



Executive Education: Mini MBA Program

# Organizational Behavior

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# Today's Agenda

- Introductions
- What is Organizational Behavior & Why is it Important
  - Individual-Level of Analysis
  - Team & Group Level of Analysis
  - Organizational-Level of Analysis
  - Societal-Level of Analysis

# Introductions

# What is Organizational Behavior and Why is it Important?

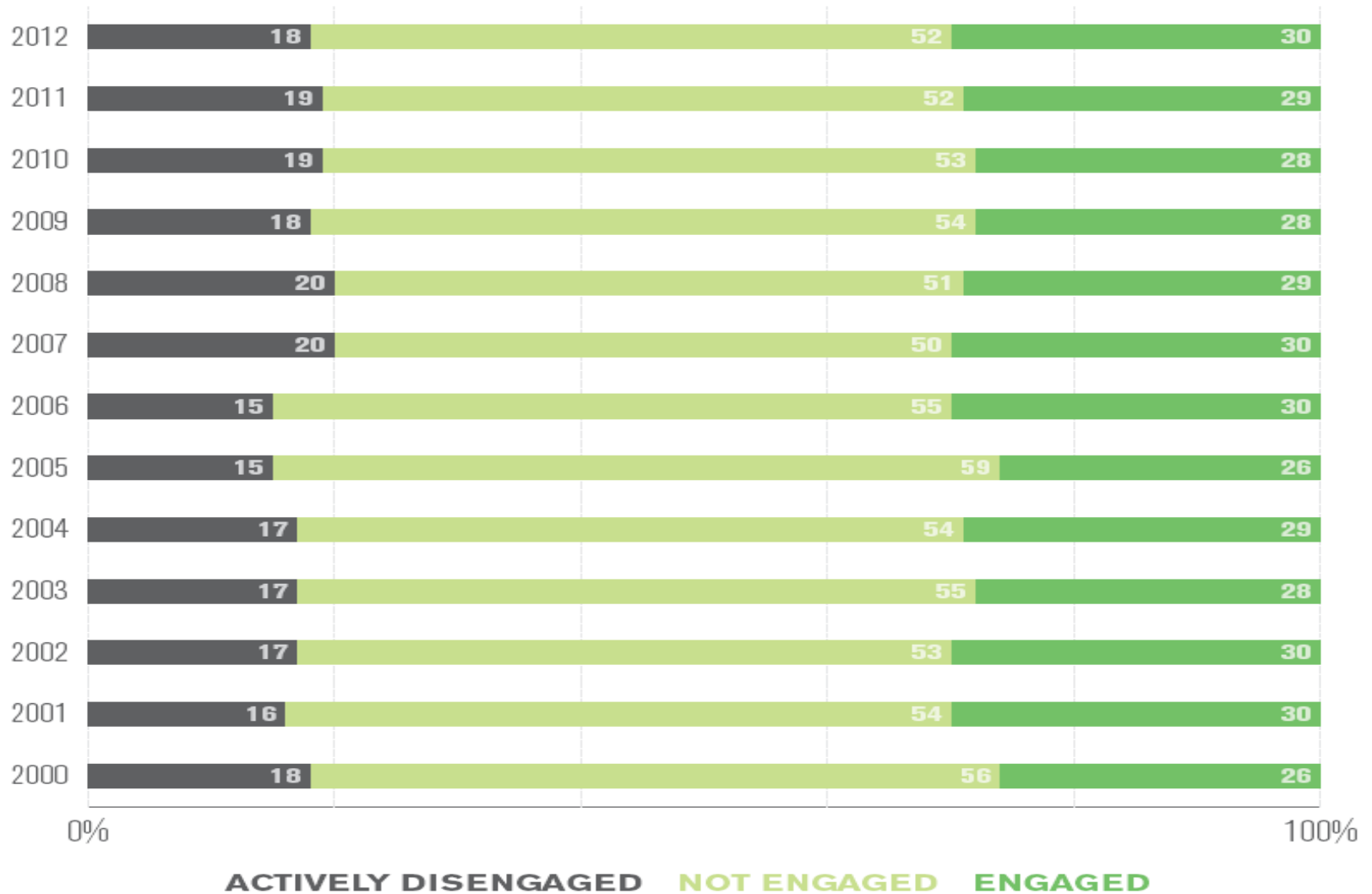
**Organizational behavior (OB)** is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations.

- Examples of Topics (multidisciplinary)
- Sources of Knowledge
- Levels of Analysis / Multiple Perspectives / Framing

Why is Organizational Behavior Important?

- Healthy vs. Smart
- Impact on Important Business Metrics
- Impact on People's lives
- Impact on Society

## EMPLOYEE ENGAGEMENT AMONG THE U.S. WORKING POPULATION



# Some Individual Level Factors

Perceptual/cognitive influences and considerations

Motivation

Individual Differences

# Some Cognitive and Perceptual Distortions/Biases

- Motivated Cognition (related to confirmation bias)
- Over Confidence Bias
- Attribution Errors
- Influence of Mood and Emotions
- Priming Effects
- Heuristics & Satisficing
- Framing Effects
- Escalation of Commitment
- Many Others

# How can we combat cognitive biases in our decision making?

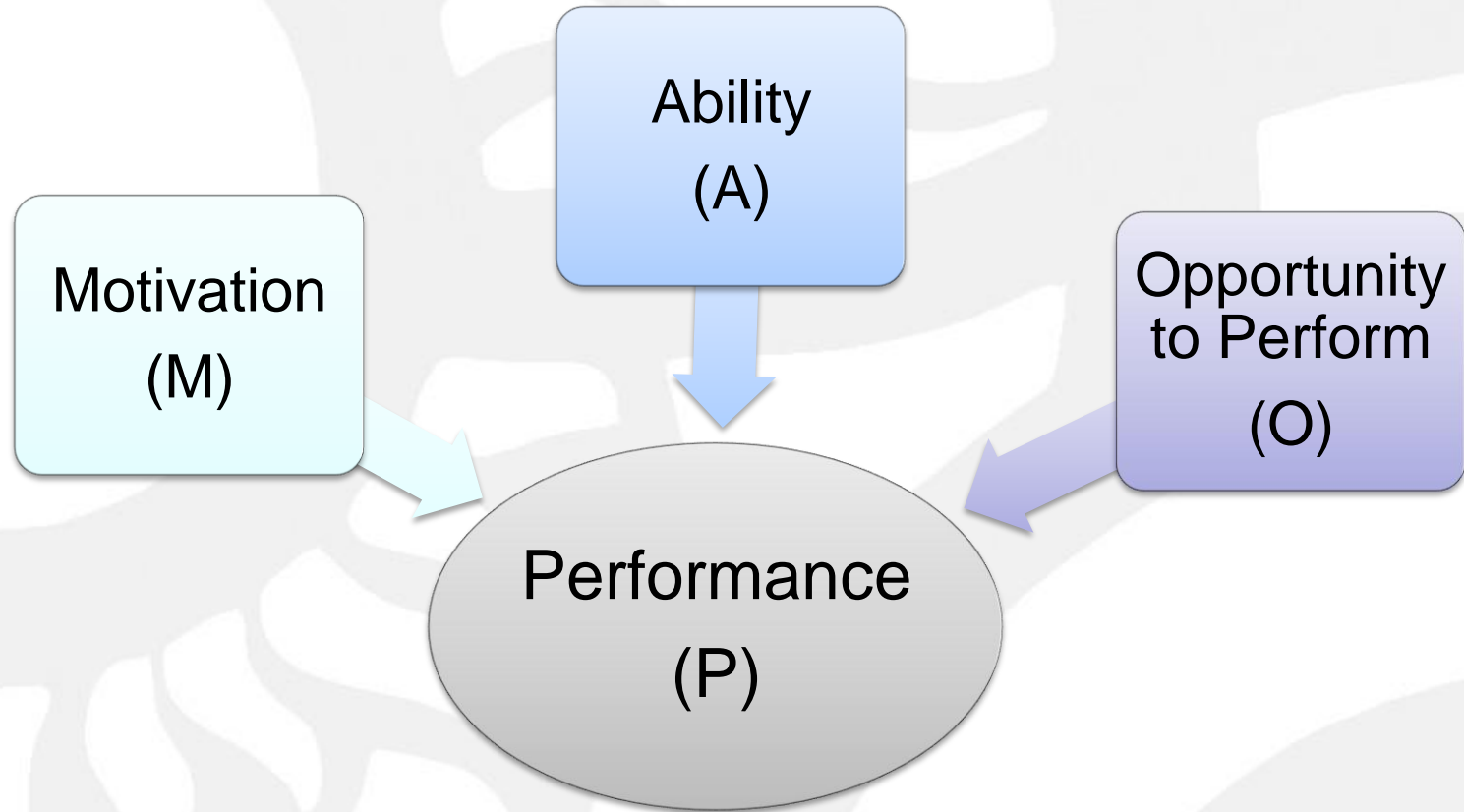
- We can begin by becoming more aware of these biases and then making others with whom we work and collaborate more aware of them.
- We also can review our past work to determine if we have been particularly vulnerable to some of these biases.
  - After-action reviews can be powerful learning moments.
- Effective group dynamics can certainly help to combat cognitive biases. A group that engages in candid dialogue and vigorous debate may be less likely to be victimized by cognitive biases.
- Seek out disconfirming evidence.
- Overall, though, we should note that these biases are rooted in human nature. They are tough to avoid.



# Motivation

- What is motivation and how does it relate to performance?
- What motivates or demotivates employees?
- Theories of Motivation
  - Needs Theory
  - Goal Setting Theory
  - Expectancy Theory
  - Organizational Justice Theory
  - Self-Determination Theory

# Motivation Is Not the Whole Story



$$P = f(M \times A \times O)$$

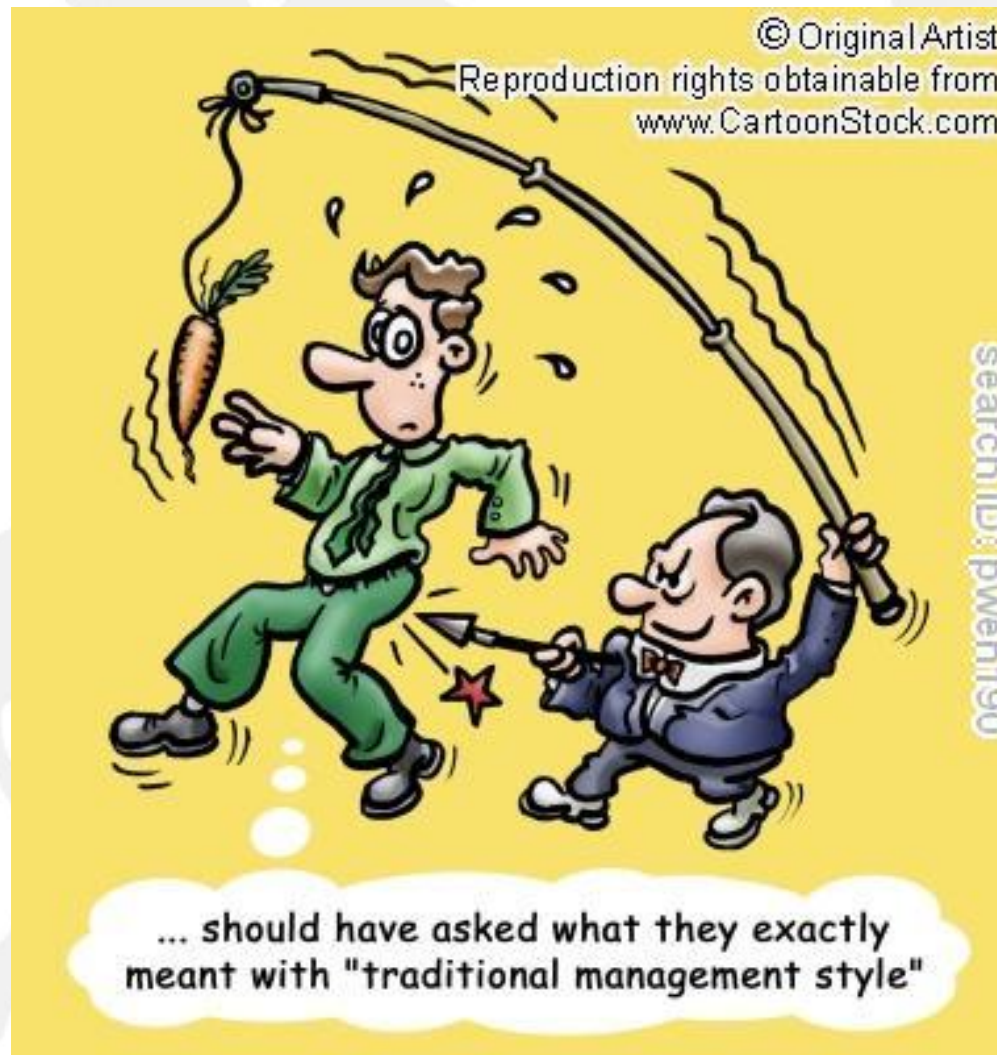


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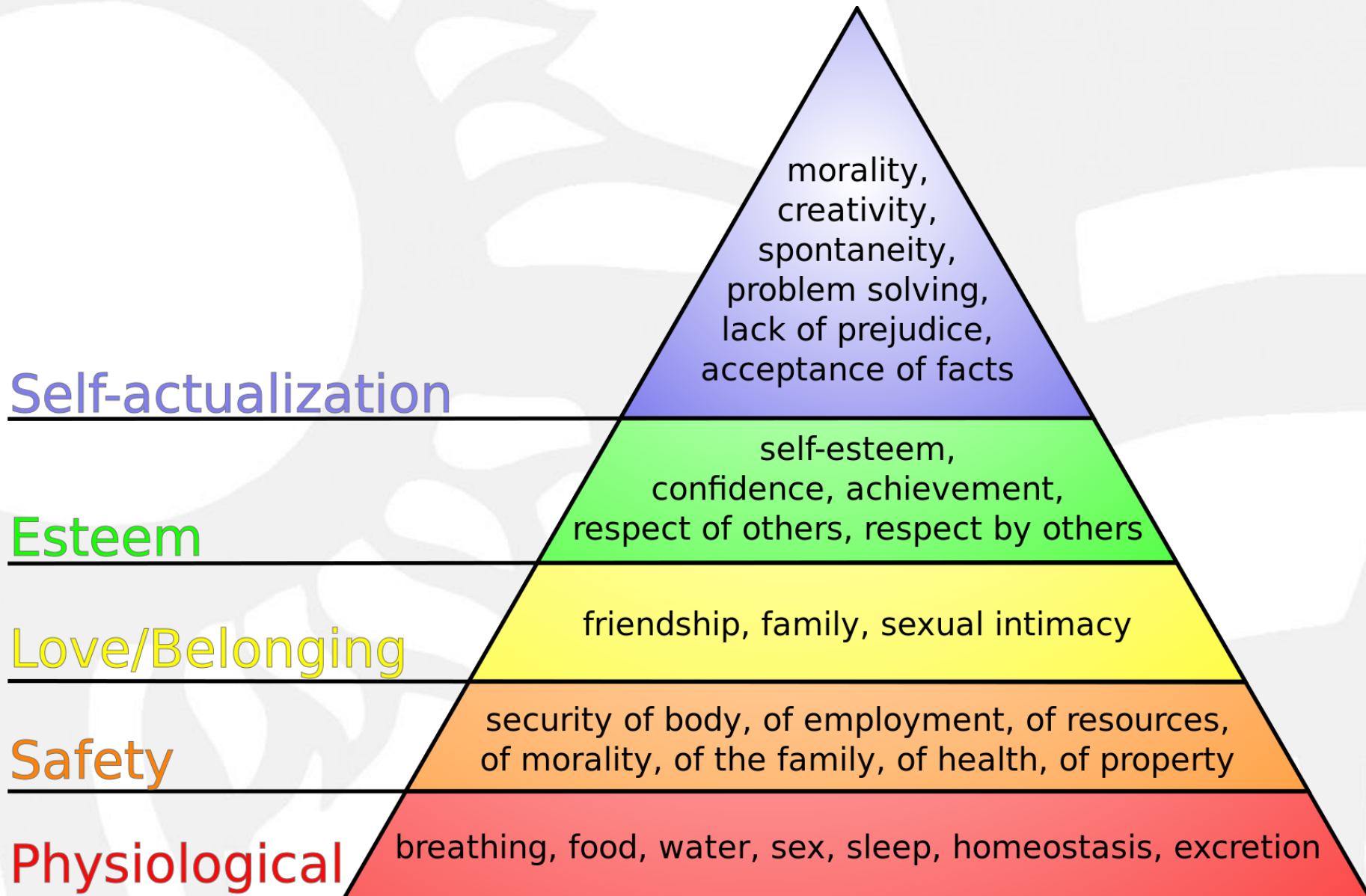
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"I understand the concept, sir, but I think I'd do better if it were a donut"





# Maslow's hierarchy of needs

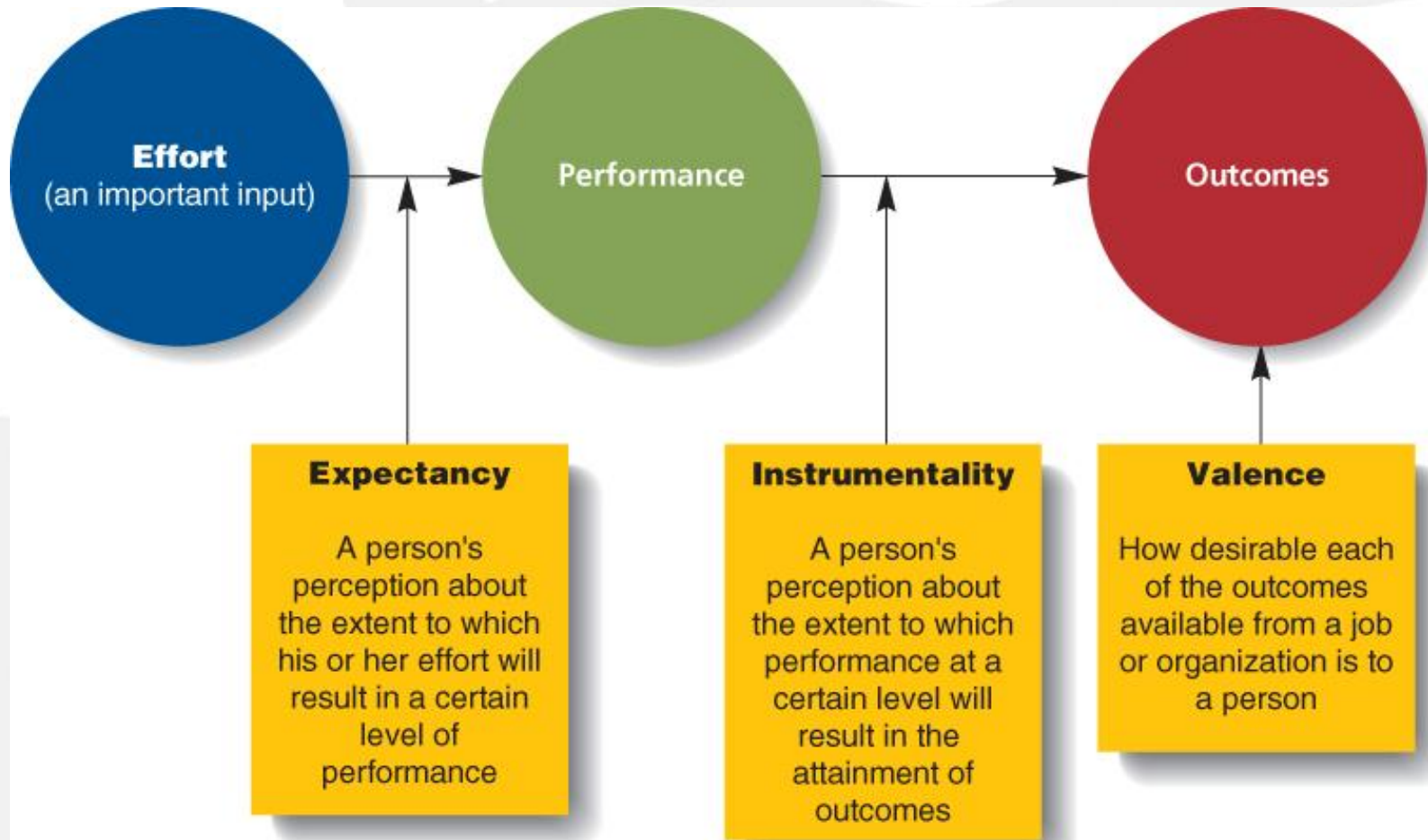


# Locke's Goal-Setting Theory

What are the characteristics of effective goals?

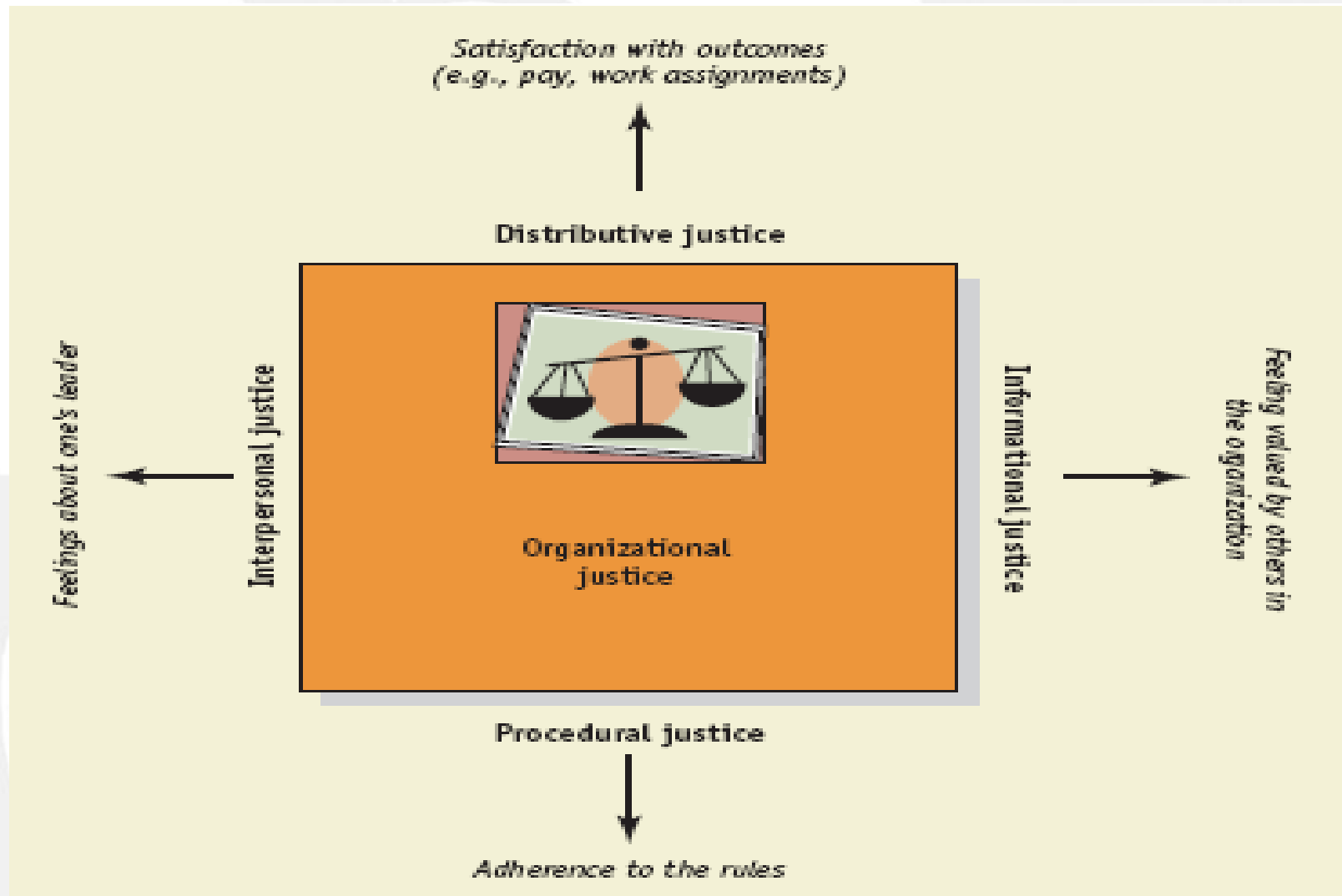
- Basic Premise:
  - That *specific* and *difficult* goals, with *self-generated feedback*, lead to higher performance
- Difficult Goals:
  - Focus and direct attention
  - Energize the person to work harder
  - Difficulty increases persistence (up to a point)
  - Force people to be more effective and efficient
- Relationship between goals and performance depends on:
  - Goal commitment (the more public the better)
  - Task characteristics (works better with well-learned tasks)
  - Culture (may not be as effective in some cultures)

# Expectancy, Instrumentality, and Valence





# Organizational Justice Theory



# Procedural Justice Criteria

Criterion	Description	Example
<ul style="list-style-type: none"> <li>• Voice in the making of decisions</li> </ul>	Perceptions of procedural justice are enhanced to the extent that people are given a say in the decisions affecting them.	Workers are given an opportunity to explain their feelings about their own work to a supervisor who is evaluating their performance.
<ul style="list-style-type: none"> <li>• Consistency in applying rules</li> </ul>	To be fair, the rules used as the basis for making a decision about one person must be applied equally to making a decision about someone else.	A professor must use the same exact standards in evaluating the term papers of each student in the class.
<ul style="list-style-type: none"> <li>• Accuracy in use of information</li> </ul>	Fair decisions must be based on information that is accurate.	A manager calculating the amount of overtime pay a worker is to receive must add the numbers accurately.
<ul style="list-style-type: none"> <li>• Opportunity to be heard</li> </ul>	Fair procedures are ones in which people have a readily available opportunity to correct any mistakes that have been made.	Litigants have an opportunity to have a judge's decision reconsidered in the event that an error was made in legal proceedings. (See also the instant replay rule used by the NFL as described in the <i>Preview Case</i> .)
<ul style="list-style-type: none"> <li>• Safeguards against bias</li> </ul>	A person making a decision must not have any opportunity to bias the results.	Lottery drawings are held in such a manner that each number is selected in a completely random, unbiased fashion.

Video: Daniel Pink on the surprising science of motivation  
(i.e., Self-Determination Theory)



## Video: R.O.W.E.



# People are different

- Personality\*
- Values\*
- Racial and Cultural background\*
- Intelligence\*
- Gender\*
- Grit: Perseverance and Passion for Long-Term Goals\*
- Integrity/Character
- Knowledge, Skills, Abilities (KSAs)
- Emotional Intelligence
- Self Regulation (willpower)\*
- Creativity / Imagination / Artistic Ability
- Many others (e.g., self confidence, self awareness, self monitoring, locus of control, need for achievement, need for power, affectivity, etc.)

How so?

\* indicates accompanying slides

# Some Team & Group Level Factors

- Examples of effective or ineffective teams you have been on at work?
- What are common team dysfunctions?
- What are common characteristics of high performing teams?

# Characteristics of High Performing Teams



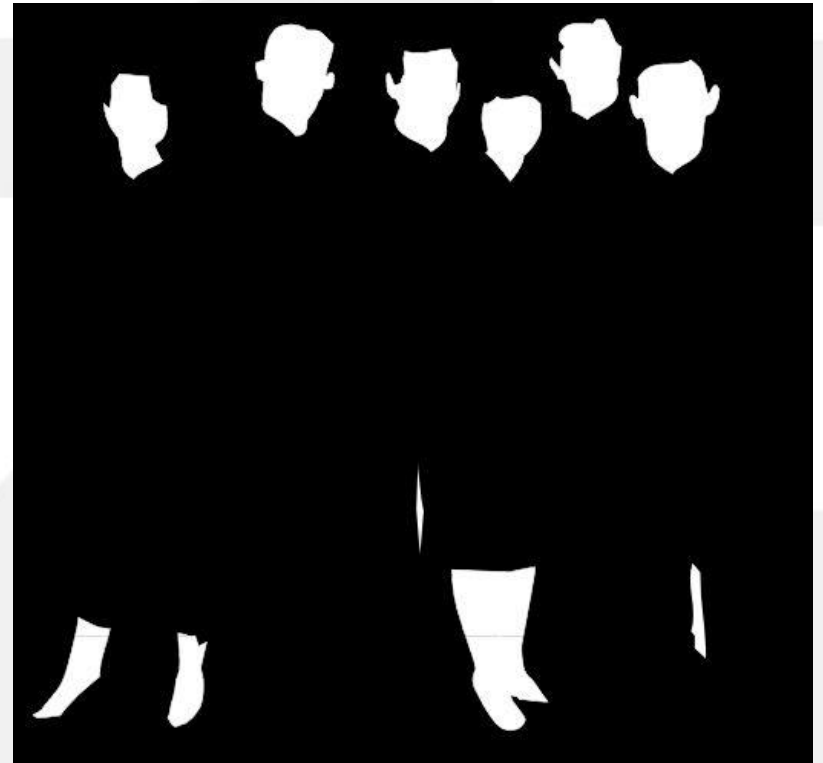
# More Characteristics of High Performing Teams

- Members of the team trust one another and can be genuinely vulnerable with each other.
- Team members regularly engage in productive, unfiltered conflict around important issues.
- The team leaves meetings with clear-cut, active, and specific agreements around decisions.
- Members put the collective priorities and needs of the larger organization ahead of their own departments.



# What is groupthink?

- groupthink occurs when a group makes faulty decisions because group pressures lead to a deterioration of “mental efficiency, reality testing, and moral judgment” (Irving Janis, 1972, p. 9).



# Symptoms of Groupthink

- Illusion of invulnerability
- Collective rationalization
- Belief in inherent morality
- Stereotyped views of out-groups
- Direct pressure on dissenters
- Self-censorship
- Illusion of unanimity
- Self-appointed 'mindguards'

# Consequences of Groupthink

- A.** Groups discuss few (or no) alternatives.
- B.** People do not surface many of the risks associated with a plan that appears to have the support of the majority.
- C.** Once an option is dismissed, it rarely is reconsidered later to see if could be bolstered and made more plausible.
- D.** The group does not seek outside experts who do not have a vested interest in the matter.
- E.** The group exhibits the confirmation bias with regard to how it gathers and analyzes information.
- F.** The group does not discuss contingency plans.
- G.** Low probability of successful outcome.

# More Remedies for Groupthink

- One or more experts should be invited to each meeting on a staggered basis and encouraged to challenge views of the members.
- At least one member should be given the role of devil's advocate (to question assumptions and plans)
- The leader should make sure that a sizeable block of time is set aside to survey warning signals.

# Remedies for Groupthink

- The leader should assign the role of critical evaluator to each member, even on issues outside their area of expertise.
- The leader should avoid stating preferences and expectations at the outset
- Each member of the group should routinely discuss the groups' deliberations with a trusted associate and report back to the group on the associate's reactions



# Organizational Communication





## Employee silence motives: Investigation of dimensionality and development of measures

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### Summary

In four studies, I examine the motives for employee silence. In Study 1, I examine open-ended survey responses to determine the nature and scope of silence motives. Study 2 develops measures of these motives and explores their factor structure. Study 3 refines the measures and provides confirmatory evidence of factor structure. Study 4 examines relationships between the new measures and related factors (employee voice, psychological safety, neuroticism, extraversion). Results indicate that six dimensions of silence motives (*ineffectual, relational, defensive, diffident, disengaged, and deviant*) emerged from the data, which can be reliably measured and provide incremental value for understanding and assessing employee silence. Copyright © 2012 John Wiley & Sons, Ltd.

**Keywords:** employee silence; organizational silence; employee voice



**TABLE 1**  
**Silence Incident Types**

Types of <u>incidents</u> to which subjects reported remaining silent	Silence Incidents Reported	% of Total
Experienced unfair treatment	260	21.0%
Someone else behaving unethically	218	17.6%
Concerns about co-workers competence or performance	208	16.8%
Operational process concern and/or idea for improvement	165	13.3%
Disagreement or concerns with company policies or decisions	81	6.5%
Personal performance issue	77	6.2%
Concerns about supervisor or management competence	74	6.0%
Someone else being treated unfairly	44	3.5%
Personal career issue or concern	24	1.9%
Unclear	89	7.2%
Total	1240	100%

**TABLE 2**  
**Silence Targets**

Types of <u>targets</u> to which subjects reported remaining silent	Silence Targets Reported	% of Total
Upper management	504	40.6%
Direct supervisor	346	27.9%
Co-worker	211	17.0%
Team members	38	3.1%
Everyone	31	2.5%
Outside authorities	19	1.5%
Subordinate	15	1.2%
Customer	10	0.8%
Outside consultant	8	0.6%
Unclear	58	4.7%
Total	1240	100%

Reasons for Remaining Silent	Freq
because I did not think it would do any good to speak up	230
to avoid conflict with another individual	153
because I believed that speaking up may negatively impact my career	90
due to fear of retaliation	90
because management did not appear interested in hearing about these types of issues	88
because I did not want to get involved	88
because I did not want to be viewed as a complainer	80
because I believed someone else should speak up	79
to protect my relationship with another individual	77
because I was uncertain	76
because I was unsure what to say	71
to protect another person from harm	67
because I did not want to appear incompetent	65
to protect my image or reputation	61
because I was afraid of adverse consequences (e.g., being criticized, losing my job)	59
because I did not want to create tension with co-worker	56
because it is not my responsibility to speak up	55
because I did not think it is worth the effort to speak up	55
because I did not want to be viewed as causing problems	53
because I felt insecure	47
to avoid embarrassing myself	45
because I did not feel confident enough to speak up	37
because I have witnessed others speak up about similar issues, but it did not do any good	37
because I did not care what happened	35
because I didn't want to harm my relationship with another individual	32
because no one was interested in taking appropriate action	30
to avoid hurting someone's feelings	29
because I did not believe my concerns would be addressed	29
because the issue did not personally affect me	28

because I did not want to draw attention to myself	26
because I did not fully understand the issue	25
because I did not want others to think negatively of me	24
because I have previously experienced negative consequences as a result of speaking up	23
because I did not feel I would be taken seriously	21
to protect myself from harm	19
because I did not want to go beyond the minimum required of me	17
because I felt it was risky to speak up	17
because I was planning on leaving the organization soon	15
because I felt it was safer to do nothing	15
because I believed that time would handle the situation	15
because I did not care about the organization	15
because I have previously witnessed others experience negative consequences as a result of speak	14
because I had previously spoken up about similar issues, but it did not do any good	14
because I felt it was dangerous to speak up	13
because I too busy at the time to speak up	12
because I was unsure who to speak up to	8
because other people involved knew more about the situation than I did	5
because I I wanted to handle the situation myself	5
because I only recently became aware of the situation/incident	4
because I was too proud to speak up about the incident	4
because I wanted co-worker to learn from their mistake	4
because I was taught not to complain	4
to retaliate against the organization	3
to purposefully harm the organization	3
because I had nothing new to add to discussion	3
to get even with another person	2
to make management look bad	2
because I didn't want others to know I was bothered by incident	2
to purposefully harm another individual	1

**TABLE 3**  
**Silence Reason Exemplars and EFA Pattern Matrix**

Item	Item Description	Reported Frequency (Study 1)	Silence Factor/Dimension (Study 2)					
			1	2	3	4	5	6
			Deviant	Relational	Defensive	Diffident	Ineffectual	Disengaged
1	to get even with another person	2	<b>0.98</b>	-0.01	0.02	-0.01	-0.05	-0.04
2	to purposefully harm another individual	1	<b>0.98</b>	-0.01	0.04	-0.07	-0.02	-0.03
3	to retaliate against the organization	3	<b>0.94</b>	0.03	-0.07	0.01	-0.03	0.05
4	to purposefully harm the organization	3	<b>0.91</b>	0.03	-0.05	0.03	-0.04	0.05
5	to make management look bad	2	<b>0.84</b>	-0.02	0.07	-0.04	0.10	-0.04
6*	I did not want to go beyond the minimum required of me	17	0.46	0.06	-0.01	0.12	0.05	0.37
7	I didn't want to harm my relationship with another individual	32	-0.01	<b>0.93</b>	0.10	-0.23	-0.08	0.20
8	I did not want to create tension with co-worker	56	-0.04	<b>0.93</b>	0.03	-0.16	-0.03	0.12
9	to avoid conflict with another individual	153	-0.04	<b>0.91</b>	0.08	-0.18	0.05	0.06
10	to protect my relationship with another individual	77	0.04	<b>0.88</b>	0.01	-0.11	-0.03	0.15
11	to avoid hurting someone's feelings	29	0.17	<b>0.74</b>	-0.12	0.03	-0.09	0.16
12*	I did not want others to think negatively of me	24	-0.01	0.55	-0.04	0.53	0.01	-0.18
13	to protect another person from harm	67	0.20	<b>0.52</b>	0.02	-0.03	-0.14	0.35
14*	I did not want to be viewed as a complainer	80	-0.01	0.51	-0.15	0.46	0.20	-0.15
15*	to protect my image or reputation	61	0.08	0.44	0.05	0.39	0.01	-0.05
16*	I did not want to be viewed as causing problems	53	-0.09	0.44	0.12	0.38	0.09	-0.17
17*	I didn't want others to know I was bothered by incident	2	0.01	-0.23	0.05	0.03	-0.05	0.00
18*	I was planning on leaving the organization soon	15	0.04	-0.15	-0.10	0.02	-0.01	0.07
19*	I only recently became aware of the situation/incident	4	0.04	-0.09	-0.07	0.03	-0.08	0.08
20	I felt it was dangerous to speak up	13	0.09	-0.02	<b>0.91</b>	-0.14	0.00	0.06
21	to protect myself from harm	19	-0.05	0.05	<b>0.87</b>	-0.06	-0.09	0.15
22	I felt it was risky to speak up	17	-0.08	-0.01	<b>0.87</b>	-0.01	0.03	0.10
23	I believed that speaking up may negatively impact my career	90	0.06	-0.06	<b>0.84</b>	0.01	0.08	-0.12
24	I was afraid of adverse consequences (e.g., being criticized, losing my job)	59	-0.10	0.03	<b>0.79</b>	0.10	0.02	-0.06
25	due to fear of retaliation	90	-0.03	0.25	<b>0.71</b>	-0.04	-0.05	-0.01
26	I have previously witnessed others experience negative consequences as a result of speaking up	14	0.06	0.04	<b>0.63</b>	0.22	-0.08	-0.16
27	I have previously experienced negative consequences as a result of speaking up	23	0.10	0.05	<b>0.51</b>	0.20	0.12	-0.19
28	I felt it was safer to do nothing	15	-0.09	0.16	<b>0.43</b>	0.12	0.07	0.21
29*	I believed that time would handle the situation	15	0.01	0.01	-0.17	0.13	-0.07	0.03
30*	I was too proud to speak up about the incident	4	0.08	-0.08	0.15	-0.01	0.04	-0.10

			Silence Factor/Dimension (Study 2)					
			1	2	3	4	5	6
Item	Item Description	Reported Frequency (Study 1)	Deviant	Relational	Defensive	Diffident	Ineffectual	Disengaged
31	I did not feel confident enough to speak up	37	-0.02	-0.11	0.01	<b>0.83</b>	0.00	0.12
32	to avoid embarrassing myself	45	0.07	0.08	0.04	<b>0.78</b>	-0.07	-0.06
33	I was unsure what to say	71	-0.02	-0.07	-0.03	<b>0.65</b>	-0.01	0.28
34	I felt insecure	47	-0.01	-0.17	0.20	<b>0.65</b>	0.05	0.12
35	I was uncertain	76	0.02	-0.07	0.00	<b>0.62</b>	-0.03	0.29
36	I did not want to draw attention to myself	26	-0.13	0.34	-0.11	<b>0.62</b>	0.07	0.01
37	I did not want to appear incompetent	65	0.19	0.00	0.12	<b>0.62</b>	-0.04	-0.01
38*	other people involved knew more about the situation than I did	5	0.01	-0.17	-0.05	0.57	-0.08	0.40
39*	I did not fully understand the issue	25	0.18	-0.27	-0.01	0.50	-0.04	0.45
40*	I was unsure who to speak up to	8	0.03	0.02	0.03	-0.23	0.10	0.00
41*	I had nothing new to add to discussion	3	0.02	0.18	0.00	-0.21	0.12	-0.05
42*	I too busy at the time to speak up	12	-0.11	0.04	-0.15	0.19	0.02	-0.07
43*	I wanted co-worker to learn from their mistake	4	-0.02	0.05	0.09	-0.13	0.07	-0.01
44	I did not believe my concerns would be addressed	29	-0.06	-0.06	0.09	-0.12	<b>1.01</b>	-0.03
45	management did not appear interested in hearing about these types of issues	88	0.05	-0.01	0.09	-0.15	<b>0.95</b>	-0.09
46	no one was interested in taking appropriate action	30	-0.01	0.10	-0.07	-0.10	<b>0.91</b>	0.01
47	I did not feel I would be taken seriously	21	-0.02	0.00	-0.12	0.17	<b>0.72</b>	0.12
48	I did not think it would do any good to speak up	230	-0.19	0.02	0.03	0.04	<b>0.59</b>	0.31
49	I had previously spoken up about similar issues, but it did not do any good	14	0.34	-0.05	0.11	-0.12	<b>0.52</b>	-0.06
50	I have witnessed others speak up about similar issues, but it did not do any good	37	0.29	-0.02	0.17	-0.09	<b>0.50</b>	-0.07
51*	I wanted to handle the situation myself	5	0.09	0.02	-0.16	-0.11	0.18	-0.01
52	the issue did not personally affect me	28	0.13	0.19	-0.07	0.10	-0.04	<b>0.63</b>
53	I did not care what happened	35	0.35	0.01	-0.08	0.10	0.02	<b>0.56</b>
54	I did not want to get involved	88	-0.08	0.24	0.08	0.16	0.01	<b>0.54</b>
55	I did not care about the organization	15	0.35	0.04	-0.10	-0.10	0.28	<b>0.40</b>
56*	it is not my responsibility to speak up	55	0.09	-0.01	0.04	0.26	0.15	0.38
57*	I did not think it is worth the effort to speak up	55	-0.13	0.19	-0.11	0.18	0.33	0.36
58*	I believed someone else should speak up	79	0.14	0.00	0.15	0.27	0.02	0.32
59*	I was taught not to complain	4	-0.04	0.06	-0.05	-0.02	-0.08	0.11

A large, light gray, stylized graphic of a tree with a large circular sun or moon in the upper left corner, set against a white background.

# The End