<table>
<thead>
<tr>
<th>NAMA KURSUS</th>
<th>GELAGAT ORGANISASI</th>
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<tr>
<td>KOD KURSUS</td>
<td>MGM 3113</td>
</tr>
<tr>
<td>JAM KREDIT</td>
<td>3 JAM (3+0)</td>
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<table>
<thead>
<tr>
<th>JAM</th>
<th>4 jam x 1 semester</th>
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<tr>
<td>PRASYARAT</td>
<td>MGM 2111/MGM 3101</td>
</tr>
<tr>
<td>PENSYARAH</td>
<td>Dahlia Zawawi (Dr)</td>
</tr>
</tbody>
</table>


**SINOPSIS** : Kursus ini membincangkan fenomena-fenomena tingkah laku serta isu-isu di peringkat individu, kumpulan dan sistem atau amalan dalam organisasi merangkumi isu-isu seperti personaliti, sikap, nilai, persepsi, pembelajaran dan motivasi; dinamik kumpulan, komunikasi, kepimpinan dan konflik; dan reka bentuk organisasi, reka bentuk kerja, budaya organisasi dan perubahan organisasi.
PEPERIKSAAN PERTENGAHAN SEMESTER (Ch 2-6 atau topik yang setara di dalam modul)
PEPERIKSAAN AKHIR (Ch. 7-14 atau topik yang setara di dalam modul)

PENILAIAN : Kerja Kursus 60%
Peperiksaan Pertengahan Tahun : 30%
Tugas : 30%
Peperiksaan akhir 40%

RUJUKAN UTAMA :
ASSIGNMENT 1: "WHAT ARE MY VALUES?"

This assignment gives you the chance to write about you. Look at the list and choose **FIVE** values that you think **best** describe who you "really" are. You can also choose any values that are not in the list but are relevant to you.

**Analyze.** Provide reasons how you come about to have those values that you chose through your past experiences or the teachings that you received from anyone.

Please do not censor your thoughts as you write them down. That kind of "caution" will only limit your learning and undermine a major purpose of the assignment.

**Instructions:**

Paper is 2-5 pages typed with standard 1” or 1.25” margins, 1.5 line spacing, 12-point Times New Roman font.

**Assessment:** 15 %

**Deadline:** Week 13

**Statement:**

"This class will adhere to zero tolerance for using someone else's work as your own."
ASSIGNMENT 2: “HOW DOES ORGANIZATION MOTIVATES THEIR EMPLOYEES?”

Main Task:

For this assignment, students are requested to choose ONE organization. Students are then required to identify and explain in detail about the selected organization’s methods used in motivating their employees and relate those methods to the relevant theories of motivation found in the text.

Instructions:

Paper is 2-5 pages typed with standard 1” or 1.25” margins, 1.5 line spacing, 12-point Times New Roman font.

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INTRODUCTION TO
THE FIELD OF
ORGANIZATIONAL
BEHAVIOR

CHAPTER ONE
ORGANIZATIONAL BEHAVIOR AND ORGANIZATIONS

• ORGANIZATIONAL BEHAVIOR
  • THE STUDY OF WHAT PEOPLE THINK, FEEL, AND DO IN AND AROUND ORGANIZATIONS

• ORGANIZATIONS
  • GROUPS OF PEOPLE WHO WORK INTERDEPENDENTLY TOWARD SOME PURPOSE
    • STRUCTURED PATTERNS OF INTERACTION
    • COORDINATED TASKS
    • HAVE COMMON OBJECTIVES (EVEN IF NOT FULLY AGREED)

John Lassiter
Chief Creative Officer of Pixar and Disney
CONTEMPORARY CHALLENGES FOR ORGANIZATIONS

INTRODUCTION TO THE FIELD OF ORGANIZATIONAL BEHAVIOR
GLOBALIZATION

• ECONOMIC, SOCIAL, AND CULTURAL CONNECTIVITY WITH PEOPLE IN OTHER PARTS OF THE WORLD

• HIGHER CONNECTIVITY (AND INTERDEPENDENCE) DUE TO BETTER INFORMATION TECHNOLOGY AND TRANSPORTATION SYSTEMS

• GLOBALIZATION HAS MANY EFFECTS ON ORGANIZATIONS, AS DISCUSSED THROUGHOUT THIS BOOK
  • E.G., LEADERSHIP, DIVERSITY, CONFLICT, ORG STRUCTURES
INCREASING WORKFORCE DIVERSITY

• SURFACE-LEVEL DIVERSITY
  • OBSERVABLE DEMOGRAPHIC OR PHYSIOLOGICAL DIFFERENCES IN PEOPLE (E.G. RACE, ETHNICITY, GENDER, AGE, PHYSICAL DISABILITIES)
  • INCREASING SURFACE-LEVEL DIVERSITY IN U.S. AND OTHER COUNTRIES
  • SHIFTING DEMOGRAPHICS OF AMERICANS

• DEEP-LEVEL DIVERSITY
  • DIFFERENCES IN THE PSYCHOLOGICAL CHARACTERISTICS OF EMPLOYEES (E.G. PERSONALITIES, BELIEFS, VALUES, AND ATTITUDES)
  • EXAMPLE: DIFFERENCES ACROSS AGE COHORTS (E.G. GEN-X, GEN-Y)

• IMPLICATIONS
  • LEVERAGING THE DIVERSITY ADVANTAGE
  • ALSO CHALLENGES OF DIVERSITY (E.G. TEAM DEVELOPMENT, CONFLICT)
  • ETHICAL IMPERATIVE OF DIVERSITY
EMPLOYMENT RELATIONSHIPS

• WORK HOURS
  • LESS SEPARATION FROM WORK
  • 24/7 WORK SCHEDULE
  • DUE MAINLY TO INFO TECHNOLOGY AND GLOBALIZATION
  • PUSH FOR MORE WORK-LIFE BALANCE
    • MINIMIZING CONFLICT BETWEEN WORK AND NONWORK DEMANDS

• VIRTUAL WORK
  • PERFORM JOBS AWAY FROM TRADITIONAL WORKPLACE (E.G. TELECOMMUTING)
  • SOME BENEFITS, BUT ALSO SUITED MORE TO SOME TYPES OF PEOPLE
MARS MODEL OF INDIVIDUAL BEHAVIOR

- Values
- Personality
- Perceptions
- Emotions
- Attitudes
- Stress

- Motivation
- Ability
- Role perceptions

Situational factors

Individual behavior and results
EMPLOYEE MOTIVATION

- INTERNAL FORCES THAT AFFECT A PERSON’S VOLUNTARY CHOICE OF BEHAVIOR
  - DIRECTION
  - INTENSITY
  - PERSISTENCE
EMPLOYEE ABILITY

• NATURAL APTITUDES AND LEARNED CAPABILITIES REQUIRED TO SUCCESSFULLY COMPLETE A TASK
• COMPETENCIES – PERSONAL CHARACTERISTICS THAT LEAD TO SUPERIOR PERFORMANCE
• PERSON – JOB MATCHING
  • SELECTING
  • DEVELOPING
  • REDESIGNING
EMPLOYEE ROLE PERCEPTIONS

• BELIEFS ABOUT WHAT BEHAVIOR IS REQUIRED TO ACHIEVE THE DESIRED RESULTS:
  • UNDERSTANDING WHAT TASKS TO PERFORM
  • UNDERSTANDING RELATIVE IMPORTANCE OF TASKS
  • UNDERSTANDING PREFERRED BEHAVIORS TO ACCOMPLISH TASKS
SITUATIONAL FACTORS

- ENVIRONMENTAL CONDITIONS BEYOND THE INDIVIDUAL’S SHORT-TERM CONTROL THAT CONSTRAIN OR FACILITATE BEHAVIOR
  - TIME
  - PEOPLE
  - BUDGET
  - WORK FACILITIES
DEFINING PERSONALITY

• RELATIVELY ENDURING PATTERN OF THOUGHTS, EMOTIONS, AND BEHAVIORS THAT CHARACTERIZE A PERSON, ALONG WITH THE PSYCHOLOGICAL PROCESSES BEHIND THOSE CHARACTERISTICS
  • BEHAVIOR PATTERNS REFLECT UNDERLYING STABLE TRAITS
  • SOME VARIABILITY, ADJUST TO SUIT THE SITUATION
BIG FIVE PERSONALITY DIMENSIONS (CANOE)

- Conscientiousness: Careful, dependable
- Agreeableness: Courteous, caring
- Neuroticism: Anxious, hostile
- Openness to Experience: Sensitive, flexible
- Extroversion: Outgoing, talkative
THE SOCIAL SELF

- PERSONAL IDENTITY -- DEFINING OURSELVES IN TERMS OF THINGS THAT MAKE US UNIQUE IN A SITUATION
- SOCIAL IDENTITY -- DEFINING OURSELVES IN TERMS OF GROUPS TO WHICH WE BELONG OR HAVE AN EMOTIONAL ATTACHMENT
- WE IDENTIFY WITH GROUPS THAT HAVE HIGH STATUS -- AIDS SELF-ENHANCEMENT

Contrasting Groups

- Employees at other firms
- People living in other countries
- Graduates of other schools

Cisco Systems Employee

Live in the United States

An individual’s social identity

University of Denver Graduate
VALUES IN THE WORKPLACE

INDIVIDUAL BEHAVIOR, PERSONALITY, AND VALUES
VALUES IN THE WORKPLACE

• STABLE, EVALUATIVE BELIEFS THAT GUIDE OUR PREFERENCES
• DEFINE RIGHT OR WRONG, GOOD OR BAD
• VALUE SYSTEM -- HIERARCHY OF VALUES

• ESPoused VS. ENACTED VALUES:
  • ESPoused -- THE VALUES WE SAY AND OFTEN THINK WE USE
  • ENACTED -- VALUES WE ACTUALLY RELY ON TO GUIDE OUR DECISIONS AND ACTIONS
SCHWARTZ’S VALUES MODEL

- Openness to change
- Self-direction
- Universalism
- Benevolence
- Conformity
- Tradition
- Security
- Power
- Achievement
- Hedonism
- Stimulation
- Self-enhancement
- Conservation

Self-transcendence
SCHWARTZ’S VALUES MODEL

- OPENNESS TO CHANGE -- EXTENT TO WHICH A PERSON IS MOTIVATED TO PURSUE INNOVATIVE WAYS
- CONSERVATION -- THE EXTENT TO WHICH A PERSON IS MOTIVATED TO PRESERVE THE STATUS QUO
- SELF-ENHANCEMENT -- HOW MUCH A PERSON IS MOTIVATED BY SELF-INTEREST
- SELF-TRANSCENDENCE -- THE MOTIVATION TO PROMOTE THE WELFARE OF OTHERS AND NATURE
INDIVIDUALISM

High Individualism
- U.S.
- Italy
- India
- Denmark
- Taiwan

Low Individualism

The degree that people value independence and personal uniqueness
The degree that people value their duty to groups to which they belong and to group harmony.

High Collectivism: Italy, Taiwan, India, Denmark, U.S.

Low Collectivism
POWER DISTANCE

High Power Distance
- Malaysia
- Venezuela
- Japan
- U.S.
- Denmark
- Israel

Low Power Distance

The degree that people accept an unequal distribution of power in society.
UNCERTAINTY AVOIDANCE

High U. A.
- Greece
- Japan
- Italy
- U.S.
- Singapore

Low U. A.

The degree that people tolerate ambiguity (low) or feel threatened by ambiguity and uncertainty (high uncertainty avoidance).
ACHIEVEMENT-NURTURING

Achievement

- Japan
- China
- U.S.
- France
- Chile
- Sweden

Nurturing

The degree that people value assertiveness, competitiveness, and materialism (achievement) versus relationships and well-being of others (nurturing)
### THREE ETHICAL PRINCIPLES

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Utilitarianism</td>
<td>Greatest good for the greatest number of people</td>
</tr>
<tr>
<td>Individual Rights</td>
<td>Fundamental entitlements in society</td>
</tr>
<tr>
<td>Distributive Justice</td>
<td>People who are similar should receive similar benefits</td>
</tr>
</tbody>
</table>
PERCEPTION DEFINED

THE PROCESS OF RECEIVING INFORMATION ABOUT AND MAKING SENSE OF THE WORLD AROUND US

• DECIDING WHICH INFORMATION TO NOTICE
• HOW TO CATEGORIZE THIS INFORMATION
• HOW TO INTERPRET INFORMATION WITHIN OUR EXISTING KNOWLEDGE FRAMEWORK
SELECTIVE ATTENTION

- CHARACTERISTICS OF THE OBJECT
  - SIZE, INTENSITY, MOTION, REPETITION, NOVELTY

- CHARACTERISTICS OF THE PERCEIVER
  - EMOTIONAL MARKER PROCESS
  - EXPECTATIONS
  - SELF-CONCEPT AND BELIEFS
STEREOTYPING

• ASSIGNING TRAITS TO PEOPLE BASED ON THEIR MEMBERSHIP IN A SOCIAL CATEGORY

• OCCURS BECAUSE:
  • CATEGORICAL THINKING
  • INNATE DRIVE TO UNDERSTAND AND ANTICIPATE OTHERS’ BEHAVIOR
  • ENHANCES OUR SELF-CONCEPT
ATTRIBUTION PROCESS

• INTERNAL ATTRIBUTION
  • PERCEPTION THAT PERSON’S BEHAVIOR IS DUE TO MOTIVATION/ABILITY RATHER THAN SITUATION OR FATE

• EXTERNAL ATTRIBUTION
  • PERCEPTION THAT BEHAVIOR IS DUE TO SITUATION OR FATE RATHER THAN THE PERSON
RULES OF ATTRIBUTION

Internal Attribution
- Frequently
- Consistency
- Seldom

External Attribution
- Frequently
- Distinctiveness
- Seldom

- Seldom
- Consensus
- Frequently
ATTRIBUTION ERRORS

• FUNDAMENTAL ATTRIBUTION ERROR
  • ATTRIBUTING OWN ACTIONS TO EXTERNAL FACTORS AND OTHER’S ACTIONS TO INTERNAL FACTORS

• SELF-SERVING BIAS
  • ATTRIBUTING OUR SUCCESSES TO INTERNAL FACTORS AND OUR FAILURES TO EXTERNAL FACTORS
SELF-FULFILLING PROPHECY CYCLE

Supervisor forms expectations

Expectations affect supervisor’s behavior

Supervisor’s behavior affects employee

Employee’s behavior matches expectations
OTHER PERCEPTUAL ERRORS

• HALO EFFECT
  • ONE TRAIT FORMS A GENERAL IMPRESSION

• PRIMACY EFFECT
  • FIRST IMPRESSIONS

• RECENCY EFFECT
  • MOST RECENT INFORMATION DOMINATES PERCEPTIONS

• FALSE-CONSENSUS EFFECT
  • OVERESTIMATE THE EXTENT TO WHICH OTHERS HAVE BELIEFS AND CHARACTERISTICS SIMILAR TO OUR OWN
DEFINITION OF LEARNING

A RELATIVELY PERMANENT CHANGE IN BEHAVIOR (OR BEHAVIOR TENDENCY) THAT OCCURS AS A RESULT OF A PERSON’S INTERACTION WITH THE ENVIRONMENT
EXPLICIT VS. TACIT KNOWLEDGE

• EXPLICIT KNOWLEDGE
  • KNOWLEDGE THAT IS ARTICULATED THROUGH LANGUAGE, SUCH AS DOCUMENTS

• TACIT KNOWLEDGE
  • KNOWLEDGE ACQUIRED THROUGH OBSERVATION AND DIRECT EXPERIENCE
BEHAVIOR MODIFICATION

• WE “OPERATE” ON THE ENVIRONMENT
  • ALTER BEHAVIOR TO MAXIMIZE POSITIVE AND MINIMIZE ADVERSE CONSEQUENCES

• LEARNING IS VIEWED AS COMPLETELY DEPENDENT ON THE ENVIRONMENT

• HUMAN THOUGHTS ARE VIEWED AS UNIMPORTANT
CONTINGENCIES OF REINFORCEMENT

<table>
<thead>
<tr>
<th>Behavior increases/ maintained</th>
<th>Consequence is introduced</th>
<th>No consequence</th>
<th>Consequence is removed</th>
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<tr>
<td>Positive reinforcement</td>
<td>Extinction</td>
<td>Punishment</td>
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</table>

<table>
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<tr>
<th>Behavior decreases</th>
<th>Consequence is removed</th>
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</thead>
<tbody>
<tr>
<td>Punishment</td>
<td>Extinction</td>
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</table>
WORKPLACE EMOTIONS, ATTITUDES, AND STRESS
CHAPTER FOUR
EMOTIONS DEFINED

• PSYCHOLOGICAL, BEHAVIORAL, AND PHYSIOLOGICAL EPISODES EXPERIENCED TOWARD AN OBJECT, PERSON, OR EVENT THAT CREATE A STATE OF READINESS.

• MOST EMOTIONS OCCUR WITHOUT OUR AWARENESS

Courtesy of CXtec
ATTITUDES VERSUS EMOTIONS

Attitudes
- Judgments about an attitude object
- Based mainly on rational logic
- Usually stable for days or longer

Emotions
- Experiences related to an attitude object
- Based on innate and learned responses to environment
- Usually experienced for seconds or less
EMOTIONS, ATTITUDES AND BEHAVIOR

Perceived Environment

Beliefs
Feelings
Behavioral Intentions

Attitude

Cognitive process

Behavior

Emotional Episodes

Emotional process
COGNITIVE DISSONANCE

• A STATE OF ANXIETY THAT OCCURS WHEN AN INDIVIDUAL’S BELIEFS, FEELINGS AND BEHAVIORS ARE INCONSISTENT WITH ONE ANOTHER

• MOST COMMON WHEN BEHAVIOR IS:
  • KNOWN TO OTHERS
  • DONE VOLUNTARILY
  • CAN’T BE UNDONE
EMOTIONAL LABOR AND EMOTIONAL INTELLIGENCE

WORKPLACE EMOTIONS, ATTITUDES, AND STRESS
EMOTIONAL LABOR

• EFFORT, PLANNING AND CONTROL NEEDED TO EXPRESS ORGANIZATIONALLY DESIRED EMOTIONS DURING INTERPERSONAL TRANSACTIONS.

• EMOTIONAL LABOR HIGHER WHEN JOB REQUIRES:
  • FREQUENT AND LONG DURATION DISPLAY OF EMOTIONS
  • DISPLAYING A VARIETY OF EMOTIONS
  • DISPLAYING MORE INTENSE EMOTIONS
EMOTIONAL LABOR ACROSS CULTURES

• DISPLAYING OR HIDING EMOTIONS VARIES ACROSS CULTURES
  • MINIMAL EMOTIONAL EXPRESSION AND MONOTONIC VOICE IN KOREA, JAPAN, AUSTRIA
  • ENCOURAGE EMOTIONAL EXPRESSION IN KUWAIT, EGYPT, SPAIN, RUSSIA
EMOTIONAL INTELLIGENCE DEFINED

ABILITY TO PERCEIVE AND EXPRESS EMOTION,
ASSIMILATE EMOTION IN THOUGHT,
UNDERSTAND AND REASON WITH EMOTION,
AND REGULATE EMOTION IN ONESELF AND
OTHERS
<table>
<thead>
<tr>
<th>Highest</th>
<th>Relationship Management</th>
<th>Managing other people’s emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Awareness</td>
<td>Understanding and sensitivity to the feelings, thoughts, and situation of others</td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td>Controlling or redirecting our internal states, impulses, and resources</td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>Self-awareness</td>
<td>Understanding your own emotions, strengths, weaknesses, values, and motives</td>
</tr>
</tbody>
</table>
EMOTIONAL INTELLIGENCE COMPETENCIES

- Self-awareness
- Social awareness
- Self-management
- Relationship management

- Recognition of emotions
- Regulation of emotions
INDIVIDUAL DIFFERENCES IN STRESS

- DIFFERENT THRESHOLD LEVELS OF RESISTANCE TO STRESSOR
- USE DIFFERENT STRESS COPING STRATEGIES
- RESILIENCE TO STRESS
  - DUE TO PERSONALITY AND COPING STRATEGIES
- WORKAHOLISM
  - HIGHLY INVOLVED IN WORK
  - INNER PRESSURE TO WORK
  - LOW ENJOYMENT OF WORK

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MANAGING WORK-RELATED STRESS

• REMOVE THE STRESSOR
  • MINIMIZE/REMOVE STRESSORS
• WITHDRAW FROM THE STRESSOR
  • VACATION, REST BREAKS
• CHANGE STRESS PERCEPTIONS
  • POSITIVE SELF-CONCEPT, HUMOR
• CONTROL STRESS CONSEQUENCES
  • HEALTHY LIFESTYLE, FITNESS, WELLNESS
• RECEIVE SOCIAL SUPPORT
EMPLOYEE MOTIVATION: FOUNDATIONS AND PRACTICES

CHAPTER FIVE
MOTIVATION DEFINED

• THE FORCES WITHIN A PERSON THAT AFFECT THE DIRECTION, INTENSITY, AND PERSISTENCE OF VOLUNTARY BEHAVIOR

• EXERTING PARTICULAR EFFORT LEVEL (INTENSITY), FOR A CERTAIN AMOUNT OF TIME (PERSISTENCE), TOWARD A PARTICULAR GOAL (DIRECTION).
MASLOW’S NEEDS HIERARCHY THEORY

- Physiological
- Safety
- Belongingness
- Esteem
- Self-actualization
LEARNED NEEDS THEORY

• DRIVES ARE INNATE (UNIVERSAL)

• NEEDS ARE AMPLIFIED OR SUPPRESSED THROUGH SELF-CONCEPT, SOCIAL NORMS, AND PAST EXPERIENCE

• THEREFORE, NEEDS CAN BE “LEARNED” (I.E. STRENGTHENED OR WEAKENED THROUGH TRAINING)
THREE LEARNED NEEDS

• NEED FOR ACHIEVEMENT
  • VALUES COMPETITION AGAINST A STANDARD OF EXCELLENCE;
  • WANT REASONABLY CHALLENGING GOALS

• NEED FOR AFFILIATION
  • DESIRE TO SEEK APPROVAL, CONFORM TO OTHERS WISHES
  • AVOID CONFLICTS

• NEED FOR POWER
  • DESIRE TO CONTROL ONE’S ENVIRONMENT
  • PERSONALIZED VERSUS SOCIALIZED POWER
FOUR-DRIVE THEORY

| Drive to Acquire | • Drive to take/keep objects and experiences  
|                 | • Basis of hierarchy and status |
| Drive to Bond   | • Drive to form relationships and social commitments  
|                 | • Basis of social identity |
| Drive to Learn  | • Drive to satisfy curiosity and resolve conflicting information |
| Drive to Defend | • Need to protect ourselves  
|                 | • Reactive (not proactive) drive  
|                 | • Basis of fight or flight |
EXPECTANCY THEORY OF MOTIVATION

E-to-P Expectancy

P-to-O Expectancy

Outcomes & Valences

Effort → Performance

Outcome 1
+ or -

Outcome 2
+ or -

Outcome 3
+ or -
CHARACTERISTICS OF EFFECTIVE FEEDBACK

Specific
Credible
Sufficiently frequent
Effective Feedback
Relevant
Timely
ORGANIZATIONAL JUSTICE

EMPLOYEE MOTIVATION:
FOUNDATIONS AND PRACTICES
ELEMENTS OF EQUITY THEORY

• OUTCOME/INPUT RATIO
  • INPUTS -- WHAT EMPLOYEE CONTRIBUTES (E.G., SKILL)
  • OUTCOMES -- WHAT EMPLOYEE RECEIVES (E.G., PAY)

• COMPARISON OTHER
  • PERSON/PEOPLE AGAINST WHOM WE COMPARE OUR RATIO
  • NOT EASILY IDENTIFIABLE

• EQUITY EVALUATION
  • COMPARE OUTCOME/INPUT RATIO WITH THE COMPARISON OTHER
## CORRECTING INEQUITY FEELINGS

<table>
<thead>
<tr>
<th>Actions to correct inequity</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce our inputs</td>
<td>Less organizational citizenship</td>
</tr>
<tr>
<td>Increase our outcomes</td>
<td>Ask for pay increase</td>
</tr>
<tr>
<td>Increase other’s inputs</td>
<td>Ask coworker to work harder</td>
</tr>
<tr>
<td>Reduce other’s outputs</td>
<td>Ask boss to stop giving other preferred treatment</td>
</tr>
<tr>
<td>Change our perceptions</td>
<td>Start thinking that other’s perks aren’t really so valuable</td>
</tr>
<tr>
<td>Change comparison other</td>
<td>Compare self to someone closer to your situation</td>
</tr>
<tr>
<td>Leave the field</td>
<td>Quit job</td>
</tr>
</tbody>
</table>
JOB DESIGN AND EMPOWERMENT

EMPLOYEE MOTIVATION:
FOUNDATIONS AND PRACTICES
JOB DESIGN

• ASSIGNING TASKS TO A JOB, INCLUDING THE INTERDEPENDENCY OF THOSE TASKS WITH OTHER JOBS

• ORGANIZATION'S GOAL -- TO CREATE JOBS THAT ALLOW WORK TO BE PERFORMED EFFICIENTLY YET EMPLOYEES ARE MOTIVATED AND ENGAGED
JOB SPECIALIZATION

• DIVIDING WORK INTO SEPARATE JOBS THAT INCLUDE A SUBSET OF THE TASKS REQUIRED TO COMPLETE THE PRODUCT OR SERVICE

• SCIENTIFIC MANAGEMENT
  • ADVOCATES JOB SPECIALIZATION
  • ALSO EMPHASIZED PERSON-JOB MATCHING, TRAINING, GOAL SETTING, WORK INCENTIVES
JOB CHARACTERISTICS MODEL

Core Job Characteristics
- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback from job

Critical Psychological States
- Meaningfulness
- Responsibility
- Knowledge of results

Outcomes
- Work motivation
- Growth satisfaction
- General satisfaction
- Work effectiveness

Individual differences
JOB ENRICHMENT

GIVEN MORE RESPONSIBILITY FOR SCHEDULING, COORDINATING, AND PLANNING ONE’S OWN WORK

1. CLUSTERING TASKS INTO NATURAL GROUPS
   • STITCHING HIGHLY INTERDEPENDENT TASKS INTO ONE JOB
   • E.G., VIDEO JOURNALIST, ASSEMBLING ENTIRE PRODUCT

2. ESTABLISHING CLIENT RELATIONSHIPS
   • DIRECTLY RESPONSIBLE FOR SPECIFIC CLIENTS
   • COMMUNICATE DIRECTLY WITH THOSE CLIENTS
DECISION MAKING AND CREATIVITY

CHAPTER SIX
DECISION MAKING DEFINED

DECISION MAKING IS A CONSCIOUS PROCESS OF MAKING CHOICES AMONG ONE OR MORE ALTERNATIVES WITH THE INTENTION OF MOVING TOWARD SOME DESIRED STATE OF AFFAIRS.
RATIONAL CHOICE DECISION PROCESS

• IDENTIFY PROBLEM/OPPORTUNITY
  • PROBLEM IS A GAP BETWEEN WHAT IS AND WHAT OUGHT TO BE

• CHOOSE DECISION PROCESS
  • META-DECISION -- E.G. PROGRAMMED?, INVOLVE OTHERS?

• DEVELOP (AND IDENTIFY) ALTERNATIVES
  • SEARCH, THEN BUILD

• CHOOSE BEST ALTERNATIVE
  • ALTERNATIVE THAT MAXIMIZES PAYOFF

• IMPLEMENT CHOICE

• EVALUATE CHOICE
PROBLEM IDENTIFICATION PROCESS

- PROBLEMS AND OPPORTUNITIES ARE NOT ANNOUNCED OR PRE-DEFINED
  - NEED TO INTERPRET AMBIGUOUS INFORMATION
- PROBLEM IDENTIFICATION USES BOTH LOGICAL ANALYSIS AND UNCONSCIOUS EMOTIONAL REACTION DURING PERCEPTUAL PROCESS
  - NEED TO PAY ATTENTION TO BOTH LOGIC AND EMOTIONAL REACTION IN PROBLEM IDENTIFICATION
EMOTIONS AND MAKING CHOICES

- Emotional marker process forms preferences before we consciously think about choices.
- Moods and emotions influence the decision process:
  - Affects vigilance, risk aversion, etc.
- We ‘listen in’ on our emotions and use that information to make our choices.
ESCALATION OF COMMITMENT

• THE TENDENCY TO REPEAT AN APPARENTLY BAD DECISION OR ALLOCATE MORE RESOURCES TO A FAILING COURSE OF ACTION

• FOUR MAIN CAUSES OF ESCALATION:
  • SELF-JUSTIFICATION
  • PROSPECT THEORY EFFECT
  • PERCEPTUAL BLINDERS
  • CLOSING COSTS