

Lecture 2: Emotions, Perception, Personality

Recall from Last Time

- Social Dominance Order
- Right wing authoritarianism

Emotions

- some people are of idea that emotions don't belong in workplace
 - ignorant. by having this, you have emotions
- attitude: ABC model (affect, behavioral intentions, cognition)
 - how does it affect you
 - behavioural intention, what you would do if no one is stopping you
 - cognition, your thoughts. narrative you come up with your experience. what you are thinking about. you have this under your control
 - relation
 - affect influence behavioural intentions
 - how you think about something changes your interaction with it
 - affect influences cognition
 - how you think determines the type of thoughts that you can have
 - cognition affects your Affect
 - cognition affects your behavioural intentions
 - in part because behavioural intentions are impulsive, spontaneous
 - key thing: all points of the model are interrelated
 - ex. someone beside you in exam is making loud noises.
 - pisses you off. this is affect
 - you want to kick the person. behavioural intention
 - you stop yourself. your cognition
 - all 3 effect eachother.
 - affect will change your intention.
 - affect can change cognition. if your sad, you may think sadder thoughts
- where do attitudes come from --> learning
- why do emotions matter?
 - people who ignore them are the ones to watch out for. by ignoring them, they

- show emotion
- cognitive and emotional dissonance
- when we act in a way that is different then how we feel, that causes stress
 - can solve this in 2 ways, change cognition or change emotions
 - make one consistent with the other
- dissonance ex. i will give you cash bonus if you steal poor peoples money
- cognitive dissonance has an easy way to balance out, emotional dissonance doesn't
- *affect*: how you feel about things
- *behavioural intentions*: your spontaneous response
- *cognition*: the story you tell yourself
- these effect your decision making
- stopping your behavioural intentions take effort
 - because they are impulsive
- emotions are an internal sign for the reaction to externalities

Perception

- process of interpreting messages from senses to infer something about the environment
- this happens before motions - emotions form a reaction to what you perceive externally
- sense organs respond to the environment. organs become activated/stimulated from the environment
- 3 important entities: *Target, Perceiver, Context*
 - target: what is being perceived
 - perceiver: the sensory device that's feeding the brain
 - context: the environment, situation that you're in
- brain receives signals, interprets the signals from experience
- we talk about 5 sense, but there are actually ~20
 - strongest 6, probioception, sensing body in environment
- the world we experience is not the way it is
- what we perceived is what influences people, independent of reality
- perception is innacurate
 - but a biased innacuracy, so predictable
- too much information to process
 - habituation and selective attention for perception
 - heuristics. things relating to finding, discovering
- your heuristics are guided by your experiences, however that's a problem, as your history may be biased
- this is not only your lived experience, but also things we experience that are fed to us - think pop culture, cops and robbers, tv shows show us a certain world
- heuristics are learned
- perception is not necessarily conscious - it can be subconscious

Limits of Social Perception

- selective perception
 - can't pay attention to everything at all time
 - you are limited by what you can see
 - you can only sense, notice, what we're focusing on, what we think will add value right now
 - this is powerful, but also puts blinders on your perception
 - can't pay attention to everything all the time
- stereotypes
 - descriptive: what people believe the world is like
 - ex. descriptive gender stereotype: women are more nurturing than men
 - prescriptive: injunctive norms. assumptions in the baseness of information
 - prescribing to group mentality
 - ex. women SHOULD be more nurturing than men
 - often stereotypes are in the same direction
 - by violating a descriptive stereotype, people think you're threatening the prescriptive stereotype
 - people don't like it when you threaten status quo
- primacy -> first impression are strong/remember first
 - the things you come across first, you tend to remember more easily
- recency effect -> the thing you did last/ saw most recently is the easiest to remember
 - most recent interaction is the easiest to remember
- contrast effect -> things that contrast each other are more memorable
- projection -> we take our own issues and project them onto something else
- sexism:
 - hostile sexism. sexism that is violent towards a woman who has broken gender laws/rules
 - done towards 'bad' women
 - benevolent sexism. giving special treatment towards 'good' woman. (ie. attractive)
 - conservatism = social dominance orientation + right wing association
 - people who have more privilege have desire for a system where their privilege gives them more privilege

Attributions

- why is a person doing this?
- internal vs external
 - ex. is a person successful because of how intelligent they are, or how hard they work, or because they were born somewhere, are someone's child

- ex. if someone is late
- *consensus* - how do other people behave in the same situation
 - if you show up late, but everyone normally shows up late, it's a normal way of acting. Suggests something external
- *distinctiveness* - does the attribution seem distinct from others. (are you late for only one class, or all classes)
 - are you late to do other things, or only for this one thing. If you're on time for most other things, suggest externals.
- *consistency* - if you do it all the time (internal) or a one time thing (external)
 - are you late for every class, or only some classes. Every class suggests internal, only some suggest external.
- attributions tend to be biased
 - *self-serving bias* -> when something good happens, we credit ourselves. when something bad happens, we blame others
 - people do things to make themselves feel good, because people like to feel good. People will attribute things to themselves in a way that paints them in the best light.
 - positive, internal attribution. Negative, external.
 - *fundamental attribution error* - where we assume that other people's behaviour is driven by their internal attributes
 - when we see someone else's failures, we tend to attribute it to internal attribution
 - if you are successful, we attribute it to them internally, if they are doing poorly, it's their fault.
 - in reality, it's a combination of both
 - if it's for ourselves, we make it as positive as possible, if it's for others, we just always attribute to internal
 - when we distort reality more to feel better about ourselves, it can have a side effect - it can take away our motivation
- how do we deal with people if everything is biased?
 - forget objective reality. no such thing. be aware that realities are biased

Personality

- psychological characteristics that are relatively stable that influence behaviour
- relatively stable
 - things that are unstable are not personality, but rather mood
- influences behaviour
- how is perception related to personality?
 - personality is like a filter over your perception
 - perception can also affect personality over time

Astrology

- skeptic - greek, "to reflect, look, view"
 - a skeptic is a person who thinks about things
- why do people use it?
 - people use it because it does something for them
 - people have a desire to identify ways in which individuals differ
 - gives a framework to explore individuals' strengths and weaknesses
 - because of when i was born, i act like this instead of that
 - identify "ideal" occupations, partners, relationships
 - can give internal and external attributions for events happening in people's lives
- why don't people use it?
 - it's impossible to know if it's accurate or not.
 - lack of research showing validity

Myers-Briggs Type Indicator (MBTI)

- identify ways in which individuals differ
- similar to astrology, but a western science idea
- developed to figure out who would be good at what jobs
- allows to explore differences in a systematic way
 - astrology does it as well, just not in this context
- Enneagram
 - used in organizational development and counselling and therapy
 - you can use it to see how you react to stress and perceptual biases to how you react to stress
 - guidance on how you can be healthier
 - the only one to give suggestion on how to be healthier given the stereotype
 - more predictive
- MB and enneagram are not widely accepted

"Big Five" Personality Traits

- 5 dimensions of personality (CANOE)
 - conscientiousness: dependable and responsible vs careless and impulsive
 - agreeableness: tolerant and cooperative vs intolerant and rude
 - neuroticism: depressed and anxious vs stable and confident
 - openness to experience: curious and original vs dull and unimaginative
 - extraversion: socialable and talkative vs withdrawn and shy
- problems: it's one way. you can go people to numbers, but can't go numbers to

personality

- try to use the dimensions to predict outcomes for managers/organizations
- often though, it doesn't really work. any relations are usually found to be very weak
- being on the extremes is not considered to be good
- researchers usually only focuses on the center, looking around the average
- it doesn't focus on what causes a person to be the way they are, just tries to look at imperical relationships
- heavily subjected to politics
 - actually 6 dimensions, but picking up the 6th has been hard
 - hard because of inertia of the research finally being picked up
 - 6th == spirituality or honesty/morality

Core Self-Evaluation

- *locus of control* - what is the source of the things that happen in your life?
 - your belief in what causes things you experience in life
 - is it internal or external?
 - internal: you have control over life
 - tend to experience better outcomes
 - external: other people are causing control over your life
 - highly related to attribution. same self-serving bias applies
 - people with an internal locus of control generally will have had good attributions from self-serving bias
 - people with an external locus of control will have had bad things thrust upon them, self serving bias
 - when good things happen, an internal attribution, bad things, external attribution
 - people with an internal locus of control generally tend to be more successful
- *self-efficacy*
 - your belief about your ability to accomplish a task
 - two views: generalized self efficacy vs task specific self efficacy
 - generalized - how competent you are
 - generalized self-efficacy is considered not good, should need to look at specifics
 - high self efficacy higher chance of success. A person's self efficacy affects the goals that they set for themselves. In addition, doing something that you don't think you'll be able to do well, putting effort into that is hard. As opposed to the counter-point, if you think you'll receive a reward, it's easier to put in effort.
 - negative vs positive affect
 - quitting becomes the behavioural intention, from the negative affect. not quitting takes effort.
- *self-esteem*
 - how you evaluate yourself (positive person vs negative)
 - do you view yourself as a good, useful person or a bad, worthless person

- these three (locus of control, self efficacy, self esteem) combine to predict how good a person will be. doesn't mean that someone with low measures in all three is worse.

Means they are unhealthy

- personality should not necessarily be used as a way to segment people, but rather as a tool to make people better. doesn't predict
- what determines these three factors?
 - experience affects how you feel
 - how you feel affects everything else

Lecture 3: Motivation

What do you do with an unmotivated worker?

- fire them
- ask them why they are unmotivated
- incentivize them (cash)
- give them a task that they will be passionate about

Motivation

- motus: movement, motion
- motivate: to simulate towards action
- motivation: the stimulus for action
- what stimulates people toward action?
 - satisfy needs
- two schools of thought on motivation
 - theory x -> force people to work, people generally don't walk to work
 - theory y -> people will be motivated to do work they like
- Which theory is better?
 - neither approach works with all individuals or in all situations with any particular individual
- when is theory x appropriate?
 - when you don't care about other people. Logically, doesn't make that much sense
 - maybe when you know people are not motivated at all - when they are in less than favourable conditions
 - relationship between this and SDO
 - relationship is okay when you're comfortable with having a difference between them (ex. Slaver)
 - it works, but has consequences
- incentives work for mechanical skills tasks
 - don't work for cognitively demanding task (get reverse effect of incentives for mechanical tasks)
- solutions?
 - make all tasks un-engaging and use cash?
 - people don't need to think, they will be un-engaged, the incentives will then work
 - can potentially increase productivity by making things simpler
 - think of a way to make the work more engaging

- comes down to a balance between motivation and productivity - cognitive engagement seems to be tied to motivation, but at the same time, reducing cognitive load, compensating with incentives may increase productivity, and may provide another means of motivation
- how to make work more engaging: may have to do with structure of organizations, maintaining order
- less thinking means that no subordinates can have thought processes that may differ from higher up the hierarchy

Context

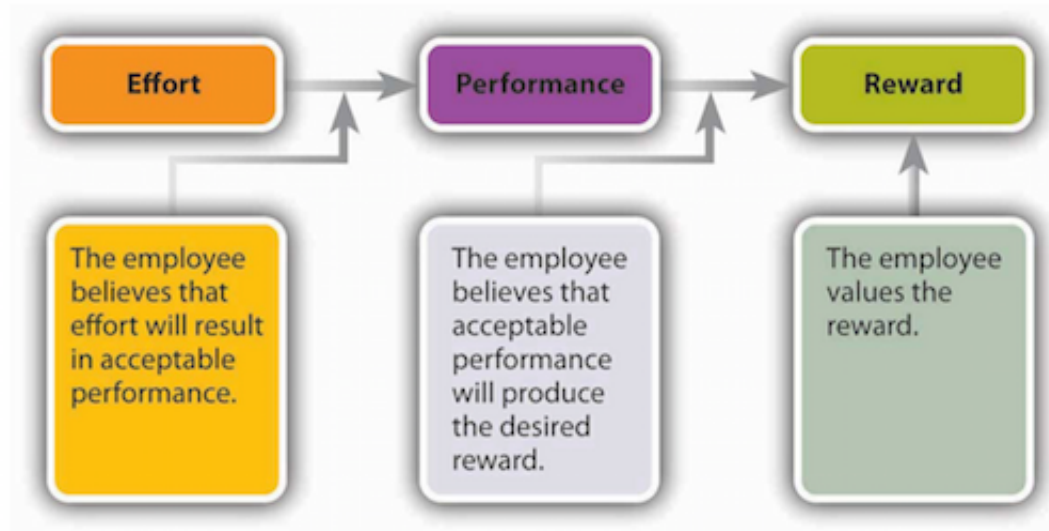
- World War 2
- "people can't be trusted"
- before workers would support their employers in their mission to make as much profit as possible
- later - workers began to consider their needs - strikes as a method to petition for more compensation to support their families, lifestyles
- retaliation to this in the form of the government bringing in the army
- worker anger was well-founded - long hours, unpleasant, life sucked. This upsetness manifested itself in large, communal acts of violence
- theory y worked for a while, but eventually transitioned to theory x in worker anger
- this manifested itself in a top-down hierarchy - the government decided that people can't be trusted to think after WW2 - we should design/engineer their lives - concept of hierarchy very compatible with X

Theories of Motivation

- process theories
 - how do people try to meet their needs?
- need theories
 - what do those needs look like?

Process Theory

- Expectancy Theory

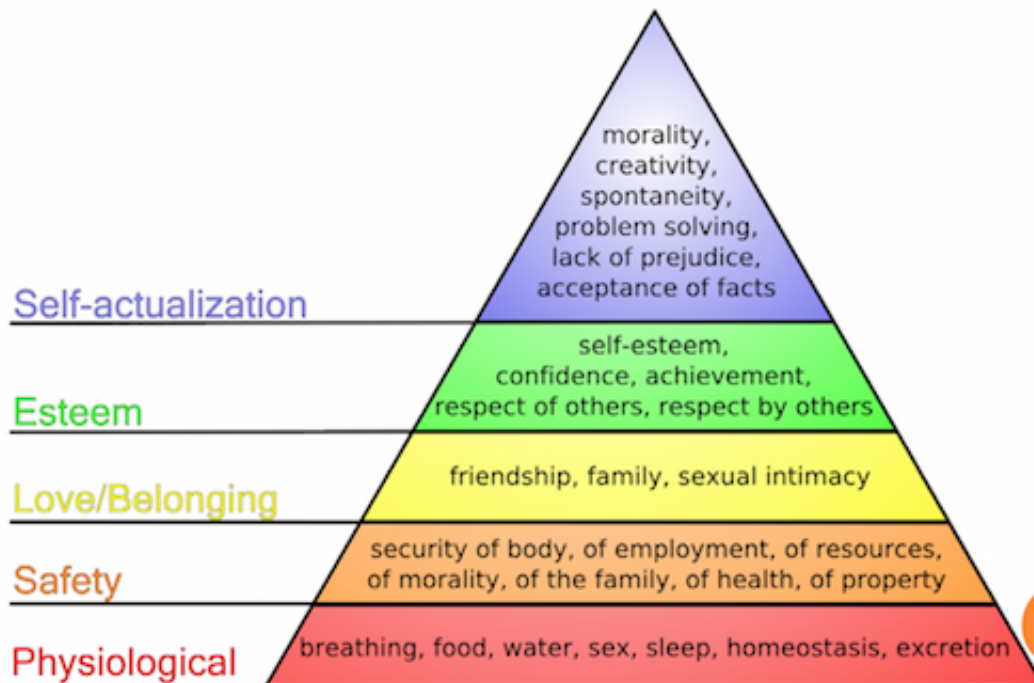


- effort -A> performance -B> reward C
 - A: the employee believes that effort will result in acceptable performance
 - B: the employee believes that acceptable performance will produce the desired reward
 - C: the employee values the reward
- the connection between effort and performance (A) is called *expectancy*
 - related to self efficacy
- the second link between performance and reward is called *instrumentality*
 - the belief that what you are doing is actually meaningful (what you put in is what you get out)
- the reward has to be valued.
- the reward in our society is often money. Money is only a reward up to a point though, once you have enough, it doesn't do anything more
- people do things that they expect will help meet their needs (or they don't)
- things that reduce expectancy, or instrumentality or the valence of rewards, reduce motivation
- "Expectancy theory cannot explain altruistic behaviour for the benefit of others"
- self efficacy is crucial for motivation - people can't be motivated to do something that they don't have self-efficacy for
- this also gives you a framework for thinking about motivation - different intervention points and potential problem areas
- things that reduce expectancy lower motivation
- things that increase expectancy increase motivation
- inequity theory
 - demotivation by unfair outcomes
 - your colleague does less work, but both of you get the same outcome
 - you look to make things "fair" in your mind

- could also change the comparison route to resolve the conflict in your mind
 - cognitive dissonance
- choosing who you compare to yourself is self-regulation - often happens subconsciously
- an example of expectancy breaking down
- procedural and interactional justice
 - procedural justice: process is fair
 - interactional justice: the interactions are fair
 - injustice in treatment, compensation, procedures - you lose trust in expectancy and this is related to a drop in motivation
 - basically, disruptions to the expectancy model can result in drop in motivation
 - SHOULD BE ABLE TO EXPLAIN THESE TWO THEORIES AND HOW THEY RELATE TO EXPECTANCY THEORY

Needs Theories

- Maslow's Hierarchy of needs (big ol' pyramid)



- top down: self actualization, esteem, love/belonging, safety, physiological
- it identifies the needs people have, but the hierarchy doesn't hold (many counter examples to the hierarchy)
- Alderfer theory

- breaks Maslow's down into three groups
 - existence
 - relatedness
 - growth
- the three things that people need to be motivated
- when a person's ability to satisfy one of the needs become frustrated, you will try to over satisfy the other needs (people over compensate)
- where does the pursuit of money fit in? -> many cases to look at
- McClelland's Need Theory
 - different people have different needs, and your personality will determine what you need
 - achievement
 - what matters is a sense of achievement
 - power
 - what matters is having power
 - affiliation
 - what matters is having close personal relationships
 - notice that these are psychological things, not physical things
 - were not talking food/ water here
 - different people have different kinds of feelings that they are trying to satisfied
 - looking at money again:
 - get money for high sense of achievement
 - get money for power, cause some people believe power is money
 - you can't tell what a persons psychological needs are/ motivation is by just what they are doing

Summary of Motivation

- people have needs
- they are motivated to meet those needs
- recommendations for employers:
 - hire people that are motivated to do the things you need them to do
 - let them!
 - things that people don't want to do?
 - short term: let someone have responsibility for the task
 - long term: how can you get around the task

Job Design and Motivation

- scientific management
 - industrial revolution - thinking of organisations like machines

- make jobs simple and routine to increase productivity
- high management control over works (class 4, 8)
 - workers are told how to do everything
- huge advantage with low skilled workers
- people hated working in these environments though
- scientific management is done to increase productivity, but it feels terrible for workers. They usually hate it
- tell people exactly what to do and have complete control over them
- Hawthorne studies
 - workers have feelings
 - how they are treated affects them
 - respecting workers allows them to contribute more
 - acknowledging the workers and sighting that they had feelings about their environment increased productivity, without even making changes

Sidenote:

- a lot of tech companies meet employees needs that they would normally need money for, but instead satisfy directly
- Google will cook, clean, give you a place to sleep, everything
- to make you more happy, to make you spend more time working
- interesting from a needs theory perspective

Good Jobs Give

- meaningfulness
 - skill variety (getting to do more different things)
 - task identity (how much you identify with the work. the more you do, the more psychological meaningfulness you will get out of the work)
 - task significance (how significant on the world is the work. The more significant, the more meaningfulness)
- experience of responsibility
 - autonomy (personal control)
 - good jobs allow you to control how you will meet your work tasks
 - contrast to scientific management
 - very important for learning
- knowledge of results
 - you can't know if your task performance is adequate if you don't know what happens
 - feedback (necessary for learning)
- when you want to try and make a job more motivating, should start by looking at these 5 characteristics

Making a job more motivating

- remember everyone is different
 - people have different knowledge, skill and abilities
 - individual needs and motivations
 - context
- try talking to them
 - why does it fail?
 - people get defensive
 - people don't know what motivates themselves
 - people may have something going on that you don't know about
 - hard to have conversations when a power difference exists
 - power perspective taking (people asking the question can't take the perspective of their subordinate)

Lecture 4: Stress

Motivation

- people have needs
 - different needs at different times, and across individuals
- "motivation" is what moves us to actions that we believe will satisfy those needs
 - this relates to learning
 - how do we know what we need to satisfy our needs

Learned Helplessness

- inability to control environment vs control over environment
- experiment in the 60's and 70's
 - two groups of dogs
 - experimental group: dogs strapped down and shocked whenever experimenters were wanted
 - over time, dogs got depressed, sad, no longer struggled against the shock
 - control group were not strapped down, allowed to move, so could move away from the shock
 - argument: that lack of control causes people to accept environment, and become helpless
- experiments built on that: a light is given before the shock
 - the dogs that had the light did not exhibit learned helplessness
 - new argument: that even the ability to predict, gives a sense of control
- does the ability to predict help to handle environment?
- big question: does this happen in humans?

Stress

- the unconscious preparation to fight or flee that a person experiences when faced with any demand
- this is a physiological response
- note that stress is not necessarily a bad thing
 - stress response enable many things, responding to changes
- ex. getting out of bed - change in blood pressure

Stressor

- the person or event that triggers the stress response

Distress

- the adverse psychological, physical, behavioural, and organizational consequences that may arise as a result of a stressful event

Individual Differences

- perception and cognitive appraisal determine what is stressful
 - threat or challenge
 - threat - you may not be able to satisfy your needs
 - challenge - you're going to have to put effort into satisfying your needs
 - challenge presupposes that you'll be able to satisfy your needs - self-efficacy
- individuals differ in their appraisal of events and people so what is stressful for one person is not necessarily stressful for another
 - what is stressful for you may not be for some
 - this is largely based on experience
 - experience shapes your perception and cognitive appraisal
- what determines this perception?

Work Stressors

- task demands
 - things you're required to do to complete your job
 - technological changes
 - lack of control/uncertainty
 - lack of control: taylorism
 - uncertainty: whether you will have a job or not?
 - lack of control: not having any control over how you do things
 - uncertainty: don't know what you're supposed to be doing, what expectations of you are
 - uncertainty leads to anxiety, which in turn leads to stress
 - work overload
 - when you have a lot of things to do
- role demands
 - interrole conflict
 - two different roles that conflict with each other
 - image you are in charge of sales + production
 - what if you got a sale, but would require production to be below standard

- intrarole conflict
 - within one role, you have a conflict within your responsibilities/expectations
 - team lead on software project: make sure tasks get done but also that people are working together
- person-role conflict
 - moral values/ethics are put in conflict
 - person has high moral values, but is asked to do something dishonest to get sales
- role ambiguity
 - uncertainty

Other stressors

- work stressors
 - interpersonal demands
 - people who are just rude or are racist
 - mistreatment at work, emotional contagion
 - someone who you work with how has an unpleasant mood, has an effect on the entire organization
 - physical demands
 - mostly pertain to the environment in which you work
 - hot environments are stressful to be
 - drain your ability to do other things (i.e. think)
 - loud noises
- non work stressors
 - things in your private life affect your ability to perform at work
 - work-life balance
 - home demands
 - stresses at home will spill over
 - personal demands
 - how you are feeling
 - things that are related to you, but not home demands
- should organizations concern themselves with non-work stressors?
 - yes they should
 - tech companies do: try to do everything so that you only have to think about work
 - i.e. Google, Microsoft

From Stress to Consequences

- job demand-control-support model (JDCS)
 - chronic high demands lead to strain

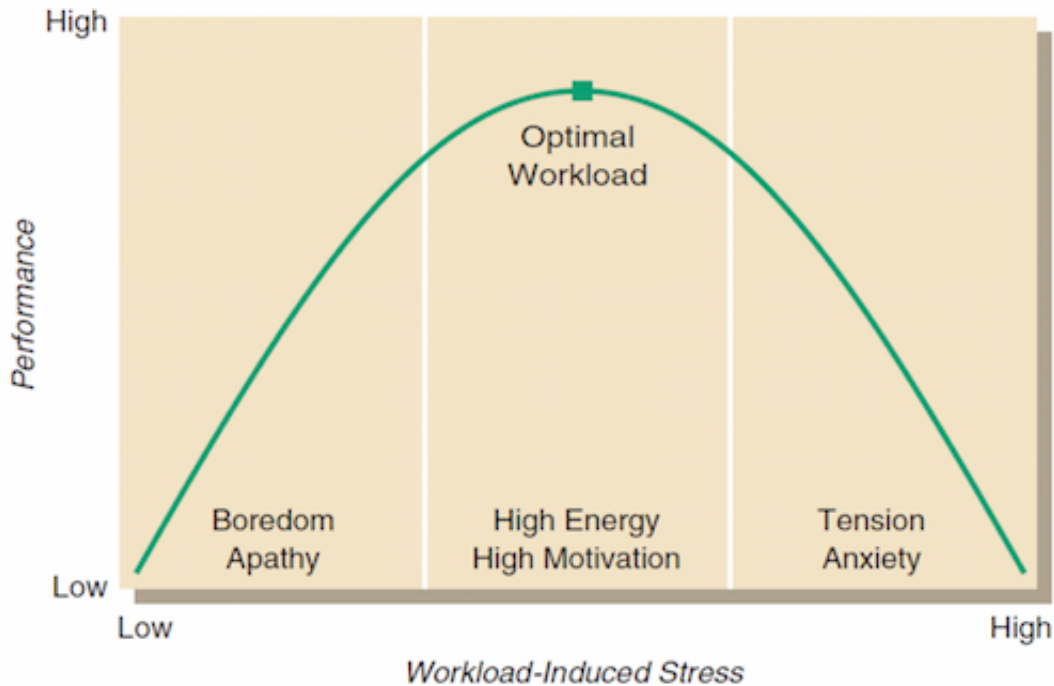
- control mitigates this relationship
 - resources also help
 - having the tools you need to do the job
 - giving them to tools greatly reduces the stress even if the demands are the same
- support also reduces strain
 - even someone to talk to helps
- effort-reward imbalance model
 - when high effort leads to low rewards, strain follows
 - kinda like inequity theory
 - in addition to your needs not being satisfied, you may lose the belief that you can satisfy your needs
- these two models are not mutually exclusive
 - both seem true and both work together
- how do they relate to motivation?
 - *Motivation is the desire to move, stress is required to move*

Consequences of Stress

- positive stress
 - stress response itself is neutral
 - some stressful activities (aerobic exercises) can enhance a person's ability to manage stressful demands or situations
 - exercising regularly can make you better at coping with stress normally
 - allows you to release energy
 - exercise has mental effect
 - part of it is that it changes your perception to a challenge
 - gives you an outlet to discharge your negative energy
 - stress can provide a needed energy boost (Adrenaline)
 - can provide performance and health benefits
- negative stress
 - addictions
 - common: alcohol. We can tell an alcohol addiction is coming when people are drinking to relieve stress
 - drinking lowers stress levels without changing the demands. This could also open up opportunities to take on more responsibilities, and increase your stress, which would cause you to drink more
 - deep end: you can't stop drinking because the stress is too high
 - depression
 - anxiety
 - withdrawal
 - illness

- death
- all are coping mechanisms

Workload, Stress, and Performance



- negative quadratic
- work induced stress vs performance
- too much stress: tension, anxiety
- too little: boredom, apathy
- the sweet spot: optimal workload, high energy, high motivation
 - spot called: **eustress**
- too much stress causes problems, but you need stress to operate
 - balance between stimulation and burden

Personality Hardiness

- resistant to distress and characterized by
 - challenge (versus threat) view
 - due to 3 things
 - self esteem
 - people generally want to feel good about yourself. If you have low self esteem, a stressor can then make you question whether things

- will still go good today, becoming a threat instead of a challenge
 - negative affectivity
 - your emotions will change how you remember things
 - if you feel very upset/sad, you are going to remember sad things more than happy things. gives overly negative bias, which makes you see an event as more of a threat
 - self efficacy
 - if you have high self efficacy, you feel that you have the abilities to meet challenges, and when new challenges come along, you think you can complete
 - low self efficacy, you don't think you can meet challenges, and when a new one comes along, it can be seen as a threat
 - when things are going well, stressful events are less distressing
- commitment (versus alienation)
 - people who are committed to something, will react better to incoming stress (handle it because of commitment)
 - those who waiver on the commitment (have uncertainty) will feel more stress
- control (versus powerless)
 - experience of personal choice
 - having the ability to choose your own courses will cause you to have less stress about them
- transformational coping
 - people who have greater personality hardiness are better at transformational coping
 - managing stress by changing into subjectively less stressful events by putting them into perspective, altering behavior, and gaining understanding
 - versus regressive coping - passive avoidance of events by decreasing interaction with the environment
 - regressive coping = withdrawing
 - ex. you get a grade below what you would like
 - 2 options: you have a breakdown over how bad you did, or, no one cares, only you do
 - take a stressful event and process/ think about it until it seems less threatening

What can an organization do?

- reduce physical demands
 - have buildings be at comfortable conditions
 - if its loud, make it quieter
 - ex. Valve has open concept. Open concept can give people physical stress due to

noise. Valve's solution: every person has an office and desk on wheels. You can work in office or in open space. Everyone works in open space, but the ability to know that you can get out of the stress is enough to remove it (having control over the situation)

- reduce tasks demands
- give greater worker control
- job employee match in hiring training
- clear communication of expectations
- fair treatment
- socio-emotional support
- instrumental support
- value work life balance
- healthy change process
- help interpret events as opportunities
- recognize and deal with stress symptoms early
- notice the links with JDCS and ERI stress models

What can individuals do?

- positive thinking and positive self-talk
 - very under rated
 - talking to yourself, thing things you say to yourself, you believe them - this affects your sense of self-efficacy, self-esteem
- time management
- leisure time activities
 - lets you know that there are more things going on in the world than what you are stressing about
- physical exercise
- relaxation training
- eating differently
- opening up
 - when you tell someone about it, you stop denying it yourself
- professional help

Organizational Behaviour In Action

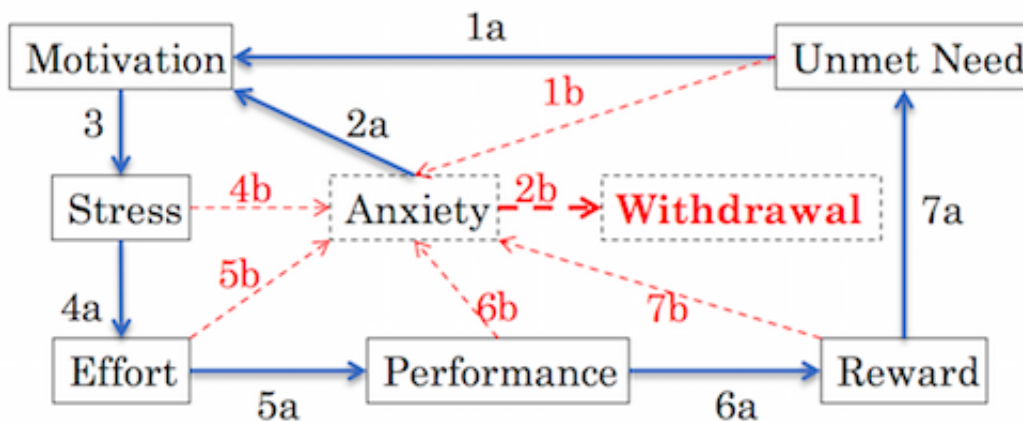
- which stressors are typical of university students, in particular engineering students?
 - large workloads
 - lack of sleep
 - grades
 - financial stress

Key Point

Stress: preparation for action

Motivation: the thing that moves you to action

Motivation and Stress (Alexander Muradov)



1. unmet needs (a) trigger motivation OR (b) existential anxiety
 2. anxiety is reduced by: a) determining course of action to satisfy need OR b) withdrawing from anxiogenic (causing) situation
 3. motivation creates behavioral intention; stress response prepares for action
 4. a) stress is relieved by exerting effort toward need satisfaction OR b) anxiety increase
 5. (a) Effort leads to adequate performance OR (b) anxiety increase
 6. (a) Performance leads to rewards OR (b) anxiety increases
 7. (a) Rewards satisfy needs OR (b) Anxiety increases
- sometimes managers/supervisor saying "don't do this" can cause stress and anxiety as well (no effort)
 - anxiety in the model: the physiological response to high levels of stress that can't be relieved

Needs

- create anxiety when they are unmet
- motivation for things that could satisfy them

Lecture 5: Learning (T H E D R E A M)

- recap: stress
 - stress: preparation for action
 - key component: adrenaline response
 - motivation: the thing that moves you to action
 - how do they relate?
 - needs create stress when they are unmet

You have an unmet need, you don't know what to do. You just feel bad. You eventually find a way to satisfy that need, and from there on out, you have a behavioural intention to resort to the same action that solved the unmet need the first time. Unmet needs lead to stress through conditioning; you're conditioned to experience that stress. The reason we have motivation is so that we can have incentive to learn how to satisfy our needs.

Link between *stress*, *motivation*, and *learning*.

- this class, look at how we go from an unmet need to motivation

Overview of Learning

- from psychoanalysis to behaviourism
 - psychoanalysis popularized by Freud
 - all about how childhood experiences "mess us up for life"
 - according to Freud, we have rational drives/desires to do things that don't make sense, that are learned in childhood
 - argues motivation is subconscious
 - underneath consciousness, we have crazy ideas that manifest itself as harmful to others
 - backlash against this, no way to directly observe these urges
 - after WWII, people weren't interested in "maybe people do stuff for weird reasons", people were more interested for the reasons people do something
 - birth of behaviourism
 - behaviourism doesn't concern itself with subconscious, only with what's observable
 - behaviourism founded on operant conditioning
 - after a while moved away from behaviourism, cause there's only so much we can learn from our behaviour
- beyond rats in box
 - operant conditioning / Skinner box
 - take a box, put a rat in it, and teach it to push a lever

- rats don't care about lever, doesn't exist in its world
- hard to convince it to push, so to teach it, reward it for pulling the lever by satisfying an unmet need
- method successive approximation
 - as the rat learns what you want to learn, you reward it until it completely learns it, then stop rewarding it until it starts learning the new thing
 - feed rat when it goes to one side of box, once it knows that going to that side of the box gives food, stop giving food until it touches the lever

Behaviourism

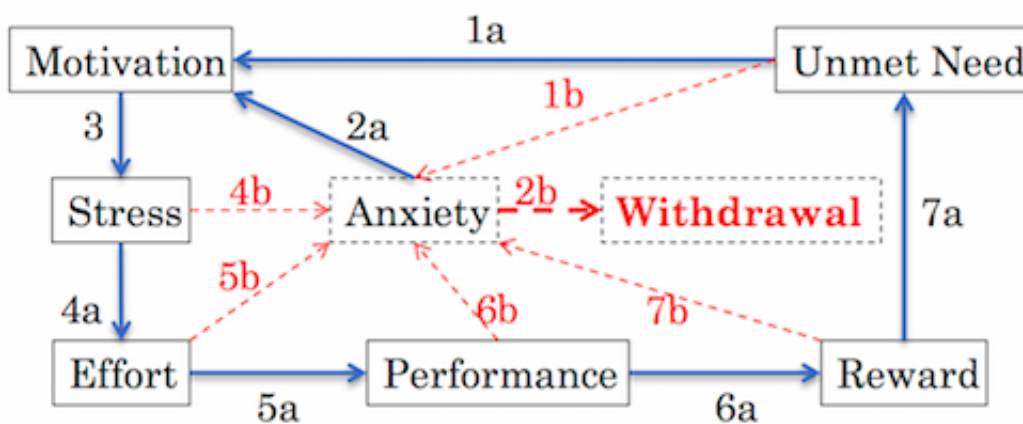
- voluntary behaviour is affected by the environmental events that immediately follow a given behaviour - Skinner
 - what determines how an animal acts is how the environment responds to that action
- operants: spontaneous, voluntary behaviours that affect the environment
 - rat example: rat going to the other side of the room, rat touching lever, rat pushing lever
- reinforcers: environmental events that increase the frequency of operants
 - rat example: give rat food
- punishers: environmental events that decrease the frequency of operants
 - from behaviourist perspective, environment reacts in a way that reinforces or punishes

Sample Consequences

- increase behaviour via:
 - positive reinforcement: increases frequency of operant by giving something to organism
 - positive by satisfying an unmet need by giving something
 - behaviourism doesn't look at this connection
 - negative reinforcement: increases frequency of operant by taking something away
 - satisfies an unmet need by taking something away (removing something from the environment)
 - increase behaviour by giving something positive or by taking something away (that causes stress)
- decrease behaviour via:
 - punishment: decreases the behaviour by applying something adverse (apply something negative)

- organism doesn't want the adverse affects, so it will try to not do something to receive the adverse
- punishment by omission (aka extinction): instead of doing something negative, you take something positive away
 - deprive the organism of something
 - ex. tell child to go to room (taking away his free time, ect)
 - don't give the organism the thing they would find positive
 - trying to create an extinction event for the behaviour
 - like ignoring behaviour you don't want to see

Rewards and Punishment



- positive reinforcement
 - when an organism experiences positive reinforcement, it will learn the behaviour for the motivation to satisfy the unmet need
 - strengthens the relationship between having an unmet need and engaging in a behaviour to satisfy the need
 - when you receive positive reinforcement, it increases the motivation to do the same action to satisfy the need
 - 1a on the diagram
- negative reinforcement
 - negative reinforcement creates an unmet need of trying to remove the reinforcement
 - being unable to remove the negative reinforcement causes anxiety
 - strengthens behavioural intention and relationship between unmet need and doing something, but more so in the direction of trying to remove the adverse feelings
 - 1a or 2a
- punishment
 - causes anxiety

- from a learned motivation, by applying punishment, it creates anxiety
 - punishment is way to make someone stop caring about the unmet need, but rather what you are going to do to them
 - 4b - a conditioned response exists that makes someone capable of doing something, but it has the punishment that will stop it. So instead of a stress going to effort, it just goes to anxiety, in fear of anxiety
- omission
 - 5b - someone puts through the effort, but instead of receiving performance/ reward, it receives nothing, causing anxiety
- punishment and omission change a behaviour by forcing an organism to ignore an unmet need and do something else
- punishment: stop an organism from doing whatever it thinks it needs to do to satisfy an unmet need

Reinforcement Schedules

- continuous vs intermittent
 - continuous: give reinforcement all the time
 - if at one point, the reinforcement is not given, anxiety can be created (punishment by omission), and it can reduce the strength of the reinforcement
 - stopping immediately is considered a punishment (creates anxiety)
 - faster conditioning, less resistant to extinction
 - intermittent: give reinforcement a few times/randomly
 - takes longer to condition, more resilient to extinction
 - they know that they are not going to get the reinforcement every time, but soon they will learn the conditioning, and won't expect it every time
 - learning a vague strength
- good way: continuous then explicitly tell them that you are switching to intermittent
 - quick learning of continuous with resistance to extinction of intermittent
 - methods work usually well for positive reinforcement, negative not so much
- for intermittent schedules, two methodologies for when to give rewards
- interval vs ratio
 - what has to happen before the next reward becomes available
 - interval: certain amount of time occurs before reinforcement
 - ratio: certain amount of operand (action) occurs before reinforcement
 - produce different response patterns
- fixed vs variable (interval, ratio)
 - fixed: same amount of reinforcement every time
 - variable: variable amount of reinforcement
 - variable ratio: the number of operands that take to produce reinforcement changes each time

- rat gets food every 2-5 times
- slot machines: winning is random
- rat will push lever often, to try and get food
- rat is uncertain of when the next reward is, so pushing constant, creates anxiety
- variable ratio produces frantic pushing
- fixed ratio: the amount of times that an operand must be performed before reinforcement occurs is fixed (constant)
 - rat gets food every 5 times
 - rat will push the lever 5 times, and then wait
 - rat knows that food will be there, so it will relax
 - produces a slow, regular curve, with pauses after reward is provided - consistency in distribution means they know how many more presses are going to be required
- variable interval: amount of time before reinforcement comes out changes
 - rat pushes slowly, but constantly
 - that way, as soon as next reward is available, it will get it
 - there's a balance struck between not knowing when, and the effort required to exert
- fixed interval: fixed amount of time before reinforcement, amount of time is constant
 - rat doesn't push at beginning, and as time for reinforcement, pushing speed increases, because it doesn't want to miss the reinforcement
 - it wants the reinforcement as soon as it is available
- ratios determine response in behaviour, as well as how lasting the reinforcement is

Criticisms of Behaviourism

- behaviorism defined to be completely about the data/observables
- argues that environment entirely shapes response/behaviour
- philosophical opposition:
 - determinism
 - if behaviour is entirely determined by environment, then people do not have volition
 - you are being shaped/controlled by environment, you have no free will
 - epiphenomenalism
 - belief that cognitive processes have no role in understanding behaviour
 - cognitive processes sit next to our behaviour
 - behaviorism says that our behaviours and our cognitive processes (thoughts) just sit next to each other, they do not affect each other
 - empirical evidence shows that learning is dependent on awareness of expectations

- based on these oppositions, we moved away from behaviourism
- these things don't make sense in behaviourism

What Determines behaviour?

How you think? How you feel? These are not completely independent. The way you think and the way you feel affect each other. There's also an individual element, context - personality changes how you behave depending on your thinking, feeling. Needs, feelings aren't considered by behaviourism.

Social Learning Theory

- behaviourism suggest that environment effects behaviour and vice versa
 - overly mechanistic
- social learning theory includes that personality can effect both environment and behaviour
- behaviourism is overly mechanistics
 - Bandura 1971
- this theory is also known as Social Cognitive Theory
- reinforcing events change behavior by changing though
 - punishment can do the same
- 4 steps to learning a new behaviour
 1. attention - need to pay attention to the elements that are important
 2. retention - need to remember the things that we are paying attention to
 3. reproduction - need to be able to reproduce the behaviour you are trying to learn
 - first step in reproduction is often imagining it (what would I look like doing that thing)
 4. motivation - you need to want to do the behaviour
 - if you don't have the motivation, you won't actually learn it
- when you associate a certain behaviour with meeting a need, that creates a behaviour
- cognition can affect behaviour
- all 4 steps can be affected by cognition
 - prior experience - learning from previously doing something (behaviourism hits this home)
- **vicarious learning**: learning from what others have done that works
 - learning from looking around and the success that other people have had, and trying to do what they do to create success for yourself
 - this kind of learning happens very quickly and very often
 - good examples: learning fears
 - works for both positive and negative things
- **symbolic learning**
 - Bandura - learning from a fictional sources (TV, movies) - vicarious learning through

- a fictional model
- not vicarious because it's not a real model
- danger though: fictional sources can provide both accurate and inaccurate experiences
- other definition (from cognitive science): learning from symbols
- **verbal instruction**
 - reading a book, having someone telling you what to do, telling yourself what to do
 - verbal instruction became a lot more widely usable during industrial revolution printing press became widely accepted/developed, and literacy rates increased
 - in today, technology has made verbal instruction very easy: video (over the internet)
 - video makes learning very easy. easiest time to learn is now
- **self regulation**
 - social learning theory recognizes that the individual can administer their own rewards
 - people can set their own deadlines, punishments, rewards, etc
 - we can do these things to ourselves because we have internal reactions
 - we are able to regulate our own behaviour
 - we are able to set our own goals/schedules
 - key to social learning theory: task specific self-efficacy
- task-specific self efficacy: an individual's beliefs and expectancies about his or her ability to perform a specific task effectively
 - comes from:
 - prior experiences
 - behaviour models
 - persuasion from others
 - assessment of current physical and emotional capabilities
 - Bandura doesn't believe in general self efficacy, just task-specific

Note

- self efficacy is central to both:
 - stress
 - personality hardiness
 - control
 - challenge view
 - more transformational coping vs regressive coping
 - motivation
 - expectancy theory's effort - performance link
- think of self efficacy as the belief that an individual is able to satisfy their own needs
 - if you don't think you can, regressive coping makes sense

- regress back to a place where your needs can be met
- if you think you can, you will be able to change to cope

Learning and Personality Differences

- we have talked about learning like everybody learns the same
 - we know, not completely true
- MBTI - information gathering and decision making
 - indicators exist and are different
 - information gathering: intuitors vs sensors
 - intuitors look for meaning. Sensors look for more of exactly what will reward certain things. Holistic vs specific.
 - Decision Making: Thinkers vs Feelers
 - data vs what feels right
- take away: people learn differently
- an individual's experiences and ancestors will affect how they learn

Thinking About Learning

- error management training
 - learning in a simulator
 - safe environment to explore through making mistakes
 - greater learning
 - greater transfer to new situations
- after events review (or after action report)
 - analyze experience and decisions for own role in success or failure
 - non judgemental, just trying to learn
 - write down everything they did, everything that they hoped to happen from the action, and everything that did happen from the action
 - causes enhanced learning, transfer of learning, and sense of mastery
 - you don't get punished for mistakes, just learn from them

Performance and Rewards

- "what gets measured is what gets rewarded"
 - allows for goal settings
 - provides relevant feedback
 - removes uncertainty and role ambiguity
- reinforcement and punishment based on measurements shapes behavior
- this means that you must measure the right things
 - need to think, what does good performance mean?

- how is it measured?
- rewards should satisfy the individuals motivating need

Lecture 6: Review - Individual Processes and Behaviours

Topics:

Perception - understanding what is around us

Individual Differences - in what ways do people differ? why?

Motivation - what moves us? **Stress** - effect of unsatisfied needs **Learning** - how we gain behaviours

Perception

- we live in a complicated world
 - we have no way of interacting in real time with the world
 - we have evolved rudimentary tools to perceive (sense and interpret) some parts of it
- eventually, we learn to make inferences
 - make assumptions about what's going on in a place
 - this comes from two types of processes: generalizing and discrimination
 - generalization: taking a new experience and trying to relate it to a previous experience
 - discrimination: establishing differences between new experience and previous ones (feedback from generalization allows for discrimination)
 - if we do now use a sense/make inferences, we lose that sense
- "hardware" and "software" limits
 - hardware: how many neurons we can have, how long it takes for an input to travel
 - software: how we respond to interactions with the world.
 - has a little to do with how we think
 - because of limits, we use heuristics to compensate
 - tricks to speed up processing
 - these are prone to errors
 - errors that you can predict -> bias
 - errors that you can't -> error
 - important error: bias, happens often
 - top down processing is another big error: you perceive what you want to see

Learning

- what's the point of perceiving the environment around us?
 - to learn to interact with it
 - these can't happen simultaneously
 - can separate this as two ideas: what is this, how does this work
- learning is a change in behaviour acquired through experience (very behaviourist)
- experience tells us what behaviors might lead to desired outcome
 - consciously and unconsciously
 - conscious reaction time is unlearnable
 - unconscious reaction time is learnable
- experience comes from multiple sources: symbolic, vicarious, etc
- note: people's behavior gives clues to their experiences (but you have to think about it)

Individual Differences

- originate from
 - genes
 - people who experience extreme stress, their children have a larger response to stress
 - experiences
- personality
- core self evaluations
 - very important to an organization
 - **self efficacy**
 - how capable you think you are of completing a task
 - **self esteem**
 - how positive you are
 - **locus of control**
 - attribute good things to yourself, bad things to external
- influence how people perceive and respond to their environment

Motivation

- humans have needs
 - Maslow's needs, McClelland's needs
 - meeting those needs is satisfying
- people engage in behaviors that satisfy needs
 - learn behaviours through vicarious learning, symbolic learning, experience, etc
 - satisfy need based on what we think will work or what we've been told to work
- some needs are intrinsic
 - we can self satisfy these needs
- motivation in practice

- can give incentives up to the degree of satisfying people's needs
- intrinsic motivation is more powerful than extrinsic
- rewards signal importance

Stress

- stress is the preparation for action
 - activates learned response
 - run, fight
 - problem solving (based on self awareness and needs)
 - is a form of transformational coping
- chronic stress
 - leads to distress (also called strain)
 - related to loss of control
 - or inability to predict environment
 - leads to unhealthy behaviour
 - people who engage in unhealthy behaviour later experience economic difficulties
 - smoking, drinking, drugs, etc are seen as responses to chronic stress, are taken on to prevent depression

Overview

- perception - learn - satisfy needs
- need motivation to satisfy needs - stress response
- if can't satisfy needs - self-destructive behaviours

Lecture 7: Decision Making

- shift from individuals to group dynamics
- why do we perceive
 - so that we can learn
- why do we learn?
 - understand the world around us
 - allow us to find ways to meet our needs
 - there is an implied link between learning and stress
 - when you don't know how to satisfy need, you get stress
- use this information to make decisions about how to interact with the world

Types of Decision

- programmed decision
 - simple, routine
 - established decision rule
- nonprogrammed decision
 - new complex
 - requires creative solution
 - occurs when you first are learning something
 - drawing on what you feel is right
- as you gain experience and expertise, your nonprogrammed decision moves to a programmed decisions
- can make decisions with ease, automatic
- ex of change in decision process: chess
- a programmed decision starts as nonprogrammed, and through expertise becomes programmed

Decision-making Process

- recognize problem
- identify objective
- gather and evaluate data
- list and evaluate alternatives
- select best course of action
- implement the decision
- gather feedback
- follow up

Beyond Classical Model of Decision Making

- psychology in economics
 - humans beings aren't rational (and thats a good thing)
 - human beings don't make decision to maximize
 - why is it good?
 - allows people to be adaptable
 - allows us to respond to things in our environment by changing our motivation - Daniel Kahneman won nobel prize
 - came up with 2 systems for decision making
 - describe as 2, but not really 2 separate things
 - split so better described
 - split so that you can think of them as actors, to different characters, not 2 different regions of the brains
 - they coexist together
- **unconscious decision making (system 1)**
 - fast, automatic, associative
 - uses all accessible information
 - unconscious processing, with access to results (e.g. $2 + 2 = ?$)
 - associative learning
 - from brain, have neurons (each neuron holds 1 concept, object, construct)
 - if a neuron fires and another one fires, they tend to grow together
 - the more that a neuron fires with another one, the stronger they grow together (the stronger the connection)
 - the stronger the association, the stronger that something connected will get activated
 - if you do something during a mood, you are more likely to recall that thing when you are in that mood
 - ex. if your are happy while studying, you are more likely to recall the information when you are happy
 - similar for spatial queues
 - queues from environment can help you remember
 - but this intuition (system 1) is prone to error
 - emotional state affects accessibility
- **effortful thinking (system 2) can be used to notice and correct errors**
 - aka executive function, self regulation, rational though
 - effortful, sense of identification ("ego")
 - contrast to system 1 which is spontaneous
 - with the effort, there is a sense of control, a sense of "I came up with this"
 - limited capacity that is depleted through use
 - analagous to a muscle

- if you use it too much, you get tired
 - if you use it over a long period of time, you strengthen it
- system 2 can help increase self efficacy by focusing on what parts you have problems with -can also be (mis)used to justify results of system 1
- system 2 is effortful, and therefore has a limited use
- because of this, we don't often engage system 2 all the time
- idea of people are on auto-pilot
- once you get into a certain place, you just go through the motions
- system 1 is always generating decisions (always on)
- system 2 is always looking at the generated decisions and making sure they are ok
 - system 2 will change response, and then system 1 will start to make the association
- because we can't use system 2 all the time, can have people reach end
 - get self regulatory failure, very serious thing
- system 2 can identify and correct the mistake of system 1
 - while you are going through auto pilot, and you hear something that maybe doesn't sound right, your system 2 kicks in
- system 2 can also to justify the results of system 1
 - in sexism, your system 2 can be used to justify a sexist answer

Decision Making

- recall from perception: cognitive resources are limited and so we use heuristics
- in making decisions, we may try to act rationally, but we are limited by:
 - cognitive resources
 - time constraints
 - political considerations (e.g social consequences)
 - limited experience
 - we don't always have all the experience we need to make a decision
- these limitations are called the bounds of rationality

Bounded Rationality

- problems
 - well defined vs ill structured
- information gathering
 - instant and without cost vs time consuming and costly
 - would like to be able to gather information quickly
 - unfortunately, its a time consuming process
 - therefore, we usually don't have all the information necessary to make a rational decision

- actor's behavior
 - perfectly logical vs prone to cognitive biases and emotional influence (system 1 is our autopilot)
- outcome
 - maximize vs satisfice
 - ex. problem with economic assumption, people try to maximize outcome
 - people generally don't maximize, they satisficing
- bounds of rationality can be observed by the biases that we make in our decisions

Biases

- availability
 - people make decisions based on what is accessible in their minds
 - recent, vivid, and familiar information is most accessible
 - emotional state also shapes what is accessible
 - swapping a hard question for a simple question happens a lot
- processing
 - confirmation bias
 - people have a tendency to come up with confirmation for decisions that they have already made
 - people put pressure on themselves with decisions
 - like to make ourselves think that our decisions are right to make us feel good about ourselves
 - feeling good about ourselves is a need that we like to satisfy
 - basically, distort things to feel good about ourselves
 - anchoring
 - basically, in asking a question, you immediately bring certain things to people's mind
 - framing
 - considering sunk costs

Framing

- imagine you are in charge of a company that is being sued. Your lawyers tell you that you have two options
 1. settle out of court, accept a sure loss of \$25,000,000
 2. Go to court, and you have 50% chance of losing \$50,000,000
- which do you prefer?
 - most choose
 - notice that expectancy is the same
- reframe as:

1. settle out of court, sure saving of \$25,000,000
 2. got to court, 50% chance of saving \$50,000,000
- the context in which information is presented affects the decisions people make
 - in the domain of gains people are risk-averse (prefer less risk)
 - in the domain of losses, people are risk seeking (prefer more risk)
 - one reason why people are bad at investing
 - when people lose at investment, they tend to take more risks than they normally would
 - they are in the domain of losses, so more risk seeking
 - part of trap of gambling

Sunk Costs

- costs that have already been incurred and cannot be recovered
 - should not affect future decisions
 - decisions to continue or discontinue a course of action should be based on marginal costs and benefits

Escalation of Commitment

- investing additional resources in an apparently failing course of action
- attempt to recover sunk costs
- groups are more prone than individuals
 - Cuba in the 1950s and 60s
 - bad relationships
 - most students at some point
 - do you really want to do this degree? you usually don't want to throw away the degree
- escalation of commitment makes sense to continue when the marginal costs are changing
 - continue putting in effort when the cost is changing (decreasing)
- if your dealing with escalation of commitment, or dealing with sunk costs, can change to transformational coping
 - instead of saying i'm failing and these costs are sunk, you can transform it to i'm learning, and now your marginal benefits are increasing
- escalation of commitment can be described as sticking to a decision because you are feeling bad about making a decision is bad thing

Making Decisions

- option 1: rely on rigid decision making process?

- make every decision a programmed decision
- benefits
 - leads to predictability
 - can give concrete reasons for decision, evaluate decision
- shortcomings
 - differences in contexts
 - if you are following a decision rule that someone else came up with, you lose out on the learning
 - if something changes, algorithm has to change
- option 2: rely on intuition anyway
 - benefits
 - learning happens. you draw on past experiences and analyze it. Only works if there is immediate feedback
 - its quick, and nearly effortless, can be on auto pilot
 - shortcomings
 - bias based on emotions. Hopefully, over time your bias becomes accurate as you learn more about the world.
 - bias can exist in rigid process as well, just hidden within it
- option 3: use intuition and then verify
 - z model
 - first sense the world around you, then use intuition about things, come up with ideas/associations from your intuition, then think about them and analyze, after you select one after focus thought, you pay attention to how you feel about it, and how it sits with you. After the decision, if it affects your internal state

Group Decision Making

- benefits
 - more knowledge and experience (vicarious learning)
 - increased acceptance and commitment (participation)
 - greater understanding of decision (participation)
 - sense of control? (see participative decision making)
- drawbacks
 - pressure to conform
 - groupthink and overconfidence
 - when everyone in the group starts thinking alike, no new ideas are being developed and presented because everyone is in agreement
 - group polarization
 - if you agree with the idea, after group discussion you tend to agree more
 - if you disagree with the idea, after group discussion you tend to disagree more
 - group discussion tends to polarize your responses

- domination by powerful individuals
- requires more time

Lecture 8 - Power and Politics

Power

- from McClelland's needs theories, we know power is something that we need for motivation
- can be acquired
- needed to get work done
- there are individual differences in need/desire for power
 - a. pow instrument captures the differences
 - recall from Motivation theory: need for power is a motivator
- too many are skittish about discussing it
 - discussing power difference can create stress
 - because power is scary. people with power can do scary things sometimes

What is Power?

- what comes to mind?
 - influence
 - money
 - fear, superiority
- from French pouvoir, related to Spanish poder
 - literally "to be able"
 - to be able to do what? something that can satisfy your needs
- what does it mean to not have power?
 - how do people respond?
 - do things to make themselves feel powerful
 - consumer power relating powerless mindsets to consumer action
 - it's more to display unto someone than on to yourself
 - the less power you feel you have to impress upon others the fact that you do have power
 - sense of low power could make people buy things that would make themselves feel of higher power
 - buy high end brand name goods
 - want things that other people can see
 - look for alternate bases of power
 - take other's perspectives
 - empathy is more present than ever right now because of the advancements in communication technology

- note: these are all related
- doing something to make yourself feel powerful, what you do will depend on other's perspective of what is powerful

Power vs Influence vs Authority

- **power**
 - the *ability* to influence the world around you in ways that affect the self and/or others
- **influence**
 - the *process* of affecting the thoughts, behaviour, and feelings of another person
- **authority**
 - the *right* to influence another person

Zone of Indifference

- the range in which attempts to influence a person will be perceived as legitimate and will be acted on without a great deal of thought
 - increased power, increased zone of indifference
- managers strive to expand the zone of indifference
 - they consistently ask you to do increasingly crazy things, trying to expand your zone of indifference
- can see zone of indifference as the zone of disengagement
 - where people would not question what they are being asked
- ideally want the smallest zone of indifference, as it promotes employees asking lots of questions
 - autonomy, increased responsibility

Forms and Sources of Power

Interpersonal Forms of Power

- **Reward Power**
 - agent's ability to control the rewards that the target wants
 - by being able to administer rewards
 - from learning, we know that by administering rewards tends to reinforce the preceding behaviours
- **Legitimate Power**
 - agent and target agree that agent has influential rights, based on position and mutual agreement

- mutual agreement is really important
- example: prof has legitimate power over class. From position, cultural norms, reliant on prof to learn
- if mutual agreement fails, need to reinforce the power from one of the other 4
- **Referent Power**
 - based on interpersonal attraction
 - certain amount of power with liking someone else
 - power you gain from people wanting to identify with you
 - because of this, your opinion matters
 - very dangerous. could look like a very charismatic leader, but could become cult like
- **Expert Power**
 - agent has knowledge target needs
 - agent has power to solve target's problem by telling them the answer
 - essentially the most benign
- **Coercive Power**
 - agent's ability to cause an unpleasant experience for a target
 - basically, punishment
 - "I can control you by doing harm to you"
 - coercive power can become ineffective at some point, as people will stand up against it for what they believe in

Expert Power - Power of Future?

- strong relationship to performance and satisfaction
- transfers vital skills, abilities, and knowledge within the organization
- employees internalize what they observe and learn from managers they consider "expert"
- you do the things you have expertise over
- if you don't, do you get others to do them who do have expertise
- expert power seems to be much more effective than the other ones
- if you don't use expert power, those with expert power are likely to feel stifled, and just leave

Two Faces of Power

- Social Power :)
 - used for the good for the group, to create motivation, to accomplish group goals
- personal power :(
 - used for personal gain

Power abuse

- standford social experiment
 - problem started when guards felt their legitimate power was being threatened
 - this started when the prisoners started using coercive power
 - calling them names, ect
 - they were only testing the powers
 - the gaurds then used coercive power, augmented by their legitimate power
- milgram experiment
 - the shock for wrong answers, when there is no one on the other end
- the outcome: legitimate power is something that needs to be negotiated
- if someone has more coercive power then you, don't get in a coercive power fight
- when legitimate power is challenged, it needs to be reinforced by one of the other powers

Using Power Ethically

- does the behaviour produce a good outcome for people both inside and outisde the organization?
- does the behaviour respect the rights of all parties?
- does the behaviour treat all parties equitably and fairly
- this requires ability to take other's perspectives
 - how does this power affect perspective-taking?
 - low power -> take other people's perspectives easier
 - high power -> less likely to take other people's perspectives. Feeling of power makes you think that their perspective doesn't matter
 - empathy seems to be crucial
 - the way to have power and use it well is to have empathy and use it well
 - this relates to social power
- ethical power = empathy + power
- empathy - feeling what another person feels
 - by using empathy, you can gain insight into what the other person feels, and will influence your power
 - allows you take the position of the other person

Politics

- **political behavior**
 - actions not officially sanctioned by an organization that are taken to influence others in order to meet one's personal goals

- **organizational politics**
 - the use of power and influence in organizations
- generally , politics in an organization is a negative thing
 - however, some people like this -> they are getting something out of it

Conditions Encouraging Political Activity

- unclear goals
 - people don't know what the organization is trying to do, so they don't know how to align their goals with the organization
- autocratic decision making
 - people don't know how to have their needs met with decisions
- ambiguous lines of authority
 - people don't know who they are supposed to be talking to, reporting to, ect
- scarce resources
 - people don't know if the resources will be available
 - not enough resource to go around
- uncertainty
 - people don't know if their needs will be satisfied

Politics happen when people don't believe that their organization can satisfy their needs, so they start looking out for themselves instead of aligning their goals with the organization.

Political Skill

- ability to get things done through favourable interpersonal relationships outside formally prescribed organizational mechanisms
- though politics in organization is bad, political skill can be a positive thing
- has a positive effect on team performance, trust for leader, support for the leader
- a leader with more political skill means that the team will be able to get better access to resources better than other

Four Dimensions to Political Skill

- social astuteness
 - the ability to correctly identify social situations
 - see other peoples emotions in situations
 - requires you to be able to perceive others emotions
- interpersonal influence
 - get other people to do what you want to do
- networking

- meet people + maintain that relationship
- sincerity
 - those who are perceived as more sincere evoke more trust from subordinates

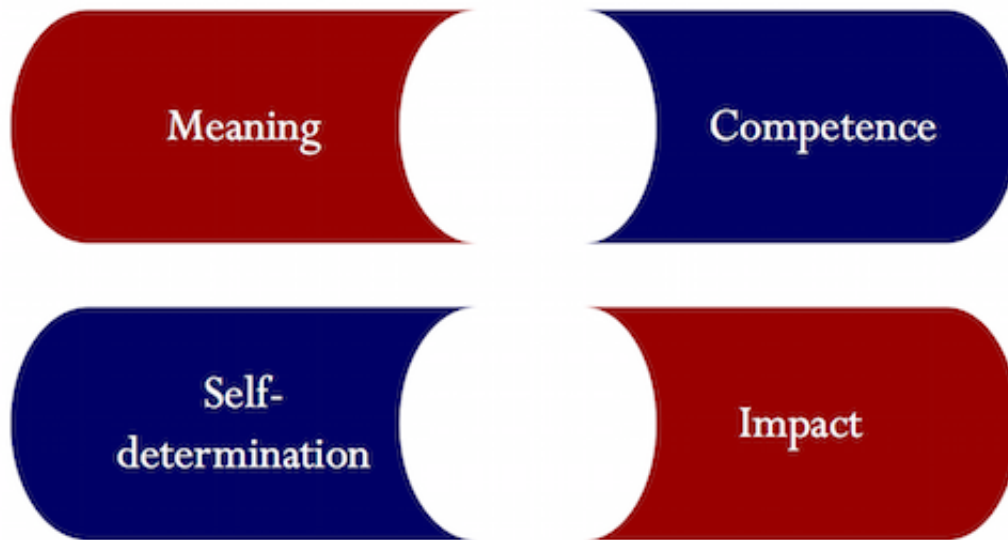
Managing Political Behaviour

- maintain open communication
 - so that if people have a need that is unmet, they can express it openly
- clarify performance expectations
 - so that people know what they have to achieve to receive rewards
- use participative management
 - so that people can have their needs met through the decisions
- encourage cooperation among work groups instead of competition
 - ex. Sears has competition within store. Instead of boosting store, caused it to fail
- manage scarce resources well
 - have a system in place that people can understand, and be able to explain why one group gets resources over others
 - best way to do this is through expert power
- provide a supportive organizational climate
 - have a climate where people can achieve their goals and not feel forced to go for organizations goals

Managing Up: The Boss

- your boss has more power, but your boss is still a human being. they are not omnipotent
- understand your bosses and their context
 - their goals and objectives
 - the pressures on them
 - their strengths, weaknesses, blind spots
 - their preferred work style
- knowing who yells at your boss, what makes them stressed, and can then change your behaviour to try and counter act that
- knowing what your boss's limitations are can make your interactions better. you won't be caught off guard
- people who you vie as more powerful may feel powerless too
- you also have to assess yourself and your needs
 - your own strengths and weakness
 - your personal style
 - your predisposition towards dependence on authority figures

Four Dimensions of Empowerment



- for a worker to feel empowered need to feel:
 - meaning
 - need to feel like the work is meaningful, that you are gaining something out of it
 - ties with impact, meaningful work often feels impactful
 - competence
 - or at least feel like they are gaining confidence
 - self determination
 - autonomy
 - if not autonomy, people are just following orders
 - impact
 - can be even gaining feedback, which is important for motivation
- another way to look at it
- for a person to feel motivation, they need to feel empowered, as otherwise they won't feel motivated to meet their needs

Remember...

- powerlessness corrupts
 - b/c when you are powerless, you are forced to take the perspective of someone who is more powerful
 - this is a very negative feeling
 - can lead you to do harmful things

Lecture 9: Conflict and Negotiation

- conflict is a direct continuation of power
- conflict occurs when people try and apply power to get stuff
- purpose of coercive power -> to get someone to do something that they don't want to do
- reward power -> to get someone to do something they are indifferent to
 - that they wouldn't want to do if not for the reward
- when the voice is shut down by coercive power, they are ruling out expert power
- counter power - when someone has a power that they can use against you, you can shield yourself from it
 - ex. to shield yourself from coercive power, remove the things that can be used against you as punishment
- the basis of power can shift throughout an interaction
 - if one gets countered, you can turn to a different one
- negotiation is how to use your power and how you react to your oppositions power
- coercive power is about trying to change someones view/purpose
 - punish them until they give up on their view

Nature of Organizational Conflict

- **conflict**
 - any situation in which incompatible goals, attitudes, emotions, or behaviors lead to disagreement or opposition between two or more parties
 - when different people want different things
- **functional conflict**
 - a healthy, constructive disagreement between two or more people
 - can be hard to set up
 - lots of factor can obstruct functional conflict
 - result in devolution into dysfunctional conflict - conflict management
- **dysfunctional conflict**
 - an unhealthy, destructive, disagreement between two or more people
- functional conflict seems to be based on conflict power
 - focused on trying to find out what the truth is
 - if this is the focus, then the conflict benefits everyone

Diagnosing Conflict



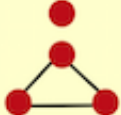
- are the parties approaching the conflict from a hostile standpoint?
- is the outcome likely to be a negative one for the organization?

- do the potential losses of the parties exceed any potential gains?
- is energy being diverted from goal accomplishment?
- if answer is yes -> conflict is dysfunctional

Group Conflict in Organizations

- interorganizational conflict
 - conflict that occurs between two or more organizations
- intergroup conflict
 - conflict that occurs between groups or teams in an organization
- intragroup conflict
 - conflict that occurs within groups or teams

Power Relationship in Organizations

Types of Power Relationships	Behavioural Tendencies and Problems	Examples of Interventions
Equal vs. equal 	Suboptimization <ul style="list-style-type: none"> ▪ Competition ▪ Covert fighting ▪ Constant friction 	<ul style="list-style-type: none"> ▪ Define demarcation lines ▪ Integrate units ▪ Teach negotiating skills ▪ Clarify common interest
High vs. low 	Control vs. autonomy <ul style="list-style-type: none"> ▪ Resistance to change ▪ Motivation problems 	<ul style="list-style-type: none"> ▪ Bureaucratize power through rules ▪ Use a different leadership style
High vs. middle vs. low 	Role conflict, role ambiguity, stress <ul style="list-style-type: none"> ▪ Concessions ▪ Doubletalk ▪ Use of sanctions and rewards 	<ul style="list-style-type: none"> ▪ Improve communication ▪ Clarify tasks ▪ Teach power strategies

- equal vs equal
 - occurs because no one has legitimate power. Everyone has the same level of legitimate power. Trying to jockey for power over each other.
 - competition, covert fighting, constant friction
 - sub optimization. waste of energy
 - interventions:
 - define demarcation lines. give people domains of control
 - integrate units. give people a common goal/purpose
 - teach negotiation skills
 - clarify common interest
- high vs low

- people with high power are frustrated that the low people aren't just doing what they are told
 - that low power people aren't just taking his perspective
- high power will also want to make up rules and insist that low power follows them
 - rules need to be enforced. can only be enforced by reward/coercive power
 - base of power is now shifted to reward/coercive
- low power people will feel that their autonomy is being taken away
 - autonomy is a key component of motivation
- seen as: control vs autonomy, resistance to change, motivation problems
- interventions:
 - bureaucratize power through rules -> not very good. avoid
 - use a different leadership style (relate to class on leadership)
- high vs middle vs low
 - role conflict, role ambiguity, stress
 - person in the middle is presented with two different sets of competing expectations
 - person on top has trouble communicating to the people on the bottom
 - results in double talk
 - different people are given different answers that are appropriate for the conversation, but are not consistent
 - use of sanctions and rewards interventions:
 - improve communication
 - clarify tasks
 - teach power strategies

Effective Techniques for Dealing with Conflict

- **expanding resources**
 - lack of resources creates problems, can create politics
 - doing this can help to remedy the problem
 - best way is to increase resources, but not always possible
- **confronting and negotiating**
 - good when dealing with area where expert power is king
- **changing structure**
 - can eliminate conflict that results from structure
 - related to power relationships in organizations
- **changing personnel**
 - should be considered a last resort
 - firing people can have negative effects on many people
- **superordinate goals**
 - making people work towards a common goal

- changes how people view/stereotype each other - how much warmth they can project on one another
- Robbers Cave Experiment
- experiment done on children, looked at group based conflict
- they had kids at summer camp, divided into two groups with different names and different visual identities, and made to compete
 - groups didn't like each other, had stereotypes for each other
 - effectively what racism does
- study looked to show that the mere existence of groups is enough to create conflict
- they then gave them a task that the 2 groups had to complete together. The conflict went away immediately
- superordinate goals: remove conflict by getting the parties to work towards a goal that they both actually want

Negotiations

- making joint decisions when the parties involved have different preferences
 - salary after a job offer
 - splitting tasks on a group project
 - making plans for dinner

Approaches to Negotiation

- distributive bargaining
 - the goals of the parties are in conflict and each party seeks to maximize its resource
 - "slicing the pie", "win-lose" solution, "zero-sum" solution
 - focus on a power struggle
 - this is a conflict, and is driven by power
 - coercive power
 - argue very angrily. usually only works in a one off
 - expert power
 - give reasons for why you need so much.
 - giving
- integrative negotiation
 - focuses on the merits of the issues and seeks a win-win solution
 - "win-win" solution
 - this is very powerful. focus on solving everyone's needs
 - "enlarging/expanding the pie"

Stage 1: Assessing the Situation

- what are your interests and priority issues?
- how will you determine whether or not you will enter into an agreement
- what is your BATNA (Best Alternative to a Negotiated Agreement)? That is, do you know what you will do if there is no agreement?
 - this is very important to know going into a negotiation
 - easier to walk away if have a better BATNA
 - only counts if its real, actionable
- what are the interest and constraints of the other party

Stage 2: Establishing the Process

- have you agreed on the scope of the issues?
 - establish the rules of the game
- how will agreements be approved or ratified?
- are you in agreement on time frames and deadlines?
- have you discussed what information may be required and how it will be acquired and managed (e.g. confidentiality)

Step 3: Negotiating the Agreement

- are you entering negotiations committed to meet your interests - not your positions?
- are you identifying and addressing the interests of the other party?
- are you jointly identifying mutual interests and expanding the "pie"?
- are you building a relationship that will support the agreement?

Step 4: Implementing the Agreement

- are all of the agreements clearly understood and perhaps spelled out in writing?
- does the agreement spell out the responsibilities of the parties in the implementation of the agreement?
- is there a provision for assessing the implementation of the agreement and improving it as necessary
- are there procedures for jointly resolving disputes under the agreement in a timely manner

TABLE 13.3 Negotiation, Mediation, Arbitration and Litigation—How They Work

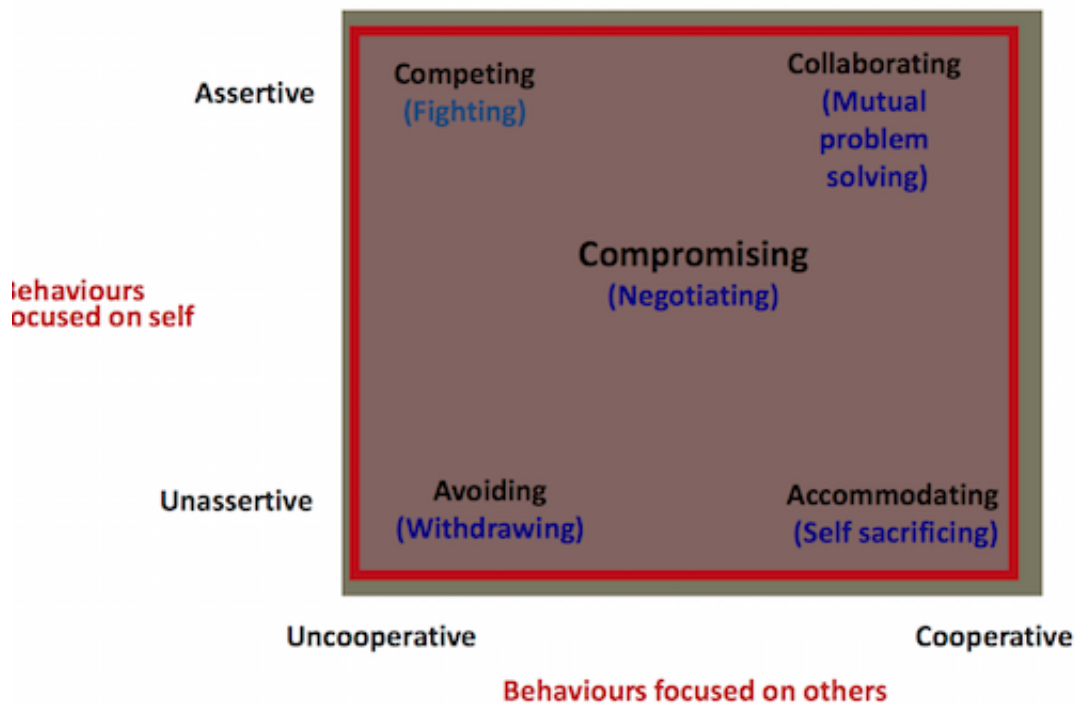
	HOW IT HAPPENS	WHO IS INVOLVED	HOW DOES THE PROCESS WORK	OUTCOME
Negotiation	By agreement/ contract	Two or more parties communicate with each other and make decisions	The parties determine the process	Contract is final and binding
Mediation	By agreement/ contract Court-ordered	A neutral third party acts as communicator and facilitator to help parties make their own decisions to resolve the dispute	A neutral third party leads the parties through stages in private, caucus, and together. 1. Opening Statements 2. Defining the issues 3. Developing understanding of issues 4. Developing solution	Written or verbal agreement which morally or legally binds the parties
Arbitration	By agreement/ contract By legislation Court-ordered	A neutral third party acts as decision-maker	By e-mail, fax and conference calls, the arbitrator leads the parties through stages: 1. Parties structure proceedings and schedule 2. Submission of claims, preliminary matters, defence, answers, evidence, argument 3. In person hearing if requested 4. Cross examination 5. Summation (unless parties agree to a less formal process).	The arbitrator's award is final and binding on the parties and enforceable by the courts
Litigation	Either party may initiate	Judge acts as decision- maker	Judge takes the parties through stages: 1. Opening statements 2. Argument/evidence 3. Examination in chief 4. Cross examination 5. Summation	A decision by the judge which is final and binding on the parties subject to the right

SOURCE: ADR Institute of Ontario, Inc. <http://www.adrontario.ca/about/faq.cfm>. Retrieved March 3, 2010.

Five Styles of Conflict Management

- **avoiding**
 - withdrawing
 - deliberate decision not to take action on a conflict or to stay out of a conflict
- **accommodating**
 - self sacrificing
 - concern that the other party's goals be met but relatively unconcerned with getting one's own way
- **competing**
 - fighting
 - satisfying one's own interests; willing to do so at another party's expense
- **compromising**
 - negotiating
 - each party gives up something to reach a solution
- **collaborating**
 - mutual problem solving
 - Arriving at a solution agreeable to all through open and thorough discussion
- from theory, we know that a high sense of self -> high power, low sense of self -> low power
- competing level

- challenge of power, trying to see who has the most power
- high sense of personal power
- high sense of trying satisfy my own needs
- orientation of conflict is on self
- one person trying to force the other to give up their perspective
- classic distributive negotiation
- avoiding
 - this may be used because competing sucks
 - not worth the hassle, not worth dealing with the person
- engage in accommodation
 - because the other person is more powerful
 - help build a relationship



- assertive unassertive -> high power low power
- cooperative uncooperative -> high empathy low empathy
- coercive power is not worth using, doesn't help you do anything in collaboration
- expert power is fantastic, entirely focuses on collaboration
 - how does the world work and how do we use this to get what we need

Lecture 10: Communication and Groups

Conflict Recap

- when we meet a stranger, we want to know two things about them
 - what is your intent?
 - if different from mine, potentially hostile
 - i.e how warm are you?
 - referent group ~ compatible goals ~ safe ~ warm
 - outgroup ~ incompatible goals ~ potential threat ~ cold
 - perceive other people's warmth or coldness based on whether or not their goals compatible with ours or not
 - are you capable of carrying out your intent?
 - i.e how competent are you?
 - largely based on status due to:
 - correspondance bias
 - just-world beliefs
 - this is the basis of group stereotypes
 - note that this is not actual competence or warmth, but the perception of it

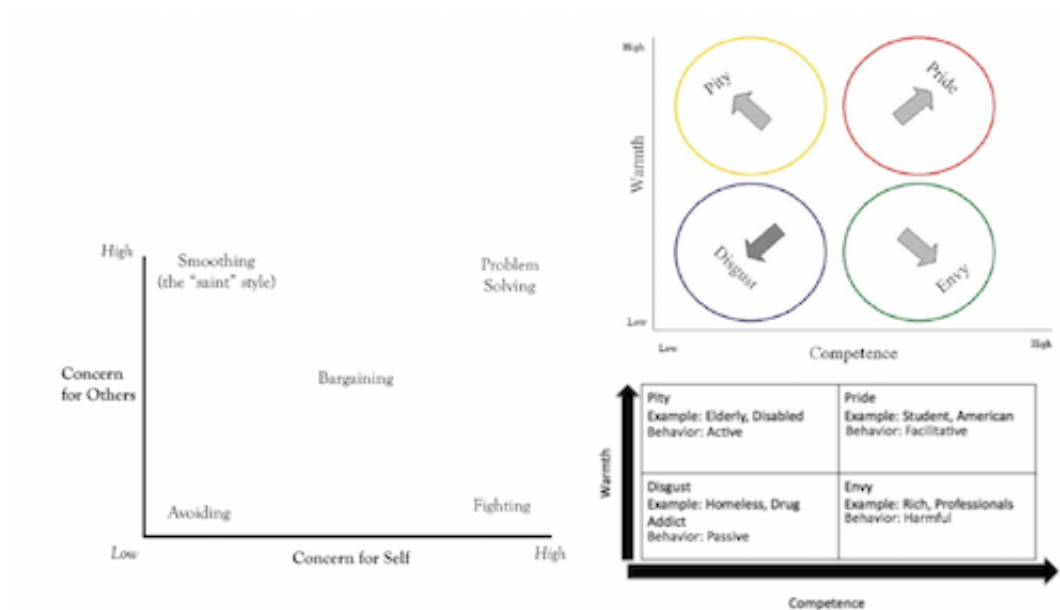
Stereotype Content Model

- stereotyped attributes (how competent, how warm) affect behaviour intentions
 - behaviour intentions are also affected by stereotypes
 - also looks at emotion
 - each of the emotions described below illicit behavioural intentions
- competence and warmth form a space, 4 quadrants
- **pride**
 - the feeling you feel towards the group you belong to/group you align with (referent group)/the group you identify with/the dominant group
 - we imagine this group to be very warm
 - they are also seen as very competent
 - they are seen as having goals that are not in conflict with their own goals - duh
 - unambivalent stereotype -> all positive
 - behavioural intent: makes you want to collaborate with them
 - there is desire to interact with this person
- **envy**

- if a person is highly competent, but they are not part of the in group - part of the out group
- immediately seen as cold, just because of the *possible* threat
- this creates envy -> envy illicit the desire to sabotage
- called an ambivalent stereotype -> while praised for high competence, but also put down (bad phrase) because they are part of the out group
- behavioural intent: desire to hurt/harm/sabotage them
 - do this to make gain
 - sabotage people you envy so that you can feel pity for them
- **pity**
 - the other side of the spectrum
 - when you are part of the in group, but are low in competence
 - ex. women who are especially warm in business, and play down their competence. They are seen as not a competition/threat, so they are accepted, but they are pitied and people assume they are incompetent
 - still ambivalent
 - people usually oscillate between pity and envy (you either are accepted but people think you're stupid or you're smart and people don't want to associate with you)
 - behavioural intent: makes us want to help them
 - you think you are doing a good thing
 - put pride on yourself
- **disgust**
 - people who are incompetent and seen as cold -> illicit disgust
 - ex. homeless
 - behavioural intent: don't want to interact with these people
 - want to avoid them
- this can be also put onto the negotiation model (concern for others vs self)
 - pity -> smoothing/accommodating
 - feel the need to help them
 - problem solving -> pride
 - want to work with them
 - avoiding -> disgust
 - don't want to interact with these people
 - fighting -> envy
 - you want to cause harm because they are part of the out group
- each of these 4 things also elicits different behavioural intentions
- we feel disgust, because we want to distance ourselves from them
- we want to cooperate with people because we want to identify with them
- we want to fight with someone because we want to pity them
- we want to pity someone because we want to feel better about ourselves
- this is all related to conflict and interaction - interactions can be predicted based on the

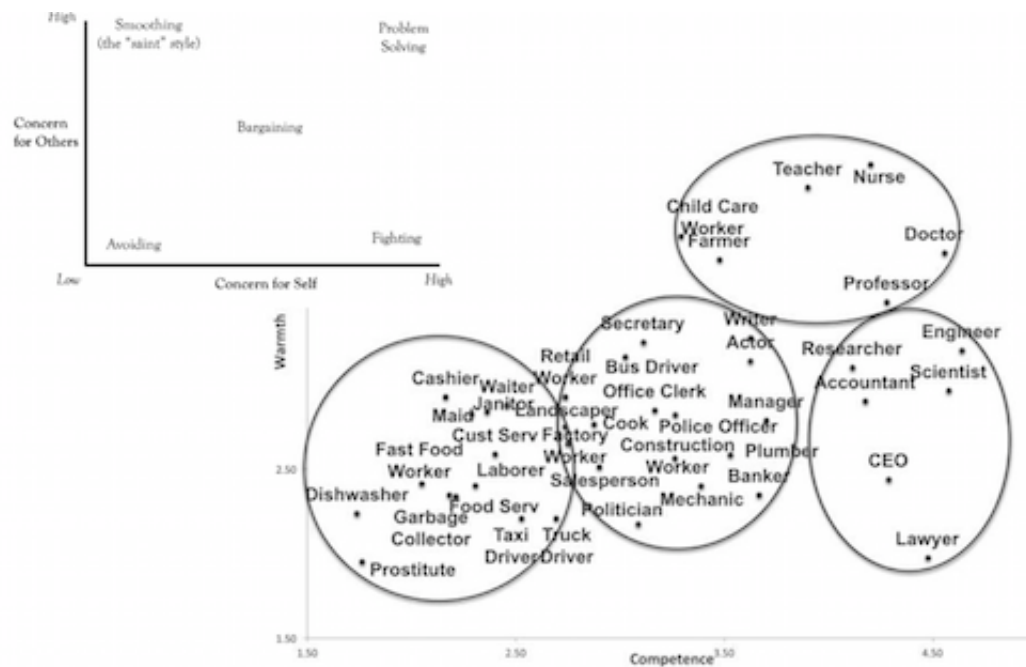
way that the person perceives the other person

- note that how you identify someone also depends on context



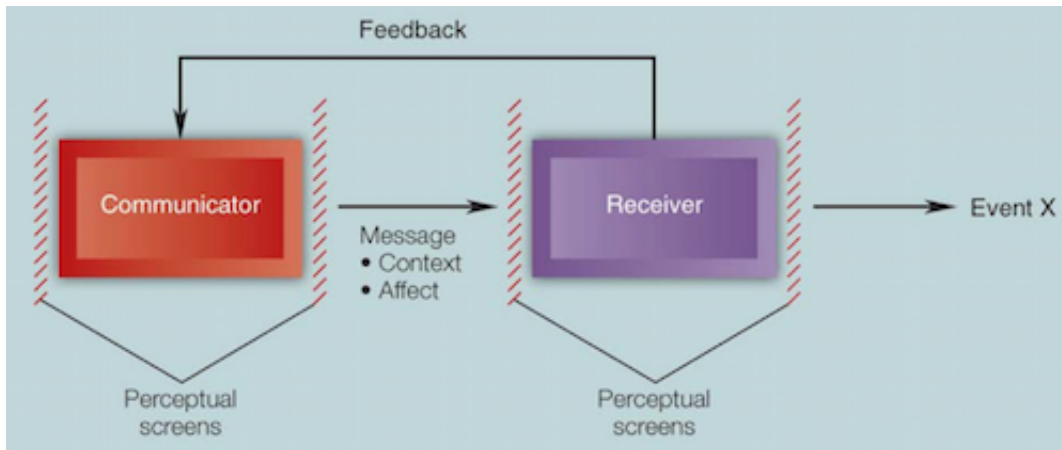
Profession Stereotypes

- teacher/nurse/doctor/professor
 - all about benefitting other people
 - this is where they get their status from
- engineer/scientist/CEO/lawyer
 - all seen as being self interested/ not interested in the rest of society
 - also seen as confrontational
- dishwasher/garbage collector/taxi driver
 - all seen as cold people, so the people are seen as incompetent
 - people are seen as not being out to help everyone
- note: disgust
 - every job that we hope that we don't have
 - imagine that they don't have competence - want to imagine there's a reason that they ended up there, although that's almost certainly not the case



Communication Model

- message
 - contains context, semantic meaning, and affect
 - semantic meaning -> logic and language
 - affect -> emotion to the message
- communicator
- receiver
- both communicator and receiver have perceptual screens
 - communicator has things going on (personal attributes, life actions) that effect how they send the message
 - receiver has similar things going on that effect how they interpret the message
- communicator is able to get feedback based on their response to the message
- remember: receiving the feedback is what is used for learning
- visual feedback can be an important part
- find out things like are they following, do they understand, are they happy
 - lets them understand how accurately their message was understood
 - because of perceptual screens, you're not going to have perfect communication



Barriers to Communication

- communication barriers
 - factors that block or significantly distort successful communication
- physical separation
 - removes some of the information that would have been transmitted
 - communication is not as rich
 - removes things like affect, tone, facial expressions, ect
 - important one: sense of smell
 - you can smell things like fear, sexually receptiveness
 - you can't consciously do this though
- status differences
 - usually involves a difference in power
 - high power person has a harder time of taking the perspective of lower power people
 - so they are less likley to care/concern themselves with the perspective
 - also don't want to challenge their power
 - self-filtering (scared of being contrarian, challenging authority), difference in background/context
- gender differences (discussed in broad sense)
 - alot of this has to do with living a sexist patriarchal society
 - there are also preferences
 - men perfer to talk while sitting next to eachother, women across from eachother
 - could because women care about facial expressions more then men
 - homophobia -> men don't want to look at eachother (its a date)
 - men with high power and comepeting interests could view eachother as a threat
 - but by looking at something else, now you are collaborating,

not threatening anymore

- cultural diversity
 - things lost in communication, differences in what things mean
- language

Gateways to Communication

- gateway = factors that are antidotes to communication problems
- steps to introducing a gateway
- first step - awareness and recognition
- then take action
 - e.g. physical separation can be countered by
 - periodic face-to-face interactions
 - regular meetings for interrelated unit
 - e.g. status difference
 - take the person to a location that neutralizes the status difference (i.e non work setting)
 - take the person to a situation that highlights the status differences
 - ex. muslim pilgrimage -> supposed to give up your status
- gender difference gateways
 - awareness of gender-specific differences in communication; actively seek clarification
 - women are more likely to communicate more indirectly than men - just ask for clarification
- cultural diversity gateways
 - increased awareness and sensitivity; acquire map for understanding
 - simplest way to reduce the issues -> learn about the culture (cultural immersion)
 - as you begin to understand the other person's culture, their behaviours will make more sense
 - just become more familiar with that culture - practice makes perfect
- language gateways
 - simple, direct, declarative language
 - use brief sentences
 - speak in the language of the listener
 - avoid jargon or technical language

Types of Nonverbal Communication

- facial and eye behaviour
 - movements that add cues for the receiver
 - can get huge amount of info about whats going on

- paralanguage
 - variations in speech, such as pitch, loudness, tempo, tone, duration, laughing, and crying
 - lots of info portrayed in this
 - this can be effected by culture
- proxemics
 - an individual's perception and use of space
 - can be used to eliminate status markers
 - sitting behind a desk vs no desk between you
 - a large desk between you and other person presents a large power difference
- kinesics
 - study of body movement and posture
 - power poses -> to get head in mindset
 - how you carry yourself, how you control your body, is a negotiation with the environment
 - if you carry yourself with high power, you usually causes backlash
 - shows why women are chronically don't have high power
 - can prime yourself with high power in a controlled situation, before entering a situation where you don't have as much power

Benefits of Teams

- teamwork: a joint action by a team of people in which individual interests are subordinated to team unity
- goals of the individuals will by met when goal of the group is met
- removes conflict by putting everyone towards a common goal, no one is trying to be better then the other
- benefits to organizations
 - good when performing complicated, interrelated and or more voluminous work than one person can handle
 - good when knowledge, talent, skills, and abilities are dispersed across organisational members and task acomplishment requires integrated effort
 - empower with collaboration; not power and competition
- using teams get people to do things without forcing them, because they will spontaneously want to because by meeting the teams needs will help them meet theirs

New vs Old Team Environments

- new team environment
 - person generates initiatives

- team charts its own steps
- right to think for yourself. people rock the boat and work together
- people cooperate using thoughts and feelings; direct talk
- old work environment
 - person follows orders
 - manager charts course
 - people conform to manager's direction. no one rocks the boat
 - people cooperate by suppressing thoughts and feels; want to get along
- new is expert power and collaboration vs legitimate power (Backed by reward/coercive)

Characteristics of a Well Functioning team

- relaxed, comfortable, informal atmosphere
 - relaxed because no need for legitimate power
 - rather, roles that have expert power, people with different expertise
- task well understood and accepted
- members listen well and participate
 - people are involved in the decision making process
- people express feeling and ideas
 - through this expression of feelings and ideas is how they can give input
- conflict and disagreement over ideas, methods
 - rather than conflict over other things
 - need to be able to resolve this conflict though
- team aware of its operation and function
- consensus decision making
 - everyone is on board
 - able to distribute expert power to everyone else
 - if someone is not agreeing, everyone can help them come around, and they become accepting to expert power
- clear assignment made and accepted
 - everyone knows their roles and the roles of the other members

Factors that Influence Team Behaviour

- **Norms of Behaviour**
 - the standards that work group uses to evaluate the behaviour of its members
- **Group Cohesion**
 - the "interpersonal glue" that makes members of a group stick together
- **Social Loafing**
 - the failure of a group member to contribute personal time, effort, thoughts, or other resources to the group

- people engage in social loafing when their contribution doesn't add anything to the group
- social loafing is strongly motivated by when a person doesn't feel the need to do something because they think the rest of the group will carry them
- explained from expectancy theory - don't see clear reward - effort reward imbalance
- how to stop: give everyone clear parts to the assignments -> creates accountability, reduces anonymity
 - people will also value being given credit for good work
- **Social Facilitation**
 - making the contribution visible increases the effort that people put in
 - this is the opposite to the social loafing
 - could be due to an element of competition
 - key thing is individualization of the effort and accountability
 - if other people can see the effort, you are more likely to put in more effort
 - if the effort is hidden you don't get the reward for putting it in, you can even get the reward for not doing any from the groups results
- **Loss of Individuality**
 - a social process in which individual group members lose self-awareness and its accompanying sense of accountability, inhibition, and responsibility for individual behaviour
 - this is a bad thing -> used to explain why mobs will commit crimes even though none of them would individually
 - this is especially risky for corporations as they have a legal identity that is separate from that of the identity of the individuals

Tuckman's Five Stage Model of Group Development

- **forming**
 - little agreement, unclear purpose, guidance and direction
 - collection of individuals
- **storming**
 - conflict increase clarity of purpose, power struggles, coaching
- **norming**
 - agreement and consensus, clear roles and responsibilities, facilitation
 - becoming more of a group
- **performing**
 - clear vision and purpose, focus on goal and achievement, delegation
- **adjourning**
 - task completion, good feelings about achievements, recognition
- note: these don't necessarily have to happen in order. You often end up going back to

storming.

Mature Team Characteristics

- clear purpose and mission
 - may be assigned or may emerge from the team
 - a team often questions, reexamines, and modifies mission and purpose
 - mission converted into specific agenda, clear goals, and a set of critical success factors
- behavioural norms
 - well understood standards of behaviour
- productivity norms
 - May be consistent or inconsistent with organization's productivity standards
- group cohesion
 - less work related anxiety and tension
 - less variability in production (level linked to norms)
 - better satisfaction, commitment, communication
 - influenced by time, size, prestige of team, external pressure, internal competition
 - prestige is important: want to identify with high prestige team. Feels good
 - associating with a high prestige team feels good and promotes cohesion
 - being part of the low prestige team actually feels bad and can discourage cohesion
 - external pressure:
 - fear for the Americans
 - internal competition
 - creates rival factions that tears the group apart

Lecture 11: Leadership and Followership

Leadership

- what is a leader?
 - lead - "to guide"
 - from Proto-Indo-European leit - "to go"
 - why would a person go somewhere else?
 - because their current situation isn't satisfying their needs
 - a leader's job is to guide someone to where they can meet their needs
 - little abstract -> we are travelling to the future
 - a leader helps guide us through to the future to satisfy our needs
- what makes some people leaders?
 - trait theories of leadership
- what does a leader do?
 - behavioural theories of leadership
- The process of guiding and directing the behavior of people in an organization
- Formal Leadership – The officially sanctioned leadership based on the authority of a formal position (legitimate power)
- Informal Leadership – The unofficial leadership accorded to a person by other members of the organization

Leadership vs Management

- how are they similar?
 - both have power. Both have people working under them
 - both are trying to get something done
- how are they different?
 - bit harder.
 - different bases of power
- **leader** - seeks change, new approaches to problems
 - from western Germanic "lidan", "to travel", "to go"
 - something genuinely new
 - proactive
- **manager** - seeks stability, upholds the status quo
 - from latin root manus (hand), "to handle"
 - reactive

Key personality differences

- attitudes toward goals
 - manager: impersonal, passive, functional; goal arise out of necessity and reality
 - leader: personal, active; goals arise from desire and imagination
- conceptions of work
 - manager: combines people, ideas, things; seeks moderate risk, enables process
 - leader: looks for fresh approaches to old problems; seeks high-risk with high payoffs

- relationships with others
 - manager: prefers to work with others; avoids close and intense relationships, avoid conflicts
 - leader: comfortable in solitary work; encourages close, intense relationships; not averse to conflict
- sense of self
 - manager: born once; accepts life as it is; unquestioning
 - born once -> just want to get their job done
 - leader: born twice; struggles for sense of order, questions life
 - born twice -> they have awareness of the world around them

Proposal: Some people are strategic thinkers who embody both the stability of managers and the visionary abilities of leaders.

- basically, can you be both a manager and a leader?
 - of course. People though tend to lean towards one more so than the other

Trait Theories

- emerged out of WWII
 - during war times, specialists from everywhere were brought into the war machine
 - also brought out the idea of good leadership
 - noticed good officers and bad officers
 - good officers got way more out of their soldiers
 - why are some people such good leaders? (and why are others so terrible?)
 - based implicitly on the idea that there are good and bad leaders
 - maybe what caused them to be good or what the experience they went through -> behavioural idea
- physical attributes
 - height, weight, physique, appearance, age
 - avg height of CEO, 6'2"
 - higher than the avg height of people
 - height traits
 - you put them higher up, more visible
 - from a young age, you are looking up to people (your parents, etc)
 - speculative research: the higher off the ground you are, the more abstract you think
 - not sure if the study is repeatable
 - interesting to think about, but not much you can do with it
 - attractiveness, related to referent power
- personality attributes
 - originality, adaptability, dominance, integrity
 - they make sense, describe leaders well, but are not always useful
- other attributes
 - intelligence, scholarship, speech fluency, etc
 - intelligence at any level will give way competence
 - intelligence is the best predictor of job performance
 - education is an easy way to gain trust - legitimate power
 - same with speech fluency - trust, transfer of ideas
- trait theory is interesting, but they only seem to describe leaders. They don't seem to help to predict who would be a good leader.
- not causal either - just because someone is original doesn't mean they will be a good leader

Backlash to Trait Theory

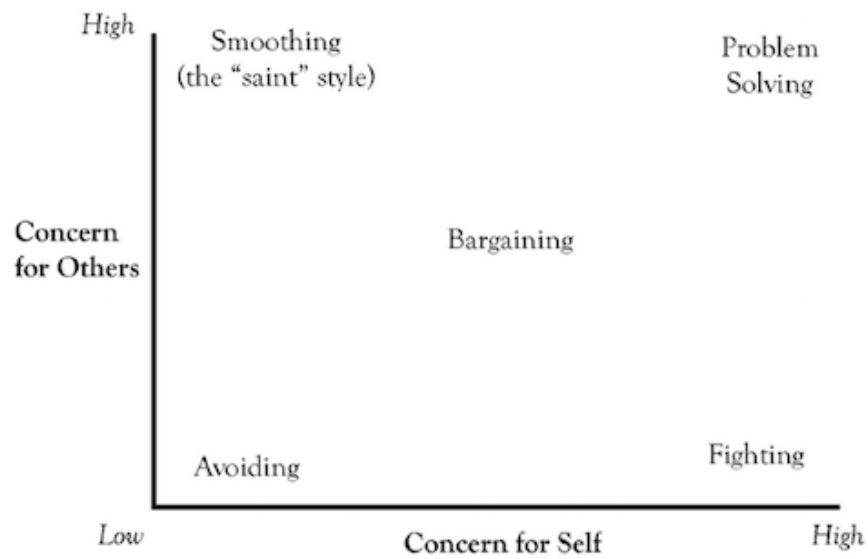
- largely based on prototypicality
 - everyone has an image of leader. When someone is described as a leader, you implicitly compare them to your mental image.
- therefore, largely based on stereotypes
- one important thing for a leader to do is gain your acceptance. If they are not similar to your image, it will be hard to get it
- you learn your image of from media, both fictional and non fictional, and your previous experiences
- literature switched from what are leaders like to what do leaders do
 - removes bias/stereotypes

Leader Behaviors

- Lewin's leadership styles
 - **autocratic** - the leader uses strong, directive, controlling actions to enforce the rules, regulations, activities, and relationships; followers have little discretionary influence
 - this is a hierarchal organization structure
 - flows one way, leader to subordinates
 - autocratic - self rule
 - avoid punishment, almost managerial
 - uses reward and coercive power, but may also use referent
 - top down
 - **democratic** - the leader takes collaborative, reciprocal, interactive actions with followers; followers have high degree of discretionary influence
 - allows leader to take perspective of subordinates
 - allows for collaboration
 - key difference: taking influence of subordinates
 - **Laissez-fair** – The leader fails to accept the responsibilities of the position; creates chaos in the work environment
 - leader decides to do nothing

Dimensions of Leadership

- the things that leaders do can all be categorized in one of two dimensions
- initiating structures
 - task-focus
 - similar to concern for self, where self is the organization
 - leader is focused on the concern for the organization
- consideration
 - person-focus
 - similar to concern for others
- a democratic leader would be in the area of collaboration and problem solving
- autocratic would be more in the range of fighting on the negotiation spectrum

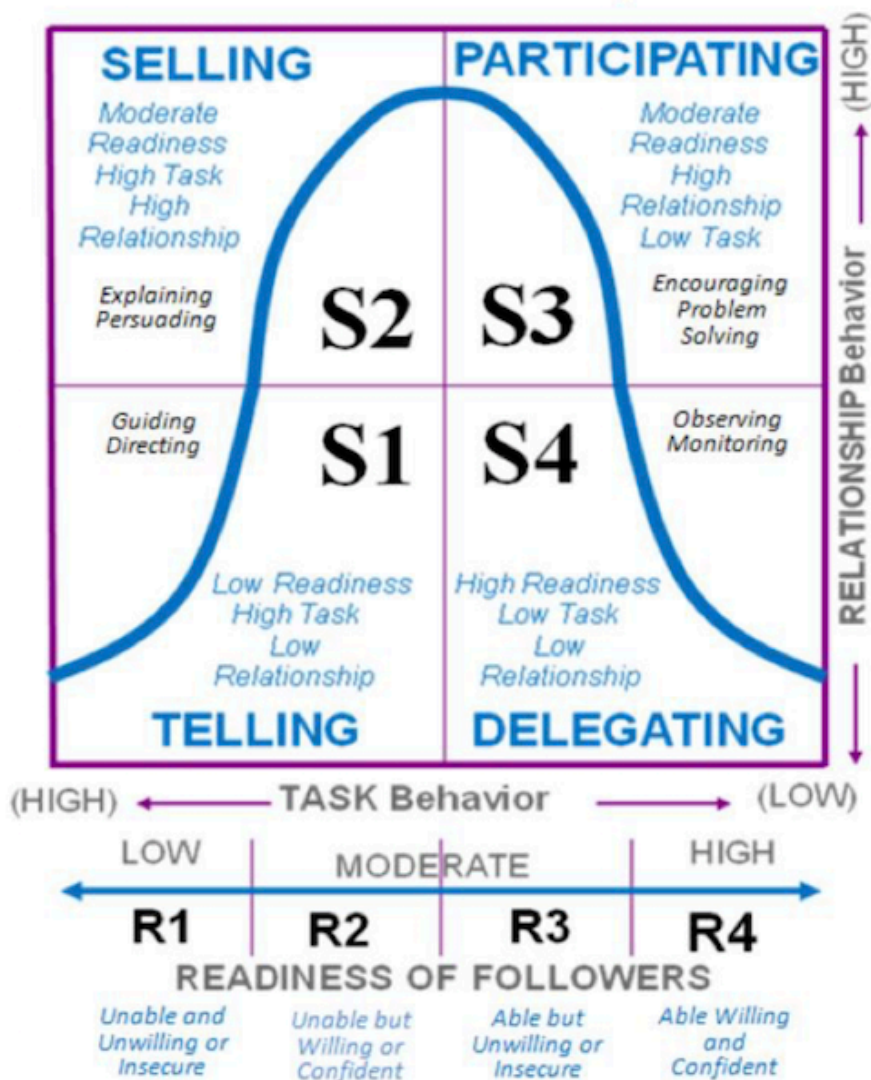


Contingency Theories

- different behaviors are appropriate in different situations
 - Fiedler's contingency theory
 - situational leadership
 - path-goal theory
 - based on expectancy theory

Situational Leadership Model

Situational Leadership Curve

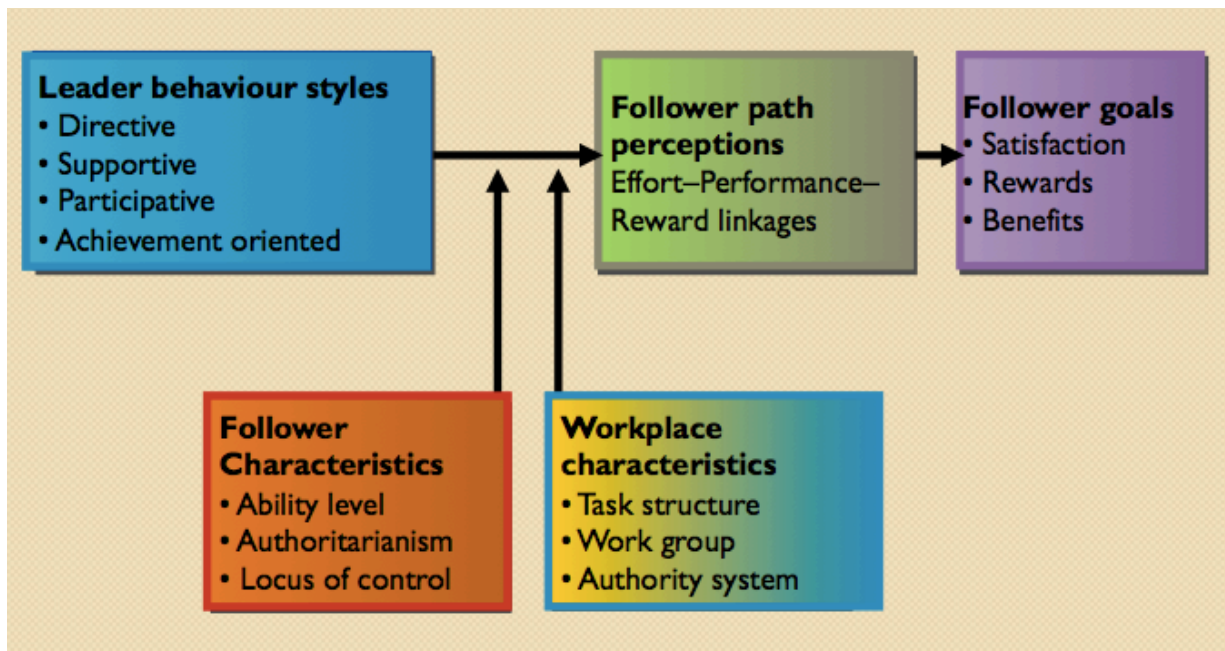


- be aware, done to make money
- situational leadership curve
- 4 leadership styles. Each one a combo of task focus and person focus
- the style that is best to use depends on the level of readiness/maturity level of your followers
 - **S1: telling (directing)**
 - ideal for followers of low readiness
 - unable and unwilling or insecure
 - high task low person
 - simple tasks, remove ambiguity
 - as you do these, you gain mastery
 - as you do this, you gain the feeling that you can do the job and that you can do it accurately
 - eliminate ambiguity

- **S2: selling**
 - moderate readiness
 - unable but willing or confident
 - high task high relationship
 - more so towards explaining and persuading people
 - targeted at people who are confident
 - false expert - moving from S1, followers get a boost in confidence from doing something even though it was mindless -> no competence yet
 - this point, have to manage confidence
- **S3: participating**
 - for moderate readiness
 - able but unwilling or insecure
 - high relationship low task
 - at this point, followers understand the task well, they have mastery
 - now they need help navigating personal relationships within the organization and the ones that people have from time to time
- **S4: delegating**
 - for people who are experts and don't need you bothering
 - low task low relationship
 - want the leader out of the way
 - able willing and confident

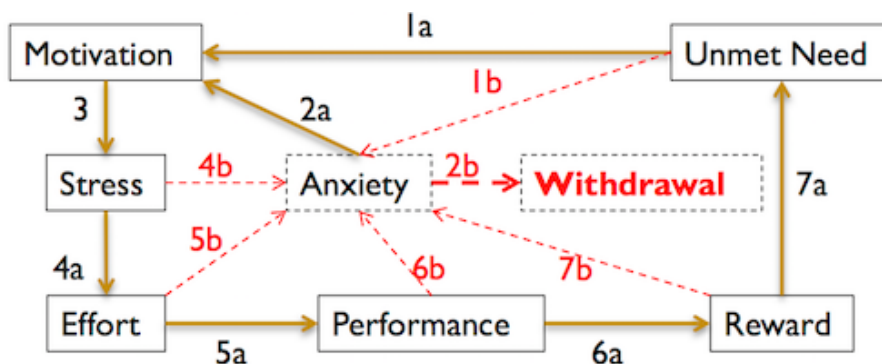
Path Goal Theory of Leadership

- direct application of expectancy theory
- leaders job is to clarify the path from effort to reward
- also leaders job to guarantee that there is a reward and that the reward is valuable and satisfy the followers needs
- leaders need to be aware of their followers and what is important to them and the work place characteristics
 - leader needs to understand the work context
- need to understand how to align the followers needs with the organizations need
- also need to know how the follower handles authority
- leaders job is to make sure there is an expectancy model that the followers will want
- this is also known as House Path Goal Theory



Expanded Path-Goal Model

- from the expanded expectancy theory (made by Muradov)
- leader's job is to:
 - provide clarification on how to reconcile organizational and individual goals
 - based on follower's expertise
 - expert power - knowledge about how the world works - transferred to subordinate
 - strengthen follower's beliefs in their ability to accomplish performance goals
 - reduce cognitive load
 - ensure that accomplishing goals leads to the satisfaction of follower's needs, as well as organization objectives
- person focus - getting rid of arrows pointing inwards to anxiety
- task focus - clarifying effort-reward links



Summary

- leaders:
 1. assess their follower's needs
 - requires perspective-taking and empathy
 2. assess their followers attributes
 - what do you want and what are you capable of doing
 - requires knowledge of requirements
 3. assess the context
 - requires expertise and information, political skill doesn't hurt
 - what contextual clues inform me about whether something will be hard or easy for someone
 4. use appropriate behaviors to guide followers to actions that lead to need satisfaction
 - leader draws on all expertises to establish effort-performance reward link
 - such that the effort satisfies their needs and the organizations needs as well

Recent Leadership Theories

- **Transactional**
 - formal rewards and punishments
 - can be thought of most simply as management
 - based on legitimate power, reward and coercive power
 - over time, this increases the followers zone of indifference, and they will do what you want
 - this is very top down, have a large power differential
 - transactional leader doesn't really care about what the followers believe
- **Transformational**
 - inspire and excite followers to high levels of performance
 - expert and referent power
 - create a shared vision based on authentic interests and values
 - more formal based on power theories

Transformational Leadership

1. Idealized Influence (Charisma, Authentic leadership)
 - based largely on referent power, provides role model
 - desire to identify with (be like) the leader
 - authentic leadership comes from people with impactful life decisions/experiences that give them leadership qualities
 - we want to identify people with charisma and with people who are authentic
 - people who are authentic tend to have very strong character
 - desire to be like the leader. Conducting yourself in a way that people will want to be like you
2. Individualized Consideration
 - caring about individual needs
 - shows concern for others/empathy
 - having a leader that can take your perspective brings confidence to the followers
 - people feel like the leader cares
3. Inspirational Motivation
 - ability to articulate a vision that is appealing to others
 - create intrinsic motivation
 - leaders have a different vision than the real world
 - leaders have the power to create the vision in their followers

4. Intellectual Stimulation

- challenging assumptions, taking risks, and nurturing creativity and independent thinking
- talking to other people and having them realize that the world is bigger than what they thought it to be
- as the leader, you have expertise that they don't have and you can stimulate them
 - if the follower has more expertise, then you wouldn't really follow them as a leader

Servant Leadership

- takes the idea of individualized consideration as only part of the leadership and makes it the main component
- leader is focussed on serving the needs of everyone else
- servant leaders understand that other people's highest priority needs are important - everyone is able to contribute, to the benefit of everyone

Aboriginal Leadership as Type of Servant Leadership

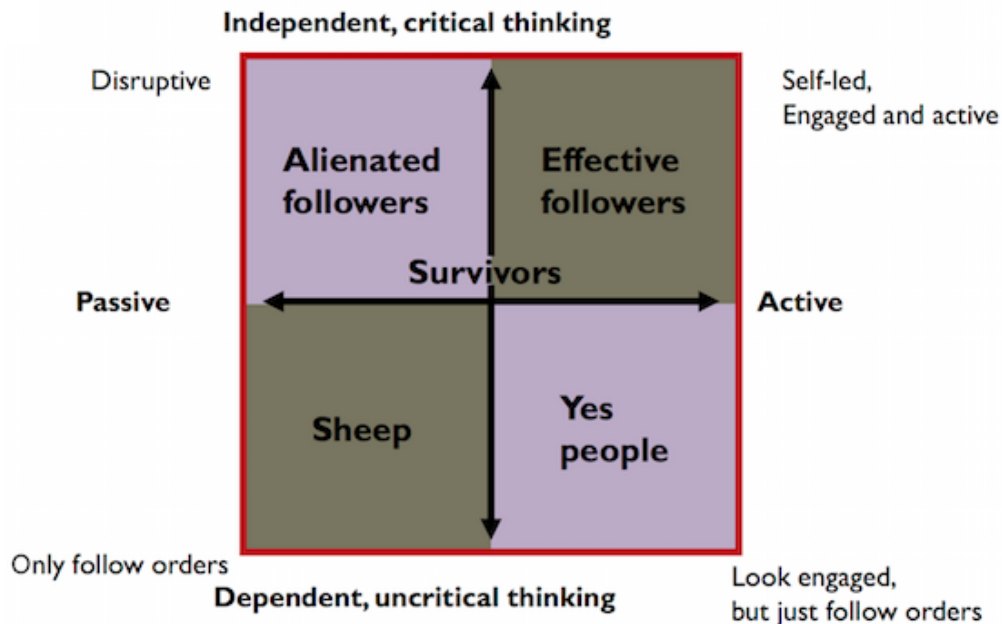
	NON-ABORIGINAL LEADERS	ABORIGINAL LEADERS
Concept of Leader	Individualistic	Community-oriented
Concept of Leader Effectiveness	Narrow, goal- and task-focussed	Broad, long-term, and community-focussed
Spirituality	Entering workplace slowly	Spirituality key driver
Story-telling	Becoming important	Central to leader communication
Relationships	Principally hierarchical	Egalitarian
Focus on Person	Employee	Whole person

- key components for discussion:
- spirituality
 - spirituality in leadership is seen as doing things that align with how the world works
 - spirituality is like physics
- stories
 - stories force people to take perspective
 - story telling also allows for easier encoding and retrieval of information
 - stories also contain lots of information and allow people to take what they want out of the story

Followership

- the process of being guided and directed by a leader in the work environment
- leader guide other people towards being self-led
- the goal of studying followership is to help understand and develop self-leaders
- self leaders
 - take individual responsibility and have self control
 - do what needs to be done
 - can be activated through empowerment or by using self-managed work teams
 - shift the authority to where the information is

5 Follower Types (good exam question)



- 2 dimensions
 - passive vs active
 - independent, critical thinking vs dependent, uncritical thinking
- **effective followers**
 - self led, engaged and active
 - active, independent, critical thinking
 - pay attention to what they're doing
 - they'll catch pitfalls with things that you suggest
 - they share their expertise, creativity with you, augment you
 - they're engaged mentally, and with the organization's task
 - ex. sailors in the video example
- **alienated followers**
 - passive, independent, critical thinking
 - still mentally engaged, just don't want to share that
 - alienated followers can be very disruptive
 - choose to not engage with the organization, not involved with the mission
 - don't care if bad things happen - not willing to put themselves out there
 - may be because of lack of alignment - different values/incentive structure
 - past expectancy theory breakdown
 - increase distance from leaders, less overlap with goals
 - ex. Edward Snowden. Still critically thinking, independent, but had a distance between himself and his organization
 - occurs when you don't align yourself with the organization
- **sheep**
 - passive, dependent, uncritical thinking
 - follow orders, do what they are told
 - do the bare minimum of what they are asked too

- not good contributors to the organization
- don't usually bring perspective/skills to organization
- occurs with really unengaging work, company you don't care about i.e. telemarketing
 - only sticking around for money
- reward power to make people do things without considering their perspective will lead people to show up for work, but not be mentally engaged, or care about organization - more interested in the reward, so do the minimum amount of work
- **yes people**
 - active, dependent, uncritical thinking
 - alienated followers are bad, but yes people are worse
 - very dangerous, they look like effective followers, both are engaged and active, but they aren't thinking critical
 - they are just enthusiastic about what you say
 - if you give a person who is enthusiastic an order, and they have information to know better to not do it, and they do it anyways, that's dangerous. This is a yes person
 - look really excited, but have no idea
 - might make you think that things are good ideas when they aren't
 - often don't identify pitfalls that you should have - people that you rely on to bring them up don't
 - yes people occur when people are being actively judged on their attitude/when attitude is the most important thing, manager rewards yes people
- **survivor (middle)**
 - just want to get by, don't want to be noticed
 - try not to draw attention
 - don't do any more or less than they have to do
 - goal: don't get fired
 - occurs after mass layoffs/firings
 - someone sees people getting punished for opposite sides of the spectrum, mixed messages, then they'll just choose to fly under the radar, don't lose their job
 - important to not scare people into holding back their contributions
 - don't punish people for being self-led, independent, active, even if they make mistakes
 - don't punish mistakes, learning attitude
- important to know how people become one of these types
- look at experiences that shape people to one of these types
- ex. effective follower comes to you (manager) with idea. You listen then don't act. They may become alienated and distance themselves. Or they may stop thinking critically, and become a yes person or a sheep.

Lecture 12: Organizational Culture

Zappos

- example of organizational culture
- video notes:
 - culture change can be a reason some people quit
 - paid a lot of attention to company culture from beginning
- key organizational value: customer experience
- this assumes that making customers happy will keep customers around
 - these customers will generate revenue at a lower cost
 - no advertising expenses
 - repeat sales
 - word of mouth
- how are they manifested:
 - call centre are not focused on the time, focused on making sure the customer was happy/satisfied
 - phone number on every web page. Transparency about help, and they know that the company is there to help even if they don't need it
 - upgraded shipping.
 - redirecting sales to other companies. Makes it look as Zappos can solve your problems. 1 stop shop.
 - highly visible
- compared to Walmart
 - focused on cheap prices
 - assumes that people want very low prices
 - manifestation: Walmart held a food drive for Walmart employees that can't get food on the table
 - this approach is different compared to Zappos, but dependent on external factors

Culture - University Program

- what are the key elements?
 - one is prestige
 - value people that are bringing awareness to the school
 - attract attention, bring money to the school
- what accounts for them?
 - faces of prestigious students are all over the walls
 - makes you think that this is what you should strive to achieve
- how does this affect performance?
 - do things that draw attention, at the expense of things that actually need to be done

- who are the people that are celebrated?
 - there are people that are idolized, you assume that you should follow in their footsteps

Culture - America

- what are the values?
 - pride/patriotism, justice, us vs them, locus of control set internal, individualism
 - individualism - manifested in economy - you're valued more if you have more money
- underlying assumption - money solves all problems, lets you meet all needs
- downside - money doesn't make you feel more worthwhile yourself - its projected on to you
- individualism has limitations - you can't ignore what other people , it affects you

Organizational Culture

- set of values, norms, guiding beliefs, and understandings shared by organizational members
- exists at 3 levels:
 - (1) **visible artifacts**
 - most observable
 - observable behaviours, stories, rites, symbols, and language
 - physical and social work environment
 - (2) **underlying values**
 - espoused (what organization claims it values) vs enacted (reflected in the way individuals actually behave)
 - one thing that can cause alienated followers is discongruence between espoused and enacted underlying values
 - (3) **the invisible assumptions, beliefs and thought processes**
 - deeply held beliefs that guide behaviour and tell members of an organization how to perceive and think about things
- language is an important part of culture
- can change culture very quickly
- innuendos vs direct speech
 - the need to get everyone to have mutual knowledge

Purpose of Culture

- internal integration of members into an organization so they know how to relate to one another
 - sense of identity (consider belongingness needs)
 - at basic level, we all want to be apart of something
 - org culture helps create sense of shared identity
 - interpret organizational events (shared perspective)
 - when something happens, everyone interprets the same way, similar response

- reinforces values
 - when you see people acting, you can see how to satisfy your needs in the same way that someone else satisfies a similar one
- shapes/controls behaviours
 - Norms – recall conformity in groups
 - easy to control people before by having everyone in a group do it
 - often means justifying something that is unjustifiable
- external adaptation to help an organization meet its goals and deal with outsiders
 - answers what do we do and how do we do it

Levels of Culture

- iceberg metaphor - you can see the tip, but not the rest - there's a lot going on under the surface
- **artifacts**
 - symbols of culture in the physical and social work environment
- **values**
 - espoused - what members of an organization say they value
 - enacted - reflected in the way individuals actually behave
- **assumptions**
 - deeply held beliefs that guide behaviour and tell members of an organization how to perceive and think about things

Interpreting Culture

- we make inferences based on observable artifacts such as
 - rites and ceremonies
 - foster admiration
 - rewards for following/doing something within company's values
 - these rewards for a person help to motivate other people and foster admiration
 - bonding
 - i.e. graduation. bonding with class mates
 - rewards
 - to celebrate you
 - rites and ceremonies are meant to say "something is good" and draw attention to it
 - window into what company values
 - stories
 - transfer experience(!), let listener draw own conclusion
 - one story told, everyone draws their own applicable info/thoughts
 - whatever is applicable to you/ personally relevant
 - motivational

- stories let you know what other people did, what it led to, and what happened after that
 - an example of expectancy theory
 - i.e hearing story about success
- lead to shared experience
 - the creation of culture
- the stories that are told can be a key clue to determining the culture of the organization
- symbols
 - i.e bank buildings -> built to look strong, secure
- rituals
 - ex. do people get called by formal titles, or first names
 - honorific (formal title) suggests high power distance
- language
 - what people talk about and what are considered off topic
 - often the off topic things are seen as things that can challenge legitimate power

Strong Culture

- an organizational culture with a consensus on the values that drive the company and with an intensity that is recognizable even to outsiders
 - goal alignment among employees
 - high motivation from shared values
 - control without oppressive bureaucracy
- does not necessarily lead to effective performance
 - not adaptive to change
 - strong cultures are associated with strong organizational performance, but not necessarily causal
 - if the strong culture is bad, then necessarily will be bad for organization, even if strong

Culture Fit

- adaptation perspective
 - argues that a culture is good only if it fits the industry's or the firm's strategy
 - different organizations at different points in time are going to have different pressures, going to have to make different decisions
 - what if the industry changes?
 - oil age -> whatever's next - what's going to happen
 - advantages associated with having flatter organizations, doing away with hierarchy

Adaptive Culture

- an organizational culture that encourages confidence and risk taking among employees, has leadership that produces change, and focuses on the changing needs of customers
 - forward-looking, proactive, aware
- "it is not the strongest of the species that survives, nor the most intelligent that survives. it is the one that is the most adaptable to to change" - Charles Darwin
- to be successful, need change with environment

Ethical Culture

- considered as an element of adaptive culture
- karma -> idea that actions have consequences
 - unethical actions have bad consequences
- when organizations act in unethical ways, it has future problems, which are easy to predict
- clear communication of the boundaries of ethical conduct
- managers as good role models (more genearely leaders)
 - how did they become managers?
 - the story of how they became manager is important. People will try to emulate this
 - how do they manage?
 - what powers do they use
 - more important to be good leaders and good role models than competent technically/otherwise
 - shows the power of a role model, the power of instilling culture
- take action to solve problems; protect whistle blowers
 - organizations that punish whistle blowers is bad
 - why punish? saying things that are wrong. noboy wants to hear that
 - by punishing whistle blowers, organization can't change
 - better still: reward people who help the organization by solving problems
 - expectancy theory can be applied to whistleblowers
 - whistleblowers help solve problems, however might be tempting to punish, because reinforces legitimate power - might suggest that people in power are not actually fit for their position - part of adapatation is recognizing problems if exist
 - functional conflict
- note the use of formal ethical guidelines may backfire
 - really clear guidelines allow people to rationalize things
 - if something is unclear, it allows for people to argue that something doesn't need to happen because it wasn't spelt out
 - these are espoused values. If the enacted ones are different, dissillusions people. People become cynical, don't try to be ethical.
 - allows people to maneuver in grey areas
 - allows people to manipulate guidleines for their own benefit

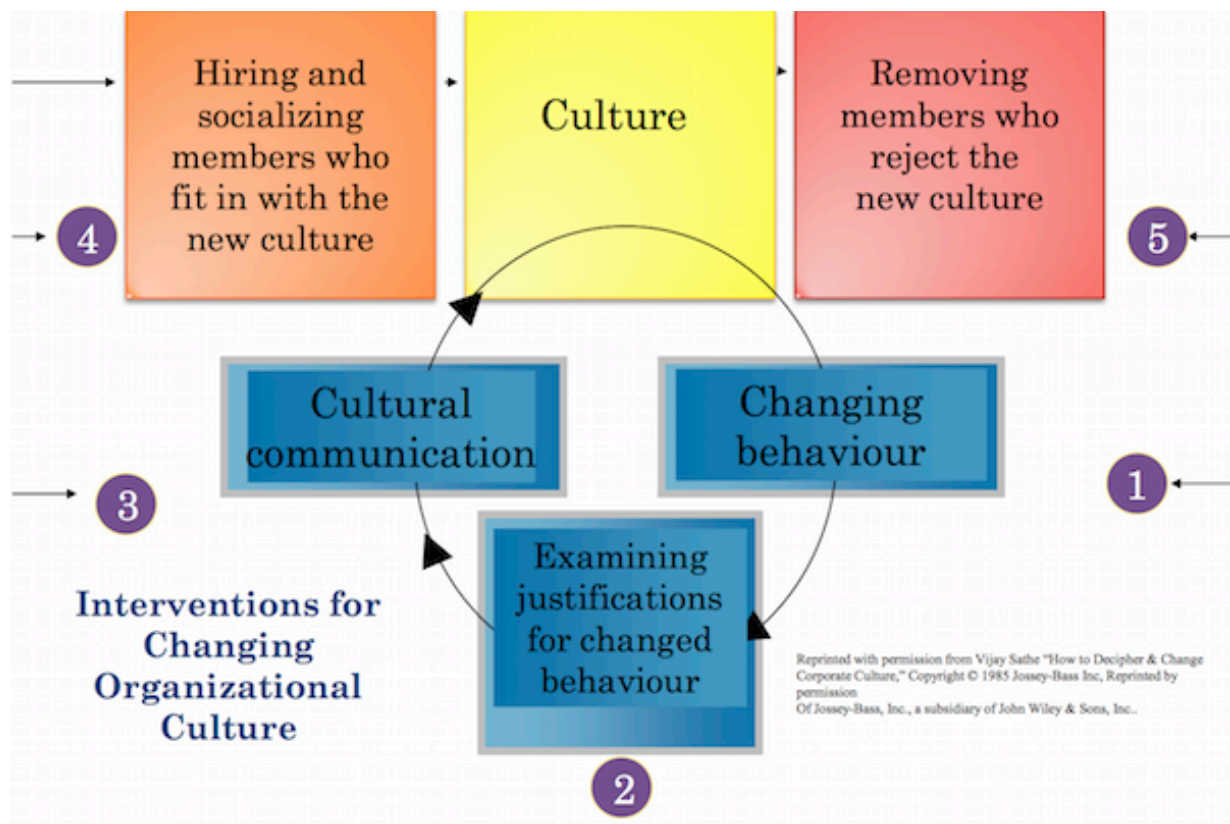
Sub-cultures

- culture created within a subset of employees
- powerful norms
 - smaller groups, higher cohesion, more social control
 - more social control
- employee fit influences satisfaction
 - lots of sub-cultures creates diversity
 - diversity creates stability. Overall culture is strong.
- often adaptive value
 - having sub cultures lets you have the benefits from a strong overall culture, but also, if something changes, you have subcultures that can come to the forefront if necessary
 - seeds that are appropriate for different environmental conditions

Blending Cultures

- often comes up in merger or acquisitions
- or in international joint ventures
- or in employing people from different countries
- hard to blend cultures together
- if one is buying the other, often dominant culture wins
- but case of merger, need to figure out how to bring cultures together

How to Change Culture



1. Changing behaviour
 2. Easiest - reward system
 3. Changing behaviour is not enough - it will revert eventually when you stop reward
 4. Examining justifications for changed behaviour
 5. Transfer of expert knowledge
 6. Explain them change in behaviour
 7. Cultural communication
 8. Interventions for changing organizational culture
- important that cultural communication come after behaviour changed, people know why needs to change
 - you've changed culture to some degree
 - hiring and socializing members who fit in with new culture
 - create pressure to keep with new culture
 - social pressure
 - remove members who reject the new culture (last resort)
 - people can change to act with new culture - structural factors - problem is not with them necessarily, but with organizational structure
 - sign of incompetence - refusing to see structure
 - also, if you just start firing, traumatize people left
 - people won't trust you

- rush people towards survivors

Lecture 13: Structure, Change & You

Video - Reimagining Work

- thinking about work
- remote work and productivity
- fostering a culture where visible artifacts are not the main focus
- open office structure
 - research proven that this creates distress
 - i.e. open office environment can be noisy -> creates stress
- allowing people freedom
 - freedom to work wherever they want
- quantifying growth
 - assumption - want more growth all the time
 - where does it come from - if you produce more of something, marginal cost falls, because fixed costs remain the same
- more important: productivity vs being in the office
- productive capacity today is very important
 - and very cheap
 - use to be very expensive
- focus is now on what are we trying to do, what can we accomplish, how can we give people what they need
 - because the cost of making things is so much less compared to years before
 - crowdsourcing - people buy because satisfy needs best
- this requires trust of your employees
- when do you not trust them?
 - when they are not intrinsically motivated
 - not identified with the work
- moving towards a global economy that's much more tailor-made

Structure

- the way an organization is structured has an impact on the daily lives of the people within it. It determines
 - what people do
 - what skills they need in their position
 - with whom they interact
 - what information they have access to
 - who they are accountable to

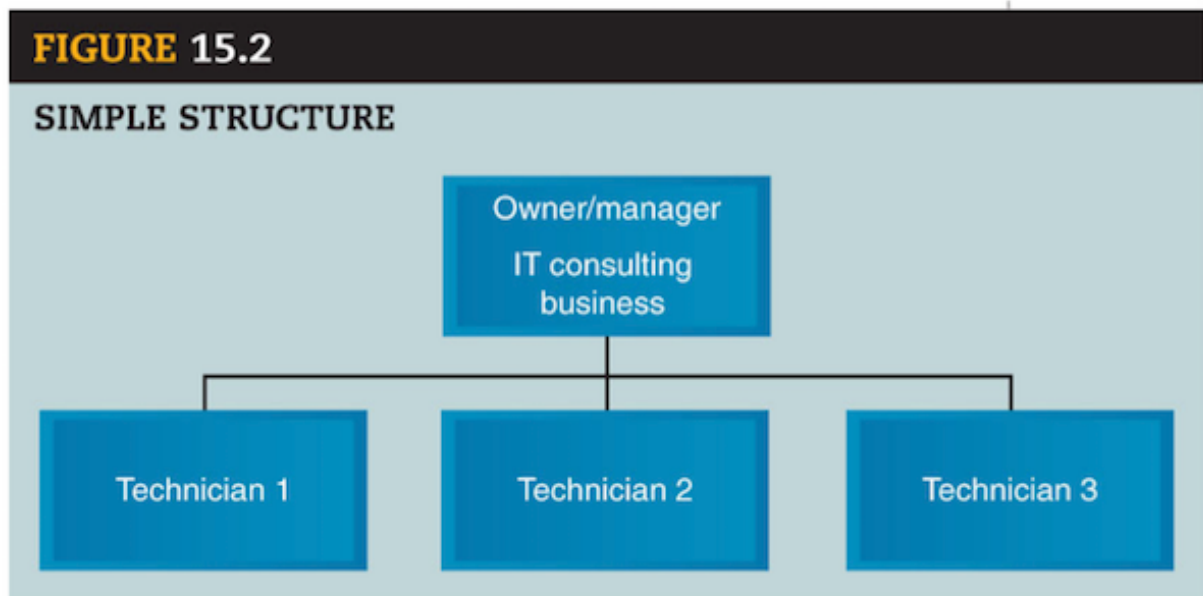
Organizational Design

- the process of constructing and adjusting an organization' structure to achieve its goals
- organization chart shows:
 1. formal lines of authority and responsibility (reporting relationships are visible)
 2. formal systems of communication, coordination and integration (typical interactions)

2 Key Design Principles

- form follows function
 - depends on environment, strategy, size, and technology
 - assess needed degree of differentiation and integration
 - how much people are doing different things, and how well they can come together
- elegant design is a competitive advantage
 - Eligere: "select with care, chose"
 - "pleasingly graceful"
 - a design is graceful if it gives you more than you expect it to
- knowing what an elegant design is requires mindfulness
- requires knowledge of present and how the industry is changing
- then develop organization to maximize benefits

Simple Structure



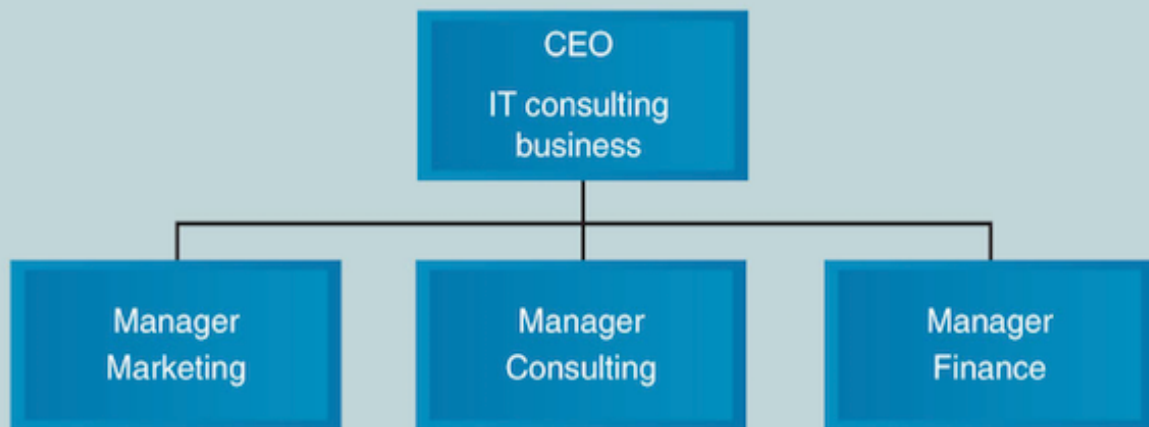
Functional Structure

- default structure since 2nd revolution

- assumption is that each manager will have a similar structure below them
- division of labor among people
- issues arise with communication, power differences
- helps to organize more complicated organization
 - CEO can't have personal relationship with every single employee
 - this allows big companies to get bigger, to get more complicated
- advantages of this type of structure are beginning to wear out

FIGURE 15.3

FUNCTIONAL STRUCTURE

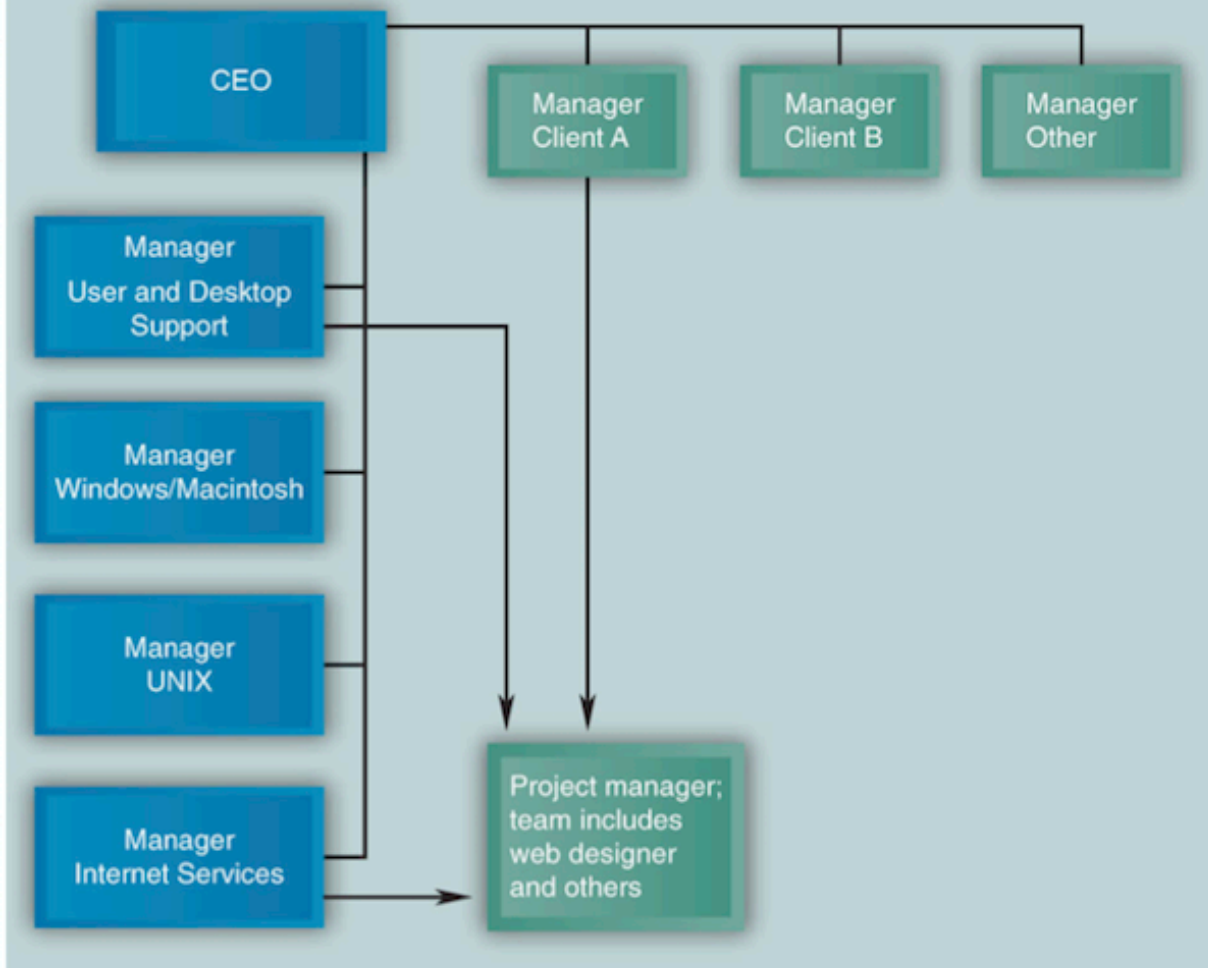


Matrix Strucutre

- managers across top for clients
- managers across side for functional areas
- for each project for each client, client managers and functional area managers come together and pick a project manager for an ad hoc team
- client manager asses needs, then brings resources in from departmental managers
- interest in what client want
- free up different types of managers from other responsibilities
- gets expertise
- CEO is able to get alot of information
- heirarchy doesn't take away people autonomy

FIGURE 15.7

MATRIX STRUCTURE



Note

There is no "best" design for an organizational structure. Changes all the time. However, from culture, we know the adaptive design will be better overall, adapting to change.

New vs Old Structures

- new power structures emphasize expert power over authority (legitimate power)
- new power is a set of values
- new power structures have always existed
- old power structures attempt to overtake them - constant battle
- when you keep increasing the complexity of an organization, you need to be able to keep

feeding that organization -> Roman empire did this through military conquest

- structure became too complicated that it could not sustain itself
- in the business environment we're in now, you can be incredibly successful without having a huge company, amassing a huge amount of capital
- new power - about actively satisfying people's needs
- now has significant advantages over old power

Lewin's Change Model

- change is difficult because people are resistant to change
- unfreezing
 - reduce forces for status quo
 - increase forces for change
 - eliminates rewards for current behaviour; explains rationale for change; deals with resistance
- moving
 - develop new attitudes, values, and behaviours
 - this is where you do something different
 - the organization implements the change
- refreezing
 - reinforce new attitudes, values, and behaviours
 - organizational culture and formal reward systems encourage the new behaviours
- similar to shifting cultures

Forcefield Analysis

- a direct application of Lewin's Change Model
- amplify the positive things in a change
- try to remove the negative things
- if you have something that is stable
 - analyze the forces for change, the forces for status quo
 - analyze the things - eliminate things preventing change
 - eliminating barriers
 - amplify forces for change - rewards
- review - can be used in many ways

Mentoring

- this is very important
- recommended to find mentors
- mentored individuals earn higher salaries
- mentored individuals have higher promotion rates
- mentored individuals are better decision makers

- it allows for vicarious learning, seeing how someone who you wish you were, how they make decisions
- having access to the resource pool/network
- setting expectancy theory - teaches you how to satisfy your own needs - gives you a path through that role model
- behavioural models in general
- you can base things you do on what they do, so they have to be appropriate
- difference between mentor and role model
 - you interact with your mentor
 - mentor doesn't necessarily have to possess qualities you're looking for
 - a mentor wants something good for you - they're taking on a responsibility for your success
 - they're investing in your success - get as many people invested in your success
 - role models don't always tell you all the details
- need to pay attention to the traits in people that you like, and write them down
- your personality doesn't change with time, only hardens/cements
- your personality is affected by the people around you
 - should look for mentor with traits that you want in yourself

Manage Your Own Career

- take time for self-assessment
 - this should be realistic, on the way you are not the way you want to be
 - take time to analyze this and be able to learn and move forward with it
- work on your team skills
 - no matter how good they are, they can always be better
 - collaborative problem solving, empathy
- research in detail the organizations you are interested in and then determine the extent to which you fit
- have regular discussions with your mentor and/or your boss about your career path and your progress on it

Exam:

- short and long answer
- guidance to topics
- application of course materials
- should be easy if you went to lecture
- open book + open notes, bring whatever you want except for electronic aids