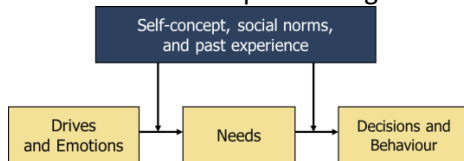


Chapter 5 – Foundations of employee Motivation

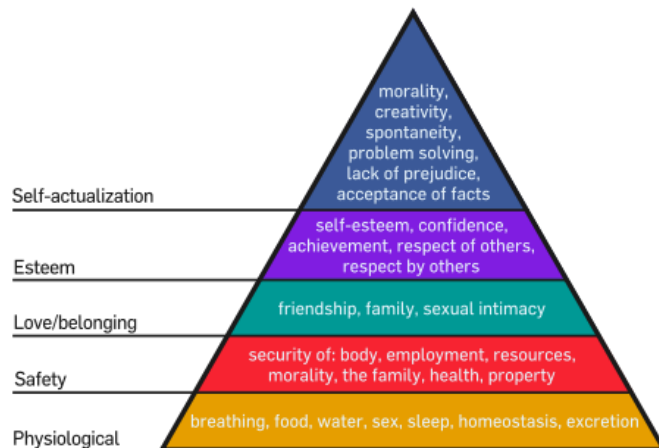
- Motivation – the forces within a person that affect the direction, intensity and persistence of voluntary behaviour
 - One of the 4 essential drivers of individual behaviour and performance
 - Closely related to employee engagement
- Employee engagement – the employee’s emotional and cognitive motivation, self-efficacy to perform the job, a clear understanding of their role in the org’s vision, and a belief that they have the resources to perform their job
 - Relates to 4 cornerstones of MARS model (motivation, ability, role perceptions, situational factors) → about one’s beliefs and emotional responses to these conditions that create high performance

Drives, Needs and Employee Motivation

- Drives (aka. primary needs, fundamental needs, innate motives) – neural states that energize individuals to correct deficiencies or maintain an internal equilibrium
 - ‘prime mover’ of behaviour by activating emotions, which put us in a state of readiness to act – emotions play a central role in motivation
- Needs – goal-directed forces that people experience; represent motivational force of emotions channeled towards particular goals to correct deficiencies or imbalances



- Maslow’s needs hierarchy theory
 - developed by psychologist Abraham Maslow in the 1940s
 - A motivation theory of needs arranged in a hierarchy, whereby ppl are motivated to fulfill a higher need as a lower one becomes gratified → integrates long list of previously-studied needs into a 5-level hierarchy

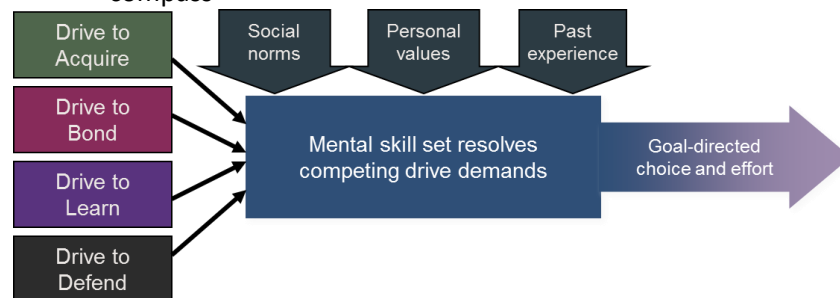


- 4 bottom sets of needs known as “deficiency needs” while self-actualization is known as a “growth need”
- Desire to know and desire for aesthetic beauty are considered 2 innate drives and don’t fit in the hierarchy

- We are motivated simultaneously by several needs, but the strongest source is the lowest unsatisfied need at the time
- Limitations and contributions → empirical evidence doesn't support Maslow's theory – ppl don't progress through the hierarchy as Maslow predicted; however, brings a more holistic, humanistic, positive approach to the study of human motivation
 - Laid the foundation for Positive organizational behaviour – a perspective of OB that focuses on building positive qualities and traits w/in individuals or institutions as opposed to focusing on what is wrong with them
- What's wrong with needs hierarchy models?
 - ERG theory – a needs hierarchy theory consisting of 3 fundamental needs: existence, relatedness, growth
 - How ppl regress down the hierarchy when they fail to fulfill higher needs
 - Explains motivation better than Maslow, but it's easier to cluster needs around 3 categories than 5
 - Most ppl don't fit into a single needs hierarchy; they are unique to each person, not universal
- Learned Needs theory
 - Developed by psychologist David McClelland – recognized that a person's needs can be strengthened through reinforcement, learning, and social conditions
 - Need for Achievement (nAch) – if strong, want to accomplish challenging tasks through own effort, prefer working alone, choose moderately risky tasks, desire unambiguous feedback/recognition for success, money is weak motivator
 - Need for Affiliation (nAff) – desire to seek approval from others, conform to their wishes/expectations, avoid conflict/confrontation; if strong, project favourable image of themselves, actively support others and smooth out workplace conflicts
 - Need for power (nPow) – if high, want to exercise control over others and are concerned about maintain leadership position, rely on persuasive communication, make more suggestions, publicly evaluate situations more frequently; two kinds – personalized power (enjoy power for its own sake, use it to advance personal interests, wear power as status symbol), social power (desire power as a means to help others); social power > personalized power → effective leaders
 - Learning needs – needs can be learned (strengthened/weakened) – achievement progs where trainees write achievement-oriented stories and practice achievement-oriented behaviours in games; attempt to alter individual's self-concept or experiences such that they amplify/suppress related drive-generated emotions
- Four-drive theory – a motivation theory based on the innate drives to acquire, bond, learn and defend that incorporates both emotions and rationality
 - Drive to acquire – seek, take, control and retain objects and personal experiences (beyond food and water, includes enhancing one's self-concept through relative status and recognition in society); basis of competition and need for esteem – insatiable since humans are motivated to achieve higher positions than others
 - Drive to bond – forming social relationships and develop mutual caring commitments w/ others; explains why ppl form social identities by aligning self-concept w/ various social groups; motivates ppl to cooperate and is a fundamental ingredient to success of orgs and dev of societies
 - Drive to learn – drive to satisfy our curiosity, know and understand ourselves and the enviro around us; when observing smt inconsistent w/ or beyond current knowledge,

tension is created that motivates us to close info gap; related to higher order needs of growth and self-actualization

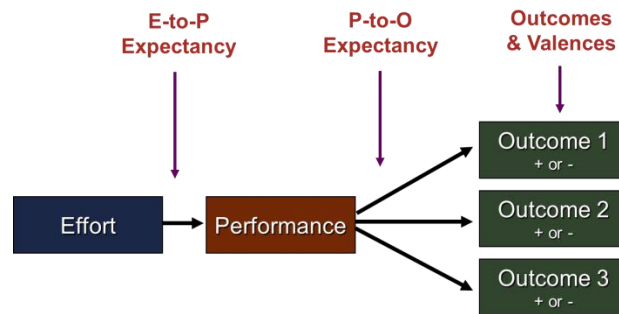
- Derive defend – drive to protect ourselves physically and socially; “fight-or-flight” response in face of physical danger, but extends to defending relationships/acquisitions/belief systems
- All innate and universal → hardwired into all humans; all independent of each other, no hierarchy among them, a complete set; proactive (we regularly try to fulfill them) except defend which is reactive
- How drives influence employee motivation
 - Info we receive is quickly/nonconsciously tagged w/ emotional markers that subsequently shape our logical analysis of the situation – 4 drives determine which emotions are tagged to incoming stimuli
 - Emotions generated by 4 drives motivate us to act, and our mental skill set chooses courses of action that are acceptable to society and our own moral compass



- Evaluating 4-drive theory
 - Theory based on research conducted for over 3 decades (drives ID’ed in psych/anthro studies, translation of drives to behaviour based on research into emotion and neural processes)
 - Avoids assumption that everyone’s needs hierarchy is the same; is holistic and humanistic, and provides clearer understanding about role of EI in motivation and behaviour
- Practical implications of 4-drive theory
 - Ensure that individual jobs and workplaces provide a balanced opportunity to fulfill the 4 drives → best workplaces for employee motivation and well-being offer conditions that help employees fulfill all 4 drives; fulfillment of 4 drives must be kept in “balance” (i.e. orgs should avoid too much or too little opportunity to fulfill each drive)
- Expectancy Theory of motivation – a motivation theory based on the idea that work effort is directed towards behaviours that ppl believe will lead to desired outcomes, i.e. we are motivated to achieve the goals w/ the highest expected payoff
 - Individual’s effort lvl depends on 3 factors:
 - Effort-to-performance (e-to-p) expectancy – individual’s perception that their effort will result in a particular lvl of performance; usually falls somewhere in between unquestionable accomplishment and nil probability of desired performance lvl
 - Performance-to-outcome (e-to-o) expectancy – perceived probability that a specific behaviour or performance lvl will lead to particular outcomes; usually

falls somewhere in between definite probability of accomplishing and nil probability of result in successful performance

- Outcome valences – anticipated (dis)satisfaction that an individual feels towards an outcome, and may be positive or negative; +ve valence when consistent w/ values and satisfy needs; -ve valence when oppose values and inhibit need fulfillment



- Expectancy theory in practice
 - Increasing E-to-P expectancies
 - Influenced by belief that individual can successfully complete task → assure employees that they have necessary competencies, clear role perceptions and necessary resources to reach desired lvls of performance – matching jobs to individuals’ abilities and clearly communicating tasks required is important; learned, so behavioural modeling and supportive feedback can strengthen perception
 - Increasing P-to-O expectancies
 - Measure employee performance accurately and distribute more valued rewards to those w/ higher job performance; perceptions so employees will need to know how higher performance will result in higher rewards → involves explaining how specific rewards are connected to specific past performance
 - Increasing outcome valences
 - Since everyone has unique values and experiences, individualizing rather than standardizing rewards and other outcomes is important to motivation; leaders need to watch out for countervailing outcomes (consequences w/ -ve valences rather than enhance motivation)
- Goal Setting and Feedback
 - Goal setting – the process of motivating employees and clarifying their role perceptions by establishing performance objectives
 - Potentially improves performance by: stretching intensity/persistence of effort, giving employees clearer role perceptions so that effort is channeled towards behaviours that will improve work performance
 - 6 key characteristics
 - Specific goals – employees put more effort into specific goals than just a general “do-your-best” target; specific goals communicate more precise performance expectations so employees can direct effort more efficiently/reliably
 - Relevant goals – goals must be relevant to individual’s job and w/in their control

- Challenging goals – make ppl raise intensity/persistence of work effort and think through info more actively, also fulfill achievement or growth needs when goal is achieved
 - Stretch goals – don't just stretch abilities and motivation, are goals that ppl don't know how to reach, so creativity is required
 - Goal commitment – goals should be challenging but not to the point where employees lose motivation to achieve them; linked to E-to-P expectancy
 - Goal participation – goal setting generally more effective when employees participate in setting goals; participation increases goal commitment and improves goal quality
 - Goal feedback – any info that lets us know whether we have achieved goal or are properly directing our effort towards it; redirects our effort but also fulfills growth needs
 - Characteristics of feedback
 - Specific and relevant – include specific metrics rather than vague info, must relate to individual's behaviour rather than conditions beyond control
 - Timely – available soon after behaviour/results occur so can see association
 - Sufficiently frequent – need to consider employee's knowledge/experience, how long it takes to complete the task
 - Sources of feedback
 - From nonsocial or social sources → non-social provide feedback w/o someone communicating that info
 - Multisource (360-degree feedback) – information about an employee's performance collected from a full circle of ppl, including subordinates, peers, supervisors, and customers
 - Provides more complete/accurate info than feedback from supervisor alone; useful when supervisor is unable to observe employee's behaviour/performance; greater sense of fairness and open communication among lower-lvl employees when they can provide upward feedback
 - Can be expensive and time-consuming, may produce ambiguous/conflicting feedback, possibility of inflated rather than accurate feedback
 - Choosing feedback sources
 - Depends on purpose of the information – if toward goal accomplishment, usually prefer nonsocial feedback sources; if want to improve self-image, seek out positive feedback from social sources
 - Evaluating goal setting and feedback
 - Goal setting → “tried and true” theories in OB; feedback also has excellent reputation for improving motivation and performance
 - Concerns – goal setting ocuses employees on narrow subset of measurable performance indicators and ignoring hard-to-measure ones; if tied to financial rewards, motivated to make goals easy so higher probability of reward; interfere w/ learning process of new, complex jobs
- Organizational Justice
 - Two forms of org justice

- Distributive justice – perceived fairness in the outcomes we receive relative to our contributions and the outcomes and contributions of others
 - Procedural justice – perceived fairness of the procedures used to decide the distribution of resources
- Equity theory – a theory that explains how ppl develop perceptions of fairness in the distribution and exchange of resources
 - Equity principle – we believe that everyone in the group should receive same outcomes → ppl should be paid in proportion to their contribution
 - Need principle – we believe that those w/ the greatest need should receive more outcomes than others w/ less need
 - Outcome/input ratio – value of outcomes (what employees receive from org in exchange for inputs) you receive decided by value of inputs you provide in exchange relationship
 - Ratio compared w/ a comparison other (another person or group of ppl in same job, another job, another org); generally varies from one person to another and isn't easily identifiable
 - Ppl develop feelings of equity/inequity by comparing their own ratio w/ comparison other's ratio → in equity, ratios are perceived to be similar; overreward equity is when ratio is higher than comparison (not as common as underreward since ppl change perceptions to justify higher outcomes); underreward equity is when ratio is lower than comparison
 - Inequity and employee motivation
 - Main ways that ppl correct inequity feelings when they are underrewarded
 - Reduce inputs – perform at lower lvl, give fewer helpful suggestions, engage in less org citizenship behaviour
 - Increase outcomes – ask for pay increase, make unauthorized use of company resources
 - Increase comparison other's inputs- ask better-off co-worker to do larger share of work to justify higher outcomes
 - Reduce comparison other's outcomes – ask boss to stop giving favourable treatment to co-worker
 - Change perceptions – believe co-worker is really doing more, or that higher outcomes really aren't better than what you get
 - Change comparison other – compare yourself to someone closer to your situation
 - Leave the field – avoid thinking about inequity by keeping away from office where co-worker is located, take more sick leave, move to another dep't, quit the job
 - Individual differences: equity sensitivity
 - Equity sensitivity – an individual's outcome/input preferences and reaction to various outcome/input ratios
 - Benevolents – ppl who are tolerant of situations where they are underrewarded; don't mind if others receive more than they do for same inputs although might still prefer equal ratios
 - Equity sensitives – middle; want ratios to be equal to that of the comparison other; feel increasing inequity as ratios become different

- Entitleds – more comfortable in situations where they receive proportionately more than others; might accept same ratio, but would rather receive more
 - Evaluating equity theory
 - Widely studied and successful at predicting situations involving feelings of workplace injustice, but not so easy to put into practice b/c it doesn't identify "comparison other" and doesn't indicate which inputs or outcomes are most valuable to each employee → leaders should know employees well enough to minimize risk of inequity feelings; accounts for only some of our feelings of fairness or justice
- Procedural justice
 - Can be improved by giving employees "voice" in process i.e. encourage them to present their facts and perspectives on the issue – provides "value-expressive" function (employees feel better having opp to speak mind); also higher when decision maker is perceived as unbiased, relies on complete/accurate info, applies existing policies consistently and has listened to all sides; ppl feel better when they are treated w/ respect and are given a full explanation of decision
 - Consequences of procedural justice
 - Strong influence on a person's emotions and motivation → anger towards source of injustice, resulting in withdrawal or aggressive response behaviours; being treated unfairly threatens self-concept and social status, so ppl retaliate to restore their self-concept and status and power; also engage in counterproductive behaviours to educate decision maker to minimize likelihood of future injustices

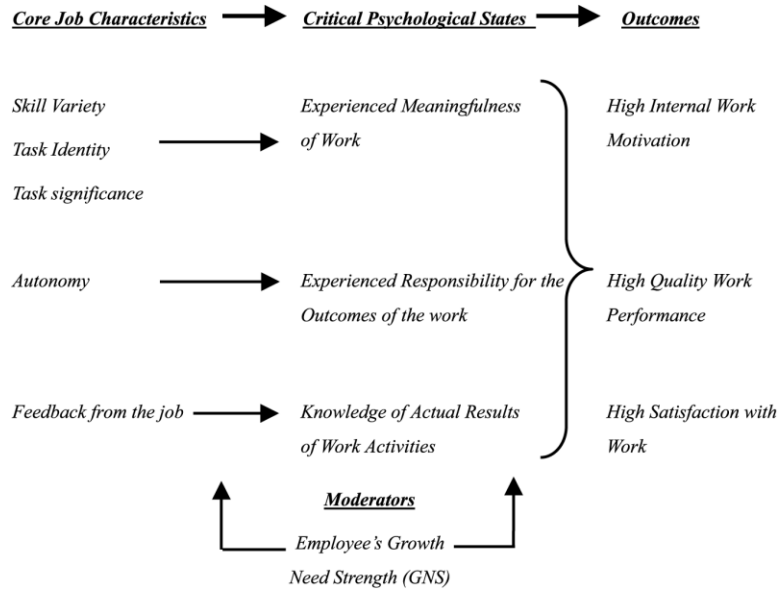
Chapter 6 – Applied Performance Practices

- Financial reward practices
 - Oldest/most fundamental APP → a form of exchange (labour/skills in return for money/benefits), but also symbol of success, reinforce/motivator, reflection of performance, source of reduced anxiety
 - Value and meaning of money varies considerably across ppl and countries: men tend to value money more than women, countries w/ high power distance have high respect and priority for money, egalitarian cultures are discouraged from talking about money/displaying personal wealth
 - Membership- and seniority-based rewards (aka. pay for pulse)
 - Largest part of most paycheques; some benefits are universal while others increase w/ seniority
 - Might attract job applicants (esp. those seeking predictable income) and reduce turnover
 - Don't directly motivate job performance/discourage poor performers from seeking out jobs better suited to their abilities; good performers lured to better-paying jobs
 - Some rewards are golden handcuffs which can potentially weaken job performance by creating continuance commitment
 - Job status-based rewards
 - Job evaluation – systematically evaluating the worth of jobs w/in an org by measuring their required skill, effort, responsibility, working conditions

- Often used by firms to estimate job worth
 - Higher lvls in categories → higher job value, meaning higher pay, larger offices, company cars, etc.
- Maintain feelings of equity and motivate employees to compete for promotions, but can encourage a bureaucratic hierarchy when orgs are trying to be more cost efficient and responsibility to external enviro
- Reinforce status mentality, while Gen-X and Y employees expect more egalitarian workplace
- Potentially motivates employees to compete w/ each other for higher status jobs and raise value of their own jobs by exaggerating job duties and hoarding resources
- Competency-based rewards
 - Pay increases received w/in each pay band partly based on how well they've acquired new knowledge and skills
 - Skill-base pay – rewards for # of modules mastered and thus on # of jobs they can perform
 - Improve workforce flexibility by motivating employees to learn a variety of skills and perform a variety of jobs; product/service quality improves b/c employees have more skills
 - Also consistent w/ employability b/c reward employees who continuously learn skills
 - Measure specific skills, so more objective
 - Criticisms: over-designed (difficult to communicate plans to employees), vague (fairness issues when relying on definitions to award pay increases), expensive (time spent on employees learning new skills)
- Performance-based awards (aka. variable pay plans)
 - Individual rewards – receipt of individual bonuses/awards for accomplishing a specific task or exceeding annual performance goals
 - E.g. commission – increased pay w/ sales volume
 - E.g. piece rate – rewards based on # of units produced
 - Team rewards
 - Gainsharing plans – team-based rewards that calculate bonuses from work unit's cost savings and productivity improvement
 - Improve team dynamics, knowledge sharing, pay satisfaction, create link b/w effort and performance since cost reduction and labour efficiency is w/in team's control
 - Organizational rewards
 - Profit-sharing plans – a rewards system that pays bonuses to employees based on the previous year's level of corporate profits
 - Employee share ownership plans (ESOP) – a reward system that encourages employees to buy shares of the company, usually discounted or a no-share loan
 - Share options – a reward system that gives employees the right to purchase company shares at a future date at a predetermined price

- Job specialization – the result of division of labour in which each job includes a subset of the tasks required to complete the product or service (usually completed in a short “cycle time”, i.e. time required to complete a task before starting over w/ a new work unit)
- Job specialization improves work efficiency – employees have fewer tasks to juggle and spend less time changing activities; require fewer physical/mental skills required to accomplish work, so less time/resources required for training; practice tasks more frequently w/ shorter work cycles, so jobs are mastered quickly; employees w/ specific skill sets can be matched better to jobs for which they are best suited
- Scientific mgmt – systematically partitioning work into its smallest elements and standardizing tasks to achieve max efficiency; associated w/ Frederick Winslow Taylor → includes such activities as training, goal setting, work incentives
- Most effective co’s have detailed procedures and work practices developed by engineers, enforced by supervisors, executed by employees
- Reduces labour “waste” by improving mechanical efficiency of work, but adversely affects employee attitudes and motivation – employee turnover and absenteeism higher in specialized jobs w/ very short time cycles
- Work quality reduced b/c employees see only a small part of the process, ignores the motivational potential of jobs → as jobs become specialized, work is easier to perform but is less motivating
- Job Design and Work motivation
 - Motivator-hygiene theory – Frederick Herzberg’s theory stating that employees are primarily motivated by growth and esteem needs (i.e. motivators), not by lower-lvl needs (i.e. hygienes)
 - Rejected due to lack of research support, but generated new thinking about motivational potential of job itself
 - Job characteristics model – a job design model that relates the motivational properties of jobs to specific personal and org consequences; identifies 5 core job characteristics that product 3 psychological states
 - Core job characteristics
 - Skill variety – the extent to which employees must use different skills and talent to perform tasks w/in their job
 - Task identity – the degree to which a job requires completion of a whole or an identifiable piece of work
 - Task significance – the degree to which the job has a substantial impact on the org and/or larger society
 - Autonomy – the degree to which a job gives employees the freedom, independence, and discretion to schedule their work and determine the procedures used in completing it
 - Job feedback – the degree to which employees can tell how well they are doing based on direct sensory info from the job itself
 - Critical psychological states
 - Experienced meaningfulness – the belief that one’s work is worthwhile or important; linked to skill variety, task identity and task significance

- Experienced responsibility – employees feel personally accountable for the outcomes of their efforts; linked to autonomy
- Knowledge of results – employees want info about consequences of work effort
- Individual differences: required skills and knowledge, job satisfaction, growth need strength



- Job designs that motivate
 - Job rotation – the practice of moving employees from one job to another
 - Minimizes health risks from repetitive strain/heavy lifting; increases workforce flexibility in production process and finding replacements; reduces boredom of highly repetitive jobs
 - However, still debated if this is a form of job redesign, since jobs remain the same
 - Job enlargement – increasing the # of tasks employees perform w/in their job
 - Skill variety increases b/c of more tasks to perform
 - Improves work efficiency and flexibility
 - However, simply giving employees more tasks won't affect motivational performance or job satisfaction; need to perform a variety of tasks and have freedom/knowledge to structure work to achieve highest satisfaction/performance
 - Job enrichment – occurs when employees are given more responsibility for scheduling, coordinating and planning their own work
 - Higher job satisfaction/work motivation/lower absenteeism and turnover; higher productivity when higher task identity and job feedback
 - Natural grouping approach – combining highly interdependent tasks into one job; naturally groups tasks together to complete an entire

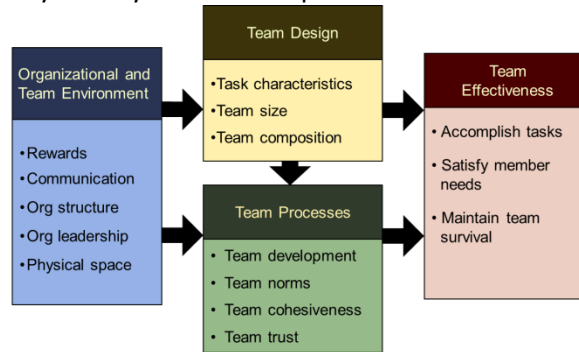
product → stronger feelings of responsibility for an identifiable body of work, so increases task identity and task significance

- Establishing client relationship – putting employees in direct contact w/ their clients rather than using a supervisor as a go-between; more info and make decisions affecting clients by being directly responsible for them; increases task significance
- Empowerment Practices
 - Empowerment – a psychological concept in which ppl experience more self-determination, meaning, competence, and impact regarding their role in the org
 - Self-determination – empowered employees feel that they have freedom, independence and discretion over their work activities
 - Meaning – Employees who feel empowered care about their work and believe what they do is important
 - Competence – empowered ppl are confident about their ability to perform the work well and have a capacity to grow w/ new challenges
 - Impact – empowered employees view themselves as active participants in the org, i.e. their decisions and actions have an influence in the co's success
 - Supporting empowerment
 - Self-determination increases w/ highly autonomous jobs and minimal bureaucratic control
 - Meaning increases w/ high lvls of task identity and task significance
 - More self-confidence in jobs that allow receipt of feedback about performance/accomplishments
 - Empowerment requires easily-accessible info and other resources, a learning orientation culture, requires corporate leaders who trust employees and are willing to take risks that empowerment creates
- Self-leadership practices
 - Self-leadership – the process of influencing oneself to establish the self-direction and self-motivation needed to perform a task
 - Self-leadership strategies
 - Personal goal setting – setting goals alone (e.g. identifying specific, relevant, challenging goals); employees are more focused and perform better when they set their own goals, esp. in combo w/ other self-leadership practices
 - Constructive thought patterns – engaging in positive thoughts about work and accomplishment before beginning and while performing a task; more motivated and better prepared to accomplish a task
 - Positive self-talk – talking to ourselves about our own thoughts or actions for the purpose of increasing our self-confidence and navigating through decisions in a future event; increases motivation by raising effort-to-performance expectancy
 - Mental imagery – mentally practicing a task and visualizing its successful completion; increases goal commitment and motivates to complete task effectively
 - Designing natural rewards – altering tasks and work relationships to make work more motivating
 - Self-monitoring – process of keeping track at regular intervals of one's progress towards a goal using naturally occurring feedback; ppl who have control over

particular activity/interest; main purpose is to share info and rely on info tech as main form of interaction

- Informal groups – little/no interdependence, no org mandated purpose; exist primarily for the benefit of their members
 - Join for several reasons – drive to bond; social identity theory (individuals define themselves by group affiliations) – shape/reinforce self-concept; accomplish tasks that can't be achieved by individuals working alone; comfort of having other people around in stressful situations
- Advantages and disadvantages of teams
 - Advantages
 - Under right conditions, teams make better decisions, develop better products/services, create more engaged workforce
 - Quickly share info and coordinate tasks (slower and more prone to mistakes if trad. Led by advisors)
 - Superior customer service – more breadth of knowledge and expertise to customers than individual “stars”
 - Increased motivation – drive to bond, accountable to team members, improved performance when employees work near others (performance relative to others)
 - Disadvantages
 - Usually better suited to work that is sufficiently complex → division of work into specialized roles = more efficient and effective
 - Process losses – resources (including time and energy) expended toward team dev and maintenance rather than the task
 - Much easier for an individual to coordinate his own tasks than w/ other ppl
 - Apparent problem when staff are added/replaced – new members need to learn how team operates and how to coordinate w/ other members
 - Brook's law – aka. “mythical man-month”; principle that says that adding more ppl to a late software project only makes it later
 - Social loafing – occurs when ppl exert less effort (and usually perform at a lower level) when working in groups than when working alone
 - Most likely to occur in large teams where individual output is difficult to identify; employees put out less effort when team produces single output – not as worked that individual performance will be noticed
 - Less likely to occur when individual effort is more noticeable, when task is interesting, among those members who value team membership and believe in working towards team objectives
- A model of team effectiveness
 - Effectiveness – achieves objectives, helps individual team members fulfill their needs, is able to maintain commitment of members o team doesn't fall apart
 - Organizational and team development
 - All factors beyond the team's boundaries that influence its effectiveness
 - More work together when at least partly rewarded for team performance
 - Comm systems help virtual teams → highly dependent on info tech to coordinate

- Org structure → teams work best when organized around work processes b/c increases interaction
- Org leaders → high-performance teams rely on those leaders who provide support and strategic directions while team members focus on operational efficiency and flexibility
- Physical layout of work space



- Team design elements
 - Task characteristics
 - Teams operate better than individuals working alone on work that is sufficiently complex → division into specialized roles which require frequent coordination w/ each other; well-structured tasks
 - Task interdependence – the extent to which team members must share materials, info, or expertise in order to perform their jobs
 - Pooled interdependence – minimal interdependence (e.g. resources shared from a common source)
 - Sequential interdependence – output of one person is the direct input for another person/unit
 - Reciprocal interdependence – work output is exchanged back and forth among individuals; organized into teams that facilitate coordination

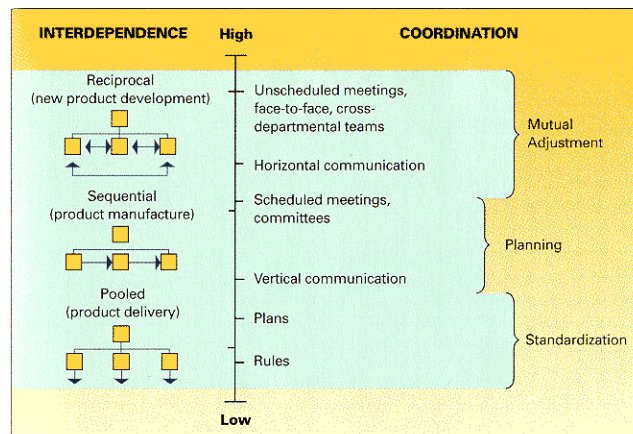


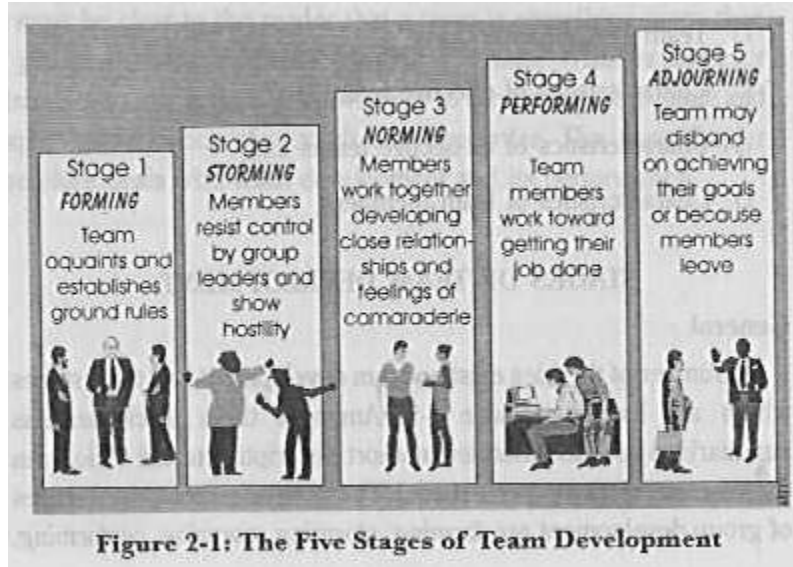
Exhibit 4.12
Primary Means to Achieve Coordination for Different Levels of Task Interdependence in a Manufacturing Firm

Source: Adapted from Andrew H. Van de Ven, Andre Delbecq, and Richard Koenig, "Determinants of Communication Modes within Organizations," *American Sociological Review* 41 (1976): 330.

- The greater the interdependence, the greater need for teams → helps employees coordinate better, helps motivate most ppl to be part of the team; however, applicable when employees have same task goals

- Team size
 - No hard and fast rule → Teams should be large enough to provide necessary competencies and perspectives to perform work, but small enough to maintain efficient coordination and meaningful involvement of each member
 - Small teams operate effectively b/c of less process loss; get to know teammates and have more influence
- Team composition
 - To operate effectively, employees need to have more than tech skills and self-leadership; also need to be able/willing to support team dynamics
 - 5 C's of effective team members
 - Cooperating – team members are willing and able to work tougher rather than alone; includes sharing resources and being adaptive/flexible to accommodate needs/preferences of other team members
 - Coordinating – active mgmt. of team's work so it is performed efficiently and harmoniously
 - Communicating – transmission of info freely (rather than hoarding), efficiently (using best channel/language), and respectfully (minimizing arousal of –ve emotions); also active listeners
 - Comforting – helping to maintain +ve and healthy psychological state; show empathy, provide psychological comfort, build co-worker feelings of confidence and self-worth
 - Conflict resolving – having skills and motivation to resolve dysfunctional disagreements among team members; use of various conflict handling and diagnostic skills
 - associated w/ conscientiousness, extroversion, EI; one team member who lacks these skills can undermine the entire team dynamic
 - diversity – teams whose members have diverse knowledge, skills and perspectives are generally more effective in situations involving complex problems requiring innovative solutions → problems seen from varying perspectives, broader knowledge base, better representation of team's constituents; but take longer to become high-performing team and more susceptible to “fault lines” which increases risk of dysfunctional conflict, etc.
- Team Processes
 - Team development
 - Teams move systematically from one stage to the next, although may fall back as new members join or other conditions disrupt team's maturity
 - Forming – period of testing/orientation; members learn about each other and evaluate costs/benefits of continued membership, defer to authority
 - Storming – interpersonal conflict as members become more proactive and compete for roles; establishment of norms of appropriate behaviour and performance standards
 - Norming – real sense of cohesion as roles are established and consensus forms around group objectives and common or complementary team- based mental model

- Performing – team members have learned to efficiently coordinate and resolve conflicts; high-performance marked by high lvls of cooperation, trust, commitment to group objectives, and team identification
- Adjourning – team is about to disband; team members shift attention away from task orientation to relationship focus

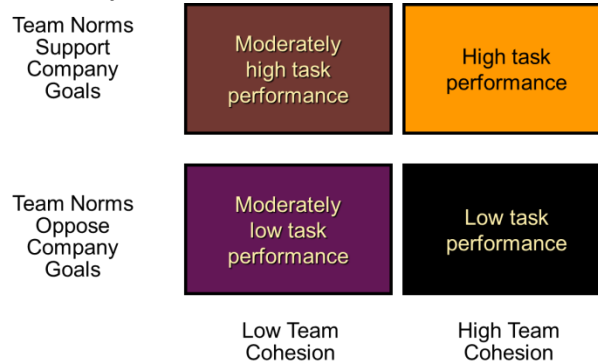


- Figure 2-1: The Five Stages of Team Development**
- Team roles – important part of team dev is forming and reinforcing these
 - Role – a set of behaviours that ppl are expected to perform b/c they hold certain positions in a team and org
 - Some designed to help team achieve goals, maintain relationships, some formally assigned
 - Team members are typically assigned specific roles as a job responsibility, but may vary to suit personality/values/wishes of other team members
 - Informal roles are shared among team members, but many are eventually associated w/ specific team members
 - Accelerating team dev through team building
 - Team building – formal activities intended to improve the dev and functioning of a team
 - Helps new teams, but more commonly applied to existing teams that have regressed to earlier stages of team dev due to membership turnover or loss of focus
 - Clarifying performance goals, increasing team’s motivation, mechanism for systematic feedback, improve problem-solving skills, clarifying/reconstructing perceptions of member’s roles of themselves and each other, helps develop shared mental models
 - Popular form = improving relations among team members
 - success is less certain than many claim – general solutions to general problems; need sound diagnosis to treat specific problems; need to encourage team members to reflect on own work exp and experiment w/ just-in-time learning for team dev
 - Team norms
 - Norms – informal rules and shared expectations that groups establish to regulate behaviour of their members

- Applied only to behaviours important to the team
- Enforcement indirectly (e.g. nonverbal, sarcasm) and directly (via praise)
 - most team members conform w/o any enforcement b/c they identify w/ group and want to align behaviour w/ team's values
- how team norms develop
 - develop as soon as teams form b/c ppl need to anticipate or predict how others will act; also form as team members discover behaviours that help them function more effectively' past experiences/values that members bring to the team
- preventing and changing dysfunctional team norms
 - best way to avoid norms that undermine org success/employee well-being is when team is first formed – state desirable norms or select ppl w/ appropriate norms
 - how to maintain desirable norms? Leaders have capacity to alter existing norms; team-based rewards systems can weaken counterproductive norms; may need to disband group and replace w/ ppl having more favourable norms
- Team cohesion – the degree of attraction ppl feel toward the team and their motivation to remain members
 - An emotional exp, not just a calculation of whether to stay or go; exists when team members make the team part of social identity
 - Influences on team cohesion
 - Member similarity – ppl w/ similar backgrounds and values are more comfortable around each other; diversity can undermine cohesion, but depends on the type
 - Team size – smaller teams are generally more cohesive than large teams (easier for fewer ppl to agree on goals and coordinate), but less cohesion when lacking enough members to perform required tasks
 - Member interaction – more cohesion when team members interact w/ each other fairly frequently, esp. when performing highly interdependent tasks in same physical area
 - Somewhat difficult entry – more cohesion when entry into team is restricted (more elite, more prestige conferred to members so value membership more); but some severe initiations can undermine cohesion due to humiliation
 - Team success – cohesion increases w/ team lvl of success; individuals more likely to attach social identity to successful teams
 - External competition and challenges – increased cohesion when members face external competition or valued objective that is challenging; team members value membership b/c of ability to overcome threat and as form of social support; however can dissipate when threats are severe and stressful
 - Consequences of team cohesion
 - Highly-cohesive teams motivated to maintain membership and help team perform effectively – spend more time together, share info more frequently, more satisfied w. each other, provide each other w/ better

social support, more sensitive to each other's needs and develop better interpersonal relationships

- Highly-cohesive teams perform better than low-cohesive teams, however only holds true when team norms are compatible w/ org values/objectives



○ Team trust

- Trust – a psychological state comprising the intention to accept vulnerability based on +pve expectations of the intent or behaviour of another person
 - High lvl of trust when others affect you in situations where you are at risk, but you believe they won't harm you
- 3 types of trust
 - Calculus-based trust – logical calculation that other team members will act appropriately b/c they face sanctions if actions violate expectations; lowest potential trust and easily broken
 - Knowledge-based trust – based on predictability of another team member's behaviour (i.e. consistency generates trust); relates to confidence in the other person's ability or competence; higher potential lvl of trust and more stable
 - Identification-based trust – based on mutual understanding and emotional bond among team members (members think, feel and act like each other); the strongest and most robust of all 3 types
- Dynamics of team trust
 - Initially high trust (swift trust) among team members – ppl usually believe teammates are reasonably competent and develop some degree of social identity w/ team
 - Trust is fragile in new relationships b/ based on assumptions rather than well-established experience; trust tends to decrease rather than increase over time

- Self-directed teams – cross-functional work groups organized around work processes, that complete an entire piece of work requiring several interdependent tasks (clusters team members together while minimizing interdependence and interaction w/ employees outside the team) and that have substantial autonomy over the execution of those tasks (plan, organize and control work activities w little or no direct involvement of a higher status supervisor)
 - Research indicates that they potentially increase productivity and job satisfaction
 - Success factors for SDTs

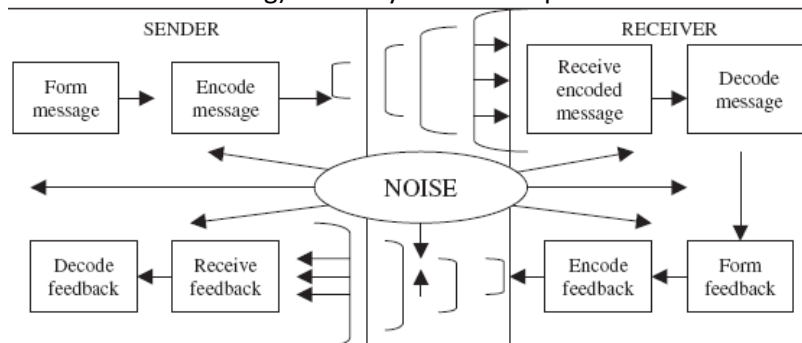
- Operate best when they are responsible for an entire work process → keeps team sufficiently independent from other teams, but demands high degree of interdependence among employees
 - Should have sufficient autonomy to org/coordinate work → respond quicker and more effectively; motivates team members through feelings of empowerment
 - More successful when work site and tech support coordination and communication among team members and increases job enrichment
- Virtual Teams – teams whose members operate across space, time, and org boundaries and are linked through info tech to achieve org tasks
 - Widespread due to improving info tech which makes it easier to communicate and coordinate w/ ppl at a distance; transition from production-based to knowledg-based work also makes it more feasible
 - Info tech and knowledge-based work makes virtual teams possible, but org learning and globalization make them necessary → encourage employees to share/use knowledge where geography limits more direct forms of collaboration; employees are spread around the planet
 - Success factors for virtual teams
 - Ability to communicate easily through tech, strong self-leadership skills to motivate/guide behaviour w/o bosses or peers close by, higher EI to decipher feelings from colleagues via more limited media
 - Tech often imposed on teams rather than allowing them to adopt tech that suits their needs at a particular time; best thing is a toolkit of comm media which gain and lose importance over time
 - Should meet face-to-face early in team dev process
- Team decision making
 - Constraints on team decision making
 - Time constraints
 - Teams take longer than individuals to make decisions – need to organize/coordinate/maintain relationships
 - Production blocking – a time constraint in team decision making due to procedural requirement that only one person may speak at a time
 - Team members need to listen in on convo and find opportune time to speak up, and monitoring makes it hard for them to focus on their own ideas
 - Ideas are fleeting
 - Team members might remember fleeting thoughts by concentrating on them, but causes them to pay less attention to convo
 - Evaluation apprehension – occurs when individuals are reluctant to mention ideas that seem silly b/c they believe (often correctly) that other team members are silently evaluating them
 - Based on individual's desire to create a favourable self-presentation and need to protect self-esteem; most common in meetings attended by ppl w/ varying lvls of status/exp

- Pressure to conform – control/conformity to team norms keeps group organized around common goals, but may cause team members to suppress their dissenting opinions
- Groupthink – tendency of highly cohesive groups to value consensus at the price of decision quality
 - Focuses on how decisions go awry when team members try to maintain harmony; harmony exists as group norm and is most apparent when team members have a strong social identity
 - Overconfident teams have a false sense of invulnerability, making them less attentive in decision-making than moderately confident teams
- Team structures to improve decision making
 - Constructive conflict (aka. task, cognitive conflict) – occurs when ppl focus discussion on the issue while maintaining respectfulness for ppl having other points of view
 - Different pov's are encouraged so that ideas/recommendations can be clarified, redesigned and tested for logical soundness
 - Advantage is that it presents different povs and encourages re-examination of assumptions and logic; challenge is that debate can slide into personal attacks
 - Brainstorming – a freewheeling, face-to-face meeting where team members aren't allowed to criticize, but are encouraged to speak freely, generate as many ideas as possible, and build on the ideas of others
 - Encourage divergent thinking while minimizing evaluation apprehension and other problems
 - Generates more creative ideas, and EA is less a problem in high-performing teams that embrace a learning orientation culture; there is direct interaction and participation of group members; spreads enthusiasm
 - Electronic brainstorming – a recent form of brainstorming that relies on networked computers to submit and share creative ideas
 - Ideas distributed anonymously among team members, who then vote on ideas, followed by face-to-face discussions
 - Effective at generating creative ideas w/ minimal production blocking, EA, conformity problems, but can be too structured and tech-bound, and there are honesty issues
 - Nominal group technique – a variation of traditional brainstorming that tries to combine benefits of team decision making w/o problems mentioned early
 - Team members write down as many solutions as they can silently/independently, then describe their solutions to other team members, then rank and order solutions
 - Higher number and better-quality ideas generated, maintains high task orientation and low potential for conflict, but production blocking and EA still exist

Chapter 9 – Communicating in Teams and Orgs

- Communication – the process by which information is transmitted and understood b/w 2+ ppl
- The Importance of Communication

- Ppl can only work interdependently through communication → clarifying expectations/coordinate work, which allows them to achieve org objectives more efficiently and effectively
- Effective communication minimizes silos of knowledge (where knowledge is cloistered rather than distributed to those who require info to make better decisions and perform jobs more effectively)
- Also aids employee well-being → better coping when info to help manage situations is communicated
- A Model of Communication
 - “conduit” metaphor for thinking about communications process
 - Communication flows through channels b/w sender and receiver
 - Sender forms msg, encodes it into words/gestures/voice intonations etc., msg is transmitted to intended receiver via transmission media, receiver senses incoming msg and decodes it into smt meaningful and provides feedback that’s decoded by the sender
 - Model recognizes that communication isn’t a free-flowing conduit; transmission is hampered by noise (psychological, social, structural barriers that distort and obscure sender’s intended msg) that may cause both parties to not have mutual understanding



- Influences on effective encoding and decoding
 - 4 factors that influence efficiency and effectiveness of comm process:
 - If both parties have similar “codebooks” – dictionaries of symbols, language, gestures, idioms etc. used to convey information
 - Allow for more accurate encoding and decoding due to similar meaning, and less need for redundancy and affirmation feedback
 - Extent to which both parties have similar mental models (internal representations of external world allowing us to visualize elements of a setting and relationships among those elements about context of info) – common understanding of context so less comm is necessary
 - Familiarity w/ msg topic – more efficient/colourful scripts to describe the subject
 - Proficiency w/ comm channel (e.g. email, telephone, etc.)
- Communication Channels
 - Verbal communication – any spoken or written means of transmitting meaning through words
 - Face-to-face > written for transmitting emotions and persuading the receiver (allows for immediate feedback and adjustment of emotional tone)

- Written > face-to-face for recording and presenting technical details (easier to follow)
 - Computer-mediated comm
 - E-mail is the most widely used computer-mediated comm medium b/c msgs are quickly written, edited and transmitted; asynchronous so no need to schedule comm session; software is efficient
 - Benefits:
 - Good for coordinating work and sending well-defined info for decision-making
 - Increases volume of comm and alters flow of that info w/in groups and throughout org: reduces face-to-face and telephone comm but increases comm w/ ppl further up the ladder
 - Differences less apparent than in face-to-face situations, although reliance on stereotypes may be increases
 - Problems:
 - Poor medium for communication emotions – lack of non-verbal cues to interpret emotional meaning of words
 - Reduces politeness and respect – less diplomatic than written letters, low social presence which can lead to “flaming” emails
 - Poor medium for ambiguous, complex and novel situations – requires comm channels that quickly send larger volumes of info and offer rapid feedback, while e-mail requires mutual understanding
 - Contributes to information overload
 - Social Networking Communication
 - Social Networking allows ppl to form communities around friendships, common interests, experience, etc. which results in closer interaction in comm experience
 - Some corporate leaders are resisting potential of Web 2.0, while others are proactive in leveraging the latter’s potential
 - Wikis – collaborative webspaces in which anyone in a group can write, edit or remove material from the website
 - Non-verbal communication – any part of communication that does not use words (e.g. facial gestures, voice intonation, physical distance, silence)
 - Necessary where noise or physical distance prevents effective verbal exchanges and need for immediate feedback precludes written comm
 - In face-to-face settings, most info is communicated non-verbally
 - Differences w/ verbal comm
 - Less rule-bound than verbal communication – more ambiguous, susceptible to misinterpretation, although some are hardwired and universal
 - Nonverbal comm is automatic and unconscious while verbal is conscious (i.e. planned)
 - Emotional contagion – the automatic and nonconscious tendency to mimic and synchronize one’s own nonverbal behaviours w/ those of other people
 - 3 purposes

- Mimicry provides continuous feedback, communicating that we understand and empathize w/ sender
 - A way of receiving meaning from those ppl
 - To fulfill the drive to bond - social solidarity is built out of each member's awareness of a collective sentiment; nonverbal expressions allow for sharing of emotions
- Choosing the best comm medium
 - Social acceptance – how well the comm medium is approved and supported by the org, teams and individuals
 - Norms regarding use of specific comm channels
 - Individual preferences for specific comm channels
 - Symbolic meaning of channels (e.g. personal, professional, “cool”)
 - Media richness – the medium's data-carrying capacity i.e. the volume and variety of info that can be transmitted during a specific time
 - High richness (e.g. face-to-face) – able to convey multiple cues, allow timely feedback, allows sender to customize msg to receiver, makes use of complex symbols
 - Rich media > lean media when comm situation is nonroutine and ambiguous, since there is little common experience, so need to transmit large volume of info w/ immediate feedback, require more comm to resolve any misinterpretations
 - Lean media good for routine situations since both parties have common expectations
 - Evaluating media richness theory – general research supports traditional channels, but mixed in computer-mediated comm channels
 - Ability to multi-communicate – engaging in 2+ comm events at the same time which allows employees to exchange info through multiple channels
 - More varied proficiency levels – some ppl can “push” more info through channel due to higher proficiency
 - Social distractions of rich channels – sender and receiver focus on relative status and engage in activities that maintain self-worth and status, which reduces efficiency at transmitting info
- Communications Barriers (noise)
 - Imperfect perceptual process – don't listen as well as senders think, and our needs and expectations influence what signals get noticed and ignored, and vice versa
 - Msgs get filtered up and down the hierarchy – deleting/delaying negative info, using less harsh words
 - Language issues – lack of similar codebooks b/w senders and receivers
 - Jargon is designed to improve comm efficiency but has opposite effect to ppl w/ dissimilar jargon codebooks
 - Different interpretations of words and phrases
 - Information overload – occurs when the volume of info received > the person's capacity to get through it
 - Ppl have a certain information processing capacity, while jobs have a varying information load

- Info overload creates noise b/c information gets overlooked or misinterpreted → lower-quality decisions, higher workplace stress
 - Can be minimized by increasing info processing capacity, reducing job's info load, combo of both; time management increases IPC; IL can be reduced via buffering, omitting, summarizing
- Cross-cultural and gender communication
 - Cross-cultural communication problems – language (misunderstanding), voice intonation, silence (different meanings)
 - Non-verbal differences
 - Many non-conscious or involuntary nonverbal cues have the same meaning around the world, but deliberate gestures have different interpretations
 - Gender differences in communication
 - Men more likely than women to view conversations as negotiations of relative status and power – directly giving advice, using combative language, dominate talking time, interrupt more and adjust speaking style less
 - Men engage in more “report talk” – function of convo is impersonal and efficient info exchange
 - Women engage in some report talk, but convos among women have a higher incidence of relationship building through “rapport talk” – more use of indirect requests, apologize more often, seek advice from others more quickly than men; more sensitive than men to non-verbal cues in face-to-face meetings
- Improving interpersonal communication
 - Getting your msg across
 - Emphathize – putting yourself in receiver's shoes when encoding the msg
 - Repeat the msg – rephrase key points a couple of times
 - Use timing effectively – msg competes w/ other msgs and noise, so find time when receiver is less likely to be distracted
 - Be descriptive – focus on the problem, not the person, if have –ve info to convey; suggest listener can do to improve, rather than point as a problem
 - Active listening – constant cycling through sensing, evaluating and responding during convo and engage in various activities o improve these processes
 - Sensing – process of receiving signals from sender and paying attention to them
 - Don't form an opinion until speaker has finished, avoid interrupting, remain motivated to listen
 - Evaluating – understanding msg meaning, evaluating msg, remembering msg
 - Empathizing w/ wpeaker, organizing speaker's ideas during comm episode
 - Responding – feedback to the sender, which motivates and directs speaker's comm
 - Maintaining eye contact, sending back channel signals, clarifying msg
- Improving communication through the hierarchy
 - Workplace design
 - Ability/motivation to communicate is partially influenced by physical space
 - Popular design is replacing traditional offices w/ open space arrangements, where all employees work in same open area → more communication, but may increase stress due to noise/distractions/loss of privacy

- Wikis, blogs and e-zines
 - E-zines – web-based/PDF newsletters; prepare and distribute news quickly, although some employees are skeptical about info that's been screened/packaged
 - Wikis are an emerging form of corporate social networking → promise for org communication b/c democratic, collaborative, social networking space that rapidly document new knowledge; errors are quickly noted down
 - Direct communication w/ top mgmt
 - Mgmt by walking around (MBWA) – a comm practice in which execs get out of their offices and learn from others in the org through face-to-face dialogue; minimize filtering b/cc execs listen directly to employees, acquire deeper meaning and quicker understanding of internal problems, more empathy for decisions made further up the hierarchy
- Communicating through the grapevine
 - Grapevine – unstructured and informal network founded on social relationships rather than organizational charts or job descriptions
 - Oldest comm channel
 - Characteristics
 - Transmission of info very rapidly in all directions throughout the org – cluster chain (few ppl actively transmit rumours to many others)
 - Works through informal social networks, so more active where employees have similar backgrounds and can communicate easily; however, distorts information by deleting small details and exaggerating key points
 - Benefits and limitations
 - Reliance on grapevine when info isn't available through formal channels
 - Main conduit through which org stories and other symbols of org's culture are communicated
 - Social interaction relieves anxiety
 - Associated w/ drive to bond
 - Not a preferred comm medium → info can be distorted to point where stress is augmented rather than diminished; development of –nve attitudes to org when mgmt. is slower than grapevine in communicating info
 - Listen to grapevine as signal of employee anxiety and correct the cause
 - Leaders need to view grapevine as a competitor and meet challenge by directly informing employees of news before it spread throughout the grapevine