

Chapter 1: What is Organizational Behaviour?

Organizational Behaviour Defined

- ❖ **Organizational behaviour:** field of study devoted to understanding, explaining, and ultimately improving attitudes and behaviours of individuals and groups in organizations. OB might be contrasted with HRM and SM in the management departments
- ❖ **Human resource management:** field of study that focuses on the applications of OB theories and principles in organizations
- ❖ **Strategic management:** field of study devoted to exploring the product choices and industry characteristics that affect an organization's ability

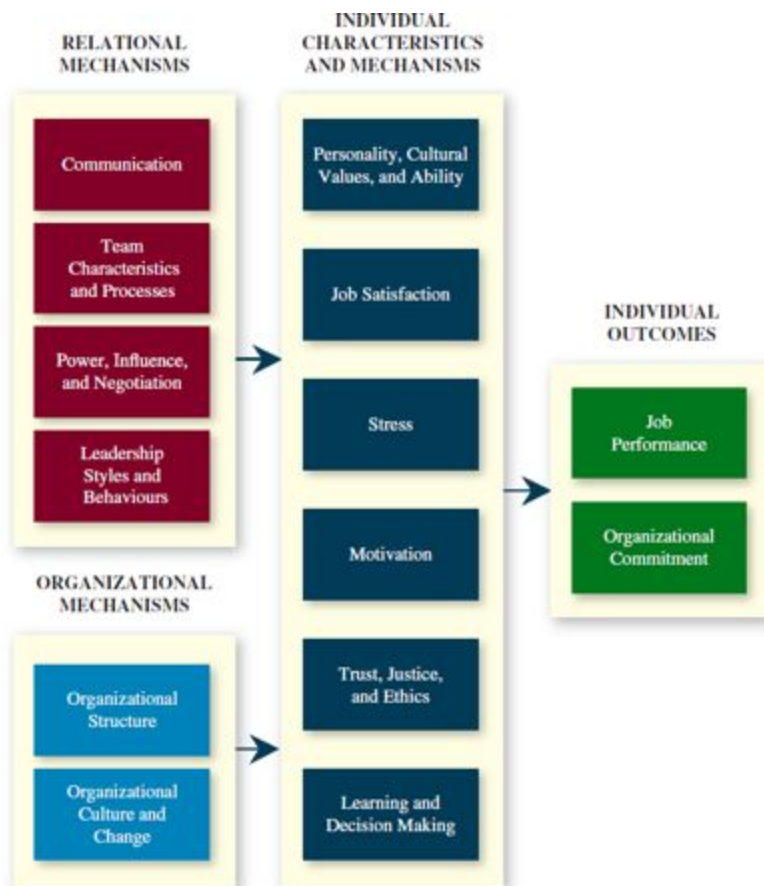
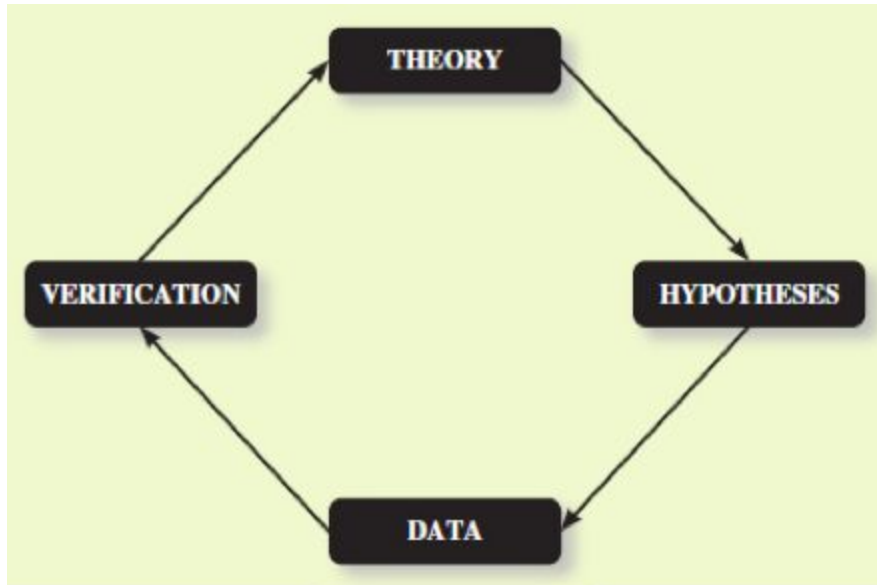
*OB study might explore the relationship between learning and job performance, HRM study might examine the best ways to structure training programs to promote employee learning. SM study might examine relationship between firm and diversification and firm profitability

The Role of Management Theory

- ❖ Classical management scholars put emphasis on specialization, coordination, and efficiency (Frederick Taylor)
- ❖ **Scientific management:** using scientific methods to design optimal and efficient work processes and tasks (careful observation, measurement, and experimentation). How to increase efficiency, once determined they were taught and put in place with financial incentives
- ❖ **Bureaucracy:** an organizational form that emphasizes the control and coordination of its members through a strict chain of command, formal rules and procedures, high specialization, and centralized decision-making. Looks at entire organization (superior method of organizing, coordinating, and controlling human work activities). Characteristics of bureaucracy include
 - Division of labour with high specialization
 - Strict chain of command (everyone reports to someone)
 - System of formal rules and procedures to increase consistency
 - Decision making at the top of the organization
- ❖ **Human relations movement:** field of study that recognizes that the psychological attributes of individual workers and the social forces within work groups have important effects on work behavior

An Integrative Model of OB

- ❖ 2 primary outcomes of interest in OB researchers: job performance & organization commitment
- ❖ What factors affect the two primary OB outcomes?
 - **Individual characteristics and mechanisms:** you in organization, personality, values, attitudes you have, how committed or satisfied
 - **Relational mechanisms:** leadership relationship, how to make teams more effective, power dynamic
 - **Organizational mechanisms:** macro view, culture of organization, soul/life of organization, structure of organization (flat or thin) how it influences people



Chapter 2: Job Performance

❖ Two elements of job performance

➤ Result-based

- Objective measure of outcomes, ie percent of sales
- Easy to assess and compare
- Don't capture "bottom line", not always controllable, no focus on improvement

➤ Behaviour

- Specific behaviours employees behave in (how they treat customers) and can be positive or negative

❖ There are 3 categories of behaviours of job performance

1. **Task Performance (in-role)**

- Employee behaviours that are directly involved in the transformation of organizational resources into the goods or services that the organization produces
- Included in a job description, what you were hired to do, the technical core of the job
- Routine TP: everyday standard activities, become habit
 - Adaptive TP: thoughtful responses by an employee to unusual task demands
 - Creative TP: thinking outside the box, new ways to do tasks, novel and useful
- **Job analysis:** process by which an organization determines requirements of specific jobs
- Many ways to conduct a job analysis but it is basically 3 steps
 - A list of all activities involved in the job (from observation, surveys, interviews)
 - Each activity on list is rated by "subject-matter experts" according to things like the importance and frequency of the activity
 - The activities rated highly are retained and used to define task performance

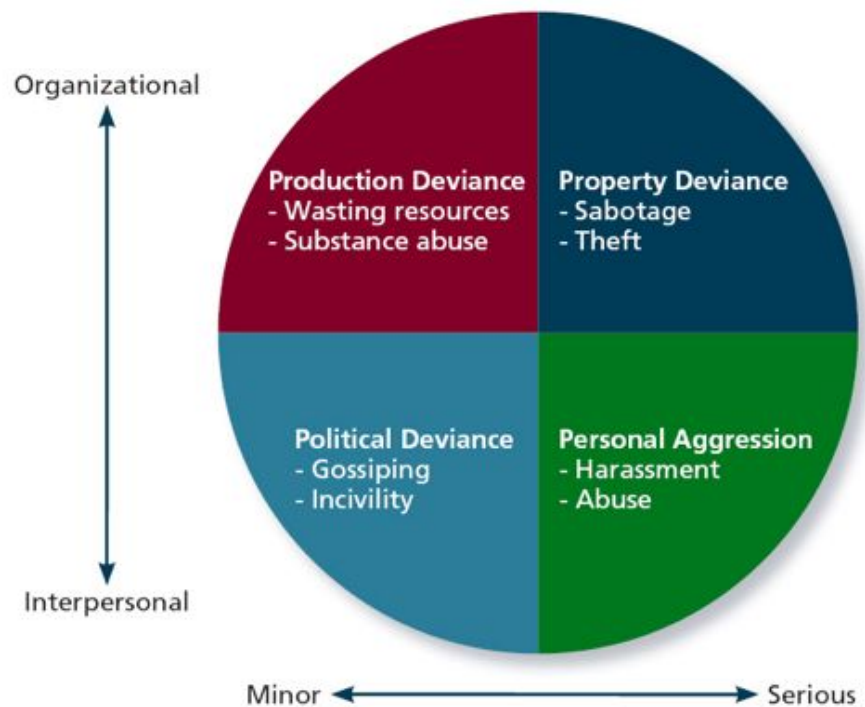
2. **Citizenship Behaviour (in-role)**

- Voluntary behaviours, going above and beyond, commitment to coworkers and organization, contribute to achieving organizational goals, can be interpersonal and organizational citizenship behaviour
 - **Interpersonal:** helping (assisting coworkers with workload, personal matters, or showing them the ropes), courtesy (sharing important info with coworkers), sportsmanship (maintaining positive attitude w coworkers through thick & thin)
 - **Organizational:** voice (offer constructive suggestions), civic virtue (participating at operations on a deeper level ie extra readings and meetings), boosterism (positively representing the organization when in public)

3. **Counterproductive Behaviour (extra-role)**

- Behaviours that intentionally hinder organizational goal accomplishment
 - **Property Deviance:** behaviours that harm the organization's assets and possessions, ex - sabotage (intentional destruction of equipment, organizational processes, or company products) and theft (products or equipment)
 - **Production Deviance:** intentionally reducing organizational efficiency of work output, ex - wasting resources (using too many materials or too much time to do too little work) and substance abuse (The abuse of drugs or alcohol before coming to work or while on the job)

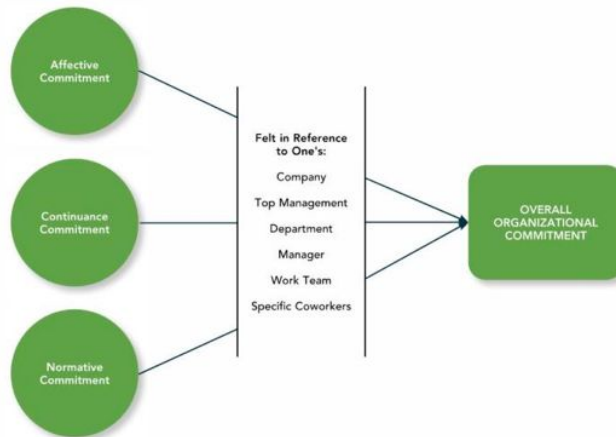
- **Political Deviance:** behaviours that intentionally disadvantage other individuals, ex - gossiping (casual conversations about other people in which the facts are not confirmed as true) and incivility (communication that is rude, impolite, discourteous, and lacking in good manners)
- **Personal Aggression:** hostile verbal and physical actions directed towards other employees, ex - harassment (unwanted physical contact or verbal remarks) and abuse (assault or endangerment from physical and psychological injuries)



Chapter 3: Organizational Commitment

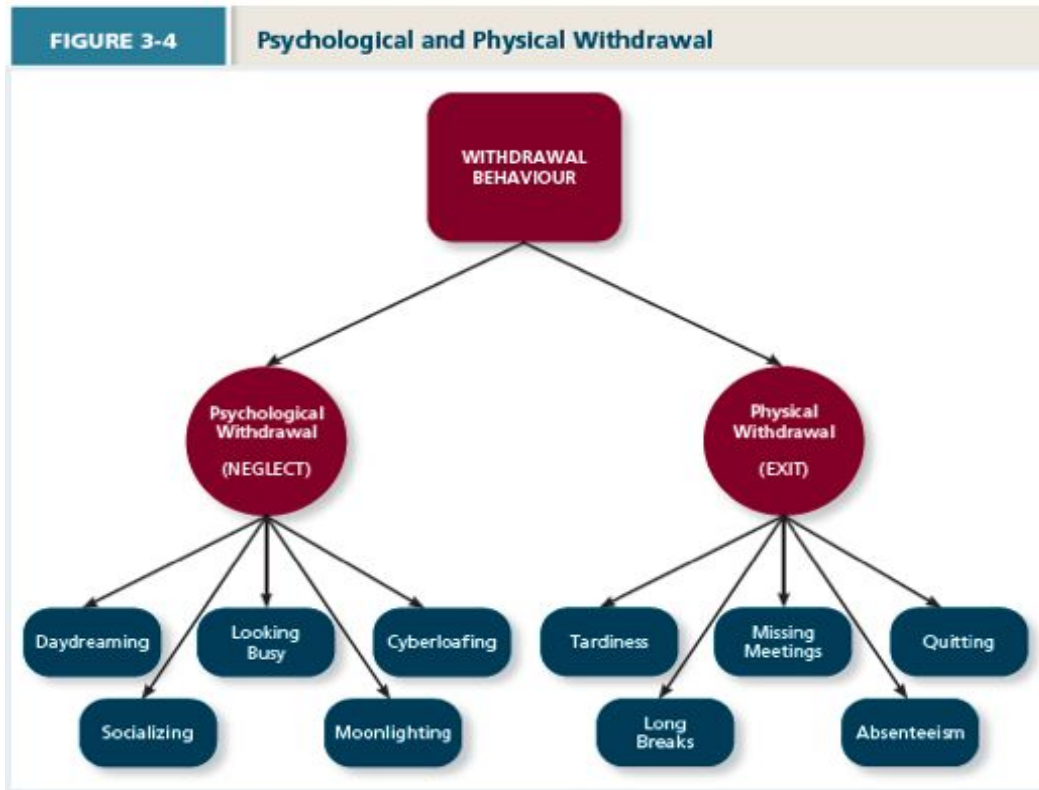
- ❖ Organizational commitment is grouped with job performance in individual outcomes
- ❖ **Organizational commitment:** an employee's desire to remain a member of an organization
- ❖ Employees not committed to organization engage in **withdrawal behaviour** (actions that are intended to avoid work situations)
- ❖ **Focus of commitment:** people, places, & things that inspire a desire to remain a part of the organization
- ❖ Forms of Commitment

<u>Affective Commitment</u> emotion-based	<u>Continuance Commitment</u> cost-based	<u>Normative Commitment</u> obligation-based
- staying because you <i>want</i> to - friends work there, fun atmosphere, work is rewarding, emotional attachment to organization	- staying because you <i>have</i> to - due for promotion and may not advance as quickly at other, school system is good here, roots have been put down, cost of leaving is greater than staying	- staying because you <i>ought</i> to - boss invested time in you, organization gave you your start, employer has helped you out in tough situations, feel obligated to stay at organization



- ❖ **Erosion Model:** a model that suggests that employees with fewer bonds with co-workers are more likely to quit the organization (AC)
- ❖ **Social Influence Model:** a model that suggest that employees with direct linkages to co-workers who leave the organization will themselves be more likely to leave (AC)
- ❖ **Embeddedness:** employee's connection to & sense of fit in organization and community (CA)
- ❖ The four primary responses to negative event at work
 - **Exit:** an active response to a negative work event in which one ends or restricts organizational membership
 - **Voice:** an active, constructive response in which individuals attempt to improve situation
 - **Loyalty:** a passive response to a negative work event in which one publicly supports the situation but privately hopes for improvement
 - **Neglect:** a passive, destructive response to a negative work event in which one's interest and effort in the job declines

❖ Withdrawal activities



- ❖ **Independent Forms Model:** a model that predicts that the various withdrawal behaviours are uncorrelated, so that engaging in one type of withdrawal has little bearing on engaging in others
- ❖ **Compensatory Forms Model:** a model indicating that the various withdrawal behaviours are negatively correlated, so that engaging in one type of withdrawal make one less likely to engage the other types
- ❖ **Progression Model:** model indicates that the various withdrawal behaviors are positively correlated, engaging in one type of withdrawal makes one more likely to engage in other types
- ❖ **Psychological Contracts:** employee beliefs about what employees owe the organization and what the organization owes them
 - **Transactional Contracts:** psychological contracts that focus on a narrow set of specific monetary obligations, short term, tict for tact
 - **Relational Contracts:** psychological contracts that focus on break set of open-ended and subjective obligations, more human focused, unwritten set of expectations, emotional affective commitment

Chapter 5: Job Satisfaction

- ❖ **Job Satisfaction:** a pleasurable emotional state resulting from the appraisal of one's job or job experiences; represents how a person feels and thinks about their job
- ❖ **Values:** things that people consciously or unconsciously want to seek or attain
- ❖ **Value-percept theory:** a theory that argues that job satisfaction depends on whether the employee perceives that his or her job supplies those things that they value
- ❖ Dissatisfaction = $(V_{\text{want}} - V_{\text{have}}) \times (V_{\text{importance}})$
- ❖ **Disposition:** some people are more predisposed to be satisfied
- ❖ Facets of satisfaction
 - **Pay:** feelings about the compensation of their jobs
 - **Promotion opportunities:** feelings about how the company handles promotions
 - **Supervisors:** feelings at boss, including competency, communication and personality
 - **Coworkers:** feelings about coworkers, including abilities and personalities
 - **Work tasks:** feelings about their actual work tasks
- ❖ Satisfaction with work itself
 - There are 3 critical psychological states that make work satisfying
 1. **Meaningfulness of work:** work tasks are viewed as something that counts in the employee's system of philosophies and beliefs
 2. **Responsibility for outcomes:** employees feel they are key drivers of the quality of work output
 3. **Knowledge of results:** employees are aware of how well or how poorly they are doing
- ❖ Job characteristic theory
 - **Variety:** work that allows you to use the extent of your knowledge
 - **Identity:** are you doing something from the very beginning to the very end
 - **Significance:** doing something that you feel has an impact on others
 - **Autonomy:** freedom to do work with fairly minimal constraints
 - **Feedback:** feedback that the works tasks provides you
 - There are also two others that are important (but not as) for work satisfaction, are called moderators because they influence the strength of the relationship between variables
 - **Knowledge and skill:** employees have the aptitude and competence needed to succeed on their job
 - **Growth and strength:** employees desire to develop themselves further
- ❖ Mood and Emotion
 - **Moods:** states of feeling that are mild in intensity, last for an extended period of time, and are not directed at anything
 - **Pleasantness:** the degree to which an employee is in a good mood vs bad mood
 - **Activation:** the degree to which moofs are aroused and active, as opposed to unaroused and inactive

- Affective events theory: describes how workplace events can generate emotional reactions that impact work behaviours
 - Workplace events → emotional reactions → job satisfaction and behaviours
- Emotions: intense feelings, often lasting for a short duration, that are clearly directed toward someone or some circumstance
 - Positive: joy, pride, relief, hope, love, compassion
 - Negative: anger, anxiety, fear, guilt, shame, sadness, envy, disgust

Chapter 4: Personality, Cultural Values, and Ability

How Can we Describe What Employees Are Like?

- ❖ The Big 5 - the five major dimensions of personality
 1. **Conscientiousness**: dimension of personality reflecting traits like dependable, organized, reliable, ambitious, hard-working, and persevering. Prioritize *accomplishment striving* (desire to accomplish task-related goals, part of personality)
 2. **Agreeableness**: kind, cooperative, sympathetic, helpful, courteous, warm. Prioritize *communion striving* (desire to get acceptance in relationships, part of personality)
 3. **Neuroticism**: nervous, mood, emotional, insecure, jealous, unstable. Negative affectivity, experience lower levels of job satisfaction. Strongly related to locus of control (one's tendency to view the causes of events as internally or externally controlled) they often believe its external - bad luck, fate, chance
 4. **Openness**: curious, imaginative, creative, complex, refined, sophisticated. Good for jobs with flexibility and are dynamic
 5. **Extraversion**: dimension of personality reflecting traits like being talkative, sociable, passionate, assertive, bold, and dominant. Prioritize *status striving* (desire to get power and influence within social structure, part of personality) positive affectivity
- ❖ Culture Values
 - **Individualism-collectivism**: degree to which a culture has a loosely knit social framework (indiv) or a high social framework (collect)
 - **Power distance**: degree to which a culture prefers equal power distribution (low PD) or an unequal distribution (high PD)
 - **Uncertainty avoidance**: degree to which a culture tolerates ambiguous situations (low UA) or feels threatened by them (high UA)
 - **Masculinity-femininity**: a culture values stereotypically male or female traits
 - **Short vs Long term orientation**: the degree to which a culture stresses value that are past- and present-oriented (short) or future-orientated (long)

What Does It Mean For An Employee To Be “Able”?

- ❖ **Cognitive Ability**: capabilities related to use of knowledge to make decisions & solve problems
 - General cognitive ability - also known as “the g factor”, usually when you do well on verbal aspect you score higher on the others too

Type	Definition	More Specific Facet
<u>Verbal</u>	Various capabilities associated with understanding and expressing oral and written communication	Oral & written comprehension - understanding written and spoken words and sentences Oral & written expression - communicating ideas by speaking or writing so that others can understand
<u>Quantitative</u>	Capabilities associated with doing basic math operations and	Number facility - performing basic math operations quickly and correctly

	selecting and applying formulas to solve math problems	Mathematical reasoning - selecting the right method or formula to solve a problem
<u>Reasoning</u>	a diverse set of abilities associated with sensing and solving problems using insight, rules, and logic	Problem sensitivity - understanding when there is a problem or when something may go wrong Deductive reasoning - applying general rules to specific problems Inductive reasoning - combining specific information to form general conclusions Originality - developing new ideas
<u>Spatial</u>	associated with visual and mental representation and manipulation of objects in space	Spatial orientation - knowing where one is relative to objects in the environment Visualization - imagining how something will look after it is has been rearranged
<u>Perceptual</u>	the capacity to perceive, understand, and recall patterns of information	Speed and flexibility of closure - making sense of information and finding patterns Perceptual speed - comparing info or objects with remembered information or objects

❖ **Emotional Ability:** a set of abilities related to understanding and use of emotions that affect social functioning

- **Self-Awareness:** the ability to recognize and understand your emotions
- **Other Awareness:** ability to recognize and understand the emotions of others
- **Emotion Regulation:** ability to recover quickly from emotional experiences
- **Use of Emotion:** degree to which people can harness emotions and employ them to improve their chances of being successful in whatever they are seeking to do

❖ **Physical Ability**

Type	Definition	More Specific Facet
<u>Strength</u>	degree to which the body is capable of exerting force	Static - lifting, pushing, pulling heavy objects Explosive - exerting a short burst of muscular forces to move self or objects Dynamic - exerting muscular force repeatedly or continuously
<u>Stamina</u>	the ability of a person's lungs and circulatory system to work efficiently while they are	Exerting - oneself over a period of time without circulatory system giving out

	engaging in prolonged physical activity	
<u>Flexibility & Coordination</u>	ability to bend, stretch, twist, or reach the quality of physical movement in terms of synchronization of movements and balance	Extent flexibility - degree of bending, stretching, twisting of body, arms, and legs Dynamic flexibility - speed of it all Gross body coord - coordinating movement of body, arms, and legs in activities that involve all three together Gross body equilibrium - ability to regain balance in contexts where it is upset
<u>Psychomotor</u>	capabilities associated w/ manipulating and controlling objects	Fine manipulative abilities - keeping hand & arm steady while grasping manipulating small objects Control movement abilities - making quick, precise adjustments to a machine while operating it Response orientation - quickly choosing among appropriate alternative movements Response time - quickly responding to signals with body movements
<u>Sensory</u>	capabilities associated with vision and hearing	Near & far vision - seeing both close and far Night vision - see well in low light Visual colour discrimination - seeing differences in colours and shades Depth perception - judging relative distances Hearing sensitivity - hears differences in sounds in terms of pitch and loudness Auditory attention - focusing on a source of sound in the presence of other sources Speech recognition - identifying and understanding the speech of others

Chapter 6: Stress

- ❖ **Stress:** psychological response to demands when there is something at stake for the individual, and when coping with these demands would tax or exceed the individual's capacity or resources
- ❖ **Stressors:** demands that cause the stress response
- ❖ **Strains:** negative consequences of the stress response
- ❖ **Transactional theory of stress:** a theory that explains how stressful demands are perceived and appraised, as well as how people respond to the perceptions of appraisals
- ❖ **Primary appraisal:** evaluation of whether a demand is stressful and, if it is, the implications of the stressor in terms of personal goals and well-being
- ❖ Types of stressors:
 - **Hindrance stressors:** seen as thwarting progress toward growth and achievement
 - **Challenge stressors:** seen as opportunities for growth and achievement
 - Work Hindrance Stressors
 - **Role conflict:** others having different expectations of what an individual needs to do in a role
 - **Role ambiguity:** lack of direction and information about what needs to be done
 - **Role overload:** excess of demands stopping employees from working effectively
 - **Daily hassles:** minor day-to-day demands that interfere w work accomplishments
 - Work Challenge Stressors
 - **Time pressure:** the amount of time allotted to do a job is not enough
 - **Work complexity:** job requirements tax or just exceed employee capabilities
 - **Work responsibility:** the number and importance of the obligations an employee has to others
 - Non-Work Hindrance Stressors
 - **Work-family conflict:** the demands of a work role hinder the fulfilment of the demands in a family role (or vice versa)
 - **Negative life events:** divorce, death
 - **Financial uncertainty:** uncertainty with regard to the potential for loss of livelihood, savings, or the ability to pay expenses
 - Non-Work Challenge Stressors
 - **Family time demands:** time committed to fulfilling family responsibilities
 - **Positive life events:** marriage, birth of a child
 - **Personal development:** participation in activities outside of work that foster growth and learning

- ❖ How do people cope with stress?
 - **Secondary appraisal:** when people determine how to cope with stressors they face
 - **Coping:** behaviours used to manage stressful demands and the emotions associated with the stressful demands (can be grouped into 4 main categories)
 - **Behavioural coping:** physical activities used to deal with a stressful situation
 - **Cognitive coping:** thoughts used to deal with a stressful situation
 - **Problem-focused coping:** behaviours and cognitions of an individual intended to manage the stressful situation itself
 - **Emotion-focused coping:** behaviours and cognitions of an individual intended to help manage emotional reactions to the stressful demands

	Problem-Focused	Emotion-Focused
Behavioural methods	<ul style="list-style-type: none"> - Working harder - Seeking assistance - Acquiring additional resources 	<ul style="list-style-type: none"> - Engaging in alternative activities - Seeking support - Venting anger
Cognitive methods	<ul style="list-style-type: none"> - Strategizing - Self-motivation - Changing priorities 	<ul style="list-style-type: none"> - Avoiding, distancing, and ignoring - Looking for the positive in the negative - Reappraising

- ❖ The Experience of Strain
 - **Physiological strains:** reactions from stressors that harm the human body, can occur in at least 4 systems of the human body (immune system, cardiovascular system, musculoskeletal system, gastrointestinal system problems)
 - **Psychological strains:** negative psychological reactions from stressors such as depression, anxiety, and anger
 - **Burnout:** the emotional, mental, and physical exhaustion from coping with stressful demands on a continuing basis.
 - **Behavioural strains:** patterns of negative behaviours associated with other strains
- ❖ Reducing Stressors
 - Organizations can try and eliminate or reduce stressful demands
 - **Job sharing:** two people sharing the responsibilities of a single job
 - Employee sabbaticals, allows for time off but stress returns once over
- ❖ Providing Resources
 - **Training interventions:** practices that increase employees' competencies and skills
 - **Supportive practices:** ways in which organizations help employees manage and balance their demands
- ❖ Reducing Strains
 - **Relaxation techniques:** calming activities to reduce stress
 - **Cognitive-behavioural techniques:** various practices that help workers cope with life's stressors in a rational matter
 - **Health and wellness programs:** employee assistance programs that help with personal problems such as alcoholism and other addictions

Chapter 7: Motivation

- ❖ **Motivation:** a set of energetic forces that determine the direction, intensity, and persistence of an employee's work ethic
- ❖ **Engagement:** a widely used term in contemporary workplaces that has different meanings depending on context; most often refers to motivation, but can refer to affective commitment
 - Outwardly engaged employees - devote their energy into their jobs, striving as hard as they can to take initiative and get the job done
 - Inwardly engaged employees - focus a great deal of attention & concentration on their work, become absorbed, involved, & interested in tasks and they lose track of time

Why Are Some Employees More Motivated Than Others? (THEORIES)

- ❖ **Expectancy Theory:** describes the cognitive process employees go through to make choice among different voluntary responses
 - Argues that employee behaviour is directed toward pleasure and away from pain
 - Suggests that our choices depend on 3 specific beliefs based in our past learning
1. **Expectancy - "If I exert a lot of effort, will I perform well?"**
 - **Expectancy:** the belief that exerting a high level of effort will result in successful performance on some task
 - **Self-efficacy:** a factor that shapes our expectancy for a particular task, the belief that a person has the capabilities needed to perform the behaviours required on some task
 - When employees consider efficacy levels for a task they consider: *past accomplishments*, *vicarious experiences* (observation and discussions with others who have done task), *verbal persuasion* (others tell them to "get the job done"), *emotional cues* (fear and anxiety can create doubt about task accomplishment)
 2. **Instrumentality - "If I perform well, will I receive outcomes?"**
 - Instrumentality: the belief that successful performance will result in some outcome or outcomes
 - Can be seniority or pay increases, etc
 3. **Valence - "Will the outcome be satisfying?"**
 - **Valence:** the anticipated value of the outcomes associated with successful performance
 - Can be positive (salary increase, bonuses), or negative (demotions, termination)

Extrinsic motivation	Intrinsic motivation
Motivated by what my performance will lead to. Expectancy Theory	Motivated by the work itself.
Examples <ul style="list-style-type: none"> •More money •A promotion •Praise from others •More job security 	Examples <ul style="list-style-type: none"> •Personally meaningful work •Work provides great autonomy •Work allows me to display my competence •Work allows me to have impact

- ❖ **Goal Setting Theory:** views goals as the primary drivers of intensity & persistence of effort
 - **Specific and difficult goals:** goals that allow employees to perform to their max effort while staying within the boundaries of their abilities. These are said to heightened levels of performance compared to other jobs that are too easy or too hard
 - **Self-set goals:** the internalized goals that people use to monitor their own progress, this is said to drive motivation and behaviour is task progress
 - There are moderators that affect the strength of the relationship between variables
 - Feedback (the job itself provides info about how well the job holder is doing),
 - Task complexity (info and actions needed to complete a task are complicated),
 - Goal commitment (degree to which a person is determined to reach a goal)
- ❖ **Equity Theory:** suggests that employees create a mental ledger of the outcomes they receive for their job inputs, relative to some comparison other
 - Acknowledges that motivation also depends on what happens to *other* people
 - **Outcomes:** pay, seniority and fringe benefits, status, perks, rewards
 - **Inputs:** effort, performance, skills & abilities, education, experience, training, seniority
 - **Comparison other:** a person who provides a frame of reference for judging equity
 - There are 3 general possibilities that can result from this “cognitive calculus”
 - **Equity distress:** an internal tension that results from being overrewarded or underrewarded relative to some comparison other

Comparison Result	Ways to Restore Balance
<u>Equity</u>	No actions needed
<u>Underreward Inequality</u>	- Grow your outcomes by talking to your boss or by stealing from the company - Shrink your inputs by lowering the intensity or persistence of effort
<u>Overreward Inequality</u>	- Shrink your outcomes (lower pay) - Grow your inputs through more high quality work or through some cognitive distortion

- ❖ **Cognitive distortion:** a re-evaluation of the inputs an employee brings to a job, often occurring in response to equity distress
- ❖ Another way to restore balance is through changing your comparison other
- ❖ **Internal comparisons:** comparing oneself to someone in your same company
- ❖ **External comparisons:** comparing oneself to someone in a different company
 - *job equity, company equity, occupational equity, education equity, age equity*

- ❖ **Psychological Empowerment Theory:** an energy rooted in the belief that tasks are contributed to some larger purpose
 - A job that is meaningful will motivate us to get the task completed
 - **Meaningfulness:** reflecting one's feelings about work tasks, goals, and purposes, and the degree to which they contribute to society and fulfill one's ideal and passions
 - A meaningfulness tasks may decrease our interest and decrease the amount of time spent working on the project
 - **Self-determination:** a sense of choice in the initiation and continuation of work tasks
 - Employees with high levels of this can choose what tasks to work on, how to structure them, and how long to pursue those tasks
 - **Competence:** the capability to perform work tasks successfully
 - Identical to self-efficacy, managers can instill by providing opportunities for training and knowledge gain, feedback, etc
 - **Impact:** the sense that a person's actions "make a difference" - that progress is being made toward fulfilling some important purpose

- ❖ **Job Characteristic Theory** (reference chapter 5)

Why Are Some Employees More Motivated Than Others?

