

Course Information

2015年1月5日 11:38

ADMS 2400N Introduction to Organizational Behaviour

- **Required textbooks**
 - Colquitt/McShane, AP/ADMS 2400 Introduction to Organizational Behaviour, Custom Publication for York University, McGraw-Hill Ryerson, © 2013, ISBN 125925707X
 - Casebook at <https://secure.captus.com/registration/epub/>
- **Course Evaluation**
 - Mid-term 40%
 - Final 60%
- **Weekly Schedule**

Week	Topic	Readings & Cases ^{1,2}
1	Introduction	Colquitt et al. Ch. 1
2	Behavioural Outcomes	Colquitt et al. Ch. 2 Colquitt et al. Ch. 3 (only withdrawal behaviour pp.61-66) Case: Flexible Packaging
3	Individual Differences & Perception	Colquitt et al. Ch. 9, McShane & Steen Ch.3 (at the end of customized textbook, pp.361-381 as per number at the bottom of the page)
4	Attitudes, Moods and Emotions	Colquitt et al. Ch. 3 (except pp.61-66) Colquitt et al. Ch. 4 Case: Best Food Grocer
5	Motivation	Colquitt et al. Ch. 6 Case: Returned Goods
	Midterm Exam Sunday Feb 8, 2:00 - 4:30 pm	
6	Communicating in Teams and Organizations	McShane & Steen Ch.9 (at back of customized textbook, pp. 391-411 as per number at the bottom of the page) Case: Livelife Health Care
	Winter Term Reading Week (Feb 14th-20th)	
7	Organizational Trust & Justice	Colquitt et al. Ch. 7 (pp.166-180 only) Case: The Police Department
8	Teams Characteristics and Processes	Colquitt et al. Ch. 10
9	Decision Making	Colquitt et al. Ch. 8
10	Power, Influence & Negotiation	Colquitt et al. Ch. 11 Case: Central Prairie Hospital

11	Leadership Styles & Behaviours	Colquitt et al. Ch.12
12	Organizational Culture & Socialization	Colquitt et al. Ch.14

¹ Instructors may change order of cases and additional cases may be discussed in class

² All cases are from Hoffman, R. & Ruemper, F., *Organizational Behaviour Canadian Cases and Exercises* 7th Edition. Only "The Police Department" is in the 6th Ed.

Emailing Prof

- Subject line: "ADMS2400 Section _ – question about... (Name, ID)"
- Meet in person: email first
- ophir@yorku.ca

Week 1

2015年1月5日 11:49

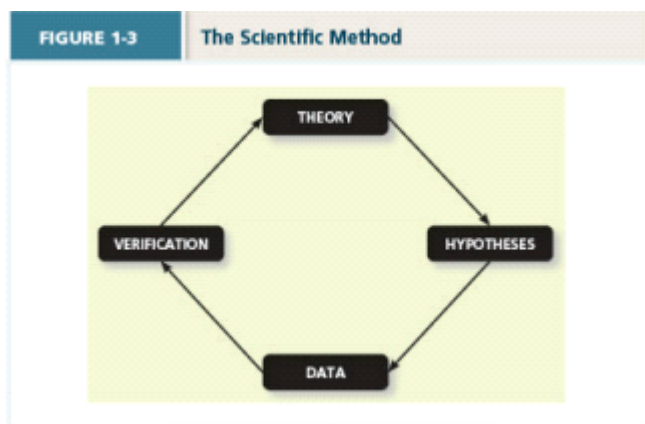
Notes from Extra Slides

How Do We Know What We Know About Organizational Behaviour?

- ▶ **Method of Experience** – People hold firmly to some belief because it is consistent with their own experience and observations.
- ▶ **Method of Intuition** – People hold firmly to some belief because it “just stands to reason”—it seems obvious or self-evident.
- ▶ **Method of Authority** – People hold firmly to some belief because some respected official, agency, or source has said it is so.
- ▶ **Method of Science** – People accept some belief because scientific studies have tended to replicate that result using a series of samples, settings, and methods.

Method of Science

- Theory
 - Tells a story and supplies the familiar who, what, where, when, and why elements found in any newspaper or magazine article
 - A collection of assertions—both verbal and symbolic—that specify how and why variables are related, as well as the conditions in which they should (and should not) be related



- Correlation (r)
 - Describes the statistical relationship between two variables
 - Can be positive or negative and range from 0 (no statistical relationship) to ± 1 (a perfect statistical relationship)
 - Correlation strength:
 - .50 correlation is considered "strong," a .30 correlation is considered "moderate," and a .10 correlation is considered "weak."

FIGURE 1-4

Three Different Correlation Sizes



- Causal Inferences:

- Definition: One variable causes another
- Requirement for establishment:
 - 1) The two variables are correlated.
 - 2) The presumed cause precedes the presumed effect in time.
 - 3) No alternative explanation exists for the correlation.

- Meta-analysis

- The best way to test a theory is to conduct many studies, each of which is as different as possible from the ones that preceded it.
- Meta-analysis takes all of the correlations found in studies of a particular relationship and calculates a weighted average (with studies with larger samples receiving more weight).

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Chapter 2: Job Performance

2015年1月10日 16:15

2.1 Job Performance

Problem with measuring job performance with results only:

1. Employees contribute to their organization in ways that go beyond bottom-line results
2. Results are often influenced by factors beyond the employee's control
3. No info about improving behaviour

Job Performance: Employee behaviour that contribute either positively or negatively to the accomplishment of organizational goals.

Advantages:

1. Includes behaviours that are within the control of employees
2. Puts a boundary on which behaviours are relevant to job performance.

2.2 What does it mean to be a "good performer"?

3 categories of behaviours that are relevant to job performance:

Task performance (+)

Citizenship behaviour (+)

Counterproductive behaviour (-)

2.2.1 Task Performance

Task Performance: Employee behaviours that are directly involved in the transformation of organizational resources into the goods or services that the organization produces.

- i.e. the set of explicit obligations that an employee must fulfill to receive compensation and continued employment.

Task performance in order of change (little to large):

Routine task performance

Adaptive task performance / adaptability

e.g. handling emergencies or crisis situations; handle work stress; solving problem creatively; dealing with uncertain and unpredictable work situations; learning work tasks, technologies, and work situations; demonstrating interpersonal adaptability; and demonstrating cultural adaptability.

Creative task performance

New+useful

Identifying task performance:

Job analysis: a process by which an organization determines requirements of specific jobs.

3 steps:

1. Generate a list of all the activities involved in a job
2. "subject matter experts" rate each activity according to things like the importance and frequency of the activity
3. Retain and use the highly rated activities.

If impractical to use job analysis, use National Occupational Classification (NOC)

2.2.2 Citizenship Behaviour

Citizenship Behaviour: Voluntary employee behaviours that contribute to organizational goals by improving the context in which work takes places.

Not within their job description

May or may not be rewarded

Types of citizenship behaviour in terms of the benefiter:

1. Co-workers and colleagues:
Interpersonal citizenship behaviour: going beyond normal job expectations to assist, support, and develop co-workers and colleagues.
e.g.
 1. **helping:** assisting co-workers who have heavy workloads, aiding them with personal matters, and showing new employees the ropes when they are first on the job.
 2. **Courtesy:** sharing important information with co-workers
 3. **Sportsmanship:** maintaining a positive attitude with co-workers through good and bad times
2. The larger organization:
Organizational citizenship behaviour: Going beyond normal expectations to improve operations of the organization, as well as defending the organization and be loyal to it
e.g.
 1. **Voice:** Speaking up to offer constructive suggestions for change, often in reaction to a negative work event.
 2. **Civil Virtue:** Participation in company operations at a deeper-than-normal level through voluntary meetings, readings, and keeping up with news that affects the company.
 3. **Boosterism:** positively representing organization when in public.

2.2.3 Counterproductive Behaviour

Counterproductive Behaviour: Employee behaviours that intentionally hinder organizational goal accomplishment.

- A pattern of behaviour: people who engage in one form of CB also engage in others.
- Job relevancy: relevant to any jobs.
- Who: there is a weak negative correlation b/t task performance and CB.

Types of CB:

1. **Property deviance:** behaviours that harm the organization's assets and possessions.
Organizational; serious
e.g.
 1. **Sabotage:** purposeful **destruction** of equipment, organizational processes, or company products.
 2. **Theft: stealing** company products or equipment from the organization.
2. **Production deviance:** Intentionally reducing organizational efficiency of work output
Organizational; minor
e.g.
 1. **Wasting resources:** using too many materials or too much time to do too little work.
 - **Most common**
 2. **Substance abuse:** the abuse of drugs or alcohol before coming to work or while on the job.
3. **Political deviance:** behaviours that intentionally disadvantage other individuals.
Interpersonal; minor
e.g.
 1. **Gossiping:** casual conversations about other people in which the facts are not confirmed as true.
 2. **Incivility:** Communication that is rude, impolite, discourteous, and lacking in good manner.
4. **Personal aggression:** Hostile verbal and physical actions directed toward other employees.
Interpersonal; serious
e.g.
 1. **Harassment:** Unwanted physical contact or verbal remarks from a colleague.
 2. **Abuse:** Employee assault or endangerment from which physical and psychological injuries may occur.

2.3 Application: Performance management

2.3.1 Management by Objectives (MBO)

Management by Objectives (MBO): a management philosophy that bases employee evaluations on whether specific performance goals have been met.

- Quantified performance
- Agreed by employee and the manager
- Specific time period
- Disadvantage:
 - Less capable of providing specific feedback about why an objective might have been missed.

2.3.2 Behaviourally anchored rating scales (BARS)

Behaviourally anchored rating scales (BARS): use of examples of critical incidents to evaluate an employee's job performance behaviours directly.

- Critical incidents: short descriptions of effective and ineffective behaviours.
- Typically, supervisors rate several performance dimensions using BARS and score an employee's overall job performance by taking the average value across all the dimensions.
- Advantage:
 - Employees can develop an appreciation of the types of behaviours that would make them effective.

2.3.3 360-degree feedback

360-degree feedback: a performance evaluation system that uses ratings provided by supervisors, co-workers, subordinates, customers, and the employees themselves.

- Advantage:
 - Employees can develop a better sense of how their performance may be deficient in the eyes of others and exactly where they need to focus their energies to improve
- Disadvantage:
 - Question of weighing various sources.
 - Biased evaluations due to interest conflict

2.3.4 Forced ranking

Forced ranking: managers rank subordinates relative to one another

- Used by Jack Welch, Fortune's Manager of the 20th Century
- Today, many companies use some type of forced ranking, such as the popular vitality curve. (top 20, the vital 70, and the bottom 10.)
- Disadvantage/ controversies:
 - Inherently unfair, rate just to reach a pre-established percentage
 - Hypercompetitive employees

2.3.5 Social Networking Systems

- Effectiveness haven't not been studied scientifically
- Advantages:
 - Timely, relative info

Chapter 3: Organizational Commitment

2015年1月11日 15:13

3.1 Organizational Commitment

Organizational Commitment: An employee's desire to remain a member of an organization

Withdrawal behaviour: employee actions that are intended to avoid work situation

Voluntary turnover = quit

Involuntary turnover = being fired

3.2 What does it mean to be committed?

3.2.1 Forms of commitment:

Three forms of organizational commitment:

1. Affective commitment: a feeling of emotional attachment
Emotional-based; "want to"
Erosion model: suggests that employees with fewer bonds with co-workers are more likely to quit the organization
Social influence model: suggest that employees with direct linkages to co-workers who leave the organizations will themselves become more likely to leave
2. Continuance commitment: an awareness of the costs of leaving
Cost-based; "have to"
Embeddedness: an employee's connection to and sense of fit in the organization and community
3. Normative commitment: a feeling of obligation
Obligation-based; "ought to"
Ways to implement such feeling: personal work philosophies, organizational socialization, and feeling of in debt.

Focus of commitment: The people , places, and things that inspire a desire to remain a member of an organization.

3.2.2 Withdrawal Behaviour

Responses to negative events at work:

	Active	Passive
Constructive	Voice: offers constructive suggestions for change	Loyalty: publically supports the situation but privately hopes for improvement
Destructive	Exit: becomes often absent from work or voluntarily leaves the organization	Neglect: one's interest and effort in work decline

Forms of withdrawal behaviour:

1. Psychological withdrawal: mentally escaping the work environment
e.g.
 1. Daydreaming: one's work is interrupted by random thoughts or concerns
 2. Socializing: one verbally chats with co-workers about non-work topics
 3. Looking busy: one attempts to appear consumed with work when not performing actual work tasks
 4. Moonlighting: one uses work time and resources to do non-work-related activities
 5. Cyberloafing: one surfs the internet, e-mail, and instant message to avoid doing work-related

activities.

2. Physical withdrawal: a physical escape from the work environment

e.g.

1. Tardiness: one arrives late to work or leave work early
2. Long breaks: one takes longer-than-normal lunches or breaks to spend less time at work
3. Missing meetings: one neglects important work functions while away from the office
4. Absenteeism: one do not show up for an entire day or work
5. Quitting: one voluntarily leave the organization

Independent forms model: predicts that the various withdrawal behaviours are uncorrelated, so that engaging in one types of withdrawals has little bearing on engaging in other types

Compensatory forms model: indicates that the various WB are negatively correlated, so ... less likely to engage in other types

Progression model: indicates that the various WB are positively correlated, so... more likely to engage in other types.

3.3 Trends that affect commitment

Chapter 9: Personality, Cultural Values, and Ability

2015年1月17日 15:00

9.1 Personality, cultural values, and ability

Personality

Traits

Cultural values

Ability: Relative stable capabilities of people for performing a particular range of related activities

9.2 How can we describe what employees are like?

9.2.1 The Big Five Taxonomy

The **Big Five**: Five personality dimensions:

	Conscientiousness	Agreeableness	Neuroticism	Openness	Extraversion
Adjectives associated	Dependable Organized Reliable Hardworking Persevering	Kind Cooperative Sympathetic Helpful Courteous	Nervous Moody Emotional Insecure Jealous	Curious Imaginative Creative Complex Refined	Talkative Sociable Passionate Assertive Dominant
Adj. not associated	Careless Sloppy Negligent	Critical Callous Selfish	Calm Steady Contented	Simple Traditional Conforming	Quiet Submissive Reserved
Priority	Accomplishment striving: a strong desire to accomplish task-related goals as a means of expressing one's personality	Communion striving: a strong desire to obtain acceptance in personal relationships as a means of expressing one's personality	Status striving: a strong desire to obtain power and influence within a social structure as a means of expressing one's personality	\	\
Typical moods	\	\	Negative Affectivity: A dispositional tendency to be: Hostile Nervous Annoyed	\	Positive Affectivity: A dispositional tendency to be: Enthusiastic Excited Elated
Locus of control: One's tendency to view the cause of events and	\	\	External locus of control (means by luck, chance, or fate as oppose to by one's	\	\

personal outcomes			own action)		
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9.2.2 Cultural Value

Hofstede's Dimensions of Cultural Values (1960s-1970s)

1. Individualism-collectivism

A loosely knit social framework	vs.	a tight social framework
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2. Power distance

Equal power distribution	vs.	Unequal power distribution
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3. Uncertainty avoidance

Tolerates ambiguous situations	Vs.	Feels threatened by them
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4. Masculinity-femininity

Stereotypically male traits (e.g. assertiveness)	Vs.	Stereotypically female traits (e.g. caring for others)
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5. Short-term vs. long-term orientation

Past-and present-oriented (e.g. respect for tradition and fulfilling obligations)	Vs.	Future-oriented (e.g. persistence, prudence, thrift)
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Project GLOBE (Global Leadership and Organizational Behavior Effectiveness)'s Dimensions (1991-)

Category	Explanation	High	Low
Gender egalitarianism	Promotes gender equality and minimizes role differences b/t men and women	Nordic Europe, Eastern Europe	Middle East
Assertiveness	Value assertiveness, confrontation, and aggressiveness in social relationship	Germanic Europe, Eastern Europe	Nordic Europe
Future orientation	Engages in planning and investment in the future while delaying individual or collective gratification	Germanic Europe, Nordic Europe	Middle East, Latin America, Eastern Europe
Performance orientation	Encourages and rewards members for excellence and performance improvements	Anglo, Confucian Asia, Germanic Europe	Latin America, Eastern Europe
Humane orientation	Encourages and rewards members for being generous, caring, kind, fair, and altruistic	Southern Asia, Sub-Saharan Africa	Latin Europe, Germanic Europe

Most fundamental: Individual-collectivism

- Collectivists:
 - higher levels of task performance and citizenship behaviours in work team settings; lower levels of counterproductive and withdrawal behaviours.
 - More likely to feel affectively and normatively committed to their employers.
 - Prefer rewards allocated equally on a group-wide basis.

Ethnocentrism: One who views his or her cultural values as "right" and values of other cultures as "wrong"

9.3 Ability

9.3.1 Cognitive Ability

Cognitive Ability: Capabilities related to the acquisition and application of knowledge in problem solving.

Type	Meaning	Relevant jobs
<u>verbal</u>	<ul style="list-style-type: none"> • Oral and written comprehension • Oral and written expression 	Business executives; police, fire, and ambulance dispatchers; clinical psychologists
<u>Quantitative</u>	<ul style="list-style-type: none"> • Number facility • Mathematical reasoning 	Treasurers; financial managers; statisticians
<u>Reasoning</u>	<ul style="list-style-type: none"> • Problem sensitivity • Deductive reasoning • Inductive reasoning • Originality 	Anesthesiologists; surgeons; business executives; fire inspectors; judges; police detectives; cartoonists; designers
<u>Spatial</u>	<ul style="list-style-type: none"> • Spatial orientation • Visualization 	Pilots; drivers; boat captains; photographers; set designers; sketch artists
<u>Perceptual</u>	<ul style="list-style-type: none"> • Speed and flexibility of closure • Perceptual speed 	Musicians; firefighters; police officers; pilots; mail clerk; inspectors

General cognitive ability (aka **the g factor**): the general level of cognitive ability that plays an important role in determining the more narrow cognitive abilities.

- b/c each of the specific abilities depends somewhat on the brain's ability to process info effectively. So since some brains are more capable than others, some ppl would score higher across the specific abilities, whereas others tend to score lower.

9.3.2 Emotional Ability

Emotional Intelligence: understanding and use of emotions that affect social functioning

Types:

1. **Self-awareness**: recognize and understand the emotions in oneself
2. **Other awareness**: recognize and understand the emotions that other people are feeling.
3. **Emotion regulation**: recover quickly from emotional experiences.
4. **Use of emotions**: the degree to which people can harness emotions and employ them to improve their chances of being successful in whatever they are seeking to do.

9.3.3 Physical Ability

Type	Meaning	Relevant jobs
Strength	Static Dynamic	Structural iron and steel workers; tractor trailer and heavy truck drivers; farm workers; firefighters
Stamina	Exerting oneself over a period of time without circulatory system giving out	Athletes; dancers; commercial divers; firefighters
Flexibility and coordination	Extent flexibility Dynamic flexibility Gross body coordination Gross body equilibrium	Athletes; dancers; riggers; industrial machinery mechanics; choreographers; commercial divers; structural iron and steel workers
Psychomotor	Fine manipulative abilities Control movement abilities Response orientation Response time	Fabric menders; potters; timing device assemblers; jewelers; construction drillers; photographers; highway patrol pilots; athletes.
Sensory	Near and far vision Night vision Visual colour discrimination	Electronic testers and inspectors; highway patrol pilots; tractor trailer, truck, and bus drivers; airline pilots; photographers; musician and

Depth perception Hearing sensitivity Auditory attention Speech recognition	composers, speech pathologists.
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9.4 How important are these individual differences?

Part 1: personality

Conscientiousness:

- Of the Big Five, conscientiousness has the strongest effect on task performance.
- A key driver of **Typical performance**: performance in the routine conditions that surround daily job tasks.
- Has a moderate positive effect (around .30 in magnitude) on job performance and organizational commitment.

Maximum performance: performance in brief, special circumstances that demand a person's best effort.

- The key driver is an employee's ability as oppose to personality.

Situational strength: The degree to which situations have clear behavioural expectations, incentives, or instructions that make differences b/t individuals less important.

- Weak situations => personality variables drive behaviour more.

Trait activation: The degree to which situations provide cues that trigger the expression of a given personality trait.

- e.g. a cry for help => empathy

Part 2: abilities

Cognitive ability:

- Strong correlation (around .50 in magnitude) with Job performance.
- Weak correlation (around .10 in magnitude) with organizational commitment.

Chapter 3*: Perceiving Ourselves and Others in Organizations

2015年1月17日 17:21

3.1 Self-Concept: How we perceive ourselves

Self-concept: an individual's self-belief and self-evaluation.

3.1.1 Dimensions of self-concept

Self-concept dimension	Description	Importance	Relating to work place
Complexity	# of distinct and important roles/identities to define oneself	Protects self-evaluation when some roles are threatened or damaged	Low complexity = low absenteeism and turnover
Consistency	compatibility among a person's self-concept identities; and b/t that and the person's personality, values, and other attributes.	Too much variation => internal conflict	
Clarity	the extent to which a person define him/herself clearly, confidently, and consistently	Low clarity => low confidence => easily influenced by others; more stressed during decision making; more threatened by demoralizing forces.	Vital for leadership roles. High clarity = role inflexibility

3.1.2 Processes that shape self-concept

Process	Description	Work-place implication
Self-enhancement	A person's inherent motivation to have a positive self-concept (and to have others perceive them favourably), such as being competent, attractive, lucky, etc.	Viewing oneself positively => 1) Better mental and physical health and adjustment 2) Overly optimistic
Self-verification	A person's inherent motivation to confirm and maintain his/her existing self-concept	Regarding to 1) the perceptual process: ppl are more likely to remember info that's consistent with their self-concept 2) Feedback acceptance: Clearer self-concept => accept less feedback that contradicts it 3) Interaction more with those who affirm their self-concept
Self-evaluation	Defined by: 1) Self-esteem 自尊: the extent to which ppl like, respect, and are satisfied with themselves. 2) Self-efficacy : a person's belief that he or she has the ability, motivation, correct role perceptions, and favourable situation to complete a task successfully.	High self-esteem => less influenced by others; persist in spite of failure; and more rational thinking. \

	3) Locus of control *young ppl significantly shifted from an internal to more of an external locus of control over the four decades since the early 1960s.	See Ch.9 notes
The social self	Social Identity Theory: <ul style="list-style-type: none"> • Ppl define themselves by the groups to which they belong or have an emotional attachment. • Personal identities - uniqueness; social identities - relatedness. 	Emphasize social identities => abide by team norms; easily influenced by peer pressure. Emphasize personal identities => speak out more against majority

3.2 Perceiving The World Around Us

perceptual process:

Environmental stimulus ->	Feeling ; Hearing; Seeing; Smelling; Tasting ->	Selective attention -> and Emotional marker response	Perceptual organization and interpretation ->	Attitudes and behaviour
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Selective Attention:

1. Effect of our assumptions and conscious anticipation of future events.
Easier to notice certain events; more difficult to perceive others.
2. **Confirmation bias:** The tendency to screen out information that is contrary to our decisions, beliefs, values, and assumptions, and to more readily accept confirming info.

Categorical thinking: the mostly non-conscious process of organizing people and objects into preconceived categories that are stored in our long-term memory.

Mental models: Visual or relational images in our mind that represent the external world.
Disadvantage: make it difficult to see the world in different ways.

3.3 Specific Perceptual Processes and Problems

3.3.1 Stereotyping in organizations

Stereotyping: 众推一

Why:

1. Energy saving
2. To understand and anticipate with little info
3. Enhances self-concept

Problems:

1. Distorts perceptions.
2. Leads to discrimination.

3.3.2 Attribution Theory

Attribution Process: decide an observed behaviour or event is caused largely by internal(dispositional) or external(situational) factors.

Process:

Criteria	Frequency	Result
consistency	Low	External
(how often in the past)	High	Internal
distinctiveness	Low	External

(how often in other settings)	High	Internal
Consensus	Low	Internal
(how often in similar situations)	High	external

Fundamental Attribution Errors: The tendency to see the person rather than the situation as the main cause of that person's behaviour. 对人不对事

Self-Serving Bias: The tendency to attribute our favourable outcomes to internal factors and our failures to external factors. 成就都是自己的；出了事儿都怨别人

3.3.3 Self-Fulfilling Prophecy

Self-Fulfilling Prophecy: The perceptual process in which our expectations about another person cause that person to act in a way that is consistent with those expectations.

Contingencies: The self-fulfilling prophecy is stronger

1. At the beginning of a relationship
2. When several ppl hold the same expectations
3. With low achievers

Positive organizational behaviour: building positive qualities and traits within individuals or institutions as opposed to focusing on what is wrong with them.

3.3.4 Other perceptual effects

1. **Halo Effect:** A perceptual error whereby our general impression of a person, usually based on one prominent characteristic, distorts our perception of other characteristics of that person. 一俊遮百丑
One colours over the rest.
E.g. warm + critical = thoughtful
cold + critical = skeptical
2. **False-consensus Effect (or Similar-To-Me Effect, projection bias):** A perceptual error in which we overestimate the extent to which others have beliefs and characteristics similar to our own.
Why:
 1. To comfort:
We perceive "everyone does it" to reinforce our self-concept regarding behaviour with negative image.
 2. For a comfy environment:
We interact more with ppl like us => overestimation
 3. Selective attention
 4. Homogenization
By our social identity

The sequence of the info received gives them different weigh:

3. **Primary Effect:** A perceptual error in which we quickly form an opinion of ppl on the basis of first info we receive about them. 第一印象
4. **Recency Effect:** ... the most recent info dominates our perception of others. "喜新忘旧"
5. **Contrast Effect:** supposedly independent, but actually is by comparison to the previous one

3.4 Improving Perceptions

1. Awareness of perceptual biases
2. Improving self-awareness
Johari Window: A model of mutual understanding that encourages disclosure and feedback to increase our own open area and reduce the blind, hidden, and unknown area.

"window": divided info about oneself.

	To oneself	To others
Open	✓	✓
blind	X	✓
hidden	✓	X
unknown	X	X

3. Meaningful Interaction

- Apply:
Contact hypothesis: the more interaction, the less prejudice or perceptual biases
- To help improve:
Empathy: A person's understanding of and sensitivity to the feelings, thoughts, and situation of others.

3.5 Global Mindset

What:

A multidimensional competency that includes the individual's ability to perceive, know about, and process info across cultures.

Advantages:

1. Develop better relationships
2. Digest more info
3. Identify and respond to opportunities

How to achieve:

1. Self-awareness
2. Comparison of mental models.
3. Formal training
4. Immersion

Chapter 4: Job Satisfaction

2015年1月24日 12:38

4.1 Job Satisfaction

Job Satisfaction: A pleasurable emotional state resulting from the appraisal of one's job or job experiences; represents how a person feels and thinks about his or her job.

4.2 Why are some employees more satisfied than others?

Values: Things that people consciously or unconsciously want to seek or attain.

4.2.1 Value fulfillment

Value-percept theory

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

Commonly assessed work values:

Categories	Specific values	Correlations b/t facets and overall satisfaction
Pay	High, secure salary	Moderate ($\approx .30$)
Promotions	Frequent promo. Promo. Based on ability	Moderate ($\approx .30$)
Supervision	Good relation Praise for good work	Strong ($\approx .50$)
Co-workers	Enjoyable, responsible	Strong ($\approx .50$)
The work itself	Utilization of ability Freedom and independence Intellectual stimulation Creative expression Sense of achievement	Strong ($\approx .50$)
Altruism	Helping others Moral causes	
Status	Prestige Power over others fame	
Environment	Comfort safety	

4.2.2 Satisfaction with the Work Itself

Three "Critical Psychological State"

1. Believing in the **meaningfulness of work**
 - a. **Variety**
Required different activities and skills
 - b. **Identity**
Completion of a whole, identifiable piece of work

c. **Significance**

Impacts society as a whole

2. **Responsibility for outcomes**

d. **Autonomy**

3. **Knowledge of Results**

e. **Feedback**

e.g. Low: Government Project Coordinator; high: Waitress

- are the **five core job characteristics**

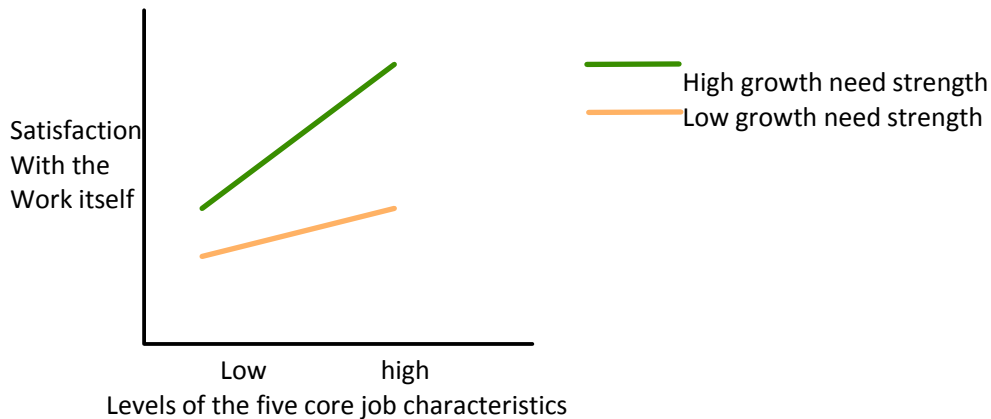
Other variables (**moderators**--influence the strength of the relationship):

1. **Knowledge and skills**

The aptitude and competence needed

2. **Growth need strength**

Desire to develop themselves further



Job Enrichment: When job duties and responsibilities are expanded

Disadvantage: Rising training and labour costs

4.2.3 Mood and Emotions

	In common	Intensity	duration	direction
mood	Both are states	mild	long	nothing
emotions	Of feelings	intense	short	Clear (at someone or something)

Affective Events Theory:

Workplace events generate emotional reactions that impact work behaviours.

e.g. Positive emotions => spontaneous instances of citizenship behaviour

negative emotions => spontaneous instances of counterproductive behaviour

Emotional labour: The management of their emotions that employees must do to complete their job duties successfully.

Advantage: Emotional contagion

Disadvantage: exhaustion and stress

4.3 How Important Is Job Satisfaction?

Correlations

(strong ≈ .50; moderate ≈ .30; weak ≈ .10)

	Job performance	Task performance	Citizenship behaviour	Counterproductive behaviour
Job satisfaction	Moderate	Strong	Strong	weak

	Organizational commitment	Affective commitment	Normative commitment	Continuance commitment
Job satisfaction	Strong	Strong	Strong	weak

	Life satisfaction
Job satisfaction	Strong

4.4 Application: Tracking Satisfaction

Methods to assess the job satisfaction:

Focus groups

Interviews

Attitude survey - most effective

Job Descriptive Index (JDI):

- One of the most widely administered job satisfaction surveys
- Assess all five satisfaction facets: pay~, promotion~, supervisor~, co-worker~, and work itself.

Chapter 6: Motivation

2015年1月31日 17:19

6.1 Motivation

Motivation: A set of energetic forces that determine the direction, intensity, and persistence of an employee's work effort.

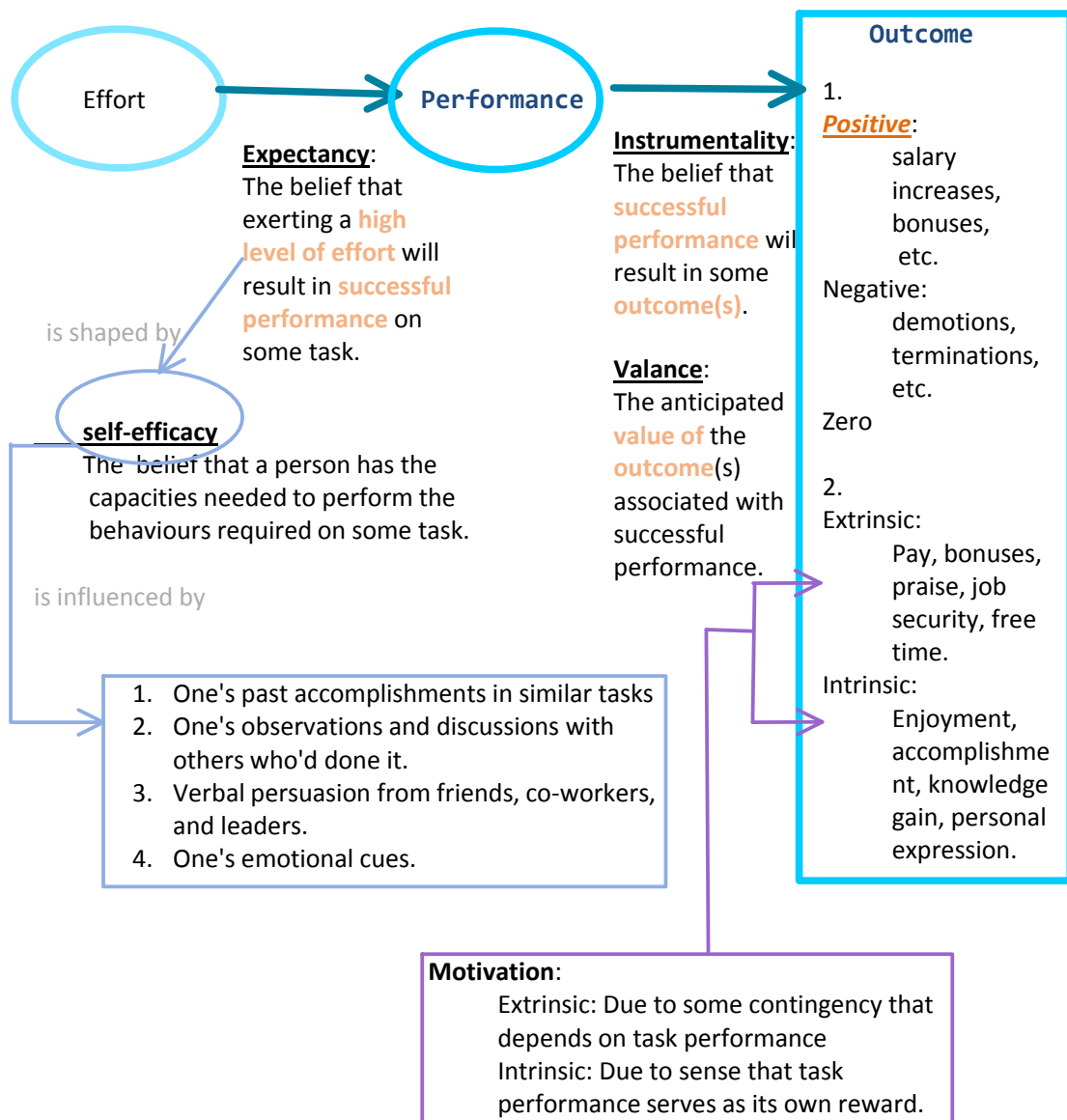
- Direction: work or not?
- Intensity: hard-working or half-speed?
- Persistence: for a bit or for a while?

Synonym in contemporary workplaces: **Engagement**
 Sometimes also refers to affective commitment.

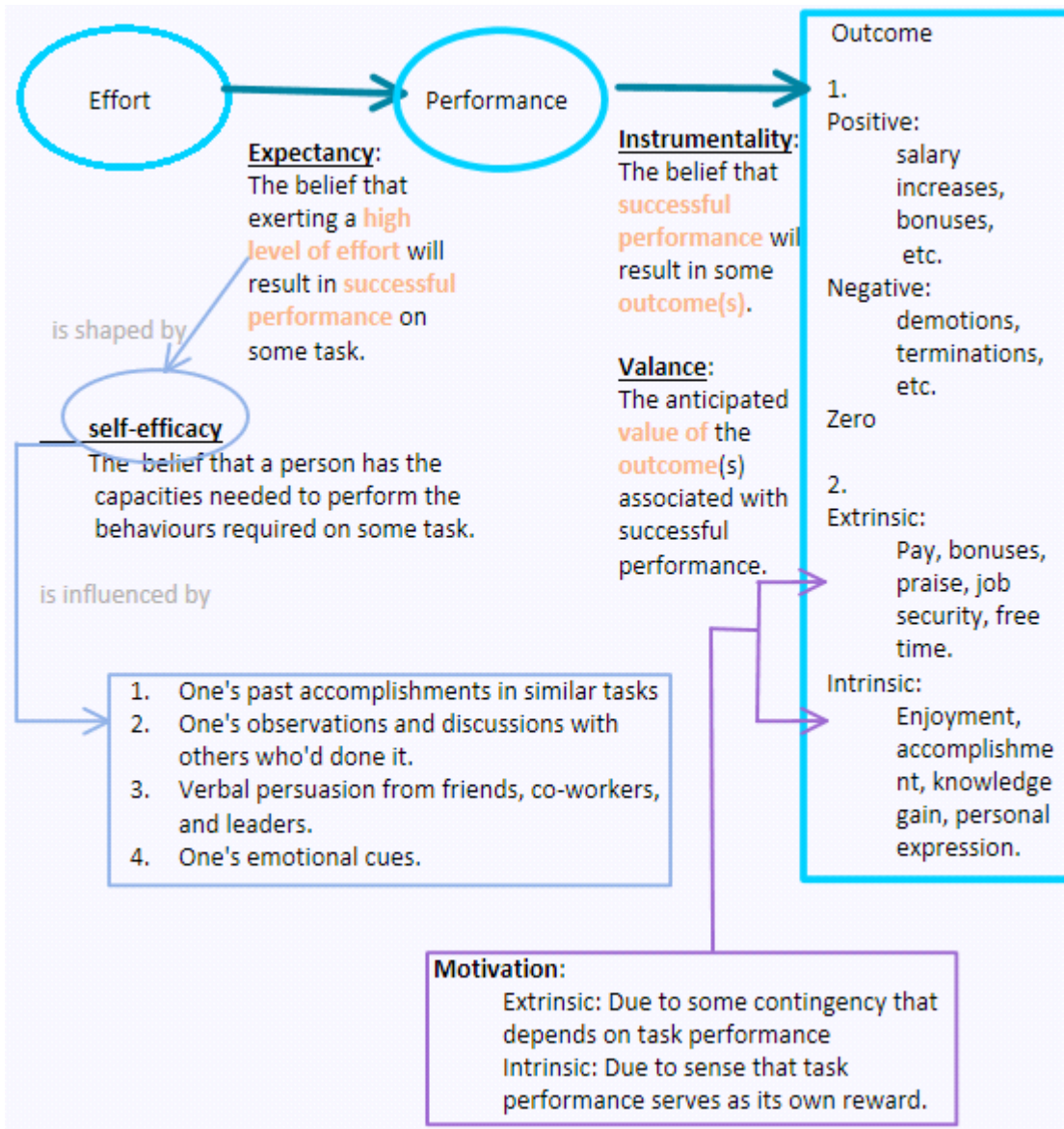
6.2 Why Are Some Employees More Motivated Than Others?

6.2.1 Expectancy Theory

Expectancy Theory: Describes the **cognitive process** employees go through to make choices among different **voluntary responses**.



(picture version:)



Motivation Force = (E→P) X Σ[(P→O) X V]
 (E→P) expectancy; (P→O) instrumentality; V valance.

6.2.2 Goal Setting Theory

Goal Setting Theory: Goals are the primary drivers of the **intensity and persistence of effort**.

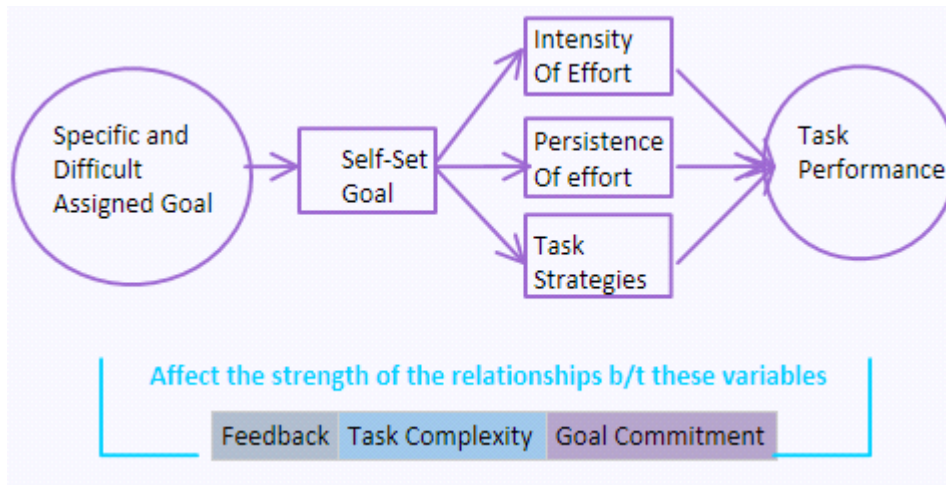
- Assigning **specific and difficult goals** => max level of performance capable
- Impossible goal -> reduces self-efficacy -> reduces motivation



Affect the strength of the relationships b/t these variables

Feedback | Task Complexity | Goal Commitment

Pic version:



- **S.M.A.R.T. goals:** Specific, Measurable, Achievable, Result-based, and Time-sensitive.

Limitations:

Goals have to be:

- Personal
- Time-sensitive
- Fit self-efficacy
- Adapt to complicated tasks

6.2.3 Equity Theory

Equity Theory: Employees create a mental ledger of the outcomes they receive for their job inputs, relative to some comparison other.

- Comparisons:
 $X = \text{Your Outcomes/Your Inputs} - \text{Other's Outcomes/Other's Input}$

Comparison Result	Equity Status	Ways to Restore Balance (action and/or perception change)
$X = 0$	Equity	No actions
$X < 0$	Under-rewarded Inequity	<ol style="list-style-type: none"> 1. Grow your outcomes by talking to your boss or by stealing from the company. 2. Shrink your inputs by lowering the intensity or persistence of effort.
$X > 0$	Over-rewarded Inequity	<ol style="list-style-type: none"> 1. Shrink your outcomes 2. Grow your inputs through more high-quality work or through some cognitive distortion--a reevaluation of the inputs an employee brings to a job.

- Types of comparisons:
 - a. **Internal:** to someone in the same company
 - i. **Job equity:** Doing the same job in the same organization
 - Most powerful driver of citizenship behaviours
 - ii. **Company equity:** Doing substantially-different jobs in the same organization
 - iii. **Educational equity:** Who have attained the same educational level.
 - iv. **Age Equity:** Others of the same age.
 - b. **External:** to someone in a different company
 - i. **Occupational equity:** Doing the same job in other organizations.
 - Most powerful driver of employee withdrawal.

- ii. Educational equity
- iii. Age Equity

Limitation:

Conditions are perceptual, not objective.

6.2.4 Psychological Empowerment

Psychological Empowerment: An energy rooted in the belief that tasks are contributing to some larger purpose.

- Meaningfulness
- Self-Determination
- Competence
- Impact

6.3 How Important is Motivation

Correlations

(strong $\approx .50$; moderate $\approx .30$; weak $\approx .10$)

	Job performance	Task performance	Citizenship behaviour	Counterproductive behaviour
Motivation	Strong Positive	Strong Positive	Moderate Positive	Moderate Negative
	Organizational commitment	Affective commitment	Normative commitment	Continuance commitment
Motivation	Moderate Positive	Moderate Positive	Moderate Positive	Weak Positive

6.4 Application: Compensation Systems

Compensation Plan Elements

Focus	Elements
Individual	Piece-rate; merit pay; lump-sum bonuses; and recognition awards
Unit	Gain sharing
Organization	Profit sharing

Two Families of Motivation Theories:

1. Content (need-based) theories:
 - Explain what motivates
 - E.g. Maslow, Herzberg, etc.
2. Process theories:
 - Explain how to motivate
 - E.g. expectancy, equity, goal setting, etc.
 - Most empirically supported: goal setting

Chapter 6 Case Studies

2015年2月1日 23:18

Vignette 1: Bob and his new website

Discuss bob's motivation using expectancy theory

Effort:

Mass amount of time spent

Performance:

Launching of the website

Expectancy / $P(E \rightarrow P)$:

High. Not explicit from the vignette, but one can guess from his expectancy to successfully launch the program.

Outcome:

Not specified in the vignette. Potential ones: active usage, praise from others, or self sense of accomplishment.

Instrumentality / $P(P \rightarrow O)$:

Not specified in the vignette.

If Bob believed that others would notice his achievement, *then* he would have high instrumentality.

Valence:

If Bob valued the above outcomes, *then* valence of these outcomes would be high.

Vignette 2: Nancy

Nancy's Input? Others' Input (no info on others' input)

Nancy's Outcome < Others' Input

If Nancy believed that her input was more than, or as much as the others:

=> $(\text{Nancy's Input} / \text{Nancy's Outcome}) < (\text{Others' Input} / \text{Others' Outcome})$

=> Nancy perceives under-equity

Returned Goods

1. Discuss Lynn's motivation under the management of Media Mania (before the takeover). Apply Expectancy Theory.

High expectancy: believe in her own knowledge and her chances of getting help from others

2. Discuss Lynn's motivation after the Retco takeover. Apply Expectancy Theory

Low expectancy: still has her knowledge but no help available

Outcome = demerit

$P(\text{ask for help} \rightarrow \text{demerit}) = \text{high}$

$V(\text{outcome}) < 0$

3. How can Goal Setting Theory inform Retco on increasing Lynn's motivation and the motivation of other employees?

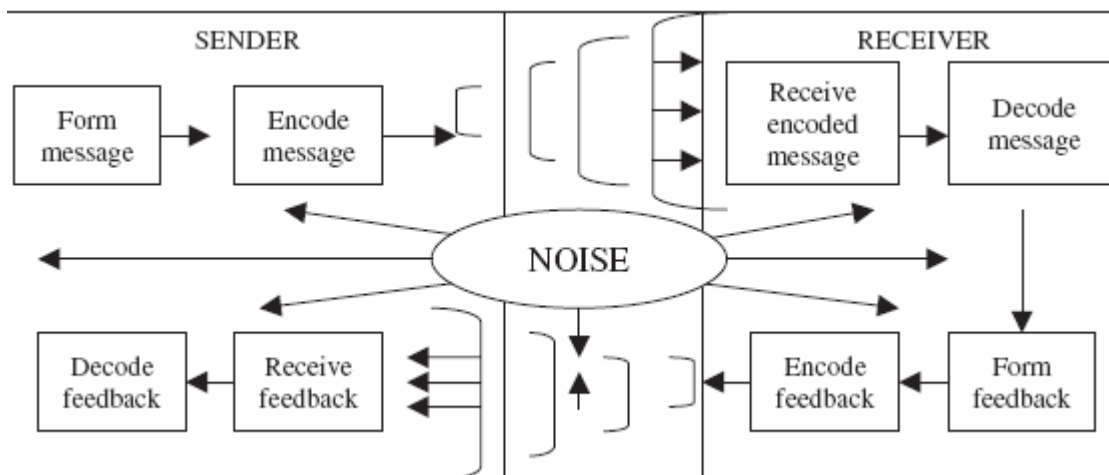
Chapter 9*: Communicating in Teams and Organizations

2015年2月7日 14:13

9.1 The Importance of Communication

1. Coordination
2. Organizational learning
3. Decision making
4. Change behaviour
5. Supports employee well-being

9.2 A Model of Communication



"**noise**": The psychological, social, and structural **barriers** that distort and obscure the sender's intended msg

Main Factors that Influence the Effectiveness of the Encoding-Decoding Process:

1. Communication channel proficiency (**physical barrier**, **process barrier**)
e.g. over the phone or face-to-face?
2. Similar codebooks (**semantic barrier**)
"Codebooks": dictionaries of symbols, language, gestures, idiom, etc. used to convey msg content.
e.g. of inefficiency: two ppl speaking different languages
3. Shared mental models of the communication context (**personal barrier**)
"mental model": knowledge structures of the communication settings.
e.g. of inefficiency: two ppl thinking differently
4. Experience encoding the msg (**personal barrier**)

9.3 Communication Channels

Problems with Email

1. Poor medium for communicating emotions
2. Reduces Politeness and Respect
3. Poor medium for ambiguous, complex, and novel situations
4. Contributes to info overload

Emotional Contagion: The non-conscious process of sharing another person's emotions by mimicking that person's facial expressions and other nonverbal behaviour.

Purposes:

1. Provide feedback of understanding and empathizing to the sender

2. Receive emotional meanings from the sender
3. Fulfill the drive to bond (social solidarity)

9.4 Choosing the Best Communication Channel

1. Social Acceptance

- (1) Organizational and team norms
- (2) Individual preferences
- (3) The symbolic meaning

2. Media Richness

- Rich = timely feedback, customizing the msg, making use of complex symbols, etc.
- highest: **face-to-face** communication; lowest: financial statements
- Rich media is best for **non-routine** and **ambiguous communication**.
- Exceptions:
 - ①. Ability to multi-communicate
 - ②. Communication proficiency
 - ③. Social presence effects
 - e.g. Distraction by other irrelevant info received during communication

Persuasion - rich media is more persuasive:

1. Help of nonverbal communication
2. High quality immediate feedback of degree of persuasion
3. The pressure of high social presence motivates one to listen and think

9.5 Communication Barriers / Noise

Information overload

Can be reduced by: buffering, omitting, and summarizing.

9.6 Cross-Cultural and Gender Communication

9.7 Improving Interpersonal Communication

1. As a sender:

- (1) Empathize with the receiver, anticipate ambiguous or triggering words.
- (2) Repeat and rephrase.
- (3) Reduce noise.
- (4) If bad news, focus on the problem, not the person.

2. As a listener:



9.8 Improve Organizational Communication

1. Workspace design

(1) Open space arrangement

Pros: increase communication

Cons: increase noise; distraction; and loss of privacy

(2) Teaming up

2. Web-Based Organizational Communication

3. Direct Communication with Top Management

Management by Walking Around (MBWA): executives learn from others in the organizations through face-to-face dialogue.

9.9 Communicating Through The Grapevine

Grapevine: An unstructured and informal network founded on social relationships rather than organizational charts or job descriptions.

Pros: fast transmission, additional info unavailable elsewhere, main conduit for organizational culture communication, relieves anxiety, bonding

Cons: Distortion of info (delete fine details and exaggerate key points), negative attitudes toward the organization grow if management is slower than grapevine

Evaluating Effectiveness of Communication

- Is the msg received by the intended person?
- Has the msg been received on time?
- Is the purpose clarified?
- Has the context been explained?
- Has the urgency been clarified?
- Do you sound credible/trustworthy?
- Have you gotten around the potential filters?
- The proficiency towards the communication channel of the intended person.

Different Types of Communication

1. Formal

- Top-down
 - Filtering - mum-effect negative news
- Bottom-up
 - Withhold info to achieve goals
- Across the same level

2. Informal

- Grapevine

1. One-Way (static)

2. Two-Way (interactive)

1. Intended

2. Unintended

1. Verbal

- Oral
- written

2. Nonverbal

1. Virtual

2. Physical

Chapter 9* Case Studies

2015年2月9日 12:22

1. What are the barriers to effective communication that have hampered the communication between Shirley and Jeannie in the period before Jeannie approached Kelly? In your answer, identify the communication exchange situations and the barriers in those situations.
 - a. Communication channel proficiency:
Shirley was not motivated to communicate with Jeannie. Since Shirley is Jeannie superior, it is unlikely for Jeannie to successfully communicate with Shirley if Shirley says no.
 - b. Similar codebooks:
/
 - c. Shared mental models of the communication context.
Shirley value financial performance the most, while Jeannie value managing and communicating with people more. Thus regarding to overall job performance, it is only natural that they would have disagreement.
 - d. Experience encoding the message
It is clear that Shirley not only lacks communication skills but also does not realize it or is unwilling to admit it.

2. Evaluate Kelly's involvement in the whole situation: identify ways in which she has attempted to facilitate effective communication, and identify where she has contributed to the reduced effectiveness of the communication process between Jeannie and Shirley.
 - a. Kelly gave an opportunity to Shirley and Jeannie to communicate face-to-face, which is best for non-routine and ambiguous communication, such as a problem solving situation like this. Communicating face-to-face allows them to better convey their ideas to each other by making use of not just verbal communication but also nonverbal communication such as facial gestures or voice intonation. It is also an efficient way of communicating since both can provide and receive instant feedback regarding their thoughts.
 - b. Kelly also advised Shirley to listen to Jeannie instead of merely forcing her own ideas onto Jeannie. However, this in fact reduced the effectiveness of the communication process b/t Jeannie and Shirley since Shirley took Kelly's advice wrongly. Kelly meant to tell Shirley to listen actively, while Shirley acted passively by remaining silence. From Shirley's point of view, Kelly's silence did not mean that she was listening; on the contrary, it meant rejection.

Chapter 7: Trust, Justice, and Ethics

2015年2月14日 13:20

7.1 Trust, Justice, and Ethics

Trust: The willingness to be vulnerable to an authority based on positive expectations about the authority's actions and intentions

Justice: The perceived fairness of an authority's decision making

7.2 Why are Some Authorities More Trusted than Others?

7.2.1 Trust

1. Disposition-based trust [new relationships]:

Trust that is rooted in one's own personality, as opposed to a careful assessment of the trustee's trustworthiness.

Trust Propensity: A general expectation that the words, promises, and statements of individuals can be relied on.

A product of both nature and nurture.

2. Cognition-based trust [most relationships]:

Trust that is rooted in a rational assessment of the authority's trustworthiness.

Three Dimensions of Trustworthiness:

- **Ability**

- **Benevolence:**

The belief that an authority wants to do good for a trustor, apart from any selfish or profit-centred motive.

- **Integrity:**

The belief that an authority adheres to a set of values and principles that the trustor finds acceptable.

3. Affect-based trust [few relationships]:

Trust that depends on feelings toward the authority that go beyond any rational assessment of trustworthiness.

7.2.2 Justice

Dimensions of Justice	Description
Distributive	The perceived fairness of decision-making outcomes. Allocation norms: <ol style="list-style-type: none">1. Equity: To maximize the productivity of individual employees.2. Equality: To build harmony and solidarity in work groups.3. Need: To protect the welfare of employees (e.g. new employees.)
Procedural	The perceived fairness of decision-making processes. <ol style="list-style-type: none">1. Voice: A chance for employees to express their opinions and views2. Correctability: A chance for employees to request an appeal when a procedure is ineffective.3. Consistency: across ppl and time4. Bias Suppression5. Representativeness

6. Accuracy	
Interpersonal	The perceived fairness of the interpersonal treatment received by employees from authorities. 1. Respect 2. Propriety : Authorities refrain from making improper or offensive remarks
Informational	The perceived fairness of the communications provided to employees from authorities. 1. Justification : Authorities explain procedures and outcomes in a comprehensive and reasonable manner 2. Truthfulness : Honest and candid communications.

7.3 How Important is Trust?

	Job Performance	Organizational Commitment	Affective Commitment	Normative Commitment	Continuance Commitment
Trust	Moderate	Strong	High	High	No effect

Low trust => **Economic Exchange**:

Work relationships that resemble a contractual agreement by which employees fulfill job duties in exchange for financial compensation.

High trust => **Social Exchange**:

Work relationships that are characterized by mutual investment, with employees willing to engage in "extra mile" sorts of behaviours b/c they trust that their efforts will eventually be rewarded.

Chapter 10: Team, Diversity, and Communication

2015年3月1日 15:11

10.1 Team Characteristics and Diversity

Team: Two or more people who work interdependently over some time period to accomplish common goals related to some task-oriented purpose.

10.2 What Characteristics Can Be Used to Describe Teams?

10.2.1 Types of Teams [not important for our course]

Type of Team	Purpose and Activities	Life Span	Member Involvement	Example
Work Team	Produce goods or services.	Long	High	Self-managed work team; production team; maintenance team
Management team	Integrate activities of subunits across business functions.	Long	Moderate	Top management team.
Parallel team	Provide recommendations and resolve issues.	Varies	Varies (some part-time some full-time)	Quality circle; advisory council committee
Project team	Produce a one-time output (product, service, plan, design, etc.)	Varies	Varies	Product design team; research group; planning team
Action team	Perform complex tasks that vary in duration and take place in highly visible or challenging circumstances.	Varies	Varies	Surgical team; musical group; sports team.

- Teams often fit into more than one category.

10.2.2 Variation within Team Types

Virtual team: members are geographically dispersed, and interdependent activity occurs through e-mail, Web conferencing, and instant messaging.

Team Development Models:

1. A predictable sequence:

---time-->

Forming -> Storming -> Norming -> Performing -> Adjourning

2. A less linear fashion:

----time-->

---midpoint---

---time-->

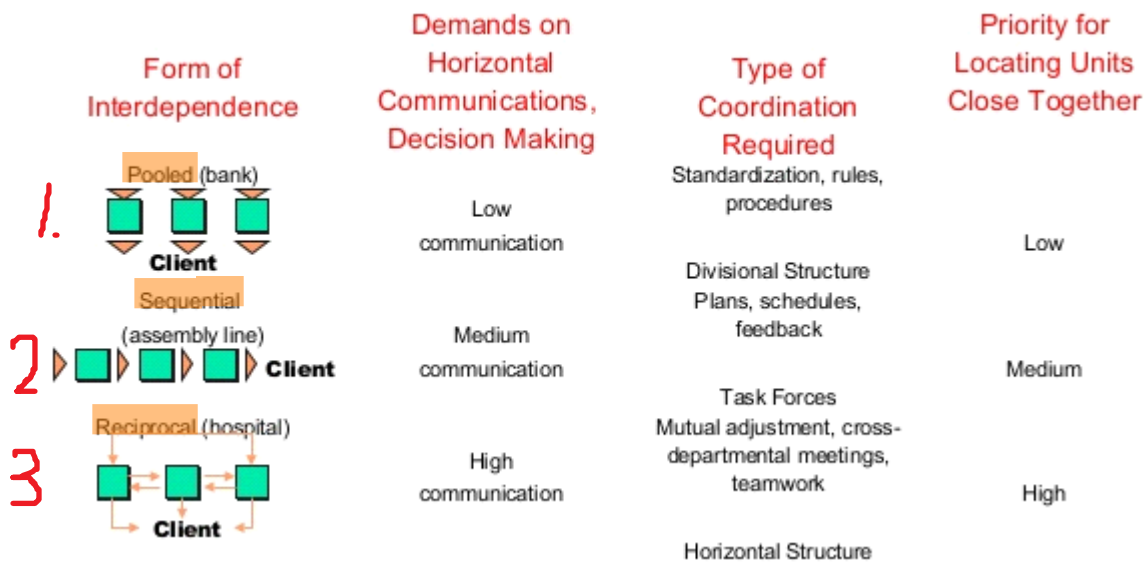
Forming and pattern creation -> inertia -> [punctuated Equilibrium] -> Process Revision -> Inertia

Punctuated Equilibrium: Members realize that they have to change their task paradigm

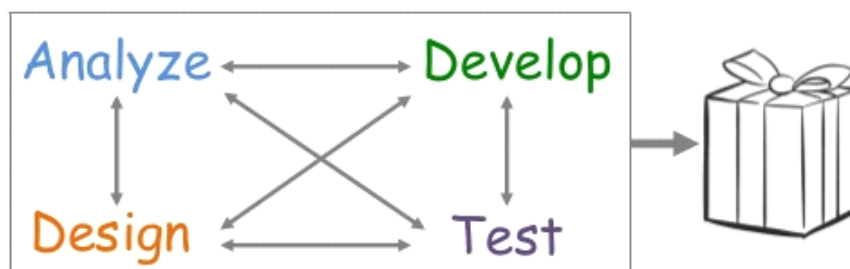
fundamentally to complete it on time.

10.2.3 Team Interdependence

1. Task Interdependence



4 comprehensive interdependence



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Agile Testing Days-14

- Increased level of task interdependence:
 - Advantage: increased ability to devise solutions to novel problems
 - Disadvantage: decreased productivity due to increased amount of time on communicating and coordinating.

2. Goal interdependence:

To increase:

A formalized mission statement that members buy into.

3. Outcome Interdependence

High level promotes team performance.

10.2.4 Team Composition

1. Member Roles

1) *Team task roles*

e.g. devil's advocate, energizer, orienter, etc.

2) *Team building roles*

e.g. harmonizer, encourager, compromiser, etc.

3) *Individualistic roles*

e.g. aggressor, recognition seeker, dominator, etc.

2. Member Ability

1) *Disjunctive Tasks:*

Tasks with an objectively verifiable best solution, the member who possesses the highest level of the ability relevant to the task will have the most influence on the effectiveness of the team.

2) *Conjunctive tasks:*

The team's performance depends on the abilities of the "weakest link".

3) *Additive tasks:*

The contributions result from the abilities of every member "add up"

3. Member Personality

Relevant personality: agreeable, conscientiousness (dependable and hardworking), and extraversion.

4. Team Diversity

Value in Diversity Problem-Solving Approach: Diversity provides a larger pool of knowledge and perspectives.

Similarity-Attraction Approach: Diversity can be counterproductive b/c people tend to avoid interacting with others who are unlike them.

Surface-Level Diversity: Observable attributes such as race, gender, ethnicity, and age.

Deep-Level Diversity: Attributes that are inferred through observation or experience, such as values or personality.

Surface-level ones usually disappear over time.

5. Team Size

Management and project teams	Greater number of members	Benefits from the additional resources and expertise contributed by additional members
Production teams	Smaller number of members	Unnecessary coordination and communication problems.

10.3 Team Process and Communication

Team Process: The different Types of activities and interactions that occur within a team as the team works towards its goals.

10.4 Why are some teams more than the sum of their parts?

Process Gain: team outcomes > expected based on the capabilities of the individual members

Process Loss: team outcomes < ...

1. **Coordination Loss:** Consumes time and energy that might otherwise be devoted to task activity.
e.g. **production blocking:** wait on other before one can do his part.
2. **Motivational Loss:** When team members don't work as hard as they could.
Social Loafing: uncertainty regarding "who contributes what" => less accountability => less effort than if work alone.

10.4.1 Task-work Processes

Task-work Processes: Activities relate directly to the accomplishment of team tasks.

1. **Creative Behaviour.**
Generating novel and useful ideas and solution.
2. **Decision Making.**

Factors for effective decision making:

- 1) **Decision Informity:** whether members possess adequate info 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.
3. **Boundary Spanning.**
Activities with individuals and groups other than those who are considered part of the team.
 - 1) **Ambassador activities:** Communications that are intended to protect the team, persuade others to support the team, or obtain important resources for the team.
 - 2) **Task coordinator activities:** Communications that are intended to coordinate task-related issues with ppl or groups in other functional areas.
 - 3) **Scout activities:** Things team members do to obtain information about technology, competitors, or the broader marketplace.

10.4.2 Teamwork Processes

Teamwork Processes: The interpersonal activities that promote the accomplishment of team tasks but do not involve task accomplishment itself.

Transition Processes: Focus on preparation for future work in the team.
e.g. mission analysis and planning.

Action Processes: Aid in the accomplishment of teamwork as the work is actually taking place.
e.g. helping and coordinating.

Interpersonal Processes: Focus on the management of relationships among team members.

- 1) Motivating and confidence building
- 2) Conflict management

10.4.3 Communication

Team States: Specific types of feelings and thoughts that coalesce in the minds of team members as a consequence of their experience working together.

Chapter 11: Power, Influence, and Negotiation

2015年3月15日 16:14

11.1 What is power?

Power: The ability to influence the behaviour of others and resist unwanted influence in return.

11.2 Different types of power

Category	Type of Power	Source of Power	Guideline for Use	Identify who has it
Organizational	Legitimate/formal	Based on authority	Make polite, clear request; Explain the reasons; Follow up to verify compliance; Insist on compliance if appropriate; Don't exceed scope of authority.	Title, job description
By the virtue of One's position	Reward	Based on the control of resources or benefits	Offer what ppl desire; Offer fairly and ethically; Don't promise more than you can deliver; Explain the criteria and keep it simple; No manipulation.	..
	Coercive	Based on the ability to hand out punishment	Explain rules and requirements and ensure the understanding of the serious consequence of violations; Respond to infractions promptly and without favouritism; Provide ample warnings.	..
Personal	Expert	Based on expertise or knowledge	Explain the reasons and why it's important; Provide evidence of potential success; No exaggeration or misrepresentation; Listen to ppl's concerns and suggestions; Act confidently and decisively in a crisis.	
	Referent	Based on the attractiveness and charisma of the leader	Show acceptance and positive regard; Act supportive and helpful Keep promises; Defend and back up ppl; Self-sacrifice to show concern.	

- Contingency Factors:

Substitutability	Alternatives in accessing the resources that a leader controls
Discretion	Right to make decisions on their own without restraint from rules
Centrality	Importance of a person's job and the amount of ppl depending on it
Visibility	The awareness of the leader's existence and the resources controlled

11.3 Using Influence Effectively

Influence: The use of behaviour to cause **behavioural** or **attitudinal** changes in others.

Tactics by effectiveness:

Most effective	Rational persuasion	Use logical arguments and hard facts
	Inspirational appeals	Appeal to one's values and ideals, creating an emotional or attitudinal reaction
	Consultation	Allow target to participate in deciding how to carry out or implement a request, which increases commitment from the target
	Collaboration	Work with and help the target, making it easier for the target to complete a request
Moderately effective	Ingratiation	Use favours, compliments, or friendly behaviours to make the target feel better about the influencer
	Personal appeals	Base the request on personal friendship or loyalty
	Exchange tactic	Offer a reward in return
	Apprising	Clearly explain why it benefits the target personally
Least effective	Pressure	Use coercive power through threats and demands
	Coalition	Enlists other ppl to help influence the target

Responses in Influence Tactics by Effectiveness

Effectiveness	Response	Changes	Explain the changes	Commonly in Response to
Most	Internalization / commitment	Behaviour and attitudinal	Target agrees with and becomes committed to request	Expert; reference
Moderately	Compliance	Behavioural	Target is willing to perform request, but does so with indifference	Legitimate; reward
Least	Resistance	None	Target is opposed to request and attempts to avoid doing it	Coercive

Why use influence tactics:

1. To achieve organization goals
2. Navigate the political environment (see 11.4)
3. Engage in conflict resolution (see 11.5)
4. Negotiate outcomes (see 11.6)

11.4 Organizational Politics

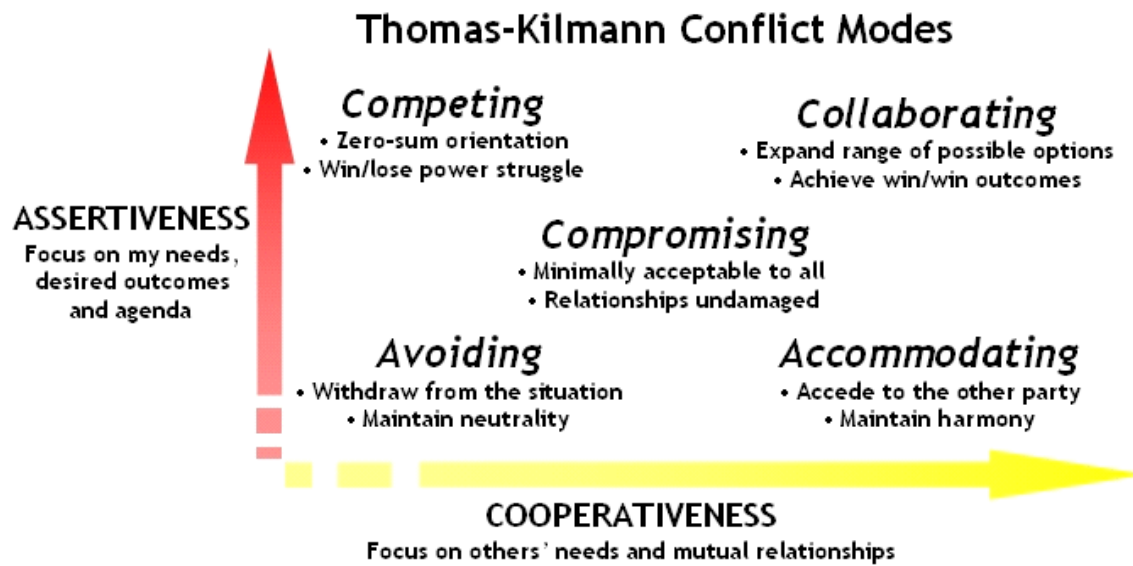
Organizational Politics: Individual actions directed toward the goal of furthering a person's self-interest.

Political Skill: The ability to understand others and the use of that knowledge to influence them to further personal or organizational objectives

Factors that foster organizational politics:

Personal characteristics	Organizational characteristics (raise the level of uncertainty in the environment)
Need for power	Limited or changing resources
High self-monitors	Ambiguity in the role (requirement)
Machiavellianism	High performance pressure

11.5 Using power to resolve conflicts



The win-win situation is closest to collaborating.

11.6 Negotiation

Negotiation: A process in which two or more interdependent individuals discuss and attempt to reach agreement about their differences.

Two general strategies:

- Distributive bargaining**
One wins one loses: a "zero-sum" condition.
* **differences** as a **threat**
- Integrative bargaining**
A win-win scenario.
A preferred strategy for its benefits on **long-term relationships**.
* often need to think outside the box and bring **other resources** onto the negotiation table
* often need to **packaging** resources
* **differences** as an **opportunity**

Stages of negotiation:

- Preparation
BATNA: a negotiator's **B**est **A**lternative **T**o a **N**egotiated **A**greement, i.e. the bottom line.
* need to figure out the other side's preferences and bottom line so that you don't need to "push the luck" or be overly cautious and miss the win-win situation.
- Exchange information
- Bargaining
- Closing and commitment

Resistance, target, initial

Example:

Buyer (B): How much is it?

Seller (S): \$100 - seller's initial

B: \$50 - buyer's initial

S: \$90 - seller's target

B: (bottom line being \$80-buyer's resistance) \$75 - buyer's target

S: (bottom line being \$70-seller's resistance) Deal.

No deal if buyer's resistance is lower than seller's resistance.

11.7 Power and influence vs. job performance and organizational commitment

Both are moderate positive.

11.8 Alternative Dispute Resolution

Alternative Dispute Resolution: A process by which two parties resolve conflicts through the use of a specially trained, neutral third party

Two most common forms:

1. **Mediation**

Third party has no formal authority to dictate a solution

2. **Arbitration**

Third party determines a binding settlement to a dispute b/t two parties.

Video Case: "terms of employment" (Will & Grace)

	Legitimate	Reward	Coercive	Expert	referent	Other
Will		To Grace, take the check from himself instead of pursuing the case (unsuccessful)		To the arbitrator (successful)	To Grace, taking the job offer is fine, friendship (successful)	To Ben (unsuccessful) To Grace, use fact, to return the bowl (successful)
Grace		Food bribery to the arbitrator (unsuccessful)	To Will, sanction of losing the friendship (unsuccessful)	To Will, Ben, and the arbitrator, designer expertise (unsuccessful) To the arbitrator, claim legal expertise (successful)	To Will, shouldn't betray herself (unsuccessful) To Will, Ben, and the arbitrator, emotion, ethic, and friendship (successful)	
ben	To will, be on Ben's side (first successful, later unsuccessful) To Mrs. Freeman, get cufflinks	A job to Will (successful)				Mockery Intimidation

	(successful)					
Mrs. Freeman				To Will, expert on Ben (successful)		

Interpersonal Conflict

Definition: When two or more individuals perceive that their **goals** are in **opposition**.

Types of conflict:

- Substantive/task/cognitive
 - Task - what
 - process - how
- Affective/relationship/socio-emotional
- Handling **social loafing/free-rider** problems:
 - Small group size
 - Task overlap (also good for work missing due to emergency)
 - Healthy competition among members (e.g. by quality control)

Chapter 12: Leadership Styles and Behaviours

2015年3月21日 13:45

12.1 What is leadership and what does it mean for a leader to be "effective"?

Leadership: The use of power and influence to direct the activities of followers toward goal achievement.

*note that this definition focuses on both the leader and the followers as opposed to just the leader themselves. This definition recognize the *leader's dependence on their followers*.

Followers factors:

- 1) Experience (level of guidance needed, etc.)
- 2) Expectance of participation
- 3) Support required
- 4) Goals (ambition, etc.)
- 5) Characteristics

Leader factors:

- 1) Behaviour
- 2) Styles
- 3) Characteristics

Context factors:

- 1) Level of uncertainty (snow days, strikes, etc.)
- 2) Task (content of the job decides the requirement of the job)
- 3) Structure [(managerial (deans, etc.), collegial (senate, etc.))]
- 4) Environment (economics, etc.)

Leader-member exchange theory

A theory describing how leader-member relationships develop over time on a dyadic basis.

Phase 1:

Role taking: A leader provides an employee with job expectations and the follower tries to meet those expectations.

Role making: A follower voices his or her own expectations for the relationship, resulting in a free-flowing exchange of opportunities and resources for activities and effort.

Phase 2:

Two general types of leader-member dyads:

	Quality of exchange	Levels of communication, trust, respect, and obligation	What kind of employees
ingroup	high	high	Competent, likeable, and similar to the leader in personality
outgroup	low	low	

12.2 Why are some leaders more effective than others?

Leader effectiveness: The degree to which the leader's actions result in

- 1) The achievement of the unit's goals
- 2) The continued commitment of the unit's employees
- 3) The development of mutual trust, respect, and obligation in leader-member dyads.

- Traits are more predictive of leader emergence than they are of leader effectiveness.

Three types of leader actions:

1. Decision-making styles

High follower control-----	----->-----	----->-----	High leader control
autocratic	Consultative style	Facilitative style	delegative
Leader makes the decision alone without asking for opinions or suggestions of the employees in the work unit	Leader presents the problem to employees asking for their opinions and suggestions b4 ultimately making the decision him-/herself	Leader presents the problem to a group of employees and seeks consensus on a solution, making sure his/her own opinion receives no more weight than anyone else's	Leader gives the employee the responsibility for making decisions within some set of specified boundary conditions

Employee participation in decision making:

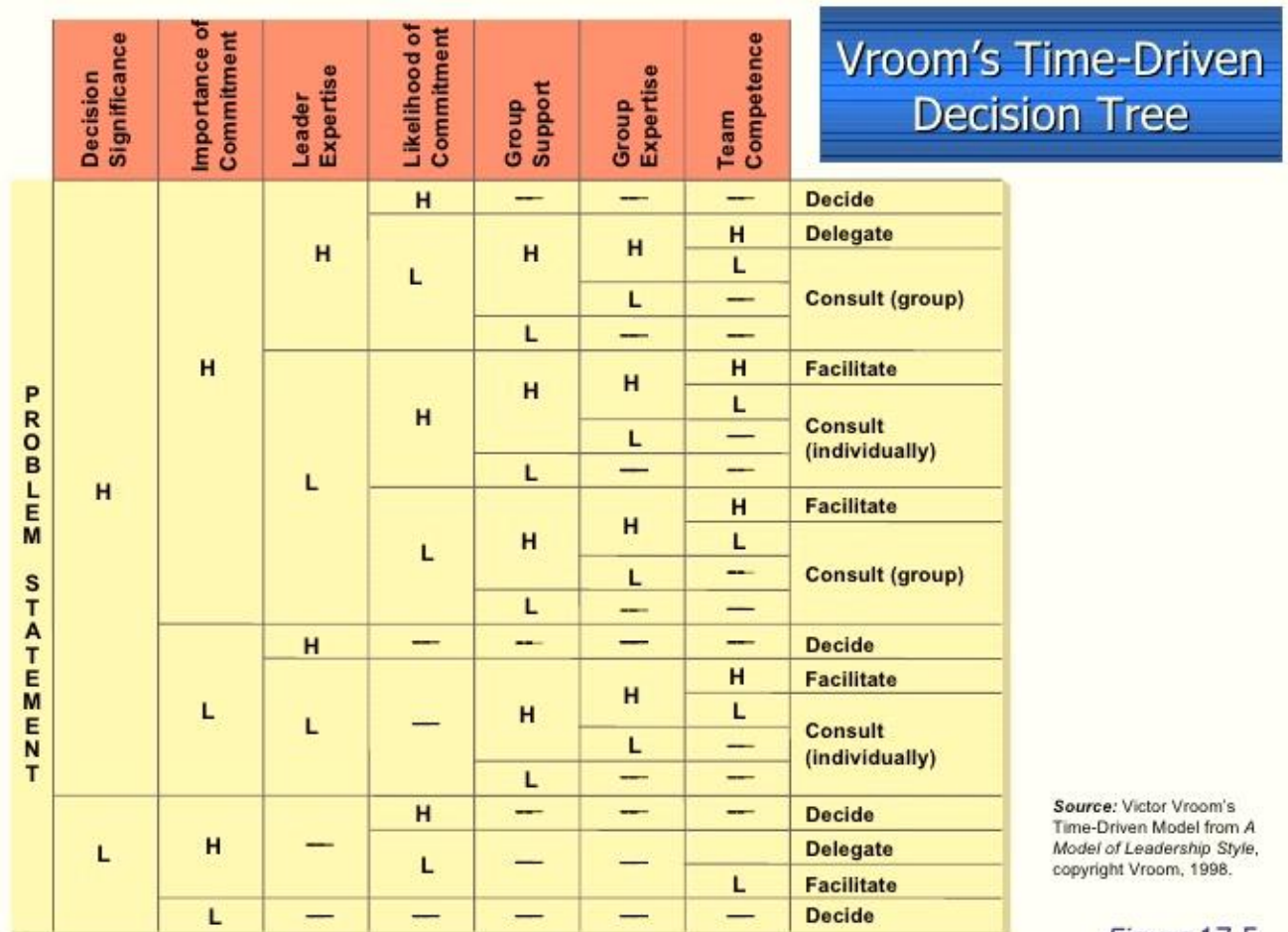
Advantage:

- increase job satisfaction;
- Help develop employees' own decision-making skills

Disadvantage:

Takes up time (interruption of work, etc.) => decrease job satisfaction.

Time-driven model of leadership:



Vroom's Time-Driven Decision Tree

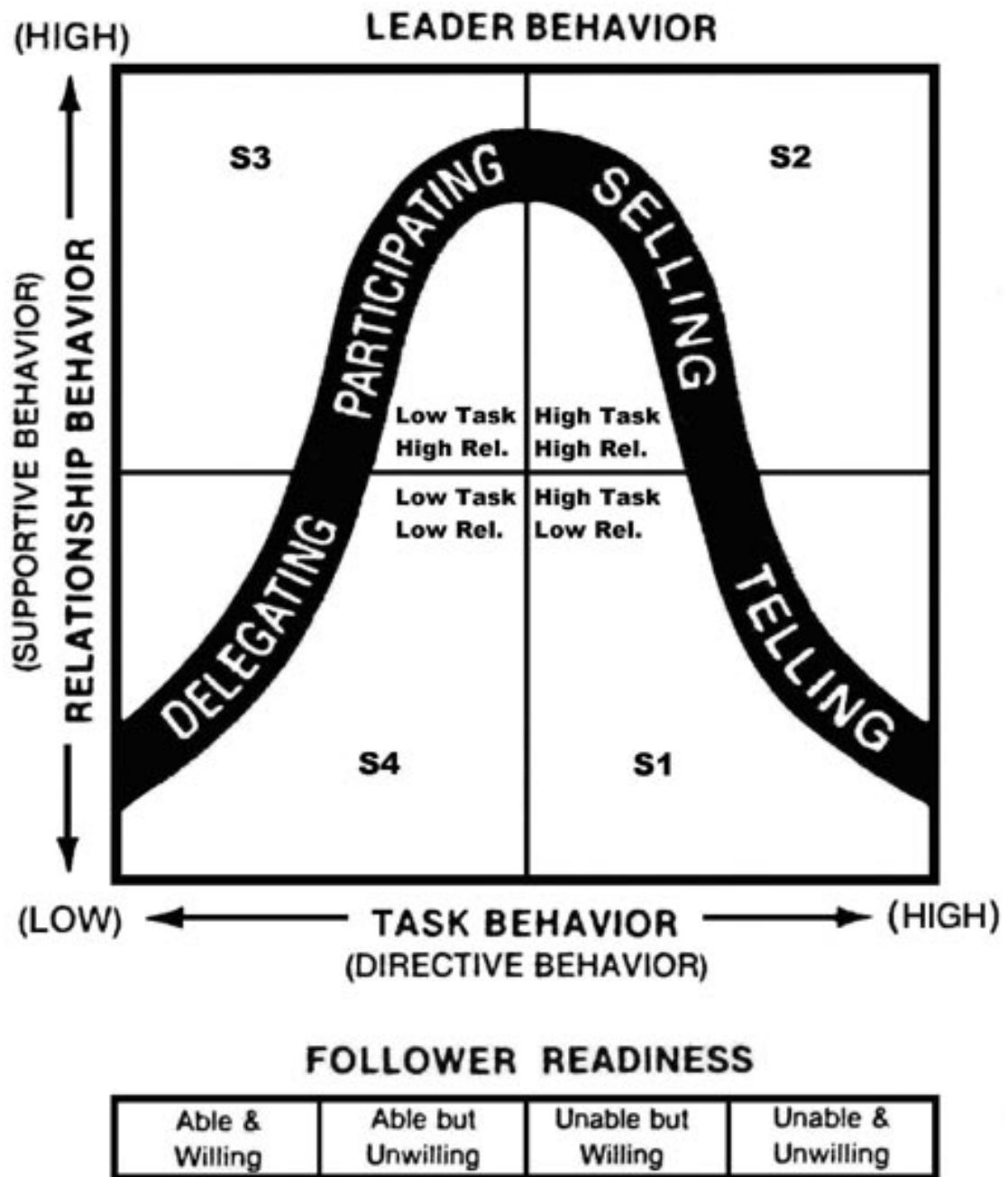
Source: Victor Vroom's Time-Driven Model from A Model of Leadership Style, copyright Vroom, 1998.

Figure 17.5

2. Day-to-day behaviours

Behaviour	Description
1. <u>Initiating structure</u>	A pattern of behaviour where the leader defines and structures the roles of employees in pursuit of goal attainment
1) <u>Initiation</u>	Originating, facilitating, and sometimes resisting new ideas and practices
2) <u>Organization</u>	Defining and structuring work, clarifying leader versus member roles, coordinating employee tasks
3) <u>Production</u>	Setting goals and providing incentives for the effort and productivity of employees
2. <u>consideration</u>	A pattern of behaviour where the leader creates job relationships characterized by mutual trust, respect for employee ideas, and consideration of employee feelings.
1) <u>Membership</u>	Mixing with employees, stressing informal interactions, and exchanging personal services
2) <u>Integration</u>	Encouraging a pleasant atmosphere, reducing conflict, promoting individual adjustment to the group
3) <u>Communication</u>	Providing information to employees, seeking info from them, showing an awareness of matters that affect them
4) <u>Recognition</u>	Expressing approval or disapproval of the behaviours of employees
5) <u>Representation</u>	Acting on behalf of the group, defending the group, and advancing the interests of the group

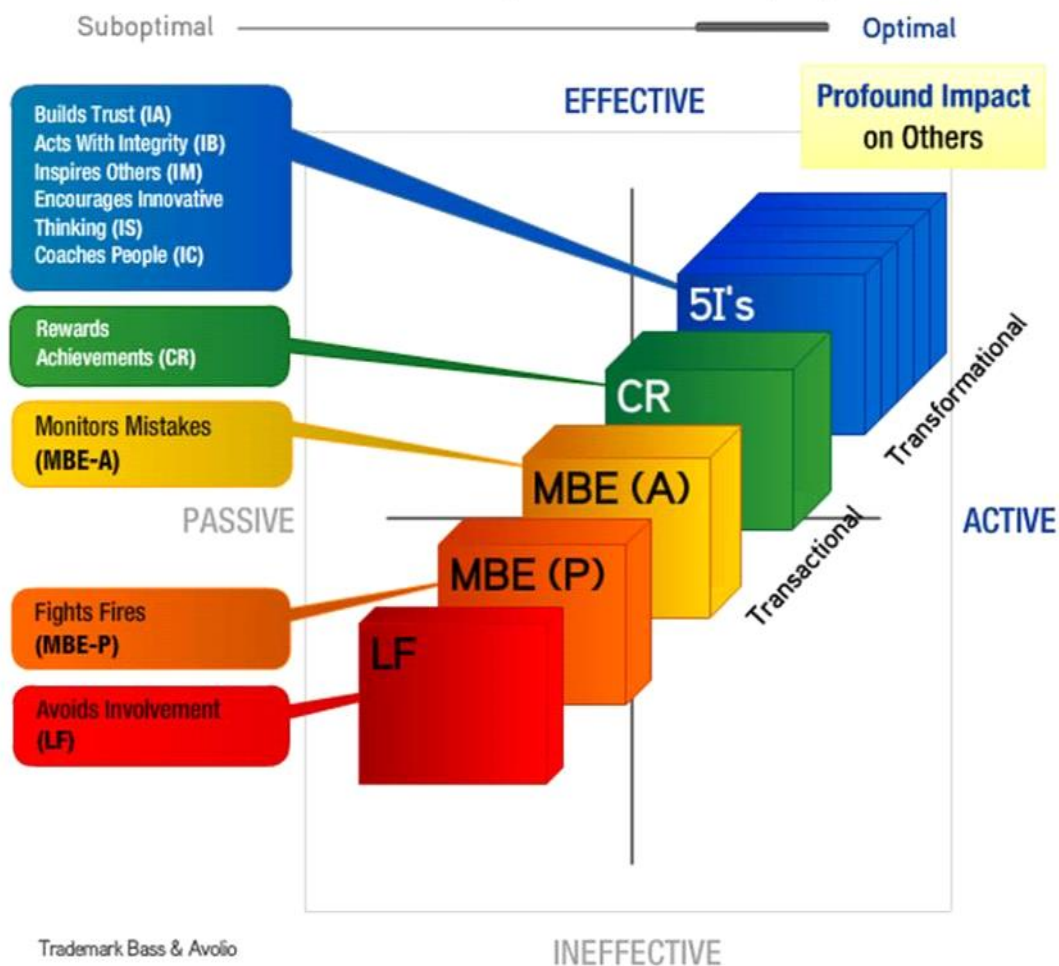
Life cycle theory of leadership/situational model of leadership:



3. Transformational behaviours

The Full Range Leadership Model™

The size of each box matters: Its volume represents the exhibited frequency of that style.



Transformational: leader inspires followers to commit to a shared vision that provides meaning to their work while also serving as a role model who helps followers develop their own potential and view problems from new perspectives

4 I's:

- 1) **Idealized Influence (II):** leader earn the admiration, trust, and respect of followers; followers want to identify with and emulate the leader
- 2) **Inspirational motivation (IM):** Leader foster an enthusiasm for and commitment to a shared vision of the future
- 3) **Intellectual Simulation (IS):** Leader challenge followers to be innovative and creative by questioning assumptions and reframing old situations in new ways
- 4) **Individualized consideration (IC):** Leader help followers achieve their potential through coaching, development, and mentoring

Transactional: leader rewards or disciplines the follower on the basis of performance

Contingent Reward (CR): Leaser attains follower agreement on what needs to be done using rewards in exchange for adequate performance

Active Management-By-Exception (MBE-A): Leader arranges to monitor mistakes and errors actively, and takes corrective action when required

Passive Management-By-Exception (MBE-P): Leader waits around for mistakes and errors, then takes corrective action as necessary

Laissez-Faire (LF): Leader avoids leadership duties altogether

12.3 Leadership, Job Performance, and Organizational Commitment

	Job performance	Organizational commitment
Transformational leadership	Moderate correlation	Strong correlation

Substitutes for leadership model: Characteristics of the situations can constrain the influence of the leader, which makes it more difficult for the leader to influence employee performance

	Importance of the leader	Benefit the employee performance	Examples
substitutes	Reduce	Yes	Task feedback Training and experience Professionalism Staff support Group cohesion Intrinsic satisfaction
neutralizers	Reduce	No	Task stability (clear, unchanging sequence of steps) Formalization (written policies and procedures) Inflexibility (prioritizes rule adherence) Spatial distance (separate from leader by physical space)

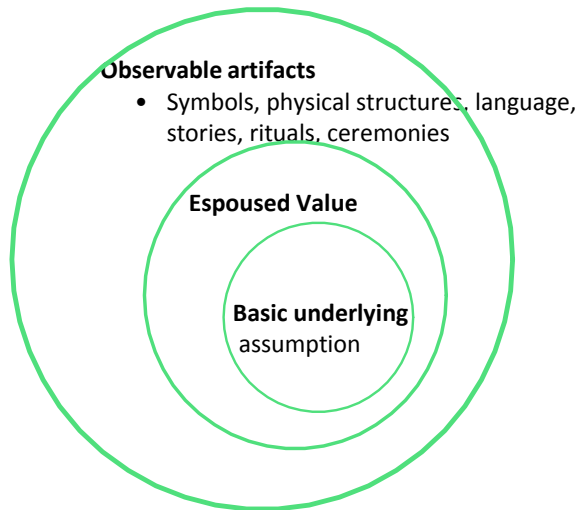
Chapter 14: Organizational Culture and Change

2015年3月28日 11:11

14.1 Organizational culture and its components

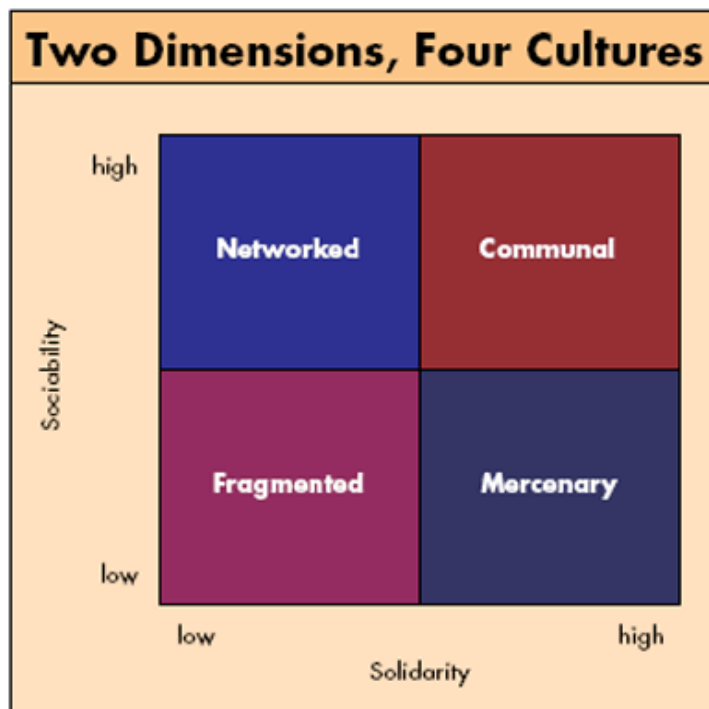
Organizational Culture: The shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviours of its employees.

Culture Components:



14.2 Culture types

General:



Sociability: friendliness

Solidarity: think and act alike

Usually when organizations are **small**, they have **communal cultures** oriented around the owner and founder; as they grow **bigger**, they tend to move toward a **networked culture**.

Specific:

1. Customer service culture
2. Safety culture
3. Diversity culture
4. Creativity culture

14.3 Culture Strength

Culture Strength: The degree to which employees agree about how things should happen within the organization and behave accordingly

ADVANTAGES OF A STRONG CULTURE	DISADVANTAGES OF A STRONG CULTURE
Differentiates the organization from others	Makes merging with another organization more difficult
Allows employees to identify themselves with the organization	Attracts and retains similar kinds of employees, thereby limiting diversity of thought
Facilitates desired behaviors among employees	Can be "too much of a good thing" if it creates extreme behaviors among employees
Creates stability within the organization	Makes adapting to the environment more difficult

14.4 Maintaining an Organizational Culture

1. Attraction-Selection-Attrition (ASA) Framework

Attraction: potential employees be attracted to organizations whose culture match

Selection: organizations select candidates, weed out misfits

Attrition: those who don't fit leave or be forced out

2. Socialization

Socialization: the primary process by which employees learn the social knowledge that enables them to understand and adapt to the organization's culture

Three stages:

- (1) **Anticipatory stage:** Develop an image of what it would be like to work for a company
- (2) **Encounter stage:** Compare the info as an outsider to the info learned as an insider
Reality shock: a mismatch of info
- (3) **Understanding and adaptation**

14.5 Changing an Organizational Culture

1. The change process

Three steps:

- (1) **Unfreezing:** realization that the status quo is unacceptable
- (2) **Change initiative:** bring in a new leader, intro to a new reward system, implement a new training program, etc.
- (3) **refreezing**

2. Changes in Leadership

Leaders and top executives of organizations are the biggest driver of culture.

3. Mergers and Acquisitions

Usually clashes rather than result in the strong culture that managers hope will appear.

14.6 Importance of Organizational Culture

Person-Organization Fit: The degree to which a person's values and personality match the culture of the organization

PERSONAL AND CULTURAL VALUES	
Flexibility	Adaptability
Stability	Predictability
Being innovative	Take advantage of opportunities
A willingness to experiment	Risk taking
Being careful	Autonomy
Being rule oriented	Being analytical
Paying attention to detail	Being precise
Being team oriented	Sharing information freely
Emphasizing a single culture	Being people oriented
Fairness	Respect for the individual's rights
Tolerance	Informality
Being easy going	Being calm

	Job performance	Task performance	Citizenship behaviour	Counterproductive behaviour
Person-Organization Fit	Weak Positive	Weak Positive	Weak Positive	/
	Organizational commitment	Affective commitment	Normative commitment	Continuance commitment
Person-Organization Fit	Strong Positive	Strong Positive	/	/

14.7 managing Socialization

TACTICS DESIGNED TO <u>ENCOURAGE</u> ADAPTATION TO THE ORGANIZATION'S CULTURE	TACTICS DESIGNED TO <u>DISCOURAGE</u> ADAPTATION TO THE ORGANIZATION'S CULTURE
Orient new employees along with a group of other new employees.	Orient new employees by themselves.
Put newcomers through orientation apart from current organizational members.	Allow newcomers to interact with current employees while they are being oriented.
Provide hurdles that are required to be met prior to organizational membership.	Allow organizational membership regardless of whether any specific requirements have been met.
Provide role models for newcomers.	Use no examples of what an employee is supposed to be like.
Constantly remind newcomers that they are now part of a group and that this new group helps define who they are.	Constantly affirm to newcomers that they are to be themselves and that they were chosen for the organization based on who they are.

Final Exam Info

Monday, March 23, 2015 14:55

Before midterm: personal level

After midterm: group/organizational level

Case: Best Food Grocer Revisit

Monday, March 30, 2015 15:44

Timeline

- 2002: Christina started working at Aaron's grocery store Best Food Grocer Revisit at the bakery department
- 2002-2007: bakery, cash, kitchen, then meat department at Best Food Grocer
- ?: Owner Aaron expects Christina's extended and flexible availability
- 2007: Aaron created the incentive program which wasn't formalized
- Spring and summer 2007: Aaron worked 44hr/week
- September 2007: Christina felt under appreciated for her extra work
- Prior to Christmas season 2007: Christina talked to her department head, Albert about her dissatisfaction and asked for a raise. Albert told Christina to talk to Aaron directly. Aaron wrote to Aaron.
- January 2008: Christina became very frustrated after failing to talk to Aaron. She eventually called Aaron's home phone which frustrated him. **OCB decrease. Withdrawal behaviour increase.**
- ?: Christina talked with Aaron. No problem was solved and both left the conversation angrily.
- ?: John, Christina's boss from her other job, offered accommodation to Christina **Continuous commitment decrease.**

Sample Questions:

1. Discuss the case from Christina's point of view using an Organizational Justice perspective.
 - a. Distributive: work as hard as a full-timer but treated as a part-timer
 - b. Procedure: **Christina was not able to appeal**
 - c. Interpersonal: Aaron showed little respect to Christina during their interaction (**1. no response 2. not acknowledge Christina's difficulty to try to communicate with her**)
 - d. Informational: the incentive program was not written but was rather told in person
2. How can issues of fairness and communication explain Christina's decisions?
 - a. Lack of communication => perceived fairness decrease => commitment decrease
 - b. Lack of communication => conflict => commitment decrease
- 3.

Summary

2015年4月23日 21:53

Importance of the factors

	Job performance	Task performance	Citizenship behaviour	Counterproductive behaviour	Organizational commitment	Affective commitment	Continuous commitment	Normative commitment
Job satisfaction	Moderate	Strong	Strong	Weak	Strong	Strong	Strong	Weak
Motivation	Strong	Strong	Moderate	Moderate	Moderate	Moderate	Moderate	Weak
Trust	Strong	/	/	/	Strong	Strong	No effect	Strong
Transformational leadership	Moderate	/	/	/	Strong	/	/	/
Person-Organization Fit	Weak	Weak	Weak	/	Strong	Strong	/	/
Power and influence	Moderate	/	/	/	Moderate	/	/	/