O.B. identifies what differentiates the best coworkers from the worst coworkers such that we can learn to interact with the worst coworkers more effectively.

1) Job Performance: better productivity almost always translates into profits for the company.

2) Organizational Commitment: reduce job turnover. These aspects either improve the company's product or help the company avoid costs incurred from turnover.

Employees want to:

1) Remain a member of an organization they respect

2) Perform their job well

A resource-based view looks at what makes resources valuable to a company over time.

Employees, for example, are a human resource; good coworkers are rare, and more valuable, because their behavior difficult to imitate (inimitable).

Good employees can create a competitive advantage.

“At best, 12% of organizations will actually do what is required to build profits by putting people first.” -Jeffrey Pfeffer

Pfeffer has written extensively about organizational practices that tend to be used by successful companies and claims there is no magic bullet for effective OB practices.

Results are not a good measure of Job Performance because they are often influenced by factors out of our control.

1) Task Performance: the behaviors that are directly involved in the transformation of resources into the goods and services the organization provides

2) Citizenship behavior: the voluntary employee activities that may or may not be rewarded but contribute to the organization by improving the overall quality of the setting in which work takes place.

Civic virtue is an employee's participation in the company’s operations at a deeper-than-normal level by attending voluntary meetings and functions.

Counterproductive behavior intentionally hinders organizational accomplishment.

A few examples are theft, sabotage, and incivility.

360 degree feedback is the collection of performance information from subordinates, peers, and customers (not supervisors) who have firsthand knowledge of an employee's performance behaviors.

It is best suited to improving or developing employee talent, especially when accompanied by coaching to improve the identified areas.

1) Daydreaming (the lights are on, but nobody is home)

2) Cyberloafing (wasting time on email and instant messaging)

3) Moonlighting (using work’s time and resources to complete tasks for a different job)

1) Tardiness (arriving late to work)

2) Absenteeism (not bothering to go to work)

3) Quitting (leaving the company)

4) Taking longer breaks (disregard for company policy)

There are three types of commitment:

1) Affective commitment is built on emotion (I want to stay)

2) Continuance commitment is cost based (I need to stay)

3) Normative commitment is obligation based (I ought to stay)

It is estimated to cost the company 1.5 times the employee's annual salary + benefits to replace a salaried employee.

It can be up to 5 times as much to replace an executive.

A highly conscientious worker strives for accomplishments and have a built in desire to finish work related tasks as means to express their personality.

Some studies also show that being conscientious can help you live longer.

Highly agreeable people prioritize communion striving. They have a strong desire to attain acceptance as means to express personality.

Agreeable people focus on “getting along” not “getting ahead” and tend to react with a “wait and see” attitude.

Extraverts are talkative, assertive, passionate, bold, and dominant. They prioritize status striving and desire to attain power. Extraverts tend to be high in positive affectivity which inclines them to be enthusiastic, excited, and elation.

Additionally, they tend to be more satisfied with their work but have less frequent interactions with their family.

Neurotic people tend to be jealous, nervous, moody, emotional, and insecure. Neurotic people tend to experience negative affectivity (tend to experience unpleasant moods that lead to lower job satisfaction).

People who score high on neuroticism tend to hold an external locus of control, attributing events to external factors. Lower scores tend to have an internal locus of control and attribute outcomes to themselves.

A person who scores high on openness to experience tends to be curious, imaginative, creative, complex, refined, and sophisticated.

Employees who are strong in this dimension excel at fluid and dynamic work that have rapid changes in demand. Tend to have capacity to generate novel and useful ideas and solutions.

1) Cognitive ability: the acquisition and application of knowledge in problem solving

2) Openness to Experience

Emotional regulation is the ability to quickly recover from emotional experiences.

Use of emotions is the ability to harness emotions to employ them toward success.

Cognitive ability has a strong positive correlation to job performance.

It does not affect commitment of any type.

Explicit knowledge is readily available, easily communicable, and necessary to perform a task well... like a book.

Tacit knowledge, on the other hand, can only be gained through experience... nuances and tricks of the trade are two examples of tacit information.

The Social Learning Theory argues that employees can learn through the observation of others. Repeating an observed behavior is called behavioral modeling.

1) Direction of effort (What are you going to do right now?)

2) Intensity of effort (How hard are you going to work on it?)

3) Persistence of effort (How long are you going to work on it?)

The Expectancy theory describes the cognitive process that employees go through to make choices among different voluntary responses.

1) Expectancy: belief that effort leads to performance

2) Instrumentality: belief that performance lead to outcomes

3) Valence: anticipated value of expected outcomes

Self-efficacy is the belief that a person has the capabilities needed to execute the behaviors required for task success.

A few sources include: past accomplishment, vicarious experiences, verbal persuasion, and emotional cues.

Task requirements analysis and assessment of resources lead to an understanding of overall capability of success.

Goal setting theory views goals as the primary drivers of intensity and persistence of effort.

It argues specific and difficult goals will result in higher levels of performance in comparison to no goals, easy goals, or “do your best” goals.

1) Rewards that tie achievement to monetary gain

2) Publicity creates social pressure by announcing goals to others

3) Support provide supervision to aid employees when they struggle

4) Participation collaborate on setting the due date for the goal and provide a sense of ownership

5) Resources provide the necessary tools to attain the goal; also remove potential barriers to task efforts

The Equity theory acknowledges that motivation depends on what happens to other people, in addition to your own beliefs and circumstances.

Motivation is weighed via a mental ledger which measures your situation to other situations through a comparison other, or frame of reference, for judging equity.

The Equity theory is the idea that an employee creates a mental ledger which weighs inputs and outputs in a given situation.

Their perceived ratio is then compared to another employee (deemed "comparison other") to determine if their personal effort matches its reward. It is either balanced (equitable), underreward inequitable, or overreward inequitable. Cognitive distortion can help to “restore” balance without altering behavior.

Psychological empowerment reflects an energy rooted in the belief that work tasks contribute to some larger purpose.

1) Meaningfulness is the value of a work goal relative to a person’s own ideals

2) Self-determination is the sense of choice in the initiation and continuation of work tasks

3) Competence captures a person’s belief in their capability to perform work tasks successfully

4) Impact reflects the sense that their actions “make a difference”; progress toward fulfilling some important purpose

Higher levels of motivation tend to lead to higher levels of Task Performance. This is due to self-efficacy and competence, followed by goal difficulty, the valence-instrumentality-expectancy combination, and perceived equity.

Motivation also has a moderate correlation to organizational commitment. Higher levels of equity tend to lead to higher levels of Affective and Normative commitment.

The Value-Percept theory argues job satisfaction depends on whether you perceive that your job supplies the things that you value. Dissatisfaction = (V\_want - V\_have) \* (V\_importance)

Components include: pay, promotion, supervision, coworker, and satisfaction with the work itself. These lead to overall job satisfaction. Supervision, coworker, and work itself are the strongest factors in determining overall satisfaction.

The Job Characteristics theory describes the central characteristics of intrinsically satisfying jobs to answer:

“what kinds of tasks create beneficial psychological states?”

Measured by: the meaningfulness of the work (reflects the degree to which work tasks are desirable), a responsibility for outcomes (the degree that person feels they were a key driver of the quality of work), and knowledge of their results (reflects the extent of their performance).

1) Variety: number of different activities involved in the work

2) Identity: the completing of a whole, identifiable pierce of work from beginning to end; visible outcome

3) Significance: the impact on the lives of other people

4) Autonomy: provided freedom and independence of work

5) Feedback: job provides the worker with clear information about their performance; obtained directly from the job

Job enrichment is the process where duties and responsibilities associated with a job are expanded to provide more variety, identity, and autonomy.

Emotional labor is the need to manage emotions to complete job duties successfully.

Research suggests that one person can “catch” or “be infected by” the emotions of another person.

Job satisfaction has a moderate positive effect on Job Performance. This is due to greater task performance, higher levels of citizenship behavior and lower levels of counterproductive behavior.

Job satisfaction also has a strong positive effect on Organizational commitment. It builds affective and normative commitment; affects on continuance commitment are weaker.

1) Forming: members get a feel for what is expected of them and who’s in charge

2) Storming: members remain committed to their ideas they bring to the team; brings about conflict

3) Norming: members realize they need to work together to accomplish team goals and begin to compromise

4) Performing: roles are accepted and [hopefully] team goal is achieved

A punctuated equilibrium is a pattern of development at the midway point of the project (regardless of the length of the project) where team members realize they have to change their task paradigm fundamentally to complete the team goal on time.

A formalized mission statement can create a high level of goal interdependence.

It can improve member-understanding and boost ownership toward team goals by clearly describing what the team is trying to accomplish in a way that creates a sense of commitment and urgency amongst members.

The diversity problem-solving approach states diversity in teams is beneficial because it provides for a larger pool of knowledge and perspectives from which a team can draw as it carries out its work.

In the similarity-attraction approach, people tend to be more attracted to others who are perceived as more similar, also tending to avoid interacting with those perceived to be dissimilar.

"If a team cannot be fed by two pizzas, it's too large." - Jeff Bezos, CEO Amazon.com

Task interdependence has a moderate positive effect on Team Performance. The correlation is higher in teams that are involved with more complex knowledge work, rather than less complex work.

Task Interdependence also has a weak relationship with team commitment.

A "Team Process" is a term which reflects the different types of activities and interactions that occur within teams that contribute to their ultimate end goals.

Team characteristics affect the processes; processes have a strong impact on team effectiveness.

Synergy is a process gain, where you can get more from the team than you would expect according to the capabilities of its individual members.

Synergy has potential to create a better workplace dynamic with healthier worker relationships with more trust and less turnover. Better worker experiences lead to employees achieving more with business resources.

Social loafing is when members feel less accountable for team outcomes. This leads them to exert less effort when working on team tasks than they would if they worked alone on those same tasks.

1) Creative behavior: creative sessions such as brain-storming

2) Decision making: comprised of decision informity, staff validity, and hierarchical sensitivity

3) Boundary spanning: activities with individuals and groups who are not considered part of the team

1) Decision informity: whether members possess adequate information about their own task responsibilities

2) Staff validity: the degree to which members make good recommendations to the leader

3) Hierarchical sensitivity: the degree to which the leader effectively weighs the recommendations of the members

A teamwork process refers to the interpersonal activities that facilitate the accomplishment of the team’s work but do not directly involve task accomplishment itself.

Comprised of:

1) Transition processes: a focus on preparation for future work

2) Action processes: when the task is being accomplished

3) Interpersonal processes

Team states refer to specific types of feelings and thoughts that coalesce in the minds of team members as a consequence of their experience working together.

1) Cohesion: emotional attachment to team members

2) Potency: perceived effectiveness of the team across situations

3) Mental models: level of common understanding of important aspects among members

4) Transactive memory: distribution of specialized knowledge

Teamwork processes have a moderate positive effect on team performance. And they have a strong positive effect on team commitment.

1) Develop active listening: engage with the message

2) Presence: be in the moment, find the right place and time, & resist distractions

3) Suspend judgment: our goal understand what’s being said.

4) Acknowledge: Ask clarifying questions and refer backwards

As a sender, you have to assume your audience is not going to listen.

1) Timing: consider when and where you send your message.

2) Review: understand your message before you say it.

3) Adapt: Be as interactive as possible, given the opportunity

4) Check for comprehension: provide an opportunity to engage

Leadership can be assigned and emerged. It is important for leaders to be seen as facilitators and not authoritarians.

Shared leadership is ideal because teams are more cohesive when everyone plays a role and has influence/effect on the direction that the team goes. This allows people to “step up” in different ways at different times.

1) Positive reinforcement: reward desired behavior.

2) Negative reinforcement: take away something desired

3) Punishment: administering negative stimuli to reduce/eliminate behavior

4) Extinction: removing or withholding desirable stimuli to r educe unwanted behavior

|  |  |  |
| --- | --- | --- |
|  | **Present Stimulus** | **Remove Stimulus** |
| **Increase Behavior** | Positive Reinforcement | Negative Reinforcement |
| **Decrease Behavior** | Punishment | Exinction |

1) Fixed interval: reward per action - like jeapardy!

2) Fixed ratio: getting paid every week

3) Variable interval: boss stopping by your cubicle randomly during the day, based on some unknown quantity of time

4) Variable ratio: engage in a certain behavior but you don’t know how many times you have to engage in the behavior, like a slot machine. “Every pull could win”

Variable ratio is the most resistant to fading away over time.

Punishments may yield quick rewards, but diminish loyalty and morale over time. Also erodes performance. Positive reinforcement develops an expectation. Behaviors become contingent on consequences.

1. Risk of extinction: if rewards are not consistently reinforced.

2. Constrains natural behavior: people opt to be rewarded. PINKY AND THE BRAIN!

3. Rewards undermine intrinsic interest: behavior becomes about the money or fame, instead of their natural interest. 3a. Leads to satiation: people want to be rewarded to the full. 3b. May ignore underlying problems: goal is to complete the behavior, regardless of errors or problems. 3c. Rewards can manipulate and punish by fostering resentment, anger; erode commitment and performance. When rewards don’t happen, it feels like punishment if they don’t make the cut.

“It doesn’t matter how hard I work on this project (effort) because it won’t make a difference for how well we end up doing (performance).”

No perceived connection between time and quality.

“I know that if I work harder (effort) our group will do better (performance). But doing well on this presentation is meaningless--it won’t amount to anything (outcome).”

Perhaps something wrong with recognition?

“If I work hard (effort), we’ll do well (performance). That will boost my GPA and make me a more appealing job applicant (outcomes). But I don’t care because I’ve already got a job lined up with the family business.”

Doesn’t care about the outcome enough to care. Like mowing the lawn!

1) Hygiene Factors are extrinsic motivation and alleviate dissatisfaction.

2) Motivating Factors foster intrinsic motivation and satisfaction.

Without Hygiene Factors (money, status, company policies, sense of equity), people will be unhappy. However, the extent of Hygiene factors are limited. With Motivating Factors (work itself, responsibility, growth, achievement), we can be satisfied. Only with both Hygiene Factors and Motivating Factors can a worker be satisfied.