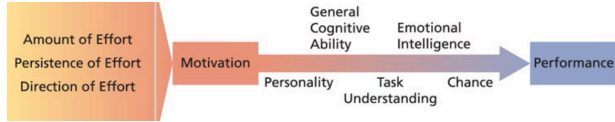


Motivation

Motivation: Extent to which persistent effort is directed at a goal; **intrinsic** or **extrinsic**.
Performance: Extent to which a member contributes to org. goals.



EI/EQ: Ability to perceive, use, understand and manage your and others emotions.

Maslow: physiological → safety → belongingness → self-esteem → self-actualization; we seek out basic needs first.

Alderfer: existence (physiological, safety) → relatedness (belonging, self-esteem) → growth (self-esteem and self-actualization). *Lower levels of needs are more extrinsic in nature; higher are intrinsic.*

Expectancy Theory: Motivation based on expectation of outcome; **effort-performance**, **performance-reward** and **reward-personal goals** relationships. **Force:** effort towards a level 1 outcome; **expectancy:** likelihood of achieving the outcome; **valence:** impact/value of the outcome; **instrumentality:** likelihood of leading to a level 2 outcome; **outcome:** ultimately achieving your goals.

Equity Theory: People are more motivated when they perceive equity; they try to maintain an equitable exchange relationship.

Goal Setting Theory: Using Specific, Measurable, Attainable, Relevant, Time-based goals. Provide support, e.g. knowledge/training, feedback; **distal** goals are long term, **proximal** goals are short term; subgoals are **performance (prove or avoid)** or **learning-based**.

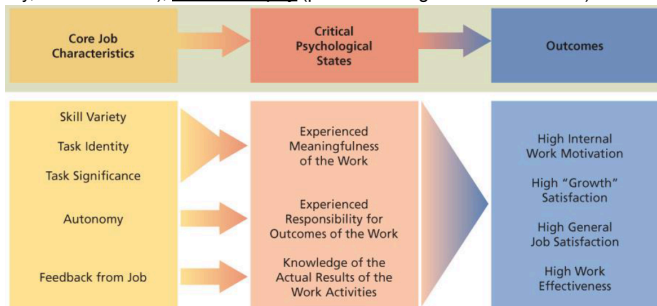
Motivation at Work

Wage Incentives: Important but often capped in motivation. Problems include lowered quality, differential opportunity (unfairness), reducing cooperation, incompatible job design (job/incentive mismatch), and restriction of productivity.

Job Design: Using stretch assignments (challenges), job rotation (changing roles), job enrichment (giving more value to the job, e.g. more task diversity), job enlargement (more tasks but without variety, can be problematic due to exhaustion/burnout). **Job scope** is the breadth (number of activities) and depth (degree of control).

Merit Pay Plan: Link pay to performance, seniority, responsibilities; suffers from ambiguity in the relationship between performance evaluation and actual performance, lack of visibility.

Other Techniques: **Profit sharing**, **employee stock ownership** (often used on CEOs), **gainsharing** (based on productivity/performance improvements the team can control, e.g. efficiency, cost reduction), **skill-based pay** (paid according to number of skills).



Cognitive Ergonomics: Designing to reduce mental demand of tasks. Minimizing distractions; fewer errors/accidents through reducing manual processes or memorization.

Alternative Schedules: Promote work-life balance; **flex-time**, **split shifts** (working at different times), **compressed workweek**, **job and work sharing**, **working from home**.

Management by Objectives: Company objective is cascaded to employee goals; employees are monitored and evaluated and rewarded for performance. Include goal setting, check-in and appraisal meetings. Could fail with lack of commitment, too much focus on numbers, goals are too short-term, or performance reviews used as punishment.

Groups and Teams

Group: People interacting independently to achieve a common goal; can be formal (organization established) or informal (natural), with **interdependence** between members.

Group Development Process: Forming (coming together), storming (establishing our identity in the group), norming (solidifying identities and roles, e.g. who we are, what we want to do and contribute), performing (doing the task), adjourning (reflection).

Group Size: Less satisfaction in larger groups (harder to identify with success and accomplishments, more shallow relationships).

Types of Tasks: More people directly increases performance in **additive tasks** (perf. = sum of individual perf., e.g. tug of war), somewhat increases performance in **disjunctive tasks** (perf. = perf. of best individual, e.g. research team), and decreases performance in **conjunctive tasks** (perf. = perf. of worst individual, e.g. relay race).

Group Diversity: Makes communication and cohesion harder, takes longer to develop, but just as effective once developed. May do better on creative tasks due to new perspectives.

Norms: Often unconscious expectations of behaviours created over time, e.g. dress norms, reward norms (e.g. equity, equality, reciprocity, social responsibility), performance norms.

Roles: Positions with "packages" of expectations, assigned or emergent. **Role ambiguity** arises with unclear expectations, **role conflict** arises when expectations are incompatible (either within a role or between roles). Types include **task** (initiating, clarifying, summarizing, consensus), **maintenance** (encouraging, harmonizing, expressing feelings, gatekeeping, compromising, standards setting and testing), or **hindering** (dominating, withdrawing, degrading, uncooperative, side conversations), which arises from role conflict and ambiguity.

Cohesiveness: Sense of belonging of members, how much they like being in the group. Higher in more intensive experiences, smaller groups, with friends, in face of threat or competition, having initiation or success. Leads to more participation, conformity, success, and less variation in productivity. Can be overall more productive (accepting org. norms) or less productive (collectively rejecting org. norms).

Social Loafing: When members put in less effort than they're capable of. **Free riders** lower their effort at the expense of others; **sucker effect** makes people lower their effort as they think others are freeriding. Counter by using smaller groups to keep performance visible, using intrinsic motivation, making members feel indispensable, increasing performance feedback, and rewarding group performance.

Cross-Functional Teams: Bring together people with different expertise. To be effective: **composition** (having all relevant specialties), **superordinate goals** (only achievable via collaboration), **physical proximity**, **autonomy**, **laying down rules and procedures**, **leadership**.
High-Performing Teams: 1. Share a common purpose, 2. Effective use of individual talents and expertise, 3. Balance roles, share tasks, 4. Exert energy towards problem solving, 5. Accept differences in opinion, 6. Encourage risk-taking, creativity, 7. High performance standards, 8. Identify source of both professional and personal growth.

Virtual Teams: Offers around-the-clock work, reduced travel, access to larger talent pool; but hard to develop trust, high tech costs, more miscommunication, isolation and harder to manage. To establish norms, develop trust and effective communication; establish clear roles and codes of conduct to make sure people don't vanish.

Decision Making and Problem Solving

Problems: A gap between existing and desired state; can be **well-structured** (clear existing and desired states, familiar problems with standard procedures) or **ill-structured** (unclear existing and desired states, unique problems with a lack of standard procedure).

Rational Decision Making Process: 1. Identify problem, 2. Search for relevant info, 3. Develop alternative solutions, 4. Evaluate alternative solutions, 5. Choose best solution, 6. Implement solution, 7. Monitor and evaluate solution.

Perfect Rationality: Completely informed, perfectly logical and gain-oriented decision making. Based on the **economic person** who is able to gather information without cost, perfectly logical, and only decides based on economic gain, never emotions, etc. **Maximizers** use this approach, spend more energy and are less happy with outcomes.

Bounded Rationality: Relying on limited information and what's in front of you, reflecting time and other constraints. Affected by biases, moods and emotions, etc. **Satisficers** use this approach, accepting the "good enough", using less effort and happier with outcomes.

Stage	Perfect Rationality	Bounded Rationality
Problem Identification	Easy, accurate perception of gaps that constitute problems	Perceptual defence; jump to solutions; attention to symptoms rather than problems; mood affects memory
Information Search	Free; fast; right amount obtained	Slow; costly; reliance on flawed memory; obtain too little or too much
Development of Alternative Solutions	Can conceive of all	Not all known
Evaluation of Alternative Solutions	Ultimate value of each known; probability of each known; only criterion is economic gain	Potential ignorance of or miscalculation of values and probabilities; criteria include political factors; affected by mood
Solution Choice	Maximizes	Satisfies
Solution Implementation	Considered in evaluation of alternatives	May be difficult owing to reliance on others
Solution Evaluation	Objective, according to previous steps	May involve justification, escalation to recover sunk costs, faulty hindsight

Solution Evaluation Problems: **Justification** (overconfidence in your decisions, defending them when they're bad), **sunk cost** (justifying a decision by saying it's not worth it to go back), **hindsight** (acting like you knew all along, taking credit for successes, denying responsibility for failures), **moods and emotions** (ignoring positives or negatives).

Escalation of Commitment: Putting in more resources as if you can recoup sunk costs. Caused by norm for consistent behaviour, trying to not appear wasteful, moods/emotions, and framing. To avoid: reframe the problem (saving rather than spending), separate initial and subsequent decision making, emphasis on decisions and not outcomes.

Other Biases: **Overconfidence**, **confirmation bias**, **recency effect**, **law of small numbers** (overestimating the reliability of small samples), **anchoring**, **hindsight**.

Group Decision Making

Group Decision Making Advantages: Higher quality, more vigilant (more idea diversity, better idea evaluation), decision acceptance and commitment (decisions are more acceptable to those involved), diffusion of responsibility (no one singled out if decision fails). Ill-defined problems are easier but can make well-defined problems harder. Advantages only apply if members differ in skill (but not to the point of conflict), division of labour can occur, memory for facts is important, and individual decisions are easily combined.

Group Decision Making Disadvantages: More time taken, conflicts, domination of a few members can undermine benefits, **groupthink**.

Groupthink: When group pressure damages performance due to everyone simply agreeing. Symptoms: sense of superiority and invulnerability, self-censorship, stereotyping of other groups, overconfidence, rationalization, unanimity, mindguards (information filters). To overcome: train effective leaders (focus on decision making processes, don't pressure outcomes, reward dissent, bring in outside experts), using controversy, brainstorming with anonymity, nominal group (generate ideas separately and then share separately) and Delphi (anonymous idea contributions, revised based on feedback) techniques.

Change

Org. Change: Influenced by internal and external sources, planned or unplanned; can change structure, people, processes, or technology. 3-step process of **unfreezing** (recognizing need for change, planning change), **changing** (implementation) and **refreezing** (accepting and evaluating new changes). Issues can include **diagnosis**, **resistance** and **evaluation and institutionalization** (maintaining change)

Resistance: Highest when change is perceived as either unnecessary or unattainable.
Sources of Individual Resistance: Economic insecurity, fear of the unknown (risk), threats to social relationships, habits (people have always done this a certain way).

Sources of Org. Resistance: Structural (hierarchy) and work group (peer pressure, collective resistance) inertia, threats to existing power balance, previously failed change.

Overcoming Resistance: Gain leadership support (get higher ups onboard first), identify and neutralize resistors, communicate the need for change, involve employees, and create a learning organization.

Kotter's 8 Steps: 1. Establish urgency, 2. Form a guiding coalition with diverse sources of power, 3. 4. 5. Creating, communicating and empowering others to act on a vision, 6. Creating short-term wins, 7. Building and improving on the change (implement gradually), 8. Institutionalizing new approaches.

Organizational Learning: Acquiring, developing, and transferring knowledge within the org.
Learning Organizations: Continuous knowledge acquisition and development, with 4 critical dimensions: **vision/support** (alignment of values), **culture**, **learning systems/dynamics** (resources for people to learn, e.g. workshops), **knowledge management/infrastructure**

(ways to build developmental programs into the organization). Techniques include team building, survey feedback, total quality management (continuous improvement in products and services), and re-engineering (radical redesign of organizational processes).

Negotiation

Negotiations: distributive (zero-sum) or integrative (positive sum).

Types of Outcomes: Perfect outcome, BATNA (best alternative option if you walk away from the negotiation), WATNA (worst alternative option).

Definitions: In order: anchor point (where you start the offer), aspiration point (optimistic goal), target point (realistic goal), reservation/resistance point (lowest acceptable offer).

Zone of Potential Agreement (ZOPA) lies between the reservation points of two parties.

Strategies: Find the opponent's resistance point and settle near it. Prove your value to make them shift their resistance point. Convince them that the offer is the best possible. Use your BATNA as leverage. Leverage power through information, position (legitimate power), relationship-based and contextual (situation and environment) sources.

Tactics: Low/highballing (offering significantly lower/higher than standard), bogey (playing up a different factor to distract from your true desire), the nibble (small concessions, moving the offer by a little bit), intimidation/aggression, snowballing (overwhelming with information).

Responding to Tactics: Ignore, discuss, respond in-kind, or befriend.

Conflict

Types of Conflict: Relationship (interpersonal, e.g. personality clashes), task (different understanding of the task, e.g. goals, technical matters), process (different understanding of how the task is done, e.g. responsibility, authority).

Causes of Conflict: Group identification/intergroup bias (people represent their groups), interdependence (reliance creates power imbalance), ambiguity, differences in power, status, culture, resource scarcity (power jockeying, getting into positions by any means).

Conflict can be good if it promotes necessary change as it makes us consider new ideas.

But it is only good up to a certain point. Relationship conflicts are especially bad.

Conflict Resolution (Thomas-Kilmann Index): Two dimensions: assertiveness (concern for your needs) and cooperativeness (concern for others' needs).



- **Avoiding:** Short term stress reduction but doesn't address issues in the long term. Good for trivial issues or when people get too heated.

- **Accommodating:** Cooperating and not asserting your own interests. Good when you're wrong, or if the issue is more important to the other party or for building goodwill.

- **Competing:** Asserting your own interests at the cost of others. Good when you have a lot of power, in distributive negotiations, and when there are no long-term consequences.

- **Compromising:** Finding the middle ground; nobody gets what they truly want. Not useful for power asymmetry. Good with scarcity-based conflicts and as a fallback option.

- **Collaborating:** Finding creative solutions that benefit both parties. Hard to develop but most effective. Good when conflict is not intense and parties can help each other.

Stress

Stress: Fight-or-flight response to some motivation. The stressor triggers the stress response, which results in distress (psychological, physiological, behavioural, and organizational consequences), e.g. sweat, nail biting, fear, anxiety, nervousness.

Personality Effects: External locus of control, negative affectivity, and Type A behavioural patterns (aggressiveness, ambitiousness, competitiveness, hostility, impatience, sense of urgency) increase stress.

Common Stressors: Executive/managerial: role overload, heavy responsibility.

Operative-level: poor working conditions, job design. Boundary roles: working with people.

Job Demands-Resources Model: Demands are features of a job that require sustained effort, e.g. workload, time pressure, role ambiguity/conflict; high demand leads to burnout.

Resources are functional features that reduce demands and help achieve goals and growth, coming from the organization, social relations, work organization or the task itself (e.g. pay, supervisor support, role clarity, performance feedback).

Reducing Stress: Reducing physical work/demands, training and mentoring, better treatment, more control of the work, better work-life balance, etc.

Power

Power: Capacity to influence others who are in a state of dependence; bases:

- **Legitimate:** Derived from formal position within a hierarchy in an organization. We are socialized to accept its influence. Results in compliance.

- **Reward:** Derived from ability to provide positive/prevent negative outcomes. Largely about influencing and encouraging desired behaviour. Not as effective. Results in compliance.

- **Coercive:** Derived from use of threat and punishment. Not effective. Results in resistance.

- **Referent:** Derived from being well liked by others, by choice. Friendly interpersonal relations cause influence to go beyond the org. Most effective, results in commitment.

- **Expert:** Derived from having special knowledge, by choice. Results in commitment.

Acquiring Power: By getting into positions, doing certain activities and developing relationships. Effective activities are extraordinary (unusual activities, e.g. risk-taking, innovation), visible (others need to know it), and relevant (others need to care). Establishing good relationships with key outsiders, subordinates, peers, and superiors.

Need for Power (n Pow): How much you want to be in control. Associated with internal locus of control. When responsible and controlled, negative properties are not observed.

Institutional Managers: High n Pow, using power to achieve organizational goals, using a participative leadership style and unconcerned with how they're perceived.

Political Behaviour

Political Behaviour: Consciously abusing power to further your own goals. Using means that might not be sanctioned by the org. to achieve ends that might not align with org. Goals.

Political Skill: Ability to understand others and use it to further your objectives. Consists of social astuteness (being able to "read" others), interpersonal influence (being able to persuade others, not to pressure but make them feel at ease), apparent sincerity (coming across as genuine more than you actually are), and networking ability.

Means of Influence: Positive: Assertiveness, ingratiation, rationality, exchange, upward appeal, coalition, consultation, inspirational/personal appeals, legitimizing tactics. Negative:

Scapegoating, controlling information access, stalling, intimidation, stealing credit, deceit, bribery, over-conforming.

Ethics

Ethical Conflicts: Disagreements due to differences in philosophy (i.e. what is right).

Institutional Conflicts: Disagreements due to differences in policy (i.e. what is legal).

Ethical Managerial Behaviour: Consists of ethical behavior, social responsibility, environmental stewardship, fair employment practices.

Common Causes of Unethical Behaviour: Personal gain, role conflict, strong org. Identification, competition, personality, and org./industry culture.

Effect of Personality: Cynical, external locus of control, high n Pow, high economic values → unethical behaviour. Being morally engaged and attentive → ethical behaviour.

Common Ethical Dilemmas: Honest communication, fair treatment, fair competition, special consideration (e.g. favours), responsibility to org., social responsibility, legal matters.

Ethical Frameworks: Virtue ethics: focused on character (prudence, temperance, courage and justice); your character pushes you to behave ethically. Deontology/duty ethics: The intent is what matters, if you follow the process, actions are ethical regardless of consequences. Utilitarianism: Maximizing benefit for the maximum number of people, intent/process doesn't matter. Human rights: Everyone should have rights to life, liberty, and dignity, which supersedes everything else. Care ethics: Rooted in developing empathy and relationships.

Ethical guidelines: Identify stakeholders, costs and benefits present and future, consider the moral expectations, the nature of the dilemma, and discuss with stakeholders.

Leadership

Leadership: Motivating people, directing their commitment towards a goal. Leaders create vision, managers implement the vision and uphold status quo. Leaders are passionate.

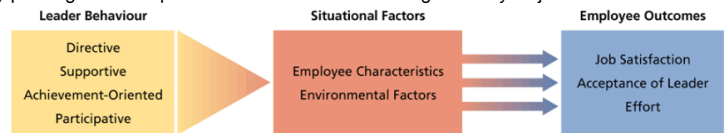
Trait Theories: Those who become good leaders have traits that set them apart, e.g. intelligence, drive, confidence, dominance, motivation, emotional stability, honesty and integrity, need for achievement, sociability. Extraversion, conscientiousness and narcissism are predictors. Difficult to determine whether traits make leader or leadership makes traits.

Transactional Leadership: Reward-based behaviour. If followers do well, reward them; if they don't, make them know. Use it to build the relationship, then transformational.

Transformational Leadership: Investing in followers and helping them grow. Increase their awareness of the importance of tasks and performing well. Make aware of their needs for growth. Motivate them to work for the good of the organization. 4 dimensions:

Charisma/idealized influence (taking legitimate power to referent power), individualized consideration, inspirational motivation, and intellectual stimulation (allowing independence).

Situational/Contingency Theories (House's Path-Goal): Leader helps followers achieve their goals which achieves org. goals. Different styles should be chosen for different followers. 4 styles: Directive: coaching, being hands-on and giving guidance; supportive: coaching without telling them what to do; participative: consulting with subordinates, asking and taking suggestions; achievement-oriented: setting challenging goals, building efficiency by pushing followers past their limits. Relate to Management by Objectives.



Global Leadership: Having leadership capabilities to work effectively across language, social, economic, cultural and political barriers. Need a global mindset, tolerate high ambiguity, exhibit adaptability and flexibility to adapt to local cultures. 4 characteristics: Inquisitiveness (asking questions about different cultures), personal character (prioritizing people), duality (managing uncertainty and innovation), savvy (resourcefulness).

Authentic Leadership: Based on 4 behaviours: self-awareness (understanding one's strengths, weaknesses and capacity), relational transparency (presenting the true self to others), balanced processing (objective analysis of information before decision making), internalized moral perspective (having ethical standards to guide decision making). This builds trust, ownership, and PsyCap.

Empowering Leadership: Sharing power with followers; handing over the keys instead of driving. Valuing participation and autonomy. Removing barriers to provide structural empowerment (e.g. access to information, capital, people), psychological empowerment (developing meaning, competence, self-determination and impact) and relational empowerment. Not delegation, but enablement.

Servant Leadership: Going beyond self-interest and having a genuine concern to serve others. Serve first and lead second, unconcerned with personal gain. Intrinsically motivated. Leading with humility, authenticity, acceptance, and values. Not to direct but to guide. E.g. aboriginal leaders, religious leaders.

Ethical Leadership: Being the role model for normative behaviour by setting and following ethical standards. Rewarding and disciplining others for adherence. Ultimately leading the follower to be ethical as well. Leads to better performance, fewer counterproductive behaviours, more honesty, fairness, effectiveness, more in people closest to the leader. Encourages reporting problems to decrease corruption. Values: integrity, altruism, humility, empathy and healing, personal growth, authenticity, empowerment, fairness and justice.

Unethical Leadership: Engaging in unethical behaviour, which promotes unethical behavior in followers as well. Vices: self-serving, deceptive behaviour, hypocrisy, arrogance, lack of social inhibition, high self monitoring, malevolence, masked intentions.

Pseudo-Transformational Leadership: Manipulating followers for your own gain. Transformational leadership with masked intentions. Want to be idolized without earning the respect. Only cares about you if it benefits them. Vision is no longer aligned with org. goals. Discourages intellectual stimulation/independence.

Abusive Leadership: Sustained hostile and nonverbal behaviours. Mistreating, deceiving, manipulating people. Rooted in a power dynamic. Usually targeted towards vulnerable ones.