

BU 288 Midterm 1 Review by Andy Chang

Chapter 1 - OB and Management

- **Organizations** are social inventions for accomplishing common goals through group effort.
- **Organizational Behaviour** is the attitudes and behaviours of individuals and groups in organizations. Are they satisfied, committed, supportive; cooperative, conflict-y, innovating etc.
- **HRM** is a similar discipline, about programs, practices and systems to acquire, develop, motivate and retain employees.
- Why study OB? It is interesting (hm), important (impacting ppl in the org.), and it makes a difference, affecting **human capital** (knowledge/skills/abilities) and **social capital** (social stuffs from participation in a social structure, both internal and external to the organization)
- The goal of OB is to predict, explain, and manage said OB.
 - **Management** is the art of getting things done through others in organizations.
 - **Evidence-Based Management** is translating principles based on scientific evidence into organizational practices. Informed decisions rather than preference/biased POV.
- A few viewpoints of management:
 - **The Classical Approach** – high labour specialization, intensive coordination and centralized decision-making. Furthered into a **bureaucracy** with additional chain of commands, technical competence for promotion, detailed rules and centralized power.
 - **The Human Relations Movement** – a critique of the above, advocating for management that is more participative and oriented to employee needs (grow, interact, go above min.)
 - **The Contingency Approach** – IT DEPENDS LMAO (situation, ppl affect best choice)
- What do managers do? Informational roles – monitor, disseminator, spokesperson; Decisional – entrepreneur, disturbance handling, resource allocator, negotiator; Interpersonal – figurehead, leader, liaison. Important tasks include routine communication, networking, mgmt., and HRM.
 - Managers also have agendas for what they want to do for the organization, based on informal discussions with others. Agendas are carried out through the network of ppl
 - A “Managerial intuition” exists, which is pattern identification + sols. Based on exp.
 - National Culture affects the perception and role of mngmt. Same technical requirements, but different behavioural ones.
- Some Current OB Issues:
 - Diversity – Local and Global. It exists and must be considered to do well.
 - Employee Health and Wellbeing. Mental health focus, especially post-COVID.
 - Focus on **mindfulness**, **workplace spirituality** (work provides meaning) and **organizational care** (care for your employees lol)
 - **Positive OB** – study and apply +-oriented HR strengths and psych. Capabilities that can be measured, developed and effectively managed.
 - **Psychological Capital** = **Self-Efficacy**, **Optimism**, **Hope**, **Resilience**
 - **Thrive at work!** A psych. State of senses of vitality and learning, important for employee health and personal development
 - **Talent Management, Employee Engagement** as talent becomes harder to find
 - Alternative work arrangements and **Precarious work** – how do we tend to the problems risky, uncertain and unpredictable work causes, and minimize its harm?
 - **CSR** – it makes a comeback, as many CSR issues are OB issues. This also includes ESG issues, with organizational actions being held accountable and impacting reputation.

Appendix - Research in OB

- You always start with a Question – about work, organizations, formal theory, whatever.
 - State questions as **hypothesis**. Your **independent variable** is the predictor and cause of variation, and the **dependent variable** the thing that is affected by ΔIV . **Moderating variables** alters the relationship between the IV and DV, while **mediating variables** intervenes/explains the relationship. Essentially, IV affects DV because of Mediator, but the moderator might change this. (In slides: Moderator affects DV if IV held constant)
 - Variables need to be **reliable** (consistent over people and time) and have **high validity** (measures what it should). Should also have **convergent validity** (other measures strongly related to this one), **discriminant validity** (unrelated measures weakly related)
- **Observational Research** – examine people in their natural environment. Systematic but objective. Results of summarized in a Case Study. Strong depth, breadth, richness, spontaneity, realism. However, hard to control, limited number of cases, and hard to generalize.
 - **Participant Observation** where you literally go and become one with the studied which allows for strong experience, albeit maybe biased. Lets you get in on “illegal” behaviour
 - **Direct Observation** where you just watch. Good if you joining is disruptive or unfeasible. However it severely limits the opportunities to record info.
 - Both can be done covertly, but Direct Observation usually isn't. Does cause ethics issues.
- **Correlational Research** – precisely measuring a variable and examine relationships without adding changes to the research settings. Less breadth and depth, but more precision and control.
 - **Surveys, Interviews and Existing Data** from records are all used in this!
 - **Cross-sectional design** examines IV and DV simultaneously; **longitudinal design** waits.
 - These types of studies do not let you determine causation! Correlation \neq Causation.
- **Experimental Research** – Manipulate variable in controlled conditions and examine the consequences. This one lets you infer causation! Of course, edit the IV and watch the DV. Maximal rigour but sacrifices breadth and richness. Also ethical issues.
 - You need a **control group** and **random assignment** or else bad.
 - **Internal Validity** is extent of confidence that causation does exist. **Threats to Internal Validity** include bad selection of participants, sensitization during testing, using different measures, stat. regression to mean (over time), history (events during the experiment), maturation (time explains all), mortality (people dropping out)
 - **Quasi-experimental design** lacks controls and random assignment. Remember to perform controls on variables during the analysis!
- You can mix and match design styles and optimize for their strengths! In general, rich, broadness and loose controls for observational; specific, precise, rigorous for experiments, correlational studies right in between.
- Issues and Concerns in OB Research:
 - **External Validity** – can these results be generalized? Get Big, random samples!
 - **Random Sampling** – you need this for external validity. So try do to this
 - **Hawthorne Effect** – participants in the experiment realize they're being studied, giving a favourable response to an uncontrolled variable other than the IV or treatment. Usually considered as something psychological, like feeling special or prestige or morale etc.
 - **Ethics** – Try not to lie to your participants, ensure their anonymity, ensure there are not negative consequences... all the things you need to ensure participants are well.

Chapter 2 Personality and Learning

- **Personality** is the relatively stable set of psych. chars. that influences the way an individual interacts with their world – partially genetic, partially from learning history. Heredity sets the maximal limits of a characteristic, while env. determines the development within limits
- **Dispositional, Situational, Interactionist Approach** – is it the person or situation? It's both. Individual attitudes and behaviours are both a function of disposition and situation
 - **Strong vs Weak Situations** – strong has less personality showing thru, more “formal”
 - **Trait Activation Theory** – some traits are useful in certain situations – that's why diversity is important and fit is important – there is no best personality!
- Here is every axis in which personality differs:
 - The 5-factor model – **Extraversion, Emotional Stability, Agreeableness, Conscientiousness, Openness to Experience**. Related to work motivation, job satisfaction, life satisfaction, predict job search outcomes and career success (and relatively enduring!). Conscientiousness also predicts job performance strongest, but also really depends on the occupation – some traits work better in some places. (Agreeableness in service, experience openness in training, extraversion in training proficiency and social interaction-y jobs, you need a baseline of stability too)
 - **Locus of Control** – self-initiative and free will, or fate, luck and powerful people? Affects satisfaction in career and in life and level of career planning.
 - **Self-Monitoring** – how much you care about your presentation – socially appropriate stuff and “role playing”. More involved in jobs but also more stressed and less committed
 - **Self-Esteem** – how well you view yourself. Can make you susceptible to external and social influences, react worse to negative feedback and lead to subsequent bad perf. Also affects career choices, job satisfaction, and resilience to everyday work strains.
 - **Positive/Negative Affectivity** – two different things, measuring propensity to view the world in a +/- light. Affects performance and satisfaction. High PA also means more creative while high NA get more stressed at work, counterproductive/withdrawal behaviours, as well as occupational injury.
 - **Proactive Personality** – tendency to be proactive and initiative and all that. Related to performance, stress tolerance, leadership, participation in initiatives, entrepreneurship, career success, work term performance.
 - **General Self-Efficacy** – Belief in ability to do well in SPECIFIC scenarios. Allows you to adapt to novel, uncertain and adverse situations better. +GSE also means higher job satisfaction and job performance.
 - **Core Self Evaluations** – a broad trait encompassing evaluations of self-esteem, GSE, locus of control and neuroticism. Reflects evaluations of self. Leads to better job, career and life satisfaction, job performance, less stress, feel job is intrinsically satisfying.
- **Learning** is a relatively permanent change in behaviour that occurs due to practice or experience – no drugs or biological maturation! Stems from an environment giving feedback on a certain behaviour's consequences. Behaviour → feedback → behaviour POTENTIAL.
 - Employees learn **practical, intrapersonal, interpersonal skills and cultural awareness**
- **Operant Learning Theory** says subject learns how to operate on the environment to achieve desired consequences. The learning is controlled by the consequences, and the connection is what is learnt! Law of effect: Do stuff that's good, stop doing stuff that's bad.

- Increase/Maintain the Probability of Behaviour through **reinforcement** by a **reinforcer**
 - **Positive Reinforcement** does this by adding/applying a stimulus as a consequence of the desired behaviour. Tend to be nice things and rewards.
 - **Negative Reinforcement** is the removal of a stimulus as a consequence of desired behaviour. The quintessential example is removal of nagging after the behaviour done.
- Organizational Errors involving Reinforcement – confusing rewards with reinforcers, neglecting diversity in reinforcer preference, neglecting sources of reinforcement like **performance feedback** and **social recognition**. The informal and small stuff also counts and is easier to do!
- Reinforcement strategy – if you want **fast acquisition** you want continuous and immediate reinforcement; if you want **persistence** you want partial and delayed stuff. Can't get both at once!
- Reduce the probability of behaviour by **extinction** (terminating positive reinforcers – no incentive, no action!) and by **punishment** (APPLY negative stimulus following behaviour)
 - Punishment is effective but you need to demonstrate activities to replace behaviour.
 - It also tends to provoke strong emotional reactions, esp. if seen as unfair. So try to be patient and keep your emotions under control. Punishing in front of a crowd is bad too.
 - Also: ensure punishment effective, punish immediately, don't reward the bad behaviour afterwards, and do not inadvertently punish desirable behaviour.
- **Social Cognitive Theory** emphasizes the role of cognitive processes in learning – the person!
 - Human behaviour best explained with a system of **triadic reciprocal causation** – personal factors + environment affects human behaviour, and vice versa.
- Main components of SCT:
 - **Observational Learning** – learning through observation and imitation of “models”
 - **Self-reinforcement**: reinforcing to acquire an understanding of others. viewed +ly
 - Models need to be attractive, credible, competent, high status etc. to be imitated
 - **Self-Efficacy Beliefs** – beliefs people have about their ability to perform specific tasks
 - Determined by performance mastery, observation, verbal persuasion and social influence, and psychological state
 - **Self-Regulation** – use of learning principles to regulate ones own behaviour, thus needing less external control. Occurs through observation of models, imitation, self-reinforcement.
 - Self observation, self evaluation against a standard, self-reinforcement in rewards
 - A cycle of discrepancy – detection, reduction, production.
- Organization Learning Practices – **OB Modification** is the systematic use of learning principles to influence OB. Shown to help with safe working behaviour, work attendance, task performance.
 - Identification of performance related behaviours, measuring baseline performance data, identifying behavioural contingencies, develop/implement intervention strat, then eval.
- **Employee Recognition Programs** – positive reinforcement through publically recognizing and rewarding employees for specific behaviours. Also see **peer recognition programs**. Effective most when it specifies what/how behaviour is tracked, has public acknowledgement and token/icons for the participant – pure financials are not enough – add praise and recognition!
- **Training and Development programs** most common type of formal learning – planned organizational activities designed to facilitate knowledge and skill acquisition and to change behaviour and improve performance on one's current job; development is focused more on future job responsibilities.
 - Also see **behaviour modelling training** (observing model doing stuff, and opportunities to practice said observed behaviours)

Chapter 3 Perception, Attribution, Diversity

- **Perception** is the process of interpreting the messages of our senses and to provide order and meaning to our environment! Our actions are based on our *interpretation* of reality, not it itself
- The components of perception – the perceiver’s experiences, motivational state, emotional state; the ambiguity of the target (we wish to dispel the ambiguity usually), and the situation of course
 - There is also **perceptual defense** where perceptions tend to defend against unpleasanties
- **Social Identity Theory** says that people form perceptions of themselves based on personal identity and social identity – so our characteristics and memberships in social categories (any)
- **Perceptual Process Model** - unfamiliar target spotted, then most open to the target’s cues. After encountering familiar ones, the target is categorized and we become more selective with our cues, thus strengthening the categorization. Thus perception is/has selective, constancy, consistent – we want to be right and we want to confirm what we already know! Also, it’s fast and efficient...
- Biases in Perception:
 - **Primary/Recency Effects** – first and last impressions tend to be used more strongly
 - **Reliance on Central Traits** – we center perceptions on central traits that we interested in
 - **Implicit Personality Theories** – what characteristics go together? (Usually wrong btw)
 - **Projection** – attribute own thoughts and feelings to others (They must feel the same way)
 - **Stereotypes** – generalizations about particular individuals in a social category. Involves identifying a type of people, attributing them a trait, then assuming everyone has them. Can form with shockingly little information but can be good/bad. Especially inaccurate when used on specific people. Inaccurate ones persist since they help us process info quick and efficiently, and are reinforced selective perception.
- **Attribution** is the process that we assign causes or motives to a behaviour – why did they do dis?
 - Can have both dispositional and situational factors but of course.
- We have 3 cues: **consistency cues** (across time?), **consensus cues** (across people?), **distinctiveness cues** (across situations?) that help us pick between if dispositional or situational.
- Biases in Attribution:
 - **Fundamental Attribution Error** – emphasize disposition over situation for explanation
 - **Actor-Observer Effect** – actor vs observer attribute causes of actor behaviour differently
 - **Self-Serving Bias** – dispositional causes for successes; situational ones for failures.
- **Workforce Diversity** is differences in various characteristics in the workforce. As workforce becomes more diverse, recognition that it currently sucks and real-life events, it is ++emphasized.
 - Need to start valuing diversity, rather than just tolerate it or try to assimilate everyone. An important step to that is **diversity culture**, the degree the organization advocates for fair HR policies, equal opportunity and inclusion, and socially integrating underrepresented employees. Related to job satisfaction, org. commitment. Negatively related to withdrawal behaviour and stuff.
- Stereotypes and Workforce Diversity
 - **Stereotype threat** is when members of a social group feel they might be judged or mistreated according to some stereotype and that their actions and behaviours will confirm it. Shown to reduce test scores and performance for minorities. Also leads to people downplaying affiliation with certain groups, not great for work attitude/behaviour.
 - Stereotypes can be of race/ethnicity/religion, gender, age, and LGBTQ+ related. They are a huge factor into creating discriminatory practices and you have to manage workforce diversity on all fronts (recruiting, retention, development, ext. partnership, communication, training, staffing and infrastructure) and try to integrate into plans

- **Organizational Climate** is the shared perceptions that employees have about organizational policies and procedures, and the behaviours that are expected, supported and rewarded.
 - **Diversity Climate** and **Safety Climate** are examples. Can have 1+ at once too.
 - Interaction, interdependence and communication amongst employees boosts OC, where leaders communicate with employees and share **strategic** vision. HRM also affects it.
- **Trust** is a state where one is ok with being vulnerable and taking risks wrt actions of another party. Perceived trust is important in OB! And leads to perceived fairness and job satisfaction.
 - Hinges on management perceptions: ability, benevolence, integrity
- **Perceived Organizational Support** is employee general belief that the organization values their contributes and cares for their well-being, and will assist them if they need to
 - **Organizational Support Theory** says that employees with strong perceptions of organizational support feel obligations to care for the organization's welfare and help it achieve objectives – there is a **norm of reciprocity!**
 - Predictors of Org. Support: Supervisor Support, Fairness, Organizational Rewards, Job Conditions, Job Enrichment, Human Resource Practices
 - Outcomes: Trust, Job Satisfaction, Organizational Commitment, Positive Mood, Performance, Reduced Strains, Reduced Turnover and Absenteeism, Work Engagement, Organizational Citizenship Behaviours
- Perceptions in HRM – Recruiting and Selection.
 - **Signalling theory** says that job applicants interpret the recruitment and selection process as signals about unknown characteristics of the organization and what its like over there. So if say they ask invasive personal Qs, they feel it might be discriminatory or undiverse
 - **Organizational Justice Theory and Fairness** – perceptions toward the org. based on the selection tests used for hiring – better perceptions from perceived fairness and that makes a job offer more tantalizing (bruh I just want a job ;-)
 - Applicant reactions also affect performance on selection tests. Typically interviews and work samples > cognitive ability tests > personality/honesty tests wrt perceived fairness?
- Perceptions in HRM – Employment Interview. They need to be valid?
 - **Contrast effects** affect interview validity where previous interviewees affect perceptions.
 - Standardized interviews help improve validity – standardize evaluations (same Qs and scoring), sophisticated Qs (situational/job specific), consistent Qs (ask all the same things), rapport building (no personal Qs)
- Perceptions in HRM – Performance Appraisals (also a random tidbit on morning bias)
 - As you go up the corporate ladder, objective measures harder and you have to rely on subjective ones more and more, which of course leads to some errors.
- Rater Errors:
 - **Contrast effects** affect interview validity where previous interviewees affect perceptions.
 - **Leniency, Harshness, Central Tendency:** tend to rate high/low/average
 - **Halo Effect:** One trait or characteristic “colors” the rating of other traits n stuff
 - **Similar-to-me Effect:** Favourable Evaluations to those similar to us (#DDGANG)
- Improve the Accuracy of Performance Appraisals through **Behaviour Anchor Rating Scales** that give specific examples of good/ave/poor performance to help reduce perceptual errors; or use **Frame Of Reference Training** which involves giving raters a common reference frame to use when rating individuals – learn each dimension and what counts as good/bad and practice rating and such, thus everyone is on the same page on what behaviour is what level of performance.

Chapter 4 Values, Attitude, Work Behaviour

- **Values** are a broad tendency to prefer certain states of affairs over others. They are motivational and very general and is like what we consider good/bad. Commonly structured around achievement, power, autonomy, conformity, tradition, social welfare.
- **Generational Differences in Values:**
 - Traditionalist were respectful of authority and high work ethic, boomers optimistic workaholics, Gen X cynical, confident, pragmatic; Gen Y confident, social, demanding of feedback, unfocused?; Gen Z global, progressive, less focused, entrepreneurial.
 - Could be the same values being expressed differently across generations – either way you want a good fit and to not inference work ethics from work preferences etc. so tailor job design, leadership style and benefits to work best with each generation!
- **Cultural Differences in Values** affect negotiations, operations, and careers.
 - There is **work centrality** or how important work is in the culture (ex. Japan)
 - 5 Dimensions to cultures according to Hofstede's Study and Later Work
 - **Power Distance** – is unequal distributions of power accepted as how it is?
 - **Uncertainty Avoidance** – are uncertain and ambiguities, risks acceptable?
 - **Masc/Fem.** – Gender role dominance, but also value of QoL and assertiveness
 - **Individualism/Collectivism** – independence and initiative, or interdependence and loyalty to a family or clan? Collective Distribution and loyalty also.
 - **Long/Short-Term Orientation** – perseverance, persistence, thrift, and attention to status or personal steadiness and stability, face saving and social niceties? Basically, virtues oriented to future rewards, or to those related to past/present
 - **Cultural Distance** – extent 2 cultures differ. The bigger the distance, the harder negotiations, mergers, acquisitions, joint ventures are. But still multiculturalism is worth!
 - **Cultural Tightness/Looseness** – extent there are strong/loose standards for behaviour.
- **Implications of Cultural Variation** – Global companies/customers/careers/employees and regional management practices
 - Importing/Exporting OB Theories might be hard due to the basic value differences.
 - Appreciate the differences in Global customers. And develop global employees, aiming to foster **cultural intelligence** – capacity to function and manage well in diverse envs.
- **Attitudes** are more specific than values and are fairly stable evaluative tendencies to respond consistently to some specific object situation, person or category of people. Enduring evaluations at specific targets! **Belief + Values → Attitude → Behaviour**
 - 3 components – Cognitive (we think), Affective (we feel), Behavioural (we tend to do)
- **Job Satisfaction** is a collection of attitudes workers have of their job. Can be faceted or global.
 - 5 Core Facets: Pay, Promotions, Coworkers, Supervision, Work itself
 - Other Facets: Benefits, Schedules, Recognition, Working Conditions, Company/Mngmt
- **Determinants of Job Satisfaction**
 - **Discrepancy theory** – it stems from discrepancy between job outcomes wanted and those perceived to have been obtained. Basically you no likey something
 - Fairness – affect both what people want from jobs + how react to discrepancies:
 - **Distributive Fairness** – **outcomes** deserved from **input**, relative to others. Related to **equity theory**. Basically ratio of outcomes: input should be equal across people, and inequity is whoever gets the “short end of the stick”. In collective cultures maybe more about equality of outcomes or having outcomes tied to team performance is fair; in fem. Cultures allocation by need seen fair.

- **Procedural Fairness** – process used to determine work outcomes seen as fair and reasonable. Consistent procedure, accurate info, transparency, appeals etc.
 - **Interactional Fairness** – if you received respectful and informative communication about an outcome. Basically be sincere and polite, ye.
 - Inconsistent Fairness can sometimes be worse than consistent unfairness (stress)
- Disposition (notably satisfaction from extrovert, conscientiousness, locus, self esteem)
- **Mood** (less intense, long term feels) and **Emotion** (intense short term feels). Or Affects.
 - Basically job is a series of affects that can impact job satisfaction at any point. Could be a mediating variable for how Fairness, Disposition → Satisfaction.
 - **Emotional Contagion** is tendency for emotions to spread amongst ppl/groups
 - **Emotional Labour** is need for ppl to conform to “display rules”. Very tiring...
- Key Contributors to Job Satisfaction: Mentally Challenging Work (and giving feedback too), Meaningful Work, Adequate Compensation, Career Opportunities, People.
 - **Dirty Jobs** that have physical, social or moral stigma – despite lack of above there is still satisfaction mainly through social solidarity and lower expectations.
- Consequences of Job Satisfaction
 - + Performance: By task, but also **Organizational Citizenship Behaviours** (voluntary behaviour that contributes to org. effectiveness), customer satisfaction and profit.
 - – Withdrawal: Absenteeism, Tardiness, Turnover, decreased OCB
 - – Counterproductive Behaviour: Theft, Sabotage, Abusiveness, Bullying... seen as a function of disposition, source (of annoyance) and work context (enablers?).
- **Organizational Commitment** is attitudes reflecting strength of linkage between employee and organization and has implications for if people stay around. There are 3 combo-able types:
 - **Affective Commitment**: People want to stay based on identification and involvement
 - **Continuance Commitment**: Have to stay b/c of the costs that would be incurred
 - **Normative Commitment**: Should b/c ideology or some feeling of obligation to org.
- Strong affective commitment from interesting and satisfying work; continuance when leaving seen as a personal sacrifice, or if alternatives are lacklustre; normative from giving benefits that build a sense of obligation (like how the navy pays your tuition)
- All forms of commitment reduce turnover intentions and actual turnover. Affective additionally related to performance, continuance negatively related to performance. A super bad combo is low affective and high continuance – then it’s a job they hate and can’t leave! Oh no.
 - A downside – work life balance conflicts, and it can also give opportunities for illegal and unethical abuse of labour. High commitment to a specific form of the organization (leadership-wise?) can also reduce innovation and lead to resistances in culture changes.
- What happens when the workplace does change?
 - Change in nature of commitment – each commitment type can increase and decrease depending on the change and how it was managed. New commitment profiles and harder to build affective commitment.
 - Change in employee commitment – might choose to focus on subunits, the “new” org, or occupation, career, or union. (A merger can shift to smaller unit focus; a threat to the organization leads to focus on career and occupation)
 - Multiplicity of employee-employer relationships – To cope with flux in buis env. The business often needs to lay off people at times, which leads to conflict since ppl without that job security will not be as strongly committed and be unwilling to be as flexible as needed by the organization.
 - Solution: Maintain different commitment across groups (fulltime/contract/temp)