Organizational Behavior

Organizational Behavior

"Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life."

Marcus Aurelius
(Roman Emperor, Philosopher, and all-around decent guy)

Organizational behavior is the study of individual behavior and group dynamics in organizations

Why are we here?

Human behavior at work is NOT common sense, there is **not one best way to manage people**

Common sense works in stable situations with predictable outcomes… those aren't the important ones

Common sense "short-circuits" our motivation to actually THINK about an issue, and make intelligent decisions

Common sense is skewed by our personal experiences and biases, it is *subjective*, and is only a distorted reflection of objective reality
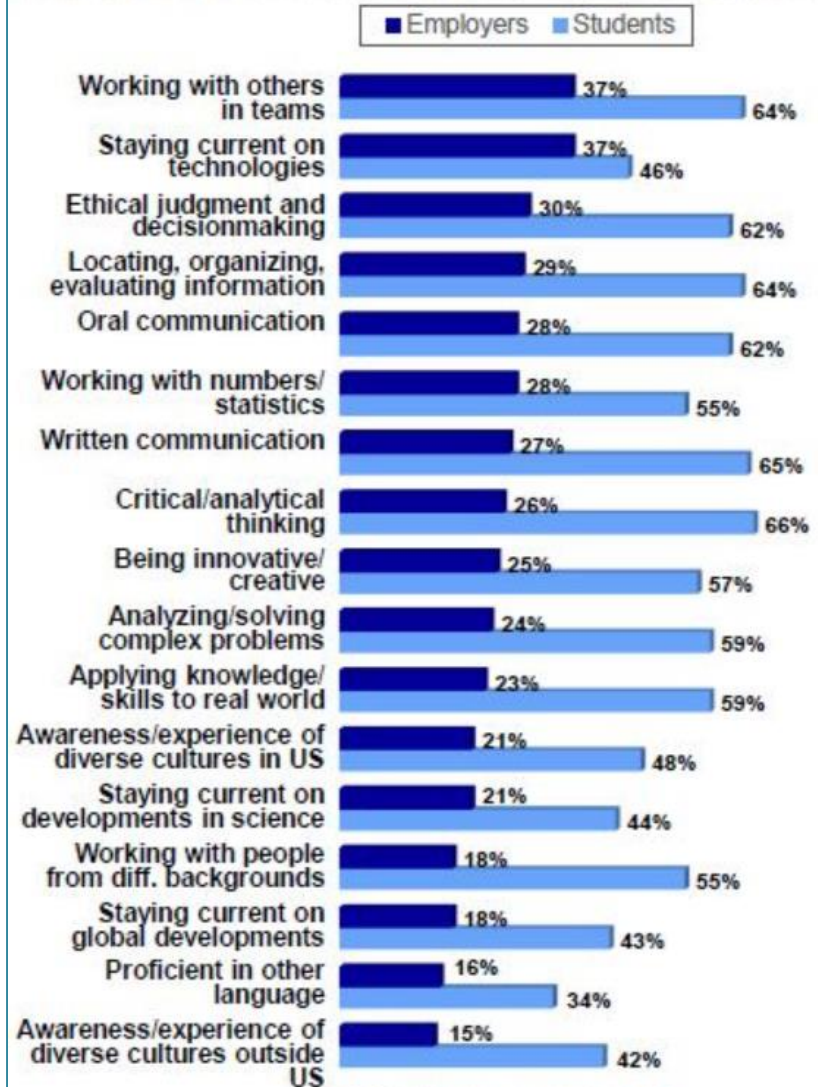
Why are we here?

To help you succeed in the future

A 2015 survey of 400 different employers and 613 students revealed that employers don't think students are nearly as well prepared as they think they are…

Employers give college graduates low scores for preparedness across learning outcomes; students think they are better prepared.

Proportions saying they/recent college graduates are well prepared in each area*

■ Employers ■ Students

Area	Employers	Students
Working with others in teams	37%	64%
Staying current on technologies	37%	46%
Ethical judgment and decisionmaking	30%	62%
Locating, organizing, evaluating information	29%	64%
Oral communication	28%	62%
Working with numbers/statistics	28%	55%
Written communication	27%	65%
Critical/analytical thinking	26%	66%
Being innovative/creative	25%	57%
Analyzing/solving complex problems	24%	59%
Applying knowledge/skills to real world	23%	59%
Awareness/experience of diverse cultures in US	21%	48%
Staying current on developments in science	21%	44%
Working with people from diff. backgrounds	18%	55%
Staying current on global developments	18%	43%
Proficient in other language	16%	34%
Awareness/experience of diverse cultures outside US	15%	42%

Why are we here?

The knowledge you gain in this type of class won't feel useful until you've worked a while
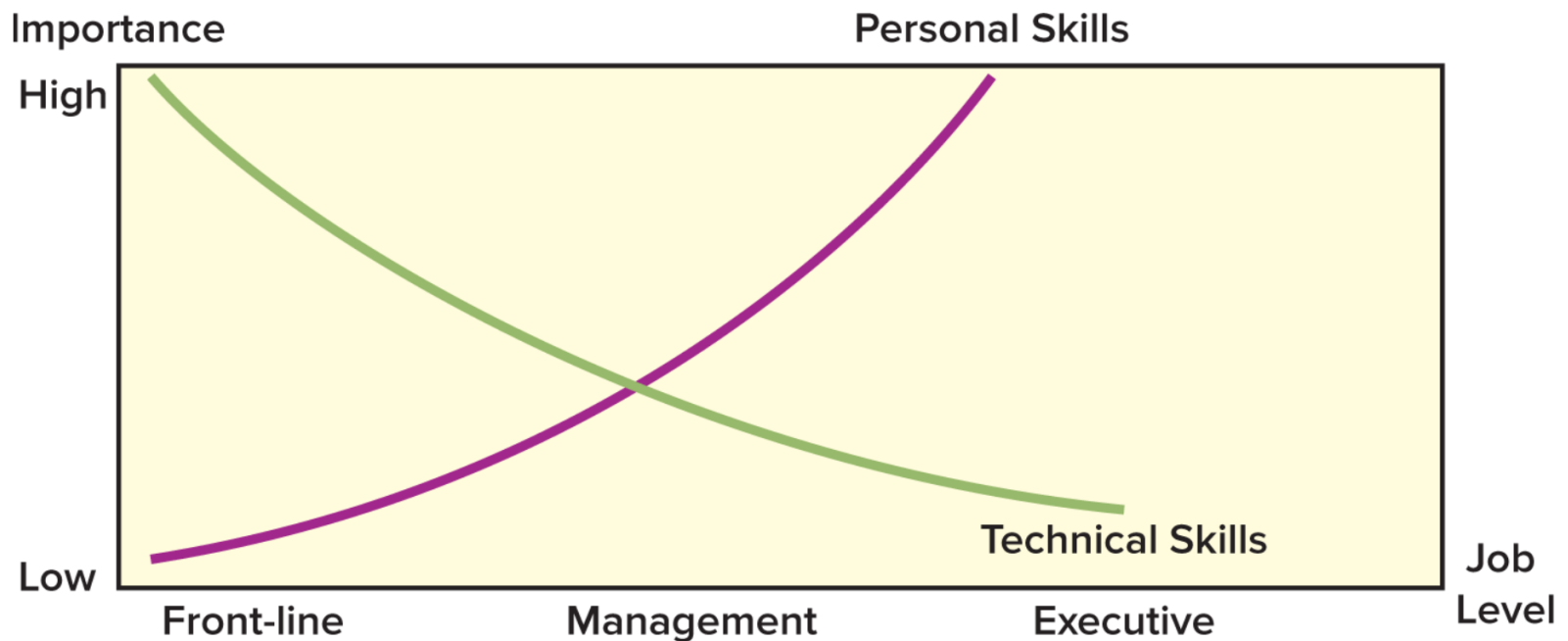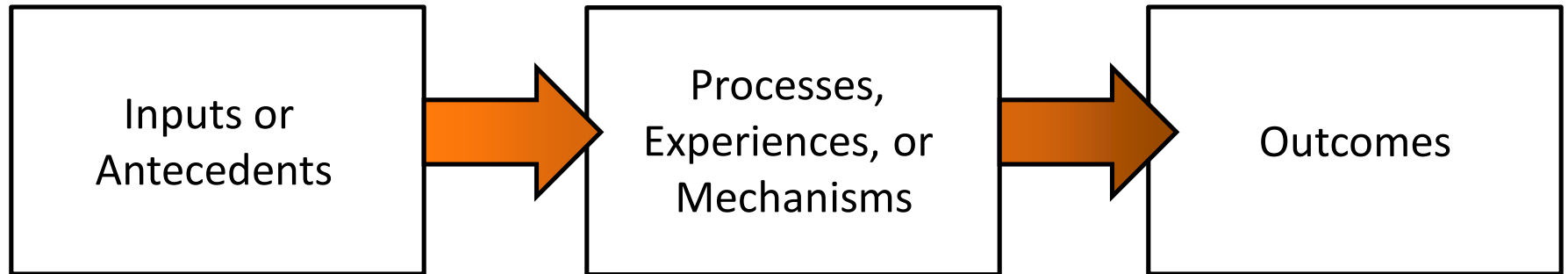
Problem Solving Approach

Three basic steps to how we're going to solve problems in this class

STEP 1: Define the problem

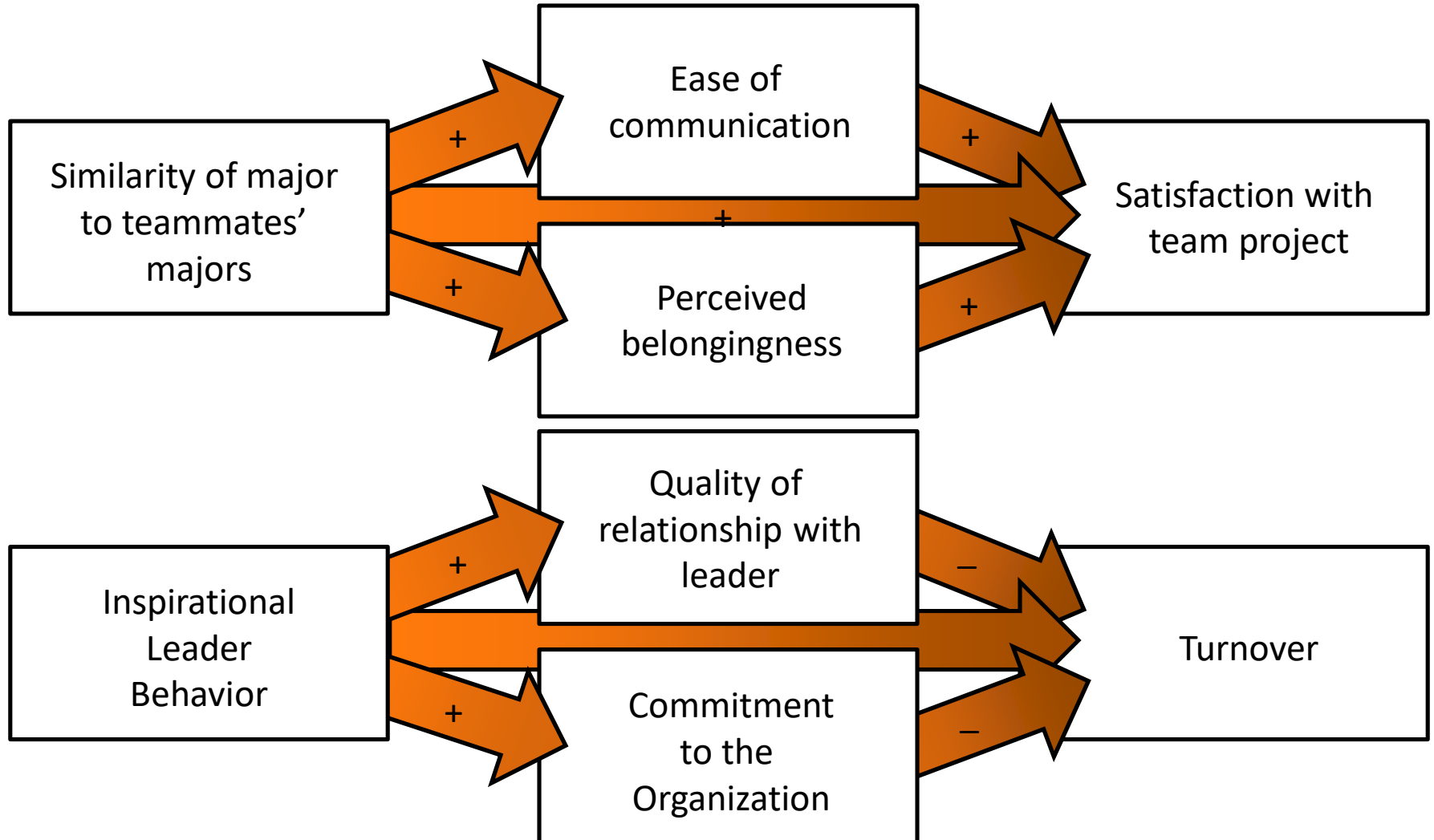STEP 2: Identify potential causes using OB concepts and theories

STEP 3: Make recommendations and (if appropriate) take action

Problem Solving Approach

Inputs or Antecedents	→	Processes, Experiences, or Mechanisms	→	Outcomes

Problem Solving Approach

Our first OB concept

There are two overall factors that interact to influence human behavior in organizations:

Person factors: The characteristics that give people their unique identities and sense of self

Situation factors: All the elements outside ourselves that influence what we feel, think, and do

ACTIVITY

Two Sides of Organizations

Due to the fundamental nature of human beings, two sides of the organization arise:

Formal Organization: The official, legitimate, structured, and most visible part of the system

Informal Organization: The unofficial, psychological, organic, and less visible part of the system

Two Sides of Organizations

"A [woman or man] gets a job in a corporation because of [her or his] utility as a resource of physical strength, manual dexterity, craft skill, business experience, or technical information. But [she or he] remain nevertheless a person, with private interests, ambitions, goals, and values…"

-Professor Tom Burns (1961), highly influential Sociologist at University of Edinburgh… super smart dude

Two Sides of Organizations

Formal organization

(overt)
Goals and objectives
Policies and procedures
Job descriptions
Financial resources
Authority structure
Communication channels
Products and services

Informal organization

(covert)
Beliefs and assumptions
Perceptions and attitudes
Values
Feelings, such as fear, joy
anger, trust, and hope
Group norms
Informal leaders

Two Sides of Organizations

Attitudes and Values

Values

Values are a fundamental determinant of behavior:

Values are abstract ideals that guide our thinking and behavior across all situations
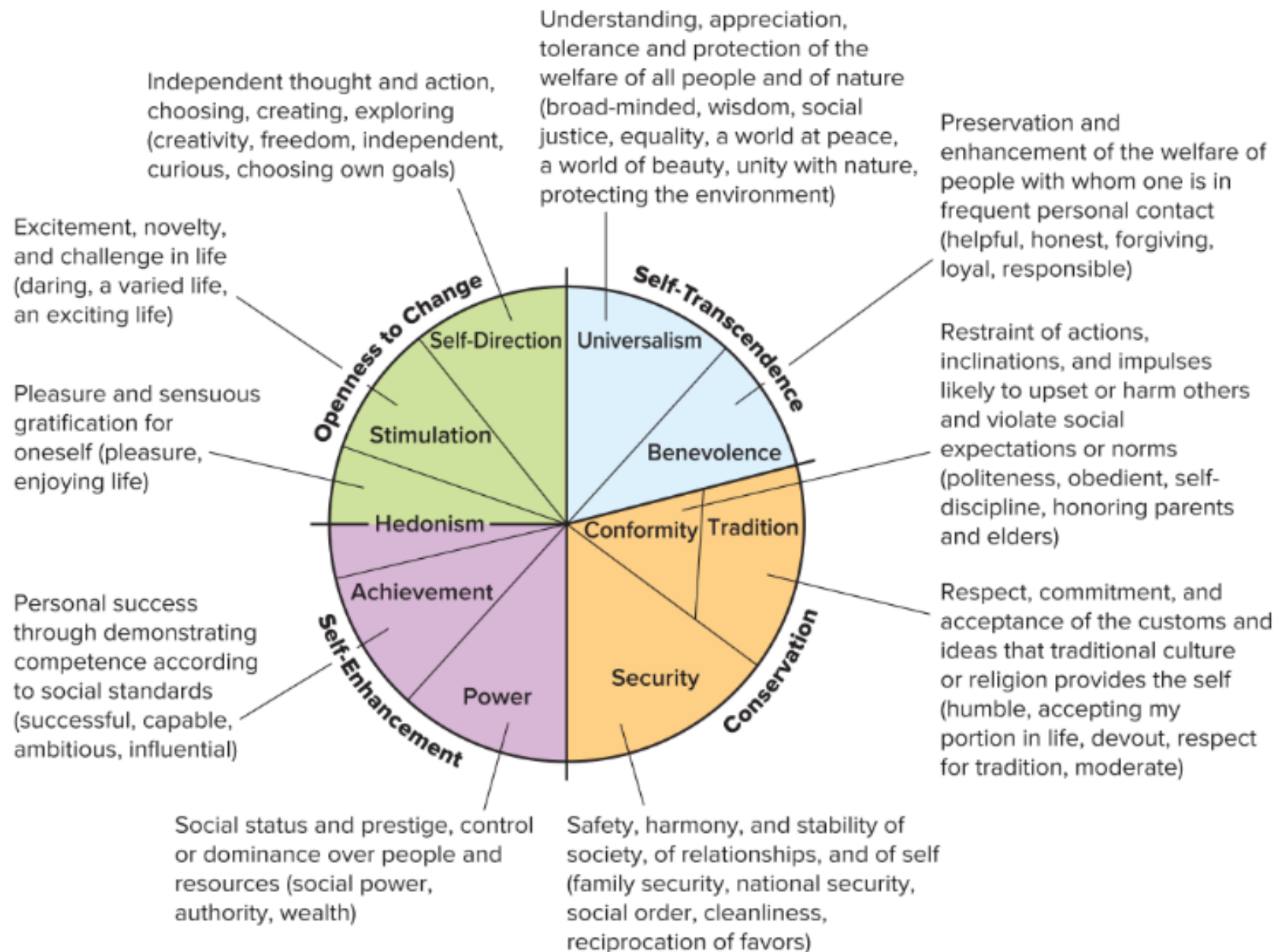
There are two types of values:

➢ *Instrumental values* define the behaviors that will lead to desired outcomes

Values

Values are shaped by a combination of nature (e.g., genetics) and nurture (e.g., upbringing, experiences), making them unique from each

We are *consciously aware* of our values, and they can often differ from other characteristics we have, such as our personalities, skills, or appearance

Independent thought and action, choosing, creating, exploring (creativity, freedom, independent, curious, choosing own goals)

Understanding, appreciation, tolerance and protection of the welfare of all people and of nature (broad-minded, wisdom, social justice, equality, a world at peace, a world of beauty, unity with nature, protecting the environment)

Preservation and enhancement of the welfare of people with whom one is in frequent personal contact (helpful, honest, forgiving, loyal, responsible)

Excitement, novelty, and challenge in life (daring, a varied life, an exciting life)

Pleasure and sensuous gratification for oneself (pleasure, enjoying life)

Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms (politeness, obedient, self-discipline, honoring parents and elders)

Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provides the self (humble, accepting my portion in life, devout, respect for tradition, moderate)

Personal success through demonstrating competence according to social standards (successful, capable, ambitious, influential)

Openness to Change — Self-Direction — Universalism — Self-Transcendence

Stimulation

Hedonism — Conformity | Tradition

Achievement

Self-Enhancement — Power — Security — Conservation

Social status and prestige, control or dominance over people and resources (social power, authority, wealth)

Safety, harmony, and stability of society, of relationships, and of self (family security, national security, social order, cleanliness, reciprocation of favors)

Values

Many organizations create ***strong situations***, in which employee behavior is modulated to meet external standards (e.g., rules, policies, norms, etc.) rather than follow internal ones, like values.

(Mischel, 1977; Weiss & Adler, 1984; Meyer, Dalal, & Hermida, 2010)

Clear and **consistent** job requirements that constrain personal **discretion**, and have **consequences** if violated, make a situation strong

Values

When the organization creates situations that **supply** opportunities for employees to fulfill their **values**, workers **fit** better and are more satisfied and committed, and exhibit better well-being

(Choi, 2004; Edwards, 1992; Kristoff-Brown, Zimmerman, & Johnson, 2005)

Lack of **supply-value fit** doesn't affect job performance….. at first

Values

Lack of value fulfillment creates **suboptimal behavior patterns** that over time…

Values

There are three general approaches:

1. Provide opportunities to fulfill values
2. Find people's with matching values
3. Develop new values in our workers

Much of this begins when we create positive attitudes towards aspects of work

Attitudes

What is an **attitude**?

A psychological tendency expressed by evaluating something with a degree of favor or disfavor

In the workplace, attitudes are formed about many different things ranging from one's supervisor or boss, to the quality of one's work environment (e.g., parking, lighting, noise, etc.)

Attitudes

	COMPONENT	MEASURED BY	EXAMPLE
A	Affect	Physiological indicators Verbal statements about feelings	I don't like my boss.
B	Behavioral intentions	Observed behavior Verbal statements about intentions	I want to transfer to another department.
C	Cognition	Attitude scales Verbal statements about beliefs	I believe my boss plays favorites at work.

SOURCE: Adapted from M. J. Rosenberg and C. I. Hovland, "Cognitive, Affective, and Behavioral Components of Attitude," in M. J. Rosenberg, C. I. Hovland, W. J. McGuire, R. P. Abelson, and J. H. Brehm, *Attitude Organization and Change* (New Haven, Conn.: Yale University Press, 1960). Copyright 1960 Yale University Press. Used with permission.

Attitude-to-Behavior Linkage

People desire to maintain consistency between their attitudes and behaviors

Cognitive dissonance is:

A state of tension that is produced when an individual experiences conflict between attitudes and behavior

Dissonance will be tolerated based on how important the attitude versus the behavior is to a person, and how much that person believes s/he can influence either

Attitude-to-Behavior Linkage

Attitudes are formed by one or more of three factors affecting beliefs (cognitive) and feelings (affect) towards an attitude object:

> Personality traits

> Direct experience

> Social learning about the object
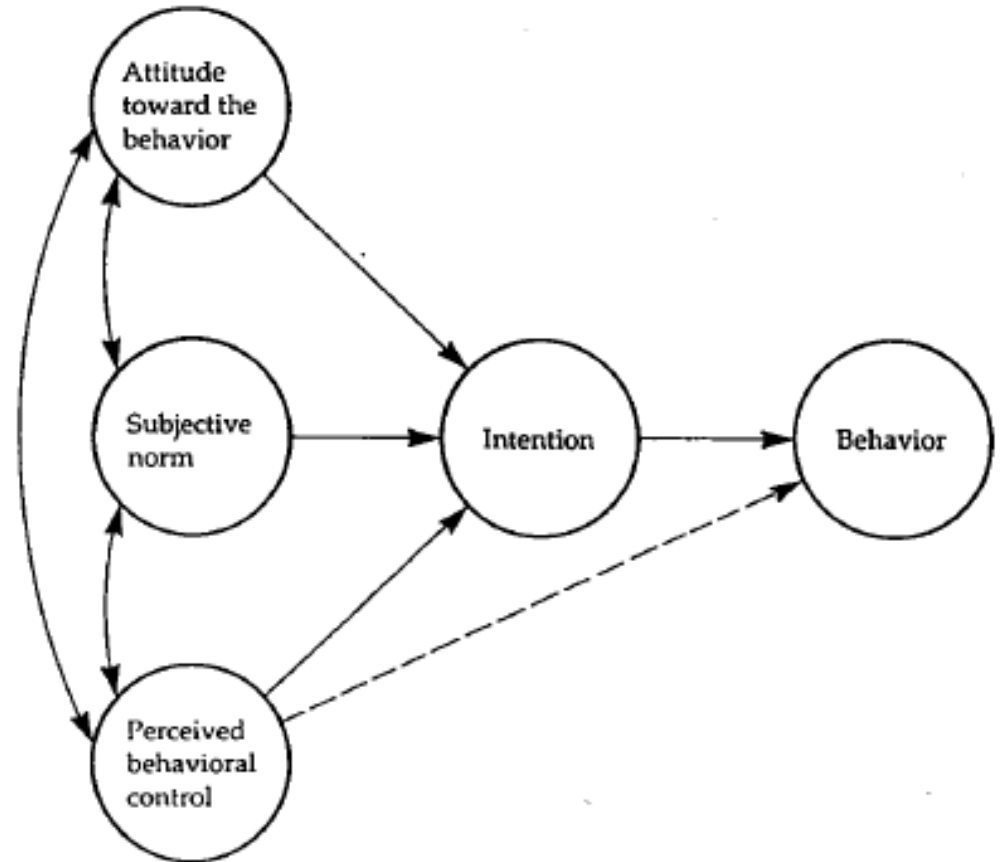
FIG. 1. Theory of planned behavior.

(Ajzen, 1991; Ajzen & Fishbein, 1977)

Job Satisfaction

One of the most common, influential, and most studied attitudes in the workplace is job satisfaction

Job satisfaction is a positive emotional state resulting from one's appraisal or evaluation of his or her job, and the parts of that job, and has ramifications for many types of employee behavior

Job Satisfaction: Causes

Prior job satisfaction predicts present job satisfaction, however the effect is stronger for intrinsic satisfaction versus extrinsic satisfaction

(Arvey, Segal, Bouchard, & Abraham, 1989; Staw & Ross, 1985)

Positive and Negative Affectivity are among the best predictors of satisfaction, they explain 55% of the genetic variance in satisfaction while Big 5 only explains 23%

(Connolly & Viswesvaran, 2000; Ilies & Judge, 2003)

Job Satisfaction: Causes

Three extrinsic (non-trait or personality) factors typically affect job satisfaction:

- ✓ *Work characteristics:* Certain jobs (e.g., complex, challenging, autonomous) are more satisfying than others
- ✓ *Pay/benefits:* High and equitable rewards are more satisfying

Job Satisfaction: Consequences

Meta-analytic evidence consistently finds that job satisfaction has a .30 or lower correlation with job performance (which is small-to-moderate)
(Iaffaldano & Muchinsky, 1985; Judge, Thoreson, Bono, & Patton, 2001; Petty, McGee, & Cavender, 1984)

The link between job satisfaction and job performance is stronger, however, when:

For employees with complex jobs

When valued rewards are contingent on performance, or rewards are high

Job Satisfaction: Consequences

Job satisfaction only moderately (negatively) predicts turnover and absenteeism, but strongly correlates (negatively) with intention to turnover and withdrawal cognitions
(Scott & Taylor, 1985; Tett & Meyer, 1993)

Job satisfaction (especially the cognitive component) strongly positively predicts organizational citizenship behaviors (OCBs), and has a strong positive relationship with organizational commitment
(LePine, Erez, & Van Dyne, 2002; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Moorman, 1993; Williams & Anderson, 1991)

Job Satisfaction: Consequences

Organizational commitment is the strength of a person's identification with their organization and their desire to stay in that organization; there are three facets of organizational commitment:

- ✓ *Affective commitment:* A desire to stay due to emotional connection with the organization

- ✓ *Continuance commitment:* Too costly to leave, need to stay for resource purposes

Job Satisfaction: Consequences
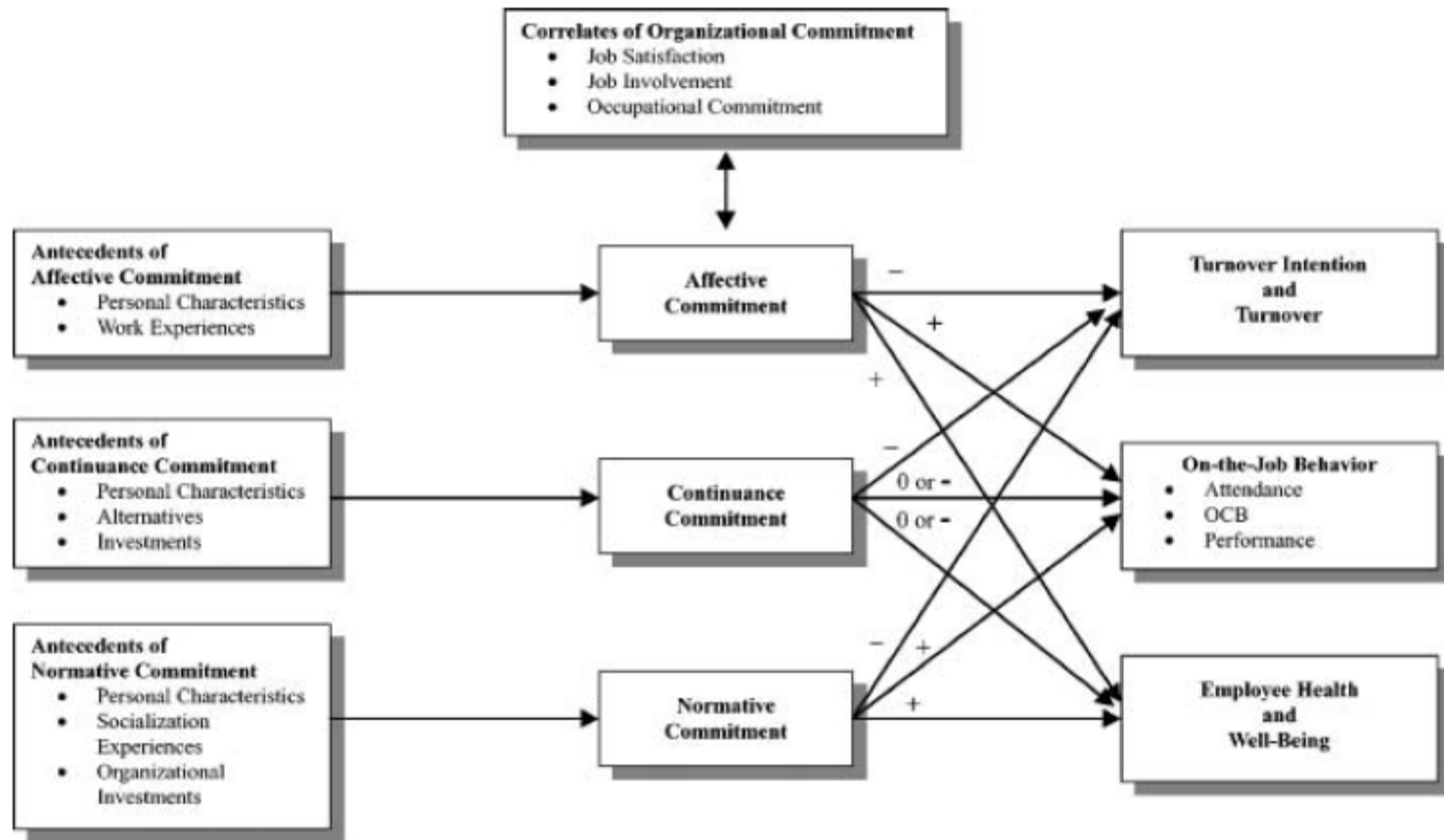
FIG. 1.   A Three-Component Model of Organizational Commitment.

Meyer, Stanley, Herscovitch, & Topolnytsky (2002), and others

Job Satisfaction: Consequences

Satisfied and committed individuals are more likely to contribute to their organization

Organizational Citizenship Behaviors are prosocial helping behavior that support the psychological and social environment in which task performance occurs

What are some of the causes of OCB?

Attitude Change

There are three factors that influence the success of persuasion and attitude change:

- ✓ *Source:* Expertise, trustworthiness, attractiveness
- ✓ *Target:* Self-esteem, attitude strength, mood
- ✓ *Message:* Acknowledge all sides of attitude object, threat level, emotional tone

Attitude Change

The Elaboration Likelihood Model explains two ways that attitude change may occur:

Central route	Peripheral route
Target pays close attention to message	Target pays little attention to message (e.g., distracted, does not value message)
Message processing is: Careful and conscious	**Message processing is:** Automatic and not careful
Attitude change determined by: Quality of argument	**Attitude change determined by:** Source characteristics (e.g., expertise) Non-substantial aspects of argument (e.g., the mere presence of data, quantity of facts, etc.)

Individual Differences

Individual Differences

Individual differences are skills, personalities, abilities, perceptions, attitudes, emotions, etc…

Their effects on organizational behavior are best understood through an <u>interactional perspective</u>:

1. Behavior is a function of continuous, multidirectional interaction between person factors and situation factors

Basics of Affect and Emotion

Affect is the instinctive feeling a person experiences in response to stimuli. It manifests as:

- ➢ **Emotion:** Brief yet intense affect caused by an event
- ➢ **Mood:** Enduring yet mild affect with no one cause

Emotions directly impede or interrupt thought processes in the present moment and often trigger action (or the intent to act), while moods indirectly alter perception and cognition by biasing it in mood-consistent ways

Basics of Affect and Emotion
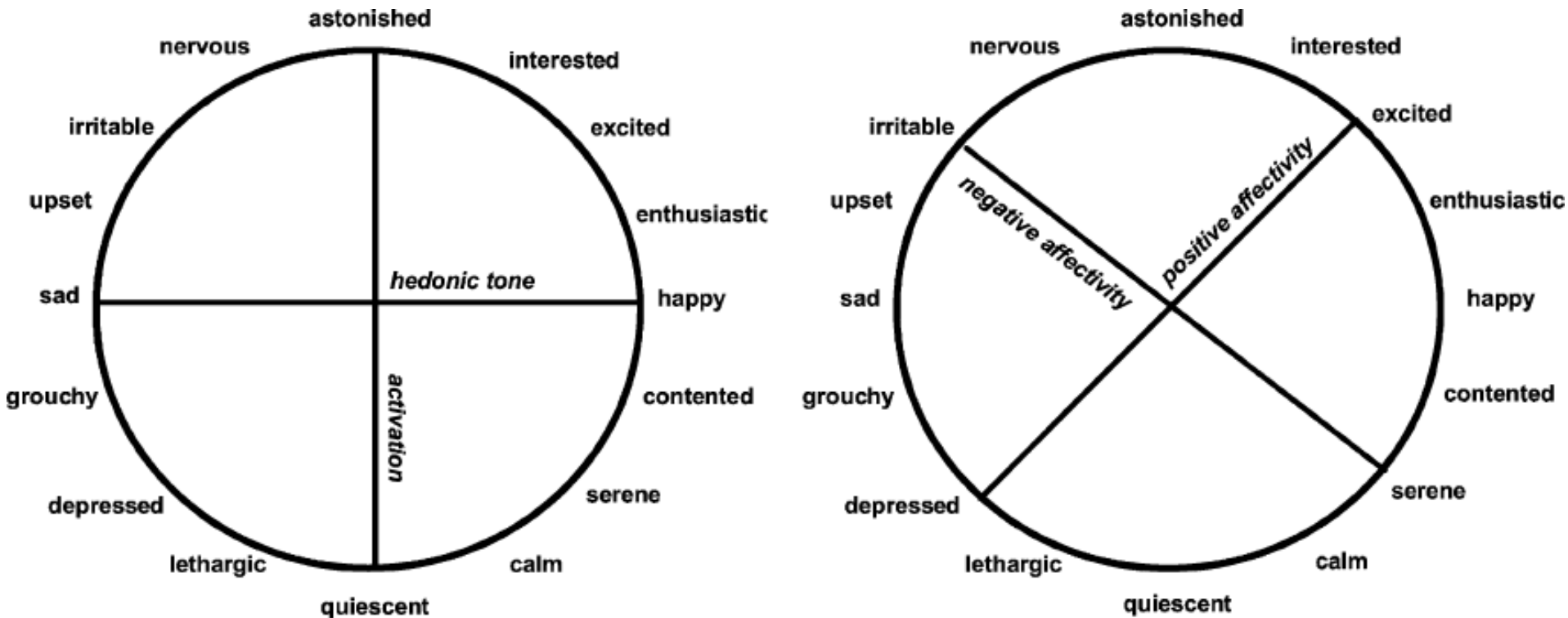
(Cropanzano, Weiss, Hale, & Reb, 2003; Russell & Barrett, 1999)

Basics of Affect and Emotion

Trait affectivity is the degree to which a person has an enduring tendency to experience either positive (Positive Affectivity, PA) or negative (Negative Affectivity, NA) emotions that involve high levels of activation or engagement

PA/NA have been found to:

1.   Directly affect strain (e.g., tension, burnout, pain)

2. Indirectly affect strain by altering perceptions.

3. Make people more/less vulnerable to experiencing stain in response to job stress.

Emotional Intelligence

If our emotions shape our perceptions of reality, then Emotional Intelligence (EQ) is the tool that allows us to control our reality

Emotional Intelligence

EQ is the ability to monitor your emotions and those of others, to discriminate among them, and to use this information to guide your thinking and actions

EQ covers both *intrapersonal* and *interpersonal* domains of intelligence, it is composed of

- Self-awareness

- Self-management

- Social awareness

- Relationship management

Emotional Intelligence

Emotional intelligence is more changeable or "plastic" than IQ or personality

Well honed EQ allows us access to an additional form of information (emotions) that enhances our ability to make decisions, manage ourselves and our time, think critically, and many other skills

Emotional Intelligence

EQ is linked with increased job performance, and has more of an impact than personality
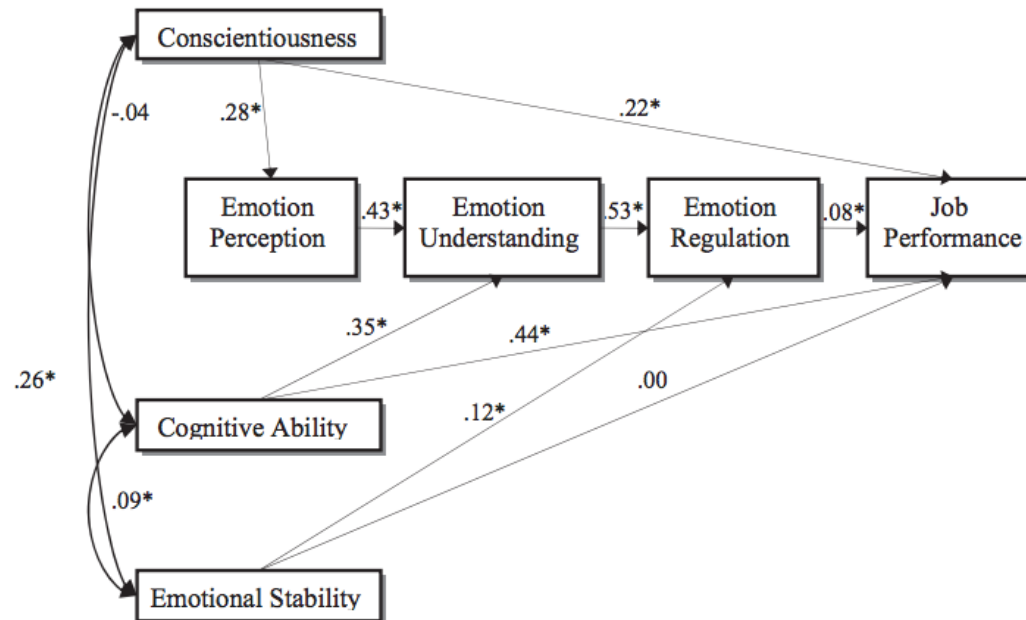
Joseph & Newman (2010); O'Boyle, Humphrey, Pollack, Hawver, & Story (2011) – both are meta-analyses of over 30,000 people

Emotional Intelligence

Greater EQ is linked with better mental and general health, and better physical health as well (to a lesser degree)

Martins, Ramalho, & Morin (2010); Schutte et al. (2007) – meta-analysis of nearly 20,000 people

Multiple Intelligences

The remaining intelligences include:

- ✓ Spatial intelligence
- ✓ Linguistic/Verbal intelligence
- ✓ Mathematical/Logical intelligence
- ✓ Musical intelligence
- ✓ Bodily-Kinesthetic intelligence
- ✓ Naturalist intelligence
- ✓ Intrapersonal intelligence (one part of EQ)
- ✓ Interpersonal intelligence (other part of EQ)

Personality

Personality is the relatively stable set of characteristics that influences an individual's behavior and lend it consistency

Shaped by genetics (up to 50%) and environment (e.g., family, culture, education, etc.)

Personality

Trait Theory: Break down behavior patterns into observable traits

Psychodynamic Theory: Unconscious determinants of behavior

Humanistic Theory: Individual growth and improvement

Personality: Trait Theory

Extraversion	The person is gregarious, assertive, and sociable (as opposed to reserved, timid, and quiet).
Agreeableness	The person is cooperative, warm, and agreeable (rather than cold, disagreeable, and antagonistic).
Conscientiousness	The person is hardworking, organized, and dependable (as opposed to lazy, disorganized, and unreliable).
Emotional stability	The person is calm, self-confident, and cool (as opposed to insecure, anxious, and depressed).
Openness to experience	The person is creative, curious, and cultured (rather than practical with narrow interests).

SOURCES: P. T. Costa and R. R. McCrae, *The NEO-PI Personality Inventory* (Odessa, Fla.: Psychological Assessment Resources, 1992); J. F. Salgado, "The Five Factor Model of Personality and Job Performance in the European Community," *Journal of Applied Psychology* 82 (1997): 30–43.

Personality: Trait Theory

Which Big 5 factors predict the following?

Performance?

Performance in social interactions?

Performance in customer service?

Team Performance?

Emotional Support?

Creativity or Innovation?

Helping Behavior?

Burnout?

Transformational Leadership?

Occupational Success?

Personality: Integrative Theory

A person's **core self-evaluation** is the degree to which a person evaluates his/her self (or self-concept) positively

Stronger core self-evaluations can lead to higher:

Personality: Integrative Theory

CSE is indicated by four personality constructs:

Locus of Control: Belief that the events in one's life are mostly controlled either by oneself (internal) or by the situation or others (external)

Emotional Stability: As discussed in the Big 5 (does not often experience negative emotional states, e.g., anxiety, hostility, depression, etc.)

Personality: Integrative Theory

CSE is indicated by four personality constructs:

Self-Esteem: Overall feelings of self-worth; high self-esteem is associated with positive feelings and emphasizing strengths over weaknesses

Self-Efficacy: Overall belief of how effectively one can perform, cope, or succeed in various situations

Personality: Integrative Theory

One more critical personality disposition:

Self-Monitoring: The degree to which people base their behavior on cues from people and situations

Personality: Measurement

Projective Test: Response to abstract stimuli

Behavioral Measures: Observing an individual's behavior in a controlled situation

Self-Report Questionnaire: Responses to questions

Social Perception and Diversity

Social Perception

Much like personality traits, our perceptions can also create individual differences that impact our behavior in various situations

Social perception is the process of interpreting information about another person; perception adds meaning to information gathered by the senses

Social Perception

Three things influence our perceptions:

- ✓ ***Perceiver (our) characteristics:*** Familiarity, attitudes, moods, self-concept, cognitive structure

- ✓ ***Target (their) characteristics:*** Appearance, verbal communication, nonverbal cues, intentions

- ✓ ***Situational characteristics:*** Context, situation strength

Stereotypes and Exemplars

Researchers mailed 5000 résumés to potential employers, using "white-sounding" and "black-sounding" names
(Bertrand & Mullainathan, 2004)

Callback rates on identical résumés were substantially higher for white-sounding names than for black-sounding names

Stereotypes and Exemplars

Racial stereotyping is still prevalent in the workforce. A study of 340 jobs found that:
(Pager, Bonikowski, & Western, 2009)

White applicants (to low-wage NYC jobs) were twice as likely to receive a job offer or callback than equally-qualified black counterparts
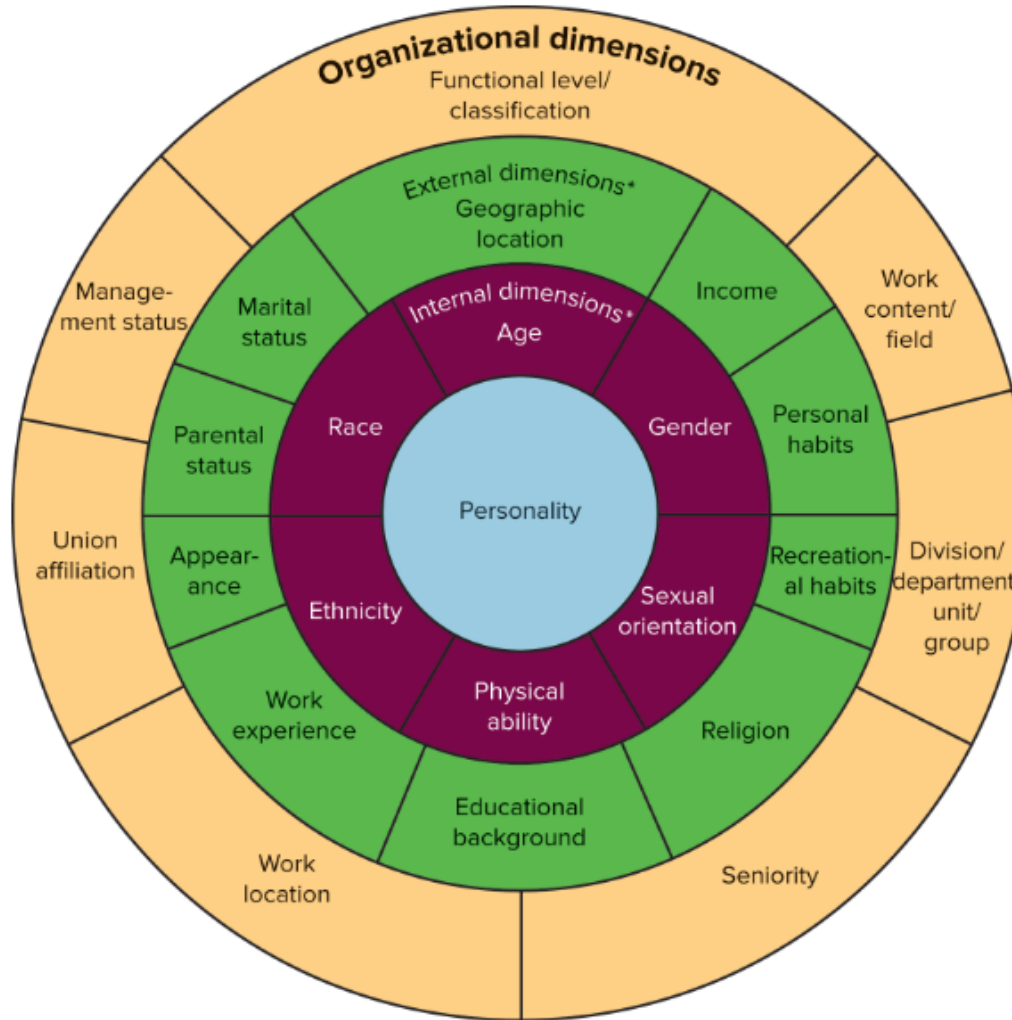
White individuals just released from prison (on cocaine charges) were just as likely to receive a job offer as blacks or Latinos with no criminal background

Stereotypes and Exemplars

Physical appearance is linked with favorable hiring, ranking, promotion, and performance evaluations. We hold (unwarranted) higher expectations for people who look attractive

The effect is stronger for evaluations of social competence, than for adjustment or intellectual ability (near zero for integrity or other-concern)

Stereotypes and Exemplars

Organizational dimensions

Functional level/ classification

External dimensions*

Geographic location

Internal dimensions*

Age

Income

Work content/ field

Management status

Marital status

Race

Gender

Personal habits

Parental status

Personality

Recreational habits

Division/ department/ unit/ group

Union affiliation

Appearance

Ethnicity

Sexual orientation

Work experience

Physical ability

Religion

Educational background

Work location

Seniority

Social Discrimination

Categorizing people by different characteristics isn't inherently bad, it's an important way to understand the complexities of life

Social perceptions turn toxic when we ***assign negative value*** to people who fit stereotypes or exemplars *(rather than forming more accurate perceptions based on their actual behavioral patterns),* and treat them differently because of these emotional assessments; this is discrimination

Social Discrimination

Both *sexual harassment* and *perceiving oneself to be racially discriminated against* are linked with decreased satisfaction and commitment, as well as physical & mental health issues; racial discrimination is linked with lower OCB

(Willness, Steel, & Lee, 2007: Meta-analysis of 70,000 total subjects; Triana, Jayasinghe, & Pieper, 2015: meta-analysis with nearly 100,000 total subjects for some conditions)

Harassment in general is also linked with decreased job performance and increased negative behavior by victims

(Bowling & Beehr, 2006: Meta-analysis of 20,000 total subjects)

Older workers equally qualified as younger workers receive lower ratings in interviews and on performance appraisals

(Posthuma & Campion, 2009: Large review of literature)

Social Discrimination

Social Perception: Barriers

Major barriers to perceptual accuracy, which can often time cause use to be discriminatory:

- ✓ **Selective perception:** Ignore information that doesn't support one's desired viewpoint
- ✓ **Chronic stereotyping:** Never refining one's perception of others beyond initial stereotypes
- ✓ **First-impression error:** Infer multiple characteristics about a person from only a brief encounter

Social Perception: Barriers

Impression management is behaving in ways to generate a positive image in the eyes of others, there are two general types:

- ✓ **Other-enhancing:** Ingratiation (flattery, favor doing, compliments, conformity)
- ✓ **Self-enhancing:** Exemplify desired values/ideals, Self-promote accomplishment/qualities

Not only is it difficult to discern people's internal characteristics, but they may be actively masking them, further skewing social perception

Attribution

When observing ours or others behavior, we "attribute" certain causes to that behavior; these attributions help us discern the drivers of their actions and deduce underlying characteristics

We attribute behavior to either:

➢ Internal causes within a person's control (e.g., personality, ability, values, effort, etc.)

➢ External causes outside of a person's control (e.g., task difficulty, luck, situation, etc.)

Attribution

Attribution: Biases

Fundamental attribution error (a.k.a., the correspondence bias): Tendency to make internal attributions when observing others' behavior; this is one of the most robust and consistent effects in social psychology

Self-serving bias: Tendency to make internal attributions for our successes, yet external attributions for our failures

Attribution: Biases

People tend to make a correspondence bias even in the presence of strong situations because:

- ✓ They unintentionally ignore situational information
- ✓ They intentionally ignore situational information because the internal attribution is valuable
- ✓ They use situational information to enhance the internal attribution

Personality can also affect one's attributional tendencies for others (i.e., locus of control)

What does this all mean?

People are complex but imperfect evaluators of others' characteristics, and often rely on inaccurate information to understand them; we perceive other people without realizing it

Managers and organizations can enact policies, procedures, and practices that reduce inaccuracies in social perception; although such *Diversity Management* can be challenging

Diversity Management

Diversity Management involves changing the culture, assumptions, and structure of an organization to thrive in the presence of diversity

Affirmative Action is any policy designed to right the wrongs of the past, it is inherently past-oriented, not future-oriented; it is often rejected by those who need it the most (i.e., people with racist attitudes), and can cause diverse individuals to feel stigmatized

Diversity Management

A study of 1,731 public employees (50% police, 15% firefighters, 35% office workers) found that people who perceived their workplace to support *equal treatment* and *equal access* for employees regardless of their diverse characteristics, were less likely to turnover
(Chrobot-Mason & Aramovich, 2013)

They were less likely to turnover because they identified with their organization more, felt a sense of empowerment, and felt free to define themselves in whatever manner they chose

Diversity Management

A study of 26 different locations of a restaurant chain found that intention to quit is greater when there is greater gender diversity, however, this effect is *neutralized* when the organizational climate supports diversity
(Gonzalez & Denisi, 2009)

Racial diversity also *positively* affected restaurant productivity and return on income in a supportive diversity climate, but gender diversity had a U-shaped relationship with firm performance

Diversity Management

A recent study of 132 successful companies revealed that those with active *Diversity/Equality Management Practices* had lower turnover, and labor productivity (revenue per employee) and innovation (revenue from new products)

(Armstrong, Flood, Guthrie, Liu, MacCurtain, & Mkamwa, 2010)

These benefits occurred **above and beyond** the benefits of standard *High Performance Work Practices* (e.g., selection testing, formalized appraisals, routine attitude surveys, etc.)

Diversity Management

Read the whole ***Organizational Practices used to Effectively Manage Diversity*** section of the textbook, not just the highlights

Motivation

Motivation

Motivation is the process that accounts for the intensity, direction, and persistence of effort that an individual exhibits towards obtaining goals

More specifically:

- ✓ Intensity: How much effort will an employee exert towards a particular goal in his/her job?

- ✓ Direction: Which goals, or aspects of the goals, will an employee exert effort towards?

- ✓ Persistence: How long will an employee exert effort?

Motivation

Intrinsic motivation arises when an individual takes action solely for the enjoyment and meaning inherent in the action itself

Extrinsic motivation arises when an individual takes action in order to acquire rewards or resources from the external environment
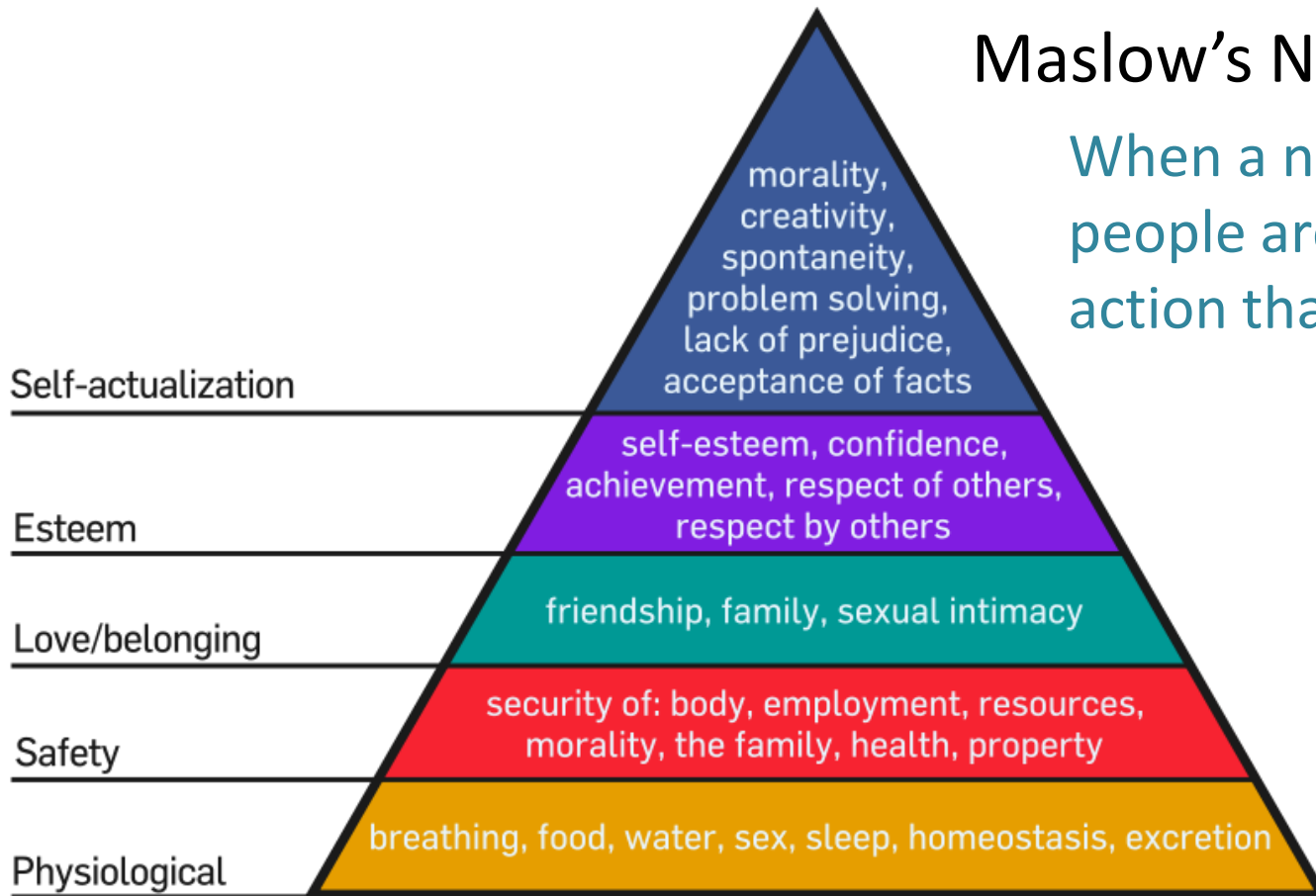
Studies find *intrinsic motivation* leads to higher quality work, and extrinsic to higher quantity

(Cerasoli, Nicklin, & Ford, 2014)

General Needs

Maslow's Need Hierarchy

When a need is lacking, people are motivated to take action that fulfills it

morality,
creativity,
spontaneity,
problem solving,
lack of prejudice,
acceptance of facts

Self-actualization

self-esteem, confidence,
achievement, respect of others,
respect by others

Esteem

friendship, family, sexual intimacy

Love/belonging

security of: body, employment, resources,
morality, the family, health, property

Safety

breathing, food, water, sex, sleep, homeostasis, excretion

Physiological

General Needs

There are three major expansions on Maslow's Needs Hierarchy:

1. Need fulfillment is also regressive (go to lower order needs when unable to meet higher order ones)

2. Hierarchy has a cultural bias

3. Higher level needs can still be motivators even if lower one's are not met

Acquired Need Tendencies

Building off of Maslow, McClelland theorized and found evidence suggesting that people acquire trait-like **need tendencies**, which are:

Needs or desires that are learned or acquired over time, yet also describe a "style" or tendency of motivation (similar to traits or personality)

Acquired Need Tendencies

Need for Achievement: Seek performance excellence, enjoy difficult and challenging goals

Need for Power: Seeks to exert emotional and behavioral control or influence over others

Need for Affiliation: Seeks to establish and maintain warm, close, and intimate relationships with others

Acquired Need Tendencies

Need for Achievement: Entrepreneurs and managers typically have high NAch; linked to career success

Need for Power: Managers, executives, and leaders tend to perform better if they have a high NPow

Need for Affiliation: Found in jobs requiring social interaction; great "team players" and provide emotional support

Fundamental Needs

Self-determination theory finds that people are more intrinsically motivated to do things that help them meet three fundamental human needs: **autonomy**, **competence**, and **relatedness**

(Deci & Ryan, 2010; Ryan & Deci, 2000)

Although extrinsic motivators usually reduce intrinsic motivation, fulfillment of those three needs while performing a task can encourage workers to internalize external standards

(e.g., Deci, Eghrari, Patrick, & Leone, 1994; Gagne & Deci, 2005; Ryan & Deci, 2000)

Fundamental Needs

What are some workplace events that can fulfill each of the three need tendencies?

Autonomy

Increased control over one's decisions, adequate resources, acknowledgement of one's personal feelings/thoughts, cooperatively set goals and deadlines, no threats
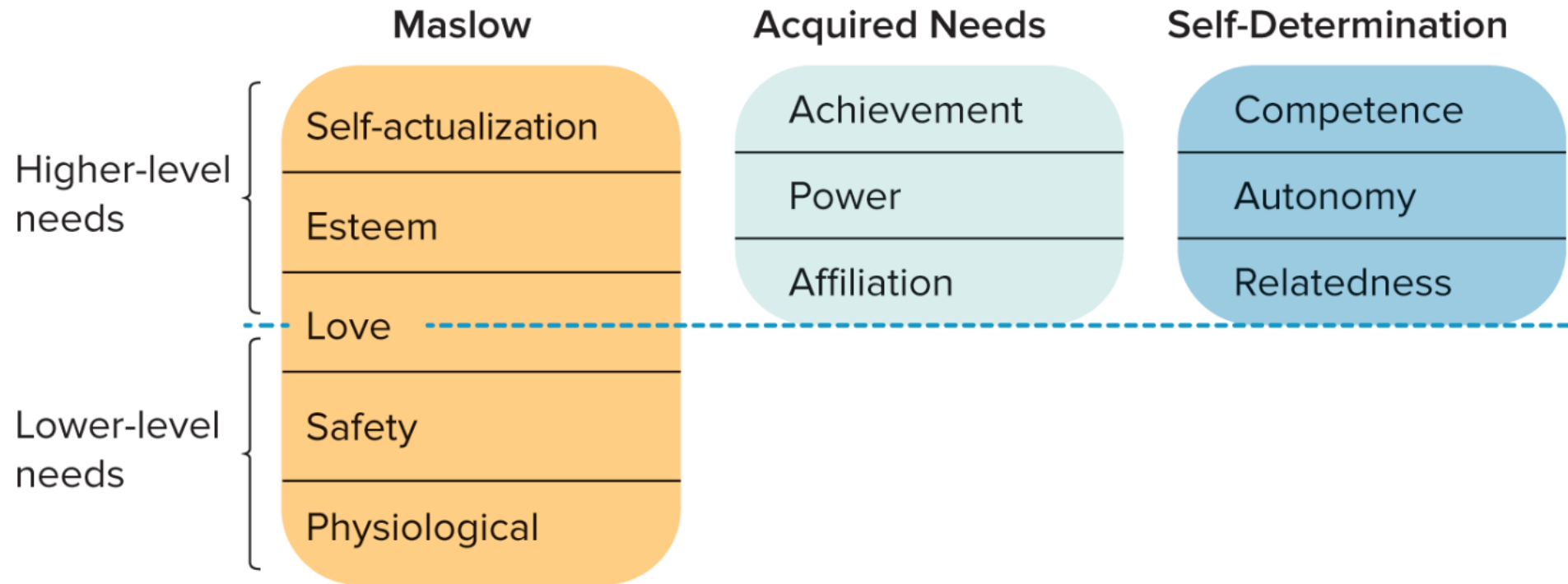
Competence

Feedback about one's effectiveness, rewards for competence rather than solely for outcomes, recognition of skill and performance

Relatedness

Identifying with others and feeling similar to them, personally supportive communication, helping someone else and vice-versa

Needs

Needs

Linking these models together:

1. Lower-order needs (physiological, security) must be satisfied before a person is motivated to fulfill…

2. Higher-order needs (autonomy, relatedness, competence), each of which may be more or less salient/meaningful for a person based on his/her…

3. Trait-like need tendencies (achievement, power, affiliation)

Engagement

When intrinsically motivated and the context supports need fulfillment, workers often become engaged in their work; **engagement** is a persistent and positive affective-motivational state

Engagement is strongly linked to job performance and reduced stress and burnout, yet is most effective when matched with recovery events (e.g., breaks, vacations, etc.)

Engagement

Work engagement is seen as the opposite from burnout and exhaustion; it is a persistent, positive, affective-motivational state of fulfillment

Individuals express themselves physically, emotionally, and mentally through their work... feel connected and able to handle job demands

Stresses the importance of energy recovery (e.g., vacations, positive activities, leisure, etc.)

Engagement

From a recent study involving 245 firefighters:

Structural Model with Engagement and Other Affective-Motivational States[a]
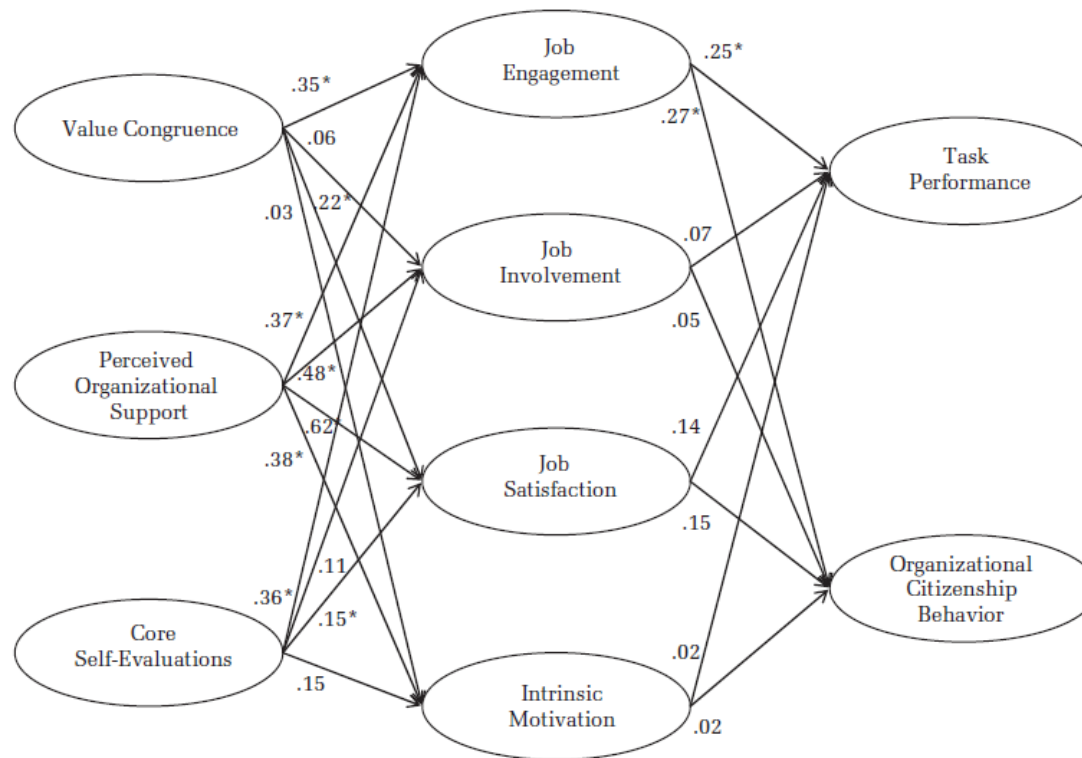
Process Theories: Equity

Workers will only be motivated to fulfill their needs under certain conditions; these conditions are dictated by social and organizational processes

First, organizations are built on social exchanges between people; according to **equity theory**, people are motivated based on their *perceptions* of the fairness of those exchanges

Process Theories: Equity

When they perceive inequity in comparison to a referent, people experience tension and are motivated to relieve that tension by bringing the input/outcome ratios back into balance

	Person	Comparison other
(a) Equity	$\dfrac{\text{Outcomes}}{\text{Inputs}}$ =	$\dfrac{\text{Outcomes}}{\text{Inputs}}$
(b) Negative Inequity	$\dfrac{\text{Outcomes}}{\text{Inputs}}$ <	$\dfrac{\text{Outcomes}}{\text{Inputs}}$
(c) Positive Inequity	$\dfrac{\text{Outcomes}}{\text{Inputs}}$ >	$\dfrac{\text{Outcomes}}{\text{Inputs}}$

Process Theories: Equity

There are five major ways to restore equity:

1. Change inputs or outcomes
2. Change referents' inputs or outcomes
3. Change perceptions of input/outcome ratios for self or referent (e.g., rationalization)
4. Change the referent
5. Leave the organization (turnover)

Process Theories: Expectancy

Expectancy theory explains how employees make choices among alternative behaviors and levels of effort they will exert towards a task or goal

Two general assumptions:

1. Performing at a certain level will lead to a certain outcomes
2. Effort will lead to a certain level of performance

Process Theories: Expectancy

Three key components of expectancy theory:

Valence: Value/importance a person places on a certain reward

Instrumentality: Extent to which a person believes performance of certain behaviors will lead to a certain reward
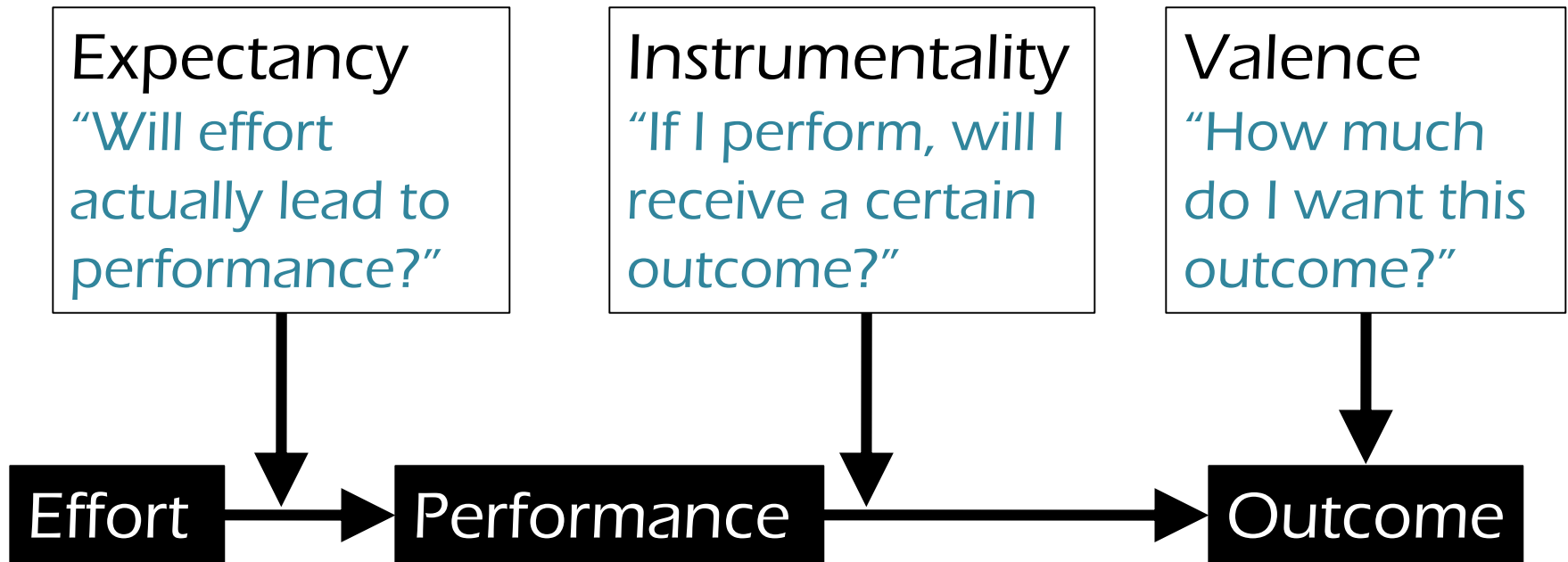
Expectancy: Extent to which a person believes effort will lead to a certain level of performance

Process Theories: Expectancy

The level of motivation depends on the level of valence, instrumentality, and expectancy perceived by an employee

If any one of those three components is zero, then motivation will be zero

Process Theories: Expectancy

Expectancy	Instrumentality	Valence
"Will effort actually lead to performance?"	*"If I perform, will I receive a certain outcome?"*	*"How much do I want this outcome?"*

Effort → **Performance** → **Outcome**

Process Theories: Expectancy

How can managers fix these three problems?

Lack of expectancy?

Boost self-efficacy, skills training/development

Lack of instrumentality?

Ensure behaviors are rewarded, pay-for-performance, recognize/monitor performance, explain linkage

Lack of valence?

Alter the reward, illustrate the valence of the reward

Job Design

The *scientific management approach* emphasized standardizing jobs and explicitly specifying task activities employees will perform; it reduced the need to think/deliberate about the job

What are the benefits?

Easily understood tasks, shared perspective, minimizes psychomotor error

What are the limitations?

Boring, not optimal performance, no creativity

Job Design

Later models, such as the *job characteristics model*, found that simplicity isn't always the most effective way to motivate people

Job characteristics model finds that different core dimensions of a job will lead to psychological states that then impact personal/work outcomes

Job Design

Job characteristics model:
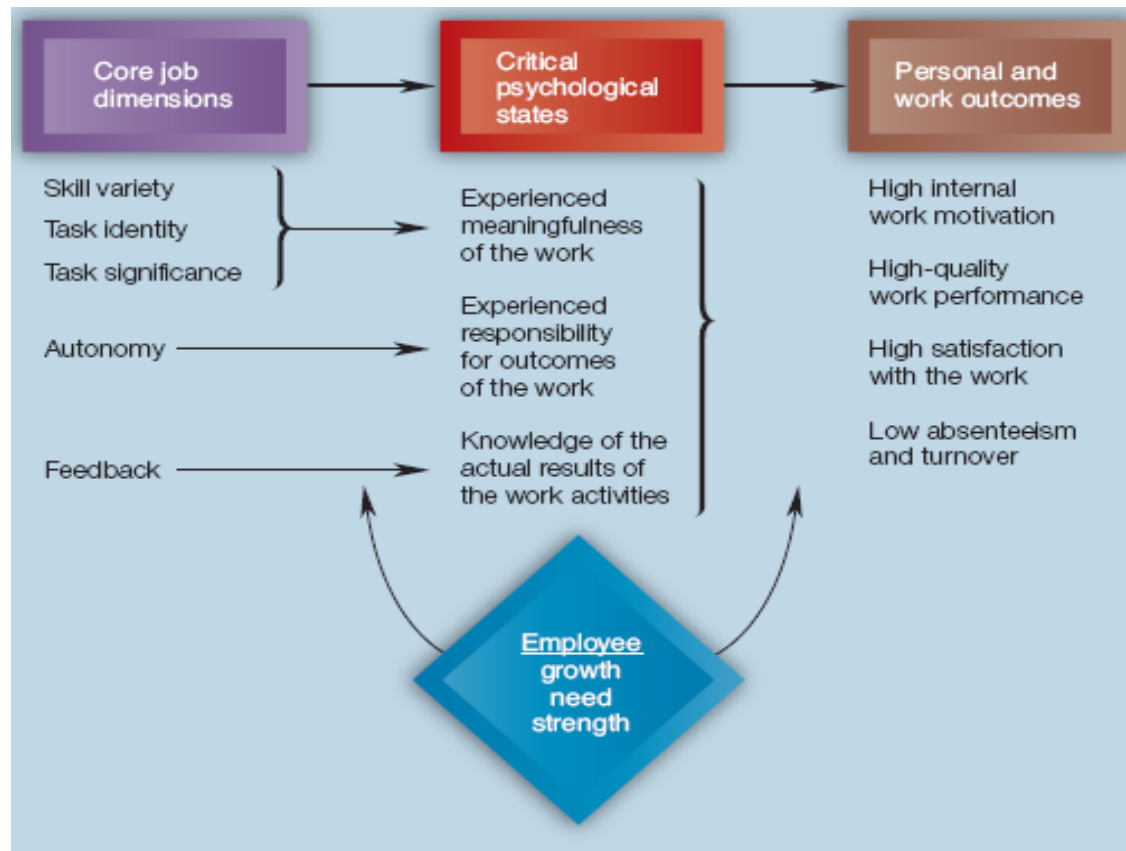
Job Design

Job enlargement increases the number of tasks and responsibilities of a given job

Job rotation periodically moves workers between specialized tasks; typically used to enhance employee flexibility, but may also enhance motivation

Enlargement and rotation are linked to increased performance quality and leader-member communication

Job Design

Job enrichment involves increasing the number, variety, and challenge of tasks, but also increasing authority and structuring tasks as whole units; heightening autonomy is usually required to successfully enrich a job

Job enrichment is useful and can enhance the meaningfulness of an employee's job, assuming the employee is capable of adapting to such changes

Job Design

Sample job re-design techniques include: Forming logical work units, close client relationships, delegation, opening feedback channels

Altering job characteristics will only have an effect on employees if they are open to the possibility of change in their job, which can be influenced by personality, job satisfaction, tenure, goals, etc.

Job Design

Recent work in the last 2000s and early 2010s have focused more heavily on autonomy and feedback, and also found that they work best when complemented with **social support** and **opportunities to learn and to develop**

Studies have found that the above four *job resources* enhance employee engagement and reduce employee burnout (to a lesser extent)

(Bakker & Demerouti, 2008; Hakanen, Schaufeli, & Ahola, 2008; Nahrgang, Morgeson, & Hofmann, 2010; Schaufeli, Bakker, & Van Rhenen, 2009)