stage where issues are being resolved to develop social consensus = compromise often necessary + interdependence recognized + norms agreed to + more cohesiveness.
- **PERFORMING** is the stage where groups devote their energies toward task accomplishment = achievement + creativity + mutual assistance.
- **ADJOURNING** is the stage where some groups disperse after accomplishing goals or rite and rituals are created + emotional support.

-This stages model is a good tool for monitoring and troubleshooting how groups are developing. It mostly applies to new groups though.

-**PUNCTUATED EQUILIBRIUM MODEL**: model of group development that describes how groups with deadlines are affected by their first meetings and crucial midpoint transitions.

- Equilibrium means stability.
- Critical first meeting + midpoint change in group activity + rush to task completion.
- This is the Gersick Research's sequence of events:
 - **PHASE 1** begins by the first meeting and continues until midpoint = assumptions + approaches + precedents are dominating first half of group's life.
 - **MIDPOINT TRANSITION** occurs at almost exact halfway point in time toward group's deadline = change in group's approach + how group manages change impacts progress + need to move forward + may seek outside advice.
 - **PHASE 2** for better or for worse, decisions and approaches get played out = concludes with final meeting + burst of activity and concern from outsiders.
- Advices of the Punctuated Equilibrium Model:
 - **Prepare** carefully for first meeting.
 - **Do** not look for radical progress during phase 1.
 - **Manage** midpoint transition carefully.
 - **Be** sure adequate resources available.

- **Resist** deadline changes.

GROUP STRUCTURE AND ITS CONSEQUENCES

-Group Structure refers to characteristics of the stable social organization of a group = how group is “put together”. Size, Diversity, Roles, Norms, Status, and Cohesiveness are considered main basic characteristics.

-Most work groups usually have between 3 and 20 members.

-Bigger Groups = more chance for conflicts than smaller units.

-Smaller Groups = more opportunities to develop friendships.

-**ADDITIVE TASKS:** tasks in which group performance is dependent on sum of performance of individual group members.

-**DISJUNCTIVE TASKS:** tasks in which group performance is dependent on performance of best group member.

-**PROCESS LOSSES:** group performance difficulties stemming from problems of motivating and coordinating larger groups.

- Actual Performance = potential performance – process losses

-**CONJUNCTIVE TASKS:** tasks in which group performance is limited by performance of poorest group member.

-Group Diversity has a strong impact on interaction patterns. More diverse groups have a more difficult time communicating effectively and becoming cohesive. = might take longer to do forming, storming, and norming.

-**NORMS:** collective expectations that members of social units have regarding behaviour of each other.

- Social codes of conduct that specify what individuals ought or ought not to do and standards against which we evaluate the appropriateness of behaviour.
- Much normative influence is unconscious.
- Most important function = serve to provide regularity + predictability to behaviour.
- Consistency provides important psychological security + permits to carry out daily business with minimum disruption.
- Norms are **COLLECTIVELY** held expectations depending on two or more people for their existence.

-Some classes of norms that seem to crop up in most organizations + affect behaviour of members include:

- **DRESS** Norms are frequently dictate kind of clothing people wear to work.
- **REWARD ALLOCATION** Norms include at least 4 norms of how rewards should be allocated:
 - **Equity** = reward according to inputs, such as effort, performance, seniority.
 - **Equality** = reward everyone equally.
 - **Reciprocity** = reward people the way they reward you.
 - **Social Responsibility** = reward those who truly need the reward.
- **PERFORMANCE** Norms can be a function of social expectations, inherent ability, personal motivation, or technology.

-**ROLES:** positions in group that have a set of expected behaviours attached to them.

- Roles represent “packages” of norms that apply to particular group members.
- The Development of Roles is indicative of the fact that group members might also be required to act **DIFFERENTLY** from one another.
- 2 basic kinds of roles:
 - **Designated/Assigned Roles:** formally prescribed by an organization as a means of dividing labour and responsibility to facilitate task achievement.
 - **Emergent Roles:** roles that develop naturally to meet social-emotional needs of group members or to assist in formal job accomplishment.

-**ROLE AMBIGUITY:** lack of clarity of job goals or methods.

- Ambiguity can be characterized by confusion about how performance is evaluated, how performance can be achieved, what are the limits of one’s authority and responsibilities.

- More **Success**.
 - Similar productivity of individual group members.
 - Tend to be more or less productive than less cohesive groups.

SOCIAL LOAFING

-**SOCIAL LOAFING**: tendency to withhold physical or intellectual effort when performing group task.

- Social loafing is a **MOTIVATION PROBLEM**.
- People working in groups often feel trapped in a social dilemma.
- 2 different forms:
 - **Free Rider Effect**: people lower their effort to get a free ride at the expense of fellow group members.
 - **Sucker Effect**: people lower their effort because of feeling that others are free riding, trying to restore equity in the group.

-Some ways to counteract social loafing are:

- **Make** individual performance more visible.
- **Make** sure that the work is interesting.
- **Increase** feelings of indispensability.
- **Increase** performance feedback.
- **Reward** group performance.

WHAT IS A TEAM?

-Some suggest that a Team is something more than a Group = group becomes a team when there exists a strong sense of shared commitment and when a synergy develops such that group's efforts are greater than sum of its parts.

-the term "**TEAM**" is generally used to describe groups in organization settings.

-**COLLECTIVE EFFICACY**: shared beliefs that a team can successfully perform a given task.

- Important to ensure high performance.
- Self-efficacy doesn't necessarily translate into collective efficacy.

DESIGNING EFFECTIVE WORK TEAMS

-Double-edged nature of group cohesiveness suggests a **DELICATE BALANCE** of factors dictates whether work group is effective or ineffective.

-A work group is effective when:

- Its physical or intellectual output is **ACCEPTABLE** to management and to the other parts of the organization that use this output.
- Group members' needs are **SATISFIED** rather than frustrated by the group.
- Group experience enables members to **CONTINUE** to work together.

-"**SWEAT, SMARTS, and STYLE**" = lead group to effectiveness.

-**SELF-MANAGED WORK TEAMS**: work groups that have the opportunity to do challenging work under reduced supervision.

- Also labeled as autonomous, semi-autonomous, and self-directed.
- Groups regulate much of their own members' behaviour = general idea.
- Nature of task + composition of group + various support mechanisms in place = Critical to success of self-managed teams.

-Tasks assigned to self-managed teams should be complex and challenging, requiring interdependence among team members for accomplishment = qualities of enriched jobs.

-Boring basic task = **PRIME RECIPE** for social loafing.

-Group members adopt roles that will make the group effective = Breakdown of traditional, conventional, specialized **ROLES** in the group.

-Composition of self-managed teams:

- **STABILITY** = require considerable interaction and high cohesiveness among their members + understanding and trust, fairly stable.

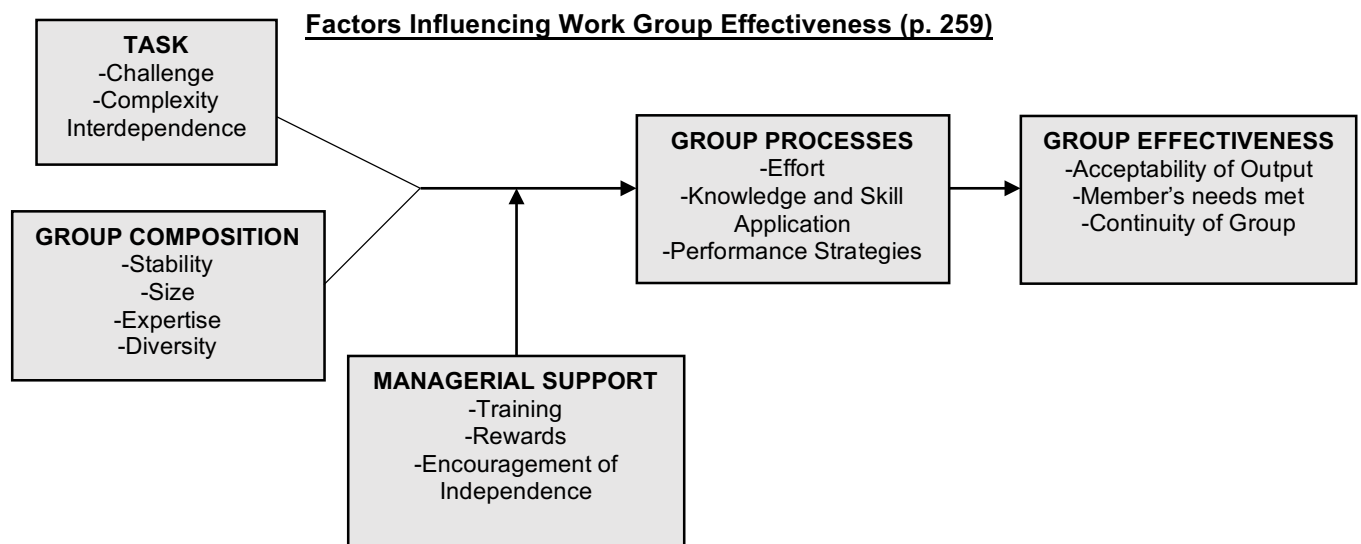
- **SIZE** = keeping with demands of task, groups should be as small as feasible + keep coordination problems and social loafing to a minimum, no boss to coordinate group's activities.
- **EXPERTISE** = members should have high level of expertise about task at hand, group has a whole should be very knowledgeable about task + social skills very important.
- **DIVERSITY** = team should have members who are similar enough to work together + diverse enough to bring variety of perspectives and skills to task at hand.

-**HIGH COHESIVENESS** and **DEVELOPMENT** of groups **NORMS** that **STRESS** group effectiveness = important themes.

-A number of support factors can **ASSIST** self-managed teams in becoming and staying effective = problems with teams can usually be traced back to **INADEQUATE SUPPORT**.

-Important support factors for self-managed teams:

- **TRAINING** = require extensive training.
 - **TECHNICAL** Training.
 - **SOCIAL** Skills.
 - **LANGUAGE** Skills.
 - **BUSINESS** Training.
- **REWARDS** = mostly tie rewards to team accomplishment rather than to individual accomplishment + provide team members with individual performance feedback.
- **MANAGEMENT** = self-management will not receive the best support when managers feel threatened and see it as reducing their own power of promotion opportunities + coaching teams to be independent enhances their effectiveness.



-**CROSS-FUNCTIONAL TEAMS**: work groups that bring people with different functional specialties together to better invent, design, or deliver product/service.

- Can be self-managed and permanent if doing a recurrent not too complex task.
- “Cross-Functional” label means that such diverse specialties are necessary that cross-training is not feasible = people need to be experts in their own area + able to cooperate with others.
- Useful in product development.
- General goal of using cross-functional teams include some combination of innovation + speed + quality that comes from early coordination among various specialties = gets everyone to work together from day one.
- **SPEED** factor has a big impact.

-A number of factors contribute to the effectiveness of cross-functional teams:

- **COMPOSITION** = all relevant specialties are necessary.
- **SUPERORDINATE GOALS** = override detailed functional objectives that might be in conflict.

- **SUPERORDINATE GOALS:** attractive outcomes that can be achieved only by collaboration.
 - **PHYSICAL PROXIMITY** = team members have to be located (sometimes relocated) close to each other to facilitate informal contact.
 - **AUTONOMY** = teams need some autonomy from larger organization, and functional specialists need some authority to commit their function to project decisions.
 - **RULES AND PROCEDURES** = some basic decision procedures must be laid down to prevent anarchy.
 - **LEADERSHIP** = cross-functional teams need especially strong people skills in addition to task expertise.
- SHARED MENTAL MODELS:** team members share identical information about how they should interact and what their task is.
- Enhance coordination and contribute greatly to effective team performance when shared knowledge reflects reality.
- VIRTUAL TEAMS:** work groups that use technology to communicate and collaborate across time, space, and organizational boundaries.
- Primary feature of these groups = lack of face-to-face contact between team members due to geographic dispersion.
 - Technologies used are either **ASYNCHRONOUS** (email, fax, groupware), or **SYNCHRONOUS** (chat, groupware).
- Advantages of Virtual Teams:**
- **Around-the-Clock Work.**
 - **Reduced Travel Time and Cost.**
 - **Larger Talent Pool.**
- Challenges of Virtual Teams:**
- **Trust.**
 - **Miscommunication.**
 - **Isolation.**
 - **High Costs.**
 - **Management Issues.**
- Lessons Concerning Virtual Teams:**
- **Recruitment.**
 - **Training.**
 - **Personalization.**
 - **Goals and Ground Rules.**

A WORD OF CAUTION: TEAMS AS A PANACEA

- Teams can be a powerful resource for organizations.
- Good planning and continuing support are necessary for the effective use of teams.

CHAPTER 8: SOCIAL INFLUENCE, SOCIALIZATION, AND ORGANIZATIONAL CULTURE

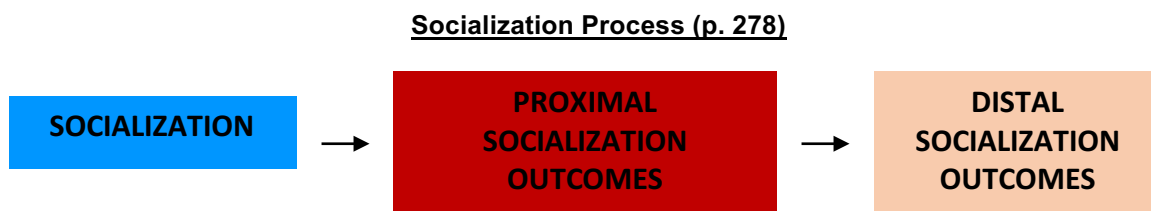
SOCIAL INFLUENCE IN ORGANIZATIONS

- Many social settings make people **HIGHLY** dependent on others = sets stage for influence to occur.
- INFORMATION DEPENDENCE:** reliance on others for information about how to think, feel, and act.
 - Gives others the opportunity to influence our thoughts, feelings, and actions via signals they send to us.
- SOCIAL INFORMATION PROCESSING THEORY:** information from others is used to interpret events and develop expectations about appropriate and acceptable attitudes and behaviours.

- Organizational members look for **CUES** about how they should behave = individual behaviours is influenced and shaped by others.
- EFFECT DEPENDENCE**: reliance on others due to their capacity to provide rewards and punishment.
 - Individuals are dependent on the **EFFECTS** of their behaviour as determined by rewards and punishments provided by others.
 - Involves 2 complementary processes:
 - Group frequently has a vested interest in how individual members think and act, because such matters can affect goal attainment of the group.
 - Members frequently desire the approval of the group.
- There are 3 different motives for social conformity:
 - **COMPLIANCE**: conformity to a social norm prompted by the desire to acquire rewards or avoid punishment.
 - Simplest, most direct motive for conformity to group norms.
 - **IDENTIFICATION**: conformity to a social norm prompted by perceptions that those who promote the norm are attractive or similar to oneself.
 - often revealed by an imitation process in which established members serve as models for the behaviour of others.
 - **INTERNALIZATION**: conformity to a social norm prompted by true acceptance of the beliefs, values, and attitudes that underlie the norm.
 - Conformity occurs because it is seen as right, not because it achieves rewards, avoids punishment, or pleases others.

ORGANIZATIONAL SOCIALIZATION

-**SOCIALIZATION**: process by which people learn the attitudes, knowledge, and behaviours that are necessary for a person to function in a group or organization.



-Newcomers in an organization need to learn about Tasks, Roles, Work Groups, Organization, etc.

-An important objective of OS is for newcomers to achieve a **GOOD FIT**, there are generally 3 kinds of fit that are important:

- **PERSON-JOB FIT (PJ)**: match between an employee's knowledge, skills, and abilities and the requirements of a job.
- **PERSON-ORGANIZATION FIT (PO)**: match between an employee's personal values and the values of an organization.
- **PERSON-GROUP FIT (PG)**: match between an employee's values and the values of his/her work group.

-**ORGANIZATIONAL IDENTIFICATION**: extent to which individuals define themselves in terms of organization and what it is perceived to represent.

- Reflects an individual's learning and acceptance of an organization's culture.

-Organizational Socialization is an ongoing process, it can be useful to divide it into 3 stages:

- **Anticipatory Socialization** = considerable amount of socialization occurs even before a person becomes a member of a particular organization.
- **Encounter** = new recruit encounters day-to-day reality of this life.
- **Role Management** = fine-tuning and actively managing his/her role in organization.

UNREALISTIC EXPECTATIONS AND THE PSYCHOLOGICAL CONTRACT

-People seldom join organizations without **EXPECTATIONS** about what membership will be like and what they expect to receive in return for their efforts = Expectations often unrealistic + agreements between new members and organizations often breached.

-Experience "**REALITY SHOCK**" when people realize expectations aren't being met = Occupational stereotypes could be responsible or overzealous recruiters painting rosy pictures.

-**PSYCHOLOGICAL CONTRACT**: beliefs held by employees regarding the reciprocal obligations and promises between them and their organization.

-**PSYCHOLOGICAL CONTRACT BREACH**: employee perceptions that his/her organization has failed to fulfill one or more of its promises or obligations in the psychological contract.

- Often results in feelings of anger/betrayal + can have negative effect on employees' work attitudes and behaviour.
- Organizations need to ensure truthful and accurate information about promises and obligations is communicated to new members before and after they join organization.

METHODS OF ORGANIZATIONAL SOCIALIZATION

-Organizations differ in terms of **WHO** does the socializing, **HOW** it is done, and **HOW MUCH** is done.

-**REALISTIC JOB PREVIEWS**: provision of a balanced, realistic picture of the positive and negative aspects of a job to applicants.

- Traditional Procedures vs. Realistic Procedures.

-**EMPLOYEE ORIENTATION PROGRAMS**: programs designed to introduce new employees to their job, people they will be working with, and the organization.

- Main content of orientation programs consists of health & safety issues, terms & conditions of employment, information about the organization like history & traditions.

-**REALISTIC ORIENTATION PROGRAM FOR ENTRY STRESS (ROPES)**: orientation program that is designed to teach newcomers coping techniques to manage workplace stressors.

-**SOCIALIZATION TACTICS**: manner in which organizations structure early work experiences of newcomers and individuals who are in transition from one role to another.

- Each of the six tactics consist of a **BIPOLAR CONTINUUM** that can be grouped into two separate patterns of socialization called **INSTITUTIONALIZED SOCIALIZATION** and **INDIVIDUALIZED SOCIALIZATION**.

-**INSTITUTIONALIZED SOCIALIZATION**: consists of collective, formal, sequential, fixed, serial, and investiture tactics.

-**INDIVIDUALIZED SOCIALIZATION**: consists of individual, informal, random, variable, disjunctive, and divestiture tactics.

-Main **DIFFERENCE** between these two approaches is that **INSS** involves a lot more formalized and structured program of socialization + reduces uncertainty + encourages new hires to accept organizational norms + maintain status quo VS. **INDC** reflects a relative absence of structure that creates ambiguity + encourages new hires to question the status quo + develop their own approach to their role.

-Tactics have also been distinguished in terms of the **CONTEXT** in which information is presented to new hires, the **CONTENT** provided to new hires, and the **SOCIAL** aspects of socialization.

Socialization Tactics (p.284)

INSTITUTIONALIZED SOCIALIZATION		INDIVIDUALIZED SOCIALIZATION
	CONTEXT TACTICS	
Collective Formal		Individual Informal
	CONTENT TACTICS	
Sequential Fixed		Random Variable
	SOCIAL TACTICS	
Serial Investiture		Disjunctive Divestiture

-Collective versus Individual Tactics (CONTEXT):

- **Collective Tactic:** consists of a number of new members being socialized as a group, going through the same experiences and facing the same challenges.
- **Individual Tactic:** consists of socialization experiences that are tailor-made for each new member.

-Formal versus Informal Tactics (CONTEXT):

- **Formal Tactic:** involves segregating newcomers from regular organizational members and providing them with formal learning experiences during the period of socialization.
- **Informal Tactic:** do not distinguish a newcomer from more experienced members and rely more on informal and on-the-job learning.

-Sequential versus Random Tactics (CONTENT):

- **Sequential Tactic:** involves a fixed sequence of steps or stages leading to assumption of the role.
- **Random Tactic:** there is no ambiguous or changing sequence.

-Fixed versus Variable Tactics (CONTENT):

- **Fixed Tactic:** consists of a timetable for the newcomer's assumption of the role.
- **Variable Tactic:** there is no time frame to indicate when the socialization process ends and the newcomer assumes his/her new role.

-Serial versus Disjunctive Tactics (SOCIAL):

- **Serial Tactic:** refers to a process in which newcomers are socialized by experienced members of the organization.
- **Disjunctive Tactic:** refers to a socialization process where role models and experienced organization members do not groom new members or "show them the ropes".

-Investiture versus Divestiture Tactics (SOCIAL):

- **Investiture Tactic:** affirms the incoming identity and attributes of new hires rather than denying them and stripping them away.
- **Divestiture Tactic (also known as debasement and hazing):** involves putting new members through a series of experiences that are designed to humble them and strip away some of their initial self-confidence and change their attitudes and beliefs.
 - **Debasement:** way of testing the commitment of new members and correcting for faulty anticipatory socialization.

-MENTOR: an experienced or more senior person in the organization who provides a junior person with guidance and special attention, such as giving advice and creating opportunities to assist him/her during the early stages of his/her career.

- Special attention + giving advice + creating opportunities to assist during early stages of career.
- Mentoring is a type of developmental relationship that produces benefit for a protégé's work/career.
- To be effective, mentors need to perform 2 types of developmental functions: Career and Psychosocial functions.
- Career Functions of mentoring include:
 - **Sponsorship:** mentor might nominate the newcomer for advantageous transfers and promotions.
 - **Exposure & Visibility:** mentor might provide opportunities for the newcomer to work with key people and see other parts of the organization.
 - **Coaching & Feedback:** mentor might suggest work strategies and identify strengths and weaknesses in the newcomer's performance.
 - **Development Assignments:** mentor can provide challenging work assignments that will help the newcomer develop key skills and knowledge that are crucial to career progress.
- Psychosocial Functions of mentoring include:
 - **Role Modelling:** this provides a set of attitudes, values, and behaviours for the newcomer to imitate.
 - **Providing Acceptance and Confirmation:** this provides encouragement and support and helps the newcomer gain self-confidence.
 - **Counselling:** this provides an opportunity to discuss personal concerns and anxieties concerning career prospects, work-family conflicts, and so on.

-FORMAL MENTORING PROGRAMS: organization sponsored programs in which seasoned employees are recruited as mentors and matched with protégés.

-DEVELOPMENTAL NETWORKS: group of people who take an active interest in a protégé's career and take actions toward advancing it by providing developmental assistance.

-PROACTIVE SOCIALIZATION: process through which newcomers play an active role in their own socialization through the use of a number of proactive socialization behaviours.

- **PROACTIVITY +++++**
- 2 major types of PS:
 - **FEEDBACK SEEKING:** requesting information about how one is performing one's tasks and role.
 - **INFORMATION SEEKING:** requesting information about one's job, role, group, and organization.

Proactive Socialization Behaviours (.292)

1. **FEEDBACK SEEKING.**

2. **INFORMATION SEEKING.**

3. **GENERAL SOCIALIZING:** participating in social office events and attending social gatherings.

4. **RELATIONSHIP BUILDING:** initiating social interactions and building relationships with others in one's area/department.

5. **BOSS-RELATIONSHIP BUILDING:** initiating social interactions to get to know and form a relationship with one's boss.

6. **NETWORKING:** socializing with and getting to know members of the organization from various departments and functions.

7. **JOB CHANGE NEGOTIATION:** attempts to change one's job duties or the manner and means by which one performs one's job in order to increase the fit between oneself and the job.

ORGANIZATIONAL CULTURE

-ORGANIZATIONAL CULTURE: shared beliefs, values, and assumptions that exist in an organization.

- Several other characteristics of culture are important such as:
 - Culture represents a true "**way of life**" for organizational members, who often take its influence for granted.
 - Culture tends to be **fairly stable** over time, providing **social continuity**.
 - Content of a culture can involve matters that are **internal** to the organization or **external**.
 - Culture can have a strong impact on both **organizational performance** and **member satisfaction**.

-SUBCULTURES: smaller cultures that develop within a larger organizational culture and are based on differences in training, occupation, or departmental goals.

-STRONG CULTURE: an organizational culture with intense and pervasive beliefs, values, and assumptions.

- Meaning it is strongly supported by the majority of members.
- 3 points are worth emphasizing about strong cultures:
 - An organization does not need to be big to have a strong culture.
 - Strong cultures do not necessarily result in blind conformity.
 - Strong cultures are associated with greater success and effectiveness.

-Assets of strong cultures:

- **Coordination:** in effective organizations, the right hand knows what the left hand is doing.
- **Conflict Resolution:** Sharing core values can be a powerful mechanism that helps to ultimately resolve conflicts.
- **Financial Success:** There is growing consensus that strong cultures contribute to financial success and other indicators of organizational effectiveness when the culture supports the mission, strategy, and goals of the organization.

-Liabilities of strong cultures:

- **Resistance to Change:** A strong culture can damage a firm's ability to innovate.
- **Culture Clash:** strong cultures can mix as badly as oil and water when a m&a pushes two of them together under the same corporate banner.
- **Pathology:** some strong cultures can threaten organizational effectiveness simply because the cultures are, in some sense, pathological.

-Contributors to the culture:

- **The Founder's Role:** strong cultures reflect the values of an organization's founder.
- **Socialization:** the precise nature of the socialization process is a key to the culture that emerges in an organization because = primary means by which individuals can learn culture's beliefs, values, and assumptions.

-Step-By-Step Socialization Process:

- Step 1: Selecting Employees.
- Step 2: Debasement and Hazing (Divestiture Socialization Tactics).
- Step 3: Training "in the Trenches".
- Step 4: Reward and Promotion.
- Step 5: Exposure to Core Culture.
- Step 6: Organizational Folklore.
- Step 7: Role Models ("Fast-Trackers").

-Diagnosing a culture:

- **Symbols:** some executives are particularly skilled at consciously using symbols to reinforce cultural values.
- **Rituals:** rites, rituals, and ceremonies can convey the essence of a culture.
- **Stories:** organizations often communicate their culture through the use of stories. Few common themes underlie many organizational stories:
 - Is the big boss human?
 - Can the little person rise to the top?
 - Will I get fired?
 - Will the organization help me when I have to move?
 - How will the boss react to mistakes?
 - How will the organization deal with obstacles?

-Issues of equality, security, and control underlie the stories that pursue these themes + such stories have a "good" version, and a "bad" version.

CHAPTER 9: LEADERSHIP

WHAT IS LEADERSHIP?

-**LEADERSHIP:** the influence that particular individuals exert on the goal achievement of others in an organizational context.

- Enhancing the productivity, innovation, satisfaction, and commitment of the workforce.
- Leadership is about motivating people + gaining their commitment.
- Leadership has a strong effect on organization's strategy, success, and very survival.

-**STRATEGIC LEADERSHIP:** leadership that involves the ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization.

- Can provide an organization with a sustainable competitive advantage by helping their organizations compete in turbulent and unpredictable environments and by exploiting growth opportunities.

ARE LEADERS BORN? THE TRAIT THEORY OF LEADERSHIP

-**TRAIT THEORY OF LEADERSHIP:** leadership depends on the personal qualities or traits of the leader.

- Implicit assumption that those who become leaders and do a good job of it possess a special set of traits that distinguish them from the masses of followers.
- TRAITS:** individual characteristics such as physical attributes, intellectual ability, and personality.
- Some traits are associated with leadership.

Traits Associated with Leadership Effectiveness (p. 322)

Intelligence
Energy and Drive
Self-Confidence
Dominance
Motivation to Lead
Emotional Stability
Honesty and Integrity
Need for Achievement
Sociability

- List portrays a high-energy person who really wants to have an impact on others but at the same time is smart and stable enough not to abuse his/her power.
- All Big-Five dimensions of personality have been found to be related to leadership emergence and success.
- Difficult to determine whether traits make the leader or whether the opportunity for leadership produces the traits.
- LEADERSHIP CATEGORIZATION THEORY:** people are more likely to view somebody as a leader and to evaluate them as a more effective leader when they possess prototypical characteristics of leadership.

THE BEHAVIOUR OF LEADERS:

-2 basic kinds of behaviour:

1. **CONSIDERATION:** extent to which a leader is approachable and shows personal concern and respect for employees.
 2. **INITIATING STRUCTURE:** degree to which a leader concentrates on group goal attainment.
- **BOTH** = contribute positively to motivation + job satisfaction + leader effectiveness but can vary according to nature of leadership situation.

-**LEADER REWARD BEHAVIOUR:** leader's use of compliments, tangible benefits, and deserved special treatment.

- Such rewards are made contingent on performance = performing at high level + experiencing job satisfaction.

-**LEADER PUNISHMENT BEHAVIOUR:** leader's use of reprimands or unfavourable task assignments and the active withholding of rewards.

- Punishment = very difficult to use effectively.

SITUATIONAL THEORIES OF LEADERSHIP

-Situation = **SETTING** in which influence attempts to occur.

-**CONTINGENCY THEORY:** fred fiedler's theory that states that the association between leadership orientation and group effectiveness is contingent on how favourable the situation is for exerting influence.

- Meaning some situations are more favourable for leadership than others.

-**LEAST PREFERRED CO-WORKER (LPC):** current or past co-worker with whom a leader has had a difficult time accomplishing a task.

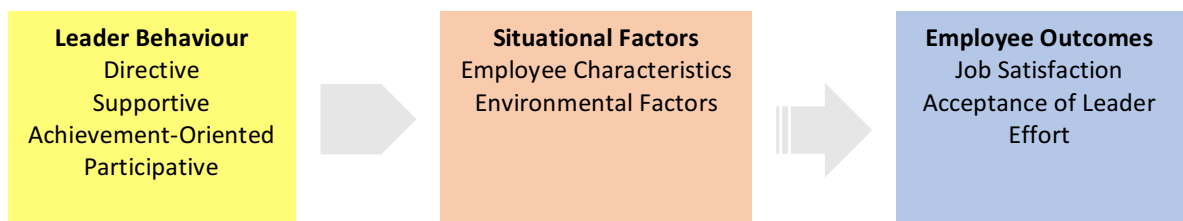
- High LPC score = considered relationship oriented.
- Low LPC score = considered task oriented.
- LPC score reveals a personality trait that reflects the leader's motivational structure.

-Situational favourableness = the "contingency" part of contingency theory.

-PATH-GOAL THEORY: Robert house's theory concerned with the situations under which various leader behaviours (directive, supportive, participative, achievement-oriented) are most effective.

- **DIRECTIVE BEHAVIOUR:** directive leaders schedule work, maintain performance standards, and let employees know what is expected from them. This behaviour is essentially identical to initiating structure.
- **SUPPORTIVE BEHAVIOUR:** supportive leaders are friendly, approachable and concerned with pleasant interpersonal relationships. This behaviour is essentially identical to consideration.
- **PARTICIPATIVE BEHAVIOUR:** participative leaders consult with employees about work-related matters and consider their opinions.
- **ACHIEVEMENT-ORIENTED BEHAVIOUR:** achievement-oriented leaders encourage employees to exert high effort and strive for a high level of goal accomplishment. They express confidence that employees can reach these goals.

The Path-Goal Theory of Leadership (p. 329)



-Different types of employees need/prefer different forms of leadership:

- Employees who are high-achievers should work well under achievement-oriented leadership.
- Employees who prefer being told that to do should respond best to a directive leadership style.
- When employees feel that they have rather low task abilities, they should appreciate directive leadership and coaching behaviour. When they feel quite capable of performing the task, they will view such behaviours as unnecessary and irritating.

-Effectiveness of leadership behaviour depends on the particular work environment:

- When tasks are clear and routine, employees should perceive directive leadership as a redundant and unnecessary imposition. This should reduce satisfaction and acceptance of leader. Similarly, participative leadership would not seem to be useful when tasks are clear, since there is little in which to participate. Obviously, such tasks are most common at lower organizational levels.
- When tasks are challenging but ambiguous, employees should appreciate both directive and participative leaderships. Such styles should clarify the path to good performance and demonstrate that the leader is concerned with helping employees to do a good job. Obviously, such tasks are most common at high organizational levels.
- Frustrating, dissatisfying jobs should increase employee appreciation of supportive behaviour. To some degree, such support should compensate for a disliked job, although it should probably do little to increase effort.

PARTICIPATIVE LEADERSHIP: INVOLVING EMPLOYEES IN DECISIONS

-PARTICIPATIVE LEADERSHIP: involving employees in making work-related decisions.

- The term “involving” is intentionally broad.
- Participation is not a fixed/absolute property but a relative concept.
- **ABDICATION** of leadership = almost always ineffective.

-Potential advantages of participative leadership:

- Participation can increase the **motivation** of employees.
- Participation can enhance **quality** in at least two ways, “**two heads**” lead to higher-quality decisions, and **empower employees** to take direct action to solve problems.
- Participation can increase employees’ **acceptance** of decisions.

-Potential problems of participative leadership:

- Specific behaviours on the part of the leader involve **time and energy**.
- Some leader feel that a participative style will **reduce their power** and influence.
- Employees might **not be receptive** to participation + even when receptive, might **lack knowledge** to contribute effectively to decisions.

-Vroom and Jago's situational model of participation = attempts to specify in a practical manner when leaders should use participation and to what extent they should use it (Model on p.333).

- Range of behaviours that leader can exhibit: **A** = Autocratic, **C** = Consultative, **G** = Group, **I** = Individual, **II** = Group Involved.
 - **AI**: solve problem/make decision yourself using information available to you at the time.
 - **All**: obtain necessary information from employees, then decide solution to problem yourself, may/may not tell employees what problem is.
 - **CI**: share problem with relevant employees individually, make decision which may/may not reflect employees' influence.
 - **CII**: share problem with employees as a group, make decision which may/may not reflect employees' influence.
 - **GII**: share problem with employees as a group, together generate a solution.
- **QR** = Quality Requirement.
- **CR** = Commitment Requirement.
- **ST** = Problem Structure.
- **LI** = Leader's Information.
- **CP** = Commitment Probability.
- **GC** = Goal Congruence.
- **CO** = Subordinate Conflict.
- **SI** = Subordinate Information.

LEADER-MEMBER EXCHANGE (LMX) THEORY

-LEADER-MEMBER EXCHANGE (LMX) THEORY: theory of leadership that focuses on the quality of the relationship that develops between a leader and an employee.

- Social exchange relationship-based approach to leadership.
- Idea behind LMX theory is that over time + through course of interactions, different types of relationships develop between leaders and employees.

-SOCIAL EXCHANGE THEORY: individuals who are treated favourably by others feel obliged to reciprocate by responding positively and returning that favourable treatment in some manner.

- Norm of reciprocity effects.
- High LMX = involve high degree of mutual influence and obligation, trust, loyalty, open communication, respect between leader and employee.
- Low LMX = low levels of trust, respect, obligation, mutual support, leader provides less attention and latitude to employees.

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP THEORY

-TRANSACTIONAL LEADERSHIP: leadership that is based on a straightforward exchange relationship between the leader and the followers.

- Leaders set goals + provide direction and support, employees perform well, leader rewards them + uses a participatory style, employees come up with good ideas.
- Includes contingent reward behaviour.

-MANAGEMENT BY EXCEPTION: leadership that involves the leader taking corrective action on the basis of the results of leader-follower transactions.

- Monitor follower behaviour + anticipate problems + take correction actions **BEFORE** behaviour creates serious problems.

-TRANSFORMATIONAL LEADERSHIP: leadership that provides followers with a new vision that instills true commitment.

- Leader decisively changed the beliefs, and attitudes of followers to correspond to new vision and motivates them to achieve performance beyond expectations.
- 4 key dimensions of transformational leader behaviour: Intellectual Stimulation, Individualized Consideration, Inspirational Motivation, Charisma.
 - **INTELLECTUAL STIMULATION:** people are stimulated to think about problems, issues, and strategies in new ways.
 - **INDIVIDUALIZED CONSIDERATION:** involves treating employees as distinct individuals, indicating concern for their needs and personal development, and serving as a mentor/coach when appropriate.
 - **INSPIRATIONAL MOTIVATION:** involves communication of visions that are appealing and inspiring to followers.
 - **CHARISMA (IDEALIZED INFLUENCE):** ability to command strong loyalty and devotion from followers and thus have the potential for strong influence among them.
 - Most important aspect of transactional leadership.
 - Provides **EMOTIONAL** aspect.
 - Complex function of traits, behaviours, and being in the right place at the right time.

-Research indicates that the best leaders are both transformational and transactional.

NEW AND EMERGING THEORIES OF LEADERSHIP

-Four new and emerging theories of leadership: empowering leadership, ethical leadership, authentic leadership, servant leadership = differ from more traditional styles and theories of leadership.

-EMPOWERING LEADERSHIP: implementing conditions that enable power to be shared with employees.

- Feeling that their work is personally important (**MEANING**).
- Belief in their ability to successfully perform work tasks (**COMPETENCE**).
- Freedom to choose how to initiate and carry out their tasks (**SELF-DETERMINATION**).
- Belief that their behaviour is making a difference (**IMPACT**).

-ETHICAL LEADERSHIP: demonstration of normatively appropriate conduct through personal actions and interpersonal relationships.

- Promotion of such conduct to followers through two-way communication, reinforcement, and decision making.
- Normatively appropriate behaviours = honesty, trustworthiness, fairness, care.

-AUTHENTIC LEADERSHIP: positive form of leadership that involves being true to oneself.

- Authentic leaders know and act upon their true values, beliefs, strengths, help others to the same.
- Consistency between true internal values + beliefs + actions.
- Involves 4 distinct but related behaviours:
 - **Self-Awareness:** accurate understanding of one's strengths and weaknesses + one's impact on others. Authentic leaders gain insight into themselves through interactions with others and possess accurate self-knowledge.
 - **Relational Transparency:** presenting of one's true/authentic self to others and open sharing of information and expression of one's true thoughts and feelings.
 - **Balanced Processing:** objective analysis of all relevant information before making a decision and consideration of views that challenges one's own position.
 - **Internalized Moral Perspective:** internal moral standards and values that guide behaviour and decision-making. Authentic leaders exhibit behaviour that is consistent with their internal values and standards, and they resist social pressures.

-SERVANT LEADERSHIP: form of leadership that involves going beyond one's own self-interests and having a genuine concern to serve others and a motivation to lead.

- Focus = concern for the needs of followers and their well-being.
- "Servant leadership" comes from somebody who wants to serve first, and lead second.
- 6 key characteristics of servant leader behaviour:
 - **Empowering and Developing People:** providing others a sense of personal power and encouraging their personal development.

- **Humility:** actively seeking contributions of others and placing their interests first.
- **Authenticity:** involves expressing one's true self.
- **Interpersonal Acceptance:** ability to understand and experience the feelings of others and create an atmosphere of trust in which others will feel accepted.
- **Providing Direction:** ensuring that people know what is expected of them and considering followers' abilities, needs, and input when providing direction.
- **Stewardship:** focusing on service rather than control and self-interest, and encouraging others to act in the common interest.

GENDER AND LEADERSHIP

-Men and women have different leadership styles.

-Women leaders tend to be more transformational than men + engaged in more contingent reward behaviours associated with transactional.

-Men leaders engage in more components of transactional leadership.

-**LAISSEZ-FAIRE LEADERSHIP:** style of leadership that involves the avoidance/absence of leadership.

- Passive + negatively related to leader effectiveness.

-**GLASS-CEILING:** invisible barrier that prevents women from advancing to senior leadership positions in organizations.

-**ROLE CONGRUITY THEORY (RCT):** prejudice against female leaders is the result of an incongruity between the perceived characteristics of women and the perceived requirements of leadership roles.

Agentic and Communal Leadership Traits (p.345)

Agentic Traits

Dedicated: logs long hours to meet deadlines.

Charismatic: motivates employees when speaking.

Intelligent: displays talent and ability in all aspects of the job.

Determined: does not give up easily when issues arise.

Aggressive: fights to get necessary resources for one's team.

Communal Traits

Caring: shows concern for the well-being of one's team.

Sensitive: sympathetic and responsive to the feelings of employees.

Honest: does not take credit for employees' good ideas.

Understanding: listens when subordinates are having personal conflict.

Compassionate: extends deadlines when employees have family commitments.

CULTURE AND LEADERSHIP

-Research found 9 cultural dimensions that distinguish one society from another developed by Global Leadership and Organizational Behaviour Effectiveness (GLOBE), with 10 culture clusters from 62 societal culture samples.

- **Performance Orientation:** degree to which a collective and rewards its members for improvement and excellence in their performance.
- **Assertiveness:** degree to which individuals are assertive, confrontational, and aggressive in their interactions with others.
- **Future Orientation:** extent to which individuals prepare for the future, for example, by delaying gratification, planning ahead, and investing in the future.
- **Humane Orientation:** degree to which a collective encourages and rewards individuals for their fairness, altruism, generosity, caring, and kindness to others.
- **Institutional Collectivism:** degree to which institutional practices of organizations and society encourage and reward collective distribution of resources and collective actions.

- **In-Group Collectivism:** degree to which individuals express pride, loyalty, and cohesiveness in their families and organizations.
- **Gender Egalitarianism:** degree to which a collective minimizes gender inequality.
- **Power Distance:** degree to which members of a collective expect power to be distributed evenly.
- **Uncertainty Avoidance:** extent to which a society, organization, or group relies on social norms, rules, and procedures to lessen the unpredictability of future events.

-IMPLICIT LEADERSHIP THEORY: theory that states that individuals hold a set of beliefs about the kinds of attributes, personality characteristics, skills, and behaviours that contribute to/impede outstanding leadership.

- These beliefs systems are shared among individuals in common cultures, called **CULTURALLY ENDORSED IMPLICIT LEADERSHIP THEORY (CLT)** = 21 primary and 6 global leadership dimensions that are contributors/inhibitors of outstanding leadership.
 - The 6 global leadership dimensions are:
 - **Charismatic/Value-Based.**
 - **Team-Oriented.**
 - **Participative.**
 - **Humane-Oriented.**
 - **Autonomous.**
 - **Self-Protective.**

Cultural Views of Leadership Effectiveness from the GLOBE Project (p.347)

Universal Facilitators of Leadership Effectiveness

- Demonstrating trustworthiness, a sense of justice, and honesty.
- Having foresight and planning ahead.
- Encouraging, motivating, and building confidence; being positive and dynamic.
- Being communicative, informed, a coordinator, and team integrator (team builder).

Universal Impediments to Leadership Effectiveness

- Being a loner and asocial.
- Being irritable and uncooperative.
- Imposing your views on others.

Culturally Contingent Endorsement of Leader Attributes

- Being individualistic.
- Being constantly conscious of status.
- Taking risks.

GLOBAL LEADERSHIP

-GLOBAL LEADERSHIP: set of leadership capabilities required to function effectively in different cultures and the ability to cross language, social, economic, and political borders.

- Essence of global leadership is the ability to influence people who are not like the leader and come from different cultural backgrounds.
- Need global mindset, tolerating high levels of ambiguity, cultural adaptability and flexibility.
- Global Leaders have the following characteristics:
 - **Unbridled inquisitiveness:** must be able to function effectively in different cultures + relish opportunity to see and experience new things.
 - **Personal Character:** personal character consists of two components, an emotional connection to people from different cultures and an uncompromising integrity. Must demonstrate ability to connect with others with sincere interest and concern for them, a willingness to listen and understand others' viewpoints. Must maintain high ethical standards and loyalty.

- **Duality:** must be able to manage uncertainty and balance global and local tensions + manage dualities of global integration and local demands.
- **Savvy:** have business and organizational savvy, understand conditions faced in different countries and able to recognize new market opportunities for goods/services. Must be well informed of organization's capabilities and international ventures.

WHAT STYLE OF LEADERSHIP IS BEST?

-An effective leader needs to be capable of employing different styles of leadership.

CHAPTER 11: DECISION MAKING

WHAT IS DECISION MAKING?

-DECISION MAKING: process of developing a commitment to some course of action.

- 3 things are noteworthy about this definition:
 - it involves making a **choice**.
 - It is a **process**.
 - It is a commitment of **resources**.

-PROBLEM: perceived gap between an existing state and a desired state.

-WELL-STRUCTURED PROBLEM: problem for which the existing state is clear, desired state is clear, and how to get from one state to the other is fairly obvious.

-PROGRAM: standardized way of solving a problem.

- Programs usually go under labels such as Rules, Routines Standard Operating Procedures, Rule of Thumb.

-ILL-STRUCTURED PROBLEM: problem for which the existing and desired states are unclear and the method of getting to the desired state is unknown.

- Generally unique, unusual and never encountered before.
- Tend to be complex and involve a high degree of uncertainty.
- Frequently arouse controversy and conflict among people who are interested in the decision.
- Decision makers must use non-programmed decision making to solve problems = gather more information + be more self-consciously analytical in their approach.

THE COMPLETE DECISION MAKER - A RATIONAL DECISION-MAKING MODEL

-PERFECT RATIONALITY: decision strategy that is completely informed, perfectly logical, and oriented toward economic gain.

-BOUNDED RATIONALITY: decision strategy that relies on limited information and reflects time constraints and political considerations.

-FRAMING: aspects of the presentation of information about a problem that are assumed by decision makers.

- Could include assumptions about the boundaries of a problem, the possible outcomes of a decision, or reference points used to determine if a decision is successful.

-COGNITIVE BIASES: tendencies to acquire and process information in an error-prone way.

- Frequently lead to serious errors in judgement.

-Bounded rationality can lead to the following difficulties in problem identification:

- **Perceptual Defence:** perceptual system may act to defend the perceiver against unpleasant perceptions.
- **Problem Defined in Terms of Functional Specialty:** selective perception can cause decision makers to view a problem as being in the domain of their own specialty even when some other perspective might be warranted.
- **Problem Defined in Terms of Solutions:** this form of jumping to conclusions effectively short-circuits rational decision-making process.

- **Problem Diagnosed in Terms of Symptoms:** a concentration on surface symptoms will provide the decision maker with few clues about an adequate solution.
- Sometimes decision makers do not acquire enough information to make a good decision = several cognitive biases contribute to this. People tend to be mentally lazy + use wtvr information is most readily available to them + people tend to be overconfident in their decision making.
- CONFIRMATION BIAS:** tendency to seek out information that conforms to one's own definition of/solution to a problem.
- Leads to "decision-based evidence making" instead of evidence-based decision making.
- Too much information can also damage the quality of decisions.
- INFORMATION OVERLOAD:** reception of more information than is necessary to make effective decisions.
- Can lead to errors, omissions, delays, cutting corners.
 - Decision makers seem to think that more is better.
 - One research review concludes that managers:
 - **Gather** much information that has little decision relevance.
 - **Use** information that they collected and gathered after a decision to justify that decision.
 - **Request** information that they do not use.
 - **Request** more information, regardless of what is already available.
 - **Complain** that there is not enough information to make a decision even though they ignore available information.
- MAXIMIZATION:** choice of decision alternative with the greatest expected value.
- People frequently violate standard statistical principles like by example:
 - People **avoid** incorporating known existing data about likelihood of events into their decisions.
 - Large samples **warrant** more confidence than small samples.
 - Decision makers often **overestimate** the odds of complex chains of events occurring.
 - People **are** poor at revising estimates of probabilities and values as they acquire additional information.
- ANCHORING EFFECT:** inadequate adjustment of subsequent estimates from an initial estimate that serves as an anchor.
- 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.
- Risky Business** = Choosing between decision alternatives often involves an element of risk.
- Solution Implementation** = When a decision is made to choose a particular solution to a problem, the solution must be implemented.
- Solution Evaluation** = when the time comes to evaluate the implemented solution, the decision maker is effectively examining the possibility that a new problem has occurred = does the (new) existing state match the desired state? Has the decision been effective?
- SUNK COSTS:** permanent losses of resources incurred as the result of a decision.
- ESCALATION OF COMMITMENT:** tendency to invest additional resources in an apparently failing course of action.
- Logic and research suggest that to prevent the tendency to escalate commitment to a failing course of action:
 - **Encourage** continuous experimentation.
 - **Set** specific goals.
 - **Place** more emphasis when evaluating managers on "how".
 - **Separate** initial and subsequent decision making.
- HINDSIGHT:** tendency to review the decision-making process to find what was done right or wrong.
- Mood affects WHAT and HOW people think when making decisions. Mood has its greatest impact on uncertain, ambiguous decisions of the type that are especially crucial for organizations. Research reveals that:
- People in a positive mood tend to remember **positive information**. Those in a negative mood remember **negative information**.
 - People in a positive mood tend to **evaluate objects, people, and events more positively**. Those in a negative mood provide **more negative evaluations**.

- People in a good mood tend to **overestimate the likelihood that good events will occur and underestimate the occurrence of bad events**. People in a bad mood **do the opposite**.
- People in a good mood adopt **simplified, shortcut decision-making strategies, more likely violating the rational model**. People in a negative mood are **prone to approach decisions in a more deliberate, systematic, detailed way**.
- Positive mood promotes **more creative, intuitive decision making**.

GROUP DECISION MAKING

-**Decision Quality** = experts often argue that groups or teams can make higher-quality decisions than individuals based on 3 assumptions:

- Groups are **MORE VIGILANT** than individuals are.
- Groups can **GENERATE MORE IDEAS** than individuals can.
- Groups can **EVALUATE IDEAS BETTER** than individuals can.

-**Decision Acceptance and Commitment** = groups are often used to make decisions on the premise that a decision made in this way will be more acceptable to those involved on the assumptions that:

- People wish to **be involved** in decisions that will affect them.
- People will **better understand** a decision in which they participated.
- People will **be more committed** to a decision in which they invested personal time and energy.

-**DIFFUSION OF RESPONSIBILITY**: ability of group members to share the burden of the negative consequences of a poor decision.

-More specifically, groups should perform better than individuals when:

- Group members differ in **relevant skills and abilities**, as long as they do not differ so much that conflict occurs.
- Some **division of labour** can occur.
- **Memory for facts** is an important issue.
- **Individual judgments** can be combined by weighting them to reflect the expertise of the various members.

-Disadvantages of group decision making:

- **Time**: groups seldom work quickly/efficiently compared with individuals.
- **Conflict**: participants in group decisions may have their own personal axes to grind or their own resources to protect.
- **Domination**: the advantages of group decision making will seldom be realized if meetings are dominated by a single individual or small coalition.
- Groupthink: unanimous acceptance of decisions is stressed over quality of decisions.

-**GROUPTHINK**: capacity for group pressure to damage mental efficiency, reality testing, and moral judgement of decision-making groups.

- Groupthink symptoms:
 - **Illusion of Invulnerability**: members are overconfident and willing to assume great risks.
 - **Rationalization**: problems and counter-arguments that members cannot ignore are “rationalized” away.
 - **Illusion of Morality**: decisions group adopts are not only perceived as sensible, also morally incorrect.
 - **Stereotypes of Outsiders**: group constructs unfavourable stereotypes of those outside the group who are the targets of their decisions.
 - **Pressure for Conformity**: members pressure each other to fall in line and conform with the group’s views.
 - **Self-Censorship**: members convince themselves to avoid voicing opinions contrary to the group.
 - **Illusion of Unanimity**: members perceive that unanimous support exists for their chosen course of action.
 - **Mindguards**: some group members may adopt the role of “protecting” the group from information that goes against its decisions.

-DEVIL'S ADVOCATE: person appointed to identify and challenge the weaknesses of a proposed plan/strategy.

-RISKY SHIFT: tendency for groups to make riskier decisions than the average risk initially advocated by their individual members.

-CONSERVATIVE SHIFT: tendency for groups to make less risky decisions than the average risk initially advocated by their individual members.

-Why do risky and conservative shifts occur when groups make decisions? Evidence indicates 2 main factors:

1. Group discussion generates ideas and arguments that individual members have not considered before.
2. Groups members try to present themselves as basically similar to other members but "even better".

CONTEMPORARY APPROACHES TO IMPROVING DECISION MAKING

-EVIDENCE-BASED MANAGEMENT: making decisions through the conscientious, explicit, and judicious use of the best available evidence from multiple sources.

-CROWDSOURCING: outsourcing aspects of a decision process to a large collection of people.

- Meant to capitalize on the merits of group decision making.

-ANALYTICS: finding meaningful patterns in large datasets.

- Using conventional statistics, mathematical modelling, and various techniques to represent data visually.

-BIG DATA: copious amounts of information that are often collected in real time and can come from a wide variety of sources, particularly digital.

- Tend to be unstructured and not easily incorporated into standard databases.

CHAPTER 12: POWER, POLITICS, AND ETHICS

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ETHICS IN ORGANIZATIONS

-ETHICS: systematic thinking about the moral consequences of decisions.

- Moral consequences can be framed in terms of potential harm to any stakeholders in the decision.

-STAKEHOLDERS: people inside/outside of an organization who have the potential to be affected by organizational decisions.

- Range from decision makers themselves to "innocent bystanders".

-Typical examples of typical themes of ethical behaviour:

- Honest Communication
- Fair Treatment
- Special Consideration
- Fair Competition
- Responsibility to Organization
- Corporate Social Responsibility
- Respect for Law

-Causes of unethical behaviour:

- **Gain:** although point might seem mundane, it is critical to recognize the role of temptation in unethical activity.
- **Extreme Performance Pressure:** there is a point at which goal challenge can be so extreme as to induce unethical behaviour.
- **Role Conflict:** many ethical dilemmas are actually forms of role conflict that get resolved in an unethical way.
- **Strong Organizational Identification:** some employees identify very strongly with their organizations, seeing their membership as an integral part of their identity.
- **Competition:** stiff competition for scarce resources can stimulate unethical behaviour.

- **Personality:** certain types of personalities are more prone to unethical decisions.
 - **Organizational and Industry Culture:** aspects of an organization's culture can influence ethics.
- WHISTLE-BLOWING:** disclosure of illegitimate practices by a current/former organizational member to some person/organization that may be able to take action to correct these practices.
- Sexual harassment is a form of unethical behaviour that stems from abuse of power and perpetuation of gender power imbalance.
- Organizations can effectively deal with allegations of sexual harassment and increase their responsiveness by taking a number of important measures.
- **Examine** the characteristics of deaf ear organizations.
 - **Foster** management support and education.
 - **Stay** vigilant.
 - **Take** immediate action.
 - **Create** a state-of-the-art policy.
 - **Establish** clear reporting procedures.
- A few simple guidelines, regularly used, should help in the ethical screening of decisions.
- **Identify** stakeholders that will be affected by any decision.
 - **Identify** the costs and benefits of various decision alternatives to these stakeholders.
 - **Consider** the relevant moral expectations that surround a particular decision. These might stem from professional norms, laws, organizational ethics codes, principles such as honest communication and fair treatment.
 - **Be** familiar with the common ethical dilemmas that decision makers face in your specific organizational role/profession.
 - **Discuss** ethical matters with decision stakeholders and others. Do not think ethics without talking about ethics.
 - **Convert** your ethical judgements into appropriate action.

CHAPTER 13: CONFLICT AND STRESS

WHAT IS CONFLICT?

-**INTERPERSONAL CONFLICT:** process that occurs when one person, group, or organizational subunit frustrates the goal attainment of another.

- Conflicting parties might develop a dislike for each other, see each other as unreasonable, and develop negative stereotypes of their opposites.

CAUSES OF ORGANIZATIONAL CONFLICT

-**Group Identification and Intergroup Bias** = identification with a particular group/class of people can set the stage for organizational conflict. Self-esteem is probably a critical factor + identifying with the successes of one's group and disassociating oneself from out-group failures boosts self-esteem and provides comforting feelings of social solidarity.

-**Interdependence** = when individuals/subunits are mutually dependent on each other to accomplish their own goals, potential for conflict exists.

-**Differences in Power, Status, and Culture** = conflict can erupt when parties differ significantly in power, status, culture.

- **Power:** if dependence is not mutual but one way, potential for conflict increases.
- **Status:** status differences provide little impetus for conflict when people of lower status are dependent on those of higher status.
- **Culture:** when two or more very different cultures develop in an organization, the clash in beliefs and values can result in overt conflict.

-**Ambiguity** = ambiguous goals, jurisdictions, or performance criteria can lead to conflict.

-**Scarce Resources** = limited budget money, secretarial support, or lab space can contribute to conflict.

TYPES OF CONFLICT

-**RELATIONSHIP CONFLICT**: interpersonal tensions among individuals that have to do with their relationship per se, not the task at hand.

-**TASK CONFLICT**: disagreements about the nature of the work to be done.

- Differences of opinion about goals or technical matters are examples of task conflict.

-**PROCESS CONFLICT**: disagreements about how work should be organized and accomplished.

- Disagreements about responsibility, authority, resource allocation, and who should do what all constitute process conflict.

CONFLICT DYNAMICS

-A number of events occur when one or more of the conflict causes noted take effect.

-When conflict begins, the following events often transpire:

- **“Winning”** the conflict becomes more important than developing a good solution to the problem at hand.
- The **parties** begin to conceal information from each other or to pass on distorted information.
- Each **side** becomes more cohesive. Deviants who speak of conciliation are punished, and strict conformity is expected.
- **Contact** with the opposite party is discouraged except under formalized, restricted conditions.
- While the opposite **party** is negatively stereotyped, the image of one’s own position is boosted.
- On each **side**, more aggressive people who are skilled at engaging in conflict may emerge as leaders.

MODES OF MANAGING CONFLICTS

-Approaches to managing conflicts are a function of both how **ASSERTIVE** you are in trying to satisfy your own or your group’s concerns + how **COOPERATIVE** you are in trying to satisfy those of other party/group.

-5 styles for dealing with conflict:

- **AVOIDING**: conflict management style characterized by low assertiveness of one’s own interests and low cooperation with the other party.
- **ACCOMODATING**: conflict management style in which one cooperates with the other party while not asserting one’s own interests.
- **COMPETING**: conflict management style that maximizes assertiveness and minimizes cooperation.
- **COMPROMISE**: conflict management style that combines intermediate levels of assertiveness and cooperation.
- **COLLABORATING**: conflict management style that maximizes both assertiveness and cooperation.

MANAGING CONFLICT WITH NEGOTIATION

-Stereotype of negotiation people have is a formal process of bargaining between labour and management or buyer and seller.

-**NEGOTIATION**: a decision-making process among interdependent parties who do not share identical preferences.

- Negotiation constitutes conflict management, in that it is an attempt to either prevent conflict or resolve existing conflict.
- Attempt to reach satisfactory exchange among/between parties.

-**DISTRIBUTIVE NEGOTIATION**: win-lose negotiation in which a fixed amount of assets is divided between parties.

-**INTEGRATIVE NEGOTIATION**: win-win negotiation that assume that mutual problem solving can enlarge the assets to be divided between parties.

-Distributive Negotiation Tactics:

- **Threats and Promises:** threat consists of implying that you will punish the other party if he/she does not concede to your position. Promises are pledges that concessions will lead to rewards in the future.
 - **Firmness versus Concessions:** when some concessions are thought to be appropriate, good negotiators often use face-saving techniques to explain them.
 - **Persuasion:** verbal persuasion/debate is common in negotiations.
- Integrative Negotiation Tactics:
- **Copious Information Exchange:** most of the information exchanged in distributive bargaining is concerned with attacking the other party's position and trying to persuade them of the correctness of yours.
 - **Framing Differences as Opportunities:** parties in a negotiation often differ in their preferences, for everything from the timing of a deal to the degree of risk that each party wants to assume.
 - **Cutting Costs:** if you can somehow cut the costs that the other party associates with an agreement, the chance of an integrative settlement increases.
 - **Increasing Resources:** increasing available resources is a very literal way of getting the fixed-pie syndrome.
 - **Introducing Superordinate Goals:** neither party can attain the goal on its own.
- SUPERORDINATE GOALS:** attractive outcomes that can be achieved only by collaboration.
- Third-Party Involvement:
- **Mediation:** the process of mediation occurs when a neutral third party helps to facilitate a negotiated agreement.
 - **Arbitration:** the process of arbitration occurs when a third party is given the authority to dictate the terms of settlement of a conflict.
 - **CONVENTIONAL ARBITRATION:** arbitrator can choose any outcome, such as splitting the difference between the two parties.
 - **FINAL OFFER ARBITRATION:** each party makes a final offer, and the arbitrator chooses one of them.

IS ALL CONFLICT BAD?

-In everyday life, there has traditionally been an emphasis on the negative, dysfunctional aspects of conflict. However, there is some growing awareness of some potential benefits of organizational conflict + can be functional rests mainly on the idea that it can improve decision making and promote necessary organizational change.

-**CONSTRUCTIVE CONFLICT:** conflict for which the benefits outweigh the costs.

- Such conflict means that the parties to the conflict agree that its benefits outweigh the costs.

-**CONFLICT STIMULATION:** strategy of increasing conflict to motivate change.

- Signals of conflict stimulation:
 - Presence of a "friendly rut" in which peaceful relationships take precedence over organizational goals.
 - Parties that should be interacting closely have chosen to withdraw from each other to avoid overt conflict.
 - Conflict is suppressed/downplayed by denying differences, ignoring controversy, and exaggerating points of agreement.

A MODEL OF STRESS IN ORGANIZATIONS

-**STRESSORS:** environmental events/conditions that have the potential to induce stress.

-**STRESS:** psychological reaction to the demands inherent in a stressor that has the potential to make a person feel tense/anxious.

- Person does not feel capable of coping with demands.

-**STRESS REACTIONS:** behavioural, psychological, and physiological consequences of stress.

-**LOCUS OF CONTROL:** set of beliefs about whether one's behaviour is controlled mainly by internal or external forces.

-**TYPE A BEHAVIOUR PATTERN:** personality pattern that includes aggressiveness, ambitiousness, competitiveness, hostility, impatience, and a sense of time urgency.

-**NEGATIVE AFFECTIVITY:** propensity to view the world, including oneself and other people, in a negative light.

STRESSORS IN ORGANIZATIONAL LIFE

-Executives and managers make key organizational decisions and direct the work of others. In these capacities, they experience some special forms of stress.

-**ROLE OVERLOAD:** requirement for too many tasks to be performed in too short time period or to work too many hours.

-Operative-Level Stressors:

- **Poor Physical Working Conditions:** operative-level employees are more likely than managers and professionals to be exposed to physically unpleasant and even dangerous working conditions.
- **Poor Job Design:** although bad job design can provoke stress at any organizational level, the designs of lower-level blue/white-collar jobs are particular culprits.

-**BOUNDARY ROLES:** positions in which organizational members are required to interact with members of other organizations or with the public.

-**BURNOUT:** syndrome of emotional exhaustion, cynicism, and reduced self-efficacy.

- A form of stress (and accompanying stress reactions) experienced by some boundary role occupants.
- Burnout can occur even among non-boundary spanners.

-**WORK ENGAGEMENT:** positive work-related state of mind that is characterized by vigour, dedication, and absorption.

-**JOB DEMANDS-RESOURCES MODEL:** model that specifies how job demands cause burnout and job resources cause engagement.

- Job demands that are physical, psychological, social, or organizational features a job that require sustained physical/psychological effort that in turn can result in physiological/psychological costs.

-Some general stressors:

- **Interpersonal Conflict:** interpersonal conflict can be a potent stressor, especially for those with strong avoidance tendencies.
 - **BULLYING:** repeated negative behaviour that is directed toward one or more individuals of lower power/status and creates a hostile work environment.
 - **ABUSIVE SUPERVISION:** bullying of subordinates by managers.
 - **CYBERBULLYING:** bullying via email, texting, social network platforms, or blogs.
- **Work-Family Conflict:** work-family conflict occurs when either work duties interfere with family life or family life interferes with work responsibilities.
- **Job Insecurity and Change:** secure employment is an important goal for almost everyone, and stress may be encountered when it is threatened.
- **Role Ambiguity:** role conflict + having to deal with incompatible role expectations can provoke stress.
- **Sexual Harassment:** sexual harassment is a major workplace stressor, with serious consequences for employees and organizations that are similar to or more negative than those of other types of job stressors.

REACTIONS TO ORGANIZATIONAL STRESS

-**Behavioural Reactions to Stress:** behavioural reactions to stress are overt activities that stressed individual uses in attempt to cope w/ stress = include problem solving, seeking social support, modified performance, withdrawal, presenteeism, use of addictive substances.

- **Problem Solving:** directed toward terminating the stressor or reducing its potency. Examples of problem solving include:
 - **Delegation.**
 - **Time Management.**
 - **Talking it Out.**

- **Asking for Help.**
 - **Searching for Alternatives.**
 - **Seeking Social Support:** social support simply refers to having close ties with other people.
 - **Performance Changes:** some stressors are “hindrance” stressors in a way they directly damage goal attainment.
 - **Withdrawal and Presenteeism:** withdrawal from the stressor is one of the most basic reactions to stress + presenteeism is the opposite of withdrawal.
 - **PRESENTEEISM:** attending work when ill.
 - **Use of Addictive Substances:** smoking, drinking, and drug use represent the least satisfactory behavioural responses to stress for both the individual and the organization.
 - DEFENCE MECHANISMS:** psychological attempts to reduce anxiety associated with stress.
 - Some common defence mechanisms include:
 - **Rationalization:** attributing socially acceptable reasons/motives to one’s actions so that they will appear reasonable and sensible, at least to oneself.
 - **Projection:** attributing one’s own undesirable ideas and motives to others so that they seem less negative.
 - **Displacement:** directing feelings of anger at a “safe” target rather than expressing them where they may be punished.
 - **Reaction Formation:** expressing oneself in a manner that is directly opposite to the way one truly feels, rather than risking negative reactions to one’s true position.
 - **Compensation:** applying one’s skills in a particular area to make up for failure in another area.
- Accumulation of stress into burnout has been particularly implicated in cardiovascular problems.

ORGANIZATIONAL STRATEGIES FOR MANAGING STRESS

-**Job Redesign:** organizations can redesign jobs to reduce their stressful characteristics.

-“**Family-Friendly**” **Human Resource Policies:** to reduce stress associated with dual careers, child care, and eldercare, many organizations are beginning to institute “family-friendly” human resource policies to improve work-life balance.

-**Stress Management Programs:** some organizations have experimented with programs designed to help employees “manage” work-related stress. Such programs are also available from independent off-work sources.

-**Work-Life Balance, Fitness, and Wellness Programs:** for some organizations, work-life balance programs and quality-of-life benefits have become a strategic retention tool.