Affective Events Theory

(Weiss & Cropanzano, 1996)

How emotions and moods affect job performance & satisfaction. The theory proposes that affective work behaviors are explained by employee mood and emotions, while cognitive-based behaviors are the best predictors of job satisfaction.

Affective Events Theory: 1) Focuses on the structure, causes and consequences of affective experiences at work, 2) Directs attention away from features of the environment & towards events as proximal causes of affective reactions, 3) Adds time as an important parameter when examining affect & satisfaction, 4) Considers the structure of affective reactions
Attraction-Selection-Attrition

(Schneider, 1987)

The outcome of three interrelated dynamic processes (attraction-selection-attrition) determines the kinds of people in an organization, which consequently defines the nature of the organization, its structures, processes, and culture (Schneider et al., 1995): Attraction and Attrition (Individual) while selection (organization); ASA does not deny situations, rather proposes that differences between organizations in the ways those situational attributes manifest themselves are attributable to the personality attributes of the people those organizations attract, select, and retain.
Cognitive Dissonance

(Festinger, 1957)

The general goal is to reduce inconsistency among beliefs, and one way to accomplish this is by changing one's beliefs. However, this occurs only in the presence of conditions that could lead to the attribution of one's behavior to folly: free choice to engage in a behavior with foreseeable negative consequences. There is a tendency for individuals to seek consistency among their cognitions (i.e., beliefs, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance. In the case of a discrepancy between attitudes and behavior, it is most likely that the attitude will change to accommodate the behavior.
Dispositional Approach to OB

(Davis-Blake & Pfeffer, 1989)

Studying stable characteristics of individuals (e.g. affective disposition, Staw et al., 1986);
Suggestions (Davis-blake & Pfeffer, 1989): 1. measures of dispositions should be conceptually &
empirically distinct from measures of the effects of dispositions, 2. dispositional research should
be based on theoretical models that include dispositional & non-dispositional causes (e.g.
attributes of the individual & job, of the work itself, of social networks of the individual), 3. It
should address the question of the relative importance of dispositional & organizational effects
on individual reactions in organizations
Discrepancy Theory

(Locke, 1969, 1976, 1984)

The process of satisfaction results from the distance between two perceptions concerning aspects of the job which an individual values; This evaluation depends on the individual's own needs, values, beliefs, expectations, aspirations and desires.
Expectancy Valence Theory

(Vroom, 1964)

It hinges on the three concepts: expectancy, instrumentality and valence i.e. it predicts that employees will be motivated when they believe that i) putting more effort will yield better job performance (expectancy); ii) better job performance will lead to higher organizational rewards (instrumentality); and iii) these predicted organizational rewards are valued or desired by the employee in question (valence).
Equity Theory

(Adams, 1965)

People’s valuation of fairness in exchanges in which comparisons are made between: Personal outcomes/Personal input versus Reference Group Outcomes/Reference Group Inputs; Revised equity theory Distinguished between actual equity & psychological equity
Fundamental Attribution Error

(Ross, 1977)

Attribution to the person. It certainly illustrates several interesting things about cognitive biases, like the fact that people tend to consider their own behavior in a different light than the behavior of others. It also illustrates the brain's genuine desire to comprehend a situation and the behavior which occurred in that situation in a logical way. The fundamental attribution error can also lead to other cognitive biases.
Fairness in Social Exchanges

(Homans, 1961)

The greater the rewards, the greater the costs
Goal-setting Theory

(Locke, 1968; Locke & Latham, 1990; Steers & Porter 1974)

People will be motivated if the goal is specific and clear (as opposed to vague goals like “Try harder”) and if the goal is realistic & hard/challenging. To motivate then, goals must consider to what degree the following exists: clarity, challenge, commitment, feedback and task complexity. Locke and Latham (1990) subsequently proposed a formal theory of goal setting. Earley and Erez (1991) later added a time dimension to this topic by examining the role of cognitive processing on motivation, while Crown and Rosse (1995) examined the role of group goals, in addition to individual goals, on performance.
Garbage Can Model

(Cohen et al., 1972)

One can view a choice opportunity as a garbage can into which various kinds of problems and solutions are dumped by participants as they are generated. The mix of garbage in a single can depends on the mix of cans available, on the labels attached to the alternative cans, on what garbage is currently being produced, and on the speed with which garbage is collected and removed from the scene; Assumptions (organized anarchy): (a) Problematic preferences (no clear coherent set of preferences for a. the organization), b. Unclear technology (or the absence of systematic learning leading to operation by trial and error), c. Fluid participation - involvement varies from one time to another resulting in high rate of change among decision-makers unclear and changing boundaries of the organization.
Factors that lead to satisfaction are very different from factors that lead to dissatisfaction; Advocates industrial engineering approach to job design, opposite from Taylor; Five factors of job satisfaction: 1) achievement, 2) recognition, 3) attraction to work, 4) responsibility, 5) advancement; Factors that lead to job dissatisfaction: 1) company policy and administration, 2) supervision, 3) salary, 4) interpersonal relations, 5) working conditions
Special interests groups will be more effective in achieving the interests of their members when their motives for seeking special advantage for their members are effectively veiled behind explanations that invoke more virtuous motives (that the external dynamics of issue cycles in the political world can deflect many regulatory and legal demands for accountability that could check conflicts of interest before they spiral out of control)
Ethical decision making (recognizing moral issue, making moral judgment, making moral intent, and exhibiting ethical behavior) is affected by moral intensity, that is the extent of issue-related moral imperative in a situation.
Job Enrichment Theory

(Herzberg, 1966; Hackman & Oldham, 1980; Lawler, 1982)

Based on Needs Theory, to increase job satisfaction and employee motivation, work tasks should be designed to meet the needs of the individual.
LMX=Leadership-Member Exchange  
(Graen & Uhl-Bien, 1995)

LMX Theory Building: Stage 1: discovery of differentiated dyads; Stage 2: LMX outcomes (investigation of characteristics of LMX relationships and their org implications); Stage 3: Description of dyadic partnership building; Stage 4: Aggregation of differentiated dyadic relationships to group and network levels.
Motivated Reasoning

(Kunda, 1990)

(1) The motivation to be accurate enhances use of those beliefs & strategies that are considered most appropriate, (2) The motivation to arrive at particular conclusions enhances use of those that are considered most likely to yield the desired conclusion.
Multiple allocation norms

(Leventhal, 1976)

A fair outcome resulted whenever an allocation norm benefited the achievement of key goals
Moral Seduction Theory

(Moore, 2002)

Ethical lapses are more likely to occur gradually, as the result of the process of escalation, than they are to occur rapidly (the internal dynamics of “moral seduction” within professions encourage complacency among practitioners, as illustrated by the common assertion, “We aren’t doing anything wrong.”)
Needs Theory of Motivation

(Maslow, 1954; Steel & Konig, 2006; Winter, 1996)

Maslow (1954) establishes a hierarchy of needs, which, in rising order constitute physiological needs, safety needs, love/belonging needs, esteem needs and self-actualization needs. Steel & Konig (2006) tell us that “needs represent an internal energy force that directs behavior toward actions that permit the satisfaction and release of the need itself (i.e., satiation). Winter (1996) tell us that there are three fundamental needs: the need for achievement, the need for affiliation and the need for power.
Person-situation Fit

(Chatman, 1989)

The congruence between the norms & values of organizations & the values of persons will predict organizational outcomes such as changes in values of the organization or individual, extra-role behaviors and tenure.
Person-Situation Interactionist Model of Ethical Decision Making

(Trevino, 1986)

Ethical behavior of an individual in organizations depends on his or her level of Cognitive Moral Development (CMD), the relationship of which is contingent upon individual (e.g. locus of control) and situational factors (e.g. immediate job context)
Leadership as attributional (follower view); A systematic bias could arise because the explanation of complex phenomena may end up depending just as much on the characteristics of the phenomena as it does on the characteristics of the observer (An interesting observation they make is that succession of leaders after poor performance rarely leads to improved performance, and yet people continue to attribute success or failure to leaders and therefore to engage in firing and hiring new leaders. The authors state that perhaps a romanticized view of leadership is an unavoidable part of our social reality)
Regulatory Focus Theory

(Higgins, 1997)

People differ in regulatory focus (self-regulation based on strong ideals and strong oughts): 1. Promotion (Aspirations & accomplishments), 2. Prevention (responsibilities/safety); The theory of self-regulatory focus begins by assuming that the hedonic principle (based on pleasure and pain) should operate differently when serving fundamentally different needs, such as the distinct survival needs of nurturance (e.g., nourishment) and security (e.g., protection)
Relative Deprivation

(Stouffer et al., 1949)

Different perceptions of unfairness, based on varying standards held by different groups/classes (relative attribution)
Social Information Processing Theory

(Salancik & Pfeffer, 1977, 1978)

Individuals' attitudes are not a function of deep-seated needs but a product of how people socially construct (interpret) the world around them.
Social Cognitive Theory

(Bandura, 1977, 1986)

Social cognitive theory provides a framework for understanding, predicting, and changing human behavior. The theory identifies human behavior as an interaction of personal factors, behavior, and the environment.
Self-efficacy is the belief in one's effectiveness in performing specific tasks. People's perception of their ability to plan and take action to reach a particular goal. "People who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply foretell it."
Sensemaking emphasizes that people try to make things rationally accountable to themselves and others; Decision Making is about strategic rationality, sensemaking is about contextual rationality. “How can I know what I think, until I see what I say”
People often learn vicariously by observing others' behavior and its consequences: (1) People can learn through observation (a live model, a verbal instructional model, a symbolic model), (2) Mental states are important to learning (Intrinsic Reinforcement: a form of internal reward, such as pride, satisfaction, and a sense of accomplishment), (3) Learning does not necessarily lead to a change in behavior (The Modeling Process: Attention, Retention, Reproduction, and Motivation)
(1) Similarity in attitudes is a major source of attraction between individuals, (2) A variety of physical, social, and status traits can be used as the basis for interfering similarity in attitudes, beliefs, and personality, (3) Consequences of high interpersonal attraction result in low turnover through high social integration and desire to maintain group affiliation
Status Expectancy/Expectation
States Theory

(e.g. Ridgeway & Smith-Lovin, 1999)

Perceived differences in the amounts of respect, influence, and prominence a group member enjoys - based not on his or her actual expertise, but on his or her ascriptive attributes - can affect individual and group functioning.
(1) Power and prestige orders in task groups are driven by the "performance expectations" that individuals hold for one another, expectations about one's own & other group members' ability to contribute to accomplishing group tasks, (2) Performance expectations in task groups are informed by the "status" or social meaning that individuals assign to the various personal characteristics of group members, (3) Through socialization in a broader culture (society, industry, profession, organization), individuals learn to associate different personal characteristics with task competence or ability.
Social Interdependence Theory

(Deutsch, 1949)

People's beliefs about how their goals are related determine the way in which these people interact, which in turn affects their performance.
Structural Adaptation Theory

(Johnson et al., 2006)

Depending on the previous structure adopted, the change in structure requires differential effort. Certain forms of structural movement are easier for some groups than others (movement that flows from functional, centralized, and cooperative systems to divisional, decentralized, and competitive systems is more natural than changes that flow in the opposite direction).
System Justification Theory

(Jost & Banaji, 1994)

Process by which existing social arrangements are legitimized, even at the expense of personal and group interest; Emphasizes the unconscious enactment of bias resulting in sustained inequality rather than the explicit and purposeful, self-interested actions of those in power over subordinated groups; also raises issue of complicity of subordinated to system due to inferiority internalization (Jost et al., 2004)
Stereotype Content Model

(Cuddy et al., 2009, Fiske, 2002)

1. Mixed stereotype hypothesis (many out-groups are viewed as competent but not warmth, or not competent but warm); 2. Perceived social status positively led to perceived competence (high status leading to high competence), while perceived competition negatively led to perceived warmth (high competition leads to low warmth) – Fiske (2002)
Social Identity Theory


Social identity acquires meaning through comparison with other groups when status differences between groups are salient. Basic assumption: (1) Self-enhancement: People have a need for & are therefore motivated to achieve & maintain a favorable self-image, (2) In-Group favorability, (3) Group identification (perceptual cognitive construct): Members' identification with their group is strong to the extent that they perceive their own capacity to succeed in any given setting as dependent on how well other group members are doing involves an emotional investment.
Name

Authors

Description