

Lecture 1

Expert thinking: • Solving new problems for which there are no routine solutions. • Complex communication: • Persuading, explaining, and in other ways conveying your viewpoint.

Motivation: Internal forces that affect a person's voluntary choice of behaviour: – direction – intensity – persistence

Ability: Natural aptitudes and learned capabilities required to successfully complete a task • Competencies, personal characteristics that lead to superior performance • Person ~ job matching – selecting – developing – redesigning

Role: Beliefs about what behaviour is required to achieve the desired results: – understanding what tasks to perform – understanding relative importance of tasks – understanding preferred behaviours to accomplish tasks

Situational Factors: Environmental conditions beyond the individual's shortterm control that constrain or facilitate behaviour – time – people – budget – work facilities

Lecture 2

Self-concept characteristics and processes • Three characteristics of self-concept: • complexity: people have multiple self-views • consistency: similar personality, values and attributes across multiple selves • clarity: clearly and confidently defined, internally consistent and stable across time

Lecture 2 (cont)

Self-enhancement – drive to promote or perceive a positive self-view – better personal adjustment and mental and physical health – inflates personal causation and probability of success, blames the situation for mistakes

Self-concept: self-evaluation • Self-esteem: extent to which people like, respect & are satisfied with themselves: Self-efficacy: • belief in one's ability, motivation, role perceptions and situation to complete a task successfully • task-specific and general self-efficacy

Guided Workplace Learning in 4 Phases

Self-verification: – motivation to confirm and maintain our self-concept – Stabilises our self-concept – selective attention, acceptance and memory of information consistent with our self-concept

Principal sources of information for building self-efficacy are: – Enactive mastery: personal experience – Vicarious experiences: other peoples' experience – Verbal persuasion: influence of others/filtering – Physiological states: e.g. health, alertness, coordination

Modelling: Expert performs the task, Coaching: Learners perform task, Scaffolding: Expert gives support, Fading: Gradual removal of support

Lecture 2 (cont)

Stereotyping process: 1. categorisation: Assume that all individuals in category have certain traits, 2. homogenisation: Perceive this person as belonging to that category, 3. differentiation process: Attribute traits of category to person

1. Implement supportive workforce services that are discretionary— "Don't just do the things you are required to do." 2. Be fair and equitable in the making, monitoring and enforcement of all management practices. 3. Set achievable goals and reward proportionately. 4. Offer individualized benefits—"Learn and provide the type of support your workers and workforce needs." 5. Support supervisors so they will foster POS in their subordinates. 6. Train subordinates to be supportive. 7. Promote strong social networks. 8. Begin organizational support prior to the start of employment

Psychological contract breach: not follow promise violation: breach of contract/verbal

Cognitive = evaluation My supervisor is unfair, Affective = feeling I dislike my supervisor!, Behavioural = action I'm looking for other work

Writing a case study

• Writing a case study response requires you to: – Relate theory to a practical situation by applying the ideas and knowledge discussed in MGB200 to the practical situation at hand in the case study. – Identify the problems – Select the major problems in the case – Suggest solutions to these major problems – Recommend the best evidence based solutions to be implemented

Motivation Theory

What is motivation? Direction, Intensity, Persistence

Characteristics-effective feedback: Specific, Relevant, timely, credible, sufficiently frequent

Expectancy Theory: if you try you perform, if perform will be rewarded, when rewarded reward will be good

Equity theory: compare own outcomes and own inputs to other's outcomes and inputs

Self-Determination Theory: Competence: being effective, Autonomy: have control of life, Relatedness: being close affectionate with others

Motivating people

Pay for Performance:

Downsides: excessive: risk, competition in firm ; not focusing on quality; cheating the system to increase performance.

Rewards effective when: linked towards performance, are relevant, ensure rewards are valued, consider cultural differences

An engaging job is one that is challenging, meaningful, has variety, and enables the use of different skills, discretion, and the opportunity to make important contributions.

Job design models: establish best way to do task, specialised tasks easy to master, establish best way and standardise across everyone, workers trained developed supervised

Job dimensions: Skill variety, task identity, task significance, autonomy, feedback from job

Job characteristics interventions: Job rotation, Job enlargement, Job enrichment, Autonomous work group

Empowerment: employees have: Self-determination, meaning, Competence, impact

Learning and development

Learning is a relatively permanent change in cognition resulting from experience and directly influencing behaviour.

Permanency After learning something has changed

Experience Learning occurs in, with and through experience

Situations Occurs in variety of situations both informal and formal

Continuous Lifelong experience

How to drive career development: Define your career aspirations. • Identify your goals and create your career plan. • Share your plan with your manager. • Find out about training assistance. • Provide regular updates.

Social Cognitive Theory: Observing and imitating other people behaviour (vicarious learning) • Anticipating consequences of our own behaviour • Beliefs, self-perception and expectations

Organizational learning is the process of improving actions through better knowledge and understanding

Organisational actions promoting organisational learning: Recognising mistakes as a part of learning, Creating environment for learning and relearning, Rewarding people for sharing, Encouraging employees for seeking and suggesting improvements

Leadership

Path-goals leadership: Originated from expectancy theory of motivation – Paths = employee expectancies– Goals=employee performance

good job=better rewards

Path-goal leadership styles: Directive- task based, Supportive- Ψ support, Participative: is involved, Achievement-oriented - encourg peak performance, through goal setting

Hersey & Blanchard Situational Model:

•Considers Leader behaviours (Task and Relationship)–Assumes leaders can change their behaviours•Considers Followers as the Situation–Follower task maturity (ability and experience)–Follower psychological maturity(willingness to take responsibility)•Assumptions –Leaders can and should change their style to fit their followers' degree of readiness(willingness and ability)–Therefore, it is possible to train leaders to better fit their style to their followers > • Situational Leadership Theory: the more 'ready' the followers the less the need for leader support and supervision.

Transformational Leadership Elements: Create a strategic vision, Communicate the vision, Model the vision, Build commitment to the vision

Employee contingencies: skills and experience, locus of control

Leader effectiveness: Employee motivation, employee satisfaction, leader acceptance

Environmental contingencies: task structure, team dynamics

Organisational Culture

Values – 'How we do things here' – Organisational norms and rules

Basic assumptions – Least apparent – Taken for granted values and beliefs

Organisational Culture (cont)

The cultural web: Symbols, stories, Rituals and routines, organisational structure, Control systems, power structure

Organisational culture types: Clan-extended family, mentoring; Adhocracy: dynamic, entrepreneurial; Hyerachy: structure, control; Market: values competition, results orientated

Strong cultures exist when: ▲ most employees understand/embrace the dominant values ▲values and assumptions are institutionalised through well-established artefacts ▲culture is long-lasting—often traced back to founder

Problems with Strong Cultures 1. Culture content might be misaligned with the organisation's environment.

Strategies for changing and strengthening organisational culture: Actions of founders and leaders, Aligning artefacts: transfer culture eg. by stories, Attracting, selecting, socialising for cultural 'fit', Introducing culturally-consistent rewards and recognition:

Organisational Change

Lewin's force field analysis model: Driving forces: – push organisations towards change – external forces or leader's vision; Restraining forces: – resistance to change – employee behaviours that block the change process;

Prosci's ADKAR Model: Awareness of need to change, desire to support change, knowledge how to change, Ability to implement, reinforcement to sustain change

Why employees resist change: Fear of the unknown, Direct costs, Negative valence of change, Breaking routines, Incongruent team dynamics, Incongruent organisational systems

Creating line of sight: 1. Communicate the change, 2. Align leaders and define roles, 3. Commit to Proof Points, 4. Measuring Success

Organisational Change (cont)

Reducing the restraining forces: Commun-ication, learning, involvement, Stress management, negotiation, Coercion

Flexible Work Arrangements & Employee Wellbeing

Formal policies and informal practices

Types of flexible work arrangements: Offsite Working, Carer's Arrangements, Flexi-work Schedules, Alternative Work Arrangements

Work-life Balance: Spill-over of work to home & home to work, Work-life conflict: time devoted, strain from work and specific behaviours can affect a relationship and work

Perceived organizational support: employees feel valued, Work-life culture: employees thoughts on how much they're valued, Organisational culture influences POS.

Demonstrating Organisation Support • POS is promoted through effective leadership, favorable HR practices, desirable job conditions and fair treatment.

Senior Manager – Leadership: Role modelling, Explicit statements of support, Consistent messaging

Professional ethics

Types of Right v. Right Dilemmas Truth v. Loyalty: personal honest or integrity vs responsibility and keeping one's promises Individual v. Community: the interests of the individual vs those of the individual as part of a larger entity/community Short-Term v. Long-Term: the real and important concerns of the present pitted against foresight and investment in the future Justice v. Mercy: fairness and equal application of the rules vs empathy and compassion

Professional ethics (cont)

Resolving Right vs Right Dilemmas Three rule:1. End-based thinking–Focused on consequences–The greatest good for the greatest number 2. Rule-based thinking – Identify (universal) rules that if obeyed would make the world the kind of place we all would want to live in (Kant) 3. Care-based thinking – Golden rule – do unto others as you would want them to do unto you – Take the other person's perspective

Steps for Making Ethical Decisions 1. Identify the ethical issue or problem. 2. List the facts that have the most bearing on the decision. 3. Identify anyone who might be affected by your decision and how. 4. Explain what each affected person would want you to do about the issue. 5. List two to three alternative actions and identify the best and worst case scenario for each alternative, anyone who would be harmed by this choice (and how), any values that would be compromised by selecting this alternative, and any automatic reasons why this alternative should not be selected (legal issues, rules, etc.). 6. Determine a course of action.