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**Final Exam**

**Q1) Learning in Organizations**

Apply the fundamental principles of learning to answer the following:

* 1. Share an instance during your group work, during class exercises or while working in your final report in which a member of your group showed non-constructive behavior. Perhaps this person wasn’t listening, wasn’t communicating, was causing conflict, or wasn’t contributing to your group work.
  2. Explain how this person’s behavior affected your team dynamic and group goals.
  3. Explain which of the techniques to train and enhance performance of associates did you or would you have used to modify this person’s behavior?

1. During a group meeting shortly after class, I displayed non-constructive behavior when I went against the delegations of what Sydney had already established in the previous class where I was not present. I wanted to change who did what part of our presentation and what titles everyone had. In this instance, I had tried to assume the role of the project leader, however, in the forming stage of our team, Sydney was established as the group leader. I wasn’t fully communicating my desire to be the group leader within the forming stage, and so when it was time for a leader to stand up and take charge, it created conflict as Sydney had already communicated these intentions.
2. This affected the team dynamics because I created dysfunctional conflict. This conflict was dysfunctional because it created both organizational and interpersonal conflict. The conflict put the established leader in question, and affected our team dynamics, halting the performing stage because we had to inappropriately revisit the forming stage. This created personal and procedural conflict in the team. The personal conflict occurred because I made a subconscious attack on her ego, and she felt that I was saying that I did not think she was qualified to take the leadership role. This took a huge amount of emotional energy to settle, and took time off of our meeting. The procedural conflict occurred from me disagreeing upon who should do which parts of the project, and how these parts will be completed. I was exercising my own goals of gaining political power instead of achieving organizational goals. This affected our groups’ goals because it set back the time in which we had to completing them. This affected our team dynamic because the perception of me that was established at the beginning in the forming stage had now been completely changed. The halo effect now made every action that I had done no matter the intentions to be perceived as a search for power.
3. To deal with this problem, if I was Sydney, I would have taken away responsibilities of mine so that I would have been humbled. This would therefore give me an accurate understanding of my place and roles within the team. Sydney could have then given my responsibilities back to me on a variable interval. Using a variable interval would be the best because I wouldn’t know when I would get the responsibilities back, and therefore I would always try to better myself. This would therefore enhance my performance because I wouldn’t have any interpersonal conflict with the rest of the teams, and it would put less internal stress on myself whenever we would collaborate.

**Q2) Keeping your Simulated Organization Motivated**

In the weeks leading up to the your final report and presentation some team members might’ve been more relaxed, laid back, and not too busy, while other class members worked at a furious pace to organize the project. This behavior can be explained through the lenses of Motivation Theories. Using Process Theories of Motivation and the techniques to Motivating Associates from chapter 6:

* 1. Analyze why some individuals in your group were more motivated than others to complete a large amount of work. (You may name names if you wish; your responses are confidential)
  2. Explain what you did or would you have done to motivate those team members who were not as active.
  3. Discuss whether you expect to find yourself in a similar situation in a future work setting? Why or why not?

1. I think that each member had different levels of needs for achievement, affiliation, and power. This had a direct effect on their motivation to complete the work when the going got rough in other classes. For instance, team members that had a high need for affiliation began slacking later in the project because the leaders weren’t giving appraisal and acceptance when the project began getting to the later stages. Also, the members that were in power and held leadership roles had a high need to maintain that power, and therefore they stayed motivated by that fact and pushed themselves to produce quality work. Members with a need for achievement were able to push themselves and didn’t need to rely on apposition or other to provide motivation. Our team best resembled the expectancy theory, as we expected a certain grade for the amount of work that we put in. If we put in a high amount of work, we expected a high grade, and vice versa. When we didn’t receive a good grade on our second or third assignment, members with a high need for achievement lost confidence and motivation. Also, members that had a high need for power lost motivation when they weren’t able to control every single aspect of the project, and had to delegate certain aspects of it.
2. To keep the level of motivation high and consistent, I would have found meaningful rewards and tied them to performance. If we received a good grade, then I would reinforce the good grade with buying food for the next meeting. I would also bring coffee to big meeting to reward every member for showing up and giving their time to complete the task. I would have also provided feedback to every member for each assignment, as this would satisfy the members with a high need for affiliation. This includes an accurate assessment of how each member did, where they could get better, and what they did well.
3. I do expect to find myself in a similar situation where I have to effectively motivate my employees in the future. I like being in the leadership role and making decisions. I want to be a top-level manager of a technology company in the future, and therefore I will have to know how to apply these techniques to my team members and provide feedback when appropriate. I do also expect to see certain members to slack off, and therefore I have to know how to motivate them separately from the entire team, and so how to motivate each individual is just as important as doing the motivation itself.

**Q3) Work-Related Stress in your Simulated Organization**

Working in the final report and final presentation presented new challenges for you and your team as important deadlines approached. You had to coordinate work outside of your regular class hours.

* 1. Describe one major problem or challenge your group faced that became a source of stress or anxiety.
  2. Use one model of work place stress to evaluate this situation. Provide specific examples based on your group experience.

Explain what organizational stress management measures did your group take or wish your group had taken to address stress?

1. One major source of stress within the group was coordinating everyone’s schedule together to find a meeting time. We often had to compromise on a time that only half the group could make, and this left the group members that couldn’t attend the meeting stressed out because they fell behind. The members that did attend the meeting were stressed out too because they had to worry if every member was on the same page, and the performance of the overall group on assignments that required collaboration in between members.
2. The demand control model best applies to this situation because not all members were able to meet the demands faced by the leader in making the meeting time, and therefore they had less control over what was decided in those meetings. One specific example would be where I missed a meeting that everyone decided on delegations for the project, and therefore I was stressed that I wasn’t a leader, and didn’t have control over my delegation for the project and what position I was. This placed stress on the group as well when I assumed the role of leader at the next meeting and tried to change the delegations to fit my likings, and I felt like I didn’t have any input. The demands for being at the meetings were high, and because we had to have them on specific days to meet deadlines, there was little control over the actual meeting time. People that couldn’t make it were put into a high strain situation, and had to spend more time recovering and catching back up. People that were at the meeting however still had the same high demands for making the meeting and completing the work, but had high control over the project. This led to an active stress that was healthy overall, and helped reduce stress towards the final goal.
3. I wish we had increased communication to help avoid uncertainty for the members that missed our meetings instead of it being an all our nothing kind of thing. If we would have communicated more effectively with our free times instead of someone setting them without the knowledge of others schedules, then we would have been able to increase the percentage of members that were able to show up to the meetings. Also, we could’ve increased members involvement in important decision making that didn’t make the meetings, as the members that were left out felt powerless in the decision making process. This would have kept our group more connected, and promoted a fun but productive atmosphere in future meetings.

**Q4) Your Simulated Organization’s Effectiveness and Communication**

According to management studies, outcome by itself is not enough to measure team effectiveness. Team effectiveness can be measured on based on Knowledge Criteria, Affective Criteria, Outcome Criteria. Effectiveness is affected by its composition, structure, and processes. Communication is also a critical component of effective teams. Bearing all this in mind, reflect on your experience with your simulated organization through the semester, and:

1. Using at least two of the dimensions for team effectiveness, analyze your team effectiveness. Use arguments from each criterion to decide if your team was effective or not.
2. Explain at least two factors that affected your team effectiveness. Discuss in detail.
3. Describe the overall communication climate of your team by identifying factors that contributed to effective or poor communication.
4. Our team was very effective based on the affective criteria and outcome criteria. Our team was able to output very high quality work to meet the needs of the assignments over the course, and was able to stay functioning over the entire semester. This means our team was very viable and had great synergy. An example would be that we reached every deadline on time, and received a high grade for our work, indicating that it was high quality as well. We were able to produce a high quality and high quantity amount of work in the designated timeframe.

We also all had a very satisfying and positive team experience, and maintained a happy outlook on our work. Minus the meeting times, we had very high communication and cohesion through a Facebook group, and therefore were able to keep a good tone because communication through Facebook has a more casual tone versus email. Because we were comfortable and satisfied with one another, we were able to work better in less time on our presentation and final report.

1. Team composition affected and enhanced our overall team effectiveness. Our project required innovation and creativity, and we had a very diverse skillset to best suit this mindset. Our skills ranged from a design background to a technological background to a financial background, giving us the ability to tackle very difficult tasks. This degree of diversity had its positive and negative effects. Our final project was easier because we were able to delegate all the diverse sections of the paper out to each specialized mindset, however, getting a member to understand the financial side of our work that had a technological background proved difficult. Every member needs to have the same degree of understanding of every aspect of the project, and it was difficult for some members to grasp concept outside of their skillset.

Our team size was just right at 6 members, because we had enough members to delegate the final project and make it less work on each individual, while maintaining a manageable size for our leader.

Team structure also allowed us to be an effective team, because each member had clear defined roles within the team. The norms were established very quickly, and helped us to regulate our team’s behavior and provided direction for delegating task and establishing task structure.

c. Our communication was very open and free flowing. Even though there was a leader, communication existed evenly through all members and there was no structure for communication. Our communication was done primarily through a Facebook group, and this left an open, social, and comfortable medium for every member to communicate with every other member simultaneously. We developed this system independently from email because of the added level of comfort for everyone, and the ability for communication to be open for everyone to see and comment on.