

Chapter 1: Introduction to Organizational Behaviour

- Understanding why employees **act the way they do can help change their attitudes and behaviours at work**

What is organizational behaviour?

- A field of study devoted to **understanding, explaining, and improving the attitudes and behaviours of individuals and groups in organizations**
- *Two other courses that contrast with OB are:*
 - **Human resource management:** Takes the theories and principles of ORG and explores the applications of those **principles in the organization**
 - **Strategic management:** Focuses on the product choices and industry characteristics that affect an organization's **profitability**

The role of management theory

- The theories and concepts of OB have been *influenced* by the **popular management approaches** back in the day
 - Over time our ideas about how best to organize, coordinate, and manage human work activities have **changed**

Classical management scholar 1: Frederick Taylor

- Father of **scientific management**
- **Scientific management:** Using scientific methods to design optimal and efficient *work processes and tasks*
- Once determined, these new work procedures would be **taught** and encouraged to **workers** with **financial incentives**

Classical management scholar 2: Max Weber

- **Bureaucracy:** an organizational form that emphasizes the **control and coordination** of its members through a **strict chain of command**
- Rather than focus on specific work processes, he looked at the **entire organization**
- *Characteristics of bureaucracy:*
 1. The **division of labor** with high level of technical specialization
 2. **Strict chain of command** where everyone reported to someone at a higher level
 3. **Formal rules** that ensure consistency, impartiality and impersonality in the organization
 4. Decision making at the **top of the organization**
- Productivity issues → views as design flaws, fail to implement process, inadequate working conditions or a structural issue

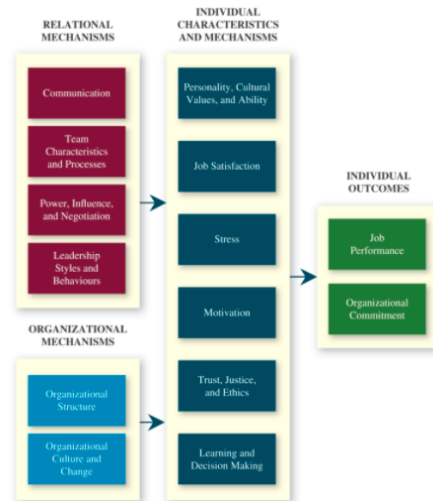
Human relations movement

- The above two form the **formal organization** and its function, however, management scholars began to recognize that the **psychological attributes** of individual workers (e.g., needs, attitudes) and the **social forces** within work groups **had important effects on behaviours**

- **Hawthorne study** revealed the **limitation with the classical approach**
 - Revealed the importance of many of the topics we discuss in this text, such as **group values and norms, leadership, motivation, job satisfaction, and organizational culture**
- Productivity problems → viewed as a result of worker alienation (isolation), failure of work to satisfy important personal needs or goals, low organizational commitment and discouraging workgroup norms (not much emphasis on formal organization characteristics)
- Today, contemporary management theory recognizes **both classical and human relations approaches**

An integrative model of OB

- Structure below provides a roadmap for the field of OB



1.2 What are the two primary outcomes in studies of OB?

Individual outcomes on table

- The two **primary outcomes** of interest to OB researchers are **job performance and organizational commitment**
- *Most employees have two primary goals for their working lives:*
 - To perform their **jobs well** and to remain members of an **organization they respect**
- *Most managers have two primary goals concerning their employees:*
 - To maximize their **job performance** and to **retain these employees** for a significant length of time

1.3 What factors affect the two primary ORG outcomes

Individual characteristics and mechanisms on table

- Section illustrates factors that affect **job performance and organizational commitment**
- Listed above

Relations mechanism

- If satisfaction, stress, motivation, and so forth are key drivers of job performance and organizational commitment, it **becomes important to understand what factors improve those mechanisms.**
- Listed above

Organizational mechanisms

- Integrative model acknowledges that individuals and groups function **within a broader organizational context**
- The organizational structure

Does organizational behaviour matter?

- OB can help keep a **product good over the long term**

Building a conceptual argument

- Why does OB affect an organization? **Because of the resource based view**
 - Describes what makes **resources valuable** aka capable of long term profits
 - **A firm's resources include financial, physical and organizational behaviour** such as the knowledge, ability, and wisdom of the workforce and the image, culture, and goodwill of the organization
 - Suggests that value of resources is more valuable when it is **rare and inimitable** (cannot be easily copied)
 - *Ex: good people are rare*
 - *Ex: Many firms resources are often copied such as machines, but valuable people are harder to imitate*

3 reasons why people are inimitable

1. People create a **history, which cannot be bought**
 - **History:** A collective pool of experience, wisdom, and knowledge that benefits the organization
2. **Numerous small decisions**
 - Small decisions that people make every day
 - Big decisions such as a store layout can be easily copied by competitors, but the behind the scenes small decisions cannot
3. **Socially complex resources**
 - People also create things like culture, teamwork, trust, and reputation
 - Obvious which organizations do and do not possess them

1.4 Why might firms that are good at OB tend to be more profitable

- Good people are both **rare and inimitable** and therefore offer the organization a resource that is **valuable for creating competitive advantage**
- Research agrees with this → OB practices were associated with better firm performance and firm survival

Why do companies do a bad job when it comes to managing their people?

- Not one single practice, believes several different practices are important and long term commitment to those practices
- **Rule of one eighth:** At best 12 percent of organizations will actually do what is required to build profits by putting people first

How do we know what we know about OB?

- Philosophers argued it could be because:
 - **Method of experience.** People hold firmly to some belief because it is consistent with their own experience and observations.
 - **Method of intuition.** People hold firmly to some belief because it “just stands to reason”, it seems obvious or self-evident.
 - **Method of authority.** People hold firmly to some belief because some respected official, agency, or source has said it is so
 - **Method of science.** People accept some belief because scientific studies have tended to replicate that result using a series of samples, settings, and methods.

1.5 What is the role of theory in the scientific method?

- From a scientist’s point of view, it doesn’t really matter what a person’s experience, intuition, or authority suggests, it must be **tested scientifically**
- Scientific studies are based on the scientific method by **Sir Francis Bacon**
 - Starts with **Theory:** A collection of verbal and symbolic assertions that specify how and **why variables are related**, as well as the conditions in which they should (and should not) be related
 - Theories can be built through **introspection**, observations of employees where scientists take notes, research reviews, patterns/themes
 - Not all theories are correct, so they must be **tested** to verify predictions
 - Theories are used to inspire **hypotheses**, which are written predictions about relationships **between variables**
 - Can tell if hypothesis was supported by **correlation:**
 - **Correlation:** The statistical **relationship between two variables**
 - Abbreviated r;
 - It can be **positive or negative** and range from 0 (no statistical relationship) to ± 1 (a perfect statistical relationship)
 - ★ Making a **causal inference**, that one variable really does cause another requires **establishing three things**
 1. The 2 variables are **correlated**
 2. Presumed cause precede presumed effect
 3. **No alternative explanation** exists for the correlation (done in experiments)
- The important point is that little can be learned from a **single study**. The best way to test a theory is to **conduct many studies**, each of which is as different as possible from the ones that preceded it

- **Meta analysis:** It takes all of the correlations found in studies of a particular relationship and calculates a **weighted average** → average of the studies conducted
- **Evidence based management:** A perspective that argues that scientific findings should form the foundation for management education
- **Analytics:** The use of data (rather than just opinions) to guide decision making

Chapter 2: Job Performance

Job performance

- Understanding one's **own** job performance is a critical concern for any **employee** and understanding the **performance** of one unit is a critical concern for **any manager**
- When examining job performance, there are **two methods people consider:**

1. Focus on Results

- Define job performance **based on results**
- More objective and are more connected to the central concern
- *Ex: How many customers did a representative retain? Sales dollars per week? Total new customers signed per month?*
- Using this as a primary indicator of job performance **creates potential problems**
 - Employees contribute to their organizations in ways beyond bottom-line results, so it can give you an **inaccurate picture** of which employees are worth more to the organization
 - Can create bottom-line mentality among employees, which results in **social undermining**, sabotaging coworkers reputations
 - Employees can **violate policies** if managers focus on bottom-line results such as *opening new accounts* → *violate policies to achieve high JP*
 - Results are influenced by factors **beyond the employee's control**
 - Results don't tell you how to **reverse a bad year** or provide them on information on **how to improve their behaviour**

Strengths:

- Often easy to **assess**
- Objective and **comparable** (ex: an employee who sells 100 widgets vs 200 widgets, the second employee did comparably better)

Weaknesses:

- Don't capture "beyond bottom line"
- Not **always** controllable
- No information on how to improve, or **'why' poor performance**

2. Focus on Behaviours

- Define job performance based on employees' **behaviours**, how they **accomplish their work tasks**
- Is the employee polite? Can they remain calm? The behaviours of the employees and "How" they accomplish their work **rather than just the end goal**

- *Ex: Does an employee effectively use 'win-win' negotiation strategies to keep customers? Is the employee polite to customers? Can the employee remain calm when dealing with difficult customers?*

What is job performance?

- **Job Performance:** The value of the set of employee behaviours that contribute either **positively**, or **negatively** to organizational goal accomplishment
 - Does **not** consider behaviours that are **not relevant to job performance** such as *texting a friend during a work break*, but texting during a shift would matter

What does it mean to be a good performer?

- **Various behaviours relevant to job performance are:**
 - **Task performance** → contribute positively to organization
 - **Citizenship behaviour** → contribute positively to organization
 - **Counterproductive behaviour** → contribute negatively to organization

Task Performance

- **Task performance:** Employees behaviour that are **directly involved** in the transformation of organizational resources into the goods/services that the organization produces
 - A set of **obligations employees must fulfil to continue employment**
 - *Ex: For a flight attendant, task performance includes explaining and demonstrating safety procedures and checking the general condition of the aircraft cabin.*
- **There are three categories of task performance:**
 - **Routine:** Well-known **responses** to demands that occur in a normal, **routine**, or predictable way
 - Habitual tasks
 - Occur on a relatively frequent or expected basis
 - *ex: flight attendant showing you how to fasten a seatbelt*
 - **Adaptive:** Employee **responses** to task demands that are novel, **unusual**, or at the very least, **unpredictable**
 - *Ex: flight attendant dealing with a passenger having health issues*
 - Becoming increasingly important since companies have been faced with the challenge of becoming more productive with fewer employees
 - **Creative:** The degree to which individuals **develop ideas or physical outcomes** that are both novel and **useful**
 - Employee creativity is necessary to spark the types of innovations that enable organizations to **stay ahead of their competition**
 - Creative ideas but also useful, not silly
 - *Ex: flight attendant comes with a fun exciting way to explain the safety rules to grab customers attention*

How do organizations identify the behaviours that underlie task performance?

- Organizations identify the set of behaviours that fall under task performance for different jobs through a **job analysis**

- **Job Analysis:** A formalized process by which an **organization determines requirements of specific jobs**
 - Can do this by listing all the activities involved in the job, rate each activity on the list to how much it **contributes** to the organization, the activities rated the highest are used to **define task performance**
 - Basically, a list of behaviours that employees have to follow such as smiling at customers, process transactions quickly, etc
 - Better to measure this than results since boss **can provide more informative feedback**
- If cannot do job analysis can use the **national occupational classification**
 - **NOC:** A national database of occupations in Canada, organizing over 40,000 job titles into 500 occupational **group descriptions**
 - Because organizations have **unique tasks requirements** to distinguish them from competitors, these database are **unable to capture them**

Citizenship Behaviours

- **Citizenship behaviour: Voluntary employee activities** that may or may not be rewarded that contribute to the organization by **improving the overall quality** of the setting in which work takes place
 - Employees going the *extra mile* by engaging in behaviours that are not within their **job description** or do not fall under **task performance**
 - “Good citizens” do this
- **Two types of citizenship behaviours:**
 1. **Interpersonal Citizenship Behaviours:** Going **above and beyond** normal job expectations to assist, support, and develop **coworkers and colleagues (help people)**
 - **Helpful: Assisting** co-workers who have heavy workloads, asking them with personal matters and showing new employees the ropes
 - **Courtesy:** Keeping co-workers **informed** about matters that are relevant to them
 - **Sportsmanship:** Maintaining a **good attitude** with co-workers even when they have done something annoying or the unit is going through a tough time
 - Important for small groups or teams because helps **team members work towards a common goal and trust one another**
 2. **Organizational Citizenship Behaviours:** Going above and beyond normal job expectations to **improve operations, defend/protect organization, being loyal to it**
 - **Voice:** Involves **speaking up** and offering constructive **suggestions** for change
 - Trying to change them instead of complaining about them
 - **Civic virtue:** Participating in the company’s operations at a **deeper-than-normal level** by attending voluntary meetings, keeping up with organizational announcements, and business news that affects the company
 - **Boosterism: Positively** representing the company in **public**

3 important points on CB

- These behaviours are **relevant** in any job regardless of its tasks and **can boost organizational effectiveness**
- An employee who engages in citizenship behaviour during one point in time might not engage in citizenship behaviour at **other points in time**
 - *Ex: A person you worked with before may have been good but at one point made you feel less positive so you refrained from giving them extra help*
- From an employee perspective, because citizenship behaviours are **voluntary**, employees **may not want to participate in them at all**
 - However, employees should **not** do this because supervisors don't always view this as **optional**
 - Research shows that citizenship behaviours relate **strongly to evaluations of job performance**, even when differences in task performance are also considered
- CB influences **salary and promotions people receive**

Counterproductive behaviours

- **Counterproductive behaviour:** Behaviours that **intentionally hinder organizational goals**
 - They must be intentional since how organizations deal with intentional behaviours vs unintentional behaviours are different
 - **Accident:** Easier to clarify and fix
 - **Intentional:** Send employees to another **training program or potentially fire them**
- **Interpersonal Counterproductive Behaviours:** Directed towards **other** organizational members
- **Organizational Citizenship Behaviours:** Directed **towards** the organization
- *Can be divided into **production deviance, property deviance, political deviance and personal aggression***
- Can be **destructive** to organizations goals

Property deviance - physical destruction

- Refers to behaviours that **harm the organization's assets and possessions**
- **Sabotage:** Represents the intentional **destruction** of physical equipment, organizational processes, or company products
 - *Ex: Spitting in customers foods at restaurants or sabotaging other employees*
- **Theft: Stealing** company products or equipment from the organization

Production deviance - reducing efficiency of products

- Intentionally **reducing organizational efficiency** of work output
- **Wasting resources:** Using too many materials or too much time to do too little work
- **Substance abuse:** If employees abuse drugs or alcohol **while on the job** or before coming to work, the efficiency of their **production will decrease** because it will be done **more slowly and less accurately**

Political deviance - talking bad about others

- Behaviours that intentionally **disadvantage other individuals**

- **Gossiping:** Casual conversations about other people in which the facts are not confirmed as true
 - Undermine the values of work groups
- **Incivility:** Communication that is **rude, impolite, discourteous**, and lacking in good manners
- Can create an untrustworthy and **unhealthy competitive environment**

Personal aggression - bullying, assault, etc

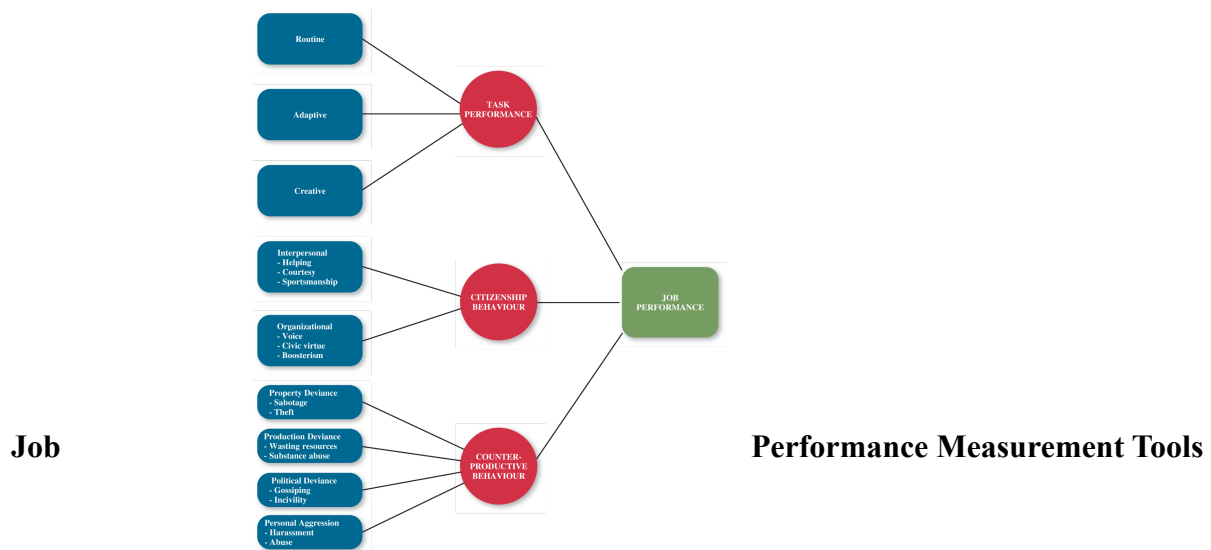
- Hostile verbal and physical actions directed toward **other employees**
- **Harassment:** Unwanted physical contact or verbal remarks from a colleague
- **Abuse:** occurs when an employee is assaulted or endangered in such a way that physical and psychological injuries may occur
- **Bullying** is also present in the workplace
 - The source of bullying is often a boss, some lose the line between being a bully and being tough
- Can affect an **organization reputation**

Four things to note about counterproductive behaviour

- People who engage in **one counterproductive behaviour often engage in others**
- CB is relevant to any job since there are going to be **things to steal, resources to waste and people to be uncivil towards no matter the job**
- Counterproductive behaviour may be **contagious** and its negative consequences may ripple throughout an organization
- **Poor and high performers can both engage in CB**, high performers are just **less likely to get caught**

What does it mean to be a good performer?

- Means employees are **good at the particular job tasks** in their job description, whether those tasks are **routine, adaptive or creative**
- Employees engage in **citizenship behaviours** directed at both co-workers and the larger organization, and that **refrain from engaging in the counterproductive behaviours** that can damage the climate of an organization



How can organizations use job performance information to manage employee performance?

- Good companies understand the linkage between **employee job performance and organizational performance**
 - Therefore, they invest in collecting information about **employee performance** so it can be managed in a way that helps the **organization achieve its mission**
- **General ways in which job performance information is used to manage employee performance:**
 1. Management-by-Objectives
 2. BARS
 3. 360 Degree Feedback
 4. Forced Ranking

Management by Objectives

- **Management by objectives (MBO):** management philosophy that bases an employee's evaluations on whether the employee **achieves specific performance goals**
- **How does this work?**
 - An employee meets with their manager to develop a set of **mutually agreed-upon objectives** that are measurable and specific
 - The employee and manager agree on a **time period** for achieving those objectives and methods used to do so → the application of **goal setting theory**
 - Recognizes **changes and environmental** pressures; change objectives accordingly
- **NOT the same** as results-based job performance
- Need at least some aspects of the job that are quantifiable
- **Can sometimes lead to Quantity > Quality**
- Can be paired with **BARS** (behavioural means of measuring job performance)

Behaviourally Anchored Rating Scale (BARS)

- **Behaviourally anchored rating scales:** measure performance by directly **assessing job performance behaviours**
- Uses **critical incidents**, which are **short descriptions** of effective and ineffective behaviours, to evaluate employees' job performance behaviours directly
- Supervisors rate several performances using BARS and score an **employee's overall job performance** by taking **a score across all the dimensions they consider**
 - Assesses behaviours
 - Attempts to quantify subjective evaluations as systematically as possible
 - **Basically has a list of behaviours and rates the employee based on that**
- Can help an employee improve overtime and give feedback → **captures degree of job performance**

Examples:

Ex 10.6 Sample Behaviorally Anchored Rating Scale for One Dimension of the Work Performance of Corporate Loan Assistant

Transacting Loans		
	10	Always completes credit reports without error
Prepares follow-up documentation in a timely manner	9	
	8	Provides services desired but not asked for by customers
Helps customers in a manner that draws praise from them	7	
	6	Assists customers with loan applications
Develops loan documentation accurately	5	
	4	Prepares credit reports without having to be told
Provides information to customers, even if not asked	3	
	2	Fails to help other banks participating in loans
Conducts loan interviews in a manner that draws complaints from loan applicants	1	

EXAMPLE OF BEHAVIOR-BASED APPRAISAL
Behaviorally Anchored Rating Scales (BARS)

Position: Window & Insulation Supervisor
Skill: Organizing and Planning

Performance Level	Description of Behaviors
Highly Effective	With few—if any—exceptions, he/she budgets time for unseen emergencies in project timelines and activities. On most projects he/she can schedule the team's activities to coincide with the activities of other construction teams, customers, material deliveries, etc. He/she normally makes long-term plans and sets milestones to allow for proactive schedule adjustments as a project progresses.
Very Effective	
Effective	This person generally establishes his own goals and the steps to achieve them. He/she can generally organize window/insulation projects or tasks into smaller tasks and time frames. He/she can generally plan his/her own and others' efforts on a project but may have difficulty organizing efforts on several concurrent projects simultaneously. He/she may sometimes omit elements from a carpentry project plan that results in underutilization of resources or delays in project completion.
Occasionally Effective	
Rarely Effective	Generally, this person can handle one window/insulation project, but not multiple window/insulation projects, at any one time. He/she has difficulty breaking down a large project into smaller tasks and establishing time frames or milestones. He/she delegates tasks to others according to factors other than qualifications and may not properly coordinate activities with other teams or team members.

Farred Choice Performance Evaluation Form

Employee: _____ Department: _____
Supervisor: _____ Date: _____

Performance Factors	Performance Rating				
	Low	Below Average	Average	Above Average	High
Understands department functions	Poorly informed about department functions	Has fair knowledge of the department functions	Can answer most questions about the department	Understands all phases of the department.	Has complete mastery of all phases of the department.
Follows directions and company policy without supervision	Requires constant supervision	Requires occasional follow-up	Can usually be counted on	Requires very little supervision	Requires absolute minimum supervision
Accuracy, skill, completeness, and quality of work performed	Seldom meets the requirements and is almost always unsatisfactory	Work is often unsatisfactory and often does not meet requirements	Work is consistently satisfactory and usually meets requirements	Work is sometimes superior and rarely contains mistakes	Work is consistently superior and never contains mistakes

360 Degree Feedback → **get feedback from everyone**

- **360 degree feedback:** involves **collecting performance information** not just from the supervisor but from anyone else who might have first-hand knowledge about the employee's performance behaviours
 - Uses ratings from **multiple stakeholders** (e.g., supervisors, colleagues, customers, subordinates) anonymously
 - Also, ask the employee to **rate themselves** and add the ratings up
- **The goal is to have employees develop a better sense of how their performance is and where they can improve** by comparing their own results with how everyone *else sees them*
- Can generate a lot of good information but **has limitations**
 - Ratings vary across sources, so not sure who is **“correct”**
 - Not clear how much they should **weigh information from each person**
 - Raters can be **biased** - score them lower because they want a reimbursement
 - Time consuming, difficult to implement, too much information, can cause tension
- **Not right** in most contexts
 - Must **justify its use / must have good reasons to use**

 College of Medicine (For Internal Use Only) 

360-Degree Performance Evaluation Form (Appraisal period from 1/1/10 to 12/31/10)

This form will assist management in preparing the performance evaluation for the individual listed below. As someone who works with this person on a regular basis, your feedback regarding his or her performance will be useful to the overall review process. You are not required to put your name on this form.

Employee Name: _____

Relation to Employee: _____

Your Name (Optional): _____

Time Spent	Every Day	A few times a week	A few times a month	Every few months	NA (Never)
Your interaction with employee					

Quality of Work	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Sets high standards for quality of work output					
Ensures work is error-free before submitting					
Helps others improve the quality of their work					

Communication	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Communicates well orally and in written form					
Displays good listening skills					
Shares information freely with others					

Teamwork	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Contributes positively to team					
Helps define team roles to maximize output					
Can be counted on to complete tasks correctly					

January 6, 2009, Revision Annual by College of Medicine Human Resources 3/12/2015

Forced Ranking

- A management system/philosophy which **ranks employees based on performance and places them into three categories**
- Made famous by Jack Welch, former CEO of GE and McKinsey (consulting company)
- Uses the **vitality curve** which **forces managers to rank each of their employees into three categories**
 - **The A players, top 20%**
 - Very high energy levels, ability to energize others around common goals, make tough yes-and-no decisions, and consistently execute and deliver on their promises
 - **The B players, 70%**
 - **Backbone** of the company but lack the passion of As
 - **The C players, bottom 10%**
 - Those who **cannot get the job done** and **are let go**
 - Typically **fire** the bottom employees
- **Limitations**
 - Forces managers to give **bad evaluations** to employees who may be good performers so they can **reach a percentage**
 - Today, organizations have **moved away from this method**

Social networking systems

- Technology has recently been applied in organizational contexts to **develop and evaluate employee job performance**
- *Ex: A Toronto-based software company called Rypple uses a Twitter-like program to enable employees to post questions about their own performance so that other employees can give them anonymous feedback*
- These systems provide **performance information** that is faster and **more up to date** rather than traditional practices that **measure performance quarterly or yearly**

The Job Appraisal

- **Employee's performance so far, and goals/expectations for the future on a regular basis.**
- "Your evaluation is tomorrow. Bring a change of underwear." Involves manager and employee discussing face-to-face (or over Zoom these days ☺)
- Different companies, different norms BUT USUALLY once a year (sometimes referred to as the ANNUAL REVIEW)

Some Best Practices:

- Take it seriously
- Give employees a heads up
- Stick to the established schedule
- Meet in a neutral, comfortable, but still private, location
- Give the employee a voice
- Come with good and bad
- Come with results, goals, constructive ideas in mind
- Ask employee what they need to succeed
- Make sure the tools you use accurately reflect what is expected

Chapter 3: Organizational Commitment

Organizational commitment

- The **most** immediate cause of all forms of **withdrawal behaviour** is the level of **overall commitment felt by an individual**
- Organizations need to focus on **attracting and retaining good employees talent**
 - Employee retention
 - Employee engagement

3.1 What is organizational commitment? What is withdrawal behaviour? How are the two connected?

- **Organizational commitment:** An employee's **desire to remain a member of an organization**
 - Influences whether an employee **stays** (retained) or leaves to **pursue another job** (turns over)
- Employees who are not committed to their organization engage in **withdrawal behaviour**
 - **Withdrawal behaviour:** Employee **actions** that are intended to **avoid work situations**

Why is understanding Organizational Commitment and its various components important?

- **Turnover is expensive → people leaving org is expensive**
 - 6-9 months worth of salary; \$30,000-\$45,000 to replace employee who makes > \$60,000 / year (Society of Human Resource Management)
 - 213% of salary at director or exec level (Center for American Progress)
- BUT, Unengaged employees are also very expensive

Big Three Types of Commitment

1. Affective Commitment

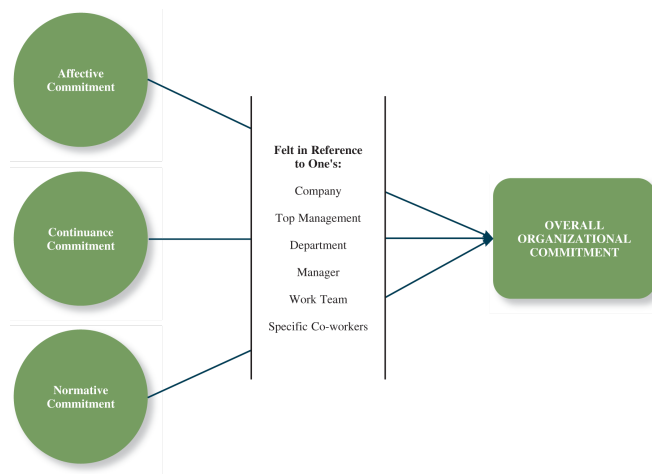
- **Affective Commitment:** An employee's desire to remain a member of an organization due to a feeling of **emotional attachment**
- These include feelings about *friendships, atmosphere, culture, and a sense of enjoyment when completing job duties*
 - Not always, but often associated with **our relationships** with others in the workplace (**not always, but most often**)
- Stay because **you want to**

2. Continuance Commitment

- **Continuance Commitment:** An employee's desire to remain a member of an organization due to an **awareness of the costs of leaving**
- These include cost-based reasons for *staying, including issues of salary, benefits, and promotions, as well as concerns about a family*
- Stay because you **have to**
- NOT based on emotional connection
- IS a **resource-based mechanism**

3. Normative Commitment

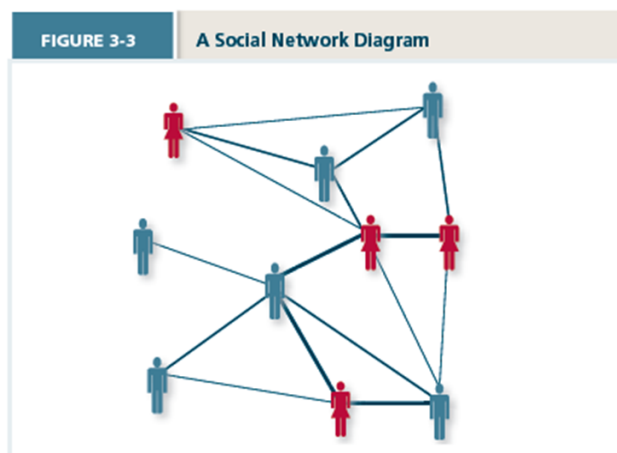
- **Normative commitment:** An employee's desire to remain a member of an organization **due to a feeling of obligation**
 - These include some obligation-based reasons for staying with the current organization, such as a *"debt" is owed to a boss, a colleague, or the larger company*
 - Stay because you **ought to**
- All three '**keep**' employees, but each have a different impact **on behaviours and motivation**
 - People may weight these three components of commitment differently or the importance of them may vary over the course of a career (all, none or any other combination)
 - Regardless, they offer an important insight into **why someone might be committed and what an organization can do to make employees feel more committed**



- Organizational commitment **depends on more** than just the organization
- People **aren't always committed to companies**, they are also committed to **the top management, employees or department they work in**
 - Commitment can also be **measured** in terms of 'foci' (e.g., organization itself, coworkers, the job/work, clients, etc.)
 - People can be committed to their work due to their feelings towards the organization, co-workers, bonuses, etc. There's a lot of reasons why people would stay in their organization
 - **Focus of commitment:** The people, places, and things that **inspire a desire to remain a member of an organization** → *things other than the org that make you want to stay*

Affective Commitment

- These employees **accept the organization's goals and values**, and are more **willing to exert extra effort on behalf of the organization**
- An emotional bond to the **organization and co-workers**
 - Relation between **affective commitment and citizenship behaviour**
- *Two relevant social network theories that can help explain who might be the most or least affectively committed to their organization:*
 - **Erosion model:** People who are **not** well connected at work are **likely to leave**
 - Employees with **fewer bonds** will be most likely to **quit** the organization
 - **Social Influence model :** When highly connected people leave an organization, others who **were strongly connected to them are also likely to leave**
 - Affective commitment becomes contagious
 - Should be worried if a leader in organization, since people might leave collectively if they are strongly connected



- Blue to the left is most likely to leave because it has the least relationships according to the Erosion model
- For the social influence model, most worried for middle pink girl to leave since she has strong ties (bold) and multiple bonds with people.

- **Involving employees in events, promoting opportunities for growth and development, and celebrating employees successes** can all reinforce affective commitment

Continuance Commitment

- Continuance commitment exists when there's a **profit associated with staying and a cost associated with leaving**
 - **High continuance commitment** → make it more difficult to leave organization (big cost for leaving org)
- **Things that increases continuance commitment**
 - The total amount of **investments** such as time, energy and effort employees have made in the organization (because you invested so much time, would be a bummer to start fresh)
 - **Lack of employment alternatives**: since an employee has nowhere else to go
- **No** relation between citizenship behaviour and continuance commitment
- Focuses on **personal and family issues more** than the other two commitment forms
- **Embeddedness**: employees' links to their organization and community, their **sense of fit with their organization and community**, and what they **would have to sacrifice for a job change**
 - Connection / sense of fit because of investment into organization and/or community
 - Instrumental Professional Network: Professional ties *ex: Will lose mentor will if you go to a new company, etc*
 - Community Resources

Normative Commitment

- People feel like it is their “right” to stay in the organization or they would have a sense of **guilt** or a “debt” to pay back if they left
- Based on a person's **work philosophies or codes** of what is **right or wrong developed over the course of their lives**
 - Can also be because of early experiences within the company *ex: invested into your education*
- **Two ways to build a sense of normative commitment in the organization**
 1. Create a “**debt feeling**”, like employees owe something to the organization
 - This can be through spending a great deal of money **training and developing an employee** or paying through **tuition** so feel obligated to repay organization with more years of **loyal service**
 2. Becoming a **charitable organization**
 - Provide good public relations and people feel better about the organization
- Based on organization's (or some other commitment foci) **investment into the employee**
- Based on the **norm of reciprocity** → repay in kind what another has done for us
- Comparatively **more difficult to instill in employees** (typically based on strength of person's belief in norm of reciprocity)

Thought Exercise: Investing in Employees

1. *Support their employees' MBA education from an Ivey League school (e.g., BCG)*

2. *Develop their employees' skills through in-house training programs (e.g., Accenture's Q Center)*

1. **Normative:** Employees may be obligated to stay since org is paying for their school and did so much for them.

2. **Continuous:** Embedded. Esp with in-house, since they invested in you. They're personally educating you so it's more embedded than the school for MBA.

Types of commitment

Affective	Continuance	Normative
Emotion Based	Resource/Cost Based	Obligation Based
I want to	I <u>have to</u>	I <u>ought to</u>
Sadness	Anxiety	Guilt
Often, but not always, based on relationships with others	Comes in two subtypes: Alternatives & Embeddedness	Reflects the principle of reciprocity
What do they have in common? ALL KEEP EMPLOYEES		

Types of Commitment - Exercise

- "We just bought a house in a great neighborhood, its really close to the kids' school and it's easy to get them there based on my schedule." **Continuous** – *only staying at org since they are embedded in the community, not so much of relationship with org*

- "I am the only one trained to use the new operating system at work. My colleagues would be lost without me. I have to stay. At least until everyone knows how to use it."

Normative

- "I have invested so much time into the organization. I serve on multiple committees and I should be getting that big promotion soon." **Continuous**

- "I love my job. It's so fulfilling. I love getting a chance to see the people I help."

Affirmative

Forms of Commitment in Combination: Yes, you can experience all three forms of commitment at the same time

Withdrawal behaviour

- The risk of voluntary turnover (quit) tends to **increase as our economy improves and more opportunities become available for employees**

3.3 What are the four primary responses to negative events at work?

- **Exit:** Remove yourself from the situation by being **absent** from work or by voluntarily **leaving** the organization

- **Voice:** Attempt to **change the circumstances** by meeting with the new team member to attempt to **work out the situation**

- **Loyalty:** A passive, constructive response that maintains **public support** for the situation while the individual privately hopes for improvement
- **Neglect:** A passive destructive responses where employees **allow their performance or effort in job to decline overtime**
 - Sometimes more costly than exit since boss might not notice until later
- Organizational commitment should **decrease the likelihood of using exit or neglect**, and **increase the likelihood of using voice and loyalty**

3.4 Forms of withdrawal

- **Withdrawal comes in 2 forms: psychological and physical**
- **Psychological withdrawal:** Actions that give a person a **mental escape** from work
 - **Daydreaming:** Employees seem to be working but are actually distracted by random thoughts or concerns
 - **Socializing:** verbal chatting about non-work topics
 - **Moonlighting:** Use work resources and time to do another job at work
 - **Looking busy:** Look like working but actually not
 - **Cyberloafing:** surfing the internet, email for personal enjoyment rather than work duties
- **Physical Withdrawal:** Actions that give a person a **physical escape** from work
 - **Tardiness:** Being late or leaving work early
 - **Taking extra long breaks**
 - **Missing meetings:** Employee neglect important work functions while away from office
 - **Absenteeism (absent):** Employees miss an entire day of work and it becomes a rhythm
 - **Quitting:** Voluntary leaving the organization
 - Either for more money, working conditions, dissatisfaction, better opp, etc
 - The organization could have done something to keep employee for several of these reasons
 - Some leave and think it out before they do, others leave impulsively
- **Independent forms model** of withdrawal, argues that the various withdrawal behaviours are **uncorrelated** with one another, **occur for different reasons**, and fulfil different needs on the part of employees → **withdrawal behaviours not related and occur for diff reasons**
- **Compensatory forms model**, argues that the various withdrawal behaviours **negatively correlate with one another**, that doing one means you're less likely to do the other → **withdrawal behaviours are not related**
- **Progression model**, argues that the various withdrawal behaviours are **positively correlated**
 - The tendency to daydream or socialize leads to the tendency to come in late or take long breaks, which leads to the tendency to be absent or quit
 - **Withdrawal behaviours are related, if doing one, most likely the other**

Trends that affect commitment

Diversity of the workforce

- As work groups become more diverse (e.g., gender, racial or ethnic origin, age), there's a danger that **minorities or older employees** will find themselves on the fringe of such networks, which potentially reduces their **affective commitment**
- Foreign born employees feel **less embedded** in their jobs due to **fewer links and less fit in the area**

The changing employee-employer relationship

- Before, employees would assume that they would work in a single organization for the rest of their lives, but now **downsizing** is a big thing → when employees are **forced** to leave the organization regardless of their previous levels of commitment
- **Psychological contracts:** reflect employees beliefs about what **they owe** the organization and what the **organization owes them**
- **Transactional contracts:** based on a narrow set of specific **monetary (financial) obligations**
- **Relational contracts:** based on a broader set of **open-ended and subjective obligations**

How can organizations foster a sense of commitment among employees?-

Strategies and initiatives that can be used to maximize commitment

- **Perceived organizational support:** reflects the degree to which employees believe that the organization values their contributions and **cares** about their well being
- Organizations can do a number of things to be **supportive, including providing adequate rewards, protecting job security, improving work conditions, and minimizing the impact of politics**
- Beyond being supportive, organizations can engage in specific **practices that target the 3 forms of commitment**
 - *Increasing bonds that link employees, salary and benefits package to create a financial need to stay, the employer can provide various training/development opportunities for employees*
- Stop withdrawal in its early stages by trying to root out the **source of the reduced commitment**

Chapter 4: Personality, Cultural Values, Ability

Personality, culture, values and ability

- Personality and cultural values are what people are **like** as individuals, ability is what **people can do** as individuals
- **Personality:** refers to the structures and tendencies (propensities) inside people that explain their characteristic patterns of **thought, emotion and behaviour**
 - Personality is a collection of multiple **traits**
 - The structures and propensities inside a person that explain his or her characteristic patterns of thought, emotion, and behaviour; **personality reflects what people are like and creates their social reputation**

- **Traits:** defined as **recurring** regularities or trends in peoples **responses to their environment** *ex: adjectives such as polite, easy going*
- **Cultural values: Shared beliefs** about desirable end states or modes of conduct in a given culture that **influence the expression of traits** → **culture influences expression of traits**
 - *ex: traditional, informal, risk averse are values that can be used to summarize a nation's culture. A responsible person in Canada may act differently than a responsible person in China*
- **Ability: Capabilities people have to perform** a range of different but related **activities**
 - Level of a given ability generally limits how much a person can improve no matter how much training
 - Relatively stable capabilities of people for performing a particular range of related activities

What are the big five factors of personality

- **The Big Five:** The five major dimensions of personality: **conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion**
- Divides people into 5 main personality types

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

In class examples

Extroversion: I am the life of the party; I don't talk a lot (reverse coded)

Conscientiousness: I get chores done right away; I often forget to put things back in their proper place (reverse coded)

Agreeableness: I sympathize with others' feelings; I am not interested in other people's problems (reverse coded)

Neuroticism: I have frequent mood swings; I am relaxed most of the time (reverse coded)

Openness to experience: I have a vivid imagination; I am not interested in abstract ideas (reverse coded)

Conscientiousness

- Being **dependable, organized, reliable, ambitious, hard-working, and persevering**
- Biggest **influence on job performance**
- Conscientious employees prioritize **accomplishment striving**

- They like to **express themselves through goals and work related tasks**
- Have a **built in desire to finish work tasks**, channel a high proportion of their efforts towards those tasks and **work harder and longer on task assignment**

Agreeableness

- Being **kind, cooperative, sympathetic, helpful, courteous, and warm**
- Prioritize **communion striving**
 - Express their personality and form relationships with others, they want to obtain **acceptance in personal relationships**
 - Focus on **getting along with people**
 - Not related to **performance across all jobs**, a high degree of agreeableness is good for jobs that require employees to be friendly *ex: nurse*
- Have strong customer service skills, less likely to use swear words, etc

Extraversion

- **Talkative, sociable, passionate, assertive, bold, and dominant**
- The easiest to judge in **zero acquaintance situations**, which are situations in which two people have only just met → can easily tell if someone is introverted or extroverted when you meet them within 5 minutes
- Not necessarily **related to performance across all jobs or occupations**
- Prioritize **status striving**
 - Express themselves in ways that help them be in power or influence in the **organization**
- Most likely to emerge as leaders, happier with jobs and life satisfaction
- Tend to be high in **positive affectivity**
 - A tendency to experience **pleasant, engaging moods** such as enthusiasm, excitement, and elation

Neuroticism

- Being **nervous, moody, emotional, insecure, jealous, and unstable**
- **Neuroticism is** the second most important in the perspective of **job performance**
- Tend to associate with **negative affectivity**
 - Extent to which people in general feel nervous, annoyed or unpleasant moods
 - Experience lower levels of job satisfaction and life satisfaction
- Tend to feel more stressful in day to day situations and are less likely to believe that they can cope with stress → **Type As**
- Strongly related to **External locus of control**: believe that events around them are driven by fate instead of their own behaviours

Openness to experience

- Being **curious, imaginative, creative, complex, refined, and sophisticated**
- *Also known as inquisitiveness or intellectualness or culture (as in high culture sense of art and music, etc)*
- Beneficial for some jobs not all
 - Jobs that are very **fluid and dynamic with changes in job demands** → benefit from high levels of openness because gives them a desire to learn new things

- Jobs that offer high levels of **creative performance**
 - People come up with new ideas, create fresh approaches to problems, or suggest innovations that can improve the workplace
- Knows when old way of doing things is outdated
- When combined with **cognitive ability**, predicts **creative performance**

Contingencies of personality - *why we behave in ways that are consistent or inconsistent with our traits*

- **Principle of situational strength:**
 - Personality variables tend to be more significant drivers of behaviour in weak situations than in strong situations
 - The degree to which a situation has **clear or strong expectations** or norms on our behaviour
 - **Strong situation:** Constrain behaviour, we are most likely to behave in ways expected of us *ex: at a mosque, church your not going to be loud*
 - **Weak situations:** Little to no constraint on behaviour, more likely to be have in ways **consistent with our traits**
- **Principal of trait activation:**
 - Personality variables tend to be more significant drivers of behaviours in situations that provide relevant cues than in situations where cues are lacking
 - Situational cues (and other factors) that can trigger certain traits; **our personality and the environment work together to predict whether we behave in ways that are in line with (or in contrast to) our traits**
 - **Environment works in ways to trigger our personalities more or in counterproductive ways to hide them**
 - *E.g., Opportunities to engage in a new and exciting project might trigger a creative person to 'spring into action' → environment triggers personality*
 - We are typically happier in work environments that provide a lot of opportunities to **'trigger our traits'** (we want to be authentic)
 - The best job performance occurs in **'high trait activating' environments**
- There are five big personality traits that we tend to measure and reflect upon in research and in practice
- Our personality traits reflect how we typically behave, but how we actually behave is complex, and dependent upon our traits and our environment
- We are typically **happiest in environments that allow us to behave in line with our personality BUT** that doesn't mean we cannot strive for success in environments that might put **pressure on us to behave in ways against our personality**

Cultural values

- The culture where we are raised in has a **strong influence** on the development of our personalities and the way our traits are expressed
- **Culture:** the **shared values, beliefs, motives, identities and interpretations** that result from common experiences of members of a **society and are transmitted across generations**
 - Explaining what we're like also has to do from where we're from

- Certain cultures tend to put a **higher value on certain traits**
 - Values important in a culture influence how people choose a course of action or evaluate themselves/other people
- **Different values that describe culture**
 - **Hofstede values** shows people in different countries prioritize different values *individualism-collectivism, power distance, uncertainty avoidance, masculinity-femininity, short term-long term orientation*

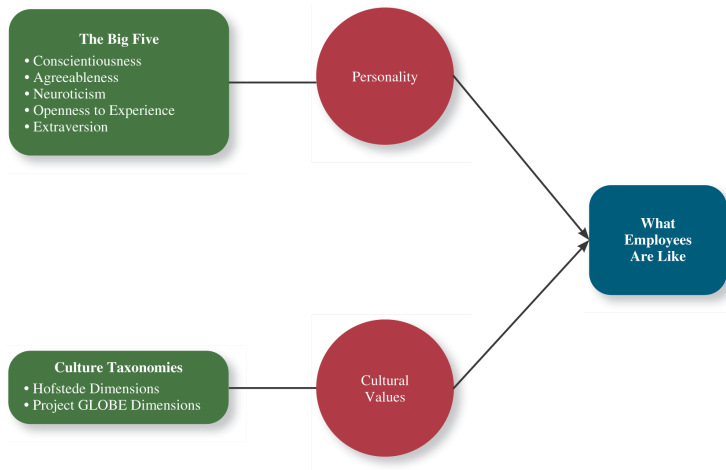
Hofstede dimensions

- **Power distance:** Does society accept **unequal balance of power**
 - Is it culture where titles such as senior partner, ceo, and status are super valuable or not as valuable
- **Individualism-collectivism:** Emphasizing group or individual
 - Degree to which people in a country prefer to act as individuals rather than as members of groups
 - Does the society emphasize the group or the individual more
- **Uncertainty avoidance:** Degree to which society tolerates risk and uncertainty
 - Is it a culture that is risk tolerant and is fine with uncertainty or do they like being more certain (non risk takers)
- **Achievement vs nurturing (masc vs fem):** Degree to which society values assertiveness and materialism
 - Is the culture more materialistic and cares about money/ goods or more empathetic and emphasizes relationships/concerns for others
- **Long-term and short-term orientations:** Goal related
 - Look at how do you value the long projection of your life and what is important
 - Long term: Values the future and do not prioritize leisure activities
 - Short term: Value past/present and believe leisure time is important

Project GLOBE dimensions

- The main purpose of GLOBE is to examine the impact of culture on the effectiveness of various leader attributes, behaviours and practices
- The research identified 9 different dimensions to summarize cultures, similar to Hofstede's
- **The added cultural values**
 - **Gender egalitarianism:** promotes gender equality
 - **Assertiveness:** values assertiveness, confrontation
 - **Future oriented:** engages in planning and investing in the future
 - **Performance orientation:** encourages and rewards members for excellence and performance
 - **Humane orientation:** encourages and rewards members for being generous
- **Individualism-collectivism** is most **relevant** to OB because collectivists exhibit **higher levels of task performance and citizenship behaviours** in work team settings, and also exhibit lower levels of counterproductive and withdrawal behaviours
- Failing to understand other cultures can result in
 - **Ethnocentrism:** A propensity to view **one's own cultural values as "right"** and those of other cultures as "wrong"

How can we describe what employees are like?



What does it mean for an employee to be “able”

- **Ability** refers to the **capabilities people have to perform a range of activities**
 - Ability is relatively ***stable*** whereas skills can be improved overtime
 - Abilities are a function of **both genes and environment**, and the amount attributable to each source depends somewhat on the nature of the ability
- **Can be grouped into 3 categories: cognitive, emotional and physical**
- **Focus on what people can do**

Cognitive ability → knowledge skilled capabilities

- **Cognitive ability:** Refers to the **capabilities** related to the acquisition and application of knowledge in **problem solving**

Types of cognitive ability

Verbal ability

- Verbal ability refers to various capabilities associated with **understanding and expressing oral and writing communication**
 - **Oral comprehension** is the ability to understand spoken words and sentences
 - **Written comprehension** is the ability to understand written words and sentences
 - Some people can be high in one and not the other
- **Oral expression** is the ability to communicate ideas by speaking
- **Written expression** is the ability to communicate ideas in writing
 - Some people can be high in one and not the other again
- Most important in jobs in which effectiveness depends **on understanding and communicating ideas and information to others**
 - *Ex: 911 dispatcher*

Quantitative ability → math related

- **Quantitative ability** refers to 2 types of mathematical capabilities: **number facility and mathematical reasoning**
 - **Number facility:** the capability to do simple **math operations**

- **Mathematical reasoning:** refers to the ability to choose and apply formulas to solve problems that involve numbers
- *Important in jobs such as stats, accounting, engineering, cash register not working for a cashier*

Reasoning ability

- Reasoning ability is actually a **diverse set** of abilities associated with **sensing and solving problems using insight, rules and logic**
- 3 reasoning abilities: **problem sensitivity, deductive reasoning and originality**
 1. **Problem sensitivity:** the ability to sense that **there's a problem right now or likely to be one in the near future** *ex: anaesthesiologist*
 2. **Deductive reasoning:** The use of general rules to solve problems, is important when people are presented with a **set facts** that need to be applied to make effective decisions *ex: a judge*
 - **Inductive reasoning:** refers to the ability to consider **several specific pieces of information** and then reach a more general conclusion *ex: detectives identifying people cause of death*
 3. **Originality:** refers to the ability to develop **clever** and novel ways to solve problems

Spatial ability

- There are 2 main types of **spatial ability**
 1. **Spatial orientation:** Having a **good understanding of where one is** in relative to other things in the environment *ex a tourist has a high spatial ability to travel without a map and have no trouble*
 2. **Visualization:** the ability to imagine **how separate things will look if they were put together in a particular way** *ex: buying clothes that go well together*

Perceptual ability

- Perceptual ability is being able to **perceive, understand, and recall patterns of information**
- **Speed and flexibility of closure:** Being able to **pick out a pattern of information quickly** in the presence of **distracting information**, even without all the information present
- **Perceptual speed:** refers to being able to **examine and compare numbers, letters and objects quickly**
 - Jobs that require sorting, proofreading of documents, etc need perceptual speed

General mental ability “the g factor”

- People who are high on verbal abilities tend to be **high on reasoning, quantitative, spatial, and perceptual abilities** whereas people who are low on **verbal abilities tend to be low on the other abilities**
- **General cognitive ability:** **Similarity in the levels of different cognitive abilities, underline or causes all of the more specific cognitive abilities**
 - The maximum intelligence we can reach whether or not we reach that potential depend on our environment, how we were raised, etc



Emotional ability

What are the types of emotional ability?

- Many believe that emotional intelligence affects social functioning
 - **Emotional intelligence:** A set of abilities related to the **understanding and use of emotions** that affect social interaction or functioning

Different types of emotional intelligence

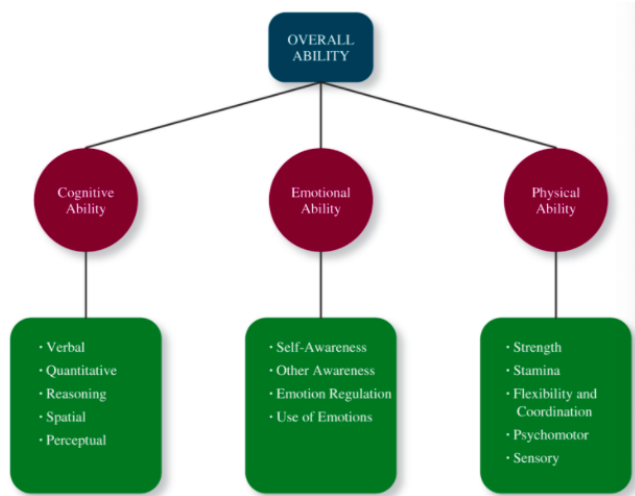
1. **Self awareness:** The ability of an individual to **understand** the types of emotions he or she is **experiencing**, the willingness to accept and express them
 - *ex: someone who is low in self awareness may not admit they are nervous to themselves*
2. **Other awareness:** A person's ability to **recognize and understand the emotions others** are feeling
 - People who are high are sensitive to others feelings and can activate the emotions people might feel in different situations
3. **Emotion regulation:** Being able to **recover quickly from emotional experiences**
 - Both **negative** (not cutting off a driver if they do it to you) and **positive** (being excited to the point you don't accomplish anything for the day)
4. **Use of emotions:** The degree to which people can **harness emotions and employ them to improve their chances of being successful** in whatever they are seeking to do
 - *Ex: encouraging or doubting yourself*

Physical Ability → ability to do things physically

1. **Strength:** The degree to which the body is capable of exerting force
 - **Static strength:** refers to the ability to **lift, push, or pull very heavy objects**
 - **Explosive strength:** the ability to **exert short bursts of energy** to move themselves or an object
 - **Dynamic strength:** refers to the ability to **exert force for a prolonged period of time** without becoming overly fatigued and giving out
2. **Stamina:** refers to the ability of a **person's lungs and circulatory system to work efficiently** while he or she is engaging in prolonged physical activity
3. **Flexibility and Coordination:**
 - **Flexibility:** refers to the ability to **bend, stretch, twist or reach**

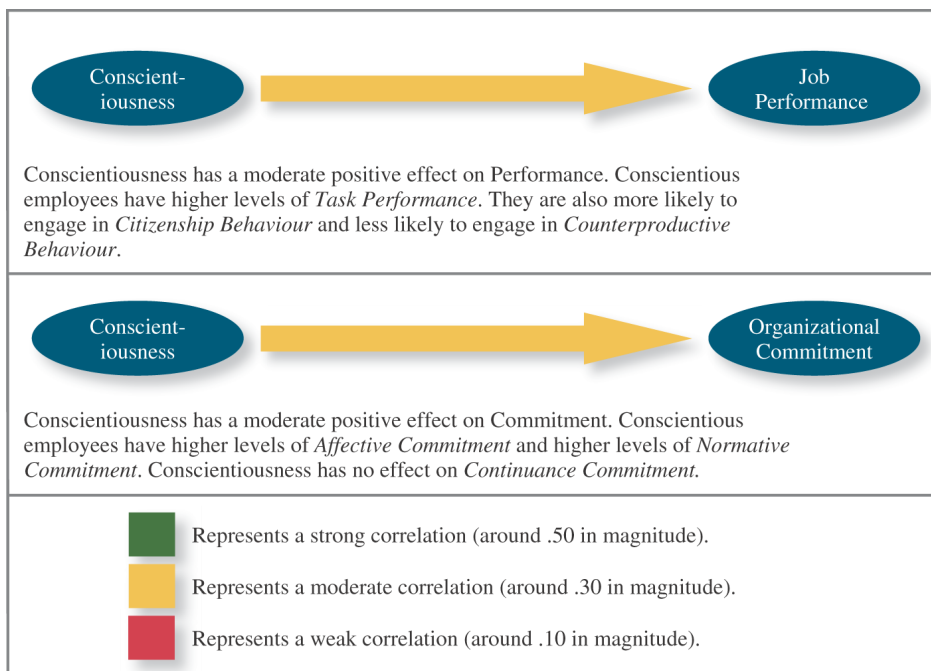
- **Extent flexibility:** flexibility where people need to work in **cramped** areas or awkward positions
 - **Dynamic flexibility:** when a job requires repeated and somewhat **quick** bends, stretches and twists
 - **Coordination:** the quality of physical movement in terms of **balance**
 - **Gross body coordination:** The ability to **synchronize** the movements of parts of the body to do something while the **whole body is in motion**
 - **Gross body equilibrium:** The ability to maintain the **balance of the body in unstable contexts or when the person has to change directions** (jumping rope)
4. **Psychomotor ability:** The capacity to manipulate and **control objects**
- **Fine manipulative abilities:** refer to the ability to keep the arms and **hands steady** while using hands to do precise work, generally on small or delicate objects (ex; making watches)
 - **Control movement abilities:** important in tasks for which people have to make different **precise adjustments using machinery** to complete the work effectively (ex: drilling)
 - **Response orientation:** the ability to choose the **right action quickly** in response to several signals
 - **Response time:** the ability reflects **how quickly an individual responds** to signalling information after it occurs
5. **Sensory ability:** The capabilities associated with **vision and hearing**
- Ability to see things up close and far away (**near and far vision**) or in low light contexts (**night vision**)
 - **Visual colour discrimination and depth perception:** the ability to perceive **colours** and judge relative distances between things accurately *ex: interior designer*
 - **Hearing sensitivity:** the capability to **hear and discriminate sounds** that vary in terms of loudness and pitch
 - **Auditory attention:** being able to **focus** on a single sound **in the presence of many other sounds**
 - **Speech recognition:** the ability to **identify and understand the speech of others**

What does it mean for an employee to be “able”

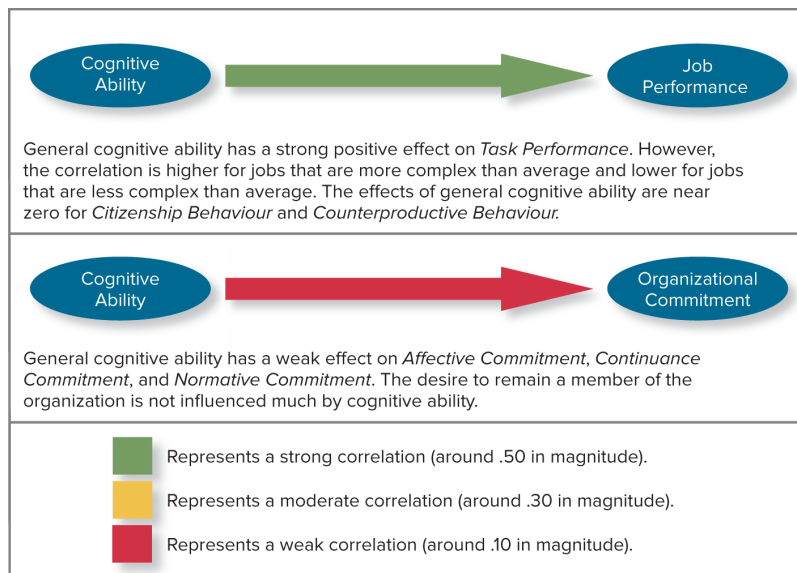


How do individual differences affect job performance and organizational commitment?

- Out of the big 5, conscientiousness has the strongest effect on **task performance and affect job performance**
 - This is because conscientiousness employees have **higher levels of motivation than other employees, more likely to set goals and commit to them**
- Conscientiousness is a key driver of **typical performance**
 - **Typical performance:** a performance in the routine conditions that surround daily job tasks
- An employees ability is a key driver of **maximum performance**
 - **Maximum performance:** Performance in brief, special circumstances that demand a person's best effort



- Conscientious employees are also **more likely to engage in citizenship behaviours**
 - Because they are **punctual**, more available to go the “extra mile”
 - They have the energy to devote to citizenship behaviours
 - Higher levels of job satisfaction and positive feelings towards citizenship
- Conscientious employees are **less likely to engage in counterproductive behaviours**
 - Have higher job satisfaction levels, less likely to rebel against organization
 - Reliable nature prevent them from violating norms
- More **committed to their organization and less likely to quit**
 - Better at managing stress, persist for a long period of time



- **Cognitive ability** is a strong predictor of **job performance, and task performance**
 - **Smarter** employees fulfil the requirements of their job descriptions more effectively than do less smart employees
 - People who have **higher general cognitive ability** tend to be better at learning and decision making
 - Cognitive ability is more correlated with **task performance** than citizenship behaviour and counterproductive behaviour

Personality and cognitive ability tests

- In interviews, it's hard to distinguish people's personalities since most of the questions are made to make the employee look good
- They are accurate with extraversion, agreeableness and openness, but not so much with neuroticism and conscientiousness
- People use personality tests to measure the big 5 personality dimensions

Wonderlic contemporary cognitive ability test

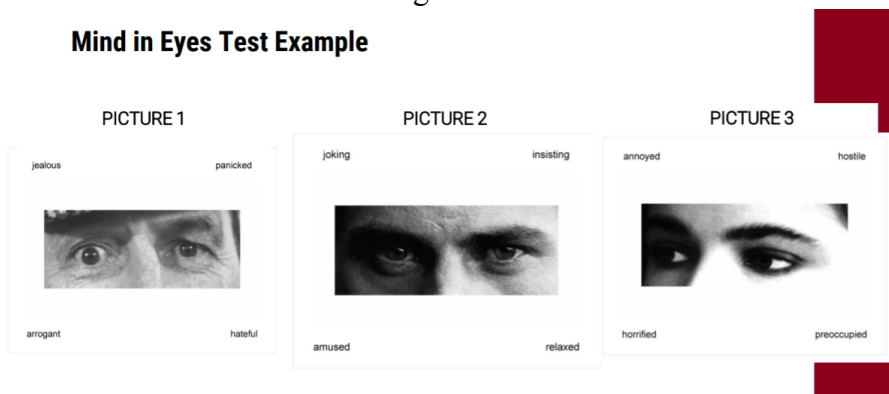
- One of the most famous **cognitive ability tests used for recruitment**
- 12 minutes time limit

- 50 questions (therefore average 14.4 seconds per question)
- Minimum scores according to Wonderlic (Table 4-6, page 108) Want them to score the following:
 - Executive = 28
 - Attorney = 29
- Captures a collection of the five dimensions of the cognitive ability
- Debate on whether NFL and wonder test are actually related

Mind in Eyes Test

- Objective test of recognition of complex emotional states in others (other -awareness)
- Small sample used to validate
- Benchmark information available
 - 36 items
 - 22-30 is an average score

Mind in Eyes Test Example



Chapter 5: Job Satisfaction

Job Satisfaction

- Job satisfaction directly affects **job performance and organizational commitment**
 - If employees are **satisfied** with their jobs and experience **positive emotions**, they may perform **their jobs better and choose to remain with the company for a long period of time**
- **Job satisfaction:** A pleasurable **emotional state** resulting from the **appraisal of one's job or job experiences**
 - **What you feel or think about your job**
 - **High job satisfaction** → **positive** feelings about their tasks
 - **Low job satisfaction** → **negative** feelings about their tasks

Why are some employees more satisfied than others?

- **Employees are satisfied when their job provides the things they value**
 - **Values:** Things people **consciously or subconsciously want to seek or attain**
 - These include *high salary, good supervisory relations independence and freedom, comfort, safety, moral, helping others, etc*

Value fulfilment

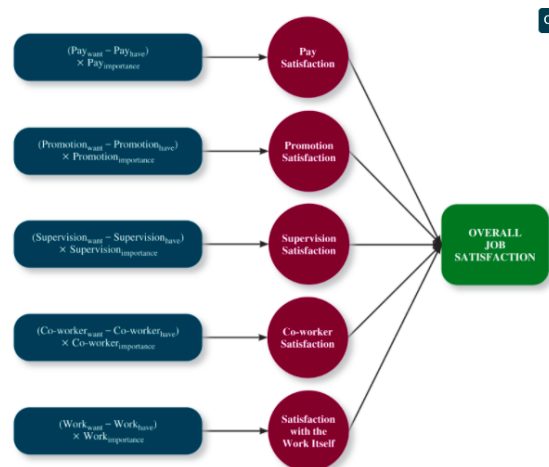
- **Value-percept theory:** Argues that **job satisfaction** depends on whether you **perceive that your job supplies the things that you value** → JS depends on if job supplies you with things you value
- **The theory equation:**

$$\text{Dissatisfaction} = (V_{\text{want}} - V_{\text{have}}) \times (V_{\text{importance}})$$

- **Value-want:** how much of a value an employee **wants**
- **Value-have:** how much of that value the job **supplies**
- **Value-importance:** how **important** the value is to the employee

What specific facets do employees consider when evaluating their job satisfaction?

- **Value-percept theory:** Suggests that people **evaluate job satisfaction according to specific facets or aspects of the job**
 - The most common aspects or facets employees consider in judging their job satisfaction are the following:
 - **Note:** In diagram, all facets include what employees want and what they already have (that their job supplies them with)



Pay satisfaction

- **Pay satisfaction:** refers to **employees' feelings about their pay**, including whether its as much as they **deserve**, **secure and adequate for both normal expenses and luxury items**
- Based on the pay employees **want** and the pay **they receive** or given to comparable colleagues

Promotion satisfaction

- **Promotion satisfaction:** refers to employees' feelings about the **company's promotion policies and their execution**, including whether **promotions are frequent, fair, and based on ability**

- Some may not want frequent promotions since its added responsibilities however many do value them since they offer growth and higher wages

Supervision satisfaction

- **Supervision satisfaction:** reflects employees' **feelings about their boss**, including whether the boss is **competent, polite, and a good communicator**
- Employees ask if their supervisors **help them attain things they value** or if **they are generally likeable**
 - The **first question** depends on whether supervisors provide **rewards** for good performance, **help** employees obtain necessary resources, and **protect** employees from unnecessary distractions
 - The **second question** depends on whether supervisors **have good** personalities, and values and beliefs similar to the employees' philosophies

Co-worker satisfaction

- **Co-worker satisfaction:** refers to **employees' feelings about their fellow employees**, including whether they are smart, responsible, helpful, fun and interesting as opposed to lazy, gossipy, unpleasant and boring
- Ask the same questions as they do about their **supervisors**

Satisfaction with the work itself

- **Satisfaction with the work itself:** reflects **employees feelings about their actual work tasks**, including whether those tasks are challenging, interesting, respected, and make use of key skills rather than being dull, repetitive and uncomfortable
- Value-percept theory suggests that employees **will be satisfied when they perceive that their job offers the pay, promotions, supervision, co-workers, and work tasks that they value**
- According to research, **satisfaction with the work itself** is the single strongest driver of overall job satisfaction
 - This is because most of the time you are **actually doing your job** and it's hard to be satisfied if you don't like what you do

Which job characteristics can create a sense of satisfaction with the work itself?

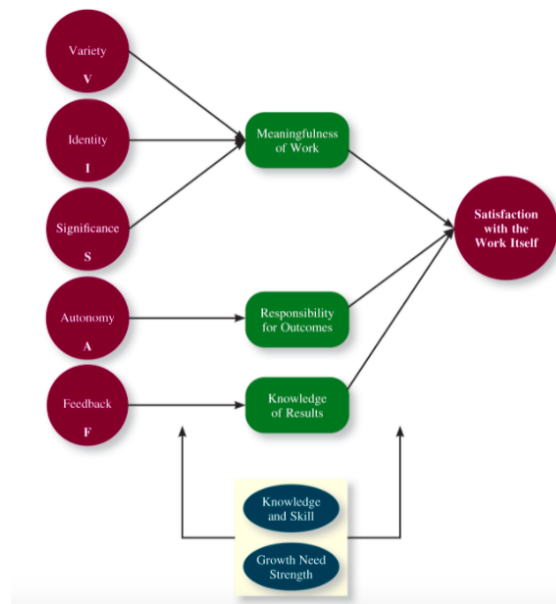
Satisfaction with the work itself

- Research suggests that **three critical psychological states make work satisfying:**
 1. **Meaningfulness of work:** The degree to which work tasks are viewed as something that counts in the **employee's system of philosophies and beliefs**
 - Trivial (**insignificant**) tasks tend to be less satisfying than tasks where employees **feel like they are helping the organization**
 2. **Responsibility of outcomes:** The degree to which employees feel like they're **key drivers** of the **quality of the unit's work**
 - Some employees feel their efforts don't matter since they have more intelligent colleagues

3. **Knowledge of results:** The extent to which employees know **how well or how bad they're doing**
- Often experience all three psychological states if you are **proud of performing a job well**

What kinds of tasks create these psychological states?

- **Job characteristics theory:** Describes the central characteristics of **intrinsically satisfying jobs**, attempts to answer this question
 - Argues that **5 core job characteristics** make work **more satisfying** and result in high levels the three states: **variety, identity, significance, autonomy, and feedback**



Variety (MOW)

- **Variety:** The degree to which the job requires a number of different activities that involve **a number of different skills and talents**
- When **variety is high**, almost **every workday is different in some way**, and job holders rarely feel a sense of monotony or repetition
- Release dopamine

Identity (MOW)

- **Identity:** the degree to which the job requires completing a whole, identifiable piece of work from **beginning to end with a visible outcome**
- When a job has **high identity**, ex: being able to start and finish a project **so employees can say "I did that"**

Significance (MOW)

- **Significance:** the degree to which the job has a substantial **impact on the lives of other people, particularly people in the world**
 - *Helps put food on the table, send kids to school, etc*

- When employees feel that their jobs are significant, they can see that **others value** what they do and they're aware that their job **has a positive impact** on the **people around them**

Autonomy (RO)

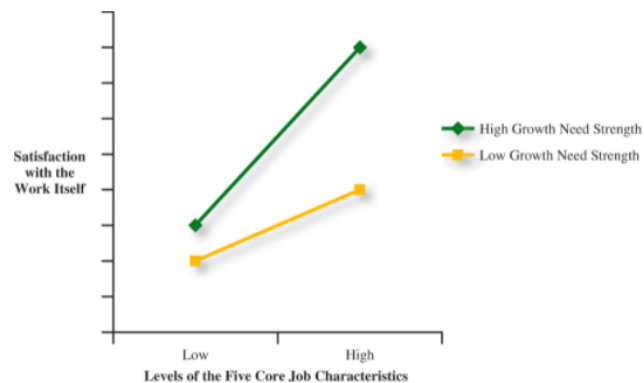
- **Autonomy**: the degree to which the job provides **freedom, independence and discretion to the individual performing the work**
- *The freedom to control hours, schedule, work activities, and procedures to complete work tasks*

Feedback (KR)

- **Feedback**: the degree to which carrying out the activities required by the job **provides the worker with clear information about how well they are performing**
- Feedback obtained **directly from the job** NOT feedback from co-workers or supervisors

Moderators

- Rather than directly affecting other variables in the diagram, **moderators influence the strength of the relationships between variables**
 - **Knowledge and skill**: The **degree to which employees have the aptitude/talent and competence needed to succeed on their job**
 - **Growth need strength**: The **degree to which employees desire to develop themselves further**
- If an employee lacks the required knowledge and skill or lacks the desire to grow, **more variety and autonomy** should **NOT increase their satisfaction**, however when they are **talented and feel a need to grow**, the **core job characteristics become even more powerful**

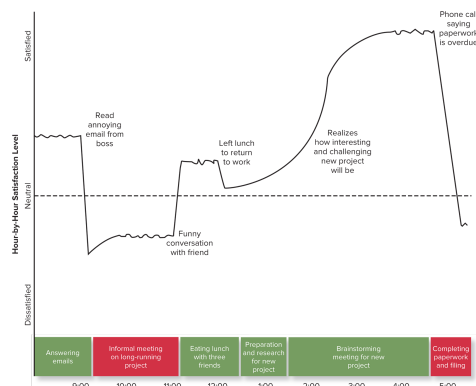


- Many organizations have employed **job characteristics theory** to help improve **satisfaction among their employees**
 - They attempt to increase the **core job characteristics levels (the 5)**
 - **Job enrichment**: When job duties and responsibilities are **expanded** to provide increased levels of **core job characteristics**
 - This can boost job **satisfaction levels**
- Employees shouldn't wait for enrichment efforts, they can engage on **job crafting**
 - **Job crafting**: When employees shape, mould and **redefine their job** in a proactive way

How is job satisfaction affected by day-to-day events?

Mood and emotions

- Each employee's **satisfaction levels fluctuate over time**, because of their **moods and emotions**
- Although an employee's job satisfaction may be **strong**, certain things can **trigger** mood changes during the day, which lead to **less or more job satisfaction** *ex: an annoying email from a boss*



What are moods and emotions, and what specific forms do they take?

- **Moods:** states of feeling that are often mild in intensity, last for an **extended period of time**, and are **not explicitly directed at or caused by anything**
 - A number of different moods we can experience in the work day. **Divided into 2 categories: pleasantness and activation**

Different kinds of moods



- Green is pleasant moods, red is unpleasant moods
- Darker colors are higher levels of activation
- Light colors are low levels of activation
- Blank are neither bad or good moods
- The most **intense positive mood** is characterized by **feeling enthusiastic, excited and elated**

- The most **intense negative mood** is characterized by **feeling hostile, nervous, and annoyed**
- The most **intense forms of positive mood** come from work activities. *There are 2 conditions critical to triggering an **intense positive mood***
 - The activity has to be **challenging** and the employee must **possess the skills needed to meet that challenge**
 - This can result in **flow**, which is a state in which **employees feel a total immersion in the task at hand**, sometimes **losing track of how much time has passed**
- **Affective events theory:** A theory that describes **how workplace events can generate emotional reactions** that impact work behaviours
 - Workplace events can **generate affective reactions** which then can go on to **influence work attitudes and behaviours**
 - *Ex: Receiving an annoying email from a boss can trigger **emotions***
- **Emotions:** Intense feelings, often lasting for a **short duration**, that are clearly directed at **someone or some circumstance**
 - These can **reduce job satisfaction** labels and can trigger spontaneous behaviours such as *counterproductive behaviour or citizenship behaviour*
 - **Positive emotions:** include joy, pride, relief, hope, love, and compassion
 - **Negative emotions:** include anger, anxiety, fear, guilt, shame, sadness, envy, and disgust
 - Just because employees feel emotions, doesn't mean they can show them especially for jobs that **require interacting with customers**
 - **Emotional labour:** The need to manage emotions to complete **job duties successfully**
 - This is because **emotional contagion** shows that **one person can catch the emotions of another person**
 - Other evidence suggests that emotional labour puts **great strain** on employees and that **their bottled-up emotions may result in angry outbursts**

How important is job satisfaction?

- Job satisfaction does predict **job performance**
- This is because **job satisfaction** is moderately correlated with **task performance**
 - Satisfied employees do a better job of fulfilling the duties described in their **job descriptions**
 - Positive feelings improve task persistence and attract more help and support from colleagues and also reduce distractions
- **Job satisfaction** also is correlated moderately with **citizenship behaviour**
 - Satisfied employees engage in more frequent “extra mile” behaviours to help their co-workers and their organization
- **Job satisfaction** has a moderate **negative** correlation with **counterproductive behaviour**
 - Satisfied employees engage in fewer intentionally destructive actions that could harm their workplace

- More satisfied less likely to participate in bad behaviour
- **Job satisfaction** also influence **organizational commitment**
 - Satisfied employees are more **likely to want to stay with the organization** (affective commitment)
 - They also feel an **obligation to remain with their firm** (normative commitment)
 - Job satisfaction is **not correlated with continuance commitment**, because it does not create a cost-based need to remain with the organization

Life Satisfaction

- **Life satisfaction:** defined as the degree to which employees feel a sense of happiness with their **lives in general**
- **Job satisfaction related to life satisfaction**
 - People feel better about their lives when they feel good about their jobs
- **Increases in job satisfaction have a stronger impact on life satisfaction** than do increases in salary or income past a certain level

What steps can organizations take to assess and manage job satisfaction?

Tracking satisfaction

- Because job satisfaction seems to be a **key driver of job performance**, organizational commitment, and life satisfaction, it's important for managers to understand just how satisfied their employees are
- Several methods **assess job satisfaction** such as **focus groups, attitude surveys, interviews**
 - Surveys are the most accurate and effective since shows **how satisfied workplace is**
 - **Job descriptive index:** A facet measure of job satisfaction that assesses an individual's satisfaction with **pay, promotion opportunities, supervision, co-workers, and the work itself (a survey)**
 - Survey as much as the company as possible
 - Keep it anonymous
 - Administered by HR or outside group
 - After data is collected, can determine if an organization is satisfied or dissatisfied by comparing score levels with neutral levels on JDI manual
 - Results should be fed back to employees so they feel involved in the process

Chapter 6: Stress

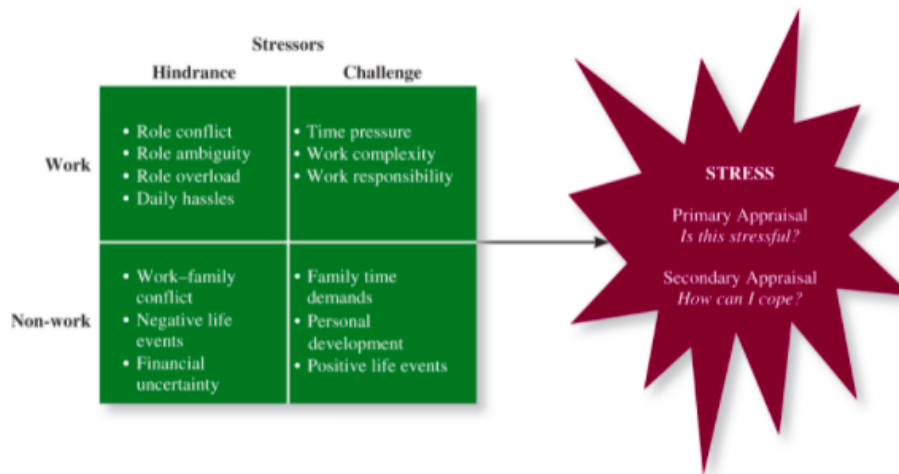
Stress

- Most stressful jobs cope with new and demanding situations
- **Stress:** defined as a **psychological response to demands** that possess certain stakes for the person and that tax or **exceed the persons' capacity or resources**
 - **Stressors:** the **demands that cause people to experience stress** → *ex: school*
 - **Strain:** the **negative consequences** that occur when demands tax or exceed a person's capacity or resources → *negative consequences that occur when you are stressed*

- People differ in terms of how they cope and evaluate stressors, so some people may **experience higher levels of stress** even when confronted with the **same situation**

Why are some employees more stressed than others?

- To fully understand stress, you must understand the **transactional theory of stress**
 - Theory explains **how stressors are perceived and how people respond to them**
- When people first encounter stressors, the process of **primary appraisal** is triggered
 - **Evaluation of whether a demand is stressful** and if it is, the implications of the stressor in terms of **personal goals and well-being**
- **Benign job demands:** Job demands that are **not** categorized to be stressful



Types of Stressors

- **Hindrances stressors:** stressful demands that people tend to **perceive as hindering their progress** towards personal accomplishments or goal attainment
 - Trigger anxiety and anger
 - *Ex: having to deal with bad customers*
- **Challenge stressors:** stressful demands that people tend to **perceive as opportunities for learning, growth, and achievement**
 - *Ex: doing tasks that may be stressful but serve as a learning experience*
 - Trigger pride and enthusiasm

Work hindrance stressors - neg work stressors

- The various roles we have at work are different types of work oriented hindrance stressors
- **Types of work related hindrance stressor**
 - **Role conflict:** conflicting **expectations that other people may have of us** *ex: police dispatchers have to stay on the phone till people are safe but also not too long due to the call demand - can't do both*
 - **Role ambiguity:** A lack of information about what **needs to be done in a role**, as well as unpredictability regarding the consequences of performance in that role
 - Not aware of the **expectations of a role**, *ex: not given instructions for a project*

- **Role overload:** occurs when the **number of demanding roles** a person holds is **so high** that the person simply cannot perform some or all of the roles effectively
- **Daily hassles:** refers to the relatively **minor day to day demands** that get in the way of accomplishing **the things we really want to accomplish**
 - *Ex: having to deal with unnecessary paperwork, useless communication*
 - Can be **time consuming and stressful**

Work challenge stressors - positive work

Types of work related stressors

- **Time pressure:** a strong sense that the amount of time you have to do a task is just not quite enough
 - Tend to be viewed as something **worth striving for** because success in meeting such demands can be **intrinsically satisfying**
- **Work complexity:** refers to the degree to which the **requirements of the work**, in terms of knowledge, skill, and abilities, tax or **exceed the capabilities of the person who is responsible for performing the work**
 - Although such learning experiences tend to be quite stressful, managers report that being **stretched beyond their capacity is well worth the associated discomfort**
- **Work responsibility:** refers to the nature of the **obligations** a person has **towards others**
 - The level of responsibility in a job is higher when the number, scope, and importance of the obligations in that job are higher
 - Can **potentially be positive**

Non-work hindrance stressors - negative non work stressors

- Stressors experienced outside of work may **have effects on employees at work**
- **Work family conflict:** a special form of role conflict in **which the demands of a work role hinder the fulfilment of the demands of a family role** (and vice versa)
 - *Can dump frustrations on family or customers*
- **Negative life events:** Events such as a **divorce or death** of a family member that tend to be appraised as a hindrance
 - Hinder the ability to achieve life goals and are associated with **negative emotions**
- **Financial uncertainty:** uncertainty with regard to **the loss of livelihood, savings, or the ability to pay expenses**

Non-work challenge stressors - positive non work

- **Family time demands:** refers to the time a **person must devote to an array of family activities and responsibilities** such as *travelling, attending social events etc.*
- **Personal development:** Participation in **formal education programs**, music lessons, sports, self education, volunteer **work**
- **Positive life events:** Addition of a family member, graduating, stressful **but associated with more positive emotions than negative**

How do people cope with stressors?

- According to the **transactional theory of stress**, after people have a stressful demand, they **experience secondary appraisal**
 - **Secondary appraisal:** Centre on the issue of how people **cope with the various stressors they face** → *what can i do? What should I do?*
- **Coping:** refers to the **behaviours and thoughts** that people use to **manage** both the stressful demands they face and the emotions associated with those stressful demands
 1. **Behavioural coping:** involves the set of **physical activities** that are used to **deal** with a stressful situation
 - *Ex: when confronted with time pressure, cope by working faster or some may choose to stay home*
 2. **Cognitive coping:** refers to the **thoughts that are involved in trying to deal with a stressful situation**
 - *Ex: a person who is confronted with time pressure might think of ways to do the task efficiently or employee might try to convince themselves these hassles are not too bad*
 3. **Problem-focused coping:** refers to **behaviours and cognitions** intended to **manage** the stressful situation itself
 - *Ex: increasing efficiency or speed*
 4. **Emotion-focused coping:** refers to the various ways in which **people manage their own emotional reactions to stressful demands**
- The coping strategy that's used impacts how **effectively people** can meet or adapt to the different stressors that they face
 - In some situations **coping using a strategy is better and others distancing from stressor may be**

TABLE 6-3 EXAMPLES OF COPING STRATEGIES

	Problem-Focused
Behavioural methods	Working harder Seeking assistance Acquiring additional resources
Cognitive methods	Strategizing Self-motivation Changing priorities

How do people choose a coping strategy?

- **Beliefs** people have about **how well a coping strategy can address different demands**
 - People are likely to **choose a coping strategy** they believe has the **highest likelihood of meeting the demand they face**
 - Also depends on if people believe they have to **what it takes to execute the coping strategy effectively**
- The degree to which people believe that a particular strategy gives them **some degree of control over the stressor**

- If people believe that a demand can be addressed by a **problem focused strategy and have confidence in it**, they will use it. If not, most likely will use an **emotional focused coping strategy**
 - People are less likely to feel control over a stressor when it is related to hindrance rather than a challenge

The Experience of Strain

How exactly does stress cause strain?

- Body has a set of responses that allow it to adapt and function effectively in the face of stressful demands, but if the stressful demands do not ramp down or the demands occur too frequently, the body's adaptive responses **become toxic**
- These negative consequences come in 3 forms: **physiological strains, psychological strains and behaviour strains**



Physiological strains

- Reactions from stressors that **harm the human body**
 1. Stressors reduce the effectiveness of the body's immune system making it harder to fight off **illness and infection**
 2. Stressors can **harm the cardiovascular system** and increase blood pressure
 3. Stressors can **cause problems** in the musculoskeletal system and cause headaches
 4. Stressors can **cause gastrointestinal system problems** like stomach aches, indigestion, diarrhea and constipation
- The negative physiological effects of stress persist **over time and may not show up until far into the future**

Psychological strains

- **Psychological strain:** the results from stressors include **depression, anxiety, anger, hostility, inability to think clearly or memory loss**
- **Burnout:** emotional, mental, and physical **exhaustion that results from having to cope with stressful demands on an ongoing basis**

Behaviour strains

- **Behaviour strains:** patterns of negative behaviours associated with other strains- **grinding teeth, being bossy, overuse of alcohol**

Accounting for Individuals in the Stress Process

- How people differ in terms of how they **react to stressful demands**

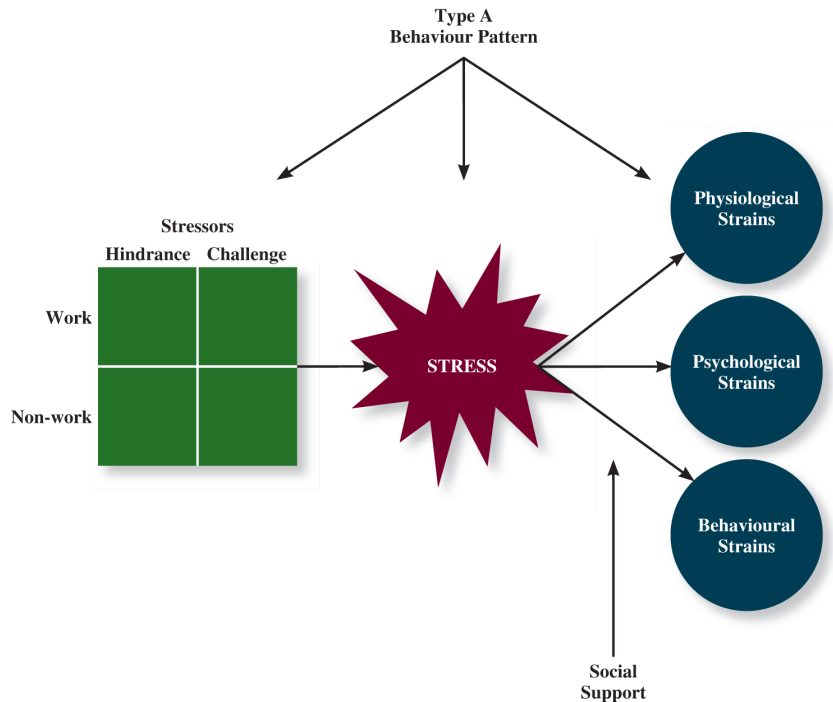
Type A vs B

- **Type A Behaviour Pattern:** People have a **strong sense of time urgency** and tend to be **impatient, hard driving, controlling, aggressive, hostile**
 - Walk, talk, eat at a quick pace or annoyed by people easily, most likely Type A Behaviour
 - **Hard-driving and competitive**
 - Most important in OB since it **influences stressors, stress and strains**
 1. Has a direct influence on the level of stressors a person confronts → more prone to **interpersonal conflict**
 2. Influences the stress process itself → more likely to **appraise demands as being stressful than benign**
 3. Has been directly linked to **coronary heart disease and other strains**
- **Type B Behaviour Pattern:** generally **patient, relaxed, easygoing, and at times lacking an overriding sense of urgency**

Social support

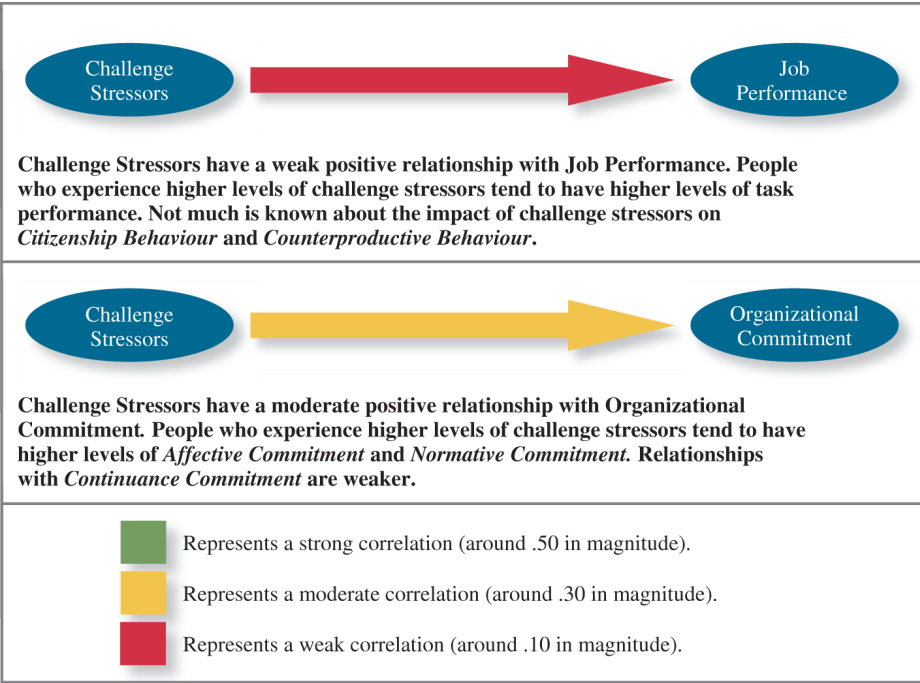
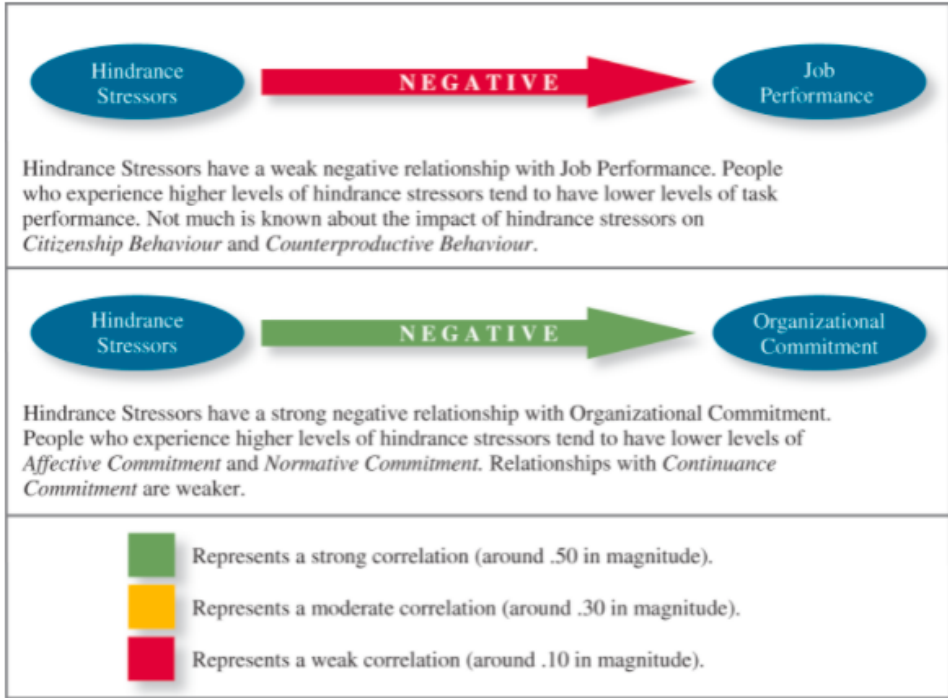
- **Social support:** a factor that refers to the help people receive support when they are stressed
 - **Instrumental support:** the help people receive that can be used to address the stressful **demands directly** → **helping**
 - *Ex: a co-worker helping you when you are stressed*
 - **Emotional support:** the help people receive in addressing the **emotional distress that accompanies stressful demands** *ex: from family, supervisor* → emotional support
- High levels of social support provide a person with resources **useful for coping with the stressor**, which reduces the **harmful consequences of the stressor on the individual**
- Whereas with **low levels of social support**, the person does **not have extra coping resources available**, so the stressor tends to have **effects that are more harmful**

Why are some employees more stressed than others?



How Important is Stress?

- *How do stressors have an impact on job performance and organizational commitment?*
 - **Hindrance stressor has a negative relationship with job performance**
 - Hindrance stressors result in **strains and negative emotions** that reduce the overall level of physical, cognitive, and emotional energy that people could otherwise bring to their job duties
 - **Hindrance stressors have a strong negative relationship with organizational commitment**
 - This is because hindrance stressors cause **strains** which are dissatisfying to people and because satisfaction has an impact on how committed employees are to the organization, **people who work at jobs who cause them an excessive amount of stressors are more likely to quit**
- **Challenge stressors have a weak relationship with job performance and a moderate relationship with organizational commitment**
 - Employees who experience higher levels of challenge stressors also tend to have **higher levels of normative and affective commitment**
 - Although they cause strains, they tend to **trigger positive emotions** and problem focus coping strategies, which outweigh the added strain



Stress Management

What steps can organizations take to manage employee stress?

- **Assessment:** assess the levels and **sources of stress in the workplace**
 - Can use a **stress audit**, which is an assessment of the sources of stress in the workplace

- **Reducing stress:** Once a stress audit reveals stress may be a problem, **next step is to consider courses of action**
 - Can implement **job share**, where people share a single job
 - **Employee sabbaticals**, which are time off from work to engage in an alternative activity
- **Providing resources:** Organization can provide employees with resources to **help them cope with stressful demands**
 - **Training interventions:** Practices that increase employees' competencies and skills
 - **Supportive practices:** Ways in which organizations help employees manage and balance their demands *ex: flexible hours, work from home, etc*
- **Reducing strains:** Calming activities to reduce strains
 - **Relaxation techniques:** taking walks, writing in a journal, ect
 - **Cognitive behaviour techniques:** Various practices that help workers cope with life's stressors in a rational manner
 - People who exaggerate stressful demands and believe they are doomed
 - Self talk with them to show it isn't so tough, you can do it
 - **Health and wellness programs :** Employee assistance programs that help workers with personal problems such as alcoholism and other addictions

Chapter 7: Motivation

What is motivation?

- **Motivation:** A set of energetic forces that determine the **direction, intensity and persistence of an employee's work effort**
 - *Direction:* Are you working on what you should be working on?
 - *Intensity:* Are you working hard or hardly working?
 - *Persistence:* Will you keep working even when things get tough? Till you are done?...etc.
- **Effective job performance** requires high levels of **ability and motivation**
- *A set of distinct forces make up motivation*
 - A set of internal and external forces within an employee such as confidence or incentives
- Demonstrates how hard an employee works, **the intensity and for how long**
- **Organizations are always looking to motivate employees**
 - **Engagement:** high levels on intensity and persistence in work effort
 - *Engaged* employees invest themselves and all their energy into their jobs
 - **Low levels of engagement** can be contagious, crossing from one employee to another

Motivation Broadly

- **Extrinsic Motivation:** Motivation derived by some **external** contingency that depends on performance
 - *E.g., pay, bonuses, rewards, a bigger office, public recognition, bragging rights*
- **Intrinsic Motivation:** Performing the task is its **own reward**

- *E.g., enjoyment, a sense of accomplishment*

Why are some employees more motivated than others?

Expectancy Theory

- **Assumption:** Assumes people are motivated to act if they believe their actions will result in certain desired outcomes
- Describes the **cognitive process** that employees go through to make decisions regarding **voluntary responses**
 - *Should I waste my time or work on my assignments?*
- Our choices depend on 3 specific beliefs: **expectancy, instrumentality, and valence**

What three beliefs help determine work effort, according to expectancy theory?

Expectancy

- **Expectancy:** Represents the belief that if employees exert a high level of effort, they will perform well
 - **A specific amount of effort will result in a specific level of performance**
- *Factors that shape our expectancy for a particular task:*
 - **Self efficacy:** The belief that a person has the **capabilities** needed to succeed
 - People who feel more “efficacious”, have **more self confidence and will** exert higher levels of effort
 - People with low self efficacy, believe that they do not have the capabilities to succeed at something and will exert low levels of effort

How to build self-efficacy at something?

- **Past accomplishments:** every time do well, give confidence to keep on doing it even better
- **Vicarious experiences:** seeing others do well, can help SE within ourselves
- **Verbal persuasion:** Other people telling us to do it and giving us the confidence
- **Emotional cues:** Seeing in others that they think we are performing well

Ex: If a student believes no matter how much they study, they wont score well, they wont out any effort and have low expectancy

How to facilitate employees' expectancy:

- Employees need the ‘tools’ to believe they can perform well
- Employees have right training and development
- Building their self-efficacy such as through encouragement
- Providing them with the resources they need
- Maintaining clear performance metrics can help support expectancy belief because employees know how they need to perform to be a good performer

Instrumentality

- Represents the belief that successful performance will result in **some outcome or outcomes**
 - **If employees perform well, their performance will result in some sort out outcome**

- Something is “instrumental” when it helps attain something else *ex: reading a textbook is instrumental for getting a good grade*
- Many employees do not receive high levels of instrumentality in their workplace

Ex: If a teacher will never give an A, and your expected outcome is to get an A, you will reduce effort and this is low instrumentality

How to facilitate employees’ instrumentality:

- Employees need clear and consistent rewards and ‘punishments’

Valence

- Reflects the anticipated **value of the outcomes associated with performance**
 - **Believe the outcome they get will be satisfying or valuable in some way**
- Can be positive (I would prefer having this outcome) or negative (I would prefer to not have this outcome) or zero
 - **Positive valences** include salary increases, bonuses, informal rewards
 - **Negative valences** include disciplinary actions, demotions, terminations
- *What exactly makes some outcomes more “positively valenced” than others?*
 - Outcomes are deemed more attractive when **they help satisfy needs**
 - **Needs:** cognitive groupings or clusters of outcomes that are viewed as having critical psychological or physiological consequences
 - Employees value different things, need to figure out what **employees value to enhance valence**

COMMONLY STUDIED NEEDS IN OB

Need Label	Alternative Labels	Description
Existence	Physiological, safety	The need for the food, shelter, safety, and protection required for human existence
Relatedness	Love, belongingness	The need to create and maintain lasting, positive interpersonal relationships
Control	Autonomy, responsibility	The need to be able to predict and control one’s future
Esteem	Self-regard, growth	The need to hold a high evaluation of oneself and to feel effective and respected by others
Meaning	Self-actualization	The need to perform tasks that one cares about and that appeal to one’s ideals and sense of purpose

- **Extrinsic motivation:** motivation controlled by some contingency that depends on task performance *ex: pay, bonuses*
- **Intrinsic motivation:** motivation felt when task performance serves as its own reward *ex: enjoyment, interestingness, and personal expression, are self-generated*
- Extrinsic and intrinsic together represent **total motivation level**

TABLE 7-2 EXTRINSIC AND INTRINSIC OUTCOMES

Extrinsic Outcomes	Intrinsic Outcomes
Pay	Enjoyment
Bonuses	Interestingness
Promotions	Accomplishment
Benefits and perks	Knowledge gain
Spot awards	Skill development

- Different employees emphasize different needs
 - The attractiveness of rewards varies across culture *ex: giving a gift card may be insulting to someone from China*
 - Employees underestimate how powerful a motivator pay is to them
 - People usually put pay in fifth or sixth place, but research shows financial incentives have a strong impact on motivation
 - This is because money can help satisfy existence needs by helping **employees buy food, afford a house, and save for retirement**
 - People differ in how they view the **meaning of money**
 - The degree to which they view money as symbolic, not just economical value

Motivational Force

- According to the expectancy theory, the direct of effort is dictated by **expectancy, instrumentality, and valence**
- The total motivational force can be described as the following formula:

$$\text{Motivational Force} = E \rightarrow P \times \Sigma[(P \rightarrow O) \times V]$$

- The sum symbol shows that instrumentalities and valences are judged with various outcomes and motivation increases as successful performance is linked to more attractive outcomes
- Motivation force equals zero → It doesn't matter how confident you are if performance doesn't result in any outcomes

Goal setting theory

- **How hard you will work and for how long**
- Assumptions
 - Humans are rational, take pride in their accomplishments
 - Goals are the **primary drivers of motivation**, however in order for goals to be successful, they need to be designed well
 - A well designed goal is specific and difficult

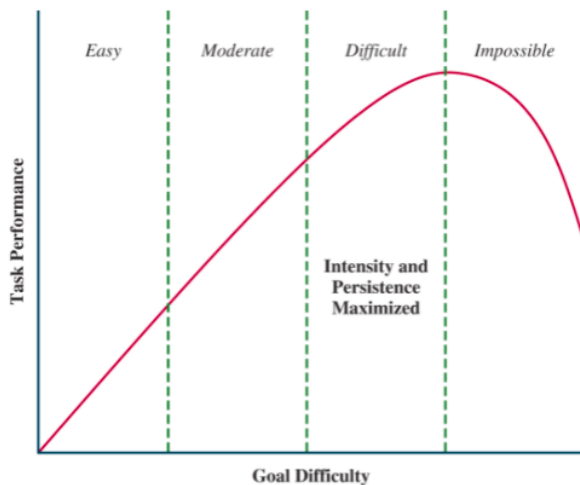
What 2 qualities make goals strong predictors of task performance, according to the goal setting theory?

- **Goal setting theory:** views goals as the **primary drivers** of the intensity and persistence of effort

- The theory argues that assigning employees **specific and difficult goals** will result in **higher levels of performance** than easy goals or do your best goals
 - **Specific and difficult goals:** Goals that stretch an employee to perform at his or her maximum level while still staying **within the boundaries of his or her ability**
 - Goals can **enhance intrinsic motivation**, but also work best when **combined with extrinsic motivation source**
 - This gives people a measurement of how long they need to work for and how hard

What's a difficult goal?

- Relationship between **goal difficulty and task performance**
- When goals are easy, there is no reason to work hard, so task effort is low
- When goals are moderate to **difficult**, need to work hard, **so effort is maximized** ←
- At some point, the limits of a person's ability get reached, and self-efficacy begins to diminish (goals move from difficult to impossible), effort and performance decline



- To motivate someone using this approach, people must first have their own **self set goals** which they use to monitor their own task progress **which drive motivation and behaviour**
 - **Self set goals:** The **internalized goals** that people use to monitor their own progress
- Goal setting works well when the assigned goal alters the personal goals, if assigned goals can't change internal goals, motivation and performance will be unaffected

Moderators

- Moderators affect the strength of the relationships between variables
- **Feedback:** updating an employee on **their progress towards a goal**
- **Task complexity:** reflects how **complicated** the information and actions involved in a task are, and how much the **task changes**
- **Goal commitment:** the degree to which a person accepts a goal and is determined to try to reach it
 - When goal commitment is **high**, assigning difficult goals will have benefits for task performance, when it is low, those effects will be much weaker

Additional notes

- Tend to work best when
 - Given progress feedback
 - Applied to simple rather than complex tasks
 - Employees are already have some intrinsically committed to the goal
 - Employees have a voice and some autonomy is helping establish goals

Negative effects of goal setting theory

- **Goals can be too narrow:**
 - We have a tendency to ignore 'non goals'
 - When we do try to expand set of goal directed behavior, if forced to choose we tend to choose easier rather than harder goals
- **When goals are too challenging (and rewards or stakes are high)**
 - Motivates risk-taking and unethical behavior
 - Can lead to dissatisfaction / reduce intrinsic motivations
- Goals can impede/reduce learning and cooperation
 - So focused on the end result that we forget to take moments to learn the process
 - If individual goals impede or do not require cooperation (often important in organizations)

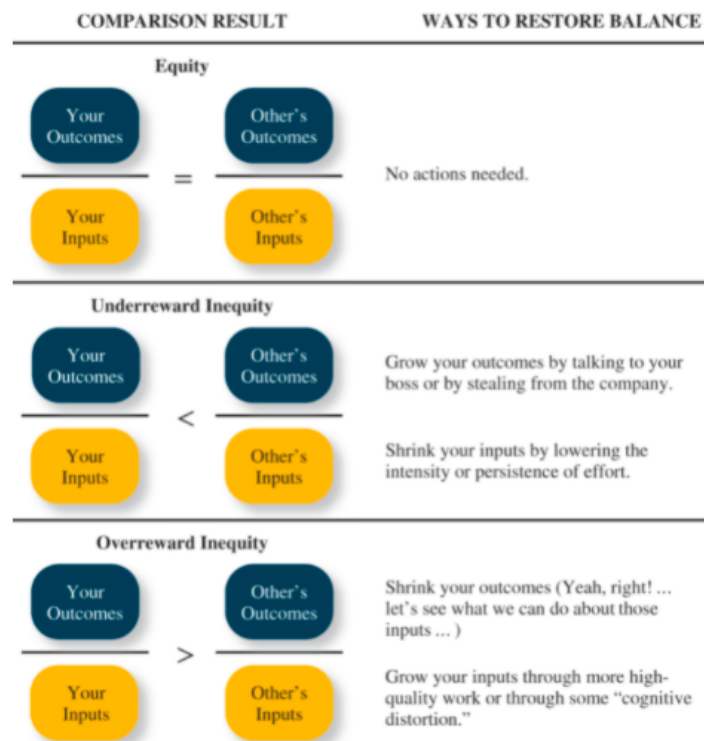
Equity theory

- **Equity theory:** acknowledges that motivation doesn't just depend on your own beliefs and circumstances **but also on what happens to other people**

Assumptions:

- Suggest that employees create a **mental ledger** of the outcomes or rewards they get from job duties and the inputs they bring into their job duties
- Then people compare this ratio to others outcomes to inours ratio
- When the ratio isn't equal it results in **equity distress** : An internal sense of tension that results from being **either over or under rewarded based on what others are receiving**
 - Which when employees are upset because they **are receiving less or more than others in the same position as them**
- Equity theory argues that you compare your ratio of outcomes and inputs to the ratio of some **comparison other**
 - This can be coworkers, people with similar jobs, etc
 - *Three general possibilities that can result*
 1. **First ratio of outcomes to inputs is balanced between you and your comparison other** → feel a sense of equity and are likely to be persistence with your effort
 - People have no equity distress and believe they are getting what they put in
 2. **Second ratio of outcomes is your ratio of outcomes to inputs is less than your comparison other's ratio** → an imbalance in ratios triggers equity distress

- **Underrewarded:** People believe they are not receiving as much outcome, putting more efforts and getting same in return as colleagues or putting same effort but getting less than colleagues
 - Change your inputs to restore balance ex: worker harder
3. **Third ratio outcomes to inputs is more than your comparison other's ratio**
- **Overrewarded:** Feel guilty or anxious. Getting more in return than others. Equity distress again but this time guilt
 - Change your outcomes to restore balance ex: taking less money or increase inputs in some way
 - **Cognitive distortion:** restore balance mentally, without altering your behaviour in any way ex: change comparison other or realize sources of efforts didn't notice before



What is psychological empowerment, and what four beliefs determine empowerment levels?

Psychological empowerment

- Psychological empowerment reflects an **energy rooted in the belief that work tasks contribute to some larger purpose and that we have the skills and abilities to do what we need to do**
 - Represents a form of **intrinsic motivation**
 - Employees need to believe the work tasks they do contribute to some larger purpose

- Models of psychological empowerment argue that a similar set of concepts can make work tasks intrinsically motivating: **self determination, meaningfulness, competence and impact**
 1. **Meaningfulness:** captures the **value** of a work goal or purpose, relative to a person's own ideals and passions
 - **Nature of work contributes to a person's own ideals and values**
 - When the task is relevant to a meaningful purpose, it becomes easier to concentrate on it and more exciting
 - Working on tasks that are not meaningful bring emptiness and detachment because need to mentally force yourself to complete it
 2. **Self determination:** reflects a **sense of choice in the initiation and continuation of work tasks**
 - Employees with high self determination can choose which tasks to work on and how long to pursue them
 - Strong driver of intrinsic motivation, because it allows employees to pursue activities that they themselves find meaningful and interesting
 3. **Competence:** captures a person's belief in his or her **capability to perform work tasks successfully**
 - Identical to self efficiency; employees with a **strong sense of competence believe they can execute the behaviours needed to achieve success**
 4. **Impact:** reflects the sense that a **person's actions make a difference** and that progress is being made towards **fulfilling some importance purpose**
 - Work actions make a difference for others
 - Employees can attain a deeper sense of impact by building the collaborative relationships needed to speed task progress and initiating their own celebrations

How important is Motivation

- Linking job performance and organizational commitment to motivation
- The motivating force with the **strongest performance effect is self-efficacy/competence**, because people who feel a sense of internal self-confidence tend to outperform those who doubt their capabilities
 - Difficult goals are the second most powerful motivating force
 - Perceptions of equity have a weaker effect on task performance
- Employees who feel a sense of equity on the job are more likely to engage in citizenship behaviours, particularly when those behaviours aid the organization, less likely to engage in counterproductive behaviour
- the psychological and physical forms of withdrawal that characterize less committed employees are themselves evidence of low levels of motivation

How do organizations use compensation practices to increase employee motivation?

- Organizations use a multiple of elements to compensate their employees

Summary

- Motivation is defined as a set of energetic forces that determine the direction, intensity, and persistence of our work effort

- At a very basic level, can be divided into extrinsic and intrinsic sources, and various theories have been developed to appeal to one or both of these basic notions of motivation
- Expectancy theory is the belief that employees make choices regarding their behavior, and will perform well when they believe (1) they can and (2) their performance will result in valued outcomes/rewards
- Goal Setting Theory argues that goals are the primary drivers of motivation (although research has shown that pairing goals with rewards further increases motivation); BUT one must be cautious of how goals and rewards are applied in organizations
- Equity Theory says that our motivation is not just driven by our own rewards but how our rewards compare to others' rewards for the same behavior
- Psychological Empowerment focuses on how to increase intrinsic motivation