

Midterm Prep

Monday, September 23, 2019 23:34

Drucker Model:

What makes an effective executive

1 - 2 -> Get the knowledge you need

3 - 6 -> Convert your knowledge into action

7 - 8 -> Ensure Company wide accountability

9 -> extra

1. ask "What needs to be done?"

- a. identify tasks you're best at
- b. do one at a time
- c. delegate the rest
- d. re-prioritize based on new realities

2. ask "What is right for the enterprise?"

- a. decisions that are right for the enterprise are right for stakeholders

3. develop action plans

- a. devise plans that specify desired results
- b. legal and compatible with companies values, mission and policies
- c. have check-in points
- d. implications on how you spend your time
- e. revise plans to reflect new priorities

4. take responsibility for decisions

- a. specify who is accountable
- b. when implementation is due
- c. who is affected
- d. who must be informed
- e. regularly review decisions (especially hires and promotions); this allows you to correct poor decisions before doing real damage

5. take responsibility for communicating

- a. get input from superiors, subordinates and peers on your action plans
- b. let each, from above, know what you need to get the job done
- c. pay equal attention to peers and superiors

6. focused on opportunities rather than problems

- a. identify changes inside and outside organization
- b. new technologies
- c. product innovations

- d. "how can we exploit this opportunity for the enterprise?"
 - e. match best people with best opportunities
7. run productive meetings
 - a. articulate each meetings purpose
 - b. terminate meeting once purpose is accomplished
 - c. follow up with short communications summarizing the discussion
 - d. spell out new work assignments and deadlines for assignments
 8. thought and said "we" vice "I"
 - a. always give credit to the team
 - b. authority comes from organizations trust in you
 - c. always consider organizations needs before own
 9. Listen first, speak last

A-B-C Analysis:

Antecedent:

- environment or preceding events
- signal

Antecedents

A training programs, a bulletin board a phone rings, a goal, a siren, an email, a traffic light, etc.

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Behavior:

- behavior of interest
- what is the action or behavior of the target person

Consequence:

Consequence: An outcome to influence the probability of the behavior occurring.

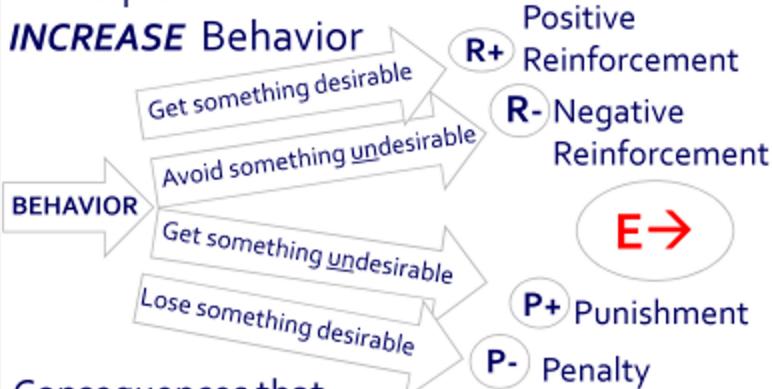
- **Reinforcement (R+/R-)**
Increases behavior.
- **Punishment/Penalty (P+/P-)**
Decreases behavior.

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Consequences Types

Consequences that

INCREASE Behavior



Consequences that

DECREASE Behavior

Daniels (2016) ▶

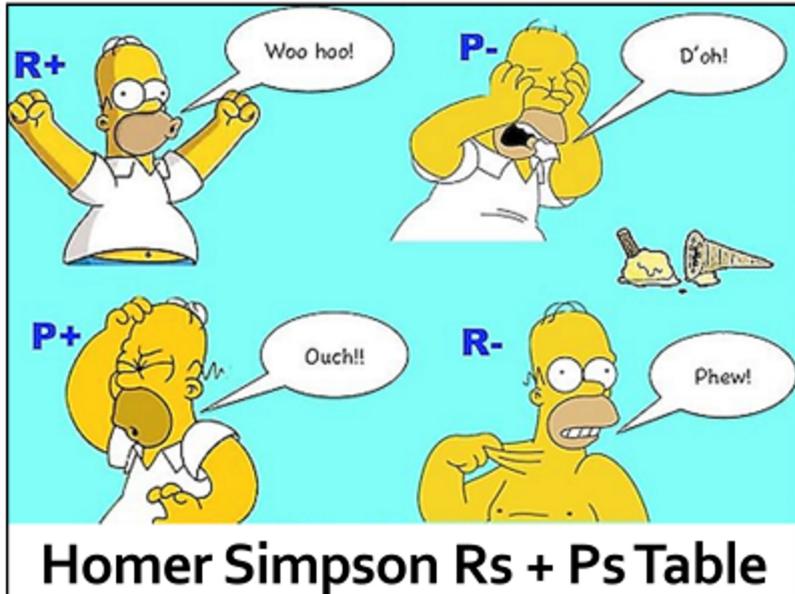
Extinction: A behavior stops because nothing occurs as a result.

Penalty vs. Extinction:

___ = Contingent removal

___ = A non-event

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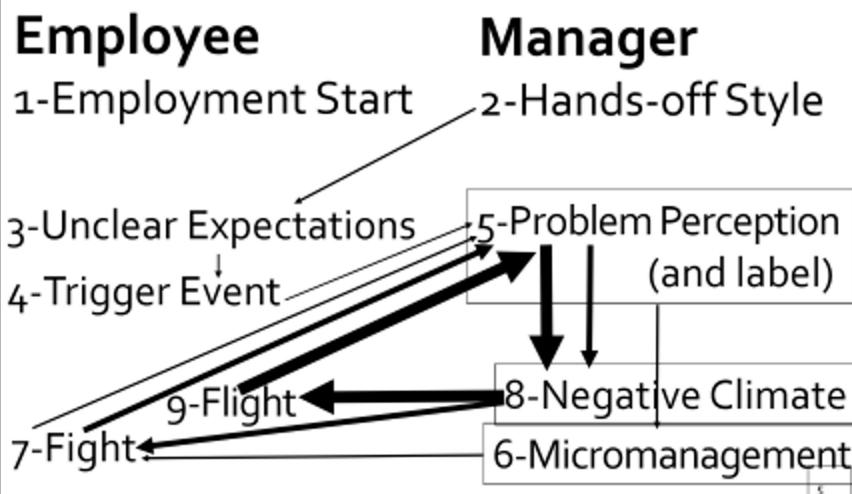
Consequence Dimensions		
Dimensions		
Value	<u>Positive</u>	<u>Negative</u>
Timing	<u>Immediate</u>	<u>Future</u>
Probability	<u>Certain</u>	<u>Uncertain</u>

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Set-up-To-Fail-Model:

Set-up-To-Fail Model

(Manzoni and Barsoux, 2002)



Social Cognitive Motivation Theories:

Self-efficacy Theory:

Self-efficacy (Bandura)

Self-efficacy: The belief in one's capacity to successfully execute and accomplish a given task.

Notes:

- A task specific concept
- Self-esteem versus self-efficacy

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Why is Self-efficacy Essential?

1. Influences levels of motivation

Why is Self-efficacy Essential?

1. Influences levels of motivation
(task choice, effort, persistence)
2. Task performance (effort and persistence \Rightarrow performance)
3. Thought patterns (on/off task)
4. Stress (self-efficacy \uparrow stress \downarrow)

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Self-efficacy Development

1. **Mastery experience** with training, deliberate practice, and overcoming obstacles/setbacks
2. **Vicarious experience** with modeling, esp by an “identifiable” and credible source.
3. **Persuasion** with verbal support, feedback by the self and others (credibility important)
4. **Emotional state enhancement** (relaxation, positive environment, mental imagery)

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Mindset Theory:

Growth Mindset

Skills are built: Possible to learn and grow them

Core Belief

still

difficult

Growth Mindset

Skills are built: Possible to learn and grow them

Core Belief

Skills are born: Difficult to learn or grow them

Fixed Mindset

Mindset Processing Profile

Fixed ← → Growth

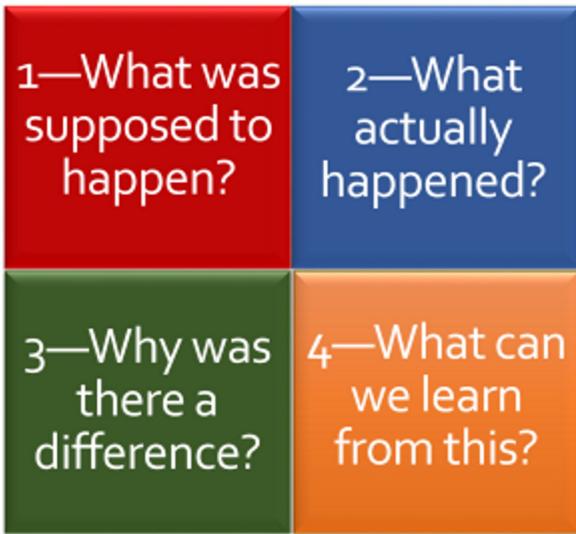
Ability ← *Performance Determinant* → Effort

Reflects Low Ability ← *The Meaning of Setbacks* → Reflects Effort Focus

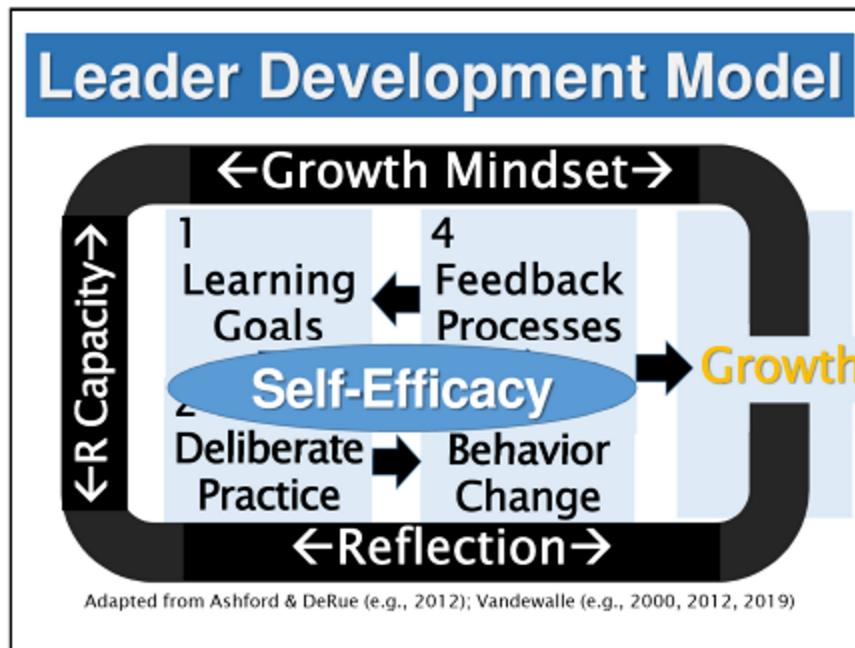
Conceal ← *Setback Reaction* → Acknowledge

Less Interested ← *Constructive Feedback* → More Interested⁶

After Action Review:



Leader Development Model:



Content Theories =
Human needs within a person (the what)

Learned Needs:

Learned Needs

Definition: Outcome desires that are learned and acquired from one's culture, upbringing, and socialization.

(as compared to biological needs)

Need achievement

High Nach-ers prefer **(6 dimensions):**

- **Goals:** Challenging but achievable
- **Feedback:** Goal progress information
- **Accountability:** Willing to take on responsibility and commitment
- **Persistence:** Continue when challenged.
- **Compensation:** Pay linked to one's performance is attractive →
- **Mastery-Ego:** Modern distinction of the purpose of achievement (Vandewalle, 2019)

Need for Achievement Refinement: What is the achievement purpose?

Ego Orientation

- Proving ability
- Fixed mindset
- Extrinsic motivation
- Superficial learning
- Challenge interest ↓

Mastery Orientation

- Improving ability
- Growth mindset
- Intrinsic **added**
- Deeper learning
- Challenge interest ↑

- | | |
|---|--|
| <ul style="list-style-type: none"> - Superficial learning ▪ Challenge interest ↓ ▪ Adaptiveness to Δ ↓ | <ul style="list-style-type: none"> - Deeper learning ▪ Challenge interest ↑ ▪ Adaptiveness to Δ ↑ |
|---|--|

Source: <http://dvandewalle.cox.smu.edu/>

Need for Power: The desire for influence (Winter, 1975)

Socialized power focus to benefit the collective wellbeing of a group or organization.

Personalized power focus to benefit the self (instead of the collective wellbeing).

High Need for Power Behaviors

Socialized	Personalized
<ul style="list-style-type: none"> • Responsible behavior: Even temperament, mature, conscientious 	<ul style="list-style-type: none"> • Impulsive behavior: Anger, aggression, lack of control, addiction
<ul style="list-style-type: none"> • Relational: Supportive 	<ul style="list-style-type: none"> • Relational: Use others
<ul style="list-style-type: none"> • Leadership style: Participative, coaching 	<ul style="list-style-type: none"> • Leadership style: Authoritarian, controlling
<ul style="list-style-type: none"> • Focus: Organizational goals and purpose 	<ul style="list-style-type: none"> • Focus: Personal status and prestige

Need for Affiliation: A strong desire for affectively positive interpersonal relationships (McClelland, 1985).

Characteristics for High nAff

- Strong desire to be liked by others.
- Conflict and disagreement avoidance

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Characteristics for High nAff

- Strong desire to be liked by others.
- Conflict and disagreement avoidance.
- Very uncomfortable with negative feedback or disapproval from others.
- Very uncomfortable with being “left out” of a group or working solo.

Process Theories =
Human cognitive
processing (the why)

Cognitive (Process) Motivation Theories

Expectancy Theory:

Expectancy Theory
(Vroom, 1964)

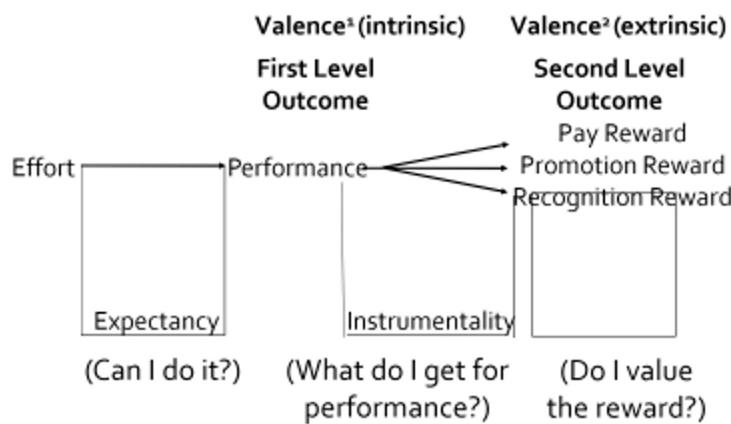
Definition: A cognitive process model of motivation that proposes motivation strength is based on the value of the outcomes and the probability of the outcomes.

Expectancy Theory Parts

- **Expectancy** = Effort to performance link of 0% → +100%
- **Instrumentality** = Performance to outcome link (-100% ← 0% → +100%)
- **Valance 1** = Intrinsic value of the work and performance of 0% → +100%
- **Valance 2** = Extrinsic value of the possible outcomes of 0% → +100%

Expectancy Theory Model

Vroom (1964) via Porter and Lawler (1968)



Intrinsic motivation captures the heat+

Extrinsic motivation captures the calendar

Organizational Justice:

Organizational Justice

Concept: Individuals seek fairness and justice in the employee-employer social exchange relationship.

General Model:

Perceived → Tension → Motive → Action
Injustice to reduce • Thoughts
 tension • Behaviors

Note: Justice theories tend to explain de-motivation more than high motivation

Distributive Justice (Equity Theory)

Definition: Comparison of outcome/input ratio to a referent to determine equity.

Self Referent other

O O
--- ⇔ ---
I I

 = pay, promotion, etc.

 = Ascribed (e.g.) gender, age
Achieved (e.g.) performance, experience

Procedural Justice

Fairness based on decision processes used:

- Advance notice
- Adequate explanation
- Voice input opportunity
- Impartiality/Consistency

Interactional Justice

Fairness of interpersonal treatment by others as to respect, dignity, and propriety (appropriate)