ORGANIZATIONAL BEHAVIOR

PUBLISHERS PAGE

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Introduction

Today's managers are paying attention to the study and science behind organizational behavior. To a large degree, organizations today do not follow the classical theories that provided rigid rules for organizational behavior. Managers find themselves in transition, and all the "rules" have changed. Organizations today are less formal and there is more emphasis on managers as leaders rather than dictators, humans that work for the organization, social responsibility, and creating sustainable changes in the business arena.

In this text, you will explore some of the many factors that impacts organizational behavior, from individuals and their unique personalities, to developing teams.

Guide for Using this Text

This text is created for easy reading and understanding. It is best used by reading through one chapter at a time in chronological order. However, if your study path requires you to skip from one aspect of organizational behavior to another, by all means, access the chapter that is applicable for what you need at any given time. Each chapter is a stand-alone chapter, and each chapter reviews material from previous chapters.

Stopping at the end of each chapter to reflect on what has been read is beneficial for remembering the content of the chapter. Taking the time to review and do the activities, keywords, and exercises at the end of some chapters may help you focus and recall the information.

When reading through any chapter, stop and read the information presented in the graphics. The more of your senses that you involve in your reading, the more information you may retain. When you want to recall the information presented, the graphics may come to mind and reveal to you the information that you are trying to remember. The information that is part of the graphics is key information that helps you grasp key concepts of the chapters. Do not ignore the graphics!

As you read through the text, take notes on any material that you feel is important to you personally, or on any material that you feel you need to memorize. If there is a concept that you do not understand or a concept that you want to know more about, conduct your own research by using the keywords of the information you read. Let your curiosity take you down trails where you can explore more about your topic. The more you know about a topic, the better and broader your understanding will be for applying the knowledge to academic testing and real life situations. This can prove invaluable in the business world.

Approach this study text with confidence, rather than dread. Embrace the concept that time spent studying is never time wasted. The information that you absorb through your studies will, at some time, become information that you will use in one form or another. Never regret having studied.

As you study this text, observe what is happening in the business world around you. When you patronize a business, take notes. When you attend meetings and work in your organization, take notes. Correlate your notes with the content that you are studying, and form your own ideas. Doing this will add excellence and depth to your studies, and make your studies all the richer. Warren Bennis (1925-2014), an American scholar, consultant, and pioneer in the field of leadership skills, said, "Excellence is a better teacher than mediocrity. The lessons of the

ordinary are everywhere. Truly profound and original insights are to be found only in studying the exemplary."

1: Organizational Behavior Defined

The achievements of an organization are the results of the combined effort of each individual.

~ Vince Lombardi

UNIT OBJECTIVES

- Understand the study of organizational behavior
- Dependent variables that impact organizational behavior
- Behavioral Disciplines
- Roles of managers

Organizational behavior is an integral part of management, as managers are responsible for accomplishing organizational goals through utilizing the organization's resources, which includes people. In their managerial roles of planning, leading, organizing, and controlling, managers must develop what is known as "people skills" to perform their job successfully. To develop necessary people skills, managers must understand organizational behavior. **Organizational behavior is the study of the impact that individuals, groups, and structure have on behavior within an organization, with the intent of using the knowledge gained to improve the organization.** Keep in mind that organizations need to become and remain productive. **Productivity** happens when an organization is able to transform inputs into outputs at a lower cost. Both efficiency and effectiveness are required for productivity. Organizational behavior helps managers understand how to motivate and equip employees to become and remain more efficient and effective. As an example, when Jennifer, the owner of Local Grounds Roasters, meets the demands of her clients, which are consumers of locally roasted specialty coffees that are delivered to the clients' homes, the company is effective. Customers are

Four Management Functions

In the early twentieth century, Henri Fayol developed the functions that a manager performs:

1. **Planning**—defining organizational goals and strategizing how to best reach the goals, and creating a set of plans to coordinate and integrate activities.

2. **Organizing**—determining the grouping of tasks and deciding who will do each task, who will make decisions, and what the line of reporting will be.

3. **Leading**—managing employees by directing their activities, motivating them, communicating with them, etc.

4. **Controlling**—monitoring the organization's performance and comparing it to previously set goals.

consistently provided a high-quality product that meets their expectations. When the company can deliver the coffee at a lower cost because the employees are efficient with all resources, the company is more efficient. Local Grounds Roasters is productive.

Because no two human beings are exactly the same, organizational behavior is not an exact science. Physics or chemistry have absolutes that apply to a wide range of situations, but organizational behavior deals with humans rather than elements, so there are no absolutes that apply to every situation. Behavioral scientists know that any two people may act quite differently in the same situation or that the same person may act differently in two different situations or environments. Think of a teenager who may be quiet and respectful when in the room with their teacher or parents but become vocal and outgoing when in a group of their peers. Nonetheless, the field of organizational behavior allows managers to have reasonably accurate explanations of employee behavior, and to make valid predictions within situational or contingency conditions. The situational factors affect the prediction of the employees' behavior. The **contingency theory** explains that there are specific situational factors that can affect the direct relationships between independent and dependent variables. **Independent variables** (x) are the cause of the change in the dependent variable. **Dependent variables** (y) are a response affected by the independent variable. It can be said that x leads to y, but only under the conditions specified in z, with z being the **contingency variable**. There are many variables when studying human behavior in the workplace; therefore, those who study organizational behavior cannot accurately make all or nothing blanket statements that fit every situation and every person, but must present conclusions that allow for specific contingency variables.

Some of the dependent variables that heavily impact the effectiveness and efficiency of an organization are absenteeism, turnover, job satisfaction, organizational citizenship behavior, and deviant workplace behavior.

Absenteeism

Absenteeism: The Bottom-Line Killer, a 2005 publication of Circadian, a workforce solution company, reveals that unscheduled employee absence cost companies about $3600 per year for each hourly worker and $2650 each year for salaried employees (Circadian, n.d.). The cost is based on wages paid to absent employees; over-time paid for other employees and temporary agents to compensate for the missing worker; and administrative cost of managing absenteeism. If a manager has a tight schedule for the day, but their schedule is interrupted by the need to make adjustments for an absent employee, their ability to be as effective and efficient as possible is affected, as is the ability of co-workers as they adjust to the situation.

Employee Turnover

Turnover is another variable that greatly affects an organization's productivity. According to *What Was Management Thinking? The High Cost of Employee Turnover* (Borysenko, 2015), when all of the costs of employee turnover are considered, including interviewing, hiring, training, reduced productivity, lost opportunity, etc., it costs 30 to 50% of their annual salary to replace entry-level employees; upward of 150% of their annual salary to replace mid-level employees; and about 400% of their annual salary to replace high-level or highly specialized employees. The numbers vary, but this evaluation shows the steep cost of employee turnover and explains why managers must study organizational behavior to help minimize employee turnover.

Job Satisfaction

Organizational behavior researchers have realized there is a strong correlation between productivity and employee job satisfaction. Research supports that satisfied employees are more productive than dissatisfied employees. A study of more than 2,500 business units found that those who scored in the top 25% on the employee opinions survey were about 4.5% above their sales budget for the year. Those who scored in the bottom 25% on the employee opinion survey were about .8% below their sales budget. The difference in dollar amount between the two groups was over $100 million in sales for the year (Coffman, 1999).

Deviant or Anti-Social Workplace Behavior

When employees engage in behavior that is outside of the normal expected behavior that is outlined in the organization's policies and employee manuals, it can create safety and well-being concerns for management and co-workers. Deviant or anti-social behavior can interrupt productivity and flow of work. It is important for managers to understand why an employee may display deviant workplace behavior, how to minimize it, and how to intervene when it happens. Deviant workplace behavior affects the efficiency, effectiveness, and productivity of an organization.

Organizational Citizenship Behavior

Organizational citizenship behavior is an employee's behavior that is voluntary and not a part of the formal employee job requirements. As an example, when an employee works extra hours to make sure an important project is completed on time, or when an employee agrees to offer assistance to another employee who is struggling with a project, they are exhibiting good citizenship behavior that increases productivity.

Employees that volunteer their time, expertise, and skills are valuable to any organization.

There are many other variables that can affect the productivity of an organization, but organizational behavior researchers have focused on the variables above and reached conclusions that are beneficial to managers that strive for organizational productivity.

As stated above, independent variables are the presumed cause of some change in a dependent variable. The three levels of independent variables include individual-level variables, group-level variables, and organization system-level variables.

Individual-Level Variables

When an individual joins an organization, they come in with their own personality, perspective, emotional health, attitudes, and values. They may be older or younger, male or female, married or unmarried, have children or not have children. They may be veterans in their field or have just graduated from college. In other words, every person comes into an organization as a specific individual. The characteristics of each individual have an impact on the organization. While a manager cannot change the individual's emotions, biographical characteristics, values, attitudes, or personality, they can try to understand and work with the individual to help the company reach its goals.

Group-Level Variables

The dynamics of group behavior is another level of study for organizational behavior researchers. To manager teams, managers must understand how individuals in groups relate to one another, how they are influenced by patterns of behavior, what is acceptable for group behavior and so forth.

Organization-Level Variables

When the formal structure is added to individual and group-level variables, organization-level variables come into play. Organizations are more than the sum of the individuals and groups that make up the organization. Organizational design, internal structure, human resource policies, and changes in the organization all affect the dependent variables.

Managers and Organizational Behavior

The study of organizational behavior has been around for several decades. Much of the fundamental work of early researchers remains in use today. In the late 1960s, Henry Mintzberg studied what managers do in their job. Based on his studies and observations, Mintzberg determined that managers perform ten different roles while on the job. The ten roles are categorized into the roles of interpersonal, informational, and decisional.

Interpersonal Role

Interpersonal roles involve the behaviors related to human interaction in the organization. In this role, managers interact with their staff to achieve the organization's goals. **Figurehead, leader, and liaison are manager roles that are categorized under the interpersonal role**. As a **figurehead**, a manager is expected to meet with staff and inspire them and encourage them in their endeavor to meet organizational goals. This role requires that the manager meet social, ceremonial, and legal responsibilities to the employees.

Managers as **leaders** are required to direct and manage the performance of employees. This usually happens through a formal or informal process known as performance evaluation. For performance evaluation, a set of criteria that is pre-explained to the employee is used to check an employee's performance for a set period. The manager completes the evaluation and reviews it with the staff member. Sometimes wages and continued employment are based on performance evaluations.

The leader supports their staff through staff development, feedback, presenting reachable goals, and continued training and education. They determine performance goals, trains or sets up training, and mentors employees toward success in their job.

As a **liaison**, a manager networks and connects people to whom or what they need. Employees come to their manager for resources to effectively and efficiently do their job and help meet organizational goals. Resources may include money, space, information, equipment, goods or even influence and access. It's important to note that the liaison role is not the same as the resource allocator role. The manager role does not necessarily already have resources in their possession or directly allocate resources, but he or she makes connections between staff and allocators, and may influence allocators to provide staff with what they need to do their job.

Informational Role

In the informational role, the manager must perform the duties of the **monitor**, **disseminator**, and **spokesperson**. As the role name implies, a manager must be able to

acquire and share knowledge with their staff so that the staff may achieve organizational goals. The manager gathers information in various ways, including feedback from employees and those outside of his company, including customers and competitors. Conducting research, studying data, and monitoring processes, etc., based on the research and data is another managerial task when in the informational role. The manager uses the information and data to perform their job and also disseminates the information to those in the organization who need it to achieve their goals. This may be in the form of reports to Top-Level management or in the form of staff development meetings for staff.

The manager may also be required to act as a spokesperson on behalf of the organization, and share information with those outside of the organization.

Decisional Role

The decisional role of manager includes the entrepreneur, disturbance handler, resource allocator, and negotiator. In the decisional roles, a manager must understand the process of using the information to make critical decisions.

As an entrepreneur, the manager is always searching for ways to improve the company for which he or she is responsible. Working within company boundaries, the manager may make decisions and blaze new trails that benefit the company. Managers must work to ensure profits by maintaining budget and productivity goals, but may also be required to take risks to increase or maintain profits.

The role of disturbance handler puts the manager in the place of intervening when there is conflict. This may mean taking corrective action or taking action to avoid conflict. The manager must represent the policies of the company and enforce the policies on the staff while working cooperatively with Human Resources.

As a resource allocator, the manager determines the best place for the organization's resources to be distributed. They must determine the most effective use of all budgeted resources.

As a negotiator, the manager is called on to act as a representative of the organization, department, team, or individual during negotiations. It is the manager's duty to be well informed and make quality decisions representing the needs and desires of the company at large while balancing the request of the staff representation. As an example, a middle-level manager may negotiate for higher wages and differential compensation for their staff.

Mintzberg's 10 Managerial Roles

Interpersonal Roles

Roles managers assume to coordinate and interact with employees.

- Figurehead role: symbolizes the leader for the organization or department

- Leader role: trains, counsels, mentors, inspires, and encourages employees to improve productivity

- Liaison role: link and coordinate people inside and outside of the organization to help achieve goals

Informational Roles

Associated with the tasks needed to obtain and disseminate information.

- Monitor role: analyzes information from both the internal and external environment

- Disseminator role: manager transmits information to influence performance, attitudes, and behavior of employees

- Spokesperson role: sharing of information to positively influence people inside and outside of the organization

Decisional Roles

Associated with the methods managers utilize to plan, strategize, and use the organization's resources

- Entrepreneur role: determining new projects or processes in which to invest for better productivity

- Disturbance handler role: handling conflict, unexpected situations, or crisis

- Resource allocator role: assign resources between functions and divisions, set budgets for lower management

- Negotiator role: negotiates solutions between other managers, unions, customers, or shareholders

Managers must also develop and use **technical skills**, **human skills**, and **conceptual skills** in their work.

> **Technical skills** derive from specialized expertise or knowledge with a specific focus. Technical skills usually involve formal education or training, but not always. Sometimes technical skills are learned on the job. An example of technical skills include the skills used by an information technology team or the skills used by a surgeon to perform surgery.

> **Human skills** involve the ability to communicate, motivate, listen to, understand, and interact with other humans and groups of humans. Lack of human skills can be a detriment to even the most brilliant leader. Because most managers spend a significant amount of their work time interacting with people, human skills are important.

> **Conceptual skills** are used to analyze and diagnose complex situations in the workplace. Managers use conceptual skills to make decisions and determine the course of action for correction or a solution.

Organizational behavior is directly related to employee situations that include work and jobs, employee acquisition and turnover, productivity, performance, and so forth. It involves observation and research that allow professionals to come to certain conclusions about the impact that individual employees and groups of employees have on an organization.

A **systematic study** of behavior involves observing relationships, cause and effect, and scientific evidence from current and past studies. This study helps the manager know how they can use their managerial roles and skills to help employees do their job and reach organizational goals. Even though organizational behavior is a broad term and there are not always absolutes in many cases, the scientific and systematic study of organizational behavior allows managers to more accurately predict employee behavior and how it will affect the organization. Organizational behavior lets managers identify basic consistencies in the behavior of all employees in certain situations, circumstances, and environments. In other words, the study of organizational behavior can help eliminate much of the guess work for the manager.

Evidence-based management (EBM) works alongside systematic study to help managers make the best decisions they can make with the evidence they have available. If a manager has a specific question regarding employee behavior, they can take advantage of the studies that have been done surrounding that question, and make informed decisions using that evidence.

Some managers feel comfortable using what they call a "gut feeling," also known as intuition, to make decisions. Intuition is not based on systematic study or evidence. When a manager uses intuition to problem solve and make decisions, he or she includes their perspective, judgment, experiences, knowledge, and feelings in the process. Intuition is not to be ignored in management, as it can spark creative ideas and help the manager think outside the box. Such

creativity can be valuable in some situations. However, making decisions based on intuition only can be problematic. Intuition alone fails to consider evidence and knowledge that extends beyond that of the one manager. Intuition alone limits the manager to one perspective—their own.

Managers may be inclined to seek information from the latest business and management "gurus" that have a new book on the market that reveals the "key" to successful management. Reading literature that keeps them current in their field is important for managers. Nonetheless, it is important to consider that many of the managerial books that surface may be based entirely on the author's isolated experience and opinion. The theories and information presented may not be backed by solid scientific research or evidence.

Organizational behavior is an applied behavioral science. It is based on a combination of behavioral disciplines including **psychology**, **social psychology**, **sociology**, and **anthropology**.

> **Psychology** is the science that endeavors to measure, explain, and sometimes change the behavior of humans. Psychology focuses on the individual. Industrial and organizational psychologists study employee behavior in the workplace to help with problems such as unmotivated employees. They also study emotions, personalities, learning perception, leadership traits, attitudes, performance, stress levels, and much more.

> **Social psychology** blends concepts from psychology and sociology. The focus of social psychology is the influence that people have on one another. One of the major areas of study in social psychology is the subject of *change*. This area of study is particularly important today as organizations seem to change more often, and need to change more rapidly than in times past, to remain competitive in the business world. Organizations often meet resistance from employees when there is change. Social psychologists offer help for managers in coping with change and helping their employees make changes.

> **Sociology** is the systematic study of the development, structure, interaction and collective behavior of organized groups of people and their social environment and culture.

> **Anthropology** is the study of societies. Anthropologists have contributed greatly to the field of organizational behavior through their study of organization's cultures and environments.

Review

In review, the manager is an individual who achieves the organization's goals by utilizing the organization's resources, including humans. To achieve the organization's goals, a manager must take on roles that include interpersonal roles, informational roles, and decisional roles. The manager must have the ability to plan, lead, organize, and control. The manager must develop and use technical skills, human skills, and conceptual skills to do their job successfully. Organizational behavior, which is the study of the impact that individuals, groups, and structure have on the behavior within an organization, with the intent of using the knowledge gained to improve the organization, allows the manager to make informed decisions based on systematic study and evidence-based information.

Think About It

Answer the following questions or write the definition:

1. Do you think managers should rely on intuition for managerial decisions and solutions? Why or why not?
2. Define systematic study.
3. Define evidence-based management.
4. Define organizational behavior.
5. What are human skills?
6. What are conceptual skills?
7. What are technical skills?
8. Define manager.
9. Define interpersonal roles of the manager.
10. Define informational roles of the manager.
11. Define decisional roles of the manager.
12. Define anthropology.
13. Define sociology.
14. Define psychology.
15. Define social psychology.
16. Define independent variables.
17. Define dependent variables.
18. Define contingency variables.

Do you have ideas for reducing the impacts of absenteeism or deviant workplace behavior to increase productivity?

2: Individuals in Organizations

"Leaders must encourage their organizations to dance to forms of music yet to be heard."
~Warren Bennis

UNIT OBJECTIVES

- Psychology contract
- Individual-organization match
- Understanding Personalities

Organizations are comprised of people. As established in the previous chapter, people are a valuable resource used to reach organizational goals. This means that there is a relationship between an organization and the people who work in the organization. Managers who understand the individuals of an organization, as well as the relationship between the individuals and the organization, are more efficient and effective in their managerial roles.

The Organization-Individual Relationship

In the organization-individual relationship, the organization has certain expectations of employees, and employees have certain expectations of the organization. In that sense, the individual and the organization enter into a **psychological contract** that tells what each expects from the other and what each will contribute to the other. The psychological contract is not a written contract, but it is understood, and written in other documents, that an employee will perform jobs and duties for the organization, and the organization will provide inducements such as monetary compensation, job advancement, training, etc. It is important that both the organization and the individual believe that the psychological contract is equitable. There is also a certain amount of trust involved that each party will do what is expected of them. The individual will make the decision of whether they will work for the organization, based on whether he or she feels the psychological contract is fair and secure. The organization will hire employees based on whether they believe the individual will keep their end of the contract and the organization will benefit from each individual employee.

The psychological contract that the organization may require the individual to uphold may include effort, competencies, ability, loyalty, time, and skills. In return, the organization may provide the individual with pay, job security, benefits, status, and career advancement opportunities.

Individuals Contribute:	Organizations Contribute:
✓ Effort ✓ Competencies ✓ Ability ✓ Loyalty ✓ Time ✓ Skills	✓ Pay ✓ Job security ✓ Benefits ✓ Status ✓ Career Advancement Opportunities
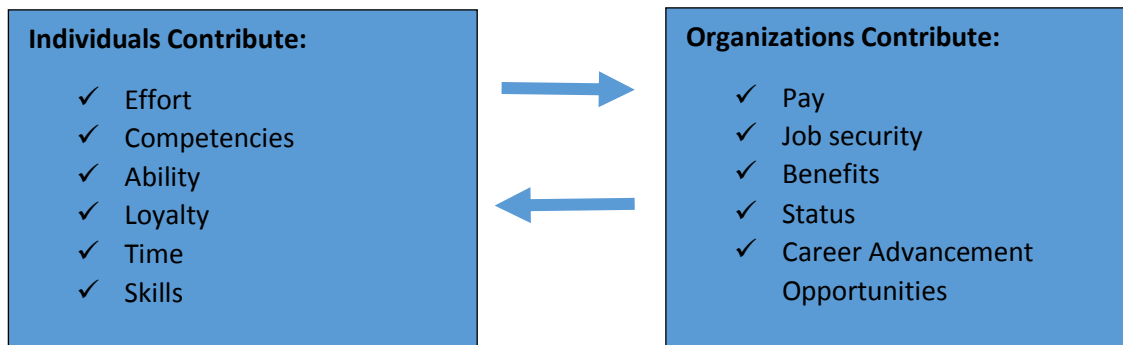
Making the Individual-Organization Match

Ideally, an individual and organization are perfectly matched so that each receives what they want and need in exchange for what they have available to offer. While it seems simple enough to achieve this relationship, the perfect individual-organization match is rarely achieved. However, Human Resources, talent acquisition managers, and others involved in the hiring process can take specific measures to acquire the best possible match.

Individual Personalities

Every individual is unique and has their own distinct personality that is not exactly like another's personality. **Personality** is not an easy word to define. Almost a century ago, psychologist Gordon Allport stated that personality is, "the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment." A simpler common definition is that **personality is the relatively stable set of psychological and behavioral attributes that distinguish one person from another**.

If someone asked you what your father was like, you would probably respond with words that described his personality. You might say things such as, "My father has a sense of humor and is always happy. He always treats people with kindness and respect." People in the workplace are

known by their personality. Sometimes, people are given nicknames based on a personality trait.

Personalities are shaped from birth and are influenced by hereditary characteristics, social environment, and culture. One's hereditary characteristics include their physical characteristics such as body shape, color of hair, etc. Social environment includes the interaction one experiences with parents, family, friends, and society in general. Culture involves one's values, religion, and philosophy.

Individual differences are personal attributes, such as physical, emotional, and psychological make-up, that are not the same from one individual to the next. Individual differences can greatly affect whether a person is a good match for a particular organization or job and whether a person can perform well on the job and be satisfied with the job. Managers cannot and should not try to change an employee's personality. Instead, managers must realize a person's individual differences and find ways to best direct the individual for the best outcome for the team and the organization.

Understanding Personalities

Research has shown that understanding an individual's personality can be beneficial to managers in several respects, but particularly when it comes to hiring talent for the organization. Many studies have been conducted to determine, identify, and understand personality attributes that are relevant in the workplace.

Locus of Control

Locus of control involves the degree to which a person believes that their behavior has a direct impact on the consequences of that behavior. As an example, one employee may believe that if he or she comes to work every day, is diligent in their job, treats co-workers fairly, shows respect to the manager, and follows all company policies and procedures, they will be promoted in the organization. This employee is said to have an **internal locus of control** because they believe they are in control of their own life and can reasonably expect a certain outcome from their behavior.

On the other hand, there is the employee who believes that luck, chance, fate, or even other people are involved in the outcome of their behavior. As an example, they may believe that they can work hard, get along well with other co-workers, show respect to the manager, follow company policies and procedures, but still get terminated at any time for any reason such as the manager not liking them. This employee is said to have an **external locus of control** because they believe that something beyond their control (rather than their behavior) determines the outcome.

Can you see how a manager would deal differently with each of these personality attributes? The employee with the internal locus of control probably prefers a manager who allows them the freedom to make decisions and "take control" over and be responsible for their work. They may be hesitant to work well with a manager who micro-manages a project. The employee with external locus of control may prefer to work in a highly-structured environment so they are not responsible for making decisions or for the outcome of their work.

Self-efficacy

Self-efficacy is a person's beliefs about his or her capabilities to perform a task. When a person has high self-efficacy, they believe they can do well with just about any job given. They often volunteer to do "the hard jobs" because they enjoy a challenge and are easily bored with jobs that do not challenge them. Employees with lower self-efficacy may doubt their capability to do a given job, and have a tendency to play it safe and do jobs that they believe they can do.

Dogmatism

Dogmatism is how rigidly a person feels about their beliefs. A person who is dogmatic often refuses to see or cannot see a point of view that is different than their own. Sometimes a dogmatic person is described as being close-minded.

Authoritarianism

Authoritarianism involves how a person thinks about authority and to what extent they believe that differences in authority statuses in an organization are appropriate. Some people believe that there should not be clear lines of authority in the workplace, but that individuals and teams should be self-managing and work cooperatively to achieve organizational goals. A person who is highly authoritarian has respect for a person's position of authority and is usually willing to follow directives without questioning. A person who is not highly authoritarian may have more difficulty following directives if they do not respect the leader or if they are not sure the leader is giving the best directives.

Narcissism

A person who is narcistic is one who is arrogant, has a grandiose sense of self-importance, expects excessive admiration from others, and has a sense of entitlement.

By definition alone, it is easy to understand why a narcistic person could be difficult for any manager or co-workers.

Risk Propensity

Risk propensity involves how willing a person is to take chances and make risky decisions. A person with a high risk propensity can be a detriment or asset to an organization. Individuals with high risk propensity are often innovative leaders that think outside the box and bring about positive changes. Their personality is such that they are not too concerned with failing or what others think about them. But they can also create problems when they are willing to take risks at inappropriate times or in an inappropriate environment when it would be prudent for the organization to remain stable.

Self-monitoring

Self-monitoring is when a person observes others and adjusts their behavior according to what they determine in others. Employees who are self-monitoring are usually followers rather than leaders. They are often conformists who dress and act like others rather than choose their own way of acting and dressing. Rather than determine their own standard of working, they may look to co-workers to set their standard for their work. They may also listen to co-workers to decide how they feel about work issues.

Type-A Personality

Type-A individuals are those who constantly strive to achieve more. They may be under constant stress to be the best at their job, do the job in the most efficient manner, and manage the job time better than required. If you know a Type-A person, you have probably noticed that they are always *doing* something, and doing it as though their pants are on fire. They have difficulty slowing down to the pace at which the rest of the world moves. They have difficulty relaxing, and try to multi-task to try to accomplish more in a shorter amount of time. They enjoy measuring their success regarding how much or how many they accomplished. In some instances, Type-A personalities can be a valuable gift in the workplace, but in other instances, the personality can be difficult. They are often impatient and critical of others. They may set unreasonable standards that they fully expect others to keep. They are often so fixated on quantity that quality of work suffers.

Self-esteem

A person's self-esteem determines whether they believe they are a worthwhile individual. People with high self-esteem are usually confident. They set higher goals, such as getting a promotion, and find satisfaction in achieving goals. A person with low self-esteem sets lower goals and is usually more content to stay at the same level of employment.

Proactive Personality

An individual with a proactive personality is one that may be labeled as a "go getter" or one who takes initiative. Those with proactive personalities do not wait around for someone else to tell them what to do. They figure out what needs to be done and they do it. Proactives are often excellent leaders. While, in some cases this may seem like an organization's dream personality, the proactive person is also one who is likely to challenge their superiors or voice their dissatisfaction in the workplace. They may have difficulty following directives if they believe they have a "better way" to do something.

How, and how much, these personality attributes in individuals affect an organization depends on the organization and the current status of the organization. When managers can utilize the personality attributes for the benefit of the employee and the organization, it is a win-win situation.

Measuring Personality

A manager can consider an individual's personality in the hiring process, as well as in placement and working with the individual. So how does a manager *measure* or determine what is the individual's personality? There was a time when business owners and managers relied on psychologists to test whether a job candidate was emotional stable and mentally equipped to do the job. This did not work out very well because the tests that the psychologists used were often the same ones created to diagnose psychological disorders or mental illness. The tests were not relevant to job performance or job candidates. For these and other reasons, the test results were not useful to mangers, and the job candidates found the time-consuming tests invasive and unnecessary.

Today, the personality assessments are created specifically to help individuals and managers get a realistic view of one's strongest personality attributes. There are many personality tests in use today. Here, two of the most widely used tests are reviewed.

The Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI), created by Katharine Cook Briggs and her daughter Isabel Briggs, is a personality "test" of 93 questions that is based on the typological theory proposed by Carl Jung. Jung believed that there are four main psychological functions by which humans experience the world: sensation, intuition, feeling, and thinking. Jung believed that one of the four is dominant for an individual. The MBTI test taps these four characteristics and classifies people into one of sixteen personality types. It is one of the most widely-used personality assessments in the business world. The test requires that test-takers answer one-hundred questions that ask how the person would act in a particular situation. Based on the answers, the person is classified as extraverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P).

According to the MBTI Online Assessment website (FAQ, 2015), the MBTI assessment is a self-report tool that people use to better understand themselves and others. The tool is valuable in helping individuals to interact with others. However, the assessment does not measure competencies for a particular job or test. It does indicate the personality type, and research exists that certain personality types tend to do well in particular careers.

Even though the Myers-Briggs Type Indicator has been used world-wide by some of the world's largest corporations and the U.S. Armed Forces, some find there is lack of evidence to support that the assessment accurately measures personality types. A noted problem is that the assessment restricts the individual into either an introverted or extraverted personality, when in reality, individuals can be both to some degree. While the assesment tool may be beneficial to individuals, it may not be the best tool for managers to use in selecting employees for their organization.

The Big Five Personality Model

Another widely-used personality assessment is the Big Five Model, also known as the Five Factor Model. The personality assessment is based on the thesis that five broad personality dimensions are the base of all other personality traits. The five dimensions are known as OCEAN: Openess to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

> **Openess to Experience** is an indication of how open an individual is to variety, changes, adventure, creative solutions, etc. Openess to experience may reflect that a person is curious, creative, imaginative, independent, and enjoys a job that is not the same every day.

Conscientiousness people have a tendency to be dependable, self-disciplined, and organized. They are ofen planners and high achievers.

Extraversion individuals are often outgoing, positive, assertive, and social. They may be talkative and would rather spend time socializing with others than being alone.

Agreeableness describes an individual who is cooperative. They are usually trusting and helpful. Their personality helps them perform well in teams.

Neuroticism involves a person's level of emotional stability. This individual may experience emotions such as anger and anxiety deeper and more frequently than most people.

Most employers seek job candidates who have the skills and experience required for a given position or particular task. Nonetheless, the Big Five Personality Model may be important to talent acquisition teams because research has shown a strong connection between the personality dimensions and job performance. Even common sense indicates that people who are hardworking, persistent, organized, dependable, and good planners usually perform well at their job.

According to an Association For Psychological Science article titled *Minds for Business, Psychological Science at Work* (Sleek, 2014) a study published in the journal *Perspectives in Psychological Science* referenced a study done by Paul R. Sackett and Phillip T. Walmsley of the University of Minnesota. The men analyzed large data sets of hiring and job performance information to find out which personality attributes are most valued by organizations. The Big Five Model was used for the study. The conclusion was that conscientiousness, which involves greater effort and persistence, discpline, organization, and planning was by far the most highly sought after personality trait in job candidates. Agreeableness, which involves being cooperative, flexible, and tolerant was the runner up.

Before using any personality assessment, managers should research the reliability, validity, and acceptability of the test. Many of the tests that are available for free online are simply for fun and games, and the tests should not be used for employment purposes.

THE BIG FIVE PERSONALITY TRAITS RELATING TO JOB CANDIDATES AND EMPLOYEES

Dimension Trait	Relevance to Job	Outcome
Extroversion	Healthy interpersonal skills, social dominance, able to express emotions in a healthy way	High performance, enhanced leadership, higher level of satisfaction with job
Agreeableness	Gets along with co-workers, more compliant, conforms to changes	High performance, lower levels of deviant behavior
Conscientiousness	Persistent and puts out effort, disciplined, diligent, organized, plans	High performance, strong leadership, greater longevity at job
Openness to Experience	Increased learning, creativity, flexible, autonomous	Increased training, leadership possibilities, adaptable to change
Neuroticism	Nervous, anxious, depressed	Lower performance, inability to cope well

What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type.
For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer

E
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer

I
Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer

S
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer

N
Intuition

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer

T
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer

F
Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer

J
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer

P
Perceiving

ISTJ
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.
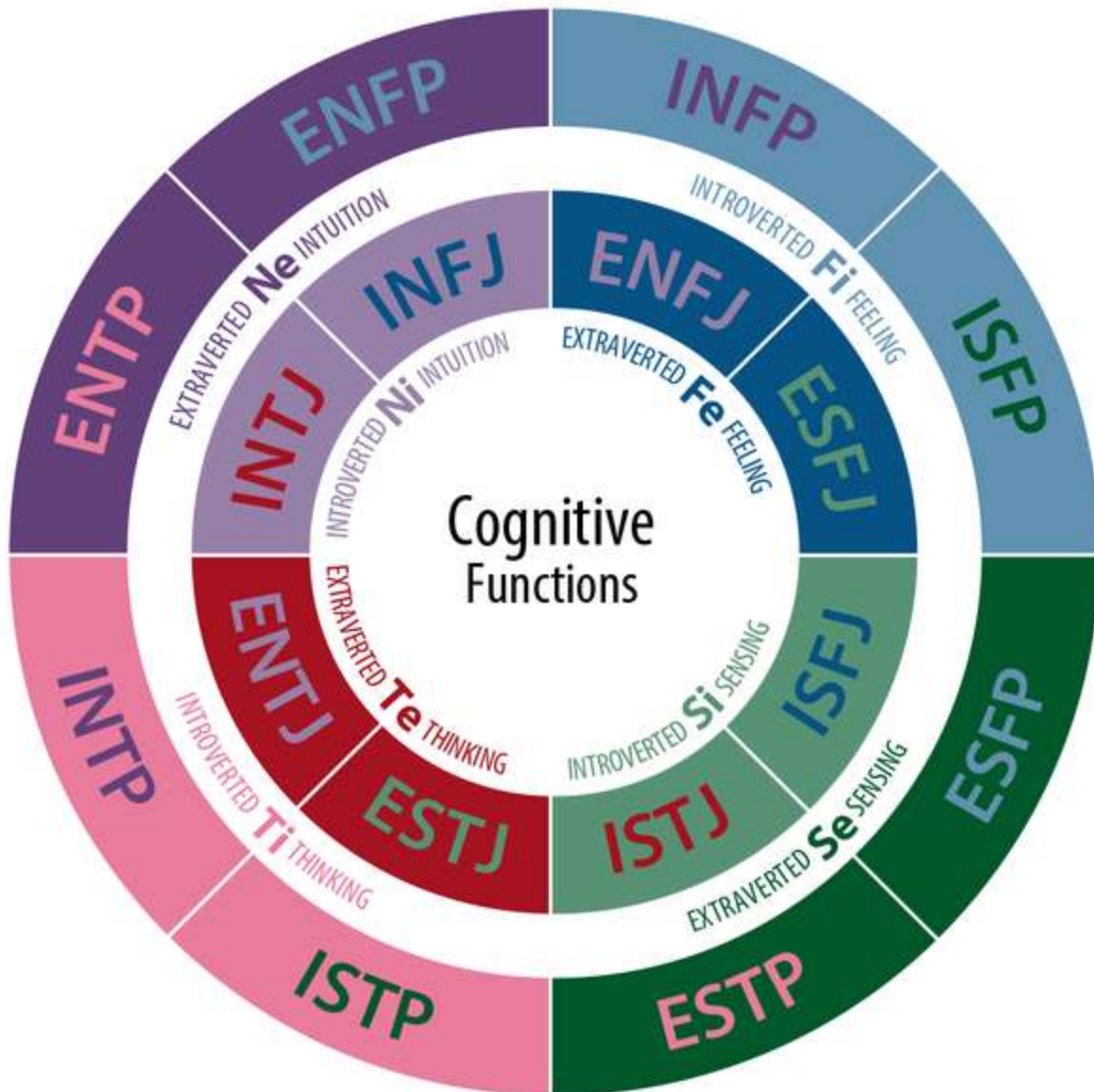
"Cognitive Functions" by Jake Beech - Own work. Licensed under CC BY-SA 3.0 via Commons - https://commons.wikimedia.org/wiki/File:MyersBriggsTypes.png#/media/File:MyersBriggsTypes.png

Review

In the organization-individual relationship, the organization has certain expectations of employees, and employees have certain expectations of the organization. In that sense, the individual and the organization enter into a **psychological contract** that tells what each expects from the other and what each will contribute to the other. The psychological contract is not a written contract, but it is understood, and written in other documents, that an employee will perform jobs and duties for the organization, and the organization will provide inducements such as monetary compensation, job advancement, training, etc. It is important that both the organization and the individual believe that the psychological contract is equitable.

If talent acquisition teams understand how individual personalities affect the workplace, they can better choose candidates that match the culture, environment, and mission of the organization. Personality tests such as the Meyers-Briggs Type Indicator and the Big Five Personality Model may be of some use to managers.

Think About It

1. What is a psychological contract?
2. What might an individual contribute to an organization?
3. What might an organization contribute to an individual?
4. Define **personality.**
5. Define **individual differences.**
6. Define **locus of control.**
7. List two widely-used personality tests that are used by organizations, and give a detailed description of each one.

3: Emotions in the Workplace

"Emotions are contagious. We've known it experientially. You know after you have a really fun coffee with a friend, you feel good. When you have a rude clerk in a store, you walk away feeling bad." ~ Daniel Goleman

UNIT OBJECTIVE

- Emotions have a place in the workplace
- Understand how emotions in the workplace affect an organization

In times past, organizational leaders felt the best way to deal with the display of employee emotions was to not allow any exhibition of emotion in the workplace. Employees were expected to put their emotions on hold upon entry to the workplace. Particularly with men, it was thought that showing emotions while on the job was a sign weakness. In that respect, employees were viewed more "working machines" than people. It was thought that good managers ran emotion-free operations. Therefore, many years, organizational behavior studies did not include how employees' emotions affected the organization.

> *"In the workplace, whether you're pitching a new concept or negotiating a deal, emotion is involved and important."*
>
> Anne Kreamer, author *It's Always Personal, Navigating Emotion in the New Workplace*

of

as

for

Now, it is known that employees and their emotions are inseparable, and, in fact, emotions and moods play a big role in employee behavior and productivity, in both a positive and negative sense. Anne Kreamer, the author of *It's Always Personal, Navigating Emotion in the New Workplace*, says, "In the workplace, whether you're pitching a new concept or negotiating a deal, emotion is involved and important." Anyone who is part of the workforce knows that what Kreamer says is valid. Think about the passion that sales people feel for the products they sell. How effective would a manager be if he or she didn't show empathy toward employees?

Emotions such as frustration and anger can flare when someone in the office says something inconsiderate to a co-worker or when a team member is determined that their solution is the only solution and is not willing to hear others' solution. When an employee believes a team mate is not doing his or her share of the work, disappointment may turn to anger as the situation continues over a long period. Another common emotionally-charged moment in the workplace is when a team member or manager takes credit for work accomplished by someone else. All of these exhibited emotions have an impact on the productivity of employees. It is important and well worth the effort for managers to learn how to identify emotions and moods, and learn about the effect emotions have on employees and their level of productivity.

Fotolia lculig

Understanding how to manage people when they display emotions in the workplace may help managers avoid many common workplace problems and reduce costly employee turnover.

Emotions and Mood

No doubt, you have, at one time or another, realized that you were not feeling quite like yourself. Maybe you felt happier than usual for no apparent reason. Or perhaps you felt a bit

down, but could not understand why because nothing in your world had changed to cause you to feel down. Most likely your mood had changed and would change again after a while.

It is just as likely that, at one time or another, you have burst into tears because you were suddenly very sad. In this instance, you understood that something caused you to be sad. You were experiencing the emotion of sadness. Perhaps the thing that you did not understand in either case is where moods and emotions come from. What causes mood and emotions?

Most people have tendencies to experience certain emotions and moods more often and more intently than other people do. Certain emotions seem to be a part of their personality. You may know someone who becomes angry "at the drop of a hat," or someone who jumps for joy at every plesant thing they experience. Some people feel their emotions so intensely that they may even be well known by a dominant emotion. House Speaker John Boehner is known for crying easily when he experiences emotions. How strongly people experience their emotions is known as **affect intensity.**

Affect is a broad range of feelings that people experience. Affect intensity is how strongly people feel emotions.

Affect is a broad range of feelings that people experience, including emotions and mood. While moods are feelings that are not so intense and are not directly caused by or directed at something or someone, emotions are intense feelings that are directed at someone or something. Moods may linger for a longer period than emotions. A person may suddenly feel the emotion of sadness when they see a picture of an abused child, but the sadness may dissipate quickly once the picture is taken away. A person may be in a sad mood that lingers for days or weeks for seemingly no specific reason. Moods and emotions are closely connected and the terms are often used interchangeably, but it is important for managers to understand the difference and recognize when an employee is exhibiting emotion or is experiencing a certain mood. The chart below shows the relationship between affect, emotions, and mood.

There are many emotions that people experience: anger, enthusiasm, joy, love, hate, happiness, sadness, frustration, and embarrassment to name a few. Philosophers and psychologists have attempted to determine a specific set of basic emotions. However, there are many factors that interfere with determining what emotions would comprise a basic set. As an example, different cultures view and express emotions differently than others. Nonetheless, some researchers have agreed on six universal emotions, including fear, anger, sadness, happiness, disgust, and surprise.

Emotions and moods are often categorized as positive or negative. Usually, happiness, love, and joy are considered as positive emotions. Anger and hate are usually considered as negative emotions. When grouped into positive or negative groups, emotions become moods. Generally, happiness is deemed as **positive affect**, while anger is usually considered **negative affect**. When there is nothing happening to spark any emotions, it is known as **positivity offset**.

In the work place, most people experience a slightly positive mood when there is positivity offset.

Some people have a very difficult time controlling their emotions and moods, and that can be a problem in the workplace. With any job, there are expectations that an employee will act appropriately and according to company policy, and project a positive image that aligns with the image the company wants to project. This often means that employees must fake their feelings when dealing with customers, co-workers, or their superiors. It is not acceptable for employees to be rude to their co-workers simply because they are in a bad mood. It is not acceptable for an employee to snap at clients or team members because they are angry at their spouse or because their puppy chewed their favorite pair of Italian leather loafers that morning.

An employee may be required to be pleasant and smile when they greet and serve customers, even when they feel sad, angry, or frustrated. When the employee expresses the organizationally required emotions, such as smiling to show happiness (even if they do not feel happy), it is known as **emotional labor**. When an employee must show one emotion, such as happiness with a smile, when they actually feel frustrated and angry, the disparity is known as **emotional dissonance**. Sometimes emotional dissonance is too much for the employee to bear. As an illustration, Penny Flatten, a server at a large, four-star restaurant in a resort town, was expected to smile and serve customers every day, no matter what mood she was in or how she felt that day. Often, Penny's customers were inconsiderate or rude—changing their orders several times and causing the need to rewrite the order and resubmit it to the chef; making rude remarks; leaving big messes but no big tip, and sometimes snapping their fingers at her and telling her to hurry with their order. Penny took it all with a grain of salt most of the time, but after her son was diagnosed with a serious illness, she became afraid, sad, and frustrated. She resented having to leave her son to go to work. Though Penny had a long track record of always arriving at work a few minutes early, she began showing up late a few times a week. This created chaos in shift changes. When she arrived, she was not her cheerful self who usually encouraged co-workers. It was very difficult for Penny to smile at customers when she felt sad and frustrated. After a couple of months, emotional dissonance took a toll. When a customer snapped at Penny and ordered her to fill his water glass immediately, Penny snapped back and poured the pitcher of cold water over the customer's head. Until Penny hit the crisis point, her manager did not recognize that Penny was struggling and having a difficult time with her emotions. Penny's emotions definitely affected her job performance and productivity.

Today, much more so than in the past, managers must understand that employees have **felt emotions**, which are the emotions that the employee actually feels, and they also have **displayed emotions**, which are the emotions that an organization requires the employee to display while on the job. While managers may be inclined to help employees with displayed emotions, they must also try to be aware of what the employee is actually feeling and provide the appropriate available mental health resources for the employee. People usually wear what

they are actually feeling on their face. Even when one forces a smile, their face shows worry, fatigue, sadness, anger, and so forth. Emotions may also be detectable in body language and conversations.

Ideally, all employees would maintain a professional composure while on the job, but that expectation is not realistic in the real workplace. While managers have no control over how employees control their emotions, managers can minimize the impact that emotional employees have on the organization by taking preventive and proactive measures. This may be especially true with employees that are prone to emotional upsets. Here are some tips to help alleviate emotional disruption in the workplace:

- When a manager presents employees with written company policies that are clear and precise, employees know what type of behavior is expected of them in the workplace. Clear policies can help eliminate potential arguments that can escalate anger or frustration.
- The manager can set a standard for professional behavior during confrontations and heated situations. If the manager remains calm and professional, it is more likely that the staff will do the same.

- Change in the workplace, whether a change in the employee schedule or bigger changes, can create stress. An organized manager that understands how to walk employees through changes can help reduce stress.

- Managers can help employees manage their time at work, and encourage them to take their vacation time. Because employees are now often available by email and cell phones while away from the workplace, they may feel as though they never really have time away from their work, even when they are not on the clock or scheduled to be at work. This may be especially true for lower-level managers and shift leaders who are often required to take the place of absent workers. Time off is important in order for employees to rest and refuel so they have the ability to control their emotions. Yet, a study by US Travel Association for Oxford Economics found that in 2013, 42% of employees still had unused time off coming to them at the end of the year, and that the U.S. workforce forfeited $52.4 billion in time off benefits annually (Working for Free: U.S. Workforce Forfeits $54.2 Billion in Time Off Benefits Annually , 2014).

- Managers can help provide employees with resources to learn about work-life balance and how to cope with personal and home/family issues. People go through difficult personal situations that affect their work. Physical and mental health issues, marital problems or divorce, financial problems, taking care of elderly parents, addictions, and taking care of their children's concerns are among the most common problems that
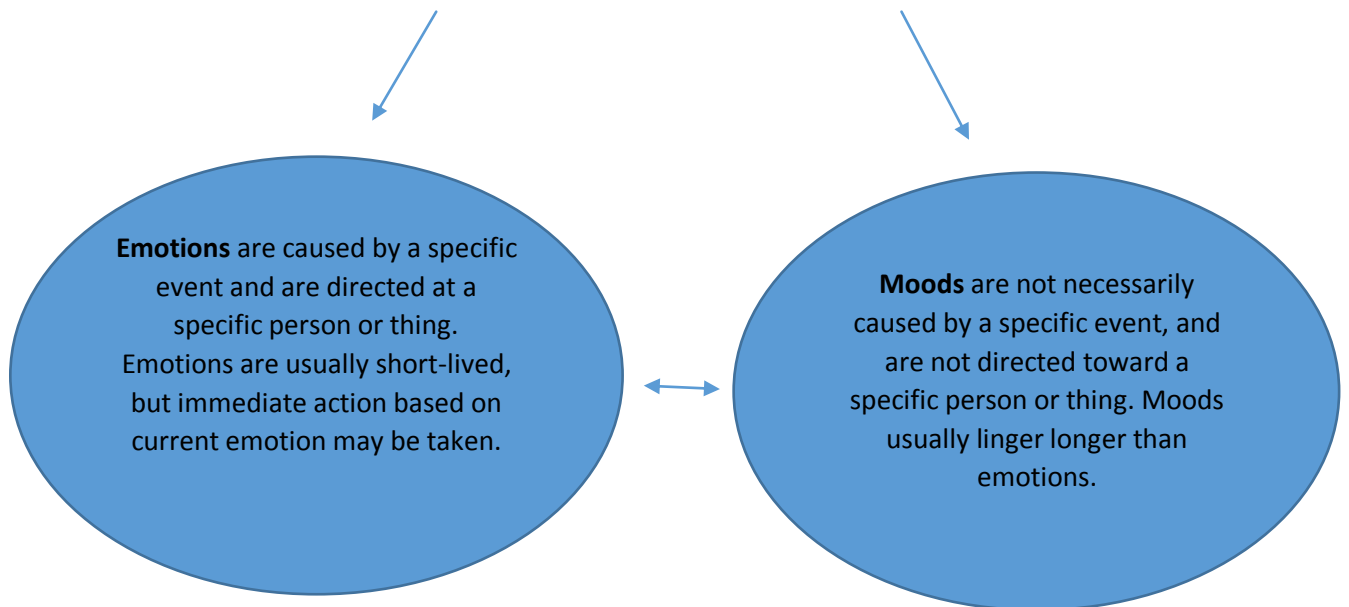
employees face and must deal with while trying to maintain their employment. Compassion and consideration from co-workers and managers can go a long way in helping a person manage their situation without becoming highly emotional in the workplace. If managers can appropriately help employees find solutions to their problems, the employee may be able to remain focused on their work and their absences may be fewer.

- Managers should take complaints that a co-worker is harassing or belittling another worker seriously, and managers should never harass or belittle an employee. One of the duties for most managers is to help resolve conflict in the workplace.

- Everyone wants to have a voice and be heard. Everyone wants their ideas, thoughts, and solutions to be acknowledged and considered. Sometimes if co-workers and managers are willing to just listen to what someone has to say, it can diffuse an emotional outburst.

- Rarely does a person reach the overload point instantly. In most instances, emotions develop over a period of time. When an employee is equipped to recognize that their emotions are brewing and can get professional help by talking with a counselor, health professional, or advisor, they may be able to avoid having an emotional breakdown at work.

- If an employee does have an emotional breakdown, managers should be prepared to help the employee retain their dignity.

- When managers can read emotional signals by paying attention to facial expressions, body language, words used, tone of voice, etc., they can often prevent emotional upsets by speaking to the individual before they reach a critical point. Managers can usually refer employees to an employee assistance program or help them research other options. In some instances, time off work may be the best solution.

As mentioned before, it is not reasonable or fair for employees to leave their emotions outside of the workplace. A manager who is sensitive to their employees anticipates highly emotional response to some situations and will do their best to help employees cope with the situations that are stressful or emotionally-charged.

AFFECT

A broad range of feelings that may be experienced as emotions or moods.

Emotions are caused by a specific event and are directed at a specific person or thing. Emotions are usually short-lived, but immediate action based on current emotion may be taken.

Moods are not necessarily caused by a specific event, and are not directed toward a specific person or thing. Moods usually linger longer than emotions.

Review

Emotions are not checked at the workplace door. Humans and emotions cannot be separated; therefore, managers must be aware of the emotions that employees are feeling in the workplace, as the emotions of employees affect their work and productivity levels.

How strongly a person experiences emotions is known as **affect intensity**. **Affect** is the broad range of feelings that people experience, including emotions and mood. Emotions such as happiness are considered **positive affect** while anger is considered **negative affect**. When there is nothing happening to spark any emotions, it is known as **positivity offset**.

At times, everyone loses control of their emotions, but some people have more difficulty controlling their emotions than others. Managers can pay attention to the emotional health of employees, and can sometimes help prevent emotional outbursts or breakdowns in the work place. Managers should be especially aware that employees may be required to display certain expressions and emotions for their jobs, but may be actually feeling a different emotion. This is known as **emotional labor**. Emotional labor can be difficult, especially when the disparity in emotions (called emotional dissonance) is long term.

Think About It

Answer the question, write the definition, or fill in the blank.

1. Do you think it is unprofessional to express emotions in the workplace? Why or why not?

2. Can you think of a time when you have been involved in a situation on the job where you or another employee expressed strong emotions? What was the result? How was it handled by the manager?

3. How strongly people experience their emotions is known as _____.

4. Define the term emotional labor.

5. Define the term positivity offset.

6. List five things a manager can do to prevent or diminish emotional distress with employees.

4: Job Attitudes

"What is the recipe for successful achievement? To my mind there are just four essential ingredients: Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team." ~Benjamin F. Fairless

UNIT OBJECTIVES

- Attitudes
- Job satisfaction
- Causes of job satisfaction

For many years, psychologists and organizational behavior researchers have studied attitude and how it affects the organization. In the context of workplace behavior, organizational researchers have primarily studied attitude as it relates to three areas: job satisfaction, job involvement, and job commitment. In this unit, how and why attitude affects an organization will be explored.

Attitude Defined

Attitudes are evaluative statements about people, objects or events. It is natural for people to form ideas and feelings about other people, objects or events, and express those ideas and feelings with an attitude. Attitudes about something can be favorable or unfavorable. If a person enjoys listening to classical music, their attitude about classical music is favorable. They may express that favorable attitude by a statement such as, "I love classical music." Another person may express their unfavorable attitude about classical music by stating, "I can't stand to listen to that classical music for another second!"

Attitude is not tangible, but you can see the expression of it. People even say they can see someone's attitude in their face or in the way they walk. Imagine that "attitude" is a word that your friend has never heard before, and you are trying to explain the meaning of the word to them. What explanation would you give them?

> **Attitudes are evaluative statements about people, objects, or events.**

To help people better understand the word, researchers have broken the term attitude into three very closely-related, often intertwined components: **cognitive**, **affect**, and **behavior**. The cognitive component is the part that shows your belief or thinking. The affective component is the feeling or emotional part of the attitude. The behavioral part of the attitude is how you behave or act toward or about a person, object or event. How do these components affect the workplace?

Rafal Olechowski (Fotolia)

To illustrate the effect that attitude has on employees and the organization, let us take a look at Sam, a fictitious employee at a fictitious publishing company called Henderson Publishing. As the holiday season approached, Sam's manager asked him if he could work extra hours to complete projects before the end of the year. Sam agreed to working up to 15 extra hours per week for the month of December. Sam's thinking was that his extra effort should pay off in a larger holiday bonus. When Sam received his annual bonus, and it was the same as it had been the previous year, Sam said, "This bonus isn't large enough. I worked hard and deserved more." (Cognitive component of attitude.) At the same time, Sam thought, *I am angry that my manager gave the impression that I would be rewarded for working extra hours, but I wasn't rewarded. My work wasn't appreciated".* (Affective component of attitude.) Then Sam decided to take action on his ideas and feelings, and he said, "I'm going to file a grievance against my

manager for deceiving me about the holiday bonus, and the next time I am asked to work extra hours, I will not do it." (Behavioral component of attitude.)

Attitudes reflect values and self-interest. In the scenario above, Sam's attitude showed that he valued significant compensation or reward for achievement. When he felt he had been cheated out of his reward or compensation, he felt angry. If an employee values family time, and their company allows shorter work days and time off for family emergencies, the employee may have a favorable attitude and keep their job, even though the pay is lower than that at competing companies.

The Main Job Attitudes

Job satisfaction is an important factor in organizational behavior. Job satisfaction can be defined as a positive feeling about one's job, based on an assessment of the job. Even jobs that are in the same industry and involve basically the same tasks have differences that are important to individuals. Assessing a job can include the employees' attitude about a number of things such as the job's managers, co-workers, policies, performance standards, pay scale, working conditions, benefits, working hours, etc. Measuring job satisfaction can be rather subjective, so how can a company know an employee's job satisfaction level?

There are two basic approaches to measuring job satisfaction. The easiest way is to conduct a survey that asks employees on a scale from a low level to a high level how satisfied they are with their job. This type of measure, known as the single global rating, might feature a question such as *on a scale of highly satisfied to highly dissatisfied, how satisfied are you with your job.* Or the question might be, *on a scale of one to ten with ten being the highest level of satisfaction, and one being the lowest level of satisfaction, what number best expresses your level of satisfaction with your job.* These type of questions can be difficult for workers because most workers like some things about their job, but not other things. They may like the pay scale, but feel the management is poor. They may feel the pay scale is great, but be disappointed that there seems to be no hope of advancement in the company. These feelings are difficult to convey in the answer to a single general question.

Another type of measuring job satisfaction considers specific elements of the job such as the tasks involved, pay, co-workers, supervision, and opportunity for promotion. This type of survey is more specific, but researchers find it no more valid than the single global rating.

The Inputs and Outputs Model survey compares the relationship between what an employee puts into their job and what they get out of it. Some employees are more satisfied with their job if they believe the input and output are equitable. Employees want to feel that their contribution is valuable to their employer. Employees may ask, "What's in it for me?" "Is the

compensation, as well as intrinsic rewards worth the time, effort, expertise, and skill, I put into my job?"

What Creates Job Satisfaction?

According to The Conference Board Job Satisfaction survey published in 2014, less than half of U.S. workers are satisfied with their jobs (Ben Cheng, 2014). If you look around your workplace and realize that many (maybe as many as around 50%) of the people there are not satisfied with their jobs, does it surprise you? What do you think contributes to job satisfaction? Most employees might list higher pay and shorter work hours at the top of the list, but there are factors beyond that to consider in job satisfaction.

Several studies show that there is a strong connection between job satisfaction and whether the job is interesting, as well as whether the employee is given the appropriate training to do the job well. In a study conducted by Harvard Business School professor Teresa Amabile and psychologist Steven Kramer, where diaries from around 12,000 work days were reviewed, one of the most important aspects of work life is when workers make progress in meaningful work (Teresa Amabile, 2011).

Most workers spend a good percentage of their time at work; therefore, the work environment is also important to employees. They value and enjoy sharing a workplace with co-workers that have a positive attitude, are pleasant to be around, trustworthy, and able and willing to do their fair share of the work. Researchers have studied job environment as it relates to organizational behavior for decades. Prominent experiments were done in the 1930s by Elton Mayo, who was a professor of Industrial Research at Harvard University. The experiments, conducted at Western Electric plant in Chicago, used 29,000 of the plant's employees and focused on how the worker's environment and emotional health related to the worker's productivity. Mayo interviewed workers and observed worker productivity levels under different environmental conditions. Based on his observations and experiments, Mayo concluded that workers who are able to impact their working conditions and output requirements are more satisfied with their jobs and are motivated far more by factors such as attention and group cohesiveness than by monetary rewards or working conditions.

Writers Douglas McGregor and Abraham Maslow also presented early theories that suggested that people are motivated by a hierarchy of needs, including monetary incentives and social acceptance. Below is an image that illustrates Maslow's Hierarchy of Needs.
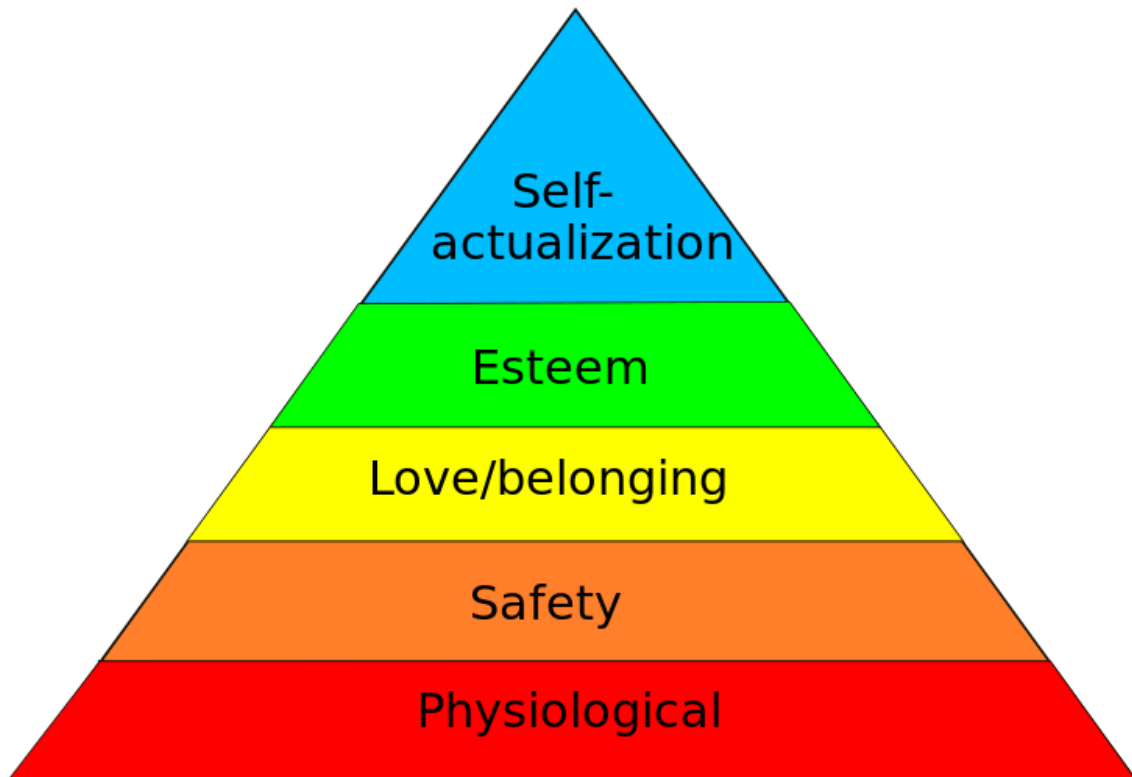
Notice that at the bottom of the triangle are the psychological needs that represent basic survival and biological function. In a business sense, these needs might be adequate wages; clean, safe, positive work environment that provides comfortable protection from the elements, adequate lighting, appropriate temperature for the season, and so forth.

The safety needs for a secure physical and emotional environment are in the next level up on the triangle. In a business sense, this might translate as employees wanting the security of their job and their paycheck at regular intervals and for the correct amount. It could also mean that employees need the security of having protection from managers or supervisors who abuse power and create unfair work hours, discrimination, etc. Another area of security for employees is adequate health insurance, retirement package, and sick leave.

Love and belonging on the triangle may symbolize a need for the worker to be accepted by superiors and co-workers, without being isolated or feeling inferior. It may be viewed as a need to belong to a team with common goals.

Esteem needs may be addressed in the workplace with the manager helping workers develop confidence in their ability to do their work well by providing them with reasonable challenges. Managers can enhance the esteem of staff by recognizing the achievements of the workers.

Self-actualization is closely related to esteem needs and involves helping workers realize their potential for continued growth and development. In this category, managers may be able to direct employees to good resources for development, as well as create a culture that promotes self-actualization.

Today, many managers write about organizational behavior from a holistic view that better reflects the complexity of human relationships as we now understand them. However, many aspects of the theories that were developed decades or even over a century ago are still somewhat relevant in today's business world.

The freedom to do their job without unnecessary interference and criticism is a priority for most employees. Employees prefer to have flexibility in how they do their work, and particularly having the freedom to work remotely at least part time. According to a Fortune online magazine article, a meta-analysis that involved over 400,000 people in 63 countries found that autonomy and control over one's life is more important to people than money (Vanderkam, 2015). Flex-scheduling or working remotely allows employees to have control over their work schedules and time. It allows employees to create a better work-life balance so they are not constantly needing to choose home and family life or their job. According to the same article, employees with flexible work schedules report better well-being than those who have less control over where and when they work.

Job pay can be an important consideration for employees, but only to a certain extent. According to several studies and surveys, people who are poor or who live in poor countries put a paramount on job pay in relation to job satisfaction. However, after an employee reaches the level of a comfortable-living pay scale, the correlation between pay and job satisfaction diminishes, and higher-paying jobs seem to create the same average job satisfaction as jobs that provide a comfortable living for its employees.

Job satisfaction is not relegated to just how much an employee likes or dislikes their job. A worker's personality and attitude also play a role in job satisfaction. People who have higher self-esteem and believe in their basic competence seem to be more satisfied with their job than those who do not have high self-esteem and confidence. How one feels about their self-worth and competence is known as the **core self-evaluation**. When a person's core self-evaluation is low, they may not have the confidence required to do their job, and they may make more mistakes on the job, leading to problems that create frustration with the job and with co-workers.

Here are some questions that employees can ask to help them determine what they value about their job and whether they experience job satisfaction. These are also questions that managers can keep in mind when they want to keep their employees happy. When managers help employees reach job satisfaction, they avoid employee turnover. Employee turnover is a significant expense for most companies.

The Job

- Is the job interesting?
- Does it create enough challenge to provide a sense of achievement?
- Does it stimulate thinking and creativity?
- Are you allowed to work independently enough to feel that you can incorporate your ideas?
- Does it serve as a stepping stone for the next level that you want to reach?
- Are your education and skills utilized in your job tasks?
- Does your job oppose your values or beliefs in any way?
- Are you given adequate time to complete your job tasks?
- Do you feel your job and the way you do it is as safe as it can be?
- Do you feel your job is as stress-free as it can be?
- Are you provided with the support, adequate training, and education to do your job well?
- Are you provided with the equipment and tools to do your job efficiently?

The Management

- Does the manager work to cultivate a happy, positive workplace?
- Does the manager know the job well enough to be helpful to you?
- Is the manager an effective leader?
- Does the manager show integrity and gain the respect of employees?
- Is the manager organized?
- Is he or she approachable and helpful when there is a problem?
- Does the manager arrange for and provide adequate and appropriate educational classes and training for employees?
- Does he or she lead by example?
- Does the manager show respect and consideration for the employees?
- Does the manager take an interest in development and advancement of employees?
- Does he or she understand employee personalities and attitude and how it affects the workplace?
- Does the manager do their best to control drama and inappropriate emotional outbursts in the workplace?
- Is the manager reasonable with expectations of employees?

Co-workers

- In general, are most of your co-workers pleasant to work with on a daily basis?
- Do most of your co-workers voluntarily do their share of the work assigned to teams or assembly lines?
- Can most of your co-workers be trusted to the extent that co-workers should be trusted?
- Are most of your co-workers helpful and embrace a team spirit versus being conniving and jealous and only looking out for themselves?
- Do most of your co-workers respect your work space and work time?
- Do most of your co-workers realize the importance of avoiding unnecessary absenteeism?
- Do most of your co-workers avoid deviant behavior?

Pay Scale and Benefits

- Is your pay scale at industry standards or higher?
- Do you feel your pay is equitable for what you provide the company?
- Do you feel the company is fair in offering pay raises and opportunity to make more money?

What is the Response to Lack of Job Satisfaction?

Individuals react differently when they lack job satisfaction, but one theoretical model of what happens is the exit-voice-loyalty-neglect framework. This model shows the framework's four responses, which are different in two dimensions: constructive/destructive and active/passive.
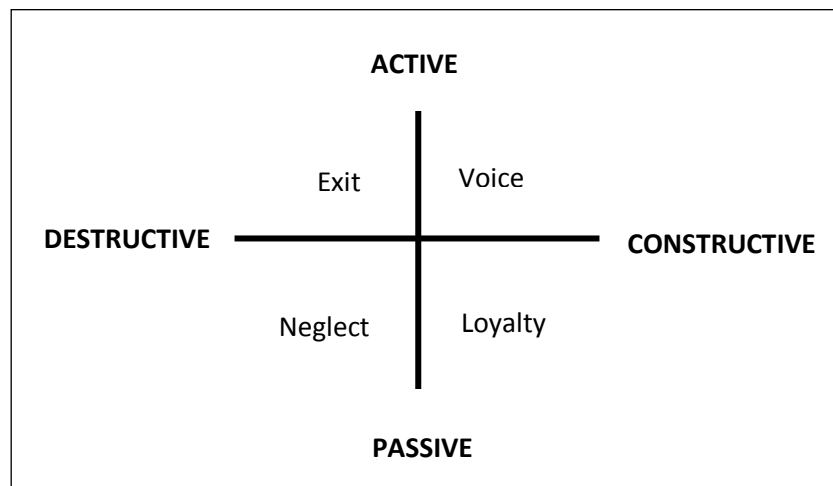
The *exit* of an employee who is dissatisfied with their job involves actions toward leaving the organization. The action may be resigning or searching for a new job.

The *voice* response may include actions such as trying to change the job so it is better. This dissatisfied employee may talk to management, union representatives, or others to create good changes in the workplace.

The *loyalty* response is when an employee recognizes that improvement needs to happen, but they are still loyal to the organization, and they wait patiently for the improvements. They may be a part of helping with the improvements.

The *neglect* response involves not taking action to leave or improve the job, but just passively waiting for things to get worse. The employee who chooses the neglect response may start being absent from work frequently, lack motivation, be less productive, and make more mistakes on the job.

Unfortunately, in today's workplace, managers must be prepared to handle disgruntled employees who are intent on making the job difficult and workplace miserable for other employees. Employees who choose the exit response may feel they have nothing to lose by creating problems or engaging in risky, unsafe behavior. When this happens, the manager must be willing and able to take immediate action rather than letting the situation grow worse. It is better to err on the side of safety when dealing with a disgruntled worker. The manager must also remain professional and keep their composure when speaking to or taking action with the employee. While it may be tempting for the manager to inflate their ego and make a show of "teaching a lesson" to the trouble-maker, that is not professional behavior and it can escalate a solvable problem to a hostile situation. When possible, the manager should keep the conversations with and the behavior of the disgruntled employee private. Managers must follow company policy in dealing with disgruntled employees, and when appropriate, seek the advice of Human Resources. When a manager feels that an employee's behavior could escalate to a potentially dangerous one, they should get assistance with the situation, even if it means contacting local law enforcement.

Review

Attitudes are evaluative statements about people, objects, or events. Attitudes are comprised of three components: cognition, affect, and behavior. The cognitive component is the part that shows your belief or thinking. The affective component is the feeling or emotional part of the attitude. The behavioral part of the attitude is how you behave or act toward or about a person, object or event. Managers should be aware of and concerned with employee attitudes, as employee attitudes affect the organization.

Job satisfaction is an important factor in organizational behavior. Job satisfaction can be defined as a positive feeling about one's job, based on an assessment of the job. Job satisfaction may be measured by a single global rating or by a survey that asks questions about job satisfaction for specific job elements.

Less than half of workers in the U.S. realize job satisfaction. Job satisfaction may be reached when employees have the freedom to work with autonomy and independence, including working remotely, at least, part of the time; having a payscale and benefits that are equitable for the time, effort, and skills they provide the organization; having a safe and pleasant work environment; having job security; and having a good work-life balance.

Individuals react differently when they lack job satisfaction, but one theoretical model of what happens is the exit-voice-loyalty-neglect framework.

Think About It

1. Define attitude.
2. What are three components of attitude?
3. Define job satisfaction.
4. Do you have job satisfaction? If so, why? If not, what changes could be made to help you have job satisfaction.
5. Define core self-evaluation.
6. How does employee attitude affect an organization?

5: Communication

"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

~Anthony Robbins

UNIT OBJECTIVES

- Functions of communication
- Communication process
- Interpersonal communication
- Organizational communication

Communication is a fundamental necessity for any organization, and it goes beyond merely talking with each other. In an organization, communication is a process that takes place between employees at every level and in every department. Done correctly, communication can contribute greatly to the success of the organization. Conversely, poor communication can create major problems in an organization from front line staff up to top-level management. In this unit, you will explore what communication is and how it is effectively used to reach organizational goals.

Communication Defined

The Business Dictionary says communication is a two-way process of reaching mutual understanding, in which participants not only exchange information, news, ideas, and feelings, but also create and share meaning (Business Dictionary).

Communication is not merely one person telling another person something. Even though the person sharing the information is speaking to

another person, it doesn't necessarily mean he or she is communicating. The other person may not understand what the person is saying. Communication is *both the transfer and the understanding of meaning*. For example, if Siobhan speaks German, and she informs Rose that there is a meeting that afternoon, but Rose does not understand what Siobhan is saying because Rose does not understand the German language, there is a clear lack of communication. The understanding of the transferred information has not taken place. Siobhan has not effectively communicated, but merely stated words.

The Purpose and Function of Communication

Communication of various forms and through various channels happen in an organization every day. To be effective, communication should have a clear message and be sent through a reliable, appropriate channel from one person to another. The process of communication is as follows:

1. The sender initiates a message by encoding a thought. Encoding is the converting of thoughts to a readable message. The message is the actual physical product that is a result of the encoding. When you speak, the words you speak are the message. When you write or type words, the written words are the message. Even body language and expressions on your face can be a message.
2. The channel is the way that the message travels from the sender to the recipient. In the workplace, there are usually formal and informal channels of communication. The formal channels are set up by the organization as a means for job-related professional communication. Informal channels are, as the name implies, less formal communication channels that are used for quick responses and social purposes. Today, due to employees carrying their own cell phones that include text messaging, the line between formal and informal communication channels is not as defined.
3. Feedback is when the recipient of a message responds to the message they have received. At that point, it is understood that the message was received and understood.

Threes ways that members of an organization might communicate are as follows: oral communication, written communication, or nonverbal communication. In the workplace, **oral communication** may be the most preferred form of communication. When superiors speak to employees, or employees speak to each other, face to face, there is less misunderstanding. Unlike written communication, face to face communication allows both parties to see facial expressions and body language. It can be difficult to "see" a smile in written messages. On the other hand, face to face communication can be distorted or changed, and there is no written record that can be reviewed to see precisely what was spoken. The more people that a spoken message is transferred to, the more likely the original message will be changed, added to, or parts deleted. In other words, by the time the message has been transferred to several

individuals or groups, the less likely that the message will be the same as the original. The message may be missing critical bits of information or contain inaccurate information by the time it has been transferred to several people.

Spoken messages cannot be put in a file and saved for later reference or documentation. Sometimes, this can be a problem in an organization, and can be particularly troublesome in litigious or safety situations in the workplace. The important message in this is to create a "paper trail" when the message is sensitive or important. Paper (even if it is electronic) messages can be verified and stored for later use. Too often, people rely on their memory for project details or meeting times, only to find they forget the details. Even though it may take time to create a written message, a written reference can save frustration, missed details, and lost time.

Written communication in the workplace includes letters, e-mails, memos, instant messages, bulletin board notices (electronic or paper), company newsletters or magazines (electronic or paper), and company websites or blogs. Because one must think about what they are writing in a written message, the message may be more logical and clear than a spoken message. Because of the time that it takes to write a message, a written message may be less spontaneous and emotionally charged than words hastily spoken out of anger, frustration, or other emotions. No doubt, this has saved many employees and managers from embarrassment.

Written communication that is clear and detailed can also help prevent rumors in the workplace. Rumors are easily started when communication is vague, and this is particularly true of verbal communication.

Nonverbal communication includes body movements, facial expressions, gestures made with the hands, emphasis on words, and even physical bodily changes such as the face turning red with embarrassment. Body movements and stances can speak volumes about a person's attitude. Whether a person is interested in the message that they are transferring or receiving can be seen in the person's facial expression. It is usually noticeable when a person is nervous about the message they are delivering.

For an example of nonverbal communication, let us consider the case of a manager of a national non-profit organization, and one of the staff members, Charlie. For the first few months of employment at his new company, Charlie made excuses and avoided having one-on-one meetings with his manager, Stephanie. Stephanie did not understand Charlie's behavior. She finally required that Charlie meet face-to-face with her and did not accept any excuses for Charlie missing the meeting. When Charlie entered the meeting room, he sat down, crossed his arms over his chest, tilted back his head, and glared at Stephanie. Stephanie read Charlie's nonverbal message, and she was able to get right to the root of Charlie's issue with meeting with her.

Employees may not verbally communicate to their managers what they are thinking, but if managers pay attention to the nonverbal communication of an employee, it may help them

understand how the employee feels. Knowing how the employee feels can help the manager get directly to the root of problems so that solutions can be found.

Communication affects every aspect of a business, including the four main functions of management—planning, leading, organization, control. Within an organization, communication serves four major functions: control, motivation, emotional expression, and information.

Control Function

In the control function, communication is used to control employee behavior within the structure of the organization. Without communication to control employees, there would be no standards, no policies, no specific job descriptions, no means for employees to ensure they are treated fairly and compensated in a way that is mandated by federal and state laws. Communication for control may be done in the following ways:

- The organization representatives communicate with employees to relay company policies and procedures.
- Superiors provide job descriptions and job duties to staff.
- Employees communicate problems or grievances to their superiors.
- Employees communicate with one another in a negative way that affects behavior or in a positive way that affects behavior.

Motivation Function

In the motivation function, communication is the means by which employees are motivated. Managers may give speeches that inspire the team to work harder and smarter. Team supervisors may hold weekly staff meetings that include exercises in how to do a specific task faster and reach goals quicker. Communication to motivate employees is an important aspect of every organization for the following reasons:

- Employees are informed of what the goals are and what they need to do to reach goals.
- Employees are instructed on how to improve performance when needed
- Employees are given feedback on progress
- Employees are given praise or reward for achievements

Emotional Expression

In our high-tech society, it is easy for employees to isolate themselves as they work alone on their computers at home. Many employees do not belong to social groups or have close ties with friends and family with which they socialize. These employees may consider their co-workers as their "family," friends, and primary group for socializing and meeting social needs. The workplace can be an outlet for sharing feelings, emotions, ideas, and thoughts in the following ways:

- Team members discuss problems.
- Team members collaborate on projects and tasks.
- Members of a department share information and tasks communication that unite them.
- Social events such as acknowledgement of birthdays, holidays, and other special days are shared.
- Friendships are formed through communication in the workplace.

Information

Even though many employees may feel they experience information overload, sharing information is critical for reaching organizational goals, as it is part of the decision-making process.

- Information and data is sent to others for evaluation and identifying the best choices and solutions.
- Information is sent to others so that everyone is kept abreast of duties, tasks, schedules, and progress toward goals.

In an organization, there are three types of communication: upward-moving, down-ward moving, and horizontal-moving. **Upward-moving** communication starts with subordinates and moves upward to superiors. Managers above lower-level managers need to be informed of what is happening on the front-line level. This type of communication usually involves reports and feedback. For example, a salesperson may send a monthly sales report to his or her manager. The manager will use the information for their own decision-making purposes, compile data from the individual sales reports to create a master report to send to his or her superior.

Downward-moving communication travels from superiors to subordinates. Top-level and middle-level managers may communicate with employees to explain organization policies and procedures, present goals, give job instructions, give feedback, give updates, or address problems. For example, when a company changes the absenteeism policy, upper management may send out a form letter to all employees to tell them about the policy change.

Horizontal-moving communication is transferred from one employee to another employee at the same level. In other words, the communication doesn't move upward or downward but remains at the same level of employee to employee, manager to manager, etc. Horizontal moving communication usually consists of project information, reports, or data. For an example, Joe and Steve, both district managers, send emails to each other that contains information they both need for preparation for a staff development presentation.

Communication Networks

The Chain, Wheel, and All-Channel Networks

Large organizations may have a complex formal communication network that includes hundreds of people. Smaller organizations usually have a simpler, direct network. In organizations, there are three common network groups:

- Chain
- Wheel
- All-channel

The chain is usually found in rigid three-level organizations. It follows the formal chain of command. The chain network is highly accurate and moderately quick in communication.

The wheel is based on a central person to act as the conduit for all the communication. An example of this type of network is a team that relies on the team leader for transferring messages. Communication in a wheel network is speedy and highly accurate.

In the all-channel network, everyone is permitted to communicate with one another. This type of networking is seen in groups where the members are self-managed and there is no leader. All-channel networks are also speedy, but not as accurate as the chain or the wheel.

The Grapevine

Organizations usually have an informal network that is rather organic in nature and allows employees to communicate with one another "off the record." This word-of-mouth type of network is called the grapevine. The grapevine may seem too informal for the workplace, but studies show that it is an important network for employees for the following reasons:

- The grapevine is a network of employees and is not controlled by managers. This means employees can speak freely with one another without fear of offending someone who has the power to terminate them from their job.
- Most employees believe that the grapevine provides them with information that is true and reliable, rather than the information that management distributes for their own purposes.

- Most employees believe that the grapevine is used to serve the interests of the people in it.
- The grapevine may provide a sense of comradery that can help employees know and trust each other.

Electronic Communication

There are still many people in the workplace today that started working when the main channels for communication in organizations were hand-written or typed letters on paper, land line telephones, and face to face conversations. There are young people in the workplace now that have never used a land-line phone or typed a letter on paper. Over the past few decades, communication channels have changed in the business world, and the development of electronic communication is the main force behind the changes.

According to an email statistics report by the Radicati Group, Inc., based on primary research, the number of world-wide email accounts had grown to over 5.2 billion in 2014, and the number of email users world-wide, including consumer and business users, was over 2.5 billion in 2014. The same report states that "Email remains the most pervasive form of communication in the business world, while other technologies such as social networking, instant messaging (IM), mobile IM, and others are also taking hold, email remains the most ubiquitous form of business communication." The report indicates that most of the email traffic comes from the business world and that over 108.7 billion emails are sent and received for business every day. The report projects that there will be over 2.8 billion email users in 2018 (Sara Radicati).

As indicated by the statistics in the report above, email plays a big role in business communication. It may be difficult to imagine the business world without email, but there are both advantages and disadvantages to using email in the workplace:

The advantages of email may include the following:

- Email is quick and instant. Last minute updates, schedule changes, etc. can reach all involved instantly without making phone calls or sending out paper notices that would not arrive in time.
- Email can be stored on the computer without the necessity of paper files that take up valuable office space.
- Email is accessible from several devices including computers, tablets, and phones in the office, in the field, during travel, and when on the go.
- The same email can be sent to several people or departments at the same time.
- Using email over postal mail saves the organization money on printing, copying, and distribution. This is a significant savings when considering marketing collateral such as company brochures.

The disadvantages of email in the workplace may include the following:

- Because email is so instant, people have a tendency to quickly compose and send an email without taking the time to double check it for accurate content, spelling and grammar mistakes, or even embarrassing auto-corrected words. This can lead to sloppy emails that present a negative impression of the sender.
- Emails may be read "on the fly" by the recipient. Even though the email is stored for future reference, a fast read-through of an email while on the go can cause the reader to misunderstand or even miss part of the pertinent information in the message. This can lead to confusion in the workplace.
- Employees may spend an inordinate amount of time checking their email every day when they need to attend to other more pressing tasks.
- Email can seem emotionless. This can be a problem when sensitive messages are sent. It's important to remember that there is a time and place for more personal messages to be sent, such as an appropriate sympathy card to an employee who is grieving the loss of a loved one.
- Email accounts can be hacked and private information can be retrieved and distributed.
- Email creates privacy concerns in the workplace because most workplace email is monitored by the organization.
- Emails can accidentally be sent to the wrong person or group. Have you ever accidentally clicked on "replied all" with a private message to only one person on the list? Or, have you ever hurriedly clicked "send" without realizing the wrong email address had been put in the "send to" line?

Instant messaging and text messaging are also widely-used in the workplace. As quick as email is, text messaging and instant messaging send messages in real time. While text messages and instant messages can be saved, it can take up limited storage space on some devices. Both text messaging and instant messaging can be done from smart phones while on the go, making them good choices for instant, short communication. For employees, such as salespersons who travel a lot and do not always have instant access to their computers, text messaging and instant messaging can be very beneficial. Just like email, text messaging and instant messaging can be a great tool or a distraction in the workplace.

Another electronic form of communication that is widely-used in organizations today is video conferencing. Businesses have several video conferencing choices such as Skype that permit employees to have visual online meetings with their superiors or other employees in other locations. Video conferencing saves the organization significant time, energy, and money over transporting employees to other locations for meetings.

Communication Barriers

Effective communication allows employees to do their job well and participate in reaching organizational goals. Many organizations find that employees do not necessarily know how to communicate effectively. In some instances, they were never taught how to communicate in the workplace. In other instances, there are barriers to effective communication.

In organizations where diversity is the norm, there may be barriers that make communication more difficult. The diversity factors may include language, gender, age, culture, belief systems, and nationality. As an example, Gordon, who is a manager in his late 60s at a large manufacturing company in Chicago, complains that he does not understand the "lingo" of the young employees. He says the way they talk is foreign to him, and they use words that he doesn't understand the meaning of, and he often has to ask them to repeat or explain what they are saying. The employees have turned the situation into a game that includes mocking Gordon. Perhaps the workplace could have been more harmonious if Gordon had focused on trying to learn some of the common phrases and words of the younger generation, and the younger generation could have been willing to help Gordon rather than tease him.

Though it has been the topic of many jokes and discussions, it is true that men and women often do not understand how to communicate with each other in their personal lives or in the workplace. This may be because research and studies have shown that there are innate differences in the way men and women communicate. As an example, men often say that women ask too many questions during the decision-making process and that asking too many questions is time-consuming. When women ask too many questions, men often perceive it as the woman is being critical or controlling. Women say they do ask questions, but do so to gather all of the information they need in order to see the big picture. They say this helps them make better decisions. If men understand *why* women ask questions, and women understand how men feel about the women asking questions, perhaps an agreement can be reached that serves both parties' good intentions.

In meetings, women tend to smile often, whereas men have a tendency to remain without an expression on their face. Women seem to preface their statements with phrases such as "correct me if I'm wrong," while men state their point without prefacing, as though the statement is a fact. When a man brings up a point in the meeting, he most often speaks concisely, while a woman seems to elaborate and explain her point of view. Women want people to know how they feel about something, but men usually want to make specific points during the conversation. Often, women may think men speak too gruffly because they tend to demand rather than request something from their employees.

Men may interact with others by using bantering and derogatory comments to crack the ice and establish rapport. Women may find this type of communication immature and too informal for the workplace. Women may give praise for a job well done more frequently than men, but

when women are praised for doing their job well, they often share the credit with team mates. Men enjoy receiving individual credit for a job well done.

According to John Gray Ph.D., author of *Men Are from Mars, Women Are from Venus*, men and women solve problems differently, and the way each solves problems is linked to two hormones: oxytocin and testosterone. Gray says, "The stress reaction when a man is challenged by a problem is to withdraw. This is a man's reaction to rising testosterone levels to meet a challenge" (Gray, 1992). Women in the workplace may feel the men do not want their help and are shutting them out because the men think they are incapable of helping. You can see the potential for frustration and strife in this type of communication in the workplace!

So, while men isolate themselves to work out a problem, women have a rise in the hormone oxytocin, which causes them to seek support and gather others around them for help in solving problems.

John Gray sees the problem in workplace conflict between women and men as a lack of gender intelligence, and says, "We need to appreciate and respect the differences between men and women; to anticipate them and respond appropriately to them."

Cross Cultural Communication Barriers

There can be language barriers in cross-cultural communications. Some words do not translate across cultures, and word connotations can be different in various cultures. As an example, in Japan, when the word "yes" is used, it does not mean that a person is agreeing with another person, but means "Yes, I am listening."

 People from various parts of the country or the world may perceive different meaning from the same words, signals, or statements. In the state of Texas, the "hook-em horns" sign is a symbol of support and good luck for the University of Texas athletes. However, in Italy, the same symbol is a signal to another person that their spouse is being unfaithful to them. Another example is the A-ok sign. The sign is a friendly gesture in the United States, but in Islamic countries, the sign is the equivalent of "flipping the bird." As you can see, it's important for people to understand how others may perceive their communication.

When communicating with people from different cultures, it is best to assume that there will be differences. To avoid offense, it is best to ask if you do not understand or are not certain how to communicate.

Politically correct communication can be an issue in today's workplace. Mangers and staff alike must be concerned with whether the words they use or the statements they make will be offensive to any individual or group of people. The effort to express what one wants or needs to say without offending someone can be tricky. It is important that managers and employees

are trained in diversity sensitivity to avoid communicating in a way that stereotypes, insults, or intimidates others.

Some people are communication apprehensive, meaning they experience a form of social anxiety that makes communicating with others difficult. They may not be able to stand in front at a meeting and share information, or they may not be able to communicate effectively on the phone without being nervous and forgetting what they need to share. People who are communication apprehensive usually prefer written communication rather than face-to-face communication, and may, indeed, be very good with written communication.

When people in the workplace are willing to intently listen to one another and respond respectfully and honestly, misunderstanding and confusion can be kept at bay. Here are some tips for better communication in the workplace:

- If you do not understand what someone has spoken or written, do not make assumptions. Instead, ask for clarification.
- Do not immediately judge what another person says or writes. Take the time to look at the message from the sender's perspective.
- Think about cultural differences, age differences, gender differences, and other language barriers before you form an opinion on what is spoken or written.
- Communicate with awareness of what your face and body movements are saying, as well as your words.
- When possible, do not respond when you are angry or frustrated. Take the time to breathe deeply and compose yourself before responding to upsetting communication or actions.
- Be authentic, honest, and consistent in your communication so you gain the trust of others in the workplace.
- Understand what is appropriate communication for your organization.
- Use encouraging and positive words to help keep the workplace environment positive.
- Rather than taking on an accusatory tone, ask specific questions that provide the answers you need. If someone disagrees with you, ask them the question, "What would you like to see happen in this situation?" That gives the person the opportunity to explain how they feel and want they want.
- Take into consideration the person's personality and how what you say could affect them.
- Acknowledge people's thoughts, ideas, and expressions with positive communication. Acknowledgment doesn't mean that you agree, it simply means you are acknowledging what they said.
- If you are in an emotionally-charged conversation, it may be best to stop the conversation and ask the other person(s) to reschedule the meeting after everyone has had time to think about the issues.

Communication is a two-way process of reaching mutual understanding, in which participants not only exchange information, news, ideas, and feelings but also create and share meaning. Effective communication is essential for success in any organization. The chain, the wheel, and the all-channel networking models are used in organizations. An informal networking system in the workplace is the grapevine. In an organization, there are three types of communication: upward-moving, down-ward moving, and horizontal-moving.

Communication affects every aspect of a business, including the four main functions of management—planning, leading, organization, control. Within an organization, communication serves four major functions: control, motivation, emotional expression, and information

Communication can be oral, written, or nonverbal. Businesses today use electronic communication such as email, text messaging, instant messaging, and video conferencing as their primary sources of communication. There are advantages and disadvantages to widely-used e-communication.

Understanding cultural differences, language differences, communication styles, gender differences, and belief system differences in organizations that practice diversity can help with communication issues in the workplace.

Think About It

1. Do you believe you are a good communicator? If so, why? If not, why?
2. Define communication.
3. Define upward communication and give an example.
4. Define downward communication and give an example.
5. Define horizontal communication and give an example.
6. What are the widely-used electronic communication channels used in most businesses?
7. Name three common network models.
8. List some advantages of email in the workplace.
9. List some disadvantages of email in the workplace.
10. List three common communication barriers in the workplace.

6: Diversity and Organizational Behavior

"Strength lies in differences, not in similarities." ~ Stephen Covey

UNIT OBJECTIVES

- Understanding a diverse workforce
- Recruiting for a diverse workforce
- Diverse workforce programs
- Discrimination in the workplace

Differences among employees that relates to age, gender, religion, ethnicity, and disability status is known as **workforce diversity**. Successful organizations must strive for workplace diversity if they are to maintain a global perspective. People of varying backgrounds, belief systems, and cultures can bring creativity and enrichment to the workplace. Additionally, a diverse workforce can help businesses relate to and provide services to diverse groups in their communities; therefore, they gain a larger market share and increase the company's customer base.

Managers and employees must develop sensitivity to a diverse workforce and strive to create an enviroment where differences are utilized rather than ignored or discouraged. They must consider issues such as language and communication barriers and adjust their communication and tasks accordingly. In some cases, the manager must arrange for interpreters to ensure that projects are not delayed by lack of communication among workers. Managers should also be sensitive to the type of communication or language that could be especially offensive to people of certain cultures. It is the responsibility of the manager to understand differences in the way individuals learn and to provide each person with training that is right for the way they learn.

Different cultures vary greatly on viewpoints. In some cultures, men and women are treated very differently, values are different, and customs are different. For unity in the workplace, managers need to make all employees aware of how to best work together. Diversity training classes for all employees can be beneficial.

While diversity enriches an organization, it can also present challenges, but no challenge that cannot be met if managers are willing to prepare for and embrace diversity in the work place.
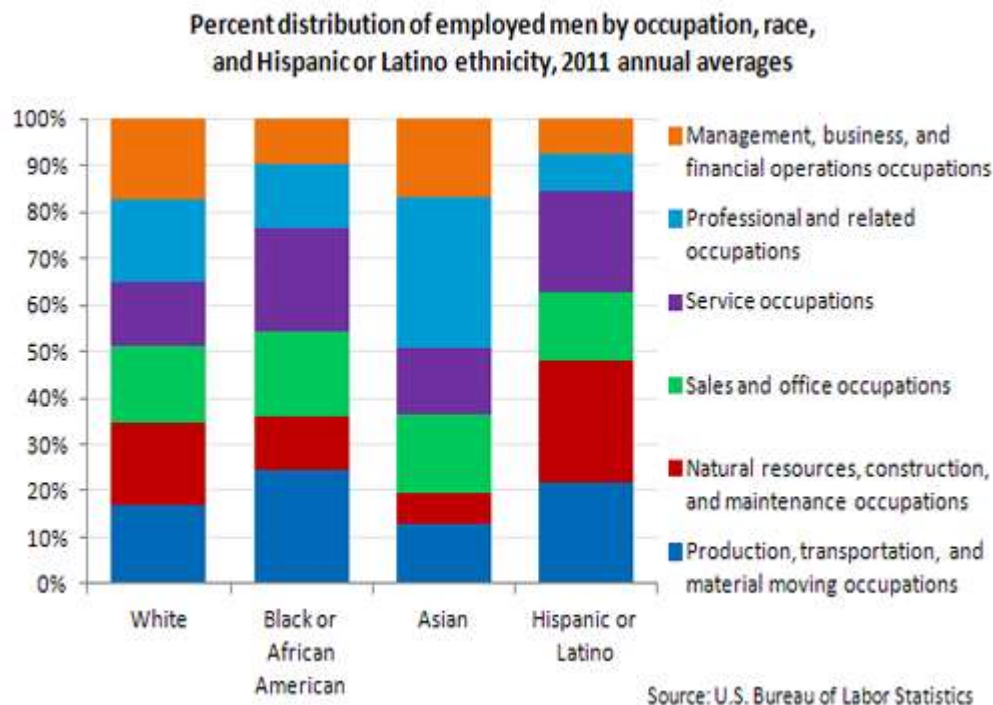

Biographical Characteristics

Biographical characteristics are the personal characteristics such as age, ethnicity, disability, gender, race, length at job, etc. that are objective and easily obtained from employee records. Biographical characteristics are known as **surface-level diversity**. **Deep-level diversity** includes the differences in a person's personality, values, work preferences, etc. Sometimes, it may appear on the surface-level that certain employees do not have much in common with another employee, but after they get to know one another, they have much in common on a deeper level. Let us take a look at Cindy and Pauline. When the two women met at work, it appeard they had nothing in common. Cindy was an older woman from the South who had started with the company upon graduation from high school and worked her way up the laddar to a mid-level management position. Pauline, who was from New York, was a fresh young graduate from a prestigious business school. She entered the company as a mid-level manager. Upon meeting each other, both women rolled their eyes at each other, each thinking the other would be a problem to work with because, based on surface-level diversity, they had very little in common. However, after working together for a while, both women realized that they actually shared the same type of personality and work ethics. They also realized that there belief system was very similar, they both put a high value on spending time with family, and they enjoyed helping at-risk children get a good start in life. Before long, the two women were enjoying having lunch together and occasionally getting together after work to volunteer with programs that helped children. The more they got to know one another, the more Pauline and Cindy appreciated the similarities and the differences between them. Their harmonious relationship helped them to work well together to help reach organizational goals.

Occupational employment by race and ethnicity, 2011

(The charts and information below was taken from the United States Department of Labor, The Economics Daily at http://www.bls.gov/opub/ted/2012/ted_20121026.htm).

Among employed men, 17 percent of Asians and Whites worked in management, business, and financial operations occupations in 2011, compared with 10 percent of Blacks or African Americans, and 8 percent of Hispanics or Latinos.

Percent distribution of employed men by occupation, race, and Hispanic or Latino ethnicity, 2011 annual averages


Source: U.S. Bureau of Labor Statistics

Nearly a third of employed Asian men worked in professional and related occupations in 2011; that compares with 18 percent of white men, 14 percent of black men, and 8 percent of Hispanic or Latino men.

About 22 percent of employed black men and Hispanic or Latino men were employed in service occupations in 2011, whereas 14 percent of employed Asian men and white men worked in these occupations. Employed black and Hispanic or Latino men also were more likely than white or Asian men to work in production, transportation, and material moving occupations. About one-quarter of employed Hispanic or Latino men worked in natural resources, construction, and maintenance occupations, a higher share than for white men (18 percent), black men (12 percent), or Asian men (7 percent).

In 2011, employed Asian and white women were more likely than black or Hispanic or Latino women to work in management, business, and financial operations occupations or in professional and related occupations. These two occupational groups comprised 44 percent of employed Asian women and 42

percent of employed white women. By contrast, 34 percent of employed black women and 25 percent of employed Hispanic or Latino women worked in these occupations.

Percent distribution of employed women by occupation, race, and Hispanic or Latino ethnicity, 2011 annual averages

Source: U.S. Bureau of Labor Statistics
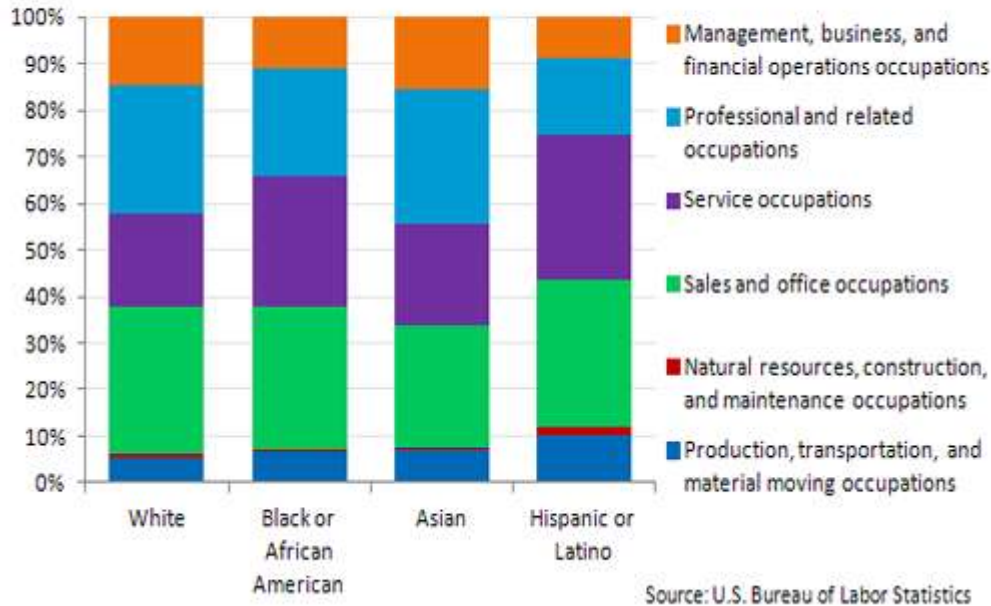
Among employed women, 31 percent of Hispanics or Latinos and 28 percent of Blacks worked in service occupations; 20 percent of employed white women and 22 percent of employed Asian women worked in these occupations. Sales and office occupations accounted for slightly less than a third of employment among black, white, and Hispanic or Latino women; Asian women were slightly less likely (26 percent) than other women to work in sales and office occupations.

Diversity in Recruitment

Recruiting talent for an organization is one of the most important tasks set before managers and Human Resource professionals. There are sophisticated techniques for attracting the best candidates in the field, and scientific methods (psychology) for assessing the candidates. But the bottom line is that humans must make the final decision about who will be hired. Hiring can be a difficult task for talent acquisition professionals, and this may be even more true for those who strive for a diverse workforce in their organization. How do talent acquisition professionals intentionally develop a diverse workforce?

Managers must value diversity and fairness in their organization. When they advertise for an open position, they should advertise in publications (online and paper) that are read by a wide demographic. This may mean advertising on blogs and social media sites to recruit younger people. When there are graphics in the ad, the graphics should reflect the fact that the organization desires a diverse workforce. Check the wording of the ads to assess how it will affect who applies for the job. Is there wording in the advertisement that would be offensive to some individuals or groups?

When managers and HR professionals use the same well-designed protocol for all hiring, the organization is able to avoid discriminatory practices in hiring. This means the best candidate for the job will be hired rather than a candidate being hired based on demographic characteristics. To help with diverse hiring practices, professionals should consider the following tips:

- Make sure the job application process is accessible and easy for all individuals and groups to apply. This may mean having several methods for submitting applications,

such as online, in person, or by postal mail.

- Have someone tape a piece of paper over the name on CVs and resumes so the reviewer does not know the gender or nationality of the applicant based on their name.
- When interviewing candidates, consider how the person may match the organization in its current state, as well as the organization in its future state when it may boast a more diverse workforce.
- Make sure that all tests to qualify for an interview or second interview are relevant for the job and are not biased toward any individual or group, and that the questions on the test can be understood by anyone who is qualified for the job.
- Interview questions should be predetermined before the interview so the questions are not biased. Avoid stereotype questions.
- When possible, interviews should be done by a diverse panel of interviewers.
- Make sure that all company policies are bias-free so that the job candidates are not discouraged by biased policies.
- If diversity is evident in the workplace, let candidates have a view of the diversity so they understand the culture of the organization includes diversity.

Diversity Programs

Some managers have a natural ability to work with people from different cultures. They seem to understand the subtle differences in words and gestures used, understand what is offensive or prohibitive, and how to motivate international workers, men or women, aged or young, and people of various belief systems. Any organization is fortunate to have such a manager. But in most cases, managing a diverse workforce requires training and programs in place to help the managers. Workforce programs that encourage diversity have three components:

1. They teach managers about the legalities of equal opportunity employment and fair treatment of all employees regardless of their demographic characteristics.
2. They teach managers how a diverse workforce can serve a diverse market.
3. They help managers develop and maintain practices and strategies that utilize the abilities and skills of all workers, regardless of their background or demographic characteristics.

Studies have shown that in diverse workplaces where diversity strategies are consistently used, there are more women and minorities in upper management than in companies that do not use diversity strategies (Kalev, 2006). Managers can greatly benefit from monitoring whether all of their employees' talent is being used for the benefit of the company and development and promotion of the individual.

Job Performance and Biographical Characteristics

When considering candidates for employment, managers must consider the variables that will affect workplace behaviors such as employee productivity, absenteeism, deviance, and turnover. It can be difficult for a manager to asses these things when hiring. They can obtain some basic help from an employee's general information in their Human Resources file. However, variations in these surface-level characteristics can also be the basis for discrimination against classes of employees, so managers must understand what characteristics are closely related to work outcomes. (**Discrimination** is defined as the noting of a difference between people. Discrimination in the workplace is often referred to as unfair discrimination, meaning that judgments are made about individuals or groups of people based on stereotypes related to their demographic group.)

Characteristics that may affect work outcomes and also trigger discrimination are as follows:

- **Age**—It is a common belief that productivity and job performance declines as people age. However, it is illegal to discriminate against any person because of their age. Some employers embrace hiring senior citizens, as they appreciate and utilize the skills and experience that seniors have acquired over the years. But what effect does age have on absenteeism, turnover, productivity, and job satisfaction? Studies show that the older a person is, the less likely they are to be dissatisfied and leave their job. (This can be an issue with young people who are trying to find their place in the job market and have more job opportunities.) This can be a good thing for employers, but does have some drawbacks. Older people that have been with the company for a long period probably have a higher pay scale and more benefits than their younger counterparts. This can affect the organization's bottom line.

  Employers may have concerns that older workers may not be as productive as younger workers, but studies show that older workers can remain highly productive into their later years. Another consideration in hiring older people is that studies show they have a higher rate of *unavoidable* absences from work. They do not take days off when it is not necessary, but they require more time off for necessary events, appointments, and illness.

- **Gender**—There is an age-old debate about whether men and women can do the same jobs. That aside, managers or talent acquisition professionals must decide who is capable of doing a particular job. Studies show that there are few differences in men and women that greatly affect job performance. Both male and females have the ability to learn, competitive drive, the ability to problem solve, use analytical skills, and have social skills necessary for a job. However, there are gender considerations that may affect some jobs. Women seem to be more sensitive to job schedules than men. It is assumed that women try to work around their children's school and daycare schedules,

which means they may prefer certain hours, flex-scheduling, or work-from-home part-time schedules.

Some studies indicate that women have a higher turnover rate than men. This may be because in many families, the man is the primary earner and it is not as easy for the primary earner to change jobs without a lapse in pay. Also, historically, women have higher absenteeism than men. Again, this may be due to women working around their children's schedules for school, medical appointments, and events. As men continue to take more responsibility in the home and with the children and family responsibilities, the gap in these statistics are ever changing.

- **Disability**—According to the Americans with Disabilities Act (1990), employers are required to make reasonable accommodations for individuals with mental or physical disabilities. According to the U.S. Equal Employment Opportunity Commission, a person can be classified as disabled if they have any physical or mental impairments that substantially limits one or more major life activities. The list of disabilities is long, but some disabilities include the following: diabetes, missing limbs, deafness, blindness, alcoholism, and seizure disorder. People with some disabilities are able to perform many jobs, especially with reasonable accommodations, but may not be able to perform a specific job because of the symptoms or limitations created by the disability. As an example, in general, a person who is blind would not be able to perform the duties of the job of graphic designer. However, with the appropriate list and phone set-up, a blind person could perform the job of working in a call center because they could make phone calls and speak to people without being able to see the person.

  Some employers, especially small business owners, may prefer to hire a person who has the skill and capability to cover more than one job as needed. A well-balanced employee can be valuable to a company in terms of filling in as needed. In a small business, it is not uncommon for the office manager to cover marketing, IT networking, and other various duties as needed.

  Employers may be hesitant to hire people with disabilities, even though the person may be able to do the job, because they may not be prepared for the accommodations required, and small businesses may not want the expense of the accommodations or have time and labor to devote to the accommodation. Studies show that employability ratings for people with mental illnesses are especially low. Some employers may have concerns about how an employee with mental illness will affect productivity, absenteeism, job satisfaction, other employees, and the company's customers. Other employers who embrace diversity and feel a social responsibility may reach out and intentionally hire a disabled employee regardless of the time, effort, or expense involved.

- **Religion**—Federal laws make it illegal for employers to discriminate against any employee based on their religion. Some employers who embrace diversity believe that differences in religion can make an organization stronger. However, it is not uncommon for religious beliefs to be the source of conflict in the workplace. Conflict in religion can definitely affect organizational behavior. An employee's religious beliefs may have an effect on what days of the week they will not work, such as many Christians refuse to work on Sundays and conservative Jews do not work on Saturdays. Some companies may sell products that some employees cannot sell in good conscience due to their beliefs. Religion can particularly affect organizational behavior when employees feel the need and responsibility to share their religious beliefs with others and encourage others to convert to their religion.

- **Race and ethnicity**—Race is the biological heritage by which people identify themselves. In the United States, the U.S. Bureau of the Census classifies individuals into seven major racial categories: American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian and Other Pacific Islander, Some Other Race, White, and Two or More Races. Psychologists and behavior researchers have studied race and ethnicity regarding how talent acquisitions professionals hire, workplace behavior, employment rates, performance and productivity, pay scale, and workplace discrimination. The studies have revealed that employees seem to group together with coworkers who are of the same race. When this happens, cliques may form, and in some cases, one clique does not get along well with another. This can create tension in the workplace.

  Some organizations may have application processes and testing, hiring practices, workplace policies, or communication in the workplace that is directed at certain races. Unless it is done for a specific legitimate business purpose, the practice may be considered racial discrimination. There are both federal and state laws that prohibit racial discrimination in the workplace. Most of the laws stem from Title VII of the Civil Acts Rights of 1964 (Known simply as Title VII). The laws prohibit employers from doing the following:
    - failing or refusing to hire an employee based on their race
    - disciplining or firing an employee based on their race
    - paying an employee less or providing fewer benefits based on their race
    - failing to provide promotions or opportunities based on race
    - segregating or classifying employees or applicants because of race

When in doubt about discriminatory practices or actions, managers should rely on the advice of Human Resources or the organization's legal team.

- **Sexual orientation and gender identity**—Many companies have already or are implementing policies and practices that support the rights of gay and lesbian workers in the workplace. In some instances, this may mean the organization offers the same domestic-partner benefits for all couples, communicates to all employees the understanding that all minority groups are valued partners and that there will not be any discrimination allowed, and actively enforces all discriminatory laws regarding sexual orientation and gender identity.

Abilities

A person's ability, or capacity to perform the tasks of a job, is an important consideration during the hiring process and when on the job. In fact, it is such a heavy consideration that many managers base their hiring almost entirely on whether they believe the candidate can do the job well. To be a strong candidate for a job, the candidate should possess **intellectual ability**. Intellectual abilities include thinking, reasoning, and problem solving. These are the abilities needed to perform mental activities on the job. The dimensions that make up intellectual ability may include verbal comprehension, number aptitude, inductive reasoning, spatial visualization, memory, and perceptual speed. These seven common dimensions of intellectual ability are related and are often tested as markers for job ability. Usually, when a person scores high on one of the dimensions, they are more likely to score higher on others. This is an indication that a person has a high **general mental ability** (GMA). General mental ability is an overall factor of intelligence based on the positive outcomes of specific intellectual ability dimensions.

Even though it may seem as though intellectual ability is more important in today's job market, **physical abilities** are important for many jobs. Jobs that demand the worker to have physical abilities may require that the person have dynamic strength, trunk strength, static strength, explosive strength, extent flexibility, dynamic flexibility, body coordination, balance, and stamina.

Review

Differences among employees that relates to age, gender, religion, ethnicity, and disability status is known as **workforce diversity**. Successful organizations must strive for workplace diversity if they are to maintain a global perspective. People of varying backgrounds, belief systems, and cultures can bring creativity and enrichment to the workplace. Additionally, a diverse workforce can help businesses relate to and provide services to diverse groups in their communities; therefore, they gain a larger market share and increase the company's customer base.

Biographical characteristics are the personal characteristics such as age, ethnicity, disability, gender, race, length at job, etc. that are objective and easily obtained from employee records. Biographical characteristics are known as **surface-level diversity**. **Deep-level diversity** includes the differences in a person's personality, values, work preferences, etc.

Managers must work toward diversity and avoid discrimination in the workplace. Workforce programs that encourage diversity have three components:

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2. They teach managers how a diverse workforce can serve a diverse market.
3. They help managers develop and maintain practices and strategies that utilize the abilities and skills of all workers, regardless of their background or demographic characteristics.

Characteristics that may affect work outcomes or trigger discrimination include age, gender, disability, religion, race and ethnicity, sexual orientation, and gender identity.

Think About It

1. Define workforce diversity.
2. Define biographical characteristics.
3. What is surface-level diversity?
4. What is deep-level diversity?
5. List at least five ways an organization can avoid discrimination in hiring practices.
6. What are the three components that workforce programs have in common?
7. Define discrimination.

7: Motivation

"Employees who believe that management is concerned about them as a whole person—not just an employee—are more productive, more satisfied, more fulfilled. Satisfied employees mean satisfied customers, which leads to profitability." ~ Anne M. Mulcahy

Motivation is the force or influence that causes people to behave in a certain way. As an example, athletes are motivated to train hard. What could possibly cause them to get up every day during their training season and workout to the point of exhaustion? The force or influence that causes an athlete to train hard may be the desire to have the prestige that comes with winning. Another athlete may work harder than anyone else on the team because the force that drives them may be the desire to have the money that comes from playing on a winning professional team. Yet, another athlete may be motivated by a strong sense of personal achievement.

In the workplace, people must have a set of forces or influences that cause them to consistently perform at a high level to accomplish the goals of the organization. How to motivate employees has been the topic of many studies, as well as managerial meetings and seminars. Volumes has been written on the topic. Why? Because individual performance in the workplace is generally determined by three things: motivation, ability, and the work environment. If the employee has the desire (motivation) to do the job, has the capability, and has a positive work environment with the appropriate equipment/tools, etc., they will usually be high performers. If an employee is lacking ability, the manager may be able to train the employee for the job; if the employee lacks the appropriate environment, the manager can probably fix that also. If an employee lacks motivation, the manager may have a challenge on their hands. How can the manager figure out what motivates employees?

Sometimes, the Motivation Framework is used to help determine what motivates an employee. The process begins with identifying the deficiency or need. From there, it processes to searching for ways to meet the need, then on to choice of behavior to satisfy the need, to evaluation of need satisfaction, to determination of future needs and search for satisfaction.

The diagram on the following page illustrates the Motivation Framework.

MOTIVATION FRAMEWORK

Managers should keep in mind that the level of motivation can vary both between individual employees and in individual employees. The same employee may be highly motivated to do one aspect of their job and not at all motivated to do another. As an example, Tina Rogers enjoyed her job as a shift manager at a supermarket. She got great reviews and performance evaluations from her manager, except for one area—customer service. Tina liked her job, but she did not enjoy dealing with what she called "whining crybaby" customers. As an independent, hard-working person, Tina felt little compassion for anyone who complained about minor inconveniences, so she was not motivated to listen to the complaints of annoyed customers. Tina's manager was challenged to find a way to motivate Tina to behave in an appropriate manner toward customers.

Three elements of motivation include **intensity**, **direction**, and **persistence**. Intensity is how hard a person tries. Intensity only affects reaching organizational goals when it is directed toward reaching organizational goals, so quality of intensity must be considered. Quality intensity would be effort that is directed toward and consistent with organizational goals. The persistence element is a measure of how long an employee can put out effort that is directed toward company goals.

Theories of Motivation

In Unit 4, Maslow's Hierarchy of Needs Theory was discussed. (See the chart in Unit 4.) In review, Maslow's Hierarchy of Needs Theory was based on human's five basic needs that include the following:

- Physiological—hunger, thirst, shelter, sex, and other bodily needs
- Safety—security and protection from physical and emotional harm
- Social—attention, sense of belonging, acceptance, and friendship
- Esteem—internal factors such as autonomy, self-respect, and achievement; external factors such as recognition, attention, and status
- Self-actualization—the drive to become what we are capable of becoming, including growth, achieving potential, self-fulfillment

Many managers still use Maslow's theory for determining the needs of employees and how to motivate them. Clayton Alderfer revised Maslow's theory and called it the ERG Theory of Motivation. He categorized the hierarchy of needs into three classes of needs:

- Existence needs—including the need for basic physical and materialistic things
- Relatedness needs—including the employee's needs for maintaining interpersonal relationships
- Growth needs—need for self-development and personal growth and advancement

Other classic theories include Theory X and Theory Y, and Two-Factor Theory, and McClelland's Theory of Needs.

Theory X and Theory Y

Developed by Douglas McGregor, Theory X and Theory Y proposes that there are two distinct views of human beings: negative, labeled Theory X; and positive, labeled Theory Y. From this view, managers decide that employees are Theory X or Theory Y. Managers believe that Theory X employees inherently do not like work and must be strongly directed or coerced to do their work on the job. Managers believe that Theory Y employees view work as natural and accept it as part of life, and even seek out responsibility on the job.

It is easy to see that if a manager divides employees into Theory X and Theory Y categories, they may have some ideas with how to motivate each group of employees. However, organizational behavioral researchers do not believe that their research can substantiate that the theory base is effective for managers to create these assumptions about employees and then devise ways to motivate them.

McClelland's Theory of Needs

McClelland's Theory of Needs was developed by David McClelland and is based on the following three needs:

- Need for achievement (nAch)—the drive to excel, to achieve in relation to a set of standards, to strive to succeed
- Need for power (nPow)—the need to make others behave in such a way in which they would not have behaved otherwise
- Need for affiliation (nAff)—the desire for friendly and close interpersonal relationships

Research surrounding this theory suggests that high achievers perform well when they perceive they have a 50-50 chance of success. They do not like to have high odds of success because they do not want their achievement to come from chance. They do not like low odds of success because it does not challenge them to use their skills for achievement.

Contemporary Theories of Motivation

The Self-Efficacy Theory

The Self-Efficacy Theory, developed by Albert Bandura is sometimes referred to as Social Cognitive Theory or Social Learning Theory. This theory involves an employee's belief that he or she is capable of performing a job. When an employee has high self-efficacy, they are confident that they can successfully do the tasks set before them. Employees with high self-efficacy do not easily give up when they face challenges. They may also become more determined and try even harder after receiving negative feedback. Rather than take the negative feedback as an insult or giving up, workers with high self-efficacy view negative feedback as a sign that the manager has confidence in them to correct, meet the challenge, and do a good job. According to Bandura, managers can increase self-efficacy by doing the following:

1. Enactive mastery—gaining relevant experience for the job
2. Vicarious modeling—gaining confidence by watching someone else successfully do the job (If they can do the job, so can I.)

3. Verbal persuasion—gaining confidence because someone tells you that you are capable of doing the job
4. Arousal—raising confidence to successfully do the job because someone cheers you on

Goal-Setting Theory

The Goal-Setting Theory supports managers and subordinates meeting and setting goals together, rather than the manager setting goals and relaying them to the subordinates. The theory suggests that goals should be challenging enough to keep the employee interested but within reach. The goal should not be so complex that the employee feels overwhelmed. Goal Setting Theory is based on individual employees agreeing with the goal, wanting to reach the goal, and being committed to the goal. Goal-setting does not work well for employees who do not agree with the goal and are inclined to easily abandon the goal. Some employees will pursue the goal simply because they are up for the challenge.

Sometimes goal setting can cause employees to focus intently on reaching a specific goal but lose focus of the bigger picture. They look toward the finish line without paying much attention to the people and tasks that are part of each day. Henry David Thoreau, American naturalist and author, said, "What you get by achieving your goals is not as important as what you become by achieving your goals." This quote implies that the journey toward the goal is important for employees. The right goals can help employees become more skilled in specific areas, gain new perspectives, develop working relationships with new team members, and broaden the horizons of their job.

How to Set Goals

There are many methods that can be used for setting appropriate and reasonable goals. One of the most widely used methods is to set SMART objectives. SMART objectives are Specific, Measurable, Attainable, Relevant, and Time-bound. Using the SMART goal objectives, one sets a goal that is specific for the outcome desired. For example, if an employee says they want to increase productivity, that is a general goal. But if the employee says, "I want to increase productivity by 20% from January 1 to July 1" that is a specific goal. The goal has been narrowed down to a specific task. In the same case, if the employee can measure the increase in productivity each of the six months, the goal is measurable. The employee can break down the 20% goal into exact numbers that they must reach each month in order to reach their goal of a 20% increase over six months. The employee can also calculate and measure what it will cost them in terms of time and activity to meet their goal within their established time frame. If increasing productivity by 20% is doable without tremendous stress and anxiety, given the time, skill set, work environment, resources, and tasks involved, the goal may be a challenge but is reasonably attainable as long as the employee is committed to seeing the goal through. The employee must decide if the goal is relevant to their job and the other goals they have set for their job and life. Does this specific goal line up with the other goals and serve a purpose in the

short term and long term goals? By setting a specific time frame for reaching the goal, the goal is time-bound, in other words, the goal will be reached within a definite timeframe rather than in an unspecified, open-ended amount of time. In most cases, shorter time spans of three months or more seem to be ideal for most people. Shorter time spans allow employees to remain engaged and do not put the reward of reaching the goal too far into the future. Even if the time frame for reaching the goal is out six, eight, or twelve months, the employee can set up a reward system for reaching smaller goals within the large goal. For instance, in the case above, when the employee reaches the half-way mark of 10% increased productivity, there could be a small reward for reaching that point. Rewards for reaching goals can be a motivator for employees. When the reward is a group reward, the reward can be a more powerful motivator because no one wants to be the one that prevents the group from receiving the reward, no matter how small the reward may be.

In the 1960s, Dr. Edwin Locke and Dr. Gary Latham conducted research on goal setting. In reviewing lab and field studies, Locke concluded that about 90 percent of the time, specific and challenging goals led to higher performance than easy goals or goals where people were simply told to "do your best." Managers need to make sure they and their employees set specific goals and are given specific challenges. As Locke discovered in his research, working toward specific goals can be a significant source of motivation that improves performance.

Self-Determination Theory

Another contemporary theory of motivation is the **Self-Determination Theory**. It is a theory that is based on the fact that employees want to feel that they have control over their actions, rather than simply following orders and doing whatever they are told to do. This may be even more dominant in creative fields of work. Have you ever known a brilliant artist who was very happy when their work was a hobby, but they became less and less satisfied after turning their craft into a job for earning a living? Organizational behavior scientists have developed a theory that answers this mystery. It is called **cognitive evaluation theory**. It supports the hypothesis that extrinsic rewards can reduce the intrinsic rewards or interest in a task. With the artist, and many other employees, when a task is viewed as work for a paycheck only, it is not as rewarding and the employee is not as motivated to do their job. Employees need to feel as though there is more to their job than just earning a paycheck. Anne M. Mulcahy, former chairperson and CEO of Xerox Corporation, said, "Employees who believe that management is concerned about them as a whole person—not just an employee—are more productive, more satisfied, more fulfilled. Satisfied employees mean satisfied customers, which leads to profitability."

Employees have a need for autonomy. Self-directed employees who are able to take credit for their work are more inclined to also take responsibility for their work. They are more motivated

to do their best work if the work isn't always management's ideas, thoughts, methods, and schedule.

Self-concordance is another aspect of the Self-Determination Theory. Self-concordance involves how strongly employees' reasons for reaching goals are consistent with their core values and interests. When goals line up with what the employee believes is good and interesting, they are more likely to pursue the goal with more enthusiasm and reach the goal, but if they do not reach the goal, they are not necessarily unhappy or disappointed with themselves. To the contrary, when employees pursue goals for extrinsic rewards (money, benefits, status, etc.) they are less likely to achieve them and are less happy when they do. Intrinsic reasons for pursuing and achieving goals seems to be more meaningful to employees.

Expectancy Theory

The Expectancy Theory, formally developed by Victor Vroom, has become widely-used in many organizations today. The basis of the theory includes four assumptions: behavior is determined by different forces in the in the environment and in the individual; people have the freedom to make their own decisions about their behavior in the workplace; different people have different types of needs and desires; people make choices from other alternative plans based on their perception that, to one extent or the other, a specific behavior will result in the desired outcome.

The theory proposes that the strength of a tendency for employees to act in a certain way depends on the strength of the expectation of a given outcome. In other words, employees may ask, "What's in it for me?" or they may consider what is the carrot that is dangling at the end of the stick.

Employees may put out significant effort when they believe it eventually lead them to reach personal goals. If they believe that their hard work and diligence will lead to a good performance review that will lead to consideration for promotion that will lead to increase in salary… they are willing to continue to put out the effort. On the other hand, if they believe their hard work will not lead them to the next step and the next step of achieving their longer-term goals, they may not be motivated to keep putting out the effort on the job. Managers can help motivate employees by helping them realize why they don't believe their job will lead them to reaching future goals with the organization. Perhaps the employee understands that they are limited by their skill set or education. If the manager can offer solutions for increasing their skill set or receiving further training, the employee may develop an expectation of reaching their goal for a promotion or pay raise. This is one of the reasons that some managers believe in the motivational power of merit raises and promoting from within the organization versus hiring talent from outside the organization.

The Expectancy Theory model can be summarized in the diagram below.

Individual Effort

Individual Performance

Organizational Rewards

Personal Goals

Equity Theory

The Equity Theory, developed by J. Stacy Adams, suggests that employees are motivated by to seek social equity in the rewards they receive for performance. The theory proposes that outcome from a job includes pay, recognition, social relationships, promotions, and intrinsic rewards. The employee inputs time, effort, experience, education, and loyalty to the job in order to gain the outcomes listed above. The employee may be willing to input what is necessary as long as they believe they have the same outcome as others such as their peers at work or the standard industry outcomes. For this reason, managers may be able to motivate some employees with certain outcomes as long as the outcomes are equitable and fair.

The Job Characteristics Model

Organizational behavior research has indicated that employees are sensitive to job design and that job design can be used to motivate employees to be more productive. **Job design** is the way the elements in a job are organized.

The job characteristics model, developed by J. Richard Hackman and Greg Oldham, proposes that any job can be described in terms of five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback.

> **Skill variety** determines whether a job uses a variety of different skills that the worker must have in order to complete the job. As an example, in a clothes manufacturing plant, a worker may need only the skill to sew the collars on shirts, as that is the only skill required for their particular job. A manager in a fashion boutique may be required to have several job skills, including sewing for alterations, customer service, sales, merchandising, ordering inventory, bookkeeping, etc.

> **Task identity** measures to what degree a job requires the completion of the whole product or task. A person who builds wood furniture may design the furniture, select the materials, cut out the parts, assemble the piece, and put a finish on the piece. This job would rank high on task identity. However, if an employee's job is to only cut out the parts for the piece of furniture, their job would score low on task identity.

> **Task significance** is the degree to which a job has an impact on the lives or work of other people. For example, a phlebotomist who draws blood at the American Red Cross blood collection services has a job that impacts the lives of others in that the blood he or she collects saves the lives of others. But the janitor's job at the same organization does not have the same impact on others.

> **Autonomy** is the degree to which the job provides the worker independence and freedom in when and how they work. A district manager who is able to determine when he or she may visit each plant or office in his or her district, how he or she will manage the employees at each plant or office, and how the employee's jobs will be done in each area is an employee with a highly autonomous job. However, if the manager were required to be at Plant A on Monday with a set schedule and pre-determined agenda, Plant B with the same set schedule and agenda on Tuesday, Plant C on Wednesday, and so forth, the job would be one of low autonomy.

> **Feedback** is the degree to which a worker's job garners direct information regarding the work they have accomplished. A baker in a bakery has a high feedback job because they see and taste their product and know whether their baking for the day was successful or not. A factory worker that adds one small component to a cell phone that will go through a quality control inspector upon completion does not receive direct feedback on his or her specific job. That job receives low feedback for the actual work done by the worker.

Research shows that when the job is designed for optimum skill variety, task identity, task significance, autonomy, and feedback, employees are happier with their job. Obviously, few jobs high score in all five characteristics, but managers can do their best to design jobs that are more appealing to workers. Some of the ways that managers can improve job design include the following:

- Job rotation so the same employee does not do the same job for the entire shift every work day.
- Enrich the job by allowing the worker to have more control in the planning, execution, and evaluation of the work.
- Allow workers to work flex-time schedules so they have more control over their life-work balance and can work shifts that are more in tune with their natural biological clock or schedules surrounding their childcare or eldercare responsibilities.
- Create job sharing that allows two workers to share a traditional full-time job.
- Telecommuting provides workers a high level of autonomy.

Motivating Workers with Pay

Pay can be a motivating factor for employees, and organizations that want to acquire and keep top talent in their organization must be willing to consider the pay factor. A 2006 study found that over 70 percent of top performers indicated that pay is a major reason behind losing top talent in an organization. Organizations must establish a pay structure that meets employee needs through variable pay plans and skill-based pay plans, as well as determine what benefits and recognition programs to offer.

Variable-pay programs bases a portion of the employee's pay on some individual or organizational measure of performance. Variable-pay is so named because an employees pay can vary depending on employees' contributions to some degree.

Merit-based pay is a pay plan based on performance appraisal ratings. With a merit-based plan, employees feel a strong connection between their performance and their pay. This motivates some employees toward higher performance.

Skill-based pay is sometimes called competency-based pay. This plan allows employees to be paid based on how many skills they can use on the job.

Piece-rate pay is a popular pay plan for production workers. With the piece-rate plan, workers who are able and willing to put out exceptional effort to produce more are awarded with more pay. This type of pay does away with the attitude of "whether I work fast or slow, and no matter what my production level is, I receive the same pay, so why should I work faster and harder?"

Bonus plans compensate employees for meeting certain pre-determined performance goals. It is common for upper-level management to receive bonus plans as part of their annual pay based on how well the company fares with particular goals for the year.

General Tips for Motivating Employees

There are many ways that managers can motivate workers to do their jobs cheerfully and with excellent results. Below are some general tips that managers can use for motivating employees. In some instances, it may be pertinent to speak with Human Resources regarding employee motivation and to stay within company policies and guidelines regarding employee reward systems and to make sure the manager is not crossing boundaries regarding favoritism among employees.

- **Appreciate employees. Managers can stop and think about how much employees contribute to their success** at the company, and take the time to personally thank employees for a job well done. This can be done in person or in writing. When an employee knows they are appreciated, they work harder.

- **Offer rewards and thank you.** Some managers can offer bonuses for specific jobs handled well or quotas met. Bonuses are a great incentive for employees to work harder, smarter, and faster. Even if there is no budget for bonuses, many managers have a budget for rewarding jobs well done with a small gift, such as a gift card to a coffee shop or local lunch spot. It may seem like a small gift, but employees usually appreciate it because they know the manager is reaching out and saying thank you. A thank you note that is enclosed with the gift gives the manager an opportunity to be specific about the positive work habits and skills of the employee.

- **Take time to listen to employees.** Managers are always busy. The daily to-do list is much longer than the number of hours in a day, so it is not always easy to meet with employees. Good managers schedule time for meeting with employees to listen to what they have to say *instead of just telling the employees what they want to say*. Ideally, managers can meet one-on-one with employees on a regular basis, but when it is not feasible, small group meetings work well and provide everyone an opportunity to speak.

- **Stand up for your employees.** When employees are being treated unfairly by the organization or outsiders associated with the organization, stand up and strive for justice. Employees need to know that, when merited, their manager is on their side and will fight for them.

- **Be sensitive to work-life balance.** All managers must make sure that employees are doing their part to help the organization meet the organizational goals, but some managers are so results-driven that they forget to consider that the humans that they utilize also have a life outside of work. Life outside of work requires that employees have the time and energy necessary for taking care of themselves, their families, and their personal business. Managers that are sensitive to the work-life balance of employees do a tremendous service for employees and make it easier for them to do their job.

- **Managers can create a positive, open, fun work environment**. This allows employees to trust their manager and one another and encourages team work. Employees who trust their manager and one another can think more creatively and feel free to express new ideas and solutions. This is good for everyone.

- **Manage with an even temper.** Managers who quickly lose patience or fly off the handle may think they are motivating their employees to work harder, follow rules, or be a better employee, but the opposite is true. Employees should know what to expect from their mangers and trust that the manger will act professionally in all circumstances.

- **Inform employees.** Some companies do not inform their employees of what is going on in the company. In some cases, this policy can be necessary, especially on a situational basis, but in general, employees feel more secure when they know what is going on. Managers can provide company updates and inform their staff of changes and how they affect employees. When employees are informed about issues that affect them, they can make necessary adjustments as needed. As an example, By the Sea restaurant needed to close for a month for extensive renovations. As soon as the manager had this information and had permission to inform the staff, he told the employees that the restaurant would close and the staff would be off work. Each employee had a two-month head start on making adjustments for the change in their work life. All of the employees agreed to stay on with the restaurant.

- **Give credit where credit is due.** Managers should not take credit for work or ideas that are the work or ideas of their subordinates. It does not motivate employees to share good ideas or do excellent work if the manager receives all the credit. Mangers can report employee accomplishments to their superiors and send out company "kudos" to employees.

- **When possible, involve employees in the decision-making process, especially if the decision affects the employees**. In the scenario above at By the Sea restaurant, the

manager was able to ask the employees for their feedback on the timing of the restaurant's closure. The employees appreciated the consideration.

- **When possible, give employees an incentive to work harder**. Monetary incentives are great, but not always within the budget, especially for smaller companies. Employees always appreciate incentives such as getting to leave work a few hours early on Friday or having a catered lunch at the office.

- **Take interest in the growth and development of your employees.** Let them know that you are committed to helping them improve their skills, get the education or training they need, and support them in their effort for growth and development.

- **Earn employees' respect.** Some managers believe that the employee must respect them because of the position that they hold, but employees often believe that respect must be earned. When managers speak to their employees in a kind, professional manner, employees have more respect for the manager and are most likely more motivated to perform their duties and follow company rules and regulations. Keep your word; employees won't respect a manager that they can't trust to keep their word. Do not belittle employees. Aside from possibly stepping into the litigious arena, belittling employees sends a clear message that they are not of value to the manager or the company. Employees who feel they are of no value to their manager will rarely show the manager any respect.

- **Take the time for morale building meetings and activities.** No matter how dedicated an employee is to their organization, they are vulnerable to burn-out and low morale. Employees need consistent encouragement and positive reinforcement to continue in their jobs, particularly during times when the company is going through a difficult time.

It's important to note that not one size fits all when it comes to motivation. When a manager knows his or her employees as individuals, they will have an easier time knowing the best type of motivation for that employee.

Review

Motivation is the force or influence that causes people to behave in a certain way. Not all employees are motivated to do their jobs in a way that benefits the organization. The manager must find ways to help employees remain motivated to do their jobs. There are several theories on how managers can motivate employees. Some of the most widely used theories include the

following: Self-determination, Goal-setting, Self-efficacy, Expectancy, Equity, and Job Characteristic Model.

Three elements of motivation include **intensity**, **direction**, and **persistence**. Intensity is how hard a person tries. Intensity only affects reaching organizational goals when it is directed toward reaching organizational goals, so quality of intensity must be considered. Quality intensity would be effort that is directed toward and consistent with organizational goals. The persistence element is a measure of how long an employee can put out effort that is directed toward company goals.

Some employees are motivated by pay. Some pay plans are as follows: variable-pay, merit-based pay, bonuses, skill-based pay, and piece-rate pay.

Think About It

1. Define motivation.
2. Name and describe two classic motivational theories.
3. Name and describe three motivational theories that are widely used today.
4. Name three elements of motivation, and define each.
5. What is the cognitive evaluation theory?
6. Sketch the Expectancy Theory Model.
7. Can you think of some general tips for motivating employees?
8. What motivates you as an employee?
9. How important do you think it is for managers to motivate employees? Why?
10. List some of the pay plans that organizations use, and describe the plan.

8: Groups and Teamwork in the Workplace

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results." ~ Andrew Carnegie

UNIT OBJECTIVES

- Teams defined
- Benefits of teams
- Types of teams

Over the past few decades, many organizations have restructured to more effectively compete in the market place. A major part of the restructuring has been the formation of teams comprised of employees to meet the goals of the organization. Teams are flexible and responsive to the constant changes and challenges that organizations face in the unstable economy of today. Teams can be assembled and get down to the business of their work quickly.

The Difference Between Groups and Teams

Groups are an integral part of an organization. Some of the reasons that groups appeal to people are interpersonal attraction, group activities, group goals, need satisfaction, and instrumental benefits. People who join groups often spend time with each other or want to spend time with each other. Often, they have similar attitudes, personality, or economic standing. People who want to participate in activities that other people also enjoy find groups the perfect outlet for these activities. The goals of a particular group may also be the reason some people join that group. People have a need for affiliation with other like-minded people. That need is often fulfilled in groups. Groups can also provide benefits that people want such as sharing of equipment, having the prestige of the group's name on a resume, or achieving professional awards.

A **group** can be defined as two or more individuals with a common purpose who come together and interact to achieve specific objectives. A work group is one that interacts with the main

purpose of sharing information and making decisions to help each group member perform within their area of responsibility.

Work groups do not necessarily do work together. Each member does their own work, and the group's performance is the summation of each group member's individual contribution. The overall level of performance is never greater than the sum of the inputs.

A **work team** reaches work goals through coordinated effort. The individual efforts result in a level of performance that is greater than the sum of the individual work. This means that managers can utilize teams to increase performance in the workplace. Teams can perform several jobs in the workplace, including but not limited to making products, providing advice, making decisions, coordinating projects, and negotiating deals. There are four main types of teams in organizations: problem-solving teams, self-managed work teams, cross-functional teams, and virtual teams.

> **Problem-solving team** members share ideas and make suggestions for how work processes and methods can be improved. Problem-solving teams are usually comprised of from five to ten employees from a specific department that meet for a few hours each week.

> **Self-managed work teams** often take over or diminish the role of supervisors in the workplace. Self-managed work teams are teams that take action in highly related or interdependent jobs, and take on some responsibilities that may have previously been assigned to supervisors, such as planning and scheduling work, assigning tasks, making operating decisions, resolving problems, and working with suppliers and customers.

> **Cross-functional teams** are comprised of employees from about the same hierarchical level but different work areas. The cross-functional team works together to accomplish a task that crosses traditional boundaries.

> **Virtual teams** use computer technology to meet and collaborate online to achieve a common goal. Due to not working face-to-face and having the social interaction that face-to-face meetings create, virtual teams seem to be highly task-oriented.

The process for groups or teams varies from one organization to the next. In general, in stage one, known as the *forming* stage, the members become acquainted and begin to test which interpersonal behaviors are appropriate and acceptable for the group or team. Basic guidelines or rules are established to control the behavior of members. At that point, structure starts to develop.

The second stage is known as *storming*. Unity has not yet been established and there is no stable pattern of interaction. At the storming stage, some members may show leadership skills and start to emerge as leaders of the group.

The third stage, called *norming* usually starts off positive with high energy and enthusiasm. Each member begins to recognize and accept their role and understand the roles of other members. At this stage, members accept one another and unity develops. Sometimes, during the norming stage, the leadership that emerged in the storming stage proves unworthy of the leadership position and the group/team rejects that leader and finds another leader.

What Makes Teams Effective?

Teams vary greatly from one organization to the next. Given the different types of teams and different organizations, it would be impossible to pinpoint the exact factors in creating an effective team. However, there are some factors that increase the chances of a team being successful. Organizational behavior researchers have created a model that displays the key components of an effective team. It is important to remember that the model is built on assumptions about teams in general, and may not apply to any specific team.

The key components of effective teams can be organized into three categories:

- Contextual
- Composition
- Process

Contextual Factors

The four major contextual factors for an effective team are adequate resources, effective leadership, a climate of trust, and a performance evaluation and reward system that considers team contributions.

Adequate Resources

A team within the organization depends on resources from the organization. When the necessary resources are not provided, the team may not be able to do its job effectively and efficiently. Resources may include equipment and supplies, adequate and timely information, staffing, encouragement, and support.

Leadership and Structure

To be effective, team members or their managers must determine how each members' skills will be used to do particular tasks and how the individuals' tasks will be integrated into the whole project. Without structure and leadership, team work can become disorganized and sloppy, and the team can end up missing the target goal set before them.

In self-managed teams, the team members perform many of the jobs that a manager normally provides and provides the leadership for an effective team. In other teams, the manager provides leadership from the outside of the team.

Climate of Trust

Team members must be able to trust each other and trust their leader. When team members work in an environment of trust, they have the freedom to be cooperative. An environment of trust also allows each member to do their own work without fearing they will be taken advantage of, and without feeling the need to monitor other team members' work.

Performance Evaluation and Reward Systems

Team members must be accountable individually and as a team. Research shows that when team members are individually rewarded for their effort, they seem to care less about accountability for the team work. Managers can help a team become more effective by implementing a reward system that rewards team commitment and performance rather than individual performance.

Team Composition

Team composition involves factors surrounding the staff that comprises the team, such as the ability and personality of team members, allocation of roles, diversity, number of team members, and members' preference for teamwork.

Abilities of Members

Every effective team requires three types of skills: technical skills, problem-solving and decision-making skills, and interpersonal skills.

> **Technical skills** will vary, as they are skills needed for a specific task. Often technical skills include mathematical, engineering, scientific, information technology, or computer-related knowledge, but not always.

> **Problem-solving and decision-making skills** are necessary to identify problems, evaluate alternatives, and make choices about solutions.

> **Interpersonal skills** are used for communicating and interacting with others. Interpersonal skills include listening, providing feedback, and resolving conflict.

Personality of Members

If you remember the information in Unit 2 and remember the Big Five personality model, you understand that individual personalities have significant influence on employee behavior. This is also true when it comes to teams. When a team is comprised of mostly individuals who are conscientious and open to experience, the team is more

effective. This may be because conscientious employees are good at working with and supporting others. Individuals who are open to experience are usually good communicators with creative ideas. This can be a winning combination for a team.

Allocation of Roles

When roles are allocated within the team, it's important that the need for the organization is considered, and the question that should be asked is, "Who is best suited to meet this specific need?" Some team members will be chosen because they are versatile and can perform various tasks. Other team members have skills that make them valuable for one important task. For a team to be truly effective, each team member should be put in the role that is most suitable for their skill set.

Diversity of Members

Team diversity can positively affect team performance when each team member communicates their unique knowledge and skills that are beneficial to the team objectives. Of course this is only true if the team members realize the team goal as directed by the manager or team leader.

Size of Teams

Generally, it is agreed that the most effective teams have from five to nine members. Experts suggest that the smallest number of members possible to do the task be used. When teams are large, obviously there may be more skills and more diversity for creativity, but large teams are also more prone to confusion and loss of cohesiveness. It can also be difficult to coordinate member activity when the team is larger.

Member Preferences

For various reasons, some employees prefer not to work as part of a team. When possible, it is best to allow these employees to opt out of being a team member. A team member who does not want to participate in team work and activities can create negativity and sabotage unity and trust.

Team Processes

Team processes is important to team effectiveness. It is related to process variables such as establishment of specific team goals, commitment to a common purpose, a managed level of conflict, team efficacy, and minimal social loafing.

Common Plan and Purpose

Team members should all be on the same page when it comes to the team's mission, developing goals to achieve the mission, and forming strategies for achieving the goals. While it may be tempting for the team to skip the discussion and planning sessions, it is an integral part of what the team needs to do in order to be efficient and effective throughout the project.

Specific Goals

When a team knows their purpose, they can create specific, measurable, realistic, time-bound (SMART) goals. Having specific goals allows all team members to know exactly what they need to accomplish and when they need to accomplish it. It helps the team avoid confusion, missed deadlines, and mistakes.

Team Efficacy

When a team has confidence that they can succeed, they generally do. Team confidence can motivate team members to work harder, do their best work, and get through the most challenging and difficult spots of their project. Managers and team leaders can help create team efficacy by providing clear smaller goals within the larger goal so the team members have a sense of success when the smaller goals are met. A team that is well equipped with technical and interpersonal skills is more likely to experience team efficacy than one that is poorly equipped in those areas.

Mental Models

Mental models, also known as psychological maps, are knowledge and beliefs about how the work of a team gets done. It is important for all team members to have the same mental model at the onset and throughout the project; otherwise, confusion will be the order of the day, and team members may waste time arguing about how the job should be done.

Conflict Levels

Conflict is usually viewed as a negative trait for a team. This can be so if the conflict is derived from interpersonal incompatibilities, tension, and animosity. However, conflict that is derived from task content disagreement can be utilized for more creativity and to propel team work forward. When there is no conflict, a team can become stagnant and apathetic. The key is for conflict to be address correctly. While each team member should have the freedom to express their opinion and voice their grievances, this should be done in a way that honors pre-set guidelines.
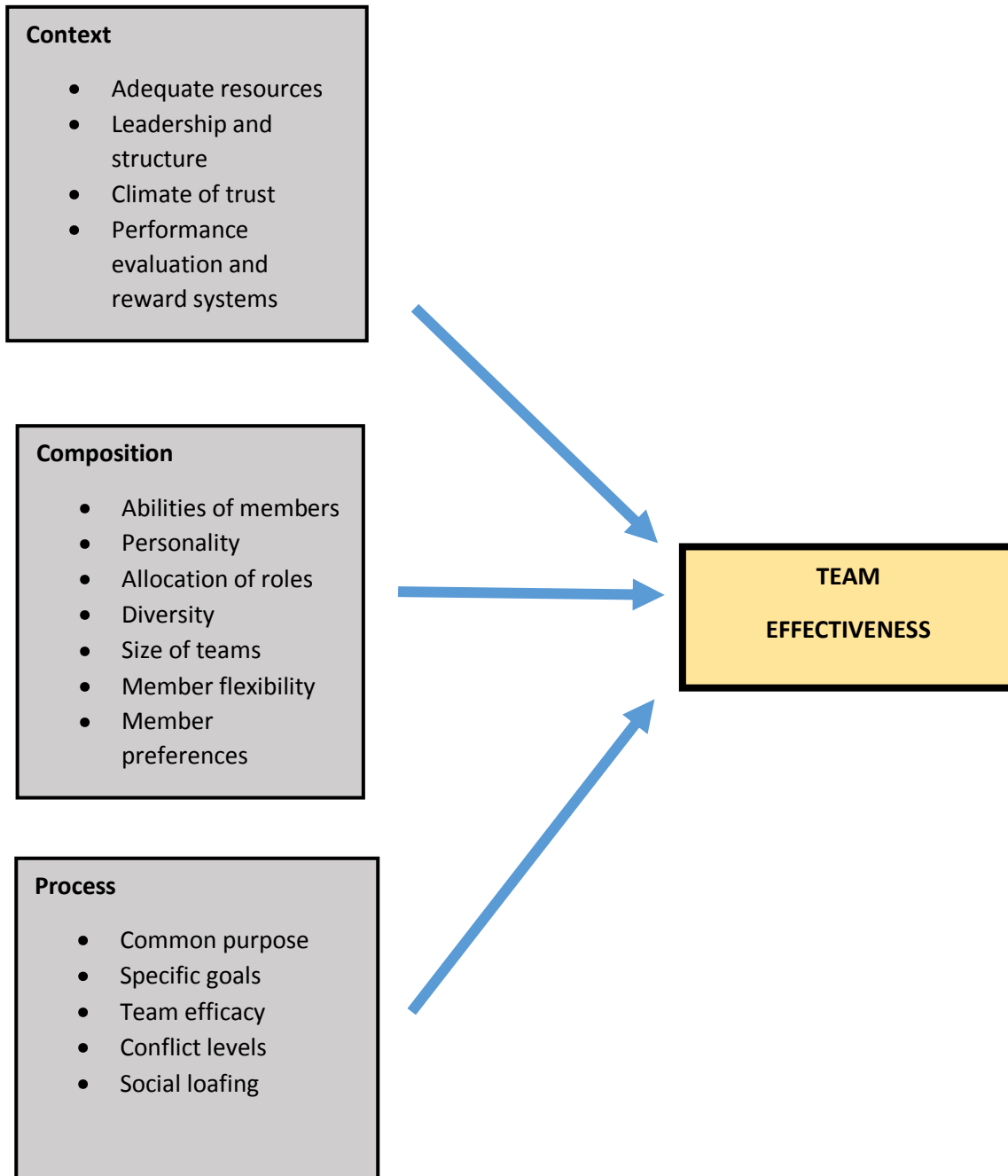
Social Loafing

Social loafing is the phenomenon of people exerting less effort to achieve a goal when they work in a group rather than individually. It can be easy for employees to engage in social loafing when doing team work because they can do minimal work but benefit from the work of the group because individual contributions are not as easily identified. In other words, the group carries the loafer and his or her lack of work is covered. To avoid social loafing, it is important that each team member is clear on their individual responsibilities.

Many organizations use teams to help reach organizational goals, but teams are not always the best solution. Teams, if not highly efficient, may require more time and resources than several individuals to get the same work done. Teams require more time for meetings, communication, and conflict resolution. Sometimes the work done by the team does not make up for the extra time and resources required by the team. In other words, teams are not always cost effective.

Managers can help determine if a team should be formed for a job by asking and answering three questions:

1. Can the work be done better by more than one person? The answer to this question may be "yes" if the work is complex and warrants more than one perspective.
2. Does the work create a set of goals for the team members that is more than the combined individual goals?
3. Are the members of the group interdependent so that the success of the whole depends on the success of each member?

Team Effectiveness Model

Context

- Adequate resources
- Leadership and structure
- Climate of trust
- Performance evaluation and reward systems

Composition

- Abilities of members
- Personality
- Allocation of roles
- Diversity
- Size of teams
- Member flexibility
- Member preferences

Process

- Common purpose
- Specific goals
- Team efficacy
- Conflict levels
- Social loafing

TEAM EFFECTIVENESS

Choose Your Team

Let us assume that your manager has an interesting project that you want to complete. You have the skills necessary to be a viable team member and your manager suggests that you be the team leader and choose your team members. Assuming that you could choose from a group of employees that possess the necessary skills for the project, what traits would you consider when choosing team members? Maybe the following list of traits for a good team player can help you with choosing team members.

- **Reliability** matters when it comes to team work. You should be able to rely on a team member to show up for meetings, listen, participate, and follow through with doing their best work.
- A team member who is a **problem solver** is valuable to any team. Some people dwell on the problem, but a problem solver spends time on finding solutions.
- **Consistency** in quality of work helps prevent lost time due to correcting mistakes or redoing work.
- A team player who **listens** is an asset to any team. A listening team member is able to comprehend and remember what is said in meetings and when it comes to applying instructions. A team player should also be able to listen to constructive criticism and use it to improve their work.
- A good **communicator** is valuable to the team. They can express their thoughts and ideas clearly, concisely, and respectfully. They can get the point across without confusion, thus helping the team save time and avoid mistakes.
- Valuable team members **share** information, knowledge, and experience. They do not withhold what the group needs from them, but are willing to share for the good of the team.
- An **active participant** is one who realizes their role and job in the team setting and is willing to perform to the best of their ability. They come to meetings prepared to offer information or opinion, participate in discussions, and participate in group activities that lead the team closer to reaching their goal.
- A valuable team member is **flexible** and goes with the flow of changes. They are flexible enough to listen to others' ideas and methods for getting the work done. They are open to suggestions and different viewpoints.
- When a team member is serious about their work, they **take responsibility for their mistakes instead of blaming someone else**. They understand the gravity of their mistake and do their best to fix it. They are also gracious and supportive when another team member needs their help in fixing a mistake.
- A team member who **shows respect to team mates** increases team morale and helps avoid deviant behavior on the job.
- A valuable team member **cooperates** and works well with others.

- A good team member **values what each member contributes** to the team. They do not belittle what is given or diminish the value of another's ideas.
- A team member that works with integrity **does not take individual credit for the work that another team member does.**
- During most projects, there is more work to be done than time to do it. A team player rolls up their sleeves and **helps out as needed**. They do not fuss over doing more than their fair share when it is necessary to meet deadlines.
- Strong team players are committed to their individual work, but also show commitment to the team work. They do not abandon their work or the team work when there are disagreements, challenges, or setbacks.

Review

For several decades, more organizations have moved to teams for meeting organizational goals. There are four types of teams that are commonly used in the workplace:

Problem-solving team members share ideas and make suggestions for how work processes and methods can be improved. Problem-solving teams are usually comprised of from five to ten employees from a specific department that meet for a few hours each week.

Self-managed work teams often take over or diminish the role of supervisors in the workplace. Self-managed work teams are teams that take action in highly related or interdependent jobs, and take on some responsibilities that may have previously been assigned to supervisors, such as planning and scheduling work, assigning tasks, making operating decisions, resolving problems, and working with suppliers and customers.

Cross-functional teams are comprised of employees from about the same hierarchical level but different work areas. The cross-functional team works together to accomplish a task that crosses traditional boundaries.

Virtual teams use computer technology to meet and collaborate online to achieve a common goal. Due to not working face-to-face and having the social interaction that face-to-face meetings create, virtual teams seem to be highly task-oriented.

Team effectiveness is based on factors that are organized in three categories: context, composition, and process.

Think About It

1. Why do you think teams have become popular in organizations in the United States?
2. What are four types of teams?
3. Name the three stages of a team.
4. What are the three categories of key components of a team?
5. Define mental model.
6. Define social loafing.
7. Explain how conflict can be a positive factor for team work.
8. Are you a team player? Why do you believe you are or are not a team player?

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