

OB Basics

Organization: A group of people working for an objective desired by society
OB has 3 goals: Prediction, explanation (analysis of behaviour), management ("the art of getting things done in organizations through others"); to create a positive work environment that contributes to employee wellness and thus productivity

PsyCap:

- Hope: preserving towards one's goals (willpower); charting a course towards a goal (waypower); to develop: develop well-defined goals
- Self-Efficacy: confidence to take on and put in effort for challenging tasks; to develop: celebrate achievements, using role models and mentors
- Resilience: ability to recover from setbacks
- Optimism: internal attributions about positive events, external attributions about negative events; knowing your ability and what's outside of your control; "leniency for the past, appreciation for the present, and opportunity seeking for the future"; to develop: use positive affirmations, internal locus of control

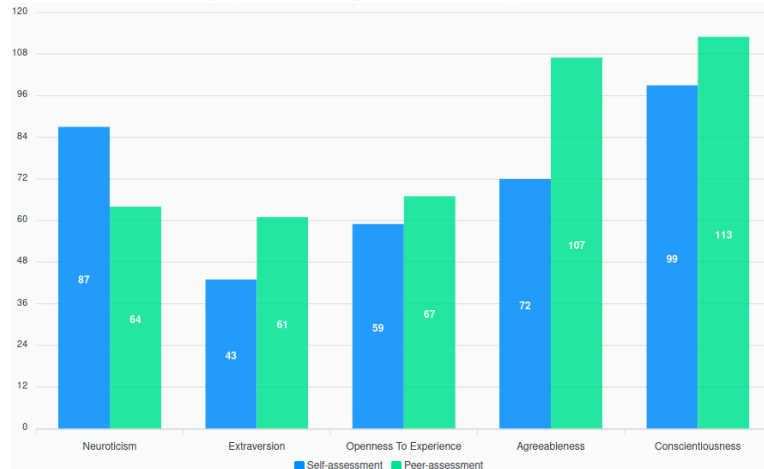
Personality

Personality: Tendency towards thinking (approach to perception/info processing), behaving (approach to interaction) and feeling (approach to interpreting/reacting) in consistent ways; a **stable** and complex trait; behaviour is the observable component of it

OCEAN Model:

- Openness: imagination, feelings, ideas; high scoring→curious, adventurous; low scoring→practical and routine, consistent; dimensions: imagination, artistic interests, emotionality, adventurousness, intellect, liberalism
- Conscientiousness: competence, self-discipline, thoughtfulness and goal-drivenness; high scoring→responsible and dependable; low scoring→impulsive, careless, disorganized; dimensions: self-efficacy, orderliness, dutifulness, achievement-striving, self-discipline and cautiousness
- Extroversion: social, assertiveness, and emotional expression; high scoring→outgoing, adventurous; low scoring→quiet, reserved, shy; dimensions: friendliness, gregariousness (liking company), assertiveness, activity level, excitement-seeking, cheerfulness
- Agreeableness: cooperativeness and trustworthiness; high scoring→more helpful and cooperative, even at their own detriment; low scoring→suspicious and critical of others; dimensions: trust, morality, altruism, cooperation, modesty, sympathy
- Neuroticism: opposite of emotional stability; high scoring→prone to negative emotions, feels more intense emotions, could be more empathetic; low scoring→calm, emotionally stable, even-tempered, secure; dimensions: anxiety, anger, depression, self-consciousness, immoderation, vulnerability

Limitation: factors are highly correlated, e.g. openness and agreeableness



Attribution: The Person-Situation Debate: 3 approaches:

1. Dispositional: focus on individual dispositions and personality; personality is the most important determinant
2. Situational: focus on reward and punishment; the situation or external factors cause a person to act in a certain way
3. Interactionist: considers both: in "weak" situations with loosely defined roles/rules, personality is stronger; in "strong" situations with strong reward and punishment, situation is stronger; implies some personality traits are more desirable in certain situations, so "fit" is the most important

Self-Awareness

Self-Awareness: Understanding of our strengths, weaknesses, and limitations, of how we gather and process information, of how we handle ambiguous and stressful situations, and of how we are perceived by and interact with others

Developing Self-Awareness helps with: developing interpersonal skills, managing yourself via goal-setting, accepting your tendencies of behaving/thinking/feeling, initiating, building and maintaining relationships; improving performance

Locus of Control: internal→you think you have control (focus on actions, free will), external→you feel passive (focus on fate, other powerful people)

Self-Esteem: How favourably you view yourself, an aspect of neuroticism; lower self esteem leads to more susceptibility to external influences (behavioral plasticity); people with low self-esteem may react badly to negative feedback

Affectivity: Positive→viewing things in a positive light; negative→viewing things in a negative light; emotions relate to this

Interpersonal Skills:

- Social skills: Interpersonal competence; ability to understand what the other person expects by putting yourself in their position
- Self-monitoring: Incorporating information about others' expectations in one's subsequent behaviour; "reading the room" and reacting accordingly
- Self-control: Staying focused on others' expectations; limiting yourself and delaying gratification

Learning

Learning: Any process through which practice or exercise at one time can alter an individual's behavior at another time

Classical Conditioning: Pavlov's dog; associating outcomes and events

Operant Learning: Learning a connection between behaviours and consequences; learning to operate on the environment to achieve them

- Positive reinforcement: addition of a desirable stimulus to reinforce positive behaviour; e.g. "employee of the month" for recognition; *issue: when positive reinforcement stops, the behaviour is likely to stop as well (extinction)*
- Negative reinforcement: removal of an undesirable stimulus to reinforce positive behaviour; e.g. parents stop nagging when a child behaves
- Extinction: removal of a reinforcer to discourage negative behaviour; e.g. behaviour stops when reward stops; stopping compliments when work quality decreases
- Punishment: addition of an undesirable stimulus to discourage negative behaviour; *issue: doesn't demonstrate what should be done instead, provokes a strong emotional reaction, and only works temporarily*

Social Cognitive Theory: Attentional process (paying attention to how someone else is doing it)→retention process→production process (carrying it out yourself)→reinforcement process (checking against a model)

SCT gives choice, autonomy and independence; builds self-efficacy

Self-Regulation: Collect self-observational data→observe models→set goals→rehearse→reinforce oneself→compare to goals

Perception and Attribution

Perception: How we understand other people and situations; involves the perceiver (we have biases built up through experience and emotions), situation (context matters) and target (ambiguous targets are susceptible to interpretation)

Biases in Perception: Primacy and recency effects, reliance on central traits, projection/similar-to-me effect, leniency, harshness, central tendency, halo effect (positive perception in one area influences another area), implicit personality theories, stereotyping

Perceptual Defence: Certain offensive, threatening or unpleasant are ignored in perception

Stereotypes: our tendency to generalize about people in a social category and ignore variations among them; a type of implicit personality theory (people's implicit theories about which characteristics go together)

Social Identity Theory: Our identity consists of personal identity (our unique characteristics, e.g. interests) and social identity (the social groups that we belong to, e.g. gender); we perceive ourselves and others as embodying the most typical attributes of a category ("prototypes") and perceive others based on their membership in social categories

Attribution: How we assign causes or motives to explain people's behaviour; is the behaviour caused by dispositional (internal) or situational (external) factors?

- Consistency across situations points towards dispositional factors
- Consensus of others points towards situational factors
- Distinctiveness of the situation points towards situational factors

Biases in Attribution:

- Fundamental attribution error: overemphasizing dispositional explanations; overestimating personality factors and underestimating situational factors; failure to observe distinction
- Actor-observer effect: looking at someone's behaviour and making an attribution that's different from what we would associate with if we were in the situation ourselves; e.g. when we're late, we attribute it to situational factors, but when other people are late we think they are lazy; *actors are prone to attribute their own behaviour to situational factors while observers are more likely to invoke dispositional causes*
- Self-serving bias: how we explain our own behaviour differently; reflects intentional or natural self-promotion, and underestimates situational factors
- Selective perception: we only select certain things to pay attention to when making attributions

Increasing personal interaction and identifying stereotypes helps with biases.

Diversity & Discrimination

Discrimination: a distinction, exclusion or preference based on a prohibited ground, as set out by law; intentional discrimination is direct, involving unequal treatment and direct prejudiced actions (*disparate treatment*); unintentional discrimination is indirect, constructive or systemic and unintentional, embedded in policies and neutral actions (*disparate impact*)

Types of Discrimination: Discriminatory policies or practices, sexual harassment, intimidation (explicit threats, bullying etc), mockery and insults, exclusion, incivility (disrespectful treatment: aggression, interrupting, ignoring)

Intentional Discrimination

- **Disparate treatment**
- Direct discrimination
- differential or unequal treatment
- Prejudiced actions
- Can be indirect (3rd party)
- Can be by association

Unintentional Discrimination

- **Disparate impact**
- *Indirect, constructive, or systemic discrimination*
- embedded in policies with adverse impact on specific groups
- Neutral Actions

Bona fide occupational requirement (BFOR): a requirement for a job that is necessary; classifying a characteristic as a BFOR allows you to discriminate based on that characteristic legally

Reasonable accommodation: Adjustments of the workplace has to be made to reasonably accommodate an employee, except undue hardship (financial costs make it impossible, can't rely on outside funding, creates health and safety issues)

Values

Values: Things that are considered good/bad to a person/organization; values inform our biases and actions, and factor into motivation, but they are general so they don't predict specific behaviour very well; e.g. achievement, power, autonomy, conformity, tradition, and social welfare

Culture: Consists of traditional ideas and values; patterned ways of thinking, feeling, and reacting; cultural differences lead to differences in values, including work centrality (do you live to work or work to live?)

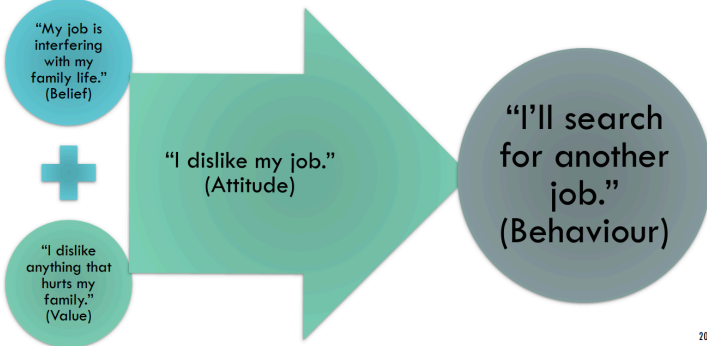
Hofstede's Dimensions of Culture:

1. Power distance: level of unequal distribution of power; less power distance in a more equal society
2. Individualism vs. Collectivism: individualistic societies stress independence and individual initiative; collective cultures favour interdependence and loyalty
3. Masculinity vs. Femininity: masculine cultures support defined gender roles and stress the dominance of a gender; feminine cultures accept fluid and open gender roles and gender equality
4. Uncertainty avoidance: level of comfort with uncertain and ambiguous situations; cultures with more rules have higher uncertainty avoidance
5. Time orientation: long-term time orientation emphasizes persistence and the future, e.g. long-term well-being, education; can effect economics as well, e.g. investment in infrastructure
6. Indulgence: how much people control their desires and impulses; indulgent cultures encourage doing things for pleasure, joy and mutual satisfaction and have lower levels of control for behaviours

Organizations need to tailor management practices to the home culture's concerns; globalization has brought management practices from other parts of the world, but different cultures view work differently (work centrality)

Attitudes

Attitude: A fairly stable evaluative tendency to respond consistently to something; influenced by values, beliefs, and behaviour, built through events



Job Satisfaction

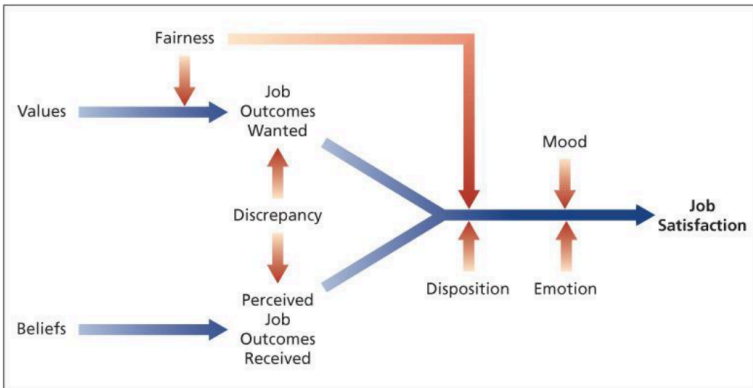
Job Satisfaction Facets: A collection of attitudes that workers have about their jobs, including: the work itself, compensation, career opportunities, supervisors and coworkers, policies, and working conditions; overall job satisfaction is an average of these 6 attitudes

Job Satisfaction Determinants:

- Discrepancies: What we think we deserve vs. what we actually get; comparing our own inputs to our own outputs
- Fairness: Comparing your input/outputs to others' inputs/outputs
 - Distributive fairness/equity theory: equivalent inputs should result in equivalent outcomes
 - Procedural fairness: fairness in the process used, e.g. hiring process
 - Interactional fairness: when people feel that they have received respectful and informative communication about an outcome; are people treated with politeness, dignity and respect?
- Dispositions: People are predisposed to be more or less satisfied due to their personality
 - Extraversion, conscientiousness, self-esteem, internal locus of control, optimism and proactivity are positively correlated with satisfaction; neuroticism is negatively correlated
- Moods & Emotions: Affects, including moods (less intense, long-term) & emotions (intense, short-term) influence satisfaction and performance
 - Emotional contagion: the tendency for affects to spread
 - Emotional labour: when employees must display a set of emotions, often exaggerating positive and suppressing negative emotions

Types of Commitment:

- Affective Commitment: when you stay because you *want to*, e.g. you like the work, the people, or the pay
- Continuance Commitment: when you stay because you *have to*, e.g. if you need the money, the benefits, or the visa
- Normative Commitment: when you stay because you feel *obliged*, e.g. "if I leave, this project won't be successful"



$$i\hbar \frac{\partial}{\partial t} \Psi(x, t) = \left[-\frac{\hbar^2}{2m} \frac{\partial^2}{\partial x^2} + V(x, t) \right] \Psi(x, t).$$

Grounds Prohibited in Every Jurisdiction

All Canadian jurisdictions prohibit discrimination on the grounds of disability, sex, race, colour, ethnic origin, age, creed or religion, marital status, family status,* sexual orientation, gender identity, gender expression, and genetic characteristics.

Additional Prohibited Grounds of Discrimination, by Jurisdiction

| | Record of Offence | Ancestry | Income Source / Public Assistance | Political Opinion/ Belief | Social Disadvantage/ Condition | Citizenship/ Nationality | Other |
|---------------------------|-------------------|----------|--------------------------------------|---------------------------|--------------------------------|--------------------------|--|
| Federal | • | | | | | | |
| Alberta | | • | • | | | | |
| British Columbia | • | • | | • | | | |
| Manitoba | | • | • | • | • | • | |
| New Brunswick | | • | • | • | • | | |
| Newfoundland and Labrador | | | | • | • | • | Disfigurement |
| Northwest Territories | | • | (in definition of social conditions) | • | • | | |
| Nova Scotia | | | • | • | | | Irrational fear of contracting an illness or disease |
| Nunavut | • | • | • | | | • | |
| Ontario | • | • | | | | • | |
| Prince Edward Island | • | • | • | • | | | |
| Quebec | | | | • | • | | Language, civil status |
| Saskatchewan | | | (receipt of public assistance) | | | • | |
| Yukon | • | • | • | • | | | Linguistic origin |

As a person with a disability

- Tell your employer or union what your disability-related needs are as they relate to your job duties.
- Provide supporting information about your disability-related needs, including medical or other expert opinions where necessary.
- Participate in exploring possible accommodation solutions.

As an employer or union

- Accept requests for accommodation from employees in good faith.
- Request only information that is required to provide the accommodation. For example, you need to know that an employee's loss of vision prevents them from using printed material, but you do not need to know they have diabetes.
- Take an active role in examining accommodation solutions that meet individual needs.
- Deal with accommodation requests as quickly as possible, even if it means creating a temporary solution while a long-term one is developed.
- Maximize confidentiality for the person seeking accommodation and be respectful of his or her dignity.
- Cover the costs of accommodations, including any necessary medical or other expert opinion or documentation.

Practical Content

Effective Feedback: should be goal-referenced, tangible and transparent, actionable, user-friendly (digestible), timely (not when everything is done and not in the heat of the moment), ongoing (provided at multiple points in the process), and consistent; align yourself with the receiver and establish that you're working towards the same goal

Goal Setting: Helps you focus on the long term; SMART goals:

- Specific: specific and detailed; should also be difficult (should grow and motivate you)
- Measurable: quantifiable and trackable; how do I know if I attained it?
- Attainable: is it realistic?
- Relevant: does it align with my interests and objectives?
- Time-based: is there a clear deadline? (otherwise you'd procrastinate)

Subgoals: Help you reaffirm your direction and progress; provides short term feedback, reward, and reassurance of progress, and enables identification of further obstacles