MGT - 502

ORGANIZATIONAL BEHAVIOR

Lesson 1

OVERVIEW OF COURSE

This subject/course is designed to teach the basic language of organizational behavior to diverse audience/students, including those who are studying this as a supporting subject for their bachelor degree program. This course is designed to provide you the foundations of organizational behavior whether you intend to work in any field of interest.

Organizational behavior offers both challenges and opportunities for managers. It recognizes differences and helps managers to see the value of workforce diversity and practices that may need to be changed when managing in different countries. It can help improve quality and employee productivity by showing managers how to empower their people as well as how to design and implement change programs. It offers specific insights to improve a manager's people skills. In times of rapid and ongoing change, faced by most managers today, OB can help managers cope in a world of "temporariness" and learn ways to stimulate innovation. Finally, OB can offer managers guidance in creating an ethically healthy work climate.

Managers need to develop their interpersonal or people skills if they are going to be effective in their jobs. Organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then applies that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction.

OB studies three determinants of behavior in organizations: individuals, groups, and structure. OB applies the knowledge gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively. OB is concerned with the study of what people do in an organization and how that behavior affects the performance of the organization. There is increasing agreement as to the components of OB, but there is still considerable debate as to the relative importance of each: motivation, leader behavior and power, interpersonal communication, group structure and processes, learning, attitude development and perception, change processes, conflict, work design, and work stress. Organizational behavior is a developing field of study, presenting new challenges to a manager's understanding of work behavior and the ability to manage it effectively. This course addresses the following points:

- Organizational behavior studies the factors that impact individual and group behavior in organizations and how organizations manage their environments. Organizational behavior provides a set of tools—theories and concepts—to understand, analyze, describe, and manage attitudes and behavior in organizations.
- The study of organizational can improve and change individual, group, and organizational behavior to attain individual, group, and organizational goals.
- Organizational behavior can be analyzed at three levels: the individual, the group, and the organization as a whole. A full understanding must include an examination of behavioral factors at each level.
- A manager's job is to use the tools of organizational behavior to increase effectiveness, an organization's ability to achieve its goal. Management is the process of planning, organizing, leading, and controlling an organization's human, financial, material, and other resources to increase its effectiveness.

Managers of organizational behavior face five challenges: using information technology to enhance creativity and organizational learning, using human resources to gain a competitive advantage, developing an ethical organization, managing a diverse workforce, and managing organizational behavior internationally.

What Is Organizational Behavior?

> *Organizational Behavior is a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.*

An organization is a collection of people who work together to achieve a wide variety of goals, both goals of the various individuals in the organization and goals of the organization as a whole. Organizations exist to provide goods and services that people want. These goods and services are the products of the behaviors of workers.

Organizational behavior is the study of the many factors that have an impact on how individuals and groups respond to and act in organizations and how organizations manage their environments.

Although many people assume that understanding human behavior in organizations is intuitive, many commonly held beliefs about behavior in organizations, such as the idea that a "happy worker is a productive worker," are either entirely false or true only in specific situations. The study of organizational behavior provides a set of tools—concepts and theories—that help people understand, analyze, and describe what goes on in organizations and why. How do the characteristics of individuals, groups, work situations, and the organization itself affect how members feel about their organization?

The ability to use the tools of organizational behavior to understand behavior in organizations is one reason for studying this subject. A second reason is to learn how to apply these concepts, theories, and techniques to improve behavior in organizations so that individuals, groups, and organizations can achieve their goals. Managers are challenged to find new ways to motivate and coordinate employees to ensure that their goals are aligned with organizational goals.

Forces Reshaping the Process of Management

An understanding of organizational behavior is important to managers, who have the responsibility of improving organizational effectiveness, the ability of an organization to achieve goals. A goal is a desired future outcome that an organization seeks to achieve.

In the last 10 years, the challenges facing managers in effectively utilizing human resources and managing organizational behavior have increased. These challenges stem from changing forces in the technological, global, and social or cultural environments.

Organizations can obtain a competitive advantage, a way of outperforming other organizations providing similar goods and services. They can pursue any or all of the following goals: increase efficiency, increase quality; increase innovation and creativity; and increase responsiveness to customers.

Organizational efficiency is increased by reducing the amount of resources, such as people or raw materials, needed to produce a quantity of goods or services. Organizations try to find better ways to utilize and increase the skills and abilities of their workforce. Cross training workers to perform different tasks and finding new ways of organizing workers to use their skills more efficiently improve efficiency. The global competitive challenge facing organizations is to invest in the skills of the workers because better-trained workers make better use of technology. Increased competition has also put pressure on companies to increase the quality of the goods and services they provide. One approach to increasing quality is called Total Quality Management (TQM), a technique borrowed from the Japanese. TQM involves a whole new philosophy of managing behavior in organizations and includes elements like giving workers the responsibility for finding ways to do their jobs more efficiently and ways to improve quality.

An organization's ethics are rules, beliefs, and values that outline ways in which managers and workers should behave when confronted with a situation that may help or harm other people inside or outside an organization. Ethical behavior enhances the well-being (the happiness, health, and prosperity) of individuals, groups, organizations, and the organizational environment. Ethics establish the goals and behaviors appropriate to the organization. Many organizations have the goal of making a profit, to be able to pay workers, suppliers, and shareholders. Ethics specifies what actions an organization should take to make a profit and what limits should be put on organizations and their managers to prevent harm.

The challenge of managing a diverse workforce increases as organizations expand their operations internationally. There are several issues that arise in the international arena. First, managers must understand cultural differences to interact with workers and associates in foreign countries. Understanding the differences between national cultures is important in any attempt to manage behavior in global organizations to increase performance.

Second, the management functions of planning, organizing, leading, and controlling become more complex in a global environment. Planning requires coordination between managers in the home country and those abroad. Organizing, the allocation of decision-making authority and responsibility between headquarters and the foreign country is a significant function of global managers. Leading requires managers to tailor their leadership styles to suit differences in the attitudes and values of foreign workers. Controlling involves establishing the evaluation, reward, and promotion policies of the organization and training and developing a globally diverse workforce.

Why Do We Study OB?

Following are the reasons to study organizational behavior:

- To learn about yourself and how to deal with others
- You are part of an organization now, and will continue to be a part of various organizations
- Organizations are increasingly expecting individuals to be able to work in teams, at least some of the time
- Some of you may want to be managers or entrepreneurs

The importance of studying organizational behavior (OB)

OB applies the knowledge gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively. It is concerned with the study of what people do in an organization and how that behavior affects the performance of the organization. There is increasing agreement as to the components of OB, but there is still considerable debate as to the relative importance of each: motivation, leader behavior and power, interpersonal communication, group structure and processes, learning, attitude development and perception, change processes, conflict, work design, and work stress. It is also important because it focus on the following areas.

- OB is a way of thinking.
- OB is multidisciplinary.
- There is a distinctly humanistic orientation with OB.
- The field of OB is performance oriented.
- The external environment is seen as having significant impact on OB.

Contributing Disciplines to the OB Field

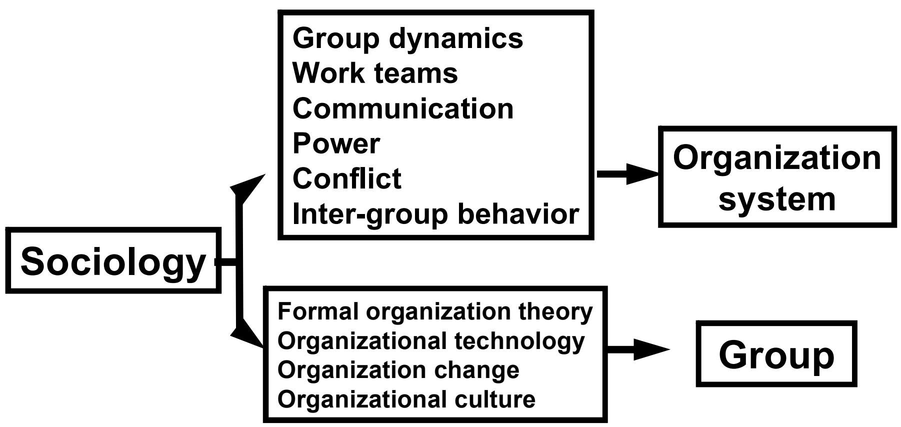
Organizational behavior is an applied behavioral science that is built upon contributions from a number of behavioral disciplines. The predominant areas are psychology, sociology, social psychology, anthropology, and political science.

Psychology:

Psychology is the science that seeks to measure, explain, and sometimes change the behavior of humans and other animals.

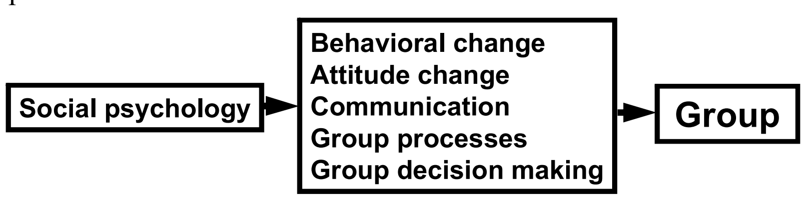
Sociology

Sociologists study the social system in which individuals fill their roles; that is, sociology studies people in relation to their fellow human beings.



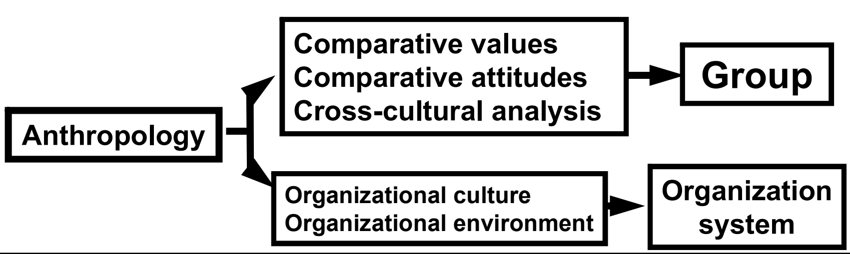
Social Psychology

An area within psychology that blends concepts from psychology and sociology and that focuses on the influence of people on one another.



Anthropology

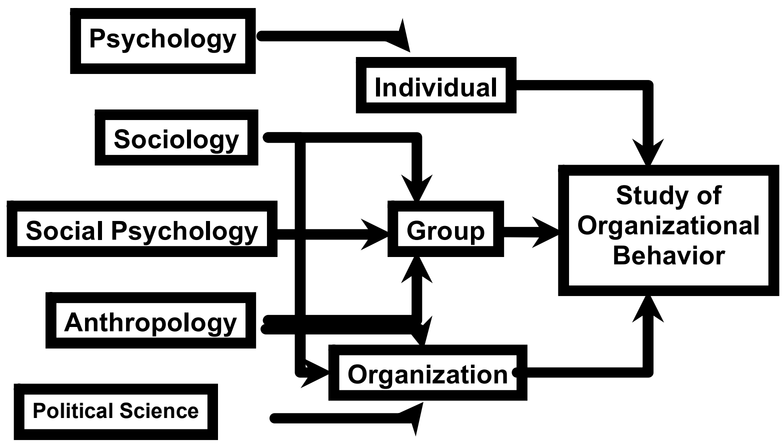
The study of societies to learn about human beings and their activities



Political Science

The study of the behavior of individuals and groups within a political environment

Organization Behavior



Lesson 2

ORGANIZATIONAL BEHAVIOR

Overview

In last lecture we tried to understand the term of organizational behavior its need and its impact on the organization. The focus in this discussion is to have concept of about different core concepts of the organizational behavior and the increasingly important role of this subject in the ever-changing domestic and global business environment Today we will be covering following topics:

Course Structure of OB
- ***Basic OB model***
- **What managers do**
- **Management Functions**
- **New management Functions**
- **Management Roles**

Course Structure of OB

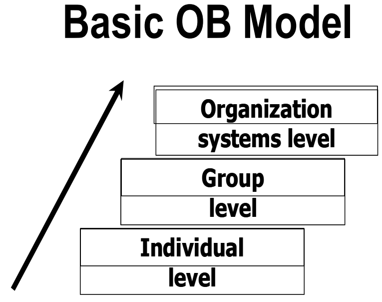
We will cover following topics in our coming lectures:

Part I: The Individual
- Ability & Learning
- Values, Attitudes and Job Satisfaction
- Personality & Emotions
- Perception & Individual Decision Making
- Basic Motivation Concepts
- Motivation and its Applications

Part-II The Group
- Foundation of Group Behavior
- Group and Team Work
- Functions of Communication
- Basic Approaches to Leadership
- Contemporary Issues in Leadership
- Power and Politics
- Conflict and Negotiation

Part-III The Organization System
- Organizational Structure
- Work design and Technology
- HR Policies and Practices
- Organizational Culture
- Organizational Change
- Stress Management

Model of OB



Organizational behavior tools to understand and alter behavior can be examined at three levels of analysis—individual, group, and organizational.

These factors include personality and ability, attitudes and values, perception and attribution, learning, motivation, stress, and work/life linkages.

Individual differences can be divided into personality and ability differences. Understanding the nature, determinants, and consequences of individual differences is essential for managing organizational behavior. An appreciation of the nature of individual differences is necessary to understand why people behave in certain ways in an organization.

Group: **group** is defined as a collection of two or more people who interact together to achieve their goals. A **team** is a group in which members work together intensively to achieve a common goal.
Work groups are the basic building blocks of an organization. Work groups use roles, rules, and norms to control their members' behavior, and they use several socialization tactics to turn newcomers into effective group members. Groups contribute to organizational effectiveness when group goals are aligned with organizational goals.

*Organization. O*rganizational structure and culture affect performance and how the changing global environment, technology, and ethics impact work attitudes and behavior.
Organizational structure and culture affect how people and groups behave in an organization. Together they provide a framework that shapes attitudes, behaviors, and performance. Organizations need to create a structure and culture that allow them to manage individuals and inter-group relations effectively.

What Managers Do?

An understanding of organizational behavior is important to managers, who have the responsibility of improving organizational effectiveness, the ability of an organization to achieve goals. A goal is a desired future outcome that an organization seeks to achieve.

A **manager** supervises one or more subordinates. Managers include CEOs, who head *top-management teams* of high-ranking executives responsible for planning strategy to achieve top-level managers might be responsible for thousands of workers. But managers are also found throughout the lower levels of organizations and often are in charge of just a few subordinates. All managers face the challenge of helping the organization achieve its goals. Knowledge of organizational behavior increases effectiveness by providing managers with a set of tools. Managers can raise a worker's self-esteem and increase worker productivity by changing the reward system or the job design.
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Management Functions

Management is the process of planning, organizing, leading, and controlling an organization's human, financial, and material resources to increase its effectiveness.
In **planning**, managers establish their organization's strategy, in other words, how best to allocate and use resources to achieve organizational goals. Much uncertainty and risk surround the decisions of managers during planning, and an understanding of organizational behavior can improve the quality of decision making, increase success, and lower risk.

In **organizing**, managers establish a structure of relationships that dictate how members of an organization work together to achieve organizational goals. Organizing involves grouping workers into departments, groups, and teams based on the tasks they perform. Organizational behavior offers guidelines on how to organize employees to make the best use of their capabilities and enhance communication and coordination.

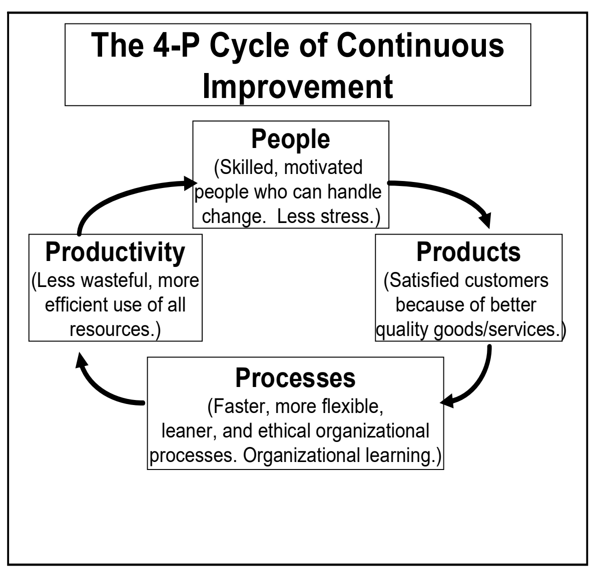
When **leading**, managers encourage workers to do a good job and coordinate individual and groups so that all organizational members are working toward organizational goals. The study of different leadership methods and how to match leadership styles to the characteristics of the organization is a major concern of organizational behavior.

When **controlling,** managers monitor and evaluate individual, group, and organizational performance to see whether organizational goals are being achieved. Knowledge of organizational behavior allows managers to understand and accurately diagnose work situations and pinpoint the need for corrective action or strive to maintain and improve performance. Several processes at the individual or group levels (e.g., personality conflicts, poor job design) may cause poor performance.
Managers perform their four functions by assuming a number of roles in organizations. A **role** is a set of behaviors or tasks a person is expected to perform because of the position she or he holds in a group or organization.

New Management Functions

Organizational efficiency is increased by reducing the amount of resources, such as people or raw materials, needed to produce a quantity of goods or services. Organizations try to find better ways to utilize and increase the skills and abilities of their workforce. Cross training workers to perform different tasks and finding new ways of organizing workers to use their skills more efficiently improve efficiency. The global competitive challenge facing organizations is to invest in the skills of the workers because better-trained workers make better use of technology. Global pressures have forced organizations to find new ways to increase efficiency.
Increased competition has also put pressure on companies to increase the quality of the goods and services they provide. One approach to increasing quality is called Total Quality Management (TQM), a technique borrowed from the Japanese. TQM involves a whole new philosophy of managing behavior in organizations and includes elements like giving workers the responsibility for finding ways to do their jobs more efficiently and ways to improve quality.

Companies have historically shown the most innovation, defined “as the process of bringing any new problem-solving ideas into use.” Ideas for reorganizing, cutting costs, putting in new budgeting systems, improving communications, or assembling products in teams are also innovations. Understanding how to manage innovation and creativity is challenging to managers face because creative people are difficult to manage. To encourage innovation, the manager must allow workers freedom (e.g., the use of independent teams) and foster a culture that rewards risk taking. Although all organizations compete for customers, service organizations in particular need to be responsive to customer needs. Because the economy is becoming more and more service based, this is an increasingly important issue.



Management Roles

Managers can use their understanding of organizational behavior to improve their management skills. A **skill** is an ability to act in a way that allows a person to perform highly in her or his role. Managers need three types of skills: **conceptual skills** to analyze and diagnose a situation to distinguish between cause and effect; **human skills** to understand, work with, lead, and control the behavior of individuals and groups; and **technical skills**, job-specific knowledge and techniques required to perform an organizational role.

Effective managers need all three types of skills—conceptual, human, and technical. For example, entrepreneurs often are technically skilled but lack conceptual and human skills. Scientists who become managers have technical expertise, but low levels of human skills.
The ten roles can be grouped as being primarily concerned with interpersonal relationships, the transfer of information, and decision making.

1. **Interpersonal roles**

- Figurehead—duties that are ceremonial and symbolic in nature
- Leadership—hire, train, motivate, and discipline employees
- Liaison—contact outsiders who provide the manager with information. These may be individuals or groups inside or outside the organization.

2. **Informational Roles**

- Monitor—collect information from organizations and institutions outside their own
- Disseminator—a conduit to transmit information to organizational members
- Spokesperson—represent the organization to outsiders

3. **Decisional Roles**

- Entrepreneur—managers initiate and oversee new projects that will improve their organization's performance
- Disturbance handlers—take corrective action in response to unforeseen problems
- Resource allocators—responsible for allocating human, physical, and monetary resources
- Negotiator role—discuss issues and bargain with other units to gain advantages for their own unit

Management Skills

Robert Katz has identified three essential management skills: technical, human, and conceptual.

1. **Technical Skills**
   - The ability to apply specialized knowledge or expertise. All jobs require some specialized expertise, and many people develop their technical skills on the job.
2. **Human Skills**
   - The ability to work with, understand, and motivate other people, both individually and in groups, describes human skills.
     Many people are technically proficient but interpersonally incompetent
3. **Conceptual Skills**
   1. The mental ability to analyze and diagnose complex situations
   2. Decision making, for example, requires managers to spot problems, identify alternatives that can correct them, evaluate those alternatives, and select the best one.

Skills Exhibited by an Effective Manager

1. Clarifies goals and objectives for everyone involved
2. Encourages participation, upward communication, and suggestions
3. Plans and organizes for an orderly work flow
4. Has technical and administrative expertise to answer organization-related questions
5. Facilitates work through team building, training, coaching and support

6. Provides feedback honestly and constructively
7. Keeps things moving by relying on schedules, deadlines, and helpful reminders
8. Controls details without being over-bearing
9. Applies reasonable pressure for goal accomplishment
10. Empowers and delegates key duties to others while maintaining goal clarity and commitment
11. Recognizes good performance with rewards and positive reinforcement

Evolution of the 21st-Century Manager

	Past Managers	Today's Managers
• **Primary Role**	Order giver, privileged elite, manipulator, controller	Facilitator, team member, teacher, advocate, sponsor
• **Learning & Knowledge**	Periodic learning, narrow specialist	Continuous life-long learning, generalist with multiple specialties
• Compensation **Criteria**	Time, effort, rank	Skills, results
• **Cultural Orientation**	Monocultural, monolingual	Multicultural, multilingual

Lesson 3

ORGANIZATIONS: THE IMPORTANT COMPONENT

Overview

- Organizational structure and culture affect how people and groups behave in an organization. Together they provide a framework that shapes attitudes, behaviors, and performance. Organizations need to create a structure and culture that allow them to manage individuals and inter-group relations effectively.

- Organizational structure is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so that they cooperate and work together to achieve an organization's goals. Differentiation and integration are the basic building blocks of organizational structure.

- The main structures that organizations use to differentiate their activities and to group people into functions or divisions are functional, product, market, geographic, matrix, network, and virtual structures. Each of these is suited to a particular purpose and has specific coordination and motivation advantages and disadvantages.

- As organizations grow and differentiate, problems of integrating activities between functions and divisions arise. Organizations can use the hierarchy of authority, mutual adjustment, standardization, and new information technology to increase integration.
- To integrate their activities, organizations develop a hierarchy of authority and decide how to allocate decision-making responsibility. Two important choices are how many levels to have in the hierarchy and how much authority to decentralize to managers throughout the hierarchy and how much to retain at the top.

- To promote integration, organizations develop mechanisms for promoting mutual adjustment (the ongoing informal communication and interaction among people and functions). Mechanisms that facilitate mutual adjustment include direct contact, liaison roles, teams and task forces, cross-functional teams and cross-functional team structures, integrating roles, and matrix structures.

- Organizations that use standardization to integrate their activities develop performance programs that specify how individuals and functions are to coordinate their actions to accomplish organizational objectives. Organizations can standardize their input, throughput, and output activities.
- Organizational culture is the set of informal values and norms that control the way individuals and groups interact with each other and with people outside the organization. Organizational cultures are collections of two kinds of values: terminal and instrumental. Norms encourage members to help adopt organizational values and behave in certain ways as they pursue organizational goals.

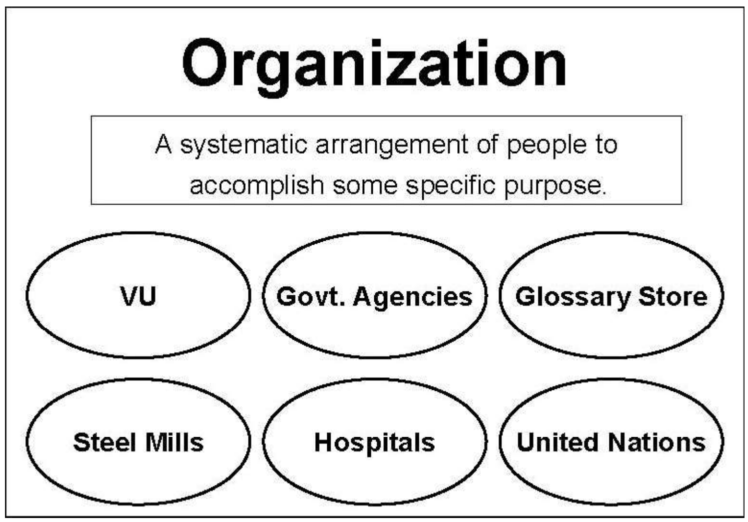
- The values of the founder of the organization and the ethical values the organization develops to inform its employees about appropriate ways to behave have a significant impact on organizational culture. Strong cultures have cohesive sets of values and norms that bind organizational members together and foster commitment from employees to achieve organizational goals. Strong cultures can be built through an organization's socialization process and from the informal ceremonies, rites, stories, and language that develop in an organization over time.

What is organization?

A consciously coordinated social unit composed of two or more people, those functions on a relatively continuous basis to achieve a common goal or set of goals. Organizational structure is used manage individuals and inter-group relations effectively, particularly between different functions and divisions. It describes how managers group people and resources, integrate people and groups to stimulate them to work together, and how organizational values and norms influence inter-group relationships and organizational effectiveness.

Managers try to: encourage employees to work hard, develop supportive work attitudes, and allow people and groups to cooperate and work together effectively. An organization's structure and culture affect the way people and groups behave. Organizational structure is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so they cooperate and work together to achieve organizational goals. Organizations are

Social entities
Goal oriented
Deliberately structured
Linked to the external environment



Components of an Organization

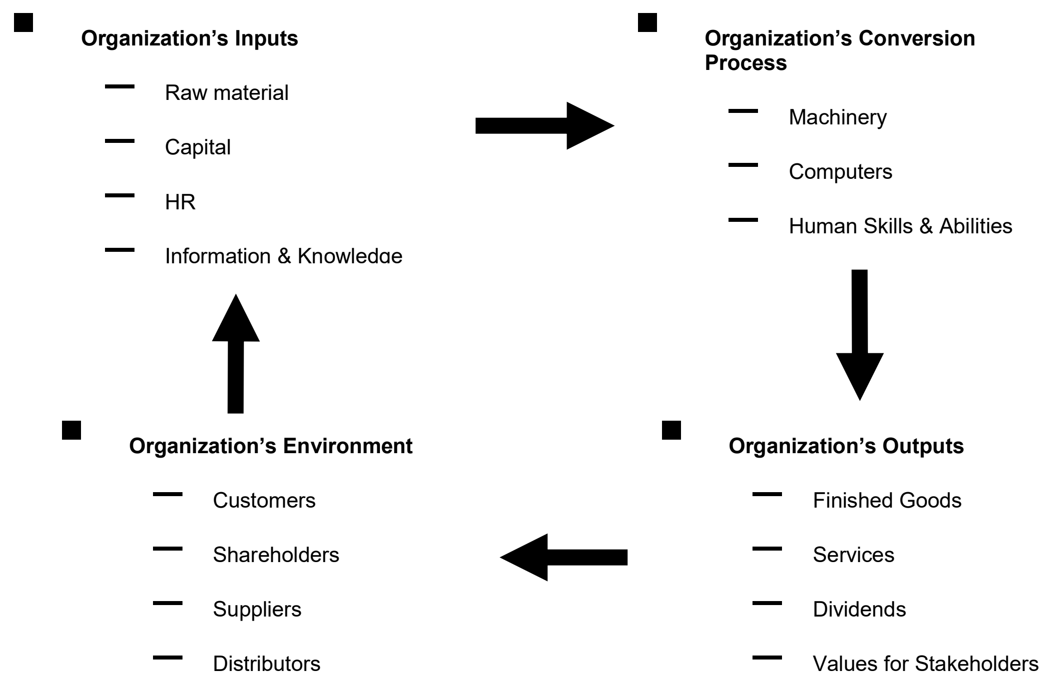
The environment influences organizational design. When uncertainty exists, the ability to respond quickly and creatively is important; when the environment is stable, an organization improves performance by making attitudes and behaviors predictable. Creativity and predictability are fostered by certain structures and cultures.

Task -	an organization's mission, purpose, or goal for existing
People -	the human resources of the organization
Structure -	the manner in which an organization's work is designed at the micro level; how departments, divisions, & the overall organization are designed at the macro level
Technology -	the intellectual and mechanical processes used by an organization to transform inputs into products or services that meet

Formal vs. Informal Organization

Formal Organization -	the part of the organization that has legitimacy and official recognition
Informal Organization -	the unofficial part of the organization

How does an Organization Create Value?



Why do Organizations Exist?

- To increase specialization and division of labor
- Use large-scale technology
- Manage the external environment
- Economize on transaction costs
- Exert power and control

Factors Affecting Organizations

- Organizational Environment
- Technological Environment

Organizational Process

The organizational environment is the set of resources surrounding an organization, including inputs (e.g., raw materials and skilled employees); resources to transform inputs (e.g., computers, buildings, and machinery); and resources (e.g., customers) Organizations compete for the scarce, needed resources. There is much uncertainty about obtaining needed resources. Organizations design their structures and cultures in ways to secure and protect needed resources. Technology is the second design contingency an organization faces. Technology refers to the combination of human resources (skills, knowledge abilities, and techniques) and raw materials and equipment (machines, computers, and tools) that workers use to convert raw materials into goods and services. Each job is part of an organization's technology. An organization must design its structure and culture to allow for the operation of technology. Organizational processes develop plans of actions for competing successfully by obtaining resources and outperforming competitors. These plans of actions are strategies. To attract customers, for example, organizations can pursue the following strategies.

Organizational change

Organizational change is an ongoing process that has important implications for organizational performance and for the well-being of an organization's members. An organization and its members must be constantly on the alert for changes from within the organization and from the outside environment and they must learn how to adjust to change quickly and effectively. Often, the revolutionary types of change that result from restructuring and reengineering are necessary only because an organization and its managers ignored or were unaware of changes in the environment and did not make incremental changes as needed. The more an organization changes, the easier and more effective the change process becomes. Developing and managing a plan for change are vital to an organization's success.

Globalization and Culture

Understanding and managing global organizational behavior begins with understanding the nature of the differences between national cultures and then tailoring an organization's strategy and structure so that the organization can manage its activities as it expands abroad. To succeed, global companies must help their managers develop skills that allow them to work effectively in foreign contexts and deal with differences in national culture. A global organization is an organization that produces or sells goods or services in more than one country. Global companies treat the world as one large market. The presence of organizations in countries other than their home country is so common that local people assume they are domestic companies. Organizations expand globally to gain access to resources as inputs and to sell outputs. Labor costs are lower in many other countries, and raw materials can be obtained more cheaply, due to lower labor costs. Companies seek the expertise found in other countries (e.g., the design skills of Italian automakers or the engineering skills of German companies). Customers are a resource that motivates companies to expand globally. To operate abroad, to obtain inputs or customers, an organization must understand differences in national cultures. A national culture is a set of economic, political, and social values in a particular nation. People who move to a foreign country feel confused and bewildered by the country's customs and will have difficulty adapting. This is known as culture shock. Culture shock can include homesickness, and citizens living abroad tend to buy national newspapers or frequent stores or restaurants similar to those in the home country.
High Quality and Low Cost Technology is changing people's jobs and their work behavior. Quality management and its emphasis on continuous process improvement can increase employee stress as individuals find that performance expectations are constantly being increased. Process reengineering is eliminating millions of jobs and completely reshaping the jobs of those who remain, and mass customization requires employees to learn new skills.

The e-organization, with its heavy reliance on the Internet, increases potential workplace distractions. Managers need to be particularly alert to the negative effects of cyber-loafing. In addition, the e-org will rely less on individual decision making and more on virtual-team decision making. Probably the most significant influence of the e-organization is that it is rewriting the rules of communication. Traditional barriers are coming down, replaced by networks that cut across vertical levels and horizontal units.

An understanding of work design can help managers design jobs that positively affect employee motivation. For instance, jobs that score high in motivating potential increase an employee's control over key elements in his or her work. Therefore, jobs that offer autonomy, feedback, and similar complex task characteristics help to satisfy the individual goals of employees who desire greater control over their work. Of course, consistent with the social information-processing model, the perception that task characteristics are complex is probably more important in influencing an employee's motivation than the objective task characteristics themselves. The key, then, is to provide employees with cues that suggest that their jobs score high on factors such as skill variety, task identity, autonomy, and feedback. Workspace design variables such as size, arrangement, and privacy have implications for communication, status, socializing, satisfaction, and productivity. For instance, an enclosed office typically conveys more status than an open cubicle, so employees with a high need for status might find an enclosed office increases their job satisfaction.

Multiple Stakeholders

Organizations expand globally to gain access to the valuable resources found throughout the world. Global expansion also provides an enlarged customer base and the opportunity for greater profit. As to the effect of culture on the decision where to expand, organizations tend to expand into countries with a similar national culture. This results in the least amount of conflict. The cost of expansion is an important factor and may ultimately drive the decision-making process. The ability to compromise in terms of culture is important. Organizations can make use of electronic communication media, global networks, and global teams to develop and transmit a strong global culture. Technologies assist in the communication of norms and values while global networks (and teams) socialize managers into these values and norms. Transferring managers between subsidiaries enables them to internalize norms and values. Organizations need strong and clear top-management norms and values, communicated from the top down. Managing global organizations shares some of the challenges inherent in managing domestic operations. Differences in cultures add to the difficulty of managing global organizations. Given today's increasingly global environment, most managers will need to enter the global environment where they will experience these additional challenges.

Rapid Pace of Change

The need for change has been implied throughout this text. "A casual reflection on change should indicate that it encompasses almost all our concepts in the organizational behavior literature. Think about leadership, motivation, organizational environment, and roles. It is impossible to think about these and other concepts without inquiring about change."

If environments were perfectly static, if employees' skills and abilities were always up to date and incapable of deteriorating, and if tomorrow were always exactly the same as today, organizational change would have little or no relevance to managers. The real world, however, is turbulent, requiring organizations and their members to undergo dynamic change if they are to perform at competitive levels.

Managers are the primary change agents in most organizations. By the decisions they make and their role-modeling behaviors, they shape the organization's change culture. For instance, management decisions related to structural design, cultural factors, and human resource policies largely determine the level of innovation within the organization. Similarly, management decisions, policies, and practices will determine the degree to which the organization learns and adapts to changing environmental factors.

We found that the existence of work stress, in and of itself, need not imply lower performance. The evidence indicates that stress can be either a positive or negative influence on employee performance. For many people, low to moderate amounts of stress enable them to perform their jobs better by increasing their work intensity, alertness, and ability to react. However, a high level of stress, or even a moderate amount sustained over a long period of time, eventually takes its toll and performance declines. The impact of stress on satisfaction is far more straightforward. Job-related tension tends to decrease general job satisfaction. Even though low to moderate levels of stress may improve job performance, employees find stress dissatisfying.

Lesson 4

UNDERSTANDING THE BASICS OF HUMAN BEHAVIOR

Overview

- Organizational behavior is not a designated function or area. Rather, it is a perspective or set of tools that all managers can use to carry out their jobs more effectively.

- The ability to use the tools of organizational behavior to understand behavior in organizations is one reason for studying this topic. A second reason is to learn how to apply these concepts, theories, and techniques to improve behavior in organizations so that individuals, groups, and organizations can achieve their goals. Managers are challenged to find new ways to motivate and coordinate employees to ensure that their goals are aligned with organizational goals.

- A manager supervises one or more subordinates. Managers include CEOs, who head top-management teams of high-ranking executives responsible for planning strategy to achieve top-level managers might be responsible for thousands of workers. But managers are also found throughout the lower levels of organizations and often are in charge of just a few subordinates. All managers face the challenge of helping the organization achieve its goals. Knowledge of organizational behavior increases effectiveness by providing managers with a set of tools. Managers can raise a worker's self-esteem and increase worker productivity by changing the reward system or the job design.

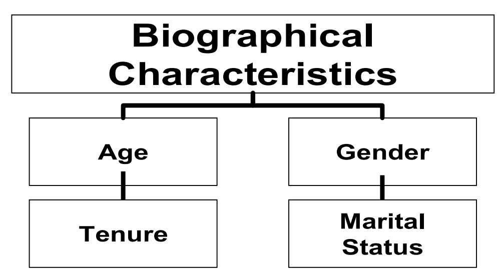
Understanding the Basics of Human Behavior

An organization's human resource policies and practices represent important forces for shaping employee behavior and attitudes. In this chapter, we specifically discussed the influence of selection practices, training and development programs, performance evaluation systems, and the existence of a union. Human resource policies and practice influence organizational effectiveness. Human resource management includes: employee selection, training performance management, and union-management relations and how they influence organizations effectiveness.

Biographical Characteristics

1. Finding and analyzing the variables that have an impact on employee productivity, absence, turnover, and satisfaction is often complicated.
2. Many of the concepts—motivation, or power, politics or organizational culture—are hard to assess.
3. Other factors are more easily definable and readily available—data that can be obtained from an employee's personnel file and would include characteristics such as:

   - Age
   - Gender
   - Marital status
   - Length of service, etc.



A. Age

1. The relationship between age and job performance is increasing in importance.
   - First, there is a widespread belief that job performance declines with increasing age.
   - Second, the workforce is aging; workers over 55 are the fastest growing sector of the workforce.
2. Employers' perceptions are mixed.
   - They see a number of positive qualities that older workers bring to their jobs, specifically experience, judgment, a strong work ethic, and commitment to quality.
   - Older workers are also perceived as lacking flexibility and as being resistant to new technology.

- Some believe that the older you get, the less likely you are to quit your job. That conclusion is based on studies of the age-turnover relationship.

3. It is tempting to assume that age is also inversely related to absenteeism.
- Most studies do show an inverse relationship, but close examination finds that the age-absence relationship is partially a function of whether the absence is avoidable or unavoidable.
- In general, older employees have lower rates of avoidable absence. However, they have higher rates of unavoidable absence, probably due to their poorer health associated with aging and longer recovery periods when injured.

4. There is a widespread belief that productivity declines with age and that individual skills decay over time.
- Reviews of the research find that age and job performance are unrelated.
- This seems to be true for almost all types of jobs, professional and nonprofessional.

5. The relationship between age and job satisfaction is mixed.
- Most studies indicate a positive association between age and satisfaction, at least up to age 60.
- Other studies, however, have found a U-shaped relationship. When professional and nonprofessional employees are separated, satisfaction tends to continually increase among professionals as they age, whereas it falls among nonprofessionals during middle age and then rises again in the later years.

B. Gender

1. There are few, if any, important differences between men and women that will affect their job performance, including the areas of:
- Problem-solving
- Analytical skills
- Competitive drive
- Motivation
- Sociability
- Learning ability

2. Women are more willing to conform to authority, and men are more aggressive and more likely than women to have expectations of success, but those differences are minor.

3. There is no evidence indicating that an employee's gender affects job satisfaction.

4. There is a difference between men and women in terms of preference for work schedules.
- Mothers of preschool children are more likely to prefer part-time work, flexible work schedules, and telecommuting in order to accommodate their family responsibilities.

5. Absence and turnover rates
- Women's quit rates are similar to men's.
- The research on absence consistently indicates that women have higher rates of absenteeism.
- The logical explanation: cultural expectation that has historically placed home and family responsibilities on the woman.

C. Marital Status

1. There are not enough studies to draw any conclusions about the effect of marital status on job productivity.

2. Research consistently indicates that married employees have fewer absences, undergo fewer turnovers, and are more satisfied with their jobs than are their unmarried coworkers.

3. More research needs to be done on the other statuses besides single or married, such as divorce, domestic partnering, etc..

D. Tenure

1. The issue of the impact of job seniority on job performance has been subject to misconceptions and speculations.

2. Extensive reviews of the seniority-productivity relationship have been conducted:
   - There is a positive relationship between tenure and job productivity.
   - There is a negative relationship between tenure to absence.
   - Tenure is also a potent variable in explaining turnover.
   - Tenure has consistently been found to be negatively related to turnover and has been suggested as one of the single best predictors of turnover.
   - The evidence indicates that tenure and satisfaction are positively related.

Individual differences can be divided into personality and ability differences. Understanding the nature, determinants, and consequences of individual differences is essential for managing organizational behavior. An appreciation of the nature of individual differences is necessary to understand why people behave in certain ways in an organization.

1. Organizational outcomes predicted by personality include job satisfaction, work stress, and leadership effectiveness. Personality is not a useful predictor of organizational outcomes when there are strong situational constraints. Because personality tends to be stable over time, managers should not expect to change personality in the short run. Managers should accept workers' personalities as they are and develop effective ways to deal with people.
2. Feelings, thoughts, attitudes, and behaviors in an organization are determined by the interaction of personality and situation.
3. The Big Five personality traits are extraversion (positive affectivity), neuroticism (negative affectivity), agreeableness, conscientiousness, and openness to experience. Other personality traits particularly relevant to organizational behavior include locus of control, self-monitoring, self-esteem, Type A and Type B personality, and the needs for achievement, affiliation, and power.
4. In addition to possessing different personalities, workers also differ in their abilities, or capabilities. The two major types of ability are cognitive and physical ability.
5. Types of cognitive ability can be arranged in a hierarchy with general intelligence at the top. Specific types of cognitive include: verbal, numerical, reasoning, deductive, ability to see relationships, memory, spatial, and perceptual.
6. There are two types of physical ability: motor skills (the ability to manipulate objects) and physical skills (a person's fitness and strength).
7. Both nature and nurture contribute to determining physical and cognitive ability. A third, recently identified, ability is emotional intelligence.
8. In organizations, ability can be managed by selecting individuals who have the abilities needed to accomplish tasks, placing workers in jobs that capitalize on their abilities, and training workers to enhance their ability levels.

The Ability-Job Fit

1. Employee performance is enhanced when there is a high ability-job fit.
2. The specific intellectual or physical abilities required depend on the ability requirements of the job. For example, pilots need strong spatial-visualization abilities.
3. Directing attention at only the employee's abilities, or only the ability requirements of the job, ignores the fact that employee performance depends on the interaction of the two.
4. When the fit is poor employees are likely to fail.
5. When the ability-job fit is out of sync because the employee has abilities that far exceed the requirements of the job, performance is likely to be adequate, but there will be organizational inefficiencies and possible declines in employee satisfaction.
6. Abilities significantly above those required can also reduce the employee's job satisfaction when the employee's desire to use his or her abilities is particularly strong and is frustrated by the limitations of the job.

Lesson 5

INDIVIDUAL DIFFERENCES: ABILITIES AND PERFORMANCE

Overview

Understanding and managing global organizational behavior begins with understanding the nature of the differences between national cultures and then tailoring an organization's strategy and structure so that the organization can manage its activities as it expands abroad. To succeed, global companies must help their managers develop skills that allow them to work effectively in foreign contexts and deal with differences in national culture.

- A global organization is an organization that produces or sells goods or services in more than one country.
- To exploit the advantages of the global environment, an organization has to manage activities at the raw-materials, intermediate-manufacturing, assembly, distribution, and final-customer stages. Methods an organization can use to control these activities include exporting, licensing, joint ventures, and wholly owned foreign subsidiaries.
- Global learning is learning how to manage suppliers and distributors and to respond to the needs of customers all over the world.
- There are three principal strategies that global organizations can use to manage global expansion, each of which is associated with a type of global organizational structure: an international strategy and international divisional structure, and a transnational strategy and global matrix structure. The more complex the strategy, the greater is the need to integrate the global organizational structure, and the stronger the global culture needs to be.
- All the challenges associated with understanding and managing individual and group behavior that are found at a domestic level, such as motivating and leading workers and managing groups and teams, are found at a global level. Expatriate managers must adapt their management styles to suit differences in national culture if they are to be effective.

Implications of globalization:

Following are the implications of globalizations:

- New organizational structures
- Different forms of communication
- More competition, change, mergers, downsizing, stress
- Need more sensitivity to cultural differences

Organizations expand globally to gain access to resources as inputs and to sell outputs. Labor costs are lower in many other countries, and raw materials can be obtained more cheaply, due to lower labor costs. Companies seek the expertise found in other countries (e.g., the design skills of Italian automakers or the engineering skills of German companies). Customers are a resource that motivates companies to expand globally.

To operate abroad, to obtain inputs or customers, an organization must understand differences in national cultures. A national culture is a set of economic, political, and social values in a particular nation. Global organizations must recognize expressions of cultural values, such as ceremonies, stories, and symbols or face the wrath of local people. People from different countries have nonverbal communication difficulties because of different traditions.

Competition is everywhere in today's global environment. Organizations compete with foreign competitors at home and abroad. The world is viewed as a single market, with countries as subparts of that market. Organizations must develop strategies, structures, and cultures to compete successfully in a global environment.

The challenge of managing a diverse workforce increases as organizations expand their operations internationally. There are several issues that arise in the international arena. First, managers must understand cultural differences to interact with workers and associates in foreign countries. Americans have an individualistic orientation, whereas the Japanese have a collectivist orientation. Understanding the differences between national cultures is important in any attempt to manage behavior in global organizations to increase performance.

Managing a Diverse Workforce

The workforce has become increasingly diverse, with higher percentages of women and minorities entering and advancing in organizations. By the year 2005, African Americans and Hispanics will compose over 25 percent of the workforce whereas the percentage of white males will decrease from 51 percent to 44 percent of the workforce. Increasing diversity, or differences resulting from age, gender, race ethnicity, religion, sexual orientation, and socioeconomic background, represents a major challenge for managers. Members of a group who are very diverse are likely to have different experiences, assumptions, and values, and could respond to work situations in very different ways. Managers face three challenges as a result of increased workforce diversity: fairness and justice, decision making and performance, and flexibility.

Following and the challenges for the organization by Increasing Diversity in today's organizations:

- Changing workforce demographics
- Competitive pressures
- Rapid growth in International business
- More women in workforce and professions
- Diversity has advantages, but firms need to adjust through:
  - cultural awareness
  - family-friendly
  - empowerment

Technology

Technology is changing people's jobs and their work behavior. Quality management and its emphasis on continuous process improvement can increase employee stress as individuals find that performance expectations are constantly being increased. Process reengineering is eliminating millions of jobs and completely reshaping the jobs of those who remain, and mass customization requires employees to learn new skills. We defined the term *technology* earlier to mean "how an organization transfers its inputs into outputs." Today it is also widely used to describe machinery and equipment that use sophisticated electronics and computers to produce those outputs. The common theme of these technologies is that they substitute for human labor in the transformation of inputs into outputs. This has been happening since the mid 1800s. We are concerned about the behavior of people at work—it is important to discuss how recent advances in technology are changing the work place and the work lives of employees.

Ethics

Moral principles/values -- determines whether actions are right/wrong and outcomes are good/bad.

Ethical behavior

- **"Good" and "right" as opposed to "bad" or "wrong" in a particular setting.**

An organization's ethics are rules, beliefs, and values that outline ways in which managers and workers should behave when confronted with a situation that may help or harm other people inside or outside an organization. Ethical behavior enhances the well-being (the happiness, health, and prosperity) of individuals, groups, organizations, and the organizational environment.

Ethics establish the goals and behaviors appropriate to the organization. Many organizations have the goal of making a profit, to be able to pay workers, suppliers, and shareholders. Ethics specifies what actions an organization should take to make a profit and what limits should be put on organizations and their managers to prevent harm.

Ethics can also define an organization's social responsibility, moral responsibility toward individuals or groups outside the organization that are directly affected by its actions. Different organizations have different views about social responsibility. Being socially responsible means performing any action as long as it is legal. Others do more than law requires and work to advance the well-being of their employees, customers, and society in general. Ben & Jerry's Homemade, Inc. contributes a percent of profits to charities and community needs. Green Mountain Coffee Roasters seeks out coffee growers who do not use herbicides and pesticides and control soil erosion. All organizations need codes of conduct that spell out fair and equitable behavior to avoid doing harm.

Ethical dilemmas occur in relationships with:

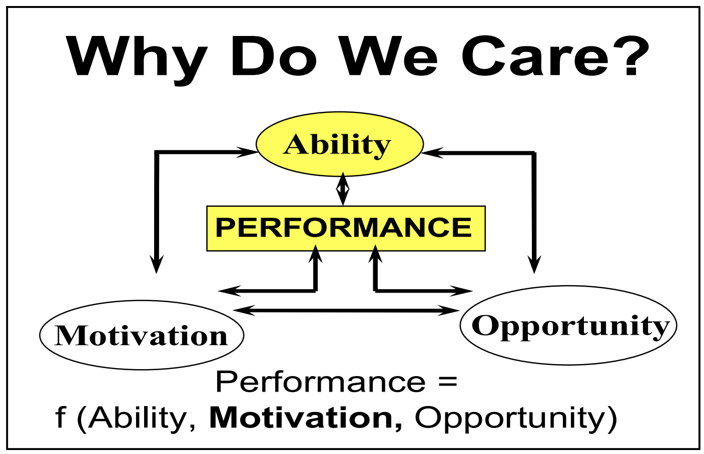
- Superiors.
- Subordinates.
- Customers.
- Competitors.
- Suppliers.
- Regulators.

Ability

"Mental and physical capabilities to perform various tasks"

Intellectual Abilities: The capacity to do mental activities

- Number aptitude
- Verbal comprehension
- Perceptual speed
- Inductive reasoning
- Deductive reasoning
- Spatial visualization
- Memory ability



Emotional intelligence

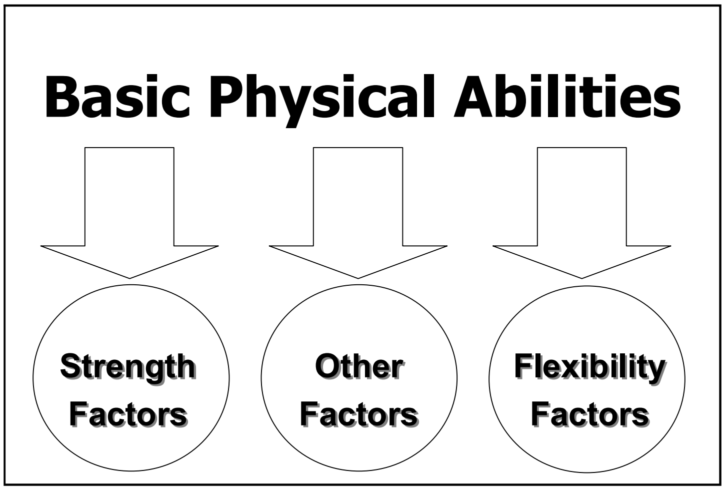
Emotional intelligence is the ability to understand and manage one's own feelings and emotions and the feelings and emotions of others. Research on emotional intelligence is in its early stages. However, it is plausible that emotional intelligence may facilitate job performance in a number of ways, and a low level of emotional intelligence may actually impair performance. Emotional intelligence is important for managers and people in leadership positions who must understand how others feel and manage these feelings.

Physical Ability:

"The capacity to do tasks demanding stamina, strength and similar characteristics"

For some jobs, physical ability is important. Physical ability consists primarily of motor skill, the ability to manipulate objects in an environment physically, and physical skill, a person's fitness and strength. According to Fleishman, there are 11 types of motor skills (e.g., reaction time, manual dexterity, speed of arm movement) and 9 types of physical skills (e.g., static strength, which includes the ability to lift weights and stamina).

Physical abilities are typically measured by using physical tasks, such as lifting weights, to determine an individual's level of strength. In addition to ensuring that employees have the abilities to perform at high level, organizations should provide employees with the opportunity to use their abilities on the job.



For managers, the key issue regarding ability is to assure that workers have the abilities needed to perform their jobs effectively. There are three fundamental ways to manage ability by matching it to the job: selection, placement, and training.

Learning

"A relatively permanent change in the behavior occurring as a result of experience"

Two approaches to learning are offered by operant conditioning and social learning theory. Organizational learning complements these approaches by stressing the importance of commitment to learning throughout an organization.
Organizational members, especially newcomers, must learn how to perform new tasks. Experienced employees must learn how to use new equipment and technology or how to follow new policies and procedures. Learning is a fundamental process in organizations. This chapter discusses principles of learning that managers can promote to maintain desired organizational behaviors such as good customer service or manufacturing high-quality products.
Learning consists of a relatively permanent change in knowledge or behaviors that result from practice or experience. This definition has three key elements: (1) permanent, (2) change, and (3) through practice. A temporary change in behavior or knowledge is not characteristic of learning. Learning takes place through practice, or the experience of watching others, although it is tempting to take shortcuts. Theories of learning, operant conditioning, and social learning theory emphasize different ways of learning.

Methods of Shaping Behavior

Reinforcement is the process that increases the probability that desired behaviors occur by applying consequences. Managers use reinforcement to increase the likelihood of higher sales, better attendance, or observing safety procedures.
Reinforcement begins by selecting a behavior to be encouraged. Correctly identifying the behavior is important, or reinforcement will not lead to the desired response. A manager must decide if attendance at meetings is the desired behavior or attendance *and* participation. The manager would need to reinforce both behaviors if both are desired.

Positive reinforcement increases the probability that a behavior will occur by administering positive consequences (called positive reinforces) following the behavior. Managers determine what consequences a worker considers positive. Potential reinforces include rewards such as pay, bonuses, promotions, job titles,

interesting work, and verbal praise. Rewards are positive reinforcements if a worker acts in the desired manner to obtain them.
Workers differ in what they consider to be a positive reinforce. For some, titles are rewards, for others it is vacation time. Once the desired behavior is determined, reinforces must follow to increase reoccurrence. Organizations use reinforcement to promote the learning and performance of many behaviors. Some organizations use positive reinforcement for diversity efforts and to retain valuable employees.

Negative reinforcement increases the probability that a desired behavior, then occur by removing a negative consequence (or negative reinforce) when a worker performs the behavior. The negative consequence is faced until a worker performs the desired behavior, then the consequence is removed. A manager's nagging is a negative reinforcement, if the nagging stops when worker performs a task correctly. Negative reinforces differ for various individuals. Nagging may not affect some subordinates. They will not perform the desired behavior, even if the nagging stops.
When using negative and positive reinforcement, the magnitude of the consequences must fit the desired behavior. A small bonus may not be sufficient to cause a worker to perform a time-consuming or difficult task.

Extinction: According to operant conditioning, both good and bad behaviors are controlled by reinforced consequences. Identifying behavioral reinforces and removing them can decrease a behavior. An undesired behavior without reinforcement can diminishes until it no longer occurs. This process is called **extinction**.
Extinction can modify the behavior of a worker who spends much time talking or telling jokes. The attention of coworkers reinforces this behavior. If coworkers stop talking and laughing, the worker is likely to stop telling jokes. Although extinction is useful, it takes time to eliminate the undesired behavior. When behaviors need to stop immediately, managers may resort to *punishment*.

Punishment consists of administering a negative consequence when the undesired behavior occurs. Punishment is *not* the same as negative reinforcement. It decreases a behavior, whereas negative reinforcement increases the frequency of a behavior. Punishment administers a negative consequence, whereas negative reinforcement removes a negative consequence.

Lesson 6

UNDERSTANDING THE VALUES

Overview

Work values, attitudes, and moods have important effects on organizational behavior. Work values (a worker's personal convictions about the outcomes one should expect from work and how one should behave at work) are an important determinant of on-the-job behavior. Job satisfaction and organizational commitment are two key work attitudes with important implications for understanding and managing behaviors such as organizational citizenship behavior, absenteeism, and turnover. Work moods are also important determinants of behavior in organizations. This chapter makes the following points:

- Work values are people's personal convictions about what one should expect to obtain from working and how one should behave at work. Work attitudes, more specific and less long lasting that values, are collections of feelings, beliefs, and thoughts that people have about how to behave in their current jobs and organizations. Work moods, more transitory than both values and attitudes, are people's feelings at the time they actually perform their jobs. Work values, attitudes, and moods all have the potential to influence each other.

- There are two types of work values. Intrinsic work values are values related to the work itself, such as doing something interesting and challenging or having a sense of accomplishment. Extrinsic work values are values related to the consequences of work, such as having family security or status in the community.

- Two important work attitudes are job satisfaction and organizational commitment. Job satisfaction is the collection of feelings and beliefs that people have about their organization as a whole. Work attitudes have three components: an affective component (how a person feels about a job), a cognitive component (what a person thinks about a job), and a behavioral component (what a person thinks about how to behave on the job).

- People experience many different moods at work. These moods can be categorized generally as positive or negative. When workers are in positive moods, they feel exited, enthusiastic, active, strong, peppy, or elated. When workers are in negative moods, they feel distressed, fearful, scornful, hostile, jittery, or nervous. Workers also experience less intense moods at work, such as feeling sleepy or calm. Work moods are determined by both personality and situation and have the potential to influence organizational behaviors ranging from absence to being helpful to customers and coworkers to creativity to leadership.

- Job satisfaction is one of the most important and well-researched attitudes in organizational behavior. Job satisfaction is determined by personality, values, the work situation, and social influence. Facet, discrepancy, and steady-state models of job satisfaction are useful for understanding and managing this important attitude.

- Job satisfaction is not strongly related to job performance because workers are often not free to vary their levels of job performance and because sometimes job satisfaction is not relevant to job performance. Job satisfaction has a weak negative relationship to absenteeism. Job satisfaction influences turnover; workers who are satisfied with their jobs are less likely to quit. Furthermore, workers who are satisfied with their jobs are more likely to perform voluntary behaviors, known as organizational citizenship behavior that contributes to organizational effectiveness. Job satisfaction also has a positive effect on worker well-being.

- Organizational commitment is the collection of feelings and beliefs that people have about their organization as a whole. Affective commitment exists when workers are happy to be members of an organization and believe in it. Continuance commitment exists when workers are committed to the organization because it is too costly for them to leave. Affective commitment has more positive consequences for organizations and their members than continuance commitment. Affective commitment is more likely when organizations are socially responsible and demonstrate that they are committed to workers. Workers with high levels of affective commitment are less likely to quit and may be more likely to perform organizational citizenship behavior.

Values

- Values are broad preferences concerning appropriate courses of action or outcomes.
- Values influence behavior and attitudes.

Basic convictions: "A specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence."

- They contain a judgmental element in that they carry the individual's idea of what is right, good, or desirable.
- **Value System** -- a hierarchy based on a ranking of an individual's values in terms of their intensity.

Sources of values

- Parents.
- Friends.
- Teachers.
- Role models.
- External reference groups.

Types of values

- Terminal values.
  - Preferences concerning the ends to be achieved.
- Instrumental values.
  - Preferences for the means to be used in achieving desired ends.

Work Values

- Achievement (career advancement)
- Concern for others (compassionate behavior)
- Honesty (provision of accurate information)
- Fairness (impartiality)

The thoughts and feelings people have about work range from being broad and long-lasting attitudes about the nature of work in general, called *work values*, to more specific thoughts and feelings about a current job or organization, called *work attitudes,* to more moment-to-moment experiences, called *work moods.*

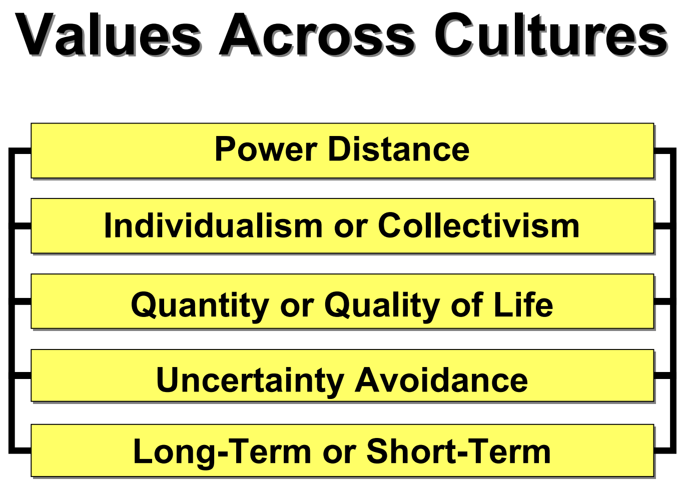
Work values are a worker's personal convictions about expected outcomes work and behavior at work. Outcomes might include a comfortable existence with family security, a sense of accomplishment and self-respect, or social recognition, and an exciting lifestyle. Appropriate work behaviors at work include being ambitious, imaginative, obedient, self-controlled, and respectful. Work values guide ethical behavior at work—honesty, trustworthiness, and helpfulness.

Work moods, how people feel when they perform their jobs, are more transitory than values and attitudes, changing from day to day, hour to hour, or minute to minute. Moods are categorized as either *positive* or *negative*. Positive moods include feeling excited, enthusiastic, active, strong, peppy, or elated. Negative moods include feeling distressed, fearful, scornful, hostile, jittery, or nervous. Moods can also be less intense. A worker might simply feel drowsy, sluggish, calm, placid, and relaxed.

Experiencing different moods depends on a worker's personality and the situation. Workers high on the trait of *positive affectivity* experience positive moods at work, whereas those high on the trait of *negative affectivity* experience negative moods. Both major and minor situational factors, such as receiving a promotion or coming to work in bad weather, can influence a worker's mood.

Mood has importance consequences for organizational behavior. Research suggests that positive moods promote creativity, result in helpfulness to coworkers and customers, and increase the performance of subordinates. Negative moods result in more accurate judgments (e.g., a performance appraisal). Both positive and negative moods influence decision making. Because managers can do many things to promote positive moods, work moods are receiving additional attention from researchers.

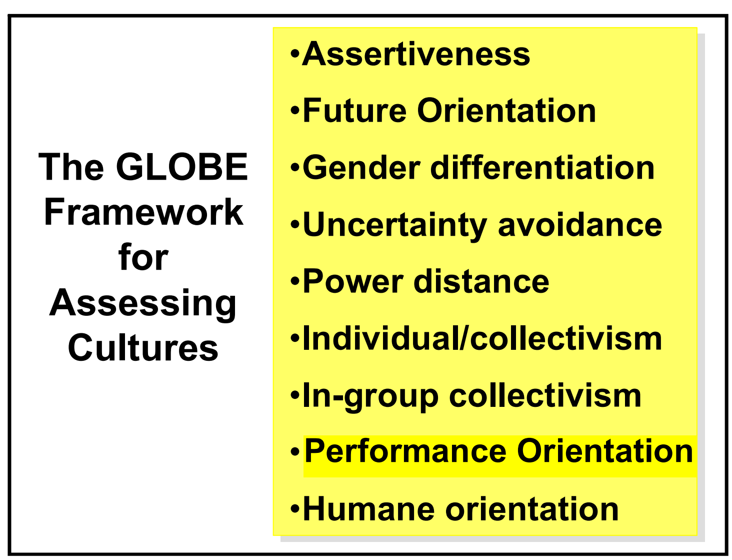
Power distance



- The degree to which people in a country accept that power in institutions and organizations is distributed unequally.

1. **Individualism versus collectivism:**
   - Individualism is the degree to which people in a country prefer to act as individuals rather than as members of groups.
     - Collectivism equals low individualism.
2. **Quantity of life versus quality of life:**
   - Quantity of life is the degree to which values such as assertiveness, the acquisition of money and material goods, and competition prevail.
   - Quality of life is the degree to which people value relationships and show sensitivity and concern for the welfare of others.
3. **Uncertainty avoidance:**
   - The degree to which people in a country prefer structured over unstructured situations.
4. **Long-term versus short-term orientation:**
   - Long-term orientations look to the future and value thrift and persistence.
   - Short-term orientation values the past and present and emphasizes respect for tradition and fulfilling social obligations.

GLOBE Framework for Assessing Cultures:



- *Assertiveness*: The extent to which a society encourages people to be tough, confrontational, assertive, and competitive versus modest and tender
- *Future Orientation*: The extent to which a society encourages and rewards future-oriented behaviors such as planning, investing in the future and delaying gratification

- *Gender differentiation*: The extent to which a society maximized gender role differences
- *Uncertainly avoidance*: Society's reliance on social norms and procedures to alleviate the unpredictability of future events
- *Power distance*: The degree to which members of a society expect power to be unequally shared
- *Individualism/Collectivism*: The degree to which individuals are encouraged by societal institutions to be integrated into groups within organizations and society
- *In-group collectivism*: The extent to which society's members take pride in membership in small groups such as their families and circles of close friends, and the organizations where they are employed
- *Performance orientation*: The degree to which society encourages and rewards group members for performance improvement and excellence
- *Humane orientation*: The degree to which a society encourages and rewards individuals for being fair, altruistic, generous, caring, and kind to others

Lesson 7

ATTITUDES AT WORK

Overview

- Why is it important to know an individual's values? Although they do not have a direct impact on behavior, values strongly influence a person's attitudes. Knowledge of an individual's value system can provide insight into his/her attitudes. Managers should be interested in their employees' attitudes because attitudes give warnings of potential problems and because they influence behavior. Satisfied and committed employees, for instance, have lower rates of turnover and absenteeism. Given that managers want to keep resignations and absences down—especially among their more productive employees—they will want to do those things that will generate positive job attitudes.

- Managers should also be aware that employees will try to reduce cognitive dissonance. More importantly, dissonance can be managed. If employees are required to engage in activities that appear inconsistent to them or are at odds with their attitudes, the pressures to reduce the resulting dissonance are lessened when the employee perceives that the dissonance is externally imposed and is beyond his/her control or if the rewards are significant enough to offset the dissonance.

Importance of Values

1. Values lay the foundation for the understanding of attitudes and motivation because they influence our perceptions.
2. Individuals enter organizations with notions of what is right and wrong with which they interpret behaviors or outcomes—at times this can cloud objectivity and rationality.
3. Values generally influence attitudes and behavior.

Rights

- **Right: a** person's just claim or entitlement, Focuses on the person's actions or the actions of others toward the person
- **Legal rights:** defined by a system of laws
- **Moral rights:** based on ethical standards, Purpose: let a person freely pursue certain actions without interference from others

Attitudes

An attitude is a mental stage of readiness, learned and organized through experience, exerting a specific influence on a person's response to people, objects, and situations with which it is related.

"A persistent tendency to feel and behave in a particular way toward some object"

1. Attitudes are evaluative statements that are either favorable or unfavorable concerning objects, people, or events.
2. Attitudes are not the same as values, but the two are interrelated.
3. Three components of an attitude:
   - Cognition
   - Affect
   - Behavior

The belief that "discrimination is wrong" is a value statement and an example of the cognitive component of an attitude

4. Value statements set the stage for the more critical part of an attitude—its affective component. *Affect* is the emotional or feeling segment of an attitude. Example: "I don't like Jon because he discriminates again minorities."
5. The behavioral component of an attitude refers to an intention to behave in a certain way toward someone or something. Example: "I chose to avoid Jon because he discriminates."
6. Viewing attitudes as made up of three components helps with understanding of the potential relationship between attitudes and behavior, however, when we refer to *attitude* essentially we mean the affect part of the three components.
7. In contrast to values, your attitudes are less stable. Advertisements are directed at changing your attitudes and are often successful.

Types of attitudes

1. OB focuses our attention on a very limited number of job-related attitudes. Most of the research in OB has been concerned with three attitudes: job satisfaction, job involvement, and organizational commitment.

2. Job satisfaction
   - **Definition**: It is an individual's general attitude toward his/her job.
   - A high level of job satisfaction equals positive attitudes toward the job and vice versa.
   - Employee attitudes and job satisfaction are frequently used interchangeably.
   - Often when people speak of "employee attitudes" they mean "employee job satisfaction."

3. Job involvement
   - A workable definition: the measure of the degree to which a person identifies psychologically with his/her job and considers his/her perceived performance level important to self-worth.
   - High levels of job involvement is thought to result in fewer absences and lower resignation rates.
   - Job involvement more consistently predicts turnover than absenteeism

4. Organizational commitment
   - **Definition**: A state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization.

   - Research evidence demonstrates negative relationships between organizational commitment and both absenteeism and turnover.
   - An individual's level of organizational commitment is a better indicator of turnover than the far more frequently used job satisfaction predictor because it is a more global and enduring response to the organization as a whole than is job satisfaction.
   - This evidence, most of which is more than two decades old, needs to be qualified to reflect the changing employee-employer relationship.
   - Organizational commitment is probably less important as a job-related attitude than it once was because the unwritten "loyalty" contract in place when this research was conducted is no longer in place.
   - In its place, we might expect "occupational commitment" to become a more relevant variable because it better reflects today's fluid workforce.

Job Satisfaction

Job satisfaction is the collection of feelings and beliefs people have about their current jobs. In addition to attitudes about a job as a whole, people can have attitudes about various aspects of their jobs, such as the kind of work, coworkers, or pay.

Job satisfaction is an important work attitude in organizational behavior because it affects a wide range of behaviors and contributes to workers' well-being. It is one of the most well researched work attitudes.

Measuring Job Satisfaction

There are several measures of job satisfaction, useful to researchers studying job satisfaction and to managers who wish to assess satisfaction levels. Most measures have workers respond to questions or statements about their jobs. The most widely used scales include the Minnesota Satisfaction Questionnaire, the Faces Scale, and the Job Descriptive Index.

Realize that some workers will be more satisfied that others with the same job because of different personalities and work values. Job satisfaction can be increased because it is determined not only by personalities but also by the situation.

Try to place newcomers in groups whose members are satisfied with their jobs.
Identify the facets of the job that are important to workers and try to increase their satisfaction by providing these facets.
Assess subordinates' levels of job satisfaction using scales to monitor their levels of job satisfaction. Take steps to improve the levels.
Realize the workers' job satisfaction levels depend on their perceptions of their jobs, not yours; changing some facets of the job may boost job satisfaction longer than others.

What Determines Job Satisfaction?

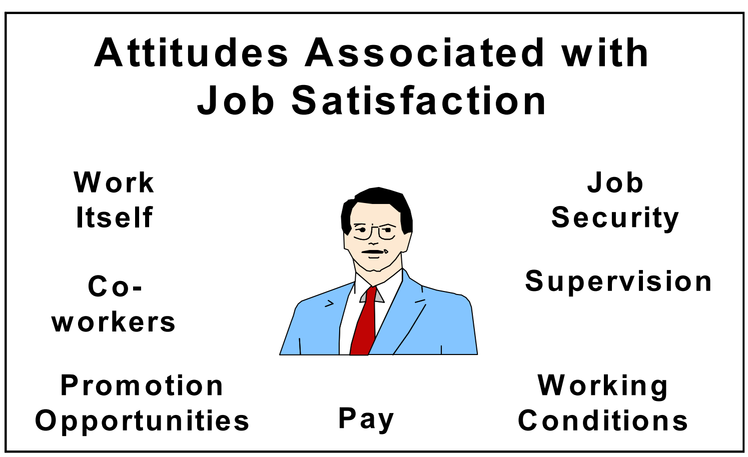
–Mentally Challenging Work
–Equitable Rewards
–Supportive Working Conditions
–Supportive Colleagues
–Personality - Job Fit
–Heredity/Genes

Job Satisfaction and Employee Performance

–Satisfaction and Productivity
–Satisfaction and Absenteeism
–Satisfaction and Turnover

Job Satisfaction is an emotional response to a job situation. Job Satisfaction determined by how well outcomes meet or exceed expectations. Job Satisfaction represents several related attitudes.

–The work itself
–Pay
–Promotion opportunities
–Supervision
–Coworkers



Outcomes of Job Satisfaction

•Satisfaction and Productivity
•Satisfaction and Turnover
•Satisfaction and Absenteeism
•Satisfaction and Citizenship Behavior

How Satisfied Are People in Their Jobs?

1. Most people are satisfied with their jobs in the developed countries surveyed.

2. However, there has been a decline in job satisfaction since the early 1990s. In the US nearly an eight percent drop in the 90s. Surprisingly those last years were one's of growth and economic expansion.

3. What factors might explain the decline despite growth:
    - Increased productivity through heavier employee workloads and tighter deadlines
    - Employees feeling they have less control over their work

4. While some segments of the market are more satisfied than others, they tend to be higher paid, higher skilled jobs which give workers more control and challenges.

The Effect of Job Satisfaction on Employee Performance

1. Managers' interest in job satisfaction tends to center on its effect on employee performance. Much research has been done on the impact of job satisfaction on employee productivity, absenteeism, and turnover.

2. Satisfaction and productivity:
    - Happy workers are not necessarily productive workers—the evidence suggests that productivity is likely to lead to satisfaction.
    - At the organization level, there is renewed support for the original satisfaction-performance relationship. It seems organizations with more satisfied workers as a whole are more productive organizations.

3. Satisfaction and absenteeism
    - We find a consistent negative relationship between satisfaction and absenteeism. The more satisfied you are, the less likely you are to miss work.
    - It makes sense that dissatisfied employees are more likely to miss work, but other factors have an impact on the relationship and reduce the correlation coefficient. For example, you might be a satisfied worker, yet still take a "mental health day" to head for the beach now and again.

4. Satisfaction and turnover
    - Satisfaction is also negatively related to turnover, but the correlation is stronger than what we found for absenteeism.
    - Other factors such as labor market conditions, expectations about alternative job opportunities, and length of tenure with the organization are important constraints on the actual decision to leave one's current job.
    - Evidence indicates that an important moderator of the satisfaction-turnover relationship is the employee's level of performance.

How Employees Can Express Dissatisfaction

1. There are a number of ways employees can express dissatisfaction
    - Exit
    - Voice
    - Loyalty
    - Neglect

2. *Exit:* Behavior directed toward leaving the organization, including looking for a new position as well as resigning.

3. *Voice:* Actively and constructively attempting to improve conditions, including suggesting improvements, discussing problems with superiors, and some forms of union activity.

Loyalty: Passively but optimistically waiting for conditions to improve, including speaking up for the organization in the face of external criticism, and trusting the organization and its management to "do the right thing."

Neglect: Passively allowing conditions to worsen, including chronic absenteeism or lateness, reduced effort, and increased error rate.
Exit and neglect behaviors encompass our performance variables—productivity, absenteeism, and turnover.

Voice and loyalty are constructive behaviors allow individuals to tolerate unpleasant situations or to revive satisfactory working conditions. It helps us to understand situations, such as those sometimes found among unionized workers, where low job satisfaction is coupled with low turnover.

Job Satisfaction and Customer Satisfaction

1. Evidence indicates that satisfied employees increase customer satisfaction and loyalty.

2. Customer retention and defection are highly dependent on how front-line employees deal with customers. Satisfied employees are more likely to be friendly, upbeat, and responsive. Customers appreciate that.

3. Dissatisfied customers can also increase an employee's dissatisfaction. The more employees work with rude and thoughtless customers, the more likely they are to be dissatisfied.

Lesson 8

PERSONALITY

Overview

- Individual differences can be divided into personality and ability differences. Understanding the nature, determinants, and consequences of individual differences is essential for managing organizational behavior. An appreciation of the nature of individual differences is necessary to understand why people behave in certain ways in an organization. A review of the personality literature offers general guidelines that can lead to effective job performance. As such, it can improve hiring, transfer, and promotion decisions. Because personality characteristics create the parameters for people's behavior, they give us a framework for predicting behavior. For example, individuals who are shy, introverted, and uncomfortable in social situations would probably be ill-suited as salespeople. Individuals who are submissive and conforming might not be effective as advertising "idea" people.

- Can we predict which people will be high performers in sales, research, or assembly-line work on the basis of their personality characteristics alone? The answer is no. Personality assessment should be used in conjunction with other information such as skills, abilities, and experience. However, knowledge of an individual's personality can aid in reducing mismatches, which, in turn, can lead to reduced turnover and higher job satisfaction.

- We can look at certain personality characteristics that tend to be related to job success, test for those traits, and use the data to make selection more effective. A person who accepts rules, conformity, dependence, and rates high on authoritarianism is likely to feel more comfortable in, say, a structured assembly-line job, as an admittance clerk in a hospital, or as an administrator in a large public agency than as a researcher or an employee whose job requires a high degree of creativity.

  1. Organizational outcomes predicted by personality include job satisfaction, work stress, and leadership effectiveness. Personality is not a useful predictor of organizational outcomes when there are strong situational constraints. Because personality tends to be stable over time, managers should not expect to change personality in the short run. Managers should accept workers' personalities as they are and develop effective ways to deal with people.
  2. Feelings, thoughts, attitudes, and behaviors in an organization are determined by the interaction of personality and situation.
  3. The Big Five personality traits are extraversion (positive affectivity), neuroticism (negative affectivity), agreeableness, conscientiousness, and openness to experience. Other personality traits particularly relevant to organizational behavior include locus of control, self-monitoring, self-esteem, Type A and Type B personality, and the needs for achievement, affiliation, and power.
  4. In addition to possessing different personalities, workers also differ in their abilities, or capabilities. The two major types of ability are cognitive and physical ability.
  5. Types of cognitive ability can be arranged in a hierarchy with general intelligence at the top. Specific types of cognitive include: verbal, numerical, reasoning, deductive, ability to see relationships, memory, spatial, and perceptual.
  6. There are two types of physical ability: motor skills (the ability to manipulate objects) and physical skills (a person's fitness and strength).
  7. Both nature and nurture contribute to determining physical and cognitive ability. A third, recently identified, ability is emotional intelligence.
  8. In organizations, ability can be managed by selecting individuals who have the abilities needed to accomplish tasks, placing workers in jobs that capitalize on their abilities, and training workers to enhance their ability levels.

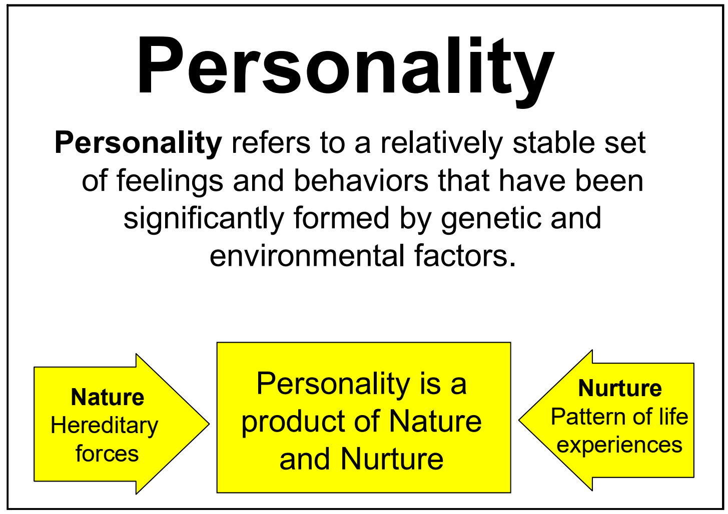
Personality

"Relatively stable pattern of behaviours and consistent internal states that explain a person's behavioural tendencies"

1. The sum total of ways in which an individual reacts and interacts with others.
2. Mean how people affect others and how they understand and view themselves, as well as their pattern of inner and outer measurable traits and ***Person-situation interaction***.

Personality

"The relatively stable set of psychological attributes that distinguish one person from another"



The "Big Five" Personality Traits

1. A set of fundamental traits that is especially relevant to organizations.
2. The traits include agreeableness, conscientiousness, negative emotionality, extraversion, and openness.

The Nature of Personality

- Acknowledge and appreciate that workers' feelings, thoughts, attitudes, and behaviors are partially determined by their personalities, which are difficult to change—adjust your own behaviors to work with them.
- When trying to understand workers' attitudes and behaviors, remember that they are determined by the interaction of an individual's personality and the situation.
- If possible, structure the work environment to suit an individual's personality.
- Encourage an acceptance and appreciation of the diverse personalities in the organization.

The Big Five Model of Personality

Personality is typically described in terms of traits. A **trait** is a specific component of a personality that describes the particular tendencies a person has to feel, think, and act in a certain way. Thus, an individual's personality is a collection of traits, thought to be organized hierarchically. The **Big Five** model of personality places five general personality dimensions at the top of this hierarchy—extroversion, neuroticism, agreeableness, conscientiousness, and openness to experience

1. Extroversion
Refers to the tendency to be sociable, friendly, and expressive. Extraversion, or **positive affectivity**, is one of the Big Five personality traits, and describes the predisposition of individuals to experience positive emotional states and feel good about themselves and the world. Extroverts are more sociable, affectionate, and friendly than introverts and experience higher levels of job satisfaction.

2. Emotional Stability
Refers to the tendency to experience positive emotional states. Another Big Five trait, **neuroticism**, or **negative affectivity**, refers to people's dispositions to experience negative emotional states, feel distressed, and view the world around them negatively. They may play devil's advocate in an organization, pointing out

problems with a proposed course of action. Individuals high on neuroticism often experience negative moods, feel stressed, and have a negative orientation at work. They are more critical of their own performance, a tendency that drives them to make improvements and excel in critical thinking and evaluation. In group decision making, these individuals exert a sobering influence by pointing out the negative aspects of a decision.

3. Agreeableness

Being courteous, forgiving, tolerant, trusting, and self-hearted. **Agreeableness** is a Big Five trait capturing the distinction between individuals who get along well with others and those who do not. Individuals high in agreeableness are caring, affectionate, and likable, whereas individuals low in this dimension are antagonistic, mistrustful, unsympathetic, and uncooperative. Agreeableness is likely to contribute to being a team player and is helpful in fostering good working relationships.

4. Conscientiousness

Is exhibited by those who are described as dependable, organized, and responsible. The Big Five trait of conscientiousness refers to the extent to which an individual is careful, scrupulous, and persevering. Individuals high on this dimension are organized and self-disciplined, whereas individuals low in conscientiousness may lack direction and self-discipline. Conscientiousness has been found to be a good predictor of performance in many jobs in a wide variety of organizations.

Big five personality dimensions

Conscientiousness	Caring, dependable
Emotional stability	Poised, secure
Openness to experience	Sensitive, flexible
Agreeableness	Courteous, empathic
Extroversion	Outgoing, talkative

5. Openness to Experience

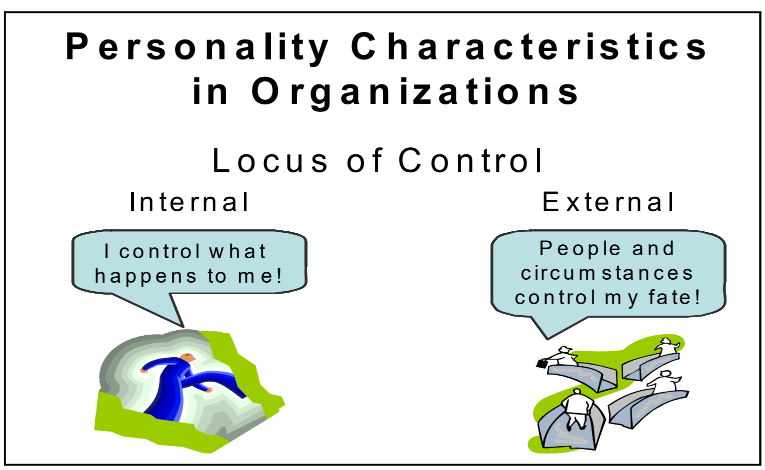
Reflects the extent to which an individual has broad interests and is willing to be a risk-taker. Openness to experience is a trait that refers to the extent to which an individual is original, is open to a wide variety of stimuli, has broad interests, and is willing to take risks, rather than being narrow-minded or cautious. For openness to experience to be translated into creative and innovative behavior in organizations, the organization must remove obstacles to innovation.

Other Organizationally Relevant Personality Traits

Other traits are important for understanding behavior in organizations.

Locus of Control

Individuals who think that their own actions and behaviors have an impact in determining what happens to them have an internal locus of control. Individuals who believe that outside forces are largely responsible for their fate have an external locus of control. Internals are more easily motivated and need less direct supervision than externals.



Self-Monitoring

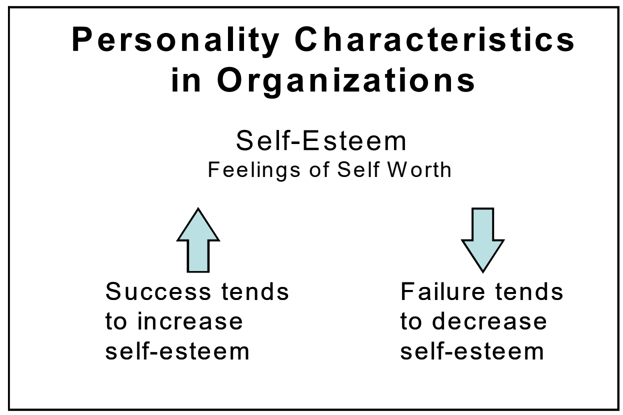
Self-monitoring refers to the extent to which people try to control the way they present themselves to others. Individuals high on self-monitoring behave in a socially acceptable manner.

They excel at managing other people's impressions of them. Low self-monitors are insensitive to cues concerning appropriate behavior and are not concerned about what others think of their behavior. High self-monitors interact well with different types of people; low self-monitors provide open, honest feedback.

Sources of self-efficacy
–Prior experiences and prior success
–Behavior models (observing success)
–Persuasion
–Assessment of current physical & emotional capabilities

- **Self-Esteem**

Self-esteem is the extent to which people have pride in themselves and their capabilities. Individuals with high self-esteem believe in their abilities and tend to set higher goals and perform more difficult tasks, whereas individuals with low self-esteem are full of self-doubt and apprehension. Still, people with low self-esteem may be just as capable as those with high self-esteem.



Personality characteristics create the parameters for people's behavior; they give us a framework for predicting behavior.

Type A and Type B Personalities

Type A individuals have an intense desire to achieve, are extremely competitive, have a sense of urgency, are impatient, and can be hostile. A Type A personality is "aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to do so, against the opposing efforts of other things or other persons.'' They are always moving, walking, and eating rapidly, are impatient with the rate at which most events take place, are doing do two or more things at once and cannot cope with leisure time. They are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.

Type B individuals are more relaxed and easygoing. Type A individuals may get a lot accomplished in organizations, but they also are more easily frustrated, more involved in more conflicts, and more likely to develop coronary heart disease than Type B individuals. Type Bs never suffers from a sense of time urgency with its accompanying impatience and feels no need to display or discuss either their achievements or accomplishments unless such exposure is demanded by the situation.

Play for fun and relaxation, rather than to exhibit their superiority at any cost and can relax without guilt.

1. **Type A's operate under moderate to high levels of stress.**
   - They subject themselves to continuous time pressure, are fast workers, quantity over quality, work long hours, and are also rarely creative.
   - Their behavior is easier to predict than that of Type Bs.
2. **Are Type As or Type Bs more successful?**
   - Type Bs are the ones who appear to make it to the top.
   - Great salespersons are usually Type As; senior executives are usually Type Bs.

Personality Traits

- Realize that some workers are more likely to be positive and enthusiastic and some more likely to complain because of personality differences.
- Provide more direction for workers with less initiative to solve problems and who tend to blame others or the situation for problems.

- Provide more encouragement and support to workers with low self-esteem who belittle themselves and question their abilities.
- Realize that Type A personalities can be difficult to get along with and have difficulty in teams.
- Communicate to subordinates who are overly concerned being liked that sometimes honest feedback and be constructive criticism are necessary.

Lesson 9

EMOTIONS AND MOOD

Overview

- Can managers control the emotions of their colleagues and employees? No. Emotions are a natural part of an individual's makeup. Where managers err is if they ignore the emotional elements in organizational behavior and assess individual behavior as if it were completely rational. As one consultant aptly put it, "You can't divorce emotions from the workplace because you can't divorce emotions from people.'' Managers who understand the role of emotions will significantly improve their ability to explain and predict individual behavior.

- Do emotions affect job performance? Yes. They can hinder performance, especially negative emotions. That is probably why organizations, for the most part, try to extract emotions out of the workplace. Emotions can also enhance performance. How? Two ways. First, emotions can increase arousal levels, thus acting as motivators to higher performance. Second, emotional labor recognizes that feelings can be part of a job's required behavior. For instance, the ability to effectively manage emotions in leadership and sales positions may be critical to success in those positions.

- What differentiates functional from dysfunctional emotions at work? While there is no precise answer to this, it has been suggested that the critical moderating variable is the complexity of the individual's task. The more complex a task, the lower the level of arousal that can be tolerated without interfering with performance. While a certain minimal level of arousal is probably necessary for good performance, very high levels interfere with the ability to function, especially if the job requires calculative and detailed cognitive processes. Given that the trend is toward jobs becoming more complex, you can see why organizations are likely to go to considerable efforts to discourage the overt display of emotions—especially intense ones—in the workplace.

Work moods

How people feel when they perform their jobs, are more transitory than values and attitudes, changing from day to day, hour to hour, or minute to minute. Moods are categorized as either *positive* or *negative.* Positive moods include feeling excited, enthusiastic, active, strong, peppy, or elated. Negative moods include feeling distressed, fearful, scornful, hostile, jittery, or nervous. Moods can also be less intense. A worker might simply feel drowsy, sluggish, calm, placid, and relaxed.

Experiencing different moods depends on a worker's personality and the situation. Workers high on the trait of *positive affectivity* experience positive moods at work, whereas those high on the trait of *negative affectivity* experience negative moods. Both major and minor situational factors, such as receiving a promotion or coming to work in bad weather, can influence a worker's mood.

Mood has importance consequences for organizational behavior. Research suggests that positive moods promote creativity, result in helpfulness to coworkers and customers, and increase the performance of subordinates. Negative moods result in more accurate judgments (e.g., a performance appraisal). Both positive and negative moods influence decision making. Because managers can do many things to promote positive moods, work moods are receiving additional attention from researchers.

Emotions defined

"Feelings experienced towards an object, person or event that create a state of readiness"

- emotions demand attention and interrupt our train of thought
- emotions are directed toward something

- Emotions are a critical factor in employee behavior. Until very recently, the topic of emotions had been given little or no attention within the field of OB.

- The myth of rationality. Organizations have been specifically designed with the objective of trying to control emotions. A well-run organization was one that successfully eliminated frustration, fear, anger, love, hate, joy, grief, and similar feelings.
- The belief that emotions of any kind were disruptive. The discussion focused on strong negative emotions that interfered with an employee's ability to do his or her job effectively.

What Are Emotions?

1. *Affect* is a generic term that covers a broad range of feelings that people experience and encompasses both emotions and moods.
   - Emotions are intense feelings that are directed at someone or something. They are reactions, not a trait.
   - Moods are feelings that tend to be less intense than emotions and which lack a contextual stimulus. They are not directed at an object.
2. Emotions can turn into moods when you lose focus on the contextual object.
3. A related affect-term that is gaining increasing importance in organizational behavior is emotional labor. Originally developed in relation to service jobs. It is when an employee expresses organizationally desired emotions during interpersonal transactions.

Felt vs. Displayed Emotions

1. Emotional labor creates dilemmas for employees when their job requires them to exhibit emotions incongruous with their actual feelings. It is a frequent occurrence. For example, when there are people that you have to work with whom you find it very difficult to be friendly toward. You are forced to feign friendliness.
2. Felt emotions are an individual's actual emotions.
3. Displayed emotions are those that are organizationally required and considered appropriate in a given job. They are learned.
4. Key—felt and displayed emotions are often different. This is particularly true in organizations, where role demands and situations often require people to exhibit emotional behaviors that mask their true feelings.

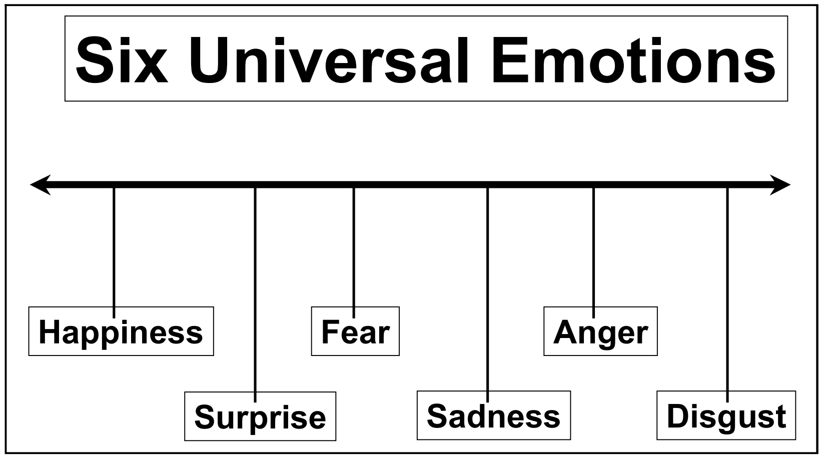
Emotion Dimensions

1. Variety
   - There are many emotions. Six universal emotions have been identified: anger, fear, sadness, happiness, disgust, and surprise.
   - Emotions are identified along a continuum from positive to negative. The closer any two emotions are to each other on this continuum, the more people are likely to confuse them.

2. Intensity
   - People give different responses to identical emotion-provoking stimuli. Sometimes this can be attributed to personality.
   - People vary in their inherent ability to express intensity—from never showing feelings to displaying extreme happiness or sadness
   - Jobs make different intensity demands in terms of emotional labor. For example, air traffic controllers must remain calm even in stressful situations.

3. Frequency and duration
    - Emotional labor that requires high frequency or long duration is more demanding and requires more exertion by employees.
    - Whether or not the employee can successfully meet the emotional demands of a job depends on both the intensity of the emotions displayed and for how long the effort has to be made.

Can People Be Emotionless?



1. Some people have difficulty in expressing their emotions and understanding the emotions of others. Psychologists call this alexithymia.
2. People who suffer from alexithymia rarely cry and are often seen by others as bland and cold. Their own feelings make them uncomfortable, and they are not able to discriminate among their different emotions.

Are people who suffer from alexithymia poor work performers? Not necessarily. They might very well be effective performers, in a job requiring little or no emotional labor. Sales or customer service jobs would not be good career choices.

Gender and Emotions

1. It is widely assumed that women are more "in touch" with their feelings than men.
2. The evidence does confirm differences between men and women when it comes to emotional reactions and ability to read others.
    - Women show greater emotional expression than men, experience emotions more intensely, and display more frequent expressions of both positive and negative emotions.
    - Women also report more comfort in expressing emotions.
    - Women are better at reading nonverbal cues than are men.

These differences may be explained several ways:

- The different ways men and women have been socialized.
- Women may have more innate ability to read others and present their emotions than do men.
- Women may have a greater need for social approval and, thus, a higher propensity to show positive emotions such as happiness.

Women

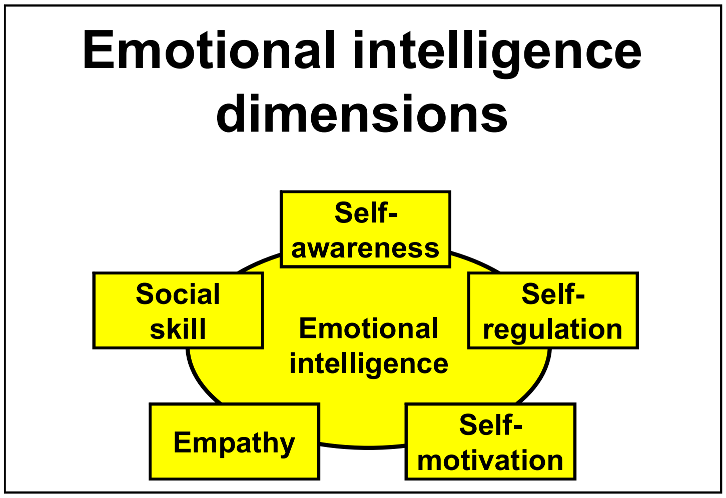
- Can show greater emotional expression.
- Experience emotions more intensely.
- Display emotions more frequently.
- Are more comfortable in expressing emotions.
- Are better at reading others' emotions.

Men

- Believe that displaying emotions is inconsistent with the male image.
- Are innately less able to read and to identify with others' emotions.
- Have less need to seek social approval by showing positive emotions.

Emotional Intelligence

EI refers to an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.



a. *Self-awareness*. Being aware of what you are feeling.
b. *Self-management*. The ability to manage one's own emotions and impulses.
c. *Self-motivation*. The ability to persist in the face of setbacks and failures.
d. *Empathy*. The ability to sense how others are feeling.
e. *Social skills*. The ability to handle the emotions of others

- Several studies suggest EI may play an important role in job performance. EI, not academic I.Q., characterized high performers.
- The implications from the initial evidence on EI are that employers should consider it as a factor in selection, especially in jobs that demand a high degree of social interaction.

External Constraints on Emotions

Every organization defines boundaries that identify what emotions are acceptable and the degree to which they can be expressed. The same applies in different cultures.

1. **Organizational influences:**
   - There is no single emotional "set" sought by all organizations.
   - In the United States, there is a bias against negative and intense emotions. Expressions of negative emotions such as fear, anxiety, and anger tend to be unacceptable except under fairly specific conditions.
   - Consistent with the myth of rationality, well-managed organizations are expected to be essentially emotion-free.

2. **Cultural influences:**
   - Cultural norms in the United States dictate that employees in service organizations should smile and act friendly when interacting with customers. But this norm does not apply worldwide.
   - Cultures differ in terms of the interpretation they give to emotions. There tends to be high agreement on what emotions mean within cultures but not between cultures. For example, smiling is often seen as an expression of happiness by Americans. However, in Israel, smiling by cashiers is seen as being inexperienced.
   - Studies indicate that some cultures lack words for such standard emotions as anxiety, depression, or guilt.

OB Applications of Understanding Emotions

1. **Ability and Selection**
   Emotions affect employee effectiveness. Ability and Selection: People who know their own emotions and are good at reading others' emotions may be more effective in their jobs.

2. **Decision Making**
   Emotions are an important part of the decision-making process in organizations.

- Traditional approaches to the study of decision making in organizations have emphasized rationality. That approach is probably naïve. People use emotions as well as rational and intuitive processes in making decisions.
- Negative emotions can result in a limited search for new alternatives and a less vigilant use of information.
- Positive emotions can increase problem solving and facilitate the integration of information.

3. **Motivation**
   Emotional commitment to work and high motivation are strongly linked.
   - Motivation theories basically propose that individuals "are motivated to the extent that their behavior is expected to lead to desired outcomes."
   - The image is that of rational exchange. People's perceptions and calculations of situations are filled with emotional content that significantly influences how much effort they exert.
   - Not everyone is emotionally engaged in their work, but many are.

4. **Leadership**
   Emotions are important to acceptance of messages from organizational leaders.
   - The ability to lead others is a fundamental quality sought by organizations.
   - Effective leaders almost all rely on the expression of feelings to help convey their messages and is often the critical element that results in individuals accepting or rejecting a leader's message.
   - When effective leaders want to implement significant changes, they rely on "the evocation, framing, and mobilization of emotions.''

5. **Interpersonal Conflict**
   Conflict in the workplace and individual emotions are strongly intertwined.
   - Whenever conflicts arise, you can be fairly certain that emotions are also surfacing.
   - A manager's success in trying to resolve conflicts, in fact, is often largely due to his or her ability to identify the emotional elements in the conflict and to get the conflicting parties to work through their emotions.

6. **Deviant Workplace Behaviors**
   Negative emotions can lead to employee deviance in the form of actions that violate established norms and threaten the organization and its members.
   i. Productivity failures
   ii. Property theft and destruction
   iii. Political actions
   iv. Personal aggression