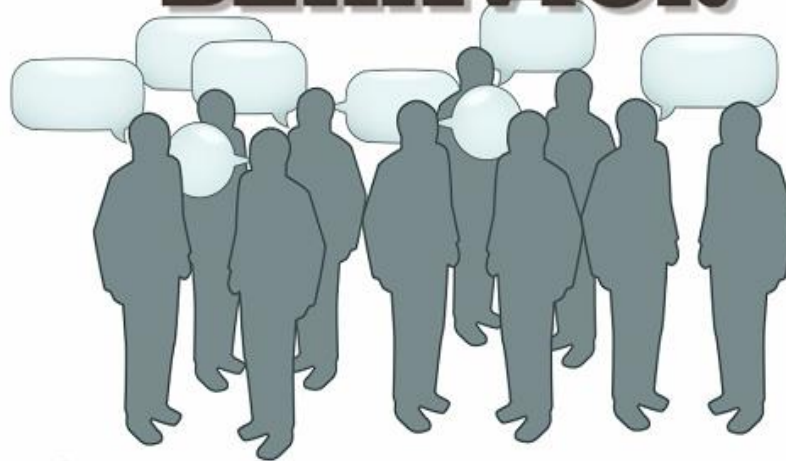


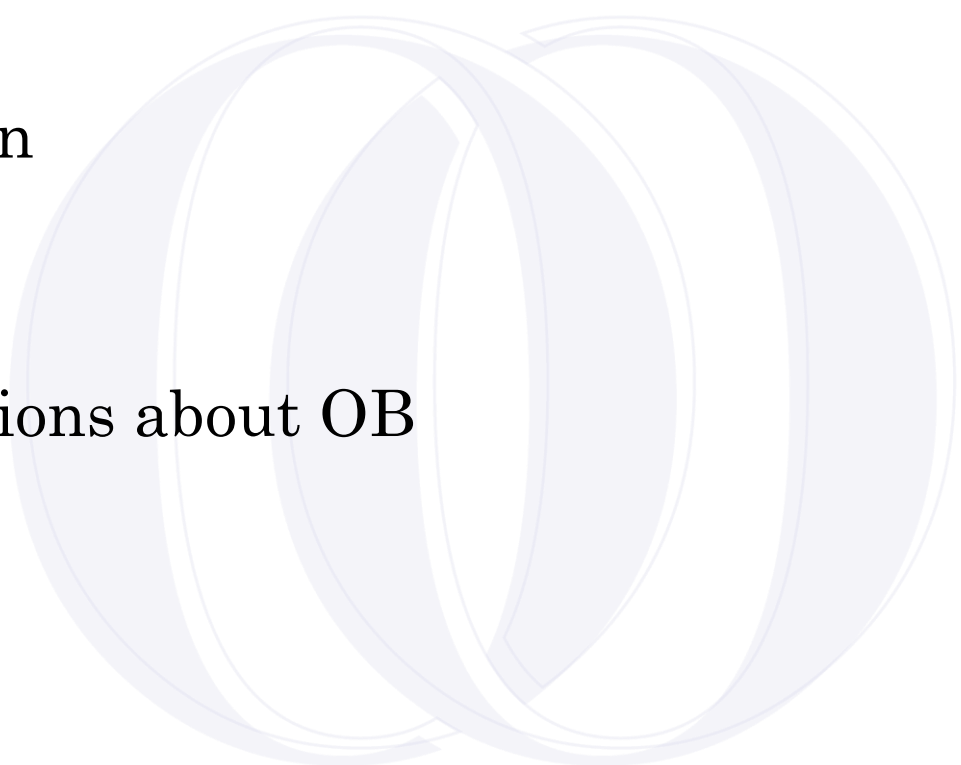
# **(OB) ORGANIZATIONAL BEHAVIOR**



1-0

**Instructor : Dr. Mira Nashed**

# I NEED TO KNOW

- Name
  - Education
  - Work
  - Hobbies
  - Expectations about OB
- 

| Ses. |  | Chap.     | Research/ Case        |  |
|------|--|-----------|-----------------------|--|
| 1    |  | 1 and 3   | Self Assessment       |  |
| 2    |  | 4 and 5   | Personality Test      |  |
| 3    |  | 6 and 8   | Self Test /Case study |  |
| 4    |  | 11 and 15 | Case study            |  |
|      |  |           |                       |  |
|      |  |           |                       |  |
|      |  |           |                       |  |
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|      |  |           |                       |  |

# Chapter 1

Robbins & Judge

## Organizational Behavior

14th Edition

Global Edition

### *What Is Organizational Behavior?*

Kelli J. Schutte

William Jewell College

## CHAPTER LEARNING OBJECTIVES

- After studying this chapter you should be able to:
  - Demonstrate the importance of interpersonal skills in the workplace.
  - Describe the manager's functions, roles, and skills.
  - Define organizational behavior (OB).
  - Identify the major behavioral science disciplines that contribute to OB.
  - Identify the challenges and opportunities managers have in applying OB concepts.

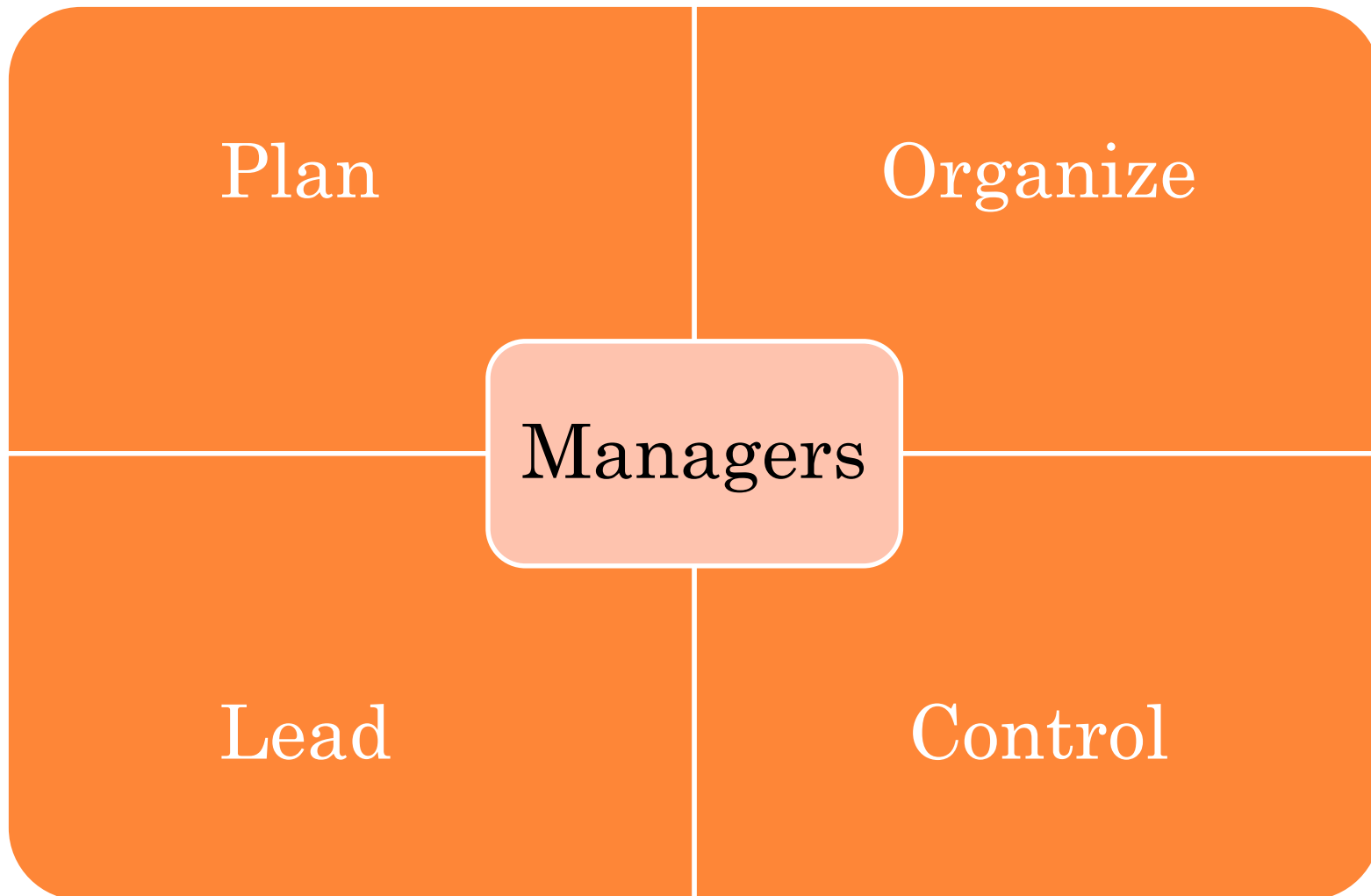
# THE IMPORTANCE OF INTERPERSONAL SKILLS

- Understanding **OB** helps determine manager effectiveness
  - Technical and quantitative skills are important
  - But leadership and communication skills are **CRITICAL**
- Organizational benefits of skilled managers
  - Lower turnover of quality employees
  - Higher quality applications for recruitment
  - Better financial performance

## WHAT MANAGERS DO ?

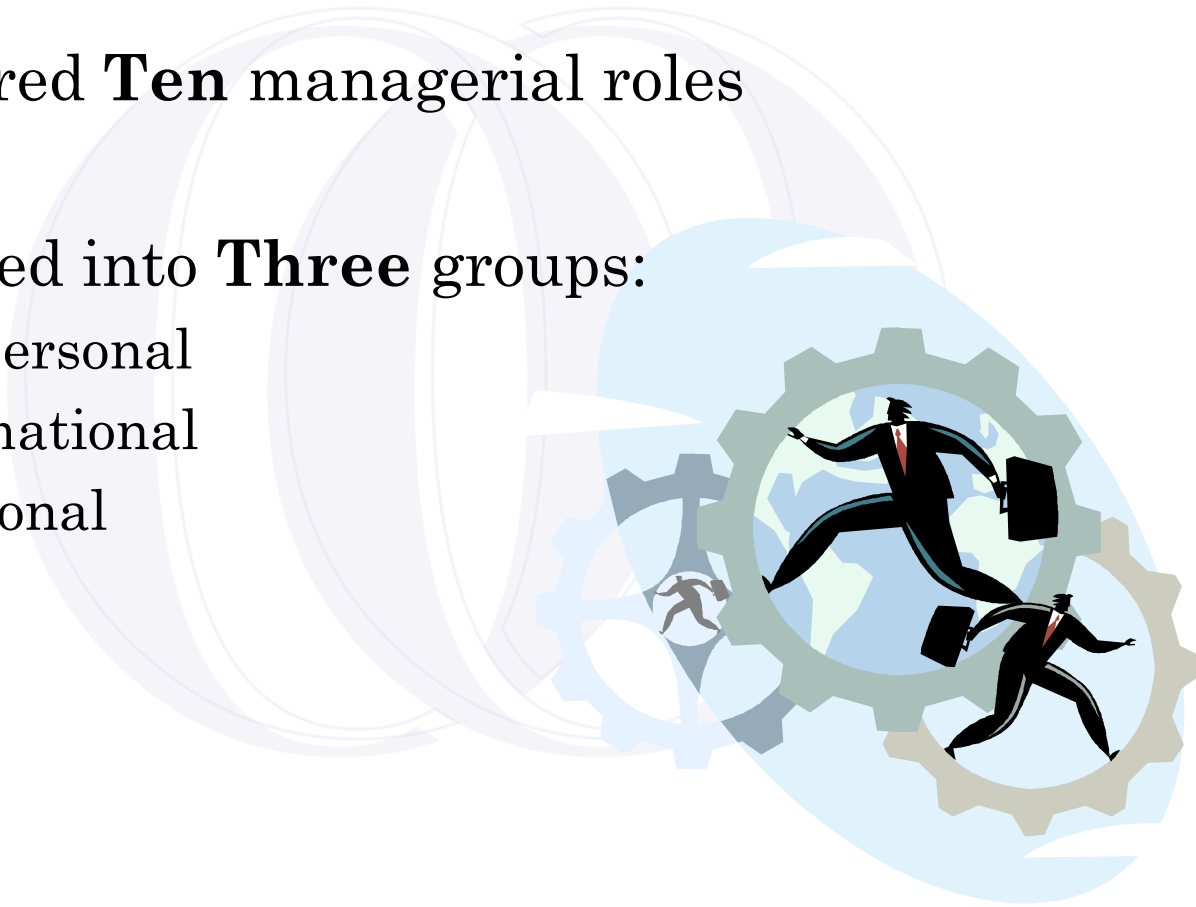
- *They get things done through other people.*
- Management Activities:
  - Make decisions
  - Allocate resources
  - Direct activities of others to attain goals
- Work in an *organization*
  - A consciously coordinated social unit composed of two or more people that functions on a relatively continuous basis to achieve a common goal or set of goals.

# MANAGEMENT FUNCTIONS



## MINTZBERG'S MANAGERIAL ROLES:

- Discovered **Ten** managerial roles
- Separated into **Three** groups:
  - Interpersonal
  - Informational
  - Decisional



# MINTZBERG'S MANAGERIAL ROLES:

## INTERPERSONAL

### Interpersonal

|            |                                                                                           |
|------------|-------------------------------------------------------------------------------------------|
| Figurehead | Symbolic head; required to perform a number of routine duties of a legal or social nature |
| Leader     | Responsible for the motivation and direction of employees                                 |
| Liaison    | Maintains a network of outside contacts who provide favors and information                |



# MINTZBERG'S MANAGERIAL ROLES:

## INFORMATIONAL

### Informational

|              |                                                                                                                                         |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Monitor      | Receives wide variety of information; serves as nerve center of internal and external information of the organization                   |
| Disseminator | Transmits information received from outsiders or from other employees to members of the organization                                    |
| Spokesperson | Transmits information to outsiders on organization's plans, policies, actions, and results; serves as expert on organization's industry |



# MINTZBERG'S MANAGERIAL ROLES:

## DECISIONAL

### Decisional

|                     |                                                                                                          |
|---------------------|----------------------------------------------------------------------------------------------------------|
| Entrepreneur        | Searches organization and its environment for opportunities and initiates projects to bring about change |
| Disturbance handler | Responsible for corrective action when organization faces important, unexpected disturbances             |
| Resource allocator  | Makes or approves significant organizational decisions                                                   |
| Negotiator          | Responsible for representing the organization at major negotiations                                      |



# ESSENTIAL MANAGEMENT SKILLS

- **Technical Skills**

- The ability to apply specialized knowledge or expertise

- **Human Skills**

- The ability to work with, understand, and motivate other people, both individually and in groups

- **Conceptual Skills**

- The mental ability to analyze and diagnose complex situations



# ORGANIZATIONAL BEHAVIOR

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.

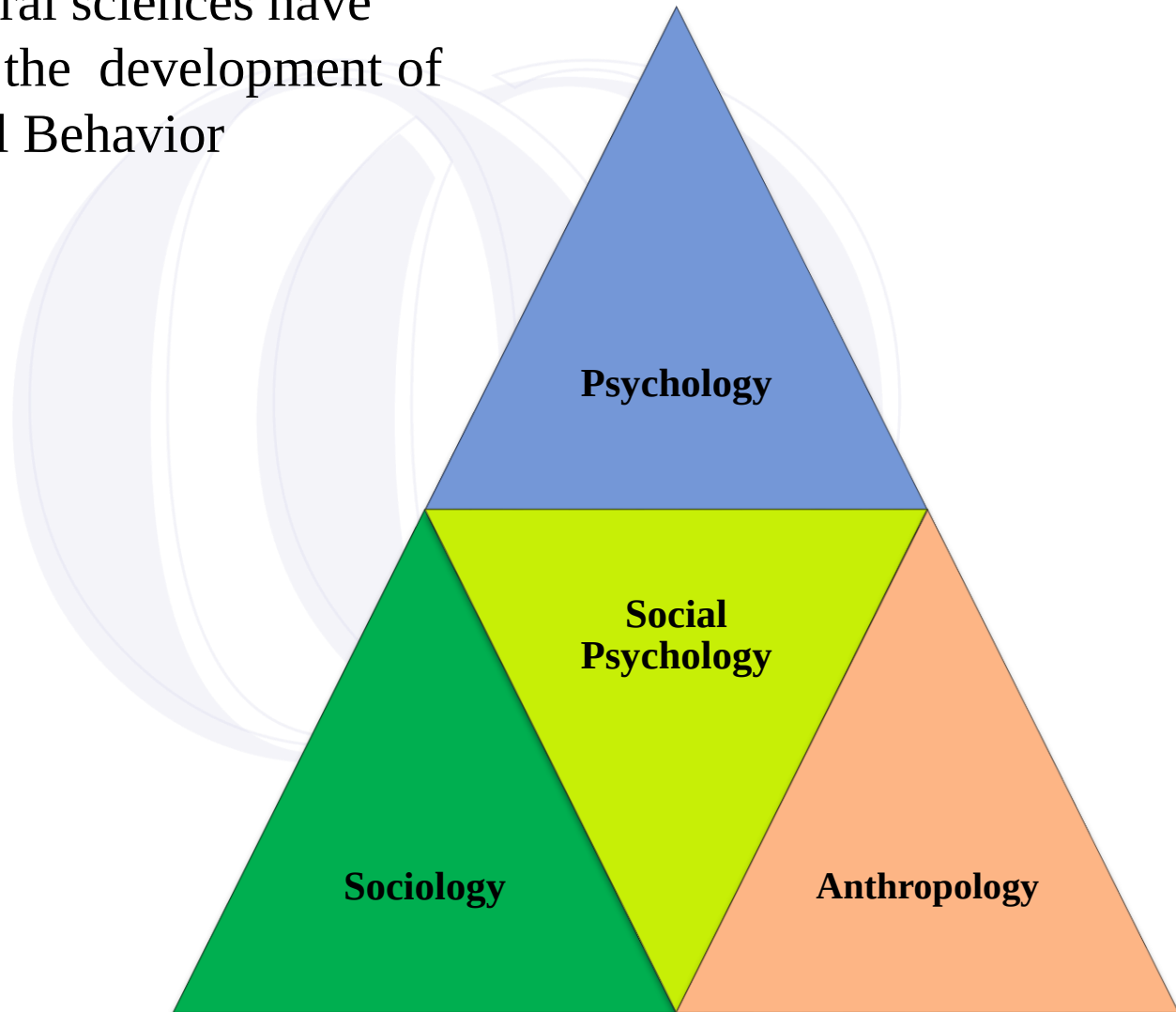




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## CONTRIBUTING DISCIPLINES

Many behavioral sciences have contributed to the development of Organizational Behavior



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

○ Unit of Analysis:  
**Individual**

## Sociology

The study of people in relation to their fellow human beings.

• Unit of Analysis:  
**Group**

## Social Psychology

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

• Unit of Analysis:  
**Group**

## Anthropology

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

• Unit of Analysis:  
**Group**

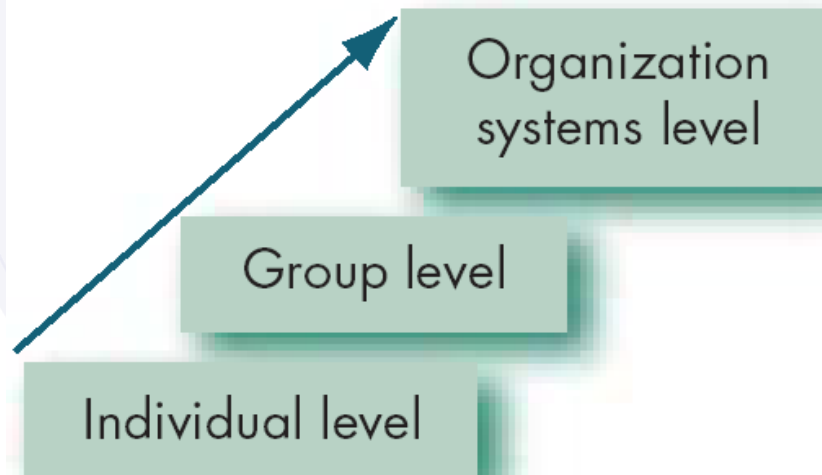


## CHALLENGES AND OPPORTUNITIES FOR OB

- *Responding to Economic Pressures*
- *Responding to Globalization*
- *Managing Workforce Diversity*
- Improving Quality and Productivity
- Improving Customer Service
- Improving People Skills
- Helping Employees Balance Work-Life Conflicts
- Creating a Positive Work Environment
- Improving Ethical Behavior

## DEVELOPING AN OB MODEL:

- A *model* is an abstraction of reality – a simplified representation of some real-world phenomenon.
- Our OB model has three levels of analysis
  - Each level is constructed on the prior level



## **INTERESTING OB DEPENDENT VARIABLES**

- **Productivity:**
  - Transforming inputs to outputs at lowest cost.  
Includes the concepts of **effectiveness** (achievement of goals) and **efficiency** (meeting goals at a low cost).
- **Absenteeism:**
  - Failure to report to work – a huge cost to employers.
- **Turnover:**
  - Voluntary and involuntary permanent withdrawal from an organization.
- **Deviant Workplace Behavior:**
  - Voluntary behavior that violates significant organizational norms and thereby threatens the well-being of the organization and/or any of its members.

## **MORE INTERESTING OB DEPENDENT VARIABLES**

- **Organizational Citizenship Behavior (OCB)**
  - Discretionary behavior that is not part of an employee's formal job requirements, but that nevertheless promotes the effective functioning of the organization.
- **Job Satisfaction:**
  - A general attitude (not a behavior) toward one's job; a positive feeling of one's job resulting from an evaluation of its characteristics.



# Chapter 3

Robbins & Judge

## Organizational Behavior

14th Edition

Global Edition



## *Attitude and job satisfaction*

Kelli J. Schutte

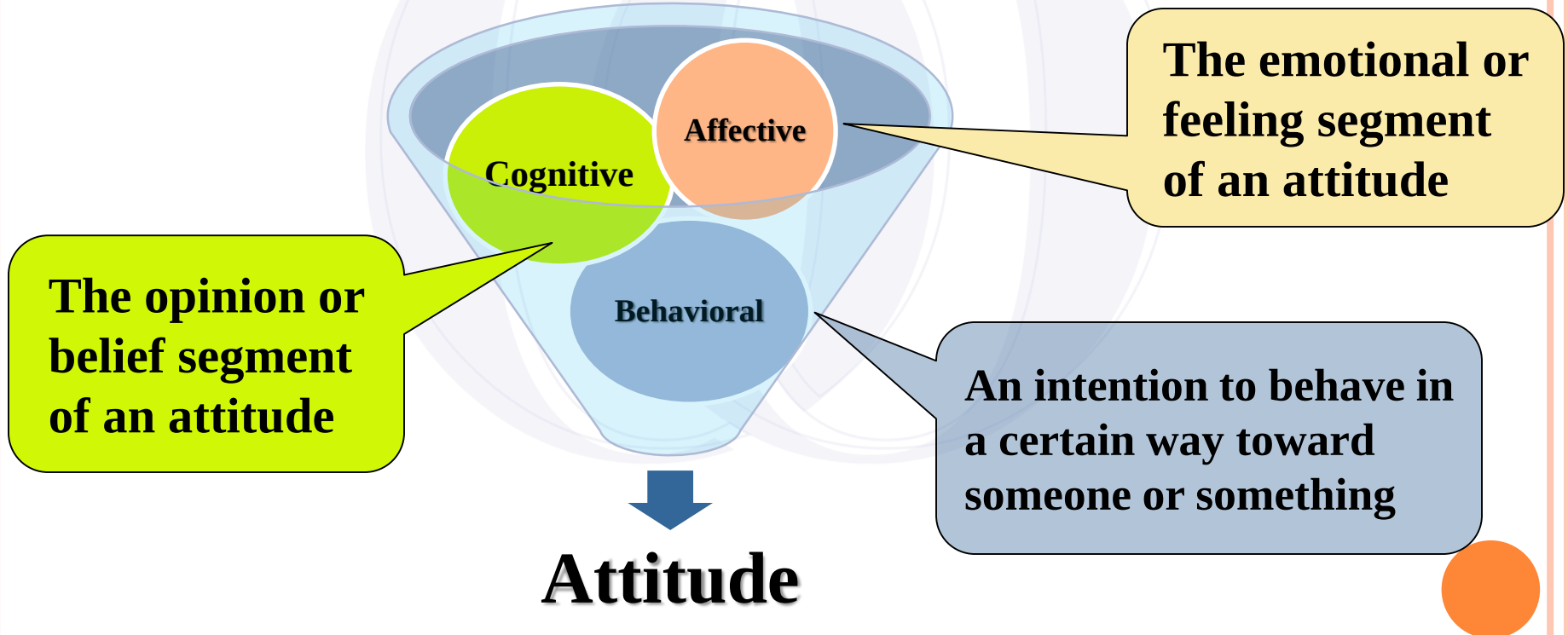
William Jewell College

# CHAPTER LEARNING OBJECTIVES

- **After studying this chapter, you should be able to:**
  - Contrast the three components of an attitude.
  - Summarize the relationship between attitudes and behavior.
  - Compare and contrast the major job attitudes.
  - Define job satisfaction.
  - Summarize the main causes of job satisfaction.

*Evaluative statements or judgments concerning objects, people, or events.*

**Three components of an attitude:**





1. **Affective:** consists of feelings or emotions one has about a situation – “*I feel*”.
  - ❖ “I really like working from home.”
2. **Cognitive:** consists of the beliefs and knowledge one has about a situation – “*I believe*”.
  - ❖ “The tallest building in the world is in Chicago.” (wrong)
3. **Behavioral (a.k.a. the intentional component):** refers to how one intends or expects to behave toward a situation – “*I intend*”.
  - ❖ “I intend to fill out my expense report tomorrow.”

## DOES BEHAVIOR ALWAYS FOLLOW FROM ATTITUDES ?

- **Cognitive Dissonance:** *Any incompatibility between two or more attitudes or between behavior and attitudes*
  - Individuals seek to reduce this uncomfortable gap, or *dissonance*, to reach stability and consistency
  - Consistency is achieved by changing the attitudes, modifying the behaviors, or through rationalization
  - **Desire to reduce dissonance depends on:**
    - Degree of individual influence
    - Rewards involved in dissonance

## PREDICTING BEHAVIOR FROM ATTITUDES:

- Important attitudes have a strong relationship to behavior.
- The closer the match between attitude and behavior, the stronger the relationship:
  - Specific attitudes predict specific behavior
  - General attitudes predict general behavior
- The more frequently expressed an attitude, the better predictor it is.
- High social pressures reduce the relationship and may cause dissonance.

# WHAT ARE THE MAJOR JOB ATTITUDES?

- **Job Satisfaction:**

- A positive feeling about the job resulting from an evaluation of its characteristics.

- **Job Involvement:**

- Degree of psychological identification with the job where perceived performance is important to self-worth.

## **Psychological Empowerment:**

- Belief in the degree of influence over the job, competence, job meaningfulness, and autonomy.

## **ANOTHER MAJOR JOB ATTITUDE:**

### **○ Organizational Commitment:**

- Identifying with a particular organization and its goals, while wishing to maintain membership in the organization.
- **Three dimensions:**
  - Affective – emotional attachment to organization
  - Continuance Commitment – economic value of staying
  - Normative – moral or ethical obligations

## AND YET MORE MAJOR JOB ATTITUDES...

- **Perceived Organizational Support (POS):**
  - Degree to which employees believe the organization values their contribution and cares about their well-being.
  - Higher when rewards are fair, employees are involved in decision making, and supervisors are seen as supportive.
  - High POS is related to higher OCBs and performance.
- **Employee Engagement:**
  - The degree of involvement with, satisfaction with, and enthusiasm for the job.
  - Engaged employees are passionate about their work and company.

## CAUSES OF JOB SATISFACTION:

- Pay influences job satisfaction only to a point.
  - After about \$40,000 per year (in the U.S.), there is no relationship between amount of pay and job satisfaction.
  - Money may bring happiness, but not necessarily job satisfaction.
- Personality can influence job satisfaction.
  - Negative people are usually not satisfied with their jobs.
  - Those with positive ***core self-evaluation*** are more satisfied with their jobs.



# OUTCOMES OF JOB SATISFACTION

- **Job Performance:**
  - Satisfied workers are more productive AND more productive workers are more satisfied!
  - The causality may run both ways.
- **Organizational Citizenship Behaviors:**
  - Satisfaction influences OCB through perceptions of fairness.
- **Customer Satisfaction:**
  - Satisfied frontline employees increase customer satisfaction and loyalty.
- **Absenteeism:**
  - Satisfied employees are moderately less likely to miss work.

# MORE OUTCOMES OF JOB SATISFACTION

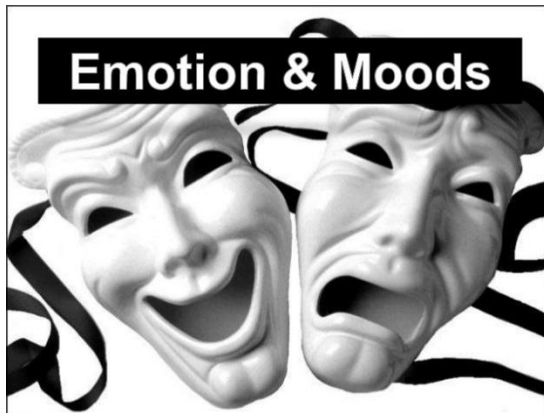
## ○ **Turnover:**

- Satisfied employees are less likely to quit.
- Many moderating variables in this relationship.
  - Economic environment and tenure.
  - Organizational actions taken to retain high performers and to weed out lower performers

## ○ **Workplace Deviance:**

- Dissatisfied workers are more likely to unionize, abuse substances, steal, be tardy, and withdraw.





# Chapter 4

Robbins & Judge

## Organizational Behavior

14th Edition

Global Edition

### *Emotions and Moods*

**Kelli J. Schutte**

William Jewell College

## CHAPTER LEARNING OBJECTIVES:

- **After studying this chapter, you should be able to:**
  - Differentiate emotions from moods.
  - Discuss whether emotions are rational and what functions they serve.
  - Identify the sources of emotions and moods.
  - Show the impact emotional labor has on employees.
  - Apply concepts about emotions and moods to specific OB issues.

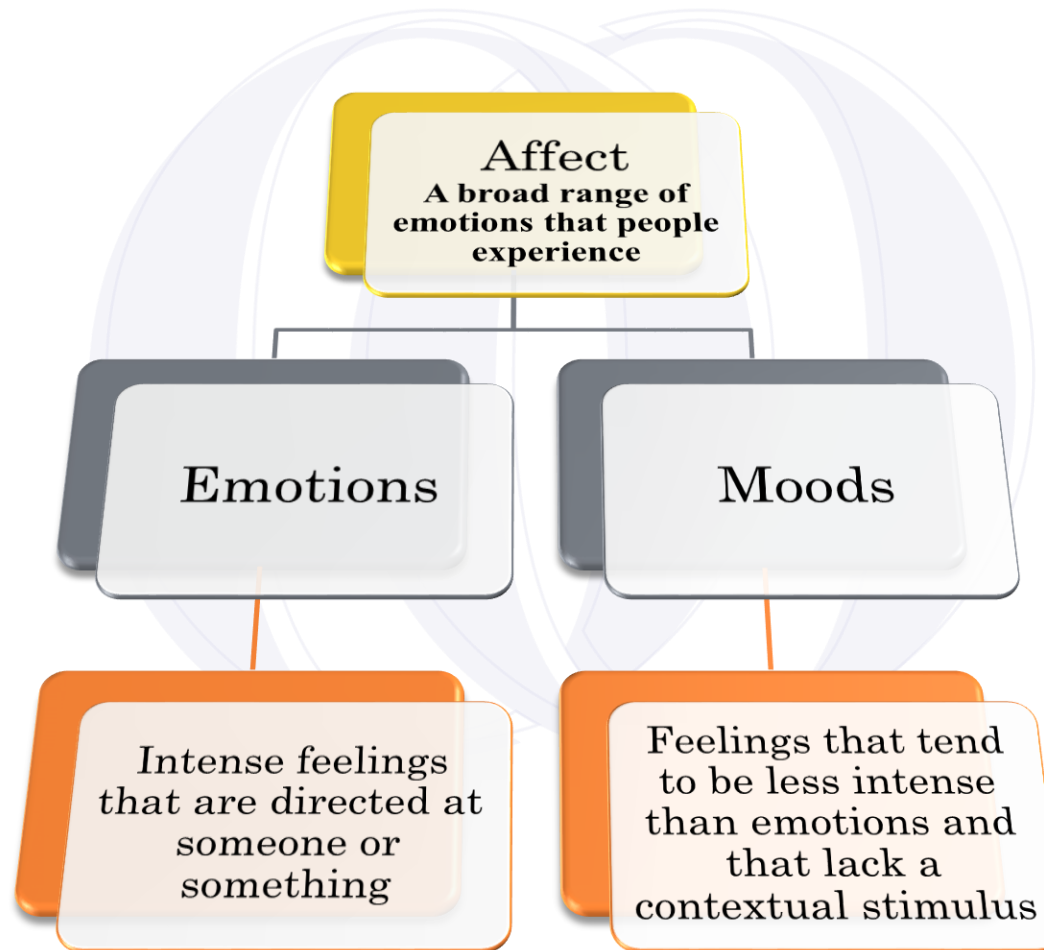


# **WHY WERE EMOTIONS IGNORED IN OB?**

- The **“Myth of Rationality”**
  - Emotions were seen as irrational
  - Managers worked to make emotion-free environments
- **View of Emotionality**
  - Emotions were believed to be disruptive
  - Emotions interfered with productivity
  - Only negative emotions were observed
- Now we know emotions **can’t be separated** from the workplace.

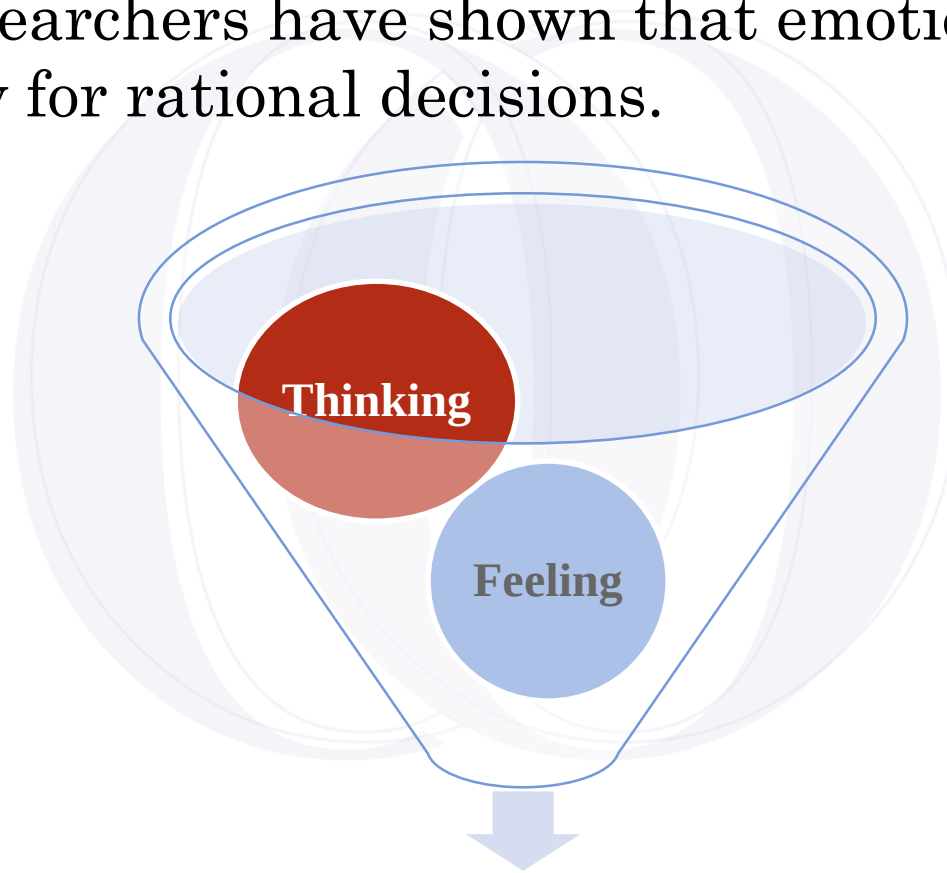


# WHAT ARE EMOTIONS AND MOODS?



## WHAT IS THE FUNCTION OF EMOTION?

- Emotions can aid in our decision-making process. Many researchers have shown that emotions are necessary for rational decisions.



**Decision Making**



# SOURCES OF EMOTION AND MOOD:

- **Personality:**

- There is a trait component – affect intensity.

- **Day and Time of the Week:**

- There is a common pattern for all of us
  - Happier in the midpoint of the daily awake period
  - Happier toward the end of the week

- **Weather:**

- Illusory correlation – no effect .

- **Stress:**

- Even low levels of constant stress can worsen moods.

- **Social Activities:**

- Physical, informal, and dining activities increase positive moods.



## MORE SOURCES OF EMOTION AND MOOD:

- **Sleep:**
  - Poor sleep quality increases negative affect
- **Exercise:**
  - Does somewhat improve mood, especially for depressed people.
- **Age:**
  - Older folks experience fewer negative emotions.
- **Gender:**
  - Women tend to be more emotionally expressive, feel emotions more intensely, have longer-lasting moods, and express emotions more frequently than do men
  - Due more to socialization than to biology.



# **EMOTIONAL LABOR:**

*An employee's expression of organizationally desired emotions during interpersonal transactions at work.*

## • **Emotional Dissonance:**

- Employees have to project one emotion while simultaneously feeling another
- Can be very damaging and lead to burnout

## • **Types of Emotions:**

- **Felt:** the individual's actual emotions
- **Displayed:** required or appropriate emotions.
  - Surface Acting: displaying appropriately but not feeling those emotions internally
  - Deep Acting: changing internal feelings to match display rules - very stressful



## **OB APPLICATIONS OF EMOTIONS AND MOODS:**

- **Selection:**
  - **EI** should be a hiring factor, especially for social jobs.
- **Decision Making:**
  - Positive emotions can lead to better decisions.
- **Creativity:**
  - Positive mood increases flexibility, openness, and creativity.
- **Motivation:**
  - Positive mood affects expectations of success; feedback amplifies this effect.
- **Leadership:**
  - Emotions are important to acceptance of messages from organizational leaders.



## MORE OB APPLICATIONS OF EMOTIONS AND MOODS

- **Negotiation:**
  - Emotions, skillfully displayed, can affect negotiations
- **Customer Services:**
  - Emotions affect service quality delivered to customers which, in turn, affects customer relationships
  - *Emotional Contagion*: “catching” emotions from others
- **Job Attitudes:**
  - Can carry over to home, but dissipate overnight
- **Deviant Workplace Behaviors:**
  - Negative emotions lead to *employee deviance* (actions that violate norms and threaten the organization)
- **Manager’s Influence:**
  - Leaders who are in a good mood, use humor, and praise employees increase positive moods in the workplace.



# Chapter 5

Robbins & Judge

## Organizational Behavior

14th Edition

Global Edition

### *Personality and Values*



**Kelli J. Schutte**

William Jewell College

## CHAPTER LEARNING OBJECTIVES:

- **After studying this chapter, you should be able to:**
  - Define personality, describe how it is measured, and explain the factors that determine an individual's personality.
  - Describe the Myers-Briggs Type Indicator personality framework .
  - Identify other personality traits relevant to OB.
  - Define values, demonstrate their importance, and contrast terminal and instrumental values.



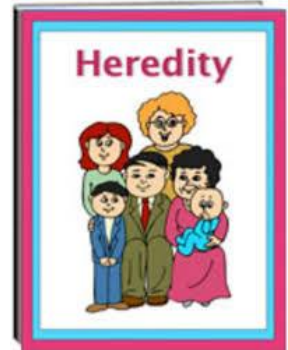
# WHAT IS PERSONALITY?



- The sum total of ways in which an individual reacts and interacts with others, the measurable traits a person exhibits.



# PERSONALITY DETERMINANTS:



- **Heredity:**
  - Factors determined at conception: physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and bio-rhythms
  - This “**Heredity Approach**” argues that genes are the source of personality
  - Twin studies: raised apart but very similar personalities.
  - There is some personality change over long time periods.



# PERSONALITY TRAITS:

*Enduring characteristics that describe an individual's behavior.*

- The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important the trait.
- Two dominant frameworks used to describe personality:
  - **Myers-Briggs Type Indicator (MBTI®)**
  - **Big Five Model**

|      |      |      |      |
|------|------|------|------|
| ISTJ | ISFJ | INFJ | INTJ |
| ISTP | ISFP | INFP | INTP |
| ESTP | ESFP | ENFP | ENTP |
| ESTJ | ESFJ | ENFJ | ENTJ |



# OTHER PERSONALITY TRAITS RELEVANT TO OB:

- **Core Self-Evaluation:**

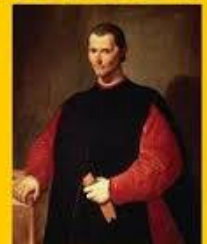
- The degree to which people like or dislike themselves
- Positive self-evaluation leads to higher job performance

- **Machiavellianism:**

- A pragmatic, emotionally distant power-player who believes that **“The Ends justifies the Means”**
- High **Machs** are manipulative, win more often, and persuade more than they are persuaded .
- Flourish when:
  - Have direct interaction.
  - Work with minimal rules and regulations.
  - Emotions distract others.

## Niccolò Machiavelli

• “The end justifies the means.”



## MORE RELEVANT PERSONALITY TRAITS:

- **Narcissism:**

- An arrogant, entitled, self-important person who needs excessive admiration.
- Less effective in their jobs

- **Self-Monitoring:**

- The ability to adjust behavior to meet external, situational factors.
- High monitors conform more and are more likely to become leaders.

I ♥ ME

# EVEN MORE RELEVANT PERSONALITY TRAITS

## ○ **Type A Personality:**

- Aggressively involved in a chronic, incessant struggle to achieve more in less time
  - Impatient: always moving, walking, and eating rapidly
  - Strive to think or do two or more things at once
  - Cannot cope with leisure time
  - Obsessed with achievement numbers
- Prized in North America but quality of the work is low
- **Type B people are the complete opposite**

## ○ **Proactive Personality:**

- Identifies opportunities, shows initiative, takes action, and perseveres to completion
- Creates positive change in the environment

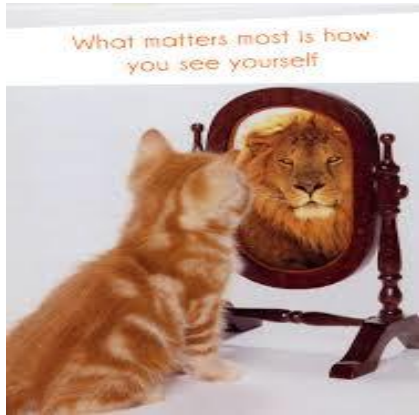
## IMPORTANCE OF VALUES:

- Are abstract ideas that guide one's thinking and behavior across all situations.
  - ❖ Fairly well set in early teens and dictate lifelong behavior patterns
  - ❖ Willing to work hard for
  - ❖ Can be reshaped by significant life-altering events
  - ❖ Compensation, recognition, and status – common values in the workplace
  - ❖ Younger workers may value balance between work and life



## CLASSIFYING VALUES – ROKEACH VALUE SURVEY:

- **Terminal Values:**
  - Desirable end-states of existence; the goals that a person would like to achieve during his or her lifetime
- **Instrumental Values:**
  - Preferable modes of behavior or means of achieving one's terminal values
- People in same occupations or categories tend to hold similar values
  - But values vary between groups
  - Value differences make it difficult for groups to negotiate and may create conflict



# Chapter 6

Robbins & Judge

## Organizational Behavior

14th Edition

Global Edition

### *Perception and Individual Decision Making*

Kelli J. Schutte

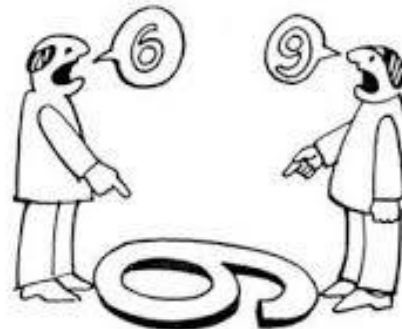
William Jewell College

## CHAPTER LEARNING OBJECTIVES:

- **After studying this chapter, you should be able to:**
  - Define perception and explain the factors that influence it.
  - Explain attribute theory and list the determinants of attribution.
  - Identify the shortcuts individuals use in making judgments about others.
  - Explain the link between perception and decision making.
  - Apply the rational model of decision making and contrast it with bounded rationality and intuition.
  - List and explain the common decision biases or errors.
  - Explain how individual differences and organizational constraints affect decision making.

## WHAT IS PERCEPTION?

- A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.
- People's behavior is based on their perception of what reality is, not on reality itself.
- The world as it is perceived is the world that is behaviorally important.



## ATTRIBUTION THEORY: JUDGING OTHERS:

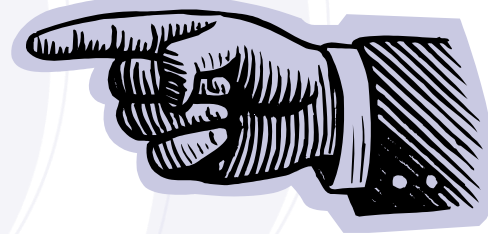
- Our perception and judgment of others is significantly influenced by our assumptions of the other person's internal state.
  - When individuals observe behavior, they attempt to determine whether it is internally or externally caused.
    - Internal causes are under that person's control
    - External causes are not under the person's control

When you judge another,  
you do not define them,  
you define yourself.

# ERRORS AND BIASES IN ATTRIBUTIONS:

- **Fundamental Attribution Error:**

- The tendency to underestimate the influence of external factors and overestimate the influence of internal factors when making judgments about the behavior of others
- *We blame people first, not the situation*



- **Self-Serving Bias:**

- The tendency for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors
- *It is “our” success but “their” failure*

# FREQUENTLY USED SHORTCUTS IN JUDGING OTHERS:

- **Selective Perception:**
  - People selectively interpret what they see on the basis of their interests, background, experience, and attitudes
- **Halo Effect:**
  - Drawing a general impression about an individual on the basis of a single characteristic
- **Contrast Effects:**
  - Evaluation of a person's characteristics that are affected by comparisons with other people recently encountered who rank higher or lower on the same characteristics

# FREQUENTLY USED SHORTCUTS IN JUDGING OTHERS

- **Stereotyping:**

Judging someone on the basis of one's perception of the group to which that person belongs – a prevalent and often useful, if not always accurate, generalization

- **Projection:**

Its easy to judge others when you assume they are similar to yourself.

# SPECIFIC SHORTCUT APPLICATIONS IN ORGANIZATIONS:

- **Employment Interview:**
  - Perceptual biases of raters affect the accuracy of interviewers' judgments of applicants
  - Formed in a single glance – 1/10 of a second!
- **Performance Expectations:**
  - Self-fulfilling prophecy (*Pygmalion effect*): The lower or higher performance of employees reflects preconceived leader expectations about employee capabilities
- **Performance Evaluations:**
  - Appraisals are often the subjective (judgmental) perceptions of appraisers of another employee's job performance
  - Critical impact on employees

# DECISION-MAKING MODELS IN ORGANIZATIONS:

- **Rational Decision Making:**
  - The “perfect world” model: assumes complete information, all options known, and maximum payoff
  - **Six-step decision-making process**
    - 1- problem clarity
    - 2- Know options
    - 3- Clear preferences
    - 4- Constant preference
    - 5- No time or cost constraints
    - 6- Maximum payoff
- **Bounded Reality:**
  - The “real world” model: seeks satisfactory and sufficient solutions from limited data and alternatives
- **Intuition:**
  - A non-conscious process created from distilled experience that results in quick decisions
    - Relies on holistic associations
    - Affectively charged – engaging the emotions

# COMMON BIASES AND ERRORS IN DECISION MAKING

- **Overconfidence Bias:**
  - Believing too much in our own ability to make good decisions – especially when outside of own expertise
- **Anchoring Bias:**
  - Using early, first received information as the basis for making subsequent judgments
- **Confirmation Bias:**
  - Selecting and using only facts that support our decision
- **Availability Bias:**
  - Emphasizing information that is most readily at hand
    - Recent
    - Vivid

# MORE COMMON DECISION-MAKING ERRORS

- **Escalation of Commitment:**
  - Increasing commitment to a decision in spite of evidence that it is wrong – *especially if responsible for the decision!*
- **Randomness Error:**
  - Creating meaning out of random events – superstitions
- **Hindsight Bias:**
  - After an outcome is already known, believing it could have been accurately predicted beforehand

# ORGANIZATIONAL CONSTRAINTS:

- **Performance Evaluation**
  - Managerial evaluation criteria influence actions.
- **Reward Systems**
  - Managers will make the decision with the greatest personal payoff for them.
- **Formal Regulations**
  - Limit the alternative choices of decision makers.
- **System-Imposed Time Constraints**
  - Restrict ability to gather or evaluate information.
- **Historical Precedents**
  - Past decisions influence current decisions.



# Chapter 8

Robbins & Judge

## Organizational Behavior

14th Edition

Global Edition

### *Motivation: From Concepts to Applications*

Kelli J. Schutte

William Jewell College

# CHAPTER LEARNING OBJECTIVES:

- **After studying this chapter, you should be able to:**
  - Describe the job characteristics model and evaluate the way it motivates by changing the work environment.
  - Compare and contrast the main ways jobs can be redesigned.
  - Identify three alternative work arrangements and show how they might motivate employees.
  - Demonstrate how the different types of variable-pay programs can increase employee motivation.
  - Show how flexible benefits turn benefits into motivators.

# THE JOB CHARACTERISTICS MODEL:

- **Five Core Job Dimensions:**
  - **Skill Variety:** degree to which the job incorporates a number of different skills and talents
  - **Task Identity:** degree to which the job requires the completion of a whole and identifiable piece of work
  - **Task Significance:** how the job impacts the lives of others
  - **Autonomy:** identifies how much freedom and independence the worker has over the job
  - **Feedback:** how much the job generates direct and clear information about the worker's performance

# HOW CAN JOBS BE REDESIGNED?

## Job Rotation

- The shifting of an employee from one task to another with similar skill requirements.

## Job Enrichment

- The expansion of a job by increasing the degree to which the worker controls the planning, execution, and evaluation of the work.

## Job Enlargement

- The expansion of a job by increasing the number and variety of tasks that an individual performed resulted in jobs with more diversity.

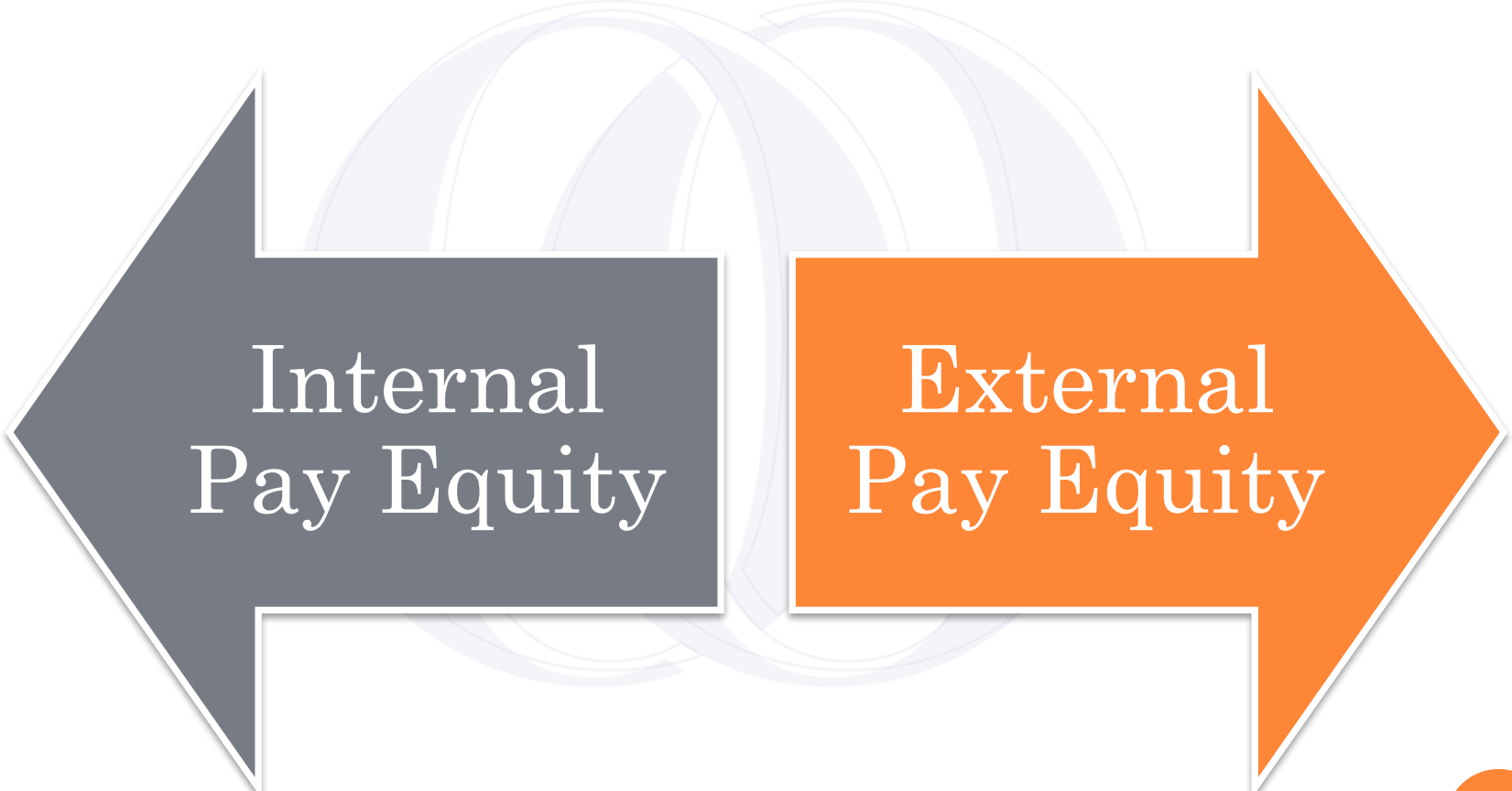
# ALTERNATIVE WORK ARRANGEMENTS:

- **Flextime**
  - Flextime allows employees to choose the hours they work within a defined period of time.
- **Job Sharing**
  - Job Sharing allows two or more individuals to split a traditional 40-hour-a-week job.
- **Telecommuting**
  - Telecommuting allows workers to work from home at least 2 days a week on a computer linked to the employer's office.

# USING REWARDS TO MOTIVATE EMPLOYEES

- Although pay is not the primary factor driving job satisfaction, it is a motivator.
  - **Establish a pay structure**
  - **Variable-pay programs**

# ESTABLISHING A PAY STRUCTURE

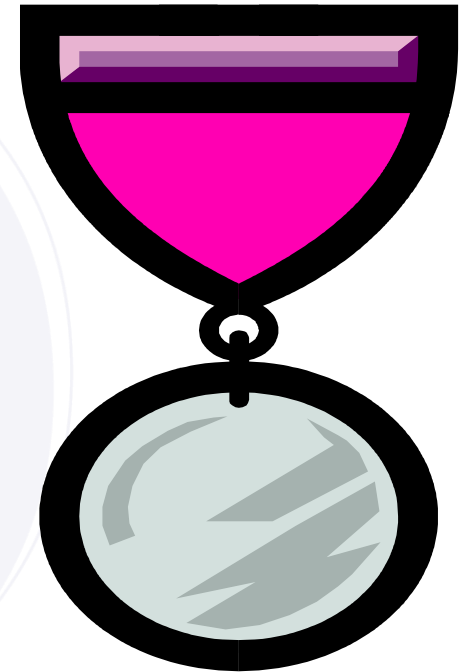


Internal  
Pay Equity

External  
Pay Equity

## ○ Variable-Pay Programs

- Piece-Rate Pay
- Merit-Based Pay
- Bonuses
- Skill-Based Pay
- Profit-Sharing Plans
- Gainsharing
- Employee Stock Ownership Plans



# TYPES OF VARIABLE-PAY PROGRAMS:

- **Piece-Rate Pay:**
  - Pays a fixed sum of money for each unit of production completed. For example: Ballpark workers selling peanuts and soda get \$1 for each bag of peanuts and soda sold.
- **Merit-Based Pay:**
  - Pays for individual performance based on performance appraisal results. If appraisals are designed correctly, workers performing at a high level will get more pay.
- **Bonuses:**
  - Pay a lump sum at the end of a designated period of time based on individual and/or organizational performance.

# **MORE TYPES OF VARIABLE-PAY PROGRAMS:**

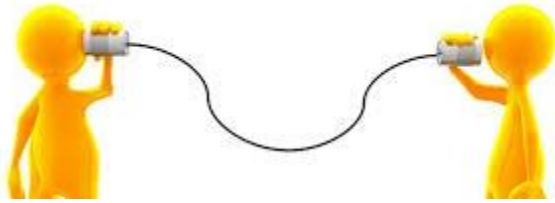
- **Skill-Based Pay:**
  - Pays based on the number of skills employees have or the number of jobs they can do.
- **Profit-Sharing Plans:**
  - Pays out a portion of the organization's profitability. It is an organization-wide program and is based on a predetermined formula.
- **Gainsharing:**
  - Pays for improvements in group productivity from one period to another. It is a group incentive plan.
- **Employee Stock Ownership Plans (ESOP):**
  - Provides each employee with the opportunity to acquire stock as part of their benefit package.

# **FLEXIBLE BENEFITS**

- Flexible benefits give individual rewards by allowing each employee to choose the compensation package that best satisfies his or her current needs and situations.

**A-Modular Plans**

**B-Core-Plus Plan**



# Chapter 11

Robbins & Judge

## Organizational Behavior

14th Edition

Global Edition

### *Communication*

Kelli J. Schutte

William Jewell College

# CHAPTER LEARNING OBJECTIVES

- **After studying this chapter, you should be able to:**
  - Identify the main functions of communication.
  - Describe the communication process and distinguish between formal and informal communication.
  - Contrast downward, upward, and lateral communication with examples.
  - Contrast oral, written, and nonverbal communication.
  - Contrast formal communication networks and the grapevine.
  - Identify common barriers to effective communication.
  - Show how to overcome the potential problems in cross-cultural communication.

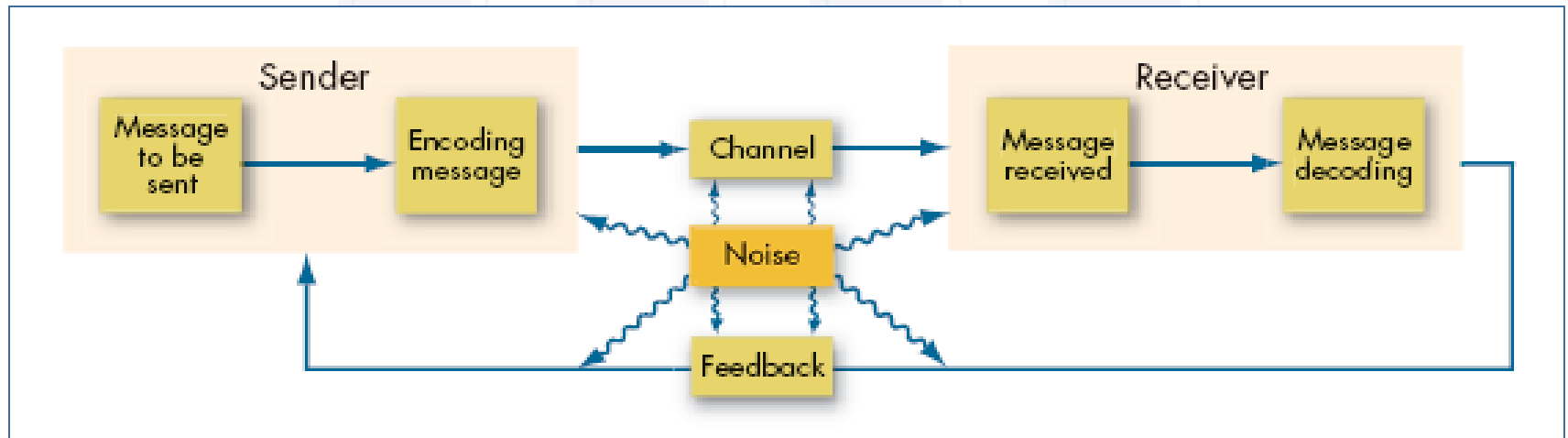
# FUNCTIONS OF COMMUNICATION

- **Communication:**
  - The transference and understanding of meaning.
- **Communication Functions:**
  - Control member behavior
  - Foster motivation for what is to be done
  - Provide a release for emotional expression
  - Provide information needed to make decisions

# THE COMMUNICATION PROCESS:

## ○ Communication Process

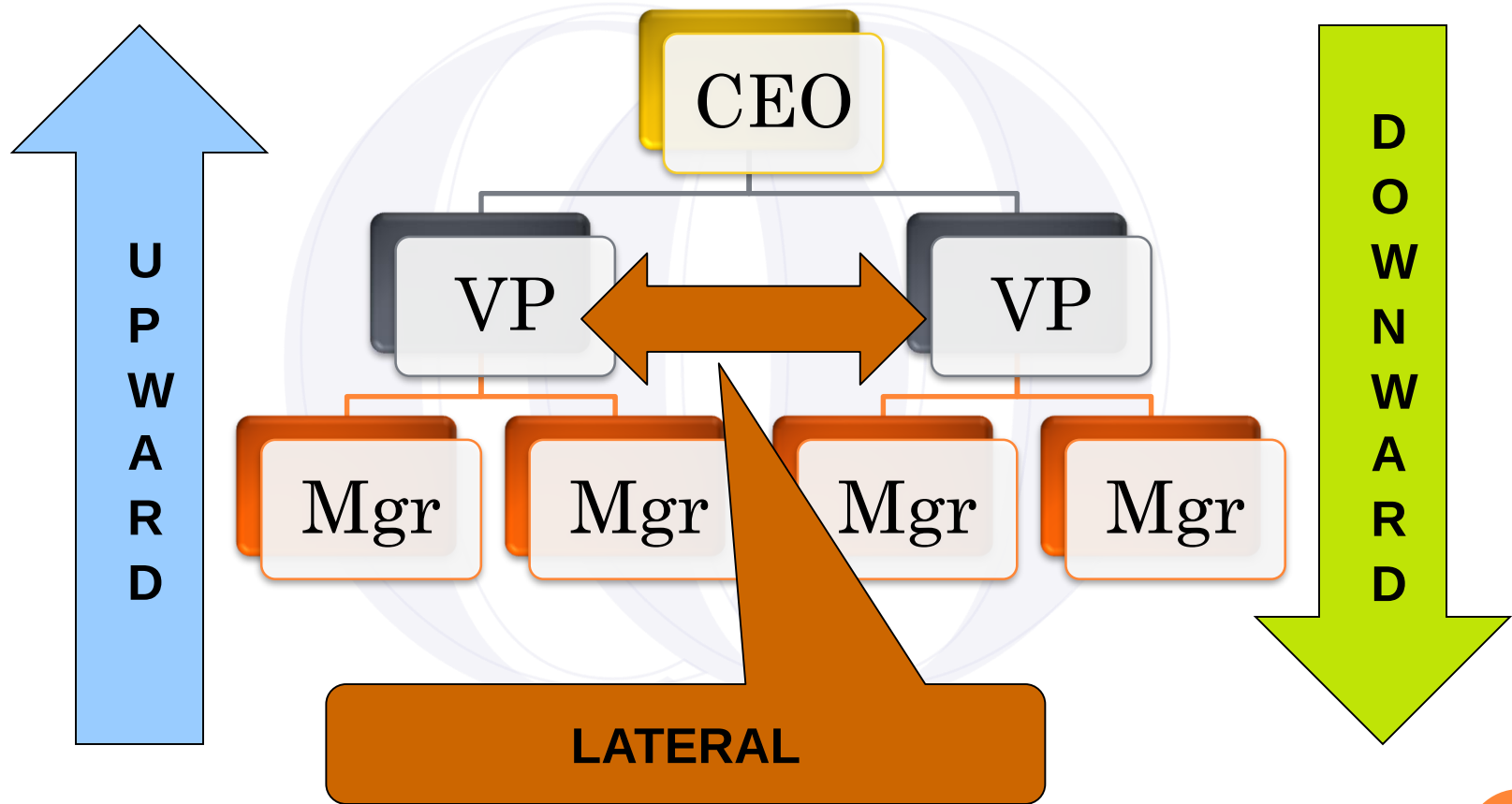
- The steps between a source and a receiver that result in the transference and understanding of meaning



# COMMUNICATION CHANNELS:

- **Channel:**
  - The medium selected by the sender through which the message travels to the receiver.
- **Types of Channels:**
  - **Formal Channels**
    - Are established by the organization and transmit messages that are related to the professional activities of members
  - **Informal Channels**
    - Used to transmit personal or social messages in the organization. These informal channels are spontaneous and emerge as a response to individual choices.

# DIRECTION OF COMMUNICATION



# INTERPERSONAL COMMUNICATION:

- **Oral Communication**
  - Advantages: Speed and feedback
  - Disadvantage: Distortion of the message
- **Written Communication**
  - Advantages: Tangible and verifiable
  - Disadvantages: Time consuming and lacks feedback
- **Nonverbal Communication**
  - **Advantages:** Supports other communications and provides observable expression of emotions and feelings
  - **Disadvantage:** Misperception of body language or gestures can influence receiver's interpretation of message

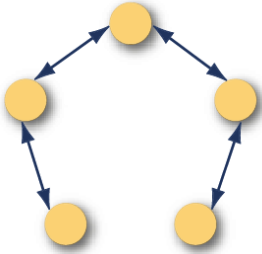
# NONVERBAL COMMUNICATION:

- **Body Movement**
  - Unconscious motions that provide meaning
  - Shows extent of interest in another and relative perceived status differences
- **Intonations and Voice Emphasis**
  - The way something is said can change meaning
- **Facial Expressions**
  - Show emotion
- **Physical Distance between Sender and Receiver**
  - Depends on cultural norms
  - Can express interest or status



# THREE COMMON FORMAL SMALL-GROUP NETWORKS

Chain



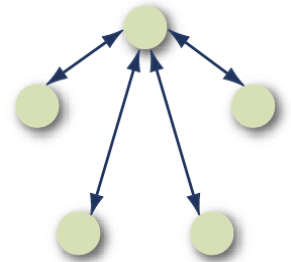
## Chain:

- Rigidly follows the chain of command

## Wheel:

- Relies on a central figure to act as the conduit for all communication
- Team with a strong leader

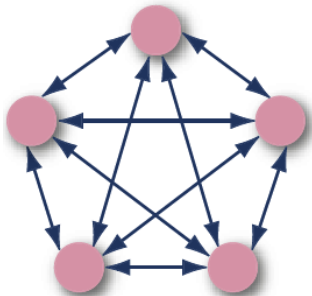
Wheel



- **All Channel:**

- All group members communicate actively with each other
- Self-managed teams

All channel



# THE GRAPEVINE

- Three Main Grapevine Characteristics
  1. Informal, not controlled by management
  2. Perceived by most employees as being more believable and reliable than formal communications
  3. Largely used to serve the self-interests of those who use it
- **Results from:**
  - Desire for information about important situations
  - Ambiguous conditions
  - Conditions that cause anxiety
- Serves employee's social needs.

1. Announce timetables for making important decisions
2. Explain decisions and behaviors that may appear inconsistent or secretive
3. Emphasize the downside, as well as the upside, of current decisions and future plans



# BARRIERS TO EFFECTIVE COMMUNICATION

- **Filtering**
  - A sender's manipulation of information so that it will be seen more favorably by the receiver
- **Selective Perception**
  - People selectively interpret what they see on the basis of their interests, background, experience, and attitudes
- **Information Overload**
  - A condition in which information inflow exceeds an individual's processing capacity
- **Emotions**
  - How a receiver feels at the time a message is received will influence how the message is interpreted

# **MORE BARRIERS TO EFFECTIVE COMMUNICATION**

## **○ Language**

- Words have different meanings to different people.

## **○ Communication Apprehension**

- Undue tension and anxiety about oral communication, written communication, or both.

## **○ Gender Differences**

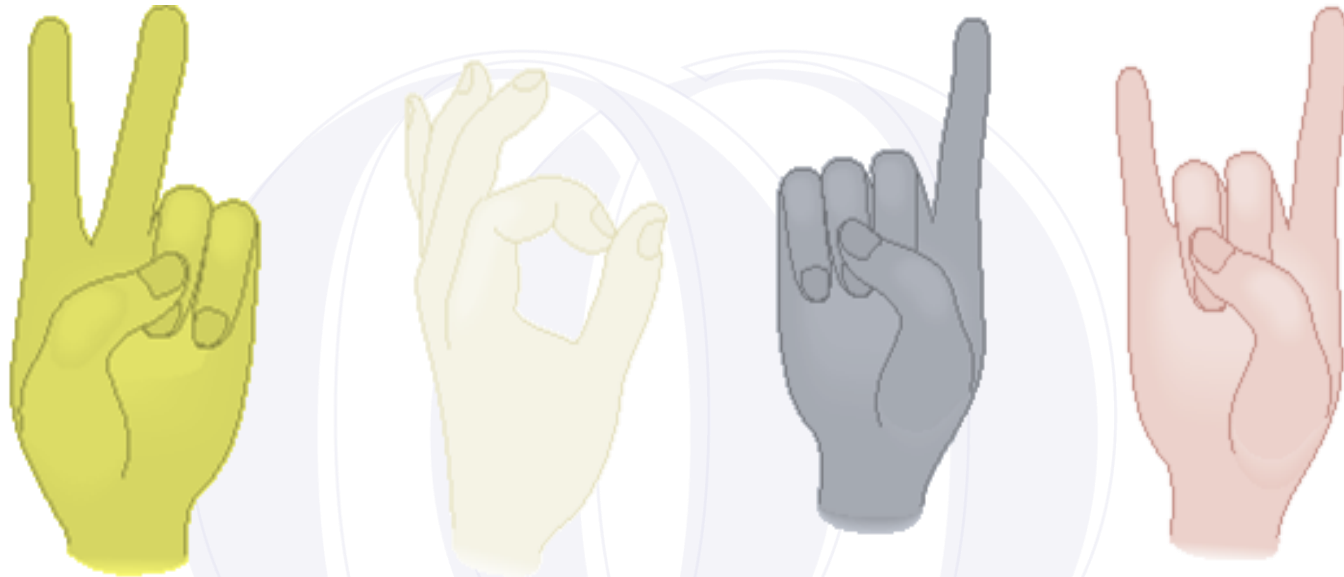
- Men tend to talk to emphasize status while women talk to create connections.

# GLOBAL IMPLICATIONS



- Cross-cultural factors increase communication difficulties
- Cultural Barriers:
  - Semantics: some words aren't translatable
  - Word Connotations: some words imply multiple meanings beyond their definitions
  - Tone Differences: the acceptable level of formality of language

# BODY LANGUAGE ISSUES



All of these common U.S. hand signs are offensive somewhere in the world.

# A CULTURAL GUIDE



- To reduce your chance of making a *faux pas* in another culture, err on the side of caution by:
  - Assuming differences until similarity is proven
  - Emphasizing description rather than interpretation or evaluation
  - Practicing empathy in communication
  - Treating your interpretations as a working hypothesis

# Chapter 15

Robbins & Judge

**Organizational Behavior**

14th Edition

Global Edition

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## *Foundations of Organization Structure*

**Kelli J. Schutte**

William Jewell College

# CHAPTER LEARNING OBJECTIVES

- **After studying this chapter, you should be able to:**
  - Identify the six elements of an organization's structure.
  - Identify the characteristics of a bureaucracy.
  - Identify the characteristics of a virtual organization.
  - Show why managers want to create boundary less organizations.
  - Demonstrate how organizational structures differ, and contrast mechanistic and organic structural models.

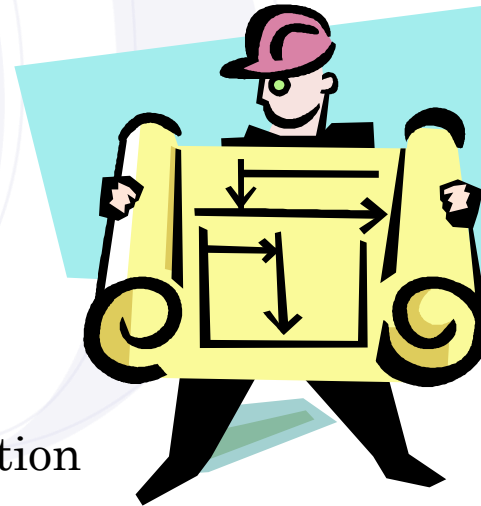
# WHAT IS ORGANIZATIONAL STRUCTURE?

- **Organizational Structure**

- How job tasks are formally divided, grouped, and coordinated

- **Key Elements:**

1. Work specialization
2. Departmentalization
3. Chain of command
4. Span of control
5. Centralization and decentralization
6. Formalization

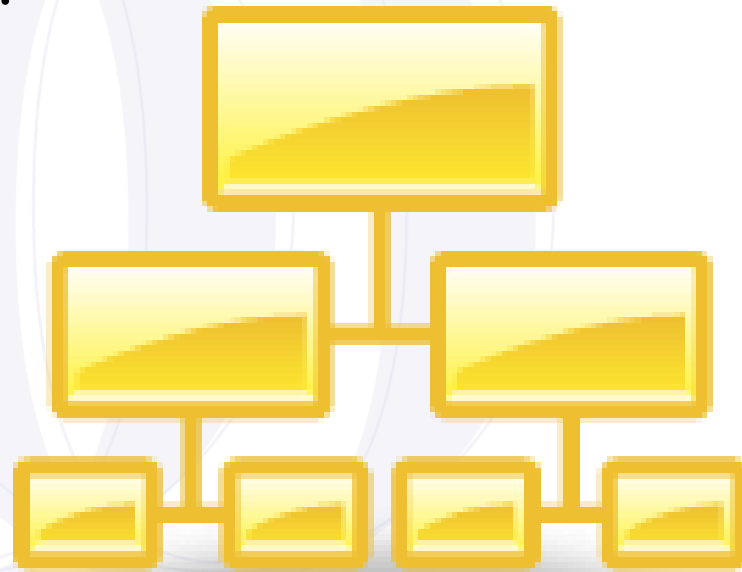


# 1. WORK SPECIALIZATION:

- The degree to which tasks in the organization are subdivided into separate jobs
- **Division of Labor**
  - Makes efficient use of employee skills
  - Increases employee skills through repetition
  - Less between-job downtime increases productivity
  - Specialized training is more efficient
  - Allows use of specialized equipment
- Can create greater economies and efficiencies – but not always...

## 2. DEPARTMENTALIZATION:

- The basis by which jobs are grouped together
- Grouping Activities by:
  - Function
  - Product
  - Geography
  - Process
  - Customer



### 3. CHAIN OF COMMAND:

- **Authority**
  - The rights inherent in a managerial position to give orders and to expect the orders to be obeyed
- **Chain of Command**
  - The unbroken line of authority that extends from the top of the organization to the lowest echelon and clarifies who reports to whom
- **Unity of Command**
  - A subordinate should have only one superior to whom he or she is directly responsible

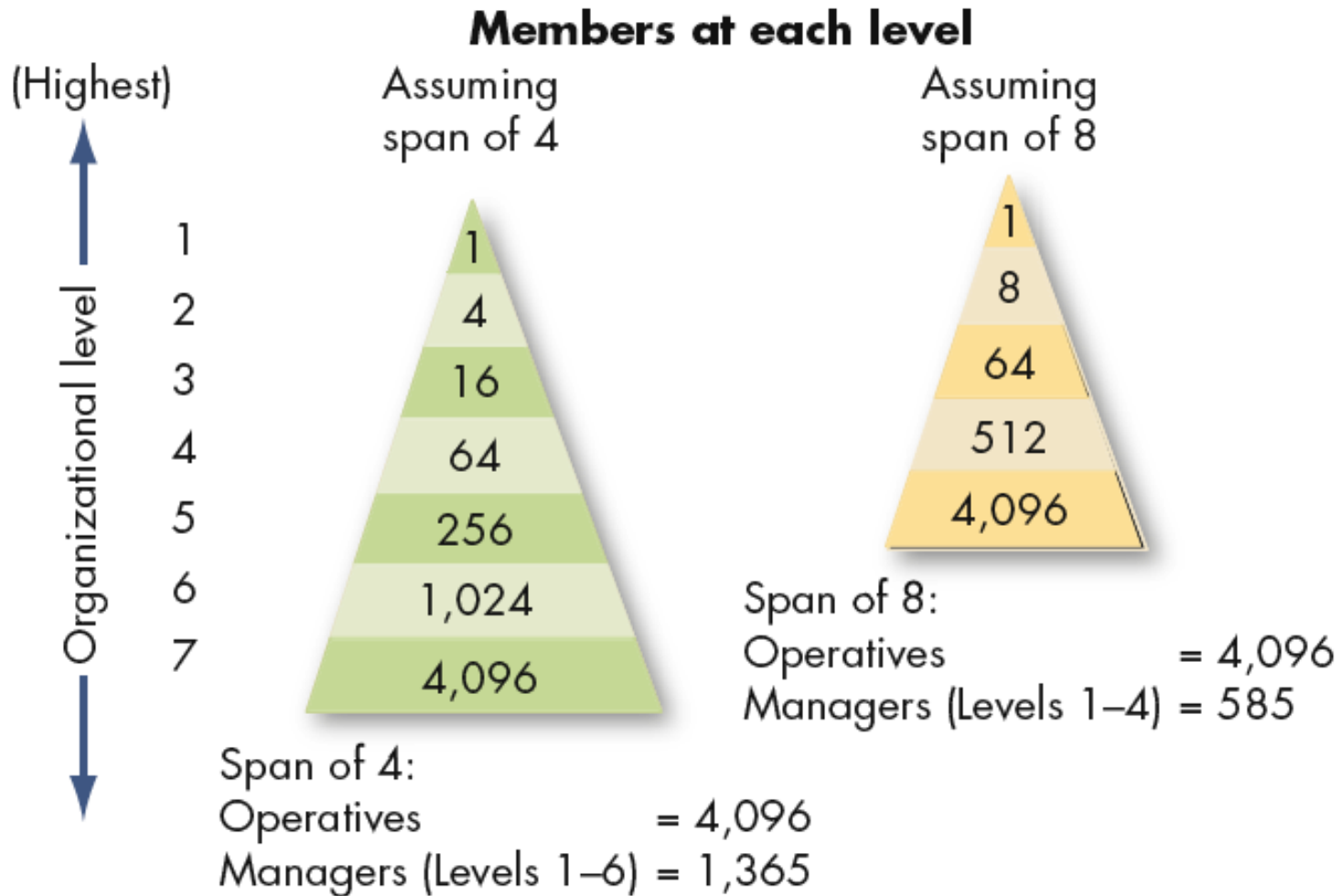
## 4. SPAN OF CONTROL:

The number of subordinates a manager can efficiently and effectively direct

- Wider spans of management increase organizational efficiency
- Narrow span drawbacks:
  - Expense of additional layers of management
  - Increased complexity of vertical communication
  - Encouragement of overly tight supervision and discouragement of employee autonomy



# CONTRASTING SPANS OF CONTROL



## 5. CENTRALIZATION & DECENTRALIZATION:

### ○ **Centralization**

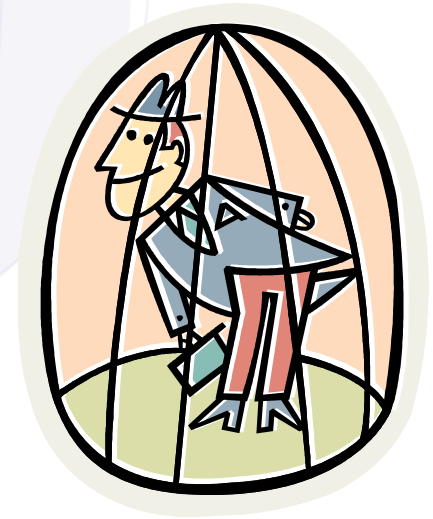
- The degree to which decision making is concentrated at a single point in the organization.

### ○ **Decentralization**

- The degree to which decision making is spread throughout the organization.

## 6. FORMALIZATION:

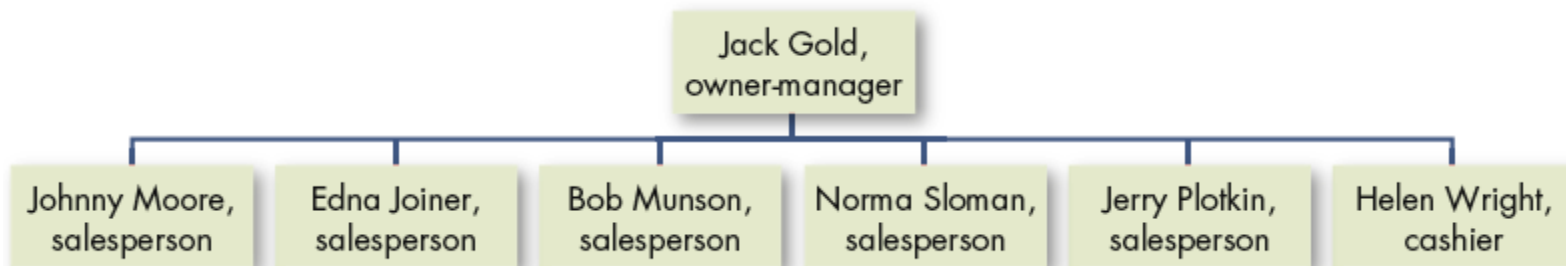
- The degree to which jobs within the organization are standardized.
  - High formalization
    - Minimum worker discretion in how to get the job done
    - Many rules and procedures to follow
  - Low formalization
    - Job behaviors are non-programmed
    - Employees have maximum discretion



# COMMON ORGANIZATION DESIGNS: SIMPLE STRUCTURE

## ○ Simple Structure

- A structure characterized by a low degree of departmentalization, wide spans of control, authority centralized in a single person, and little formalization



# COMMON ORGANIZATIONAL DESIGNS: BUREAUCRACY

## ○ Bureaucracy

- A structure of highly operating routine tasks achieved through specialization, very formalized rules and regulations, tasks that are grouped into functional departments, centralized authority, narrow spans of control, and decision making that follows the chain of command.



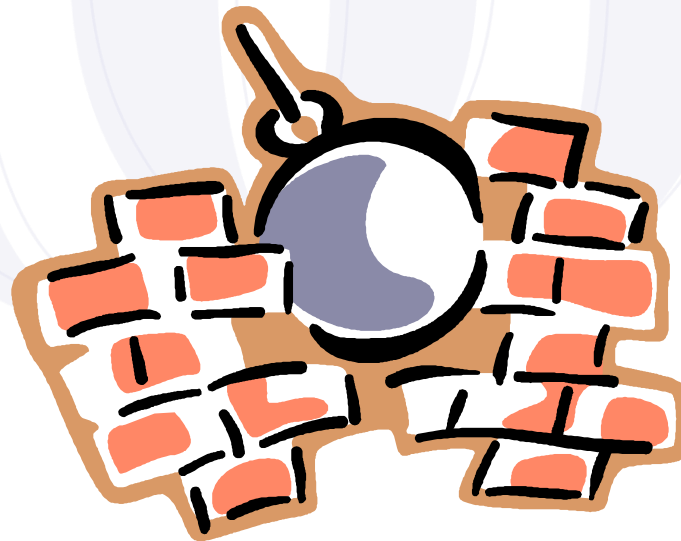
# NEW DESIGN OPTIONS: VIRTUAL ORGANIZATION

- A small, core organization that outsources its major business functions
- Highly centralized with little or no departmentalization
  - Provides maximum flexibility while concentrating on what the organization does best
  - Reduced control over key parts of the business



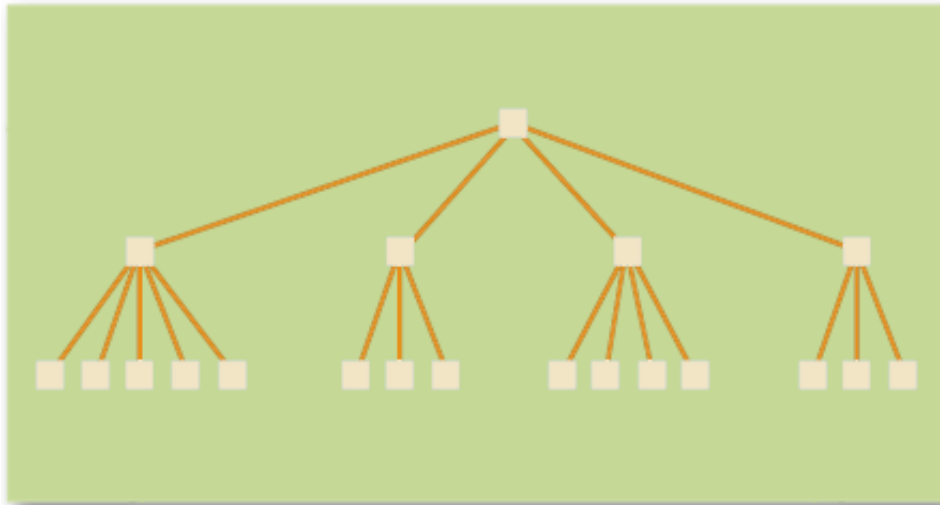
# NEW DESIGN OPTIONS: BOUNDARYLESS ORGANIZATION

- An organization that seeks to eliminate the chain of command, have limitless spans of control, and replace departments with empowered teams



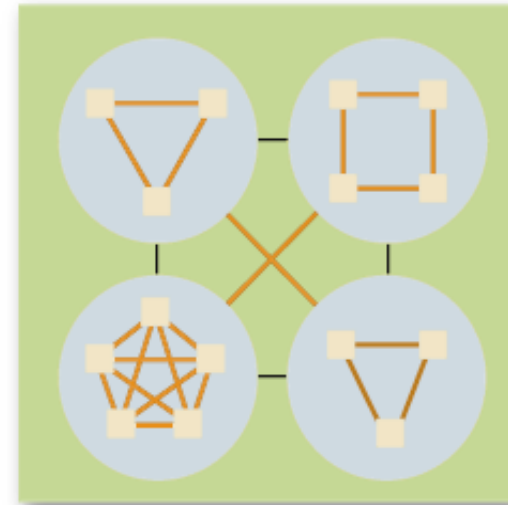
# TWO EXTREME MODELS OF ORGANIZATIONAL DESIGN:

**The mechanistic model**



- High specialization
- Rigid departmentalization
- Clear chain of command
- Narrow spans of control
- Centralization
- High formalization

**The organic model**



- Cross-functional teams
- Cross-hierarchical teams
- Free flow of information
- Wide spans of control
- Decentralization
- Low formalization

# FOUR REASONS STRUCTURES DIFFER:

## 1. Strategy:

### – Innovation Strategy

- A strategy that emphasizes the introduction of major new products and services
- Organic structure best

### – Cost-minimization Strategy

- A strategy that emphasizes tight cost controls, avoidance of unnecessary innovation or marketing expenses, and price cutting
- Mechanistic model best

### – Imitation Strategy

- A strategy that seeks to move into new products or new markets only after their viability has already been proven
- Mixture of the two types of structure

# WHY STRUCTURES DIFFER :

## 2. Organizational Size

- As organizations grow, they become more mechanistic, more specialized, with more rules and regulations

## 3. Technology

- How an organization transfers its inputs into outputs
  - The more routine the activities, the more mechanistic the structure with greater formalization
  - Custom activities need an organic structure

## 4. Environment

- Institutions or forces outside the organization that potentially affect the organization's performance
- Three key dimensions: capacity, volatility, and complexity .

