

Chapter 1

Goals of OB: Predict how people behave;

Explain why behavior like this;

Manage behavior according to P.

Management: Accomplish goals / task / obj through others;

Prediction & Explanation;

Positive workplace & employee well-being.

Psycho capacity: Self-Efficacy: How confident ur to succeed;

based on curr level of skills to pred how far we'll go; e.g.: believe I can good at other SWs;

Feel more optimistic about able to complete.

Optimism = ur attribution about pos events.

Post and future internal attribution.

Hope: Gives the reason for hard-working.

When need, use multi-ways to achieve goals.

Resilience: Ability to stand up after fails and

try new way to success when face challenge.

To give u resources to improve & develop urself in workplace full of uncertainties especially. Feel the pos, develop the pos.

Chapter 2: Personality

Five factors model: OCEAN (Fig. #)

Person-Situation Debate: person behave like this is either because its personality, or the situation it's in.

Dispositional approach: Focus on individual's mood / attitude /

personality; People is engaging in the environment bc that is part of its personality.

Situational approach: People behave bc they're in situation.

Interactionist: Based on people's intelligence about what the situation are (strong or weak), based both personality & situation.

Combination of first two approach.

Self-awareness: How well u know urself.

Intrapersonal: self-control, self-esteem (How u like urself).

Attitudes towards authority (pos to follow rules or not).

Interpersonal: self-control, self-monitoring (behave more socially appropriate), social skills (good story teller, fit in new situ).

Learning

Classical conditioning: Give a condition to affect behavior.

Operant: People learn to operant to achieve certain consequences.

Pos/neg reinforcement, extinction / punishment.

Observational learning: observe, imitate, learn.

6. Management concerns:

- Diversity: local and global
- Employee health and well-being
- Talent management and employee engagement
- Corporate social responsibility (CSR)

8. Psychological Capital (PsyCap)

- Self-efficacy: one's confidence to take on and put in the necessary effort to succeed at challenging tasks.

- Hope: Persevering toward one's goals, and when necessary making changes and using multiple pathways to achieve one's goals.

- Optimism: involves making internal attributions about positive events in the present future and external attributions about negative events.

- Resilience: One's ability to bounce back or rebound from adversity and setbacks to attain success.

3. Five-Factor Personality Model:

- (Personality) PRISM: practical, responsive, introverted, strong-minded, mellow
- OCEAN: open, conscientious, extraverted, agreeable, nervous

Chapter 3 - Perception & Bias & Discriminations

Perception: How we see people / understand info / society etc.

a Perceiver is observing Target by influences of situations and past experiences, to make a perception.

Microexpressions: Express of our feel/emotions.

Social identity theory: How we perceive about ourselves.

Personal: Unique personal characteristics (interest, traits, etc.).

Social: Who we think we are, which group we think we belong.

Implicit personality theory: Stereotypes, fundamental attribution error (we over emphasize to try to separate person from situation)

(e.g.: only see prof in campus, try to use this emphasize prof's personal life), actor-observer effect (people tend to take adv. of their pos outcomes of their behaviors), serving bias (mining the responsibilities of neg outcome for myself), selective perception (we can't judge based on limited info).

Discrimination: an exclusion of preference that based on some of the characteristics of a person that impact their rights.

Intentional & Unintentional: Based on stereotypes.

Reasonable accommodation: require based on human rights by employer, employer accept and treat them with respect & dignity.

If discrimination occur in workplace, it must be legally defencable.

Company must has solid reason of not hiring certain people.

Undue hardship: Action requiring significant difficulty / expense.

BFOR: Bona Fide Occupational Requirement. (e.g.: Taxi driver must can see in order to drive).

Chapter 4: Values

Job Satisfaction & Determinants: How these two affect each other.

Discrepancy: use the difference between ur expectations and outcomes.

Individual's internal comparisons (output vs input)

Fairness: We compare with other people / jobs.

external comparisons.

Disposition: Personalities may determine more or less dissatisfaction with our jobs regardless the variation of our perceptions on Discrepancies or fairness.

Emotions & moods: Effect job satisfaction through Emotion Contagion and Regulation. Emotion Regulation is need during job (Emotional labour).

Organizational Commitment: u regard urself as part of the organization (affectionate); u stay bc u have to stay

(Continuance commitment); If u think advocate to stay, and u think u should stay in this organization (Normative).

7. Self-awareness:

- Making observations of thoughts & behaviors
- Scales & Questionnaires: reliable, valid, structured scales
- Comparing observations with external sources: context matters (professional, social, intimate)
- Learn from results

- Does the person engage in the behaviour regularly and consistently? (Consistency cues).
- Do most people engage in the behaviour, or is it unique to this person? (Consensus cues).
- Does the person engage in the behaviour in many situations, or is it distinctive to one situation? (Distinctiveness cues).

9. Self-Esteem:

- Self-esteem is an aspect of emotional stability
 - Emotional stability (Neuroticism): calm, angry, anxious, worried, guilt-ridden, nervous
- The degree to which a person has a positive self-evaluation.
- People with high self-esteem have favorable self-images.
 - People make more fulfilling career decisions and have high satisfaction and job performance.
- People with low self-esteem have unfavorable self-images.
 - Events tend to be more susceptible to external influences than those who have high self-esteem.
 - Events and people in organizations have more impact on the beliefs and actions of employees with low self-esteem.
 - Employees react badly to negative feedback, which lowers subsequent performance

10. Personality and OB:

- Positive affectivity: People who are high on positive affectivity (PA) experience positive emotions and moods and view the world in a positive light.
- Negative affectivity: People who are high on negative affectivity (NA) experience negative emotions and moods and view the world in a negative light.
- Proactive personality:
 - A stable personal disposition that reflects a tendency to take personal initiative across a range of activities and situations and to be changed in one's environment.
- General self-efficacy:
 - Motivational trait
 - General trait that refers to an individual's belief in his or her ability to perform successfully in a variety of challenging situations.

16. reinforcement:

- Positive reinforcement:
 - The application or addition of a stimulus that increases or maintains the probability of some behavior.
 - The reinforcer is dependent or contingent on the occurrence of some desired behavior.
 - Whether or not sth is a positive reinforcer depends on whether it increases or maintains the occurrence of some behavior by its application.
- Negative reinforcement:
 - The removal of a stimulus from a situation that increases or maintains the probability of some behavior
 - Occurs when a response prevents some event or stimulus from occurring

18. Reducing the Probability of Behaviour

- Sometimes learned behaviors are detrimental to the operation of an organization and they need to be reduced or eliminated.
- Two strategies that can reduce the probability of learned behavior:
 - Extinction: the gradual dissipation of behavior following the termination of reinforcement
 - Punishment: the application of an aversive stimulus following unwanted behavior to decrease the probability of that behavior.
 - Problem using punishment: only indicates what is not appropriate, and provokes a strong emotional reaction from the punished individual.

OCEAN

Openness

Curious and open-minded to new experiences and knowledge.
People who rate high in openness are inventive and curious.
People who rate low in openness are consistent and cautious.
If you rate high in openness, you love to be challenged. Make sure you have creative outlets to express yourself.

Conscientiousness

Conscientiousness describes how organized and dependable people are.
People who rank high in conscientiousness are efficient and organized.
People who rank low in conscientiousness are more laid-back.
If you rate high in conscientiousness, you respect your desire to have a plan. But don't get too frustrated with people who are not organized. You can't blame them for not being organized; it just doesn't come as naturally.

Extraversion

Extraversion describes how you interact with people.
People who rank high in extraversion are outgoing and energetic.
People who rank low in extraversion are more solitary and reserved.
If you rate low in extraversion, be sure not to force yourself to try being extroverted. Honour your introversion. You never want to try being something or someone you are not.

Agreeableness

Agreeableness is how you feel toward others.
People who rate high in agreeableness are friendly and compassionate.
People who rate low in agreeableness are more analytical and detached.
If you rate low in agreeableness, empathy doesn't come as naturally to you. So, your partner might say things such as, 'Don't you understand me?' or 'Why didn't you get me?' That's okay. Know that you must make more mental effort to put yourself in their shoes.

Neuroticism (opposite to emotional stability)

Neuroticism is how you deal with emotions.

People who rate high in neuroticism are sensitive and tend to be more nervous.

People who rate low in neuroticism tend to be more secure and stable.

If you rate high in neuroticism, you have to know your triggers-what makes you worry? And your calmers-what helps you calm down? So you can be more in control of your moods.

6. Locus of control:

- A set of beliefs about whether one's behavior is controlled mainly by internal or external factors.
- Internals believe that the opportunity to control their own behavior resides within themselves.
- Externals believe that external forces determine their behavior.

There are three very different types of organizational commitment:

- Affective commitment - Commitment based on a person's identification and involvement with an organization.
- Continuance commitment - Commitment based on the costs that would be incurred in leaving an organization or a lack of suitable job alternatives.
- Normative commitment - Commitment based on ideology or a feeling of obligation to an organization.

4

BASIC BIASES IN PERSON PERCEPTION

- The impressions we form of others are susceptible to a number of perceptual biases:
 - Primacy and recency effects** - The reliance on early cues or first impressions is known as the primacy effect. The tendency for a perceiver to rely on recent cues or last impressions is known as the recency effect.
 - Reliance on central traits** - Central traits are personal characteristics of a target person that are of particular interest to a perceiver.
 - Implicit personality theories** - Personal theories that people have about which personality characteristics go together.
 - Projection** - The tendency for perceivers to attribute their own thoughts and feelings to others.
 - Stereotyping** - The tendency to generalize about people in a social category and ignore variations among them.

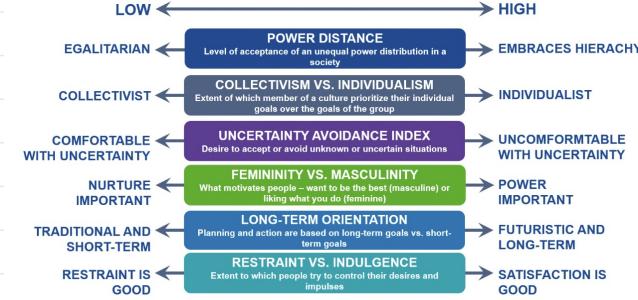
Past paper:

- Job satisfaction: a collection of attitudes (good/bad) that people have about their jobs' overall satisfaction.
- Job satisfaction facets: different aspects that indicate job satisfaction.
 - facet satisfaction: one sentence from the case represents the attitude regarding the job
 - Analysis of the 'terms' that occur in this sentence: e.g. work itself, benefits, career opportunities, supervisors, org policies, working cond', etc.
- Discussion of determinants: Discrepancy, fairness, affect (moods and emotions), dispositions (Personality)
- Values: equity, fairness, respect, challenge, integrity, appreciation, etc.
- Behavioural impact: belief, value attitude, behavior
- Discussing type and prohibited ground:
 - Discriminatory policies or practices
 - Sexual harassment
 - Intimidation
 - Mockery and insult
 - Exclusion
 - incivility
- Intentional discrimination: An employer may treat an employee differently bc they do not belong to a protected class. E.g.: encouraging gender-based and racial slurs about specific races constitutes intentional discrimination.
- Unintentional discrimination: an organization may have some hiring policies where only applicants with a specific level of experience are accepted. In this case, it discriminates against recent graduates.
- OCEAN
 - Openness: imagination, feelings, actions, ideas
 - Conscientiousness: competence, self-discipline, thoughtfulness, goal-driven
 - Extroversion: social, assertiveness, emotional expression
 - Agreeableness: cooperative, trustworthy, good-natured
 - Neuroticism (emotional stability): unstable emotions.
- Increase positive work environments = psy cap
- Illustration of operant learning to skill development:
 - introduction/elimination of stimulus
 - increase/decrease the probability of desired behaviors
 - Lead into positive reinforcement, negative reinforcement, punishment, extinction

- Psychological Capital (PsyCap)
 - Self-efficacy: one's confidence to take on and put in the necessary effort to succeed at challenging tasks.
 - Hope: Persevering toward one's goals, and when necessary making changes and using multiple pathways to achieve one's goals.
 - Optimism: involves making internal attributions about positive events in the present future and external attributions about negative events.
 - Resilience: One's ability to bounce back or rebound from adversity and setbacks to attain success.

- How do people learn:
 - Operant learning theory
 - Controlled by the consequences that follow it
 - It is the connection between the behavior and the consequence that is learned
 - Used to increase the probability of desired behaviors and to reduce or eliminate the probability of undesirable behaviors.
 - Social cognitive theory
 - Emphasizes the role of cognitive processes in regulating people's behavior
 - People learn by observing the behavior of others

HOFSTEDE'S STUDY (dimension of culture):



HOFSTEDE'S STUDY

- Geert Hofstede discovered four+ basic dimensions along which work-related values differed across cultures:
 - Power distance**
 - Unequal distribution of power is accepted by society members.
 - Individualism/collectivism**
 - Individualistic societies stress independence, individual initiative, and privacy.
 - Collective cultures favour interdependence and loyalty to family or clan.
 - Masculinity/femininity**
 - Masculine cultures differentiate gender roles, support the dominance of men, and stress economic performance.
 - Feminine cultures accept fluid gender roles, stress sexual equality, and stress quality of life.
 - Uncertainty avoidance**
 - Level of comfort with uncertain and ambiguous situations.
 - Time Orientation**
 - Long-term Orientation emphasizes thrift, persistence, and the future.
 - Short-term Orientation emphasizes the here and now.
 - Indulgence**
 - The extent to which people control their desires and impulses

2. Personality and Organizational Behavior: person-situation debate

- The dispositional approach:
 - Focuses on individual dispositions (one's mood or attitude) and personality.
 - Individuals possess stable traits or characteristics that influence their attitudes and behaviors.
 - Individuals are predisposed to behave in certain ways.
- The situational approach:
 - Characteristics of the organizational setting such as rewards and punishment influence people's feelings, attitudes, and behavior.
 - Many studies have shown that job satisfaction and other work-related attitudes are largely determined by situational factors such as the characteristics of work tasks.
 - In weak situations, roles are loosely defined, there are few rules and weak reinforcement and punishment contingencies. Personality has the strongest effect in weak situations.
 - In strong situations, the roles, rules, and contingencies are more defined.
 - Personality has less of an impact in strong situations.
- The interactionist approach:
 - OB is a function of both dispositions and the situation.
 - To predict and understand organizational behavior, we need to know something about an individual's personality and the work setting.
 - The interactionist approach is the most widely accepted perspective within OB.
 - Some personality characteristics are useful in certain organizational situations.
 - There is no one best personality.
 - Managers need to appreciate the advantages of employee diversity.

Interpersonal Skills

Social skills

- Put oneself in the place of another person and try to understand what the person expects in an interaction

- Able to read others accurately
- Make favorable first impressions
- Adapt to a wide range of social situations
- Be persuasive

Self-control

- Stay focused on the other person's expectation
- Impulse control: Delay gratification
- Persistence (Conscientiousness)
- Low risk seeking (for self and other)
- Ability to Control emotions

Self-monitoring

- Incorporate information about other person's expectations in one's subsequent behavior
- The extent to which people observe and regulate how they appear and behave in social settings and relationships.
- Low: behave according to their own inner states
- High: behave according to the social situation

Personality

- A person's tendency toward thinking, behaving and feeling in consistent ways across different types of situations & across time
 - Approach to interaction (Behaviour)
 - Approach to perception/processing (Thinking)
 - Approach to interpreting and reacting (Feeling)

Personality Trait: (Big Five Dimensions of Personality)

- Openness:** imagination, feelings, actions, ideas
 - Low: Practical, conventional, routine oriented
 - High: curious, wide variety of interests, independent
- Conscientiousness:** competence, self-discipline, thoughtfulness, goal-driven
 - Low: impulsive, careless, disorganized
 - High: hardworking, dependable, organized
- Extroversion:** social, assertiveness, emotional expression
 - Low: Quite, reserved, withdrawn
 - High: outgoing, warm, seeks adventure
- Agreeableness:** cooperative, trustworthy, good-natured
 - Low: critical, uncooperative suspicious
 - High: helpful, trusting, empathetic
- Neuroticism** [emotional stability]: unstable emotions
 - Low: calm, even-tempered, secure
 - High: anxious, unhappy, prone to negative emotions

Organizational errors involving reinforcement

- Rewards** not made contingent on some specific desired behavior.
- Failing** to appreciate individual differences in preferences for reinforcers.
- Neglecting** important sources of reinforcement
 - such as those administered by co-workers or intrinsic to the job.
- Ignoring** performance feedback and social recognition as important reinforcers.

Lynne (Kaixin) Liu
Student # 1007656083
JRE420

Chapter 6: Motivation at work

Definition: aligns team member goals with company objectives so team members feel more motivated and included at work.

Management by objectives characteristics:

Elaborate Goal-setting; Organizational Objectives - diffusion; Specific goals at individual level; Governs interaction between Managers and Employees.

The Five-Step MBO Process: Set Organizational Objectives -> Cascade objectives to employees -> monitor -> evaluate performance -> reward performance -> 1st element

MBO manager-employee interactions:

Goal Setting: meetings to set goals align with employee objectives (e.g. job performance&personal development).

Check in: periodic meetings monitoring.

Appraisal meeting: evaluate the extent that the agreed objectives achieved.

Repeat: MBO cycle is repeated.

cons: Lack of commitment from top management; An overemphasis on measurable objectives at the expense of more qualitative objectives; Excessive short-term orientation; Performance review becomes an exercise in browbeating or punishing employees for failure to achieve objectives.

pros: Increases team productivity; improve team communication; personalizes team member objectives.

Wage incentives from theories:

Need: Pay can satisfy lower-level needs as well as social, self-esteem, and self-actualization needs so it should have good potential as a motivator. **Expectancy:** if pay can satisfy a variety of needs, it should be highly valent, and it should be a good motivator to the extent that it is clearly tied to performance.

Pay for performance: what kind of behavior is this promoting? what kind of positive/negative behavior? ans both ways.

cons: Lowered quality: higher productivity, low quality; Differential opportunity: A threat to the establishment of wage incentives exists when workers have differential opportunities to produce at a high level; reduce cooperation; incompatible job design; restriction of productivity.

Pay Plans to motivate teamwork:

Profit sharing: Return company profit -> cash bonus or a retirement supplement. **Employee stock ownership plans (ESOPs):** employee own a set amount of company shares, a stake in company.

Gainsharing: group pay incentive plan based on productivity or performance improvement over

which the workforce has some control. (reduction in the cost of caps)

Skill-based pay: paid based on num of job skills. (motivate to learn)

Job design: the structure, content, and configuration of a person's work tasks and roles; attempt to capitalize on intrinsic motivation; **goal** is to identify the char that make some task more motivating than others, to capture these char in the design.

Job scope: the breadth and depth of a job. Breadth: # of different activities performed on the job; Depth: the degree of discretion or control the worker has over how these tasks are performed. great b and d are high-scope jobs. **changing job scope:** Stretch assignments: provide challenge opportunities to broaden skills by working on a variety of tasks with new responsibilities; job rotation; job enrichment: increase motivating potential of jobs via the arrangement of their core job char; job enlargement: increase b by giving more tasks to perform at the same level.

Chapter 7: Groups & Teamwork

Stages of group development:

Forming (learn about each other), storming (challange each other), norming (conflict resolve, appreciate strength, respect for authority), performing (working as one), adjourning (done, move onto new)

Group structure: group norms, roles, status, cohesiveness, size, diversity.

Group size and performance:

Additive tasks: dependence on sum of performance of individual (increase); **Disjunctive tasks:** performance of the best group member (increase); **conjunctive tasks:** performance of the poorest group member (decrease as size increase).

Roles: Assigned/Emergent roles.

Role ambiguity: exist when the goals of one's job or the methods of performing it are unclear.

Role conflict: exist when an individual is faced with incompatible role expectations. Leads to job dissatisfaction, stress reactions, lowered organizational commitment, turnover intentions. **prevent by:** avoiding self-contradictory messages; conferring with other role senders; being sensitive to multiple role demands; fitting the right person to the right role.

group cohesiveness: more participation in group activities, more conformity to group norms, more success, less variation in productivity among members. Def: the degree to which a group is especially attractive to its members; critical emergent property; how attractive the team is to its members. **Factors:** threat and

competition, success, member diversity, group size, toughness of initiation.

Social Loafing: The tendency to withhold physical or intellectual effort when performing a group task. **forms:** free rider effect, sucker effect (lower their effort bc feeling others are free rider).

Counteracting SL: make individual performance more visible, interesting work, increase feelings of indispensability, increase performance feedback, reward group performance.

Principles for effectiveness: composition, autonomy, rules and procedures, leadership.

Virtual team: **pros:** around-the-clock work, reduced travel time and cost, larger talent pool; **cons:** trust, miscommunication, isolation, high costs, management issues.

Chapter 8: Leadership

Trait theory: characteristics; leaders are born; personality traits, social traits, physical characteristics. **cons:** difficult to determine whether traits make the leader or whether the opportunity for leadership produces the traits; leader behaviors have a greater impact on leadership effectiveness than leader traits.

Transactional Leadership: managing based on exchange relationship with employee: leaders clarify the link between employee goals and performance.

Transformational Leadership: provides followers with a new vision that instills true commitment. **motivation:** increase employees' awareness of the importance of tasks; make aware of their needs for personal growth; motivative employees to work for the good of the organization. **4 dimensions:** idealized influence(role model); individual consideration(individual needs); inspirational motivation(intrinsic motivation); intellectual stimulation(challenging assumptions).

Situational/contingency theories: how context matters to effect the leadership.

Path-goal theory: a leader's job to help employees achieve their work goals and in so doing achieve organizational goals. **leader should:** determine employee goals; desired outcomes contingent on performance; inform employee of required performance to receive outcomes. **leader behavior styles:** directive (shows how to do tasks when difficult/ambiguous task); supportive(shows concern when under stress/need support/dissatisfying task); participative(consults with subordinates when individuals need to buy into decisions); achievement-oriented(sets challenging goals when individuals like challenges) **situation factors:** Employee characteristics (ability level,

authoritarianism locus of control), environmental factors (task structure, work group, authority system); **follower goals /employee output:** Satisfaction, rewards, benefits.

Emerging theories: leadership behaviors:

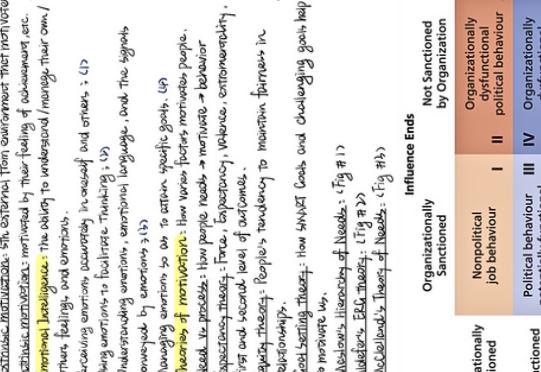
Authentic: self-awareness; relational transparency; balanced processing; internalized moral perspective; **Empowering:** enable power to be shared; leaders value participation and autonomy in decision making; provide ...in decision making to followers; **Servant:** a genuine concern to serve others and a motivation to lead; serve first and lead second; **Ethical:** demonstration of appropriate conduct (personal actions, interpersonal relationships), promotion of conduct (using two-way communication, reinforcement, decision-making)

Ethical leadership behaviors: modeled on normative behavior, set&follow ethical standards, bear onus of rewarding&disciplining others for adherence, consider the ethical consequences of decisions, care about others, seek to do the right thing personally and professionally.

Unethical leadership: illegal and violate moral standards; **typical vice:** self-serving, arrogance, masked intentions, lies and cheat

Pseudo-Transformational leadership: self-centered & manipulate followers for their own goals; **influence:** idealized influence, individualized consideration, inspirational motivation, intellectual stimulation

Abusive leadership: hostile and nonverbal behaviors, lasts as long as employment relationship, rooted in power dynamic; **why occur:** leader's experience of injustice, cyclic, target those (weak, vulnerable, willing to defend themselves)



Chapter 11: Decision making

Types of problems: well structured: clear existing state and desired state; repetitive and familiar problems. Responses are programmable; using rules operating procedures; ill-structured: unclear existing and desired state; unique and unusual problems; complex and involve a high degree of uncertainty; arouse controversy and conflict.

Rational decision making: bounded rationality: a decision strategy that relies on limited information; Perfect rationality: a decision strategy that is completely informed, perfectly logical and oriented toward economic gain.

Cognitive bias: tendencies to acquire and process information in a party way that is prone to error.

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

sunk costs: permanent losses of resources incurred as a result of a decision.

Escalation of commitment: the tender to invest additional resources in an apparent failing course of action: the tender to invest additional resources in an apparent failing course of action.

Hindsight: the tendency to review the decision-making process that was used to find what was done right or wrong.

Decision-making individual vs group

Advantages: group: more vigilant, more ideas, evaluate ideas better; Decision acceptance and commitment diffusion of responsibility; Group better when: Differ in member relevant skills and abilities; division of labor; memory for facts; individual judgments can be combined by weighting them to reflect the expertise of the various members.

Disadvantage: group(time; conflict; domination; groupthink)

Prevent groupthink: avoid exerting undue pressure; establish norms and encourage responsible dissent; bring outside experts to challenge the group's view.

Chapter 12: power, politics, ethics

Power types/bases: legitimate: from position/job, formal authority and level in hierarchy, socialized to accept its influence; reward: from ability to provide positive and prevent negative outcomes; anyone can use this kind of influence by praising, complimenting; coercive: from use of punishment & threat; anyone can engage in coercion; ineffective & provoke resistance; referent: from being well-liked by others; friendly interpersonal relations cause influence to go beyond org & legitimate, reward, coercive power; expert: from having special information/ interpersonal relations cause influence to go

beyond org & legitimate, reward, coercive power; expert: from having special information/ expertise that is valued; associated with employee effectiveness.

doing the right things: extraordinary(excellent performance in unusual activities(new role, manage big changes, take risk)), visible(no power generated power if no one know; activities must be visible to others and publicized), relevant (people have to care; activities must be relevant to the solutions)

Politics: the pursuit of self-interest in an organization, whether or not this self-interest corresponds to organizational goals

Facets of political skills: social astuteness(careful observers tuned into others' needs & motives) interpersonal influence(convincing, persuasive & flexibly to needs of the situation) apparent sincerity(comes across as genuine and exhibits high integrity) networking ability(establish good relations with key org members to goals)

Ethics: moral principles that govern a person's or a group's behavior.

Causes of unethical behavior: gain, role conflict, strong organizational identification, competition, personality, organizational and industry culture.

Steps for making ethical decisions: identify the ethical issue; list the facts that have the most bearing on the decision; identify anyone who might be affected by your decision and how; explain what each affected person would want you to do about the issue; list 3 alternative actions and identify the best and the worst-case scenario for each alternative; determine a course of action.

Stakeholders: people inside or outside of an organization who have the potential to be affected by organizational decisions.

Ethical Dilemmas: honest communication, fair treatment, special consideration, fair competition, responsibility to organization, corporate social responsibility, respect for law.

Chapter 13: Conflict and Stress

Conflict: a process that occurs when one frustrates the goal attainment of another. Often involves antagonistic attitude and behaviors.

Factors: group identification and intergroup bias, interference, difference in power, status, and culture.

Types: Relationship conflict: interpersonal tensions among individuals. Task conflict: concerns disagreement about the nature of work to be done. Process conflict: Disagreement about how work should be organized. Disagreement about responsibility, authority, resource allocation.

Five styles of dealing with conflict:

Avoiding: low assertiveness of one's own interest and low cooperation with the other party.

Provides short-term stress reduction but no change. **Accommodating:** one cooperates with the other party while not asserting one's own interest. If seen as sign of weakness, bad for future. **Competing:** maximizes assertiveness for your own position and minimizes cooperative responses. Tend to frame the conflict in win-lost terms. **Compromise:** combines intermediate levels of assertiveness and cooperation. Does not result in the most creative response to conflict. **Collaborate:** maximize both assertiveness and cooperation. Attempt for an integrative agreement that fully satisfies the interests of both parties.

Constructive conflict: to promote good decisions and positive org changes.

Stress: psychological reaction to the demands inherent in a stressor that makes a person feel tense or anxious.

Stressor: the environmental events or conditions that have the potential to induce stress.

Stress reaction: behavioral, psychological, and physiological consequences of stress. Some are passive responses; some are active attempts.

Stress&personality

Locus of Control: externals are more likely to feel anxious. Internals are more likely to confront stressors directly.

Type A behavior pattern: includes aggressiveness, ambitiousness, competitiveness, hostility, impatience, and a sense of time urgency.

Negative affectivity: propensity to view the world in a negative light. Tend to be pessimistic and downbeat.

Stressor

Executive and managerial stressors: role overload, heavy responsibility.

Operative-level stressors: poor physical working conditions, poor job design.

Boundary role stressors: roles are required to interact with other orgs or the public. Role conflict, emotional labor.

General Stressors: conflict, work-family conflict, job insecurity, role ambiguity, techno-stressors, sexual harassment.

Job demands-resource model: high job resources->work engagement, high job demand exhaust employees.

Negotiation and Organizational change

Lewin's 3-step process

Cause: environment changes must be matched by organizational changes; the internal environment; required some modification of

routines and processes

Resistance: Causes: politics & self-interest; low individual tolerance for change; lack of trust; different assessments of the situation; strong emotions; strong organizational identification; a resistant organizational culture.

Sources: ind: economic insecurity, fear of unknown, threats to social relationships, habit; org: structural inertia; work group inertia; threats to existing balance of power; previously unsuccessful change efforts. (below are other)

Learning organization: the process through which an organization acquires, develops, and transfers knowledge throughout organization

Methods: knowledge acquisition; Knowledge development;

Key dimensions: Vision/support; Culture; Learning systems/dynamics; knowledge management.

8 steps to successful change: Establish a sense of urgency; Create a guiding coalition; Develop a clear shared vision; Communicate the vision; Empower people to act on the vision; Create short-term wins; Consolidate & build on the gains; Institutionalize the change

Techniques of organizational development: (Survey feedback approach; total quality management; team building; re-engineering)

Negotiation

Prepare: research; avoid price; negotiation basics: a conflict of needs and desires; a better deal; expect a "give and take" process; plan: win-win outcomes

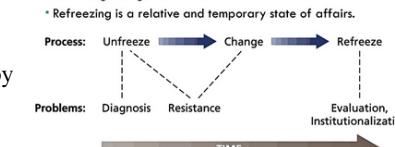
Acknowledge: (After receiving offer: convey gratitude & interest; to review and respond; NOT negotiate

Plan: ZOPA; expand the pie; BATNA; strategies

Negotiate: positions; integrative approach; success



1. Unfreezing
 - Recognizing need for change
 - Crises are especially likely to stimulate unfreezing.
2. Changing
 - Implementing planned change
3. Refreezing
 - Accepting newly changed state
 - The effectiveness of the change is examined and the desirability of extending change further can be considered.
 - Refreezing is a relative and temporary state of affairs.



C1: Management and Organizational Behavior

1. **Manager:** An individual who achieves goals through other people.
2. **Organization:** A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals.

3. Work of manager

- Planning: A process that includes defining goals, establishing strategy, and developing plans to coordinate activities.
- Organizing: Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
- Leading: A function that includes motivating employees, directing others, selecting the most effective communication channels, and resolving conflicts.
- Controlling: Monitoring activities to ensure that they are being accomplished as planned and correcting any significant deviations.

4. Management roles

- Interpersonal Roles: Communicate with upper heads and employees
 - Figurehead: Symbolic head
 - Leader: Motivate and direct the employees
 - Liaison: Maintains a network of outside contacts who provide favors and info
- Informational Roles: Gather data and analyze the situation
 - Monitor: Nerve center of internal and external information of the organization.
 - Disseminator: Transmits info from outsiders to insiders.
 - Spokesperson: Transmits info from insiders to outsiders.
- Decisional Roles: Make decisions.
 - Entrepreneur: Searches for opportunities and initiates projects to bring about change.
 - Disturbance handler: Correct actions when the organization faces important, unexpected disturbances.
 - Resource allocator: Makes or approves significant organizational decisions.
 - Negotiator: Representing the organizational decisions.

5. Management Skills

- Technical skills: The ability to apply specialized knowledge or expertise.
- Human skills: The ability to work with, understand, and motivate other people, both individually and in groups.
- Conceptual skills: Mental ability to analyze and diagnose complex situations.

6. Effective versus Successful Managerial Activities

- Traditional management: Decision making, planning, controlling
- Communication: Exchange routine info, process paperwork

- Human resources management: motivating, disciplining, managing conflict, staffing, training
- Networking: Socializing, politicking, interacting with outsiders
- The different percentages for a different manager
 - Avg.: Max communication, Min networking
 - Succ.: Max networking, Min HR
 - Effec.: Max communication, Min networking

7. Organizational Behavior: Investigates the impact that individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness.

8. Complementing Intuition with Systematic Study

- Systematic study: Looking at relationships, attempting to attribute causes and effects, and drawing conclusions based on scientific evidence.
- Evidence-based management (EBM): Basing managerial decisions on the best available scientific evidence.

9. Big data

- Current usage: predicting events, detecting how much risk is incurred at any time, preventing catastrophes.
- Limitations: Use evidence. Big data is to help, to develop your intuition.

10. Disciplines contribute to OB: Psychology, Social psychology, Sociology, Anthropology

11. Contingency variables: Situational factors that moderate the relationship between the independent and dependent variables.

12. Challenges and Opportunities of OB concepts

- **Responding to economic pressure:**
 - Tough time: effective management
 - Good time: understand how to reward, satisfy, retain employees
 - Bad time: issues occur (stress, decision making, coping)
- **Responding to globalization:**
 - Increased Foreign Assignments
 - Working with People from Different Cultures
 - Overseeing Movement of Jobs to Countries with Low-Cost Labor
 - Adapting to Differing Cultural and Regulatory Norms (cultural intelligence)
- **Managing workforce diversity**
- **Improving customer service** (customer-responsive culture for service employees)
- **Improving people skills**
- **Working in networked organizations**
- **Using social media at work** (accessing social media at work, impact on employee well-being)
- **Enhancing employee well-being at work**
 - Sleeping hours
 - Lifestyles of families have changed

- Job security, employee priority
- **Creating a positive work environment**
 - Positive organizational scholarship: studies how organizations develop human strengths, foster vitality, and resilience, and unlock potential.
- **Improving ethical behavior**
 - Ethical dilemmas and ethical choices
 - Managers create an ethically healthy climate

13. Outcome

- **Attitudes and Stress**
 - Attitudes: the evaluations employees make
 - Stress: in response to environmental pressures
- **Task performance**
- **Organizational Citizenship Behavior (OCB)**: Discretionary behavior that contributes to the psychological and social environment of the workplace.
- **Withdraw behavior**: employees take action to separate themselves from the organization.
- **Group cohesion**: “how strong the glue is”
- **Group functioning**: The quantity and quality of a group’s work output.
 - quantity: how good are you producing
 - quality: how much are you producing
- **Productivity: The combination of the effectiveness and efficiency of an organization.**
 - Effectiveness: the degree to which an organization meets the needs of its customers.
 - Efficiency: the degree to which an organization can achieve its ends at a low cost.
- **Survival**: “Do you have the ability to continue to operate in long term”

Implications for Managers

-
1. Resist the inclination to rely on generalizations.
 2. Use metrics and situational variables to explain cause-and-effect relationships.
 3. Use interpersonal skills to increase your leadership potential.
 4. Improve technical skills and conceptual skills through training and staying current with OB trends.

C2: Diversity in Organizations

1. Levels of Diversity

- Surface-level diversity: gender, race, ethnicity, age, disability
- Deep-level diversity: values, personality, work preference

2. Discrimination: note a difference between things.

3. **Stereotype threat:** the degree to which we agree internally with the generally negative stereotype perceptions of our groups. (resolving by treating employees as individuals, not highlight group differences)

4. Biographical Characteristics

- Age
 - Turnover and absenteeism rates are lower among older workers
 - Age is not associated with lower productivity
- Sex
- Race and Ethnicity
- Disabilities
 - Receive higher performance evaluations, but may have lower performance expectations
- Hidden Disabilities
 - Sensory disabilities, chronic illness or pain, cognitive or learning impairments, sleep disorders, psychological challenges.
- Tenure
 - Positively related to job performance
- Religion
- Sexual Orientation and Gender Identity
 - LGBTQ
- Cultural Identity

5. Ability

- **Intellectual abilities:** The capacity to do mental activities.
 - General mental ability (GMA)
- **Physical abilities:** The capacity to do tasks demanding stamina, dexterity, strength, and similar characteristics.

6. Diversity management: the process and programs by which managers make everyone more aware of and sensitive to the needs and differences of others.

- Attracting, selecting, developing, and retaining diverse employees
 - Target recruiting
 - Working toward recruiting less-hired groups
- Diversity in groups
- Expatriate Adjustment
 - Select employees for international assignments who are capable of adjusting quickly, ensure they have the support they need for their assignment
- Effective diversity programs
 - Tech for equal employment opportunity

- Foster personal development practices that bring out the skills and abilities of everyone

Implications for Managers

1. Understand organization's anti-discrimination policies, share them with employees
2. Assess and challenge your own stereotype beliefs to increase your objectivity
3. Before make management decisions, consider about individual's capabilities and look at their biographical characteristics
4. A fair but individualistic approach yields the best performance.

C3: Attitudes and Job Satisfaction

1. Attitudes: reflect how we feel about something.

- Cognitive: opinion or belief segment of an attitude. (the thing is...)
- Affective: emotional or feeling segment of an attitude. (I think...)
- Behavioral: intention to behave in a certain way toward someone or something. (I want to do...)

2. Cognitive dissonance: Any incompatibility between two or more attitudes or between behavior and attitudes.

3. Moderating variables

- Attitude's importance
- Correspondence to behavior
- Accessibility
- Presence of social pressures
- Direct experience (makes the attitude-behavior relationship stronger)

4. Major job attitudes

- Job Satisfaction, Job involvement
 - *Psychological empowerment*: belief in the degree of influence over one's job, competence, job meaningfulness, autonomy.
- Organizational commitment
 - Create a sense of organizational loyalty for employees
- Perceived Organizational Support (POS): Degree to which employees believe the organization values their contribution and cares about their well-being.
 - Higher when rewards are fair
 - Important in lower power distance countries
- Employee Engagement: An employee's involvement with, satisfaction with, and enthusiasm for the work he or she does.

5. Job satisfaction

• Causes

- Job conditions
- Personality
 - ~core self-evaluation (CSE): Believing in one's inner worth and basic competence. (pos CSE, higher job satisfaction)
- Pay (negative related)
- Corporate Social Responsibility (CSR): An organization's self-regulated actions to benefit society or the environment beyond what is required by law.

• Outcomes

- *Job Performance*: Happy – productive
- *Organizational Citizenship Behavior (OCB)*: more satisfy – more likely to engage in OCB
- *Customer Satisfaction*: more satisfy, higher customer satisfaction and loyalty.

- *Life Satisfaction*: job satisfaction positively correlated with life satisfaction.
- Measure
 - Single global rating
 - Summation of job facets

6. The impact of job dissatisfaction

- Exit: leave the company
- Voice: verbal, feelings, discussion
- Loyalty: Job satisfaction, trust the company
- Neglect: Low employee engagement
- Counterproductive Work Behavior (CWB): Actions that actively damage the organization, including stealing, behaving aggressively toward coworkers, or being late or absent.

Implications for Managers

1. Notice the employees' job satisfaction
2. High pay alone is unlikely to create a satisfying work environment
3. Notice employee-job fit

C4: Emotions and Moods

1. **Affect:** A broad range of feelings that people experience; in the form of emotions or moods.
 - Emotions: specific, short-lived feeling experiences, caused by a specific event, action-oriented in nature.
 - Anger, Fear, Sadness, Happiness, Disgust, Surprise
 - Moods: longer-lived feelings, unclear, more general, cognitive in nature.
2. **Moral emotions:** e.g. push the door and a person jumps out to scare u
 - Response to moral emotions differ from that for other emotions
 - Developed during childhood
 - Differs between cultures
3. **The structure of mood**
 - Low Positive Affect: Bored
 - High Positive Affect: Excited
 - High Negative Affect: Nervous
 - Low Negative Affect: Relaxed

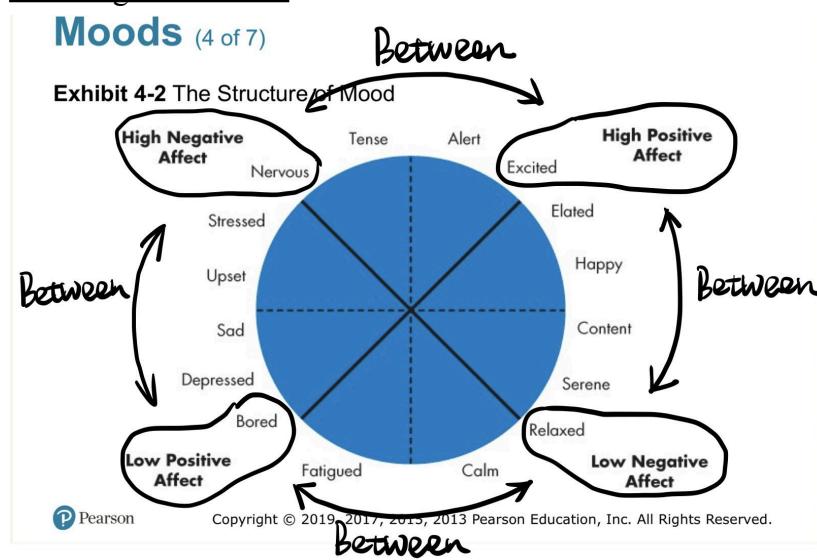


Figure 1: the structure of mood

4. **Positivity offset:** most individuals experience a mildly positive mood at zero input.
5. **Sources of Emotions and Moods**
 - Personality
 - Affect intensity: how strongly people experience their emotions
 - Time of Day
 - Day of the Week
 - Weather
 - Stress
 - Social Activities
 - Physical, informal, dining activities increase positive moods
 - Sleep
 - Exercise

- Age
 - Older people tend to focus on more positive stimuli than younger adults.
- Sex (gender difference)

6. Emotional Labor

- Felt emotions: the individual's actual emotions
- Displayed emotions: required, appropriate emotions
 - *Surface acting*: hiding feelings in response to display rules
 - *Deep acting*: modify true inner feelings based on displayed rules
- Emotional dissonance: Inconsistencies between the emotions people feel and the emotions they project. (lower job satisfaction)

7. **Affective Events Theory (AET)**: workplace events cause emotional reactions on the part of employees, which then influence workplace attitudes and behavior.

8. **Emotional intelligence (EI)**: ability to perceive emotions in the self and others, understand the meaning of these emotions, regulate one's emotions accordingly in a cascading model.

9. Emotional regulation

- Techniques
 - *Surface/Deep acting*
 - *Emotional suppression*
 - *Cognitive reappraisal*
 - *Social sharing*
 - *Mindfulness*: Reception, attention, awareness of the present moment, events, experiences.
- Recruit positive-minded individuals, train leaders to manage their moods, attitudes, performance

10. OB Applications of Emotions and Moods

- The selection process
 - EI as a hiring factor
- Decision making
 - Positive emotion, better decision
- Creativity
- Motivation
- Leadership
- Negotiation
- Customer service
- Work-life satisfaction
- Deviant Workplace Behaviors
 - Actions that violate norms and threaten the organization
- Safety and injury at work
 - Don't do dangerous work during bad mood

Implications for Managers

1. Emotions are a natural part of the workplace, good management does not mean creating an emotion-free environment.
2. Provide positive feedback to increase the positivity of employees.
3. In the service sector, encourage positive displays of emotion

C5: Personality and Values

1. **Personality:** A dynamic concept describing the growth and development of a person's whole psychological system.
 - Nature vs nurture: Both of them influence, nature most.
 - Personality traits: enduring personality characteristics. (Shy, aggressive, submissive, lazy, ambitious, loyal, and timid)
2. **Myers-Briggs Type Indicator (MBTI)**
 - E or I: where u get energy from? outside or internally
 - S or N: where do u get info? data-driven/experience, or gut feeling/internal logic
 - T or F: how do u consider a thing? reason-driven, or emotion-driven. E.g.: this fruit looks like an apple because it is red; I got a feeling that this fruit is an apple.
 - P or J: How u evaluate info? Focus processing info onur own perspective, or evaluate how this thing meaning to u
 - Basic type
 - *INTJ:* visionaries*
 - *ENFJ:* natural teachers and leaders*
 - *ESTJ:* organizers*
 - *ENTP:* conceptualizers*; innovative, individualistic, versatile
 - *ISFJ:* nurturing and responsible
 - *ISTJ:* dutiful and logical
 - *INFJ:* insightful and protective
 - *ENTJ:* focused and decisive
3. **The big five model**
 - Extraversion
 - customer service
 - Agreeableness: good natured, cooperative, trusting
 - Conscientiousness: responsible, dependable, persistent, organized
 - prediction of work position
 - Emotional stability: calm, self-confident, secure
 - Openness to experience: imagination, sensitivity, curiosity
 - receptivity to change
4. **The Dark triads**
 - **Machiavellianism:** degree to which an individual is pragmatic, maintains emotional distance, believes ends can justify means.
 - **Narcissism:** the tendency to be arrogant, have a grandiose sense of self-importance, require excessive admiration, have a sense of entitlement.
 - **Psychopathy:** the tendency for a lack of concern for others and a lack of guilt or remorse when their actions cause harm.
 - **Antisocial:** indifferent and callous toward others.
 - **Borderline:** low self-esteem and high uncertainty.
 - **Schizotypal:** eccentric and disorganized.

- **Avoidant:** feel inadequate and hate criticism.
5. **Core Self-Evaluations (CSEs):** bottom-line conclusion individuals have about their capabilities, competence, and worth as a person.
 6. **Self-Monitoring:** measures an individual's ability to adjust his or her behavior to external, situational factors.
 7. **Proactive Personality:** people who identify opportunities, show initiative, take actions, and persevere until meaningful change occurs.
 8. **Job search behavior:** conscientiousness and extraversion are two strongest predictors; self-esteem and self-efficacy are also important.
 9. **Situation strength theory:** the way personality translates into behavior depends on the strength of the situation.
 - Clarity
 - Consistency
 - Constraints
 - consequences
10. **Trait activation theory (TAT):** predicts that some situations, events, or interventions "activate" a trait more than others.
11. **values**
- Lay the foundation for understanding of attitudes and motivation.
 - Influence attitudes and behaviors.
12. **Terminal values:** desirable end-states of existence. (e.g.: being loyal, ethical, honest, innovative)
13. **Instrumental values:** preferred modes of behavior or means of achieving terminal values. (we care about values when doing things enable us to achieve a desirable end)
14. **Generational Values**
- Boomers: Success, achievement, ambition, dislike of authority, loyalty to career
 - Xers: Work-life balance, team-oriented, dislike of rules, loyalty to relationships
 - Millennials: Confident, financial success, self-reliant, team oriented
15. **Personality-job fit theory**
- Realistic: prefer physical activities require skill, strength, and coordination.
 - Social: prefer activities that involve helping and developing others.
 - Investigative: prefers activities that involve thinking, organizing, and understanding.
 - Conventional: prefer rule-regulated, ordered
 - Enterprising: prefer verbal activities that can influence others and attain power.
 - Artistic: prefer ambiguous and unsystematic activities allow creative expression.
16. **Person-organization fit:** people are attracted to and selected by organizations that match their values, leave when no compatibility.
- High on extraversion: aggressive and team-oriented cultures.
 - High on agreeableness: supportive organizational climate.

- High on openness to experience: innovative organizations.

17. others:

- Person-group fit
- Person-supervisor fit

18. Cultural Values

- Hofstede's Framework

- Power distance: the extent to which a society accepts that power in institutions and organizations is distributed unequally.
- Individualism versus collectivism
- Masculinity versus femininity
- Uncertainty avoidance: the extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid them.
- Long-term versus short-term orientation

19. GLOBE Framework

- Humane orientation: the degree to which a society rewards individuals for being altruistic, generous, and kind to others
- Performance orientation: the degree to which a society encourages and rewards group members for performance improvement and excellence.

C6: Perception and Individual Decision Making

1. **Perception:** individuals organize and interpret their sensory impressions to give meaning to their environment.
 - Own bias about reality
2. **The perceptual process**
 - Selections: To decide what u are going to pay attention
 - Organization: How do I organize the data, info to identify the issues
 - Interpretation: What meaning do I catch for this info
3. **Factors influence perception**
 - Perceiver: personality characteristics
 - Target: the common thinking of the thing u are perceiving
 - Context: how situation influences. (time, environment, etc.)
4. **Attribution Theory:** when we observe an individual behavior, we attempt to determine whether it was internally or externally caused.
 - Internal versus external
 - *Internally*: under personal behavioral control of another individual
 - *Externally*: the situation forced the individual to do
 - Determining factors
 - *Distinctiveness*: whether an individual displays different behaviors in different situations. (unusual – external, usual – internal)
 - *Consensus*: Everyone who faces a similar situation responds in the same way. (high consensus – external, low – internal)
 - *Consistency*: Does the person respond in the same way over time. (less consistent – external, more consistent – internal)
 - Errors or bias
 - *Fundamental attribution error*: underestimate external influences, overestimate internal influences, when making judgments about the behavior of others. (value internal ‘issues’ too much)
 - *Self-serving bias*: individuals attribute their own successes to internal factors, and think the failures are due to external factors. (e.g.: bad luck)
 - Common shortcuts in Judging others
 - *Selective perception*: choose to interpret what one sees based on one’s interests, background, experience, and attitudes. (seeing what we want to see)
 - *Halo and Horns effects*: Halo, draw a positive general impression about an individual based on a single characteristic. Horns, draw a negative general impression about an individual based on a single characteristic.
 - *Contrast effects*: evaluation of a person’s characteristics that are affected by comparisons with other people recently encountered who rank higher or lower on the same characteristics. (we don’t evaluate a person in isolation)

- *Stereotyping*: Judging someone based on one's perception of the group to which that person belongs.
- Applications of shortcuts in organizations
 - *Employment interview*: interviewers make perceptual judgments that are often inaccurate; generally draw early impressions that become very quickly entrenched. (individual intuition is not reliable in predicting job performance)
 - *Performance expectations*: people will attempt to validate their perceptions of reality even if they are faulty.
~Self-fulfilling prophecy/Pygmalion effect: "expectations become reality"
 - *Performance evaluations*: An employee's performance appraisal is very much dependent upon the perceptual process.

5. Rational Decision Making: Idea process of making decisions

- steps
 - 1: Define the problem
 - 2: Identify the decision criteria
 - 3: Allocate weights to the criteria
 - 4: Develop the alternatives
 - 5: Evaluate the alternatives
 - 6: Select the best alternative
- Assumptions
 - Has complete info
 - Able to identify all the relevant options in an unbiased manner
 - Chooses the option with the highest utility

6. Bounded Rationality: making decisions by constructing simplified models that extract the essential features from problems. (people satisfice – seek solutions that are satisfactory and sufficient)

- How does this work
 - Identify the problem
 - Begin searching for criteria and options
 - Identified a limited list of the more conspicuous choices
 - Look for a sol that is good enough

7. Intuition decision-making: An unconscious process created out of the distilled experience. (It helps gather more info)

- Supplement it with evidence and good judgment

8. Reducing Biases and Errors

- Focus on Goals
- Look for info that disconfirms your beliefs
- Don't try to create meaning out of random events
- Increase your options

9. Common Bias and Errors in decision making

- Overconfidence bias: individuals whose intellectual and interpersonal abilities are weakest are most likely to overestimate their performance and ability.

- Anchoring bias: fixate on initial info and fail to adequately adjust for subsequent info. (fixed thinking by the first impression)
- Confirmation Bias: seek out info that aligns with past choices and avoid info that conflicts with past judgments.
- Availability Bias (type of selective perception): base their judgments on info that is readily available to them.
- Escalation of Commitment: staying with a decision even when there is clear evidence that it's wrong. (occurs when individuals think they are responsible for the outcome)
- Randomness Error: the tendency to believe we can predict the outcome of random events. (Be aware of uncertainty)
- Risk Aversion: prefer a sure thing instead of a risky outcome. (limit our range of consideration because we fear losing money or other things we seek for no risk.)
- Hindsight Bias (knew-it-all-along effect): the tendency people have to view events as more predictable than they really are.

10. Individual differences

- Personality
 - Conscientiousness, high self-esteem
- Gender
- Mental Ability
- Cultural Differences

11. Organizational Constraints

- Performance Evaluation Systems: Managers are influenced by the criteria on which they are evaluated. (teachers afraid of heads know they have skipped a class when the heads think their performance is the best, whereas the heads evaluate their performance.)
- Reward Systems: the organization's reward systems influence decision makers by suggesting which choices have better personal payoffs. (e.g.: reward on specific conditions)
- Formal Regulations: organizations create too many rules and policies which limit the decision choices of workers.
- System-Imposed Time Constraints: deadline makes it difficult for managers to gather all info before making a final choice.
- Historical Precedents: choices made today are largely a result of choices made over the years.

12. Three Ethical Decision Criteria

- Utilitarianism: An ethical perspective in which decisions are made to provide the greatest good for all people. (Trolley problem)
- Focus on rights: make decisions consistent with fundamental liberties and privileges as a set of fourth documents such as the Bill of Rights.
- Behavioral ethics: an area of study that analyzes how people behave when confronted with ethical dilemmas.
 - Cultural difference

- There are ways to increase ethical decision-making in organizations
- Individuals do not always follow ethical standards conducted by their organizations.

13. Lying

- Evidence-based to avoid lying

14. Other ethical decision criteria

- Golden Rule: Do what to others as what they have done to u.
- Sunlight Test: Afraid others to point out the wrongs when considering publishing the essay.
- Legacy Rule: How do u want to be remembered, what u want to leave behind when u leave the organization.

15. Three-Stage Model of Creativity in Organizations

- Causes of creative behavior
 - Creative potential: Intelligence, personality, expertise
 - Creative environment
- Creative behavior
 - 1: *Problem formulation*: identifying a problem or opportunity requiring a solution that is yet unknown.
 - 2: *information gathering*: possible solutions to a problem incubate in an individual's mind.
 - 3: *Idea generation*: developing possible solutions to a problem from relevant information and knowledge.
 - 4: *Idea evaluation*: the evaluation of potential solutions to problems to identify the best one.
- Creative outcomes (Innovation)
 - Novelty sol
 - Usefulness sol

Implications for Managers

1. Behavior follows perception
2. Make better decisions by recognizing perceptual biases and decision-making errors we tend to commit.
3. Adjust your decision-making approach to the national culture you're operating in and to the criteria your organization values.
4. Combine rational analysis with intuition.
5. Enhance your creativity.

C7: Motivation concepts

1. **Motivation:** levels of motivation varies both between individuals and within individuals at different times.
 - Intensity: How hard a person tries.
 - Direction: orientation that benefits the organization.
 - Persistence: how long a person can maintain his/her effort.
2. **Maslow's Hierarchy of Needs**
 - Physiological: fundamental needs such as food and water. (have a job)
 - Safety-security: not in danger. (job security)
 - Social-belongingness: Interact with others, build relationships. (have a workgroup; friendship within the organization)
 - Esteem: maintain a positive sense of value. (reward people, let them think they are important)
 - Self-actualization: Do sth. To realize your potential. (have opportunities to do more challenging tasks)
3. **Two-Factor Theory (motivation-hygiene theory):** relates intrinsic factors to job satisfaction and associates extrinsic factors with dissatisfaction.
 - Motivators: Performance and achievement, recognition, job status, responsibility, opportunities for advancement, personal growth, the work itself.
 - Improving to increase job satisfactions
 - Hygiene factors: Salary, working conditions, physical workspace, relationship with colleagues, relationship with supervisor, quality of supervisor, policies and rules.
 - Improving to decrease job dissatisfaction
 - Criticisms
 - Limited since relies on self-reports
 - Low reliability of methodology
 - No overall measure of satisfaction was utilized
4. **McClelland's Theory of needs**
 - Need for achievement (nAch): the need to get things done, to achieve things, to be a success. (high nAch driven to succeed, high motivated by challenges and appraisals)
 - Need for power (nPow): the need to have influence and control over others. (high nPow motivated by the chance to gain status or prestige or to be looked up to by others)
 - Need for affiliation (nAff): the desire for friendly and close interpersonal relationships. (high nAff prefer working with others, motivated by cooperative tasks)
 - It has the best support
 - Less practical effect
 - More common to find situations in which managers aware of these motivational drivers label employees based on observations made over time.

5. **Self-Determination Theory:** Focus on the beneficial effects of intrinsic motivation and harmful effects of extrinsic motivation.
 - Cognitive evaluation theory: allocating extrinsic rewards for behavior that had been previously intrinsically rewarding tends to decrease the overall level of motivation if the rewards are seen as controlling.
 - intrinsic motivation contributes to the quality of work, incentives contribute to the quantity of work.
 - People seek ways to achieve competence and positive connections to others.
6. **Self-concordance:** how strongly people's reasons for pursuing goals are consistent with their interests and core values.
7. **Goal-Setting Theory:** specific and difficult goals, with feedback, lead to higher performance.
 - Evidence suggests: goal must be clarity, challenge, complexity, commitment, feedback.
 - *Specific goals*: increase performance
 - *Difficult goals*: when accepted, result in higher performance
 - *Feedback*: higher performance
 - Goal-performance relationship
 - *Goal commitment*: individual believes can achieve the goal, wants to achieve it.
 - *Task characteristics*: goals affect performance more strongly when tasks are simple, and independent.
 - *National culture*: setting specific, difficult, individual goals may have different effects in different cultures.
 - People differ in the way they regulate their thoughts and behaviors.
 - *Promotion focus*: self-regulation strategy that involves striving for goals through advancement and accomplishment. (want advancement and accomplishment, approach conditions that move them closer toward desired goals.)
 - *Prevention focus*: self-regulation strategy that involves striving for goals by fulfilling duties and obligations. (want to fulfill suits and obligations, avoid conditions that pull them away from desired goals.)
 - Management by objectives (MBO)
 - *Four ingredients*: goal specificity, participation in decision making, an explicit time period, performance feedback.
 - Ethics: forgo mastering tasks and adopt avoidance techniques so we don't look bad.
8. **Self-efficacy theory (social learning theory):** An individual's belief that he or she is capable of performing a task.
 - Increasing Self-efficacy
 - *Enactive mastery*: gaining relevant experience with the task or job.
 - *Vicarious modeling*: becoming more confident because you see someone else doing the task.

- *Verbal persuasion*: more confident when someone convinces us we have the skills necessary to be successful.
- *Arousal*: leading to an energized state, so we feel up to the task, and perform better.
- The best way for a manager to use verbal persuasion
 - Pygmalion effect: a form of self-fulfilling prophecy (believing in something can make it true)
 - Training programs often make use of enactive mastery by having people practice and build their skills.

9. Reinforcement theory: behavior is a function of its consequences.

- Reinforcement conditions behavior
- Behavior is environmentally caused

10. Operant conditioning theory: people learn to behave to get sth they want or to avoid sth they don't want.

- **Behaviorism**: behavior follows stimuli in a relatively unthinking manner.

11. Social-learning theory: we can learn through both observation and direct experience.

- Attentional processes: people learn from a model only when they recognize and pay attention to its critical features.
- Retention processes: A model's influence depends on how well the individual remembers the model's action after the model is no longer readily available.
- Motor reproduction processes: After a person has seen a new behavior by observing the model, the watch must be converted to doing.
- Reinforcement processes: Individuals are motivated to exhibit the modeled behavior if positive incentives or rewards are provided.

12. Expectancy theory: acting in a certain way depends on an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

- Expectancy: effort-performance relationship: if u tried, u could be a success
- Instrumentality: performance-reward relationship: performing at a particular level leads to the reward
- Valence: rewards-personal goals relationship: ur goals have pos or neg reward

13. Equity theory: individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities.

| Ratio Comparisons* | Perception |
|---------------------------------|-------------------------------------|
| $\frac{O}{I_A} < \frac{O}{I_B}$ | Inequity due to being underrewarded |
| $\frac{O}{I_A} = \frac{O}{I_B}$ | Equity |
| $\frac{O}{I_A} > \frac{O}{I_B}$ | Inequity due to being overrewarded |

*Where $\frac{O}{I_A}$ represents the employee and $\frac{O}{I_B}$ represents relevant others

Figure 2: Equity theory

14. When employees perceive an inequity, they decide to:

- Change inputs: payment
- Change outcomes: individuals paid on a piece-rate basis
- Distort perceptions of self: work pace
- Distort perceptions of others: desired other's works
- Choose a different referent: change people to compare
- Leave the field: quit the job

15. Forms of organizational justice

- Distributive justice: perceived fairness of outcome
- Procedural justice: perceived fairness of the process used to determine the outcome
- Interactional justice: sensitivity to the quality of interpersonal treatment
 - *Informational justice*: provided truthful explanations for decisions
 - *Interpersonal justice*: treated with dignity and respect

16. Justice outcomes

- Linked to higher levels of task performance and citizenship
- Third-party reactions to injustice can be substantial

17. Promoting Justice: Adopting strong justice guidelines.

18. Culture and justice: Input and outcomes are valued differently in various cultures.

19. Job engagement: the investment of an employee's physical, cognitive, and emotional energies into job performance.

- Gallup organization: more engaged employees in successful organizations
- Academic studies: job engagement positively associated with performance and citizenship behaviors.

Short answer questions

1. What makes people more engaged in their job?

- The degree to which an employee believes it is meaningful to engage in work
- A match between the individual's values and the organization's
- Leadership behaviors that inspire workers to a greater sense of mission

2. Are highly engaged employees getting "too much of a good thing?"

- Construct is partially redundant with job attitudes
- Dark side occurs, as positive relationships between engagement and work-family conflict

C8: Motivation: From Concepts to Applications

1. The Job Characteristics Model (JCM)

- Skill variety: degree that the job requires a variety of different activities.
- Task identity: degree that the job requires completion of a whole and identifiable piece of work.
- Task significance: job has a substantial impact on the lives or work of other people.
- Autonomy: job provides substantial freedom and discretion to the individual.
- Feedback

2. Motivating potential score (MPS)

- Presence of a set of job characteristics does generate higher and more satisfying job performance
- Supportive leadership behaviors improved the job characteristics

$$MPS = \frac{\text{skill variety} + \text{task identity} + \text{task significance}}{3} \times \text{autonomy} \times \text{feedback}$$

Figure 3: Calculation of MPS

3. Main ways job can be redesigned

- Job rotation: the periodic shifting of an employee from one task to another
 - *Strength*: reduces boredom, increases motivation, help better understand work distributions
 - *Weaknesses*: creates disruptions, requires extra time for supervisors addressing questions and training time, reduce efficiencies
- Job enrichment: Adding high-level responsibilities to a job to increase intrinsic motivation.
- Relational job design (to make jobs more prosocially motivating): constructing jobs so employees see the positive difference they can make in the lives of others directly through their work.
 - Connect employees with the beneficiaries of their work
 - Meet beneficiaries firsthand

4. Alternative work arrangements

- Flextime
- Job Sharing: two or more people split a 40 hours a week job
- Telecommuting: employees who do their work at home at least two days a week through virtual devices linked to the employer's office
 - Adv.: reduce work-family conflict, higher job satisfaction and performance, reduce carbon emissions
 - Dis.: Employer lack social loafing, difficult to coordinate teamwork; employee feels isolated and reduced coworker relationship quality.

5. Employee Involvement: A participative process that uses employees' input to increase their commitment to the organization's success.

- Participative management

- Joint decision making
- Trust and confidence in leaders is essential
- Studies of the participation-performance have yielded mixed results
- Representative participation
 - Two most common forms: works councils, board representatives
 - Workers are represented by a small group of employees who actually participate in decision-making.

6. What to pay: establishing a pay structure

- Complex process that entails balancing internal equity and external equity
- Paying more may net better-qualified and more highly motivated employees who may stay with the firm longer.

7. How to pay: Rewarding individual employees through variable-pay programs

- Piece-rate pay: workers are paid a fixed sum for each unit of production completed.
 - *Limitation*: not feasible for many jobs; financial risk
- Merit-based pay: based on performance appraisal ratings.
 - *Limitations*: based on annual performance appraisals, merit pool fluctuates, union resistance
- Bonuses: rewards employees for recent performance rather than historical performance.
 - *Limitations*: employees' pay is more vulnerable to cuts.
- Profit-sharing: An organization-wide program, that distributes compensation based on some established formula designed around a company's profitability.
 - *Adv.*: Employees feel psychological ownership

8. Employee stock ownership plans (ESOP): A company-established benefits plan in which employees acquire stock, often at below-market prices, as part of their benefits.

- Reduce unethical behavior
- Be used for community wealth building
- Increase employee satisfaction and innovation

9. Evaluation of variable pay

- Do variable-pay programs increase motivation and productivity?
 - Yes, but that doesn't mean everyone is equally motivated by them

10. Developing a Benefits Package

- Flexible benefits individualize rewards

C9: Foundations of Group Behavior

1. Groups

- Formal group: those defined by the organization's structure.
- Informal groups: alliances that are neither formally structured nor organizationally determined.

2. Social identity theory: Consider when and why individuals consider themselves members of groups.

- People have emotional reactions to the team since their self-esteem tied to the performance of the group

3. Ingroups and outgroups

- Ingroup favoritism: members of our group as better than other people, and people don't in our group as all the same.
- Outgroup: someone else, or an identified group known by the ingroup's members.

4. Social identity threat (type of stereotype threat): individuals believe they will be personally negatively evaluated due to their association with a devalued group, and they may lose confidence and performance effectiveness.

5. Role

- Role perception: one's perception of how to act in a given situation.
- Role expectations: how others believe one should act in a given situation.
- Role conflict: A situation in which an individual faces divergent role expectations.
 - *Interrole conflict*: the expectations of our different, separate groups are opposite.
- Psychological contrast: an unwritten agreement that sets out what a manager expects from an employee.

6. Norms: Acceptable standards of behavior within a group that are shared by the group's members.

- Conformity: the adjustment of one's behavior to align with the norms of the group.
- Norms and Emotions: people grew to interpret their shared emotions in the same way.
- Norms and culture: people in collectivist cultures have different norms than people in individualist cultures; and our orientation may be changed.

7. Status: A socially defined position or rank given to groups or group members by others.

- Status characteristics theory: status is derived from one of the sources:
 - The power a person wields over others
 - A person's ability to contribute to a group's goals
 - An individual's personal characteristics
- Status and norms: high status individuals often have more freedom to deviate from norms.
- Status and group interaction: high status people are often more assertive.

- Status inequity: perceived inequity creates dis equilibrium and can lead to resentment and corrective behavior.
- Group status: “us and them” mentality and ensuring polarization
- Status and stigmatization: stigma by association.

8. **Social loafing:** individuals expend less effort when working collectively than alone.
9. **Cohesiveness:** the degree to which group members are attracted to each other and are motivated to stay in the group.
10. **Faultlines:** the perceived divisions that split groups into two or more subgroups based on individual differences.
11. **Group decision making:** Accuracy, speed, creativity, acceptance
 - Strengths
 - More complete info and knowledge
 - Increased diversity of views
 - Increased acceptance of solutions
 - Weaknesses
 - Time consuming
 - Conformity pressures
 - Dominance of a few members
 - Ambiguous responsibility
12. **Groupshift:** a change between a group’s decision and an individual decision that a member within the group would make.
13. **Nominal group technique:** restricts discussion or interpersonal communication during the decision-making process.

C10: understanding work teams

1. Types of teams

- Problem-solving teams: 5 to 12 employees from the same department who meet for a few hours each week to discuss ways of improving quality, efficiency, work environment.
- Self-managed work teams: 10 to 15 employees who take on responsibilities of their former supervisors.
- Cross-functional teams: from the same hierarchical level but from different work areas come together to accomplish a task.
- Virtual teams
- Multiteam system: A collection of interdependent teams that share a superordinate goal; a team of teams.

2. Tuckman's team development model:

- Forming
- Storming: team aims, goals, leader
- Norming: roles and responsibilities
- Performing: handle disagreements
- Adjourning: celebration about team success

3. Factors determine successful teams

- Adequate Resources: the support the group receives from the organization.
- Leadership and structure
- Climate of trust: trust is the foundation of leadership.
- Performance evaluations and rewards

4. Team composition: how should teams be staffed

- Abilities of members
- Personality
- Allocating roles
- Diversity
 - *Organizational demography*: members of a work unit share a common demographic attribute.
- Cultural differences
- Size of teams
- Member preferences

5. Team processes

- Common plan and purpose
 - *Reflexivity*: reflecting on and adjusting the master plan when necessary.
- Specific goals
- Team efficacy: A team's collective belief that they can succeed at their tasks.
- Team identity: A team member's affinity for and sense of belongingness to team.
- Team cohesion: situation when team members are emotionally attached to one another and motivated toward the team because of their attachment.

- Mental model: team members' knowledge and beliefs about how the work gets done by the team.
- Conflict levels
- Social loafing

6. Creating team players

- Selecting: hire
- Training: create
- rewarding

7. Effective team decision making process

- Identify and explore the problem
- Generate possible solutions
- Refine and critique possible solutions
- Implement the solution

Short answer questions

1. Why are teams popular?

- Teams can achieve feats an individual could never accomplish
- Teams are flexible and responsive to changing events.
- They can quickly assemble, deploy, refocus, and disband
- They are a effective means to democratize organizations and increase employee involvement
- They introduce a collaborative mindset

C13: Power and Politics

1. **Power:** your ability to influence others' actions/perspectives/opinions.

- Dependence: A person can have power over you only if he or she controls something you desire.

2. **Bases of Power**

- Formal power: Based on an individual's position in an organization.
 - *Coercive Power:* depends on fear of the negative results from failing to comply.
 - *Reward Power:* Compliance is achieved based on the ability to distribute rewards that others view as valuable.
 - *Legitimate Power:* The power a person receives as a result of his or her position in the formal hierarchy of an organization.
- Personal Power: comes from an individual's unique characteristics.
 - *Expert power:* influence based on special skills or knowledge.
 - *Referent Power:* influence based on identification with a person who has desirable resources or personal traits.
 - *Informational Power:* non-extra power.
 - *Connection Power:* based on who you know.
- Effectiveness of all kinds of power bases
 - Personal sources are the most effective
 - Expert and referent power are positively related to employees' satisfaction with supervision, organizational commitment, and performance; reward and legitimate power are unrelated to those outcomes.
 - Coercive power can be damaging since focusing on negative consequences.

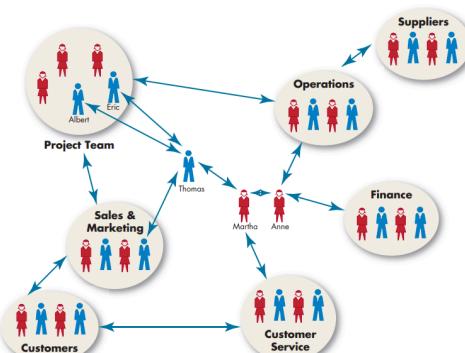
3. **The general Dependency Postulate:** the greater B's dependency on A, the greater the power A has over B.

- Dependence is inversely proportional to the alternative sources of supply.

4. **Causes of dependence**

- Importance: other people wants what I have.
- Scarcity
- Nonsubstitutability: The fewer viable substitutes for a resource, the more power a person controlling that resource has.

5. **Social Network Analysis:** A tool for assessing resources.



6. Power Tactics

- Influence tactics
 - *Legitimacy*: relying on your authority position or saying that a request is in accordance with organizational policies or rules.
 - *Rational persuasion*: presenting logical arguments and factual evidence to demonstrate that a request is reasonable.
 - *Inspirational appeals*: developing emotional commitment by appealing to a target's values, needs, hopes, and aspirations.
 - *Consultation*: increasing support by involving the target in deciding how to accomplish your plan.
 - *Exchange*: rewarding the target with benefits or factors in exchange for acceding to a request.
 - *Personal appeals*: Asking for compliance based on friendship or loyalty.
 - *Ingratiation*: using flattery, praise, or friendly behavior prior to making a request.
 - *Pressure*: using warnings, repeated demands, and threats.
 - *Coalitions*: enlisting the aid or support of others to persuade the target to agree.
- When the audience is highly interested in the outcomes, rational persuasion, inspirational appeals, and consultation are most effective.
- Pressure tends to backfire.
- Ingratiation and legitimacy can lessen the negative reactions from appearing to “dictate” outcomes.

7. Preferred power tactics by influencing the direction

- Upward influence: Employees influence upper heads.
 - Rational persuasion
- Downward influence: influences people when doing things.
 - Rational persuasion
 - Inspirational appeals
 - Pressure
 - Consultation
 - Ingratiation
 - Exchange
 - Legitimacy
- Lateral influence: influence same level.
 - Rational persuasion
 - Consultation
 - Exchange
 - Legitimacy
 - Personal appeals
 - Coalitions

8. Cultural preferences for power tactics:

People in different countries prefer different power tactics.

- Individualistic countries: power in personalized terms, as a legitimate means of advancing their personal ends.
- Collectivistic countries: power in social terms, as a legitimate means of helping others.

9. Applying power tactics

- Political skill: their ability to influence others to enhance their own objectives.
 - The politically skilled are more effective users of all the influence tactics.
- Cultures within organizations differ markedly
 - People who fit the culture of the organization tend to obtain more influence.

10. Does power corrupt

- Power leads people to place their own interests ahead of others
- Powerful people react, especially negatively, to any threats to their competence.
- Power leads to overconfident decision-making.
- Power doesn't affect everyone in the same way, and there are even positive effects of power.

11. Sexual harassment: any unwanted activity of a sexual nature that affects an individual's employment and creates a hostile work environment.

- Managers should:
 - Reassure employees that they will not encounter retaliation if they issue a complaint.
 - Investigate every complaint and include the legal and human resource departments
 - Make sure offenders are disciplined or terminated
 - Set up in-house seminars to raise employee awareness of the issues surrounding sexual harassment
 - Make sure an active policy defines what constitutes sexual harassment, informs employees they can be fired for sexually harassing another employee, and establishes procedures for how complaints can be made

12. Political behavior: activities that are not required as part of one's formal role in the organization, but that influence the distribution of advantages within the organization.

- Outside of one's specified job requirements.
- Encompasses efforts to influence decision-making goals, criteria, or processes.
- Includes such behaviors as withholding information, whistle-blowing, spreading rumors, and leaking confidential information.

13. Factors contributing to political behavior

- Individual factors
 - High self-monitors
 - Internal locus of control
 - High machiavellian personality
 - Organizational investment
 - Perceived job alternatives

- Expectations of success
- Organizational factors
 - Reallocation of resources
 - Promotion opportunities
 - Low trust
 - Role ambiguity
 - Unclear performance evaluation system
 - Zero-sum reward practices
 - Democratic decision making
 - High performance pressures
 - Self-serving senior managers

14. Zero-sum approach: An approach that treats the reward “pie” as fixed so that any gains by one individual are at the expense of another.

15. Organizational politics may threaten employees

- Decreased job satisfaction
- Increased anxiety and stress
- Increased turnover
- Reduced performance

16. Defensive behaviors: reactive and protective behaviors to avoid action, blame or change.

Avoiding Action

Overconforming. Strictly interpreting your responsibility by saying things like “The rules clearly state...” or “This is the way we’ve always done it.”

Buck passing. Transferring responsibility for the execution of a task or decision to someone else.

Playing dumb. Avoiding an unwanted task by falsely pleading ignorance or inability.

Stretching. Prolonging a task so that one person appears to be occupied—for example, turning a two-week task into a 4-month job.

Stalling. Appearing to be more or less supportive publicly while doing little or nothing privately.

Avoiding Blame

Bluffing. Rigorously documenting activity to project an image of competence and thoroughness, known as “covering your rear.”

Playing safe. Evading situations that may reflect unfavorably. It includes taking on only projects with a high probability of success, having risky decisions approved by superiors, qualifying expressions of judgment, and taking neutral positions in conflicts.

Justifying. Developing explanations that lessen one’s responsibility for a negative outcome and/or apologizing to demonstrate remorse, or both.

Scapegoating. Placing the blame for a negative outcome on external factors that are not entirely blameworthy.

Misrepresenting. Manipulation of information by distortion, embellishment, deception, selective presentation, or obfuscation.

Avoiding Change

Prevention. Trying to prevent a threatening change from occurring.

Self-protection. Acting in ways to protect one’s self-interest during change by guarding information or other resources.

17. Impression management (IM): the process by which individuals attempt to control the impression others form of them.

- Mostly high self-monitors
- Impressions people convey are not necessarily false; they might truly believe them.
- Intentional misrepresentation may have a high cost.
- The effectiveness of IM depends on the situation.

Conformity

Agreeing with someone else's opinion to gain his or her approval is a *form of ingratiation*.

Example: A manager tells his boss, "You're absolutely right on your reorganization plan for the western regional office. I couldn't agree with you more."

Favors

Doing something nice for someone to gain that person's approval is a *form of ingratiation*.

Example: A salesperson says to a prospective client, "I've got two tickets to the theater tonight that I can't use. Take them. Consider it a thank-you for taking the time to talk with me."

Excuses

Explaining a predicament-creating event aimed at minimizing the apparent severity of the predicament is a *defensive IM technique*.

Example: A sales manager says to her boss, "We failed to get the ad in the paper on time, but no one responds to those ads anyway."

Apologies

Admitting responsibility for an undesirable event and simultaneously seeking to get a pardon for the action is a *defensive IM technique*.

Example: An employee says to his boss, "I'm sorry I made a mistake on the report. Please forgive me."

Self-Promotion

Highlighting your best qualities, downplaying your deficits, and calling attention to your achievements is a *self-focused IM technique*.

Example: A salesperson tells his boss, "Matt worked unsuccessfully for three years to try to get that account. I sewed it up in six weeks. I'm the best closer this company has."

Enhancement

Claiming that something you did is more valuable than most other members of the organizations would think is a *self-focused IM technique*.

Example: A journalist tells his editor, "My work on this celebrity divorce story was really a major boost to our sales" (even though the story only made it to page 3 in the entertainment section).

Flattery

Complimenting others about their virtues in an effort to make yourself appear perceptive and likeable is an *assertive IM technique*.

Example: A new sales trainee says to her peer, "You handled that client's complaint so tactfully! I could never have handled that as well as you did."

Exemplification

Doing more than you need to in an effort to show how dedicated and hard working you are is an *assertive IM technique*.

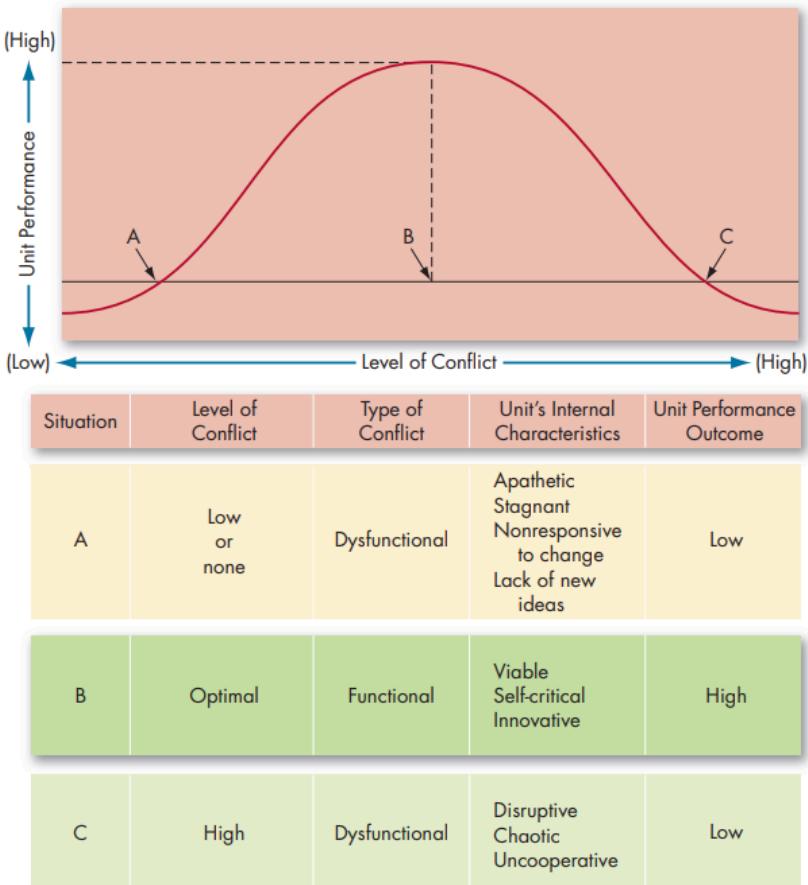
Example: An employee sends e-mails from his work computer when he works late so that his supervisor will know how long he's been working.

18. The ethics of behaving politically

- What is the utility of engaging in politicking?
- How does the utility of engaging in the political behavior balance out any harm (or potential harm) it will do to others?
- Does the political activity conform to standards of equity and justice?

C14: Conflict and Negotiation

- Conflict:** a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, sth that the first party cares about.
 - If no one is aware of a conflict, then it is generally agreed no conflict exists.
 - Opposition or incompatibility and interaction to begin the conflict process.
 - Functional conflict: supports the goals of the group and improves its performance.
 - Dysfunctional conflict: conflicts that hinder group performance.



- Types of Conflict**
 - Task conflict: conflict over content and goals of the work.
 - Relationship conflict: conflict based on interpersonal relationships.
 - Process conflict: conflict over how work gets done.
- Loci of conflict:** consider where the conflict occurs.
 - Dyadic conflict: conflict between two people.
 - Intragroup conflict: within a group or team.
 - Intergroup conflict: conflict between groups or teams.
- The conflict process**
 - Stage one: Potential opposition or incompatibility
 - *Communication*

- *Structure*: the longer a person stays with an organization, the less likely conflict becomes. The potential for conflict is greatest when group members are younger and when turnover is high.
- *Personal variables*: including personality, emotions, and values.
- Stage two: cognition and personalization
 - Perceived conflict: Awareness by one or more parties of the existence of conditions that create opportunities for conflict to arise.
 - Felt conflict: Emotional involvement in a conflict that creates anxiety, tenseness, frustration, or hostility.
- Stage three: intentions: Decisions to act in a given way.
 - *Competing*: A desire to satisfy one's interests, regardless of the impact on the other party to the conflict.
 - *Collaborating*: A situation in which the parties to a conflict each desire to satisfy fully the concerns of all parties.
 - *Avoiding*: the desire to withdraw from or suppress a conflict.
 - *Accommodating*: the willingness of one party in a conflict to place the opponent's interests above his or her own.
 - *Compromising*: A situation in which each party to a conflict is willing to give up sth to resolve the conflict.
- Stage four: behavior: a dynamic process of interaction.
 - *Party's behavior*
 - *Other's reaction*

| Conflict-Resolution Techniques | |
|--|---|
| <i>Problem solving</i> | Meeting face to face for the purpose of identifying the problem and resolving it through open discussion. |
| <i>Superordinate goals</i> | Creating a shared goal that cannot be attained without the cooperation of each of the conflicting parties. |
| <i>Expansion of resources</i> | Expanding the supply of a scarce resource (for example, money, promotion, opportunities, office space). |
| <i>Avoidance</i> | Withdrawing from or suppressing the conflict. |
| <i>Smoothing</i> | Playing down differences while emphasizing common interests between the conflicting parties. |
| <i>Compromise</i> | Having each party to the conflict give up something of value. |
| <i>Authoritative command</i> | Letting management use its formal authority to resolve the conflict and then communicating its desires to the parties involved. |
| <i>Altering the human variable</i> | Using behavioral change techniques such as human relations training to alter attitudes and behaviors that cause conflict. |
| <i>Altering the structural variables</i> | Changing the formal organization structure and the interaction patterns of conflicting parties through job redesign, transfers, creation of coordinating positions, and the like. |
| Conflict-Stimulation Techniques | |
| <i>Communication</i> | Using ambiguous or threatening messages to increase conflict levels. |
| <i>Bringing in outsiders</i> | Adding employees to a group whose backgrounds, values, attitudes, or managerial styles differ from those of present members. |
| <i>Restructuring the organization</i> | Realigning work groups, altering rules and regulations, increasing interdependence, and making similar structural changes to disrupt the status quo. |
| <i>Appointing a devil's advocate</i> | Designating a critic to purposely argue against the majority positions held by the group. |

- Stage five: outcomes
 - Functional Outcomes: Conflict is constructive when it improves the quality of decisions, stimulates creativity and innovation, encourages interest and curiosity, provides the medium through which problems can be aired and tensions released, and foster an environment of self-evaluation and change.

- Dysfunctional outcomes: conflict is destructive when it breeds discontent, reduces group effectiveness, and threatens the group's survival.

5. Managing functional conflict

- Minimizing counterproductive conflicts is recognizing when there really is a disagreement.
 - Many apparent conflicts are due to people using different languages to discuss the same general course of action.
- Successful conflict management recognizes these different approaches.
 - Attempts to resolve them by encouraging open, frank discussion focused on interests rather than issues.

6. Manager should notes:

- Groups that resolve conflicts successfully discuss differences of opinion openly.
 - The most disruptive conflicts are those that are never addressed directly.
- Managers need to emphasize shared interests in resolving conflicts.
 - Groups with cooperative conflict styles and an underlying identification to group goals are more effective than groups with a more competitive style.
- Differences across countries in conflict resolution strategies may be based on collectivistic tendencies and motives.
 - Collectivist cultures see people as deeply embedded in social situations
 - They will avoid the direct expression of conflicts, preferring indirect methods for resolving differences of opinion.

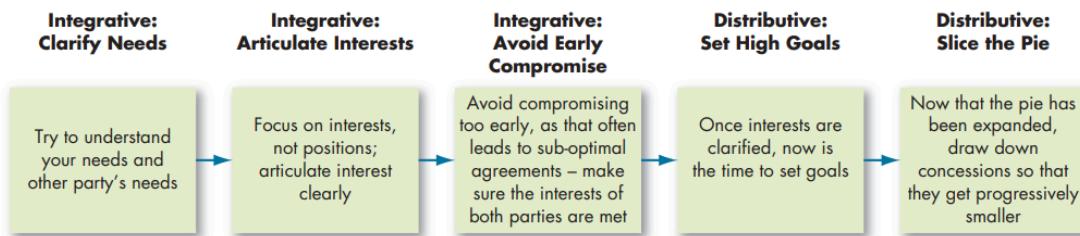
7. Negotiation: a process in which two or more parties exchange goods or services and attempt to agree upon the exchange rate for them.

8. Bargaining strategies

- Distributive bargaining: a negotiation that seeks to divide up a fixed amount of resources; a win-lose situation.
 - Make the first offer, and make it an aggressive one; shows power, establish an anchoring bias; revealing a deadline.
 - Fixed pie: the belief that there is only a set amount of goods or services to be divided up between or among the parties.
- Integrative bargaining: a negotiation that seeks one or more settlements that can create a win-win solution.

| Bargaining Characteristic | Distributive Bargaining | Integrative Bargaining |
|---------------------------|--|---|
| Goal | Get as much of the pie as possible | Expand the pie so that both parties are satisfied |
| Motivation | Win-lose | Win-win |
| Focus | Positions ("I can't go beyond this point on this issue.") | Interests ("Can you explain why this issue is so important to you?") |
| Interests | Opposed | Congruent |
| Information sharing | Low (Sharing information will only allow other party to take advantage.) | High (Sharing information will allow each party to find ways to satisfy interests of each party.) |
| Duration of relationship | Short term | Long term |

9. Integration of two bargaining strategies within a negotiation episode



- Compromise is the worst enemy in negotiating a win-win agreement since compromising reduces the pressure to bargain integratively.

10. The negotiation process

- Preparation and planning
 - What's the nature of the conflict?
 - What's the history leading up to this negotiation?
 - Who's involved and what are their perceptions of the conflict?
 - What do you want from the negotiation?
 - What are your goals?
- Definition of Ground Rules: Initial proposals or demands.
- Clarification and Justification: when you have exchanged initial positions, you and the other party will explain, amplify, clarify, bolster, and justify your original demands.
- Bargaining and Problem Solving: both parties need to make concessions.
- Closure and Implementation: formalize your agreement and develop procedures necessary for implementing and monitoring it.

11. Individual differences influence negotiations

- Personal traits in negotiation: personality and negotiation outcomes are related but only weakly.
- Moods/Emotions in Negotiation: the way they work depends on the emotion as well as the context.
- Culture in Negotiations: people from different cultures negotiate differently
 - People generally negotiate more effectively within cultures than between them.
 - In cross-cultural negotiations, it is especially important that the negotiators be high in openness.
 - People are more likely to use certain negotiation strategies depending on what culture they belong to.
 - Negotiators need to be especially aware of the emotional dynamics in cross-cultural negotiation.
- Gender Differences in Negotiations
 - Women are more cooperative, pleasant, and relationship-oriented in negotiations than are men.
 - Gender differences can be lessened at both the organizational and individual level.

12. Negotiating in a Social context

- Reputation: the way other people think and talk about you.
 - Develop a trustworthy reputation; competence and integrity.
- Relationships: think about what's best for the other party and the relationship as a whole.
 - Repeated negotiations built on trust provide more options.
- Third-Party Negotiations
 - *Mediator*: A neutral third party who facilitates a negotiated solution by using reasoning, persuasion, and suggestions for alternatives.
 - *Arbitrator*: A third party to a negotiation who has the authority to dictate an agreement.
 - *Conciliator*: A trusted third party who provides an informal communication link between the negotiator and the opponent.

C15: Foundations of Organization Structure

1. Key Design Questions and Answers for Designing the Proper Organizational Structure

| The Key Question | The Answer Is Provided by |
|---|-------------------------------------|
| 1. To what degree are activities subdivided into separate jobs? | Work specialization |
| 2. On what basis will jobs be grouped together? | Departmentalization |
| 3. To whom do individuals and groups report? | Chain of command |
| 4. How many individuals can a manager efficiently and effectively direct? | Span of control |
| 5. Where does decision-making authority lie? | Centralization and decentralization |
| 6. To what degree will there be rules and regulations to direct employees and managers? | Formalization |
| 7. Do individuals from different areas need to regularly interact? | Boundary spanning |

2. Seven Elements of an Organization's Structure

- Work specialization: the division of labor into separate activities.
 - Repetition of work
 - Training for specialization
 - Increasing efficiency through invention
- Departmentalization: Grouping jobs together so common tasks can be coordinated.
 - *Functions performed*
 - *Type of product or service the organization produces*
 - *Geography or territory*: valuable when an organization's customers are scattered over a large geographic area and have similar needs within their locations.
 - *Process differences*: works for processing customers as well as products.
 - *Type of customer*
- Chain of Command: an unbroken line of authority that extends from the top of the organization to the lowest echelon and clarifies who reports to whom.
 - *Two complementary concepts*:
 - ~the unity of command: the idea that a subordinate should have only one superior to whom he or she is directly responsible.
 - ~authority: the rights inherent in a managerial position to give orders and to expect the orders to be obeyed.
 - *Once a basic cornerstone in organization design*
 - *Less relevant since technology and the trend of empowering people*

- *Enforcing the chain of command is productive*
 - **Span of Control:** the number of subordinates that a manager can direct efficiently and effectively.
 - All things being equal, the wider or larger the span, the fewer the levels, and the more employees at each level, the more efficient the organization.
 - *Narrow spans:*
 - ~expensive since they add levels of management.
 - ~make vertical communication in the organization more complex.
 - ~encourage overly tight supervision and discourage employee autonomy.
 - **Centralization and Decentralization**
 - *Centralization:* the degree to which decision-making is concentrated at a single point in an organization.
 - *Advantages of a decentralized organization:*
 - ~can act more quickly to solve problems
 - ~more people provide input into decisions
 - ~employees are less likely to feel alienated from those who make decisions that affect their work lives.
 - **Formalization:** the degree to which jobs within the organization are standardized.
 - A highly formalized job means a minimum amount of discretion
 - *Low formalization:* job behaviors are relatively non-programmed, and employees have a great deal of freedom to exercise discretion in their work
 - **Boundary Spanning:** individuals forming relationships outside their formally assigned groups.
 - External boundary spanning is most effective when it is followed up with internal boundary spanning.
3. **Simple structure:** the manager and the owner are one and the same.
- **Strengths:**
 - Simple, fast, and flexible.
 - Inexpensive to maintain.
 - Accountability is clear.
 - **Weaknesses:**
 - Difficult to maintain in anything other than small organizations.
 - Risky: everything depends on one person.
4. **The Bureaucacy:** characterized by standardization
- **Characteristics**
 - *Highly routine operating tasks*
 - *Very formalized rules and regulations*
 - *Centralized authority*
 - *Tasks grouped into functional departments*
 - *Narrow spans of control*

- *Decision making that follows the chain of command*
 - Strengths
 - Ability to perform standardized activities in a highly efficient manner
 - Weaknesses
 - *Subunit conflicts*
 - *Unit goals dominate*
 - *Obsessive behavior*
 - *Covering weak management*
 - Two aspects
 - *Functional structure*: groups employees by their similar specialties, roles, or tasks.
 - *Divisional structure*: groups employees into units by product, service, customer, or geographical market area.
5. **The Matrix structure:** combines two forms of departmentalization, functional and product.
- Strength of functional: putting specialists together.
 - Product departmentalization facilitates coordination
 - It provides clear responsibility for all activities related to a product, but with duplication of activities and costs.

ALTERNATE DESIGN OPTIONS

6. **The virtual structure:** A small, core organization that outsources major business functions.
- Network organizations
 - Franchise form: managers, systems, and other experts in the central node, customer sales and services are carried out by franchise units.
 - Starburst form: a parent firm splits off one of its functions into a spinoff firm.
 - It is highly centralized, with little or no departmentalization.
 - Also referred to as a modular or network organization.
 - Strength:
 - Flexibility
 - Saves money
 - Weaknesses: roles, goals, and responsibilities are unclear
7. **The team structure:** eliminates the chain of command and replaces departments with empowered teams.
- Characteristics:
 - Removes vertical and horizontal boundaries
 - Breaks down external barriers
 - Flattens the hierarchy and minimizes status and rank
 - When fully operational, the team structure may break down geographic barriers.
8. **The circular structure:** in the center are the executives, and radiating outward in rings grouped by function are the managers, then the specialists, then the workers.

- characteristics:
 - Has intuitive appeal for the creative entrepreneur
 - Employees may be unclear about whom they report to and who is running the show

9. The Leaner Organization: Downsizing

- The goal of the new organizational forms we've described is to improve agility by creating a lean, focused, and flexible organization.
- Downsizing: a systematic effort to make an organization leaner by selling off business units, closing locations, or reducing staff.
- Strategies for downsizing
 - *Investment:* companies that downsize to focus on core competencies are more effective when they invest in high-involvement work practices afterward.
 - *Communication:* When employers make efforts to discuss downsizing with employees early, employees are less worried about the outcomes and feel the company is taking their perspective into account.
 - *Participation:* Employees worry less if they can participate in the process in some way. Voluntary early-retirement programs or severance packages can help achieve leanness without layoffs.
 - *Assistance:* Severance, extended health care benefits, and job search assistance demonstrate that a company cares about its employees and honors their contributions.

10. Mechanistic model

- High specialization
- Rigid departmentalization
- Clear chain of command
- Narrow spans of control
- Centralization
- High formalization

11. The organic model

- Cross-functional teams
- Cross-hierarchical teams
- Free flow of information
- Wide spans of control
- Decentralization
- Low formalization

12. Organizational strategies

- Innovation strategy - Organic: A loose structure; low specialization, low formalization, decentralized
- Cost Minimization strategy - mechanistic: Tight control; extensive work specialization, high formalization, high centralization
- Imitation strategy - mechanistic and organic: mix of loose with tight properties; tight controls over current activities and looser controls for new undertakings

13. Organizational Size

- Large organizations: employing 2000 or more people, tend to have more specialization, more departmentalization, more vertical levels, and more rules and regulations than do small organizations.
- The impact of size becomes less important as an organization expands.

14. Technology: the way an organization transfers its inputs into outputs

- Numerous studies have examined the technology-structure relationship
- Organizational structures adapt to their technology

15. Environment: includes outside institutions or forces that can affect its performance.

- Dynamic environments create significantly more uncertainty for managers than do static ones.
- To minimize uncertainty:
 - Broaden structure to sense and respond to threats.
 - Form strategic alliances.
- Three dimensions
 - *Capacity*: the degree to which the environment can support growth.
 - *Volatility*: the degree of instability in the environment.
 - *Complexity*: the degree of heterogeneity and concentration among environmental elements.

16. Institutions: cultural factors, especially those factors that might not lead to adaptive consequences, that lead many organizations to have similar structures.

- Characteristics:
 - *Regulatory pressures*
 - *Simple inertia*
 - *Culture*
 - *Fads or trends*
- Institutional pressures are often difficult to see specifically because we take them for granted, but that doesn't mean they aren't powerful.

17. The Behavioral implications of different organizational designs

- An organization's structure can have significant effects on its members
- Impossible to generalize:
 - Some people are most productive and satisfied when work tasks are standatdized and ambiguity minimized
 - Not everyone prefers the freedom and flexibility of organic structures
- Organizational designs and employee behavior
 - Work specialization contributes to higher employee productivity
 - National culture influences the preference for structure
 - Less centralization is associated with higher satisfaction
 - No relationships between span of control and employee satisfaction or performance.

C16: Organizational Culture

1. **Organizational Culture:** a system of shared meaning held by members that distinguishes the organizations from other organizations.
 - Primary characteristics:
 - *Adaptability:* The degree to which employees are encouraged to be innovative and flexible as well as to take risks and experiment.
 - *Detail orientation:* the degree to which employees are expected to exhibit precision, analysis, and attention to detail.
 - *Results/outcome orientation:* the degree to which management focuses on results or outcomes, rather than on the techniques and processes used to achieve them.
 - *People/Customer orientation:* The degree to which management decisions consider the effect of outcomes on people within and outside the organization.
 - *Collaboration/team orientation:* The degree to which work activities are organized around teams rather than individuals.
 - *Integrity:* the degree to which people exhibit integrity and high ethical standards in their work.
 - Common characteristics of organizational culture
 - *The Clan:* human affiliation. Employees value attachment, collaboration, trust, and support.
 - *The Adhocracy:* change. Employees value growth, variety, attention to detail, stimulation, and autonomy.
 - *The Market:* achievement. Employees value communication, competence, and competition.
 - *The Hierarchy:* stability. Employees value communication, formalization, and routine.
 - Job satisfaction is evaluative, organizational culture is descriptive.
 - Organizational culture is concerned with employees' perceptions of the characteristics of the culture.
 - *Encourage teamwork?*
 - *Reward innovation?*
 - *Stifle initiative?*
2. **Do organizations have uniform cultures:**
 - Dominant culture: A culture that expresses the core values that are shared by a majority of the organization's members.
 - *Core values:* the primary or dominant values that are accepted throughout the organization.
 - Subcultures: Minicultures within an organization; develop in large organizations to reflect common problems, situations, or experiences that member face.
 3. **Strong culture:** core values are intensely held and widely shared.

- The more members who accept the core values and the greater their commitment, the stronger the culture and the greater its influence on member behavior.

4. The functions of culture

- Boundary-defining role: it creates distinctions between organizations.
- Conveys a sense of identity for members
- Facilitates the generation of commitment
- Enhances the stability of the social system
- Serves as a sense-making and control mechanism

5. Characteristics of culture related to functions of culture

- Shared meaning can point everyone in the same direction.
- More positive organizational outcomes are achieved when the culture and leadership styles are complementary in content and not redundant.

6. Culture creates climate

- Organizational climate: shared perceptions about the organization and work environment.
 - Team spirit at the organizational level.
- Climate influences the habits people adopt.
- Cultures interact with one another to produce behavior.

7. The ethical dimension of culture: organizational cultures are not neutral in their ethical orientation, even when they are not openly pursuing ethical goals.

- Ethical culture: the shared concept of right and wrong behavior in the workplace that reflects the true values of the organization and shapes the ethical decision making of its members.
 - The ethical culture develops as part of the organizational climate in long-term.
- The ethical climate reflects the true values of the organization and shapes the ethical decision making of its members.

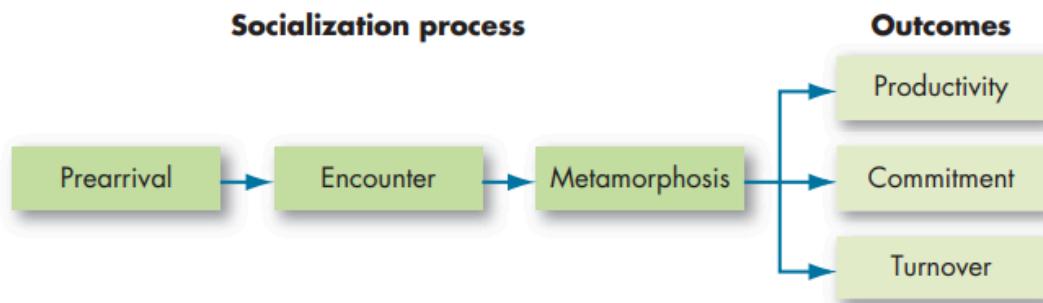
8. Ethical climate theory (ECT) & ethical climate index (ECI), categorize and measure the ethical dimensions of organizational cultures.

- Five climate categories: explains the general mindset, expectations, and values of the managers and employees in relationship to their organization.
 - *Instrumental*: managers frame their decision making around the assumption that employees are motivated by self-interest.
 - *Caring*: managers may operate under the expectation that their decisions will have a positive effect on the greatest number of stakeholders.
 - *Independence*: rely on everyone's personal moral ideas to dictate his or her workplace behavior.
 - *Law and code*: require managers and employees to use an external, standardized moral compass.
 - *Rules*: operate by internal standardized expectations from an organizational policy manual.

- Ethical climate powerfully influences the way its individual members feel they should behave.
 - By measuring the collective levels of moral sensitivity, judgment, motivation, and character of our organizations, we are able to judge the strength of the influence our ethical climates have on us.
9. **Sustainability:** practices that can be maintained over very long periods of time because the tools or structures that support the practices are not damaged by the processes.
- Social sustainability practices: address the ways that social systems are affected by an organization's actions over time and how changing social systems may affect the organization.
 - Sustainable management does not need to be purely altruistic.
 - Organization must develop a long-term culture and put its values into practice.
 - Sustainability needs time and nurturing to grow.
10. **Innovation:** Have open, unconventional, collaborative, vision-driven, and accelerating cultures.
- Startup firms: often have innovative cultures; usually small, agile, and focused on solving problems in order to survive and grow.
11. **Culture as an Asset:** culture can significantly contribute to an organization's bottom line in many ways.
12. **Culture as a Liability**
- Institutionalization: A condition that occurs when an organization takes on a life of its own, apart from any of its members.
 - Barriers to change: culture is a liability when shared values don't agree with those that further the organization's effectiveness.
 - Barriers to diversity: Hiring new employees who differ from the majority in race, age, gender, disability, or other characteristics creates a paradox.
 - Toxicity and Dysfunctions
 - Barriers to Acquisitions and Mergers: Key decision factors were potential financial advantage and product synergy.
13. **Creating and sustaining culture**
- Begins of a culture
 - Ultimate source of an organization's culture is its founders.
 - Founders have the vision of what the organization should be.
 - New organizations are typically small, which facilitates the founders' imparting of their vision on all organizational members.
 - The occurrence of culture creation
 - Founders hire employees who think and feel the way they do
 - Employees are indoctrinated and socialized into the founders' way of thinking
 - Founders' own behavior encourages employees to identify with them and internalize their beliefs, values, and assumptions.
 - Keeping a culture alive

- *Selection*: identify and hire individuals with the knowledge, skills, and abilities to perform successfully.
- *Top management*: establish norms of behavior
- *Socialization*: A process that adapts employees to the organization's culture.

14. Socialization model



- Prearrival stage: the period of leaning in the socialization process that occurs before a new employee joins the organization.
- Encounter stage: the stage in the socialization process in which a new employee sees what the organization is really like and confronts the possibility that expectations and reality may diverge.
- Metamorphosis stage: the stage in the socialization process in which a new employee changes and adjusts to the job, work group, and organization.

15. Culture is transmitted to employees through:

- Stories
- Rituals: repetitive sequences of activities that express and reinforce they key values of the organization, which goals are most important, which people are important, and which are expendable.
- Symbols
 - *Material symbols*: what conveys to employees who is important, the degree of egalitarianism top management desires, and the kinds of behavior that are appropriate.
- Language

16. Create a more ethical culture

- Be a visible role model
- Communicate ethical expectations
- Provide ethical training
- Visibly reward ethical acts and punish unethical ones
- Provide protective nechanisms: seek formal mechanisms so everyone can discuss ethical dilemmas and report unethical behavior without fear of reprimand.

17. Create a positive organizational culture:

- Emphasizes building on employee strengths
- Rewards more than it punishes

- Emphasizes individual vitality growth: No organization will get the best from employees who see themselves as mere cogs in the machine.
- Positive culture is not a cure-all

18. **Workspace spirituality:** recognizes that people have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community.

- Characteristics of a spiritual organization
 - *Benevolence:* value kindness toward others and the happiness of employees and other organizational stakeholders.
 - *Strong sense of purpose:* build their cultures around a meaningful purpose.
 - *Trust and respect:* characterized by mutual trust, honesty, and openness.
 - *Open-mindedness:* Spiritual organizations value flexible thinking and creativity among employees.
- Achieve a spiritual organization
 - Leaders can demonstrate values, attitudes, and behaviors that trigger intrinsic motivation and a sense of calling through work.
 - Encouraging employees to consider how their work provides a sense of purpose through community building also can help achieve a spiritual workplace.
- Critics of spirituality in organizations
 - *The question of scientific foundation:* what really is workplace spirituality?
 - Are spiritual organizations legitimate?
 - Do organizations have the right to impose spiritual values on their employees?
 - *The question of economics:* are spirituality and profits compatible?

19. **The Global Context**

- Organizational cultures often reflect national culture
- One of the primary things the U.S. managers can do is to be culturally sensitive
- The management of ethical behavior is one area where national culture can rub up against corporate culture.

C17: Human Resources Policies and Practices

1. **Human resource management (HRM):** refers to the policies, practices, and systems that influence employee behavior, attitudes and performance in order to support the achievement of organizational objectives.
2. **Recruiting:** the process through which individuals are attracted to job opportunities with given employer.
 - Objective: generate a large pool of qualified individuals.
 - If not effective: weaken the selection process.
 - Recruiting mistakes:
 - Not developing and implementing a strategic and systematic process for recruiting.
 - Forgetting that the recruiting process is a “two way street”.
 - Assigning the wrong people to serve as recruiters.
 - Not using the job description as the basis for the recruiting strategy.
 - Not understanding the target audience in formulating the recruiting strategy.
 - Overemphasizing the positive aspects of the job and employer, not providing a realistic job preview.
 - Strategies for effective recruiting in an Applicants' Job market
 - Focus on the candidate's needs.
 - Rely on your network.
 - Build your brand as an employer.
 - Foster a positive work culture and climate.
 - Invest in innovative compensation and benefits practices.
 - Provide meaningful career progression opportunities.
 - Redesign jobs to make them more meaningful and satisfying.
 - Take a personal approach.
 - Streamline the process.
 - Alternatives to Recruiting
 - Retraining, Reassignment of Existing Employees
 - Overtime Hours
 - Temporary/Leased Employees
 - Outsourcing
 - Internships
 - Independent Contractors
 - Gig Hires
 - Internal recruiting methods
 - HR Databases (Skills Inventories)
 - Job Posting and Job Bidding
 - Employee Referrals
 - External Recruiting Methods
 - Schools and Colleges: Target Universities
 - Employer Websites

- Job Portals
 - Social Media
3. **Selection:** the process through which job applicants are systematically evaluated in order to make hiring decisions.
- Must be horizontally integrated with the recruiting process that needs to provide a large pool of qualified applicants.
 - The goals of the selection and placement process:
 - Good person-job fit
 - Good person-organization fit
4. **Human capital resources:** the capacities of a work unit drive from the collective knowledge, skills, abilities, and other resources of the organization's workforce.
5. **Selection processes**
- Initial selection
 - Application forms
 - Background checks
 - Substantive selection
 - *Written Tests:* Intelligence or cognitive ability tests, personality tests, integrity tests
 - *Performance-Simulation Tests:* work sample tests, assessment centers, situational judgement tests, realistic job previews
 - *Interviews:*
 - ~unstructured interview: short, casual, made up of random questions
 - ~structured interview: planned interviews designed to gather job-related information
 - Contingent selection
 - *Drug test:* to determine whether an applicant is physically or mentally able to do the job.
6. **Approaches to Making Selection Decisions**
- Single-Criterion Approach: Bases the selection decision on one predictor.
 - Additive Approach: Bases the selection decision on the accumulation of ratings based on multiple predictors.
 - Multiple-Hurdle Approach: Test and interview both cut people
 - Compensatory Approach: Only interview will cut people
7. **Causes of interview validity problems**
- Halo error
 - Contrast error
 - Similar-to-me effect
 - Stereotyping
 - First Impression/Recency
 - Overemphasis on Negative Information
 - Memory effects
 - Lack of Structure
 - Inappropriate questions
8. **Strategies for enhancing the validity of interviews**

- Use standardized, job-related questions
- Use multiple interviewers
- Train managers
- Use an interview rating form
- Use behavioral and situational interviews

9. **Training:** the process of providing employees with specific skills or helping them correct deficiencies in their performance.

- Reasons for the failure of training:
 - The reason for training has not been identified
 - The training tries to be everything to all people
 - The needs of trainees were ignored or not taken into account
 - Examples are unrealistic or unrelated
 - The supervisor is not involved
 - The training is not reinforced back on the job
- Types of training
 - Basic Skills
 - Technical Skills
 - Problem-solving skills
 - Interpersonal Skills
 - Civility Training
 - Ethics Training
- Training methods: to develop appropriate training content and methods given the training objectives identified in the needs assessment phase.
 - Job training (On-the-job training): job rotation, apprenticeships, understudy assignment, and formal mentoring programs.
 - Computer-Based Training: e-learning.
- Effective training objectives
 - Specific
 - Relevant
 - Action-oriented
 - Measurable

10. **Development:** an effort to provide employees with the abilities the organization will need in the future.

11. Audience characteristics (Adult)

- Need to be involved and consulted
- Need feedback regarding how they are doing
- Learn in a variety of ways
- Want to be able to challenge the content and the process
- Enjoy being able to answer questions
- Need to build on their own knowledge and experience
- Are interested in obtaining practical solutions to their problems
- Like to be treated as equals
- Want to be able to practice in a risk-free environment

12. Types of behaviour that constitute performance at work

- Task performance
- Citizenship: Performance of actions that contribute to the psychological environment of the organization.
- Counterproductivity: behavior that actively damages the organization.

13. Purposes of Performance Evaluation

- Help management make general human resources decisions about promotions, transfers, and terminations.
- Identify training and development needs.
- Pinpoint employee skills and competencies for which remedial programs can be developed.
- Provide feedback to employees on how the organization views their performance and are often the basis for reward allocations.

14. What to evaluate

- Individual task outcomes: evaluate on outcomes such as quantity produced, scrap generated, and cost per unit of production for a plant manager.
- Behaviors
- Traits: Have a good attitude, showing confidence, being dependable, staying busy, or possessing a wealth of experience can be desirable in the workplace.

15. Methods of performance evaluation

- Written essays
- Critical incidents: Making the difference between executing a job effectively and executing it ineffectively.
- Graphic rating scales: the evaluator rates performance factors on an incremental scale.
- Behaviorally anchored rating scales (BARS): combine major elements from the critical incident and graphic rating scale approaches.
 - Appraiser rates employees based on items along a continuum.
- Forced comparisons: An employee's performance is made in explicit comparison to others.
 - *Group order ranking*: places employees into a particular classification, such as quartiles.
 - *Individual ranking*: rank-orders employees from best to worst.
- 360 degree feedback: System summary report
 - Ensures that the bosses of the individuals being evaluated discuss the feedback summary reports with them and develop action plans and develop action plans based on the feedback.

16. Performance Appraisal: the process through which an employee's job performance is formally assessed for the purposes of identifying opportunities for enhancing performance as well as for making decisions regarding merit pay increases and promotions.

- Process:
 - Identify specific performance appraisal goals
 - Establish performance criteria and communicate them to employees
 - Examine work performed

- Appraise performance
- Discuss appraisal with employee
- Causes of ineffective performance appraisals
 - Measurement Deficiency: missing one or more important performance dimensions.
 - Measurement contamination: includes one or more inappropriate performance dimensions
 - Rater biases: leniency, severity, central tendency, halo error
 - Ineffective action plans
- Practical guidelines for conducting effective performance appraisals
 - Review areas where positive performance was demonstrated and then opportunities for improvement being very specific and providing examples to support the evaluation.
 - Develop an action plan and use coaching and check-in meetings to follow-up with the employee regarding progress on the action plan.

17. **High-performance work system (HPWS):** A group of human resources practice that work together and reinforce one another to improve organizational outcomes.

C18: Organizational change and stress management

1. Forces for change

| Force | Examples |
|-------------------------|---|
| Nature of the workforce | More cultural diversity Aging population Increased immigration and outsourcing |
| Technology | Faster, cheaper, and more mobile computers and handheld devices Emergence and growth of social-networking sites Deciphering of the human genetic code |
| Economic shocks | Rise and fall of global housing market Financial sector collapse Global recession |
| Competition | Global competitors Mergers and consolidations Increased government regulation of commerce |
| Social trends | Increased environmental awareness Liberalization of attitudes toward gay, lesbian, and transgender employees More multitasking and connectivity |
| World politics | Rising health care costs Negative social attitudes toward business and executives Opening of new markets worldwide |

2. Change: involves making sth different.

- Planned change: change that is intentional, goal-oriented activity.
 - *Goals of planned change*
 - ~improve the ability of the organization to adapt to changes in its environment.
 - ~change employee behavior
- Change agents: those responsible for managing change activities.
- Resistance to change

Individual Sources

Habit—To cope with life's complexities, we rely on habits or programmed responses. But when confronted with change, this tendency to respond in our accustomed ways becomes a source of resistance.

Security—People with a high need for security are likely to resist change because it threatens their feelings of safety.

Economic factors—Changes in job tasks or established work routines can arouse economic fears if people are concerned that they won't be able to perform the new tasks or routines to their previous standards, especially when pay is closely tied to productivity.

Fear of the unknown—Change substitutes ambiguity and uncertainty for the unknown.

Selective information processing—Individuals are guilty of selectively processing information in order to keep their perceptions intact. They hear what they want to hear, and they ignore information that challenges the world they've created.

Organizational Sources

Structural inertia—Organizations have built-in mechanisms—such as their selection processes and formalized regulations—to produce stability. When an organization is confronted with change, this structural inertia acts as a counterbalance to sustain stability.

Limited focus of change—Organizations consist of a number of interdependent subsystems. One can't be changed without affecting the others. So limited changes in subsystems tend to be nullified by the larger system.

Group inertia—Even if individuals want to change their behavior, group norms may act as a constraint.

Threat to expertise—Changes in organizational patterns may threaten the expertise of specialized groups.

Threat to established power relationships—Any redistribution of decision-making authority can threaten long-established power relationships within the organization.

- **Overcome resistance to change**

- *Communication*
- *Participation*
- *Building support and commitment*
- *Develop positive relationships*
- *Implementing changes fairly*
- *Manipulation and cooptation*
- *Selecting people who accept change*
- *Coercion*: the application of direct threats or force on the resisters

- **The policies of change**

- *Change threatens the status quo, making it an inherently political activity.*
- *Politics suggests the impetus for change is more likely to come from:*
 - ~outside change agents
 - ~employees new to the organization who have less invested in the status quo
 - ~managers slightly removed from the main power structure

3. Approaches to managing change

- **Lewin's three-step model of the change process: unfreezing, movement, refreezing**
 - Driving forces: forces that direct behavior away from the status quo.
 - Restraining forces: forces that hinder movement from the existing equilibrium.
- **Kotter's Eight-Step Plan for implementing change**

1. Establish a sense of urgency by creating a compelling reason for why change is needed.
 2. Form a coalition with enough power to lead the change.
 3. Create a new vision to direct the change and strategies for achieving the vision.
 4. Communicate the vision throughout the organization.
 5. Empower others to act on the vision by removing barriers to change and encouraging risk taking and creative problem solving.
 6. Plan for, create, and reward short-term "wins" that move the organization toward the new vision.
 7. Consolidate improvements, reassess changes, and make necessary adjustments in the new programs.
 8. Reinforce the changes by demonstrating the relationship between new behaviors and organizational success.
- **Action Research:** a change process based on the systematic collection of data and selection of a change action based on what the analyzed data indicate.
 - Five steps: Diagnosis, Analysis, Feedback, Action, and Evaluation.
 - Benefits: problem-focused; reduces resistance to change.
 - **Organizational Development (OD):** a collection of change methods that try to improve organizational effectiveness and employee well-being.
 - OD methods value human and organizational growth, collaborative and participative processes, and a spirit of inquiry.
 - Focuses on how individual make sense of their work environment.
 - **Six interventions for change agents**
 - Sensitivity training
 - Survey feedback
 - Process consultation (PC)
 - Team building Intergroup development
 - Appreciative inquiry (AI)

4. Creating a Culture for change

- **Managing a Paradox**
 - Processes: Learning, Organizing, Performing, Belonging
 - Paradox theory: states the key paradox in management is that there is no final optimal status for an organization.
- **Stimulating a culture of innovation**
 - Innovation: a more specialized kind of change, is a new idea applied to initiating or improving a product process, or services
 - Innovations range from small incremental improvements, such as netbook computers, to radical breakthroughs, shuch as Nissan's electric Leaf car.
 - Sources of innovation: structural variables are the most studied potential source of innovation.
 - ~organic structures positively influence innovation
 - Innovation-contingent rewards positively influence integration
 - Innovation is nurtured when there are slack resources
 - Inter-unit communication is high in innovative organizations.

5. Innovative organizations

- characteristics:
 - Actively promote the training and development of their members so they keep current
 - Offer high job security so employees don't fear getting fired for making mistakes
 - Encourage individuals to become champions of change
 - Innovative organizations tend to have similar cultures:
 - Encourage experimentation
 - Reward both successes and failures
 - Celebrate mistakes
 - Failures are a natural by-product of venturing into the unknown.
 - Once a new idea is developed, idea champions actively and enthusiastically promote it, build support, overcome resistance, and ensure it's implemented.
 - Idea champions: individuals who take an innovation and actively and enthusiastically promote the idea, build support, overcome resistance, and ensure that the idea is implemented.
6. Learning organization: An organization that has developed the continuous capacity to adapt and change.
- Characteristics of a Learning organization
 - 1. There exists a shared vision that everyone agrees on.
 - 2. People discard their old ways of thinking and the standard routines they use for solving problems or doing their jobs.
 - 3. Members think of all organizational processes, activities, functions, and interactions with the environment as part of a system of interrelationships.
 - 4. People openly communicate with each other (across vertical and horizontal boundaries) without fear of criticism or punishment.
 - 5. People sublimate their personal self-interest and fragmented departmental interests to work together to achieve the organization's shared vision.
 - To make the firms learning organizations:
 - Establish a strategy
 - Redesign the organization's structure
 - Reshape the organization's culture
7. Organizational change and stress
- Organizational changes incorporating OB knowledge of how people react to stressors may yield more effective results than organizational changes that are only objectively managed through goal-setting.
 - The role of leadership is critical
 - Changes are stressful because employees perceive aspects to be threatening
 - Employees need to see the changes as fair
8. Stress: An unpleasant psychological process that occurs in response to environmental pressures.

- Challenge stressors: Stressors associated with workload, pressure to complete tasks, and time urgency.
- Hindrance stressors: Stressors that keep you from reaching your goals.
- Demands: Responsibilities, pressures, obligations, and even uncertainties that individuals face in the work place.
- Resources: factors within an individual's control that can be used to resolve demands.
- Allostasis: working to change behavior and attitudes to find stability.

9. Potential sources of stress at work

- Environmental factors: environmental uncertainty.
 - Economic uncertainties: contracting economic leads to people become anxious about their job security,
 - Political uncertainties
 - Technological change: innovations can make an employee's skills and experience obsolete in a very short time.
- Organizational factors
 - Task demands: the design of the job, working conditions, and the physical work layout.
 - Role demands: pressures placed on a person as a function of the particular role he or she plays in the organization.
 - Interpersonal demands: pressures created by other employees.
- Personal factors
 - Family issues: work-life conflict.
 - Personal economic problems: that of overextended financial resources create stress and siphon attention away from work.
- Stressors are additive

10. Individual Differences

- Perception: moderates the relationship between a potential stress condition and an employee's reaction to it.
- Job Experience
- Social Support
- Personality Traits

11. Consequences of stress at work

- Physiological Symptoms: research supports the link between job stress and poor health.
- Psychological Symptoms: job dissatisfaction is an obvious cause of stress.
- Behavioral Symptoms: reductions in productivity, absence, turnover, as well as changes in eating habits, increased smoking and/or consumption of alcohol, rapid speech, fidgeting, and sleep disorders.

12. Individual Approaches to manage stress: an employee can take personal responsibility for reducing stress levels.

- Individual strategies:
 - Time-management techniques
 - Increased physical exercise

- Relaxation training: meditation, mindfulness, deep breathing.
 - Expanded social support networks
13. Organizational Approaches to manage stress: Several organizational factors that cause stress are controlled by management.
- Task and role demands can be modified or changed.
14. Strategies for organizational approaches
- Better selection and placement, and training
 - Individuals with little experience or an external locus of control tend to be more prone to stress.
 - Selection and placement decisions should take these facts into consideration.
 - Training can increase an individual's self-efficacy and thus lessen job strain in these situations.
 - Goal-setting: Goals can reduce stress as well as provide motivation.
 - Employees who are highly committed to their goals and see purpose in their jobs experience less stress.
 - Redesigning jobs
 - Redesigning jobs to give employees more responsibility, more meaningful work, more autonomy, and increased feedback can reduce stress because these factors give employees greater control over work activities and lessen dependence on others.
 - Employee involvement: role stress is detrimental to a large extent because employees feel uncertain about goals, expectations, how they'll be evaluated, and the like.
 - Giving employees a voice in management decisions can increase employee control and reduce role stress.
 - Managers should consider increasing employee involvement in decision making.
 - Organizational communication
 - Increasing formal organizational communication with employees reduces uncertainty by lessening role ambiguity and role conflict.
 - Given the importance that perceptions play in moderating the stress-response relationship, management can also use effective communications as a means to shape employee perceptions.
 - Employee sabbaticals
 - Some employees need an occasional escape from the frenetic pace of their work.
 - These sabbaticals, ranging in length from a few weeks to several months, allow employees to travel, relax, or pursue personal projects that consume time beyond normal vacations.
 - Wellness program
 - Typically provide workshops to help people quit smoking, control alcohol use, lose weight, eat better, and develop a regular exercise program.

- Focus on the employee's total physical and mental condition.

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