



Eulogio "Amang" Rodriguez Institute of
Science and Technology - Manila Campus
College of Arts and Sciences



Industrial and Organizational Psychology

INTEGRATIVE COURSE IN PSYCHOLOGY
(ICOPSCYH)



EARIST CAS | BS PSYCHOLOGY REVIEW CLASS
Academic Year 2023-2024

SESSION 1: Industrial & Organizational Psychology: Concepts, Principles, and Applications

The Evolution of Industrial/Organizational Psychology

- Experimental psychologists and university professors, Hugo Munsterberg and Walter Dill Scott, are credited as the first to apply psychological concepts to resolve problems within organizations (Spector, 2008).
- Frederick Winslow Taylor whose research on worker productivity inspired many other I/O psychologists, including husband and wife team Frank and Lillian Gilbreth. The Gilbreths studied the physical movements of workers and how long tasks took to complete.
- With this information, they went on to design user-friendly mechanisms, which helped protect the health of the worker and increased efficiency and output (Spector, 2008).
- In addition to efficiency and productivity, I/O psychologists assisted the government by matching match soldiers to roles best suited to them.
- World War I was a historical time for I/O psychology. “This was the first large-scale application of psychological testing to place individuals in jobs” (Spector, 2008, p. 12).
- During World War II, I/O psychologists were again retained to help boost morale, work on developing effective team strategies, and of course, place soldiers into roles where they could work to their fullest potential as part of the war effort.
- The “APA opened its doors to applied psychology, and Division 14 of Industrial and Business Psychology was formed in 1944 ‘(Benjamin, 1997)’”

(Spector, 2008, p. 12). (at the present time, the organization is known as the Society for Industrial and Organizational Psychology (SIOP).

Proponents

- Raymond Cattell’s contribution to industrial psychology is largely reflected in his founding of a psychological consulting company, which is still operating today called the Psychological Corporation, and in the accomplishments of students at Columbia in the area of industrial psychology.
- In 1913, Münsterberg published Psychology and Industrial Efficiency, which covered topics such as employee selection, employee training, and effective advertising.
- Scott was one of the first psychologists to apply psychology to advertising, management, and personnel selection.
- In 1903, Scott published two books: The Theory of Advertising and Psychology of Advertising.
- By 1911 he published two more books, Influencing Men in Business and Increasing Human Efficiency in Business.

What is I/O psychology?

- It can be defined as the scientific study of behavior in organizational settings and the application of psychology to understand work behavior.
- In other words, I/O psychology focuses on understanding employee behavior in work settings.

I - in industrial refers to the selection, placement, and training of suitable employees to ensure the smooth and effective running of the organization

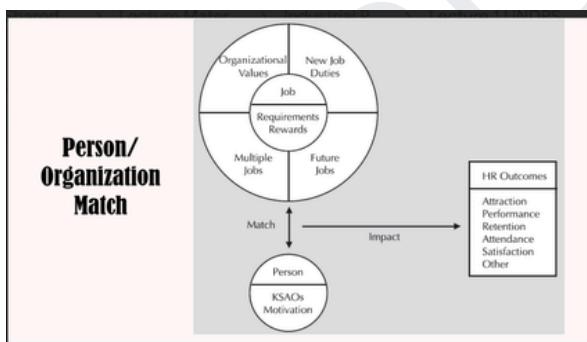
O - refers to the safety, well-being, and exploration of the employee's fullest potential.



For example:

they ask questions such as:

- How can organizations recruit and select the people they need in order to remain productive?
- How can organizations assess and improve the performance of their employees?
- What work and non-work factors contribute to the happiness, effectiveness, and well-being of employees in the workplace?
- How does work influence non-work behavior and happiness? What motivates employees at work?



Concepts: Person/Organization Match Model

- Organizational culture and values
 - Norms of desirable attitudes and behaviors for employees
- New job duties

- Tasks that may be added to the target job over time

- “And other duties as assigned . . . ”

- Multiple jobs

- Flexibility concerns - Hiring people who could perform multiple jobs

- Future jobs

- Long-term matches during the employment relationship

How Does Fit Happen?

Attraction-selection-attrition (ASA)

- People and organizations seldom change
- Fit is like two puzzle pieces

Basic model

- Only people who think they'll fit apply
- Managers hire those similar to themselves
- Turnover occurs if later evaluation shows there's a misfit

Organizational socialization tactics

- People and organizations often change
- Fit is like molding clay into just the right shape

Basic model

- Organizations have strong social power
- Employees desire to fit in with social situations
- Those who are able to adapt themselves are those who are promoted

Major Cultural Dimensions of Organizations

Dimension: Cultural values

Change vs. consistency:

Innovation, experimentation, risk taking
Stability, rule orientation, secure

Performance vs. process:

Outcome orientation, action oriented, aggressive
Process orientation, bureaucratic, predictable

Support vs. independence:

Respect for people, collaborative, team oriented
Respect for ideas, independent,
individual-oriented

Person-Organization Fit: Why Does it Matter?

Employment relationship perspective

- People accept jobs based on rewards
- Employees are concerned mostly with meeting their desires
- Values congruence indirectly affects need fulfillment through rewards offered and desired

Social identity perspective

- People classify themselves based on group membership and wish to associate with groups that match their identity
- Congruence is more important than need fulfillment

Research has shown that it's not an either-or thing, both of these perspectives matter

Empirical Evidence on Person-Organization Fit

	Satisfaction	Commitment	Retention
Fit	-0.36**	-0.28**	0.64*
Age	-0.05	-0.11	0.02
Gender	-0.01	-0.04	0.05
Tenure	-0.08	-0.01	n/a

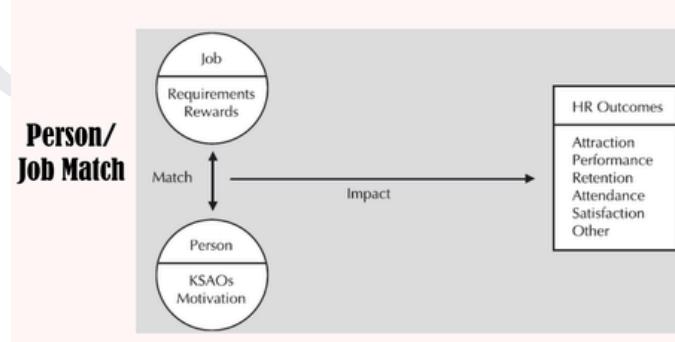
- 127 accountants and MBAs described their preferred culture and their organization's culture
- Matches were significantly related to job satisfaction, commitment, and retention in the firm

Chapman, Uggerslev, Carroll, Piasentin, & Jones: Applicant Attraction and Job Choice

	Attraction	Acceptance intentions	Job choice
Compensation	0.27	0.42	0.12
Type of work	0.37	0.52	--
Work environment	0.60	0.53	--
Recruiter behaviors	0.29	0.32	0.11
Procedural justice	0.39	0.40	0.09
Perceived PO fit	0.46	--	0.18
Perceived alternatives	0.16	-0.06	0.07
Hiring expectancies	0.26	0.36	0.17

Major Implication: You Can't Please All the People All the Time!

- The research clearly shows that people differ in what they want, and matching things up can improve satisfaction
- The research also suggests that organizations will tend to attract people who are a lot like the people already there.



Concepts: Person/Job Match Model

- Jobs are characterized by their requirements and rewards
- Individuals are characterized via qualifications (KSAOS) and motivation
- These concepts are not new or faddish, this is an enduring model of staffing
- Matching process involves dual match
 - KSAOs to requirements
 - Motivation to rewards
- Job requirements expressed in terms of both
 - Tasks involved
 - KSAOs necessary for performance of tasks

- Job requirements often extend beyond the task and KSAO requirements

Uses for Job Analyses: Tools to Improve Person-Job Fit

1. Staffing: find out KSAOs required for performance
2. Training and development: knowledge and skills that should be taught
3. Compensation: determining pay based on job characteristics
4. Performance management: communicating expectations about tasks

What Do We Measure in Job Analysis?

- Tasks, duties and responsibilities
 - The actual things that people do on the job
 - Objectively observable
- KSAOs
 - Knowledge: declarative (what's a spreadsheet)
 - Skills: procedural (how do I run a spreadsheet)
 - Abilities: capacity to develop new knowledge and skills
 - Other traits: personality characteristics

Job Requirements Matrix				
Specific Tasks	Task Dimensions	Importance (% time spent)	KSAOs	Importance to Tasks (1-5 rating)
Nature				
1. Arrange schedules with office assistants/volunteers to ensure that office will be staffed during prescribed hours.	A. Supervision	30%	1. Knowledge of office operations and policies 2. Ability to match people to tasks according to their skills and hours of availability 3. Skill in interaction with diverse people 4. Skill in determining types and priorities of tasks	4.9 4.6 2.9 4.0
2. Assign office tasks to office assistants/volunteers to ensure coordination of activities	A. Supervision			
3. Type/transcribe letters, memos and reports; enter handwritten material or dictated copy to produce final copy, using word processor	B. Word processing	20%	1. Knowledge of typing formats 2. Knowledge of spelling and punctuation 3. Knowledge of graphics display software 4. Ability to proofread and correct copy 5. Skill in use of WordPerfect (most current version) 6. Skill in creating visually appealing and understandable graphs	3.1 5.0 2.0 5.0 4.3 3.4
4. Prepare graphs and other visual materials for presentation reports, using word processor	B. Word processing			
5. Proofread typed copy and correct spelling, punctuation, and typographical errors in order to produce high-quality materials	B. Word processing			

Task Statements

Definition

objectively written descriptions of the behaviors or work activities engaged in by employees in order to perform the job

Each statement should include:

- What the employee does, using a specific action verb
- To whom or what the employee does what he or she does, stating the object of the verb
- What is produced, indicating the expected output of the verb
- What equipment, materials, tools, or procedures, are used

Task Dimensions

• Definition

- Involves grouping sets of task statements into dimensions, attaching a name to each dimension
- Other terms -- “duties,” “accountability areas,” “responsibilities,” and “performance dimensions”

• Characteristics

- Grouping procedure should be acceptable to organizational members
- Empirical validation against external criterion is not possible

Importance of Tasks/Dimensions

- Involves an objective assessment of the importance
- Two decisions
 - Decide on an attribute to be assessed in terms of importance
 - Decide whether the attribute will be measured in categorical or continuous terms
- Ways to Assess Task/Dimension Importance
 - Relative time spent
 - Percentage (%) time spent
 - Importance to overall performance
 - Need for new employee training

Where to Get Information: Two Main Options

• Standardized sources

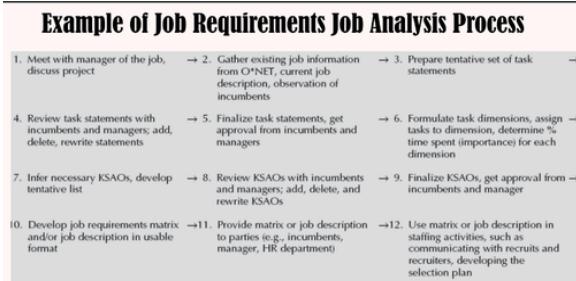
- Measures apply across settings as

much as possible so they tend to concentrate on general characteristics.

- May not match your specific jobs
- Very consistent no matter who looks it up
- Very low cost.

- Local questionnaires and interviews

- People may try to talk up their positions.
- Too much information if people feel like “venting.”
- Very inconsistent in application
- Costly to have people who can go through all this information and make sense of it. High variable costs.



Competency-Based Job Analysis

- **Nature of competencies**

- an underlying characteristic of an individual that contributes to job or role performance and to organizational success

- **Usage reflects a desire to:**

- connote job requirements that extend beyond the specific job itself
- describe and measure the organization's workforce in more general terms
- as a way of increasing staffing flexibility in job assignments

KSAOs or Competencies?

- Similarities between competencies and KSAOs
 - Both reflect an underlying ability to perform a job
- Differences between competencies and KSAOs

- Competencies are much more general
- May contribute to success in multiple jobs
- Contribute not only to job performance but also to organizational success

Organization Usage

- Three strategic HR reasons for doing competency modeling
 - Create awareness and understanding of the need for change
 - Enhance skill levels of the workforce
 - Improve teamwork and coordination

The “Great Eight” Competencies

Leading: initiates action, gives direction

Supporting: shows respect, puts people first

Presenting: communicates and networks effectively

Analyzing: thinks clearly, applies expertise

Creating: thinks broadly, handles situations creatively

Organizing: plans ahead, follows rules

Adapting: responds to change, copes with setbacks

Performing: focuses on results, shows understanding of the organization

Collecting Competency Information

- General competencies at the organizational level are established by top management
 - Organization must establish its mission and goals prior to determining competency requirements
 - Should be important at all job levels
 - Should have specific, behavioral definitions, not just labels

Employee Preferences and Job Characteristics

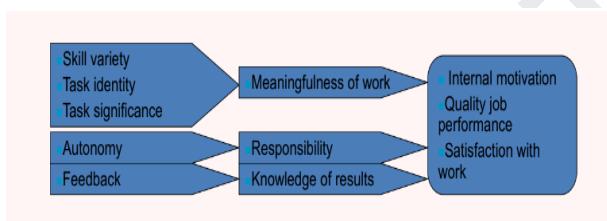
- Assessing job preferences

- **Realistic**: prefer to work with physical objects, repairs, fixing things
- **Investigative**: prefer to study things methodically, figure things out with logic and plans, experiment
- **Artistic**: prefer to work by intuition and with great space for creativity
- **Social**: prefer to work on tasks that help others and that involve working with others
- **Enterprising**: prefer to plan and set up things independently, convince others to participate, and work on sales activities
- **Conventional**: prefer to work according to well-defined guidelines and procedures

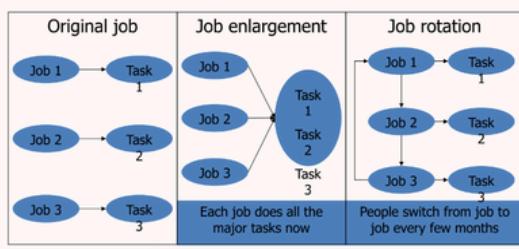
Improving Job Satisfaction and Bridging the Job-Organization Gap

• **Job enrichment**

- Creating jobs that are more inherently satisfying to all employees (based on similarities across people rather than differences)
- Greatly increases satisfaction over time



Methods for Enhancing Job Characteristics



Examples of Job Enlargement Efforts

- Bank One's international trade banking department produced commercial letters of

credit indicating that the bank would stand behind a loan taken out by a company.

- Traditionally, each individual claim processor handled a single piece of each document and then handed this off to the next person
- Because each person was focused on their own specific piece of the task, they were bored and made mistakes
- Turnover was astronomical
- Jobs were enlarged, so that each individual had responsibility for one entire case at a time
 - Increased skill variety (doing numerous subtasks), task identity (a whole case is completed), task significance (could have contact with the person whose final case they were handling), autonomy (less need to check with others on the process), and feedback (saw how the job was progressing and would speak with the individual client about how things were going)

How Do Enlargement and Rotation Facilitate Fit?

Person-job matching?

Person-organization matching?

Bridging the gap?

What is the downside of enlargement and rotation for fit?

IMPORTANCE OF INDUSTRIAL PSYCHOLOGY

- The term industrial psychology refers to the science of psychology and its application to the workplace. Because of the high demand for industrial psychologists, the field has become one of the most lucrative within psychology.

- Those trained in industrial psychology can find work in a variety of fields ranging from research to the upper echelons of corporations. Specific tasks involve solving problems with employees on a broad scale, with their work affecting every level of an organization

- The branch of applied science that is concerned with the efficient management of an industrial labor force & especially with the problem encountered by workers in the mechanized environment. It is the study of the human mind or human behavior in industrial situations.
- **Research.** Industrial psychologists apply the scientific method to solve problems in the workplace. This involves tasks such as testing a new method of completing tasks at select locations to compare the outcomes of each technique
- **Hiring.** As a result of research, industrial psychologists determine what qualities and skills to search for potential employees. While they rarely participate in the interview process, industrial psychologists may design interview materials and strategies.
- **Designing Tests.** Industrial psychologists are frequently tasked with creating standardized tests to answer questions about employees and their work. This involves an in-depth analysis of each question with complex statistical programs.
- **Applying Tests.** Because of the complexity of some tests, industrial psychologists choose appropriate tests, conduct tests, and interpret their results. After proctoring a test, the psychologist can determine the best course of action to remedy a problem.
- It helps employers know how to increase productivity and improve employee working situations

SESSION 2: Human Resources Management and Development

HR Strategy and Business Result



Workforce Planning



Workforce Planning



Technique to Determine Number of Recruits

- | | |
|--|--|
| Trend Analysis <ul style="list-style-type: none"> Study of a firm's past employment needs over a period of years to predict future needs | Ratio Analysis <ul style="list-style-type: none"> A forecasting technique for determining future staff needs by using ratios between sales volume and the number of employees needed |
|--|--|

Recruitment from External Resources

- Recruiting new staff from external sources will be influenced by several factors, namely :

Macro-Economic Conditions of a Nation -

When the economic conditions are relatively difficult, there will usually be an oversupply, or the number of applicants will be much higher than the demand. In such a case, the company will find it relatively easier to select new employees from a large number of applicants.

Training Process

Training Need Analysis

- What are the training needs for this person and/or job?

Training Objectives

- Objective should be measurable and observable

Training Delivery

- Techniques include on-the-job- training, action learning, etc.

Training Evaluation

- Measure reaction, learning, behavior, and results

Assessing Training Needs

Task Analysis - A detailed analysis of a job to identify the skills required, so that an appropriate training program can be instituted

Competency Analysis - Careful study of competency level to identify a deficiency and then correct it with a training program, or some other development intervention.

Current competency level of the employee
Competency Gap ----> Competency Assessment
Required competency level for certain position

- Training and Development Program

Competency Profile Per Position

Position	Required Competency	Required Level				
		1	2	3	4	5
Training & Development Manager	Communication Skills					
	Public Speaking					
	Leadership					
	Training Need Analysis					
	Material Development					
Recruitment Supervisor	Training Evaluation					
	Communication Skills					
	Interview Skills					
	Analytical Thinking					
	Understand Selection Tools					
Customer Orientation	Teamwork					
	Customer Orientation					

Competency Type

Score Required

Competency Profile Per Position

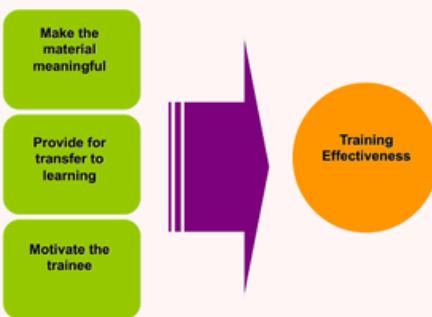
Position	Competency Requirements	Required Level				
		1	2	3	4	5
Managerial competency						
Leadership						
Achievement Orientation						
Teamwork						
Hiring & Organizing						
Functional competency						
Problem Solving						
Mechanical/Equipment Maintenance						

Position	Competency Requirements	Relevant Training Modules				
		Leadership	Achievement Orientation	Teamwork	Problem Solving	Mechanical/Equipment Maintenance
SUPERVISOR	Leadership	<ul style="list-style-type: none"> Leadership I Communication Skills I The Art of Motivating Employees Providing Effective Feedback 				
	Achievement Orientation		<ul style="list-style-type: none"> Goal Setting Technique Work Motivation Planning & Organizing Continuous Self Improvement 			

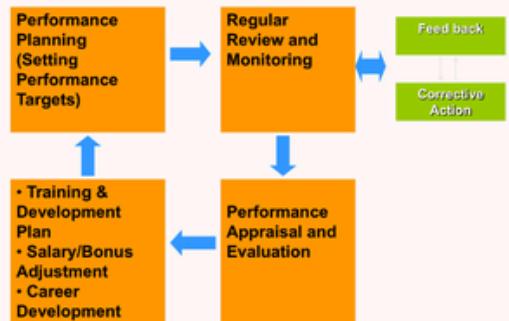
Training Matrix for Competency Development

Position	Training Title	Competency									
		Productive Communication	Decision Making	On-Becoming Efficient Leader 1	On-Becoming Efficient Leader 2	On-Becoming Efficient Leader 3	On-Becoming Efficient Leader 4	On-Becoming Efficient Leader 5	Strategic Management	Problem Solving	Building Productive Partnerships
Supervisor	Communication Skills	V									
	Leadership		V								
	Teamwork								V		
	Achievement Orientation				V						
	Customer Focus									V	
Manager	Communication Skills	V									
	Leadership		V								
	Teamwork								V		
	Achievement Orientation				V						
	Customer Focus			V							
	Strategic Thinking					V					
	Problem Solving & Decision Making						V				V
V = compulsory training											

Enhance Training Effectiveness



Performance Management Cycle



Performance Management Cycle

- Defining the performance standards means making sure that you and your subordinate agree on his/her duties and targets that you expect
- Appraising performance means comparing your subordinate's actual performance to the standard/targets set in step one.
- Providing feedback means discussing plans for any development that is required.

Problems in Performance Appraisal



Measuring ROI of Training

Training Process

Training Need Analysis

- What are the training needs for this person and/or job?

Training Objectives

- Objective should be measurable and observable

Training Delivery

- Techniques include on-the-job- training, action learning, etc.

Training Evaluation

- Measure reaction, learning, behavior, and results

The Four Levels of Evaluation

Level 1 - Reaction

Evaluate trainees' reactions to the program. Did they like the program? Did they think it worthwhile?

Level 2 - Learning

Test the trainees to determine if they learned the principles, skills, and facts they were to learn.

Level 3 – Behavior Application

Ask whether the trainees' behavior on the job changed because of the training program. For example, are employees in the store's complaint department more courteous toward disgruntled customers than previously?

Level 4 – Business Impact

What final results were achieved in terms of the training objectives previously set? Did the number of customer complaints about employees drop? Did the reject rate improve? Was turnover reduced, and so forth.

The Four Levels of Evaluation

Level	Value of Information	Frequency of Use	Difficulty of Assessment
I. Reaction	Least valuable	Frequent	Easy
II. Learning		↑	↓
III. Behavior		↑	↓
IV. Results	Most valuable	Infrequent	Difficult

Level 1 - Reaction

- Evaluate trainees' reactions to the program:
- Did they like the program?
- Did they like the facilitators?
- Did they like the training accommodation and facilities?

Guidelines for Evaluating Learning

1. Use a control group if practical
2. Allow time for behavior change and application to take place
3. Evaluate both before and after the program if practical
4. Survey and/or interview one or more of the following: trainees, their immediate supervisor, their subordinates, and others who often observe their behavior
5. Get 100 percent response or a sampling
6. Repeat the evaluation at appropriate times
7. Consider cost versus benefits

Example of Survey to Measure Behavior Application

Instruction:

The objective of this questionnaire is to determine the extent to which those who attended the recent program on Leadership have applied the principles and techniques that they learned there to the job.

Circle the answer that you consider appropriate for each question.
5 = Much more 4 = More 3 = Same 2 = Less 1 = Much less

Time and energy spent after the program
compared to time and energy spent before
the program

Understanding and Motivating					
1. Trying to understand my subordinates	5	4	3	2	1
2. Listening to my subordinates	5	4	3	2	1
3. Praising good work	5	4	3	2	1
4. Talking with subordinates about their family and personal interests	5	4	3	2	1
5. Asking my subordinates for their ideas	5	4	3	2	1
6. Applying "Management by Walking Around"	5	4	3	2	1

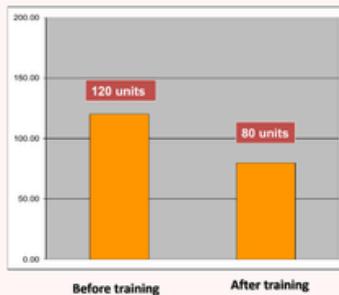
Level 4 – Business Results

- Indicate the extent to which you think this program has influenced each of these measures in your work unit, department, or business unit:
 - Productivity
 - Quality
 - Customer Response Time
 - Cost Control
 - Employee Satisfaction
 - Customer Satisfaction
 - Other

Example : Measuring Training Results

Program:
TQM Training

Results After 3 months of training, the number of defects dropped to 80 units/day



Example : Measuring Training Results

Program :
Sales Training

Results after 3 months training, number of sales per salesman increase to 30 units/month.



Level 1 - Reaction

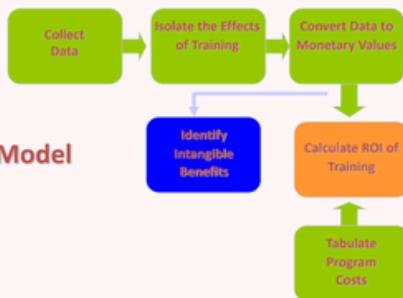
Level 2 - Learning

Level 3 – Behavior Application

Level 4 – Business Impact

Level 5: Return on Investment of Training

ROI of Training Model



Motivation and Goal Setting

- Managers want to know what inspires employees to give their best to the organization.
- Motivation theories attempt to explain what energizes employees to accomplish organizational goals.

- Question: To what extent are these theories, most of which have been developed in the countries, universal or culture bound?

The Nature of Motivation

• Content Theories of Motivation

- Theories that explain work motivation in terms of what arouses, energizes, or initiates employee behavior.

• Process Theories of Motivation

- Theories that explain work motivation by how employee behavior is initiated, redirected, and halted.

Select Theories of Motivation

• Content Theories

- Maslow's Hierarchy of Needs
- Hertzberg's Two-Factor Theory
- Achievement theories

• Process Theories

- Goal Setting Theory
- Expectancy Theory
- Equity Theory

Content Theories

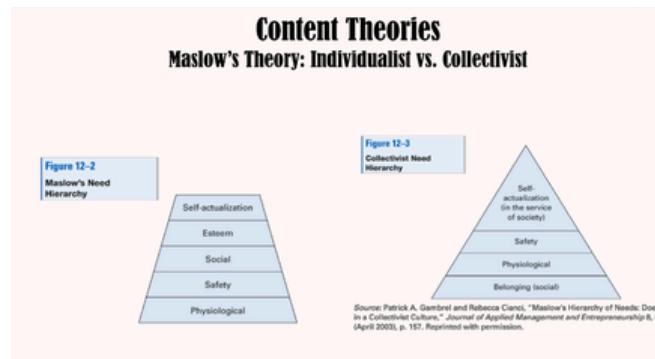
Maslow's Hierarchy of Needs

- Maslow's theory rests on a number of basic assumptions:
 - Lower-level needs must be satisfied before higher-level needs become motivators
 - A need that is satisfied no longer serves as a motivator
 - There are more ways to satisfy higher-level than there are ways to satisfy lower-level needs

International Findings on Maslow's Theory

- Some researchers have suggested modifying Maslow's "Western-oriented" individualist hierarchy by re-ranking the needs

- For instance, in collectivist cultures such as China that emphasize the needs of society, the hierarchy might have four levels ranked from lowest to highest:
 - Belonging (social)
 - Physiological
 - Esteem
 - Self-actualization (in service to society)



Herzberg's Two-Factor Theory of Motivation

- A theory that identifies two sets of factors that influence job satisfaction:

• Motivators

Job-content factors such as achievement, recognition, responsibility, advancement, and the work itself

• Hygiene Factors

Job-context variables such as salary, interpersonal relations, technical supervision, working conditions, and company policies and administration

International Findings on Herzberg's Theory

Two categories of international findings on the two-factor theory:

- One type of study consists of replications of Herzberg's research in a particular country. Do managers in country X give answers similar to those in Herzberg's original studies?
- The others are cross-cultural studies focusing on job satisfaction, What factors cause job

satisfaction and how do these responses differ from country to country?

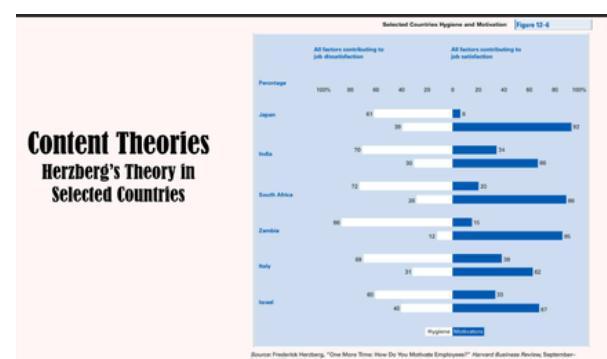
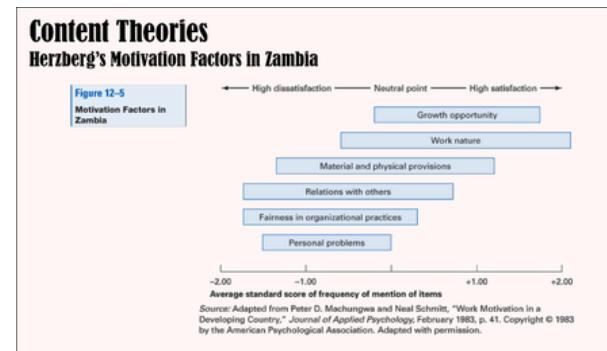
International Findings on Herzberg's Theory: Two-Factor Replications

- A number of research efforts have been undertaken to replicate the two-factor theory – they tend to support Herzberg's findings, with some variation

- A study was conducted among 178 Greek managers – this study found that overall Herzberg's two-factor theory of job satisfaction generally held true

International Findings on Herzberg's Theory: Cross-Cultural Job-Satisfaction Studies

- Results from various countries indicate that motivators tend to be more important to job satisfaction than hygiene factors
 - Job content may be more important than job context
 - Job-satisfaction-related factors may not always be culture-bound



Achievement Motivation Theories

Characteristic profile of high achievers:

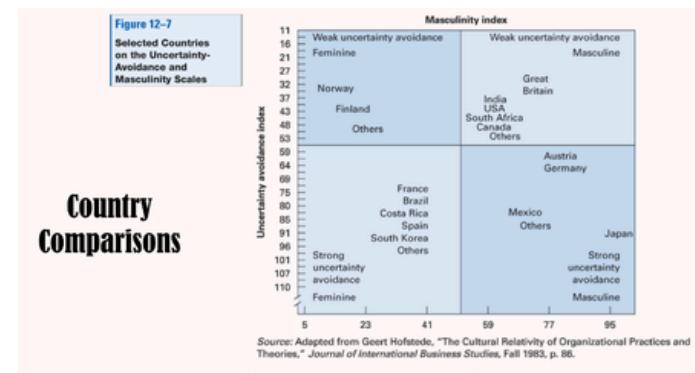
- They like situations in which they take personal responsibility for finding solutions to problems.
- They tend to be moderate risk-takers rather than high or low risk-takers.
- They want concrete feedback on their performance.
- They often tend to be loners and not team players.

International Findings on Achievement Theories

- Results are mixed
- In a New Zealand study, results were similar to the US
- In Central Europe, an early study showed that Polish industrialists were high achievers though later studies did not find a high need for achievement in Central European countries
- Achievement theories need to be modified to meet the specific needs of the local culture:
 - Anglo-Saxon cultures and those that reward entrepreneurial effort support achievement motivation
 - The culture of many countries does not support achievement motivation

Hofstede offers the following advice:

The countries on the feminine side... distinguish themselves by focusing on quality of life rather than on performance and on relationships between people rather than on money and things. This means social motivation: quality of life plus security and quality of life plus risk.



Goal-Setting Theory

- A process theory that focuses on how individuals go about setting goals and responding to them and the overall impact of this process on motivation
- Specific areas that are given attention in goal-setting theory include:
 - The level of participation in setting goals
 - Goal difficulty
 - Goal specificity
 - The importance of objective
 - Timely feedback to progress toward goals

International Findings on Goal-Setting Theory

- In the United States employee participation in setting goals is motivational – it had no value for the Norwegian employees in this study
- The results of studies in other countries suggest that participation in goal setting may be affected by prevailing work norms
 - Example: Norwegian employees shunned participation and preferred to have their union representatives work with management in determining work goals
 - Example: UK employees preferred goal-setting programs sponsored by unions rather than by management

Process Theories

Expectancy Theory

- A process theory postulates that motivation is influenced by a person's belief that
 - Effort will lead to performance
 - Performance will lead to specific outcomes, and
 - The outcomes will be of value to the individual.
- Expectancy theory predicts that high performance followed by high rewards will lead to high satisfaction

International Findings on Expectancy Theory

Does this theory have universal application?

- Eden found some support for it while studying workers in an Israeli kibbutz
- Matsui and colleagues found it could be successfully applied in Japan

Expectancy theory could be culture-bound – international managers must be aware of this limitation in motivating human resources since expectancy theory is based on employees having considerable control over their environment (a condition that does not exist in many cultures)

Equity Theory

- When people perceive they are being treated equitably, it will have a positive effect on their job performance and satisfaction
- If they believe they are not being treated fairly (especially in relation to relevant others), they will be dissatisfied. This will have a negative effect on their job performance and they will strive to restore equity.

International Findings on Equity Theory

There is considerable research to support the fundamental equity principle in Western work groups.

- When the theory is examined on an international basis, the results are mixed.
 - Example: Equity perceptions among managers and nonmanagers in an Israeli kibbutz production unit
 - Everyone was treated the same but managers reported lower satisfaction levels than the workers
 - Managers perceived their contributions to be greater than other groups in the kibbutz and felt under-compensated for their value and effort

Table 12-6 Individualistic and Collectivist Approaches to Equity Model		
	Western (Individualistic) Cultures	Eastern (Collectivist) Cultures
Inputs	Effort Intelligence Education Experience Skill Social Status	Loyalty Support Respect Organizational tenure Organizational status Group member
Outcomes	Pay Salary Seniority status Fringe benefits Job status Status symbol	Harmony Belongingness Acceptance Solidarity Cohesion
Comparisons	Situation Physical proximity Job facet Personal Gender Age Position Professionalism	Organizational Group Similar industry Similar product/service In-Group Status Job Temporary Age Position
Motivation to Reduce Inequity	Change personal inputs Provoke alternate outcomes Psychologically distort inputs and outcomes Leave the field Change points of comparison	Organizational Group Change points of comparison Psychologically distort inputs and outcomes In-Group Alter inputs of self Provoke alternate inputs and outcomes

Five Activities Contributing to Effective Change Management

1. Motivating Change
2. Creating Vision of Change
3. Developing Political Support
4. Managing the Transition of Change
5. Sustaining Momentum

Individual Resistance

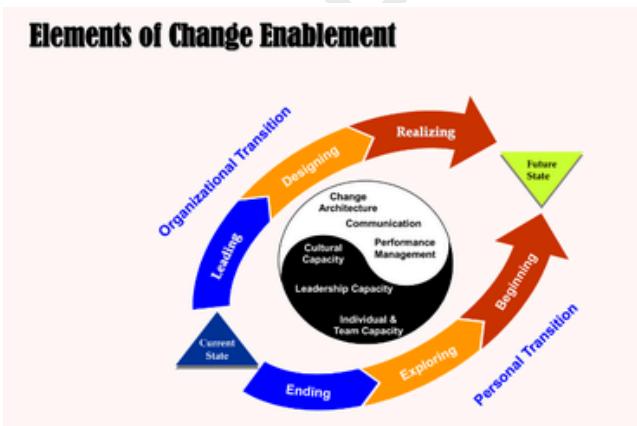
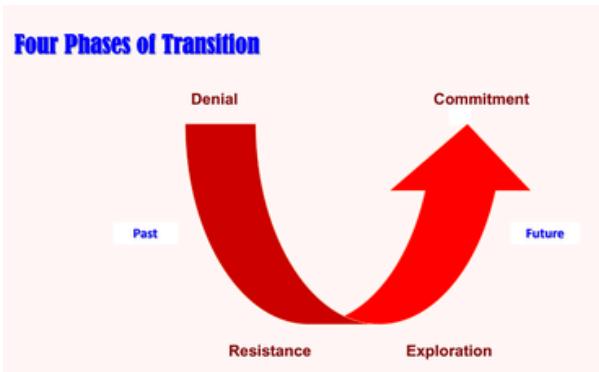
Habit, Economic Factors, Job Security, Fear of the Unknown, and Selective Information Processing.

Organizational Resistance

- Threat to Established Power Relationship
- Threat to Established Resource Allocations
- Structural Inertia
- Limited Focus of Change
- Group Inertia

Ethics in OD (Change)

- Change agent and the client system need to clarify
 - Values
 - Goals
 - Needs
 - Abilities
- Ethical Dilemmas
 - Misrepresentation
 - Misuse of data
 - Coercion
 - Value and goal conflicts
 - Technical ineptness



NOTES:



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