

Becoming a master manager: A competing values approach

Introduction: The competing value approach to management

Effective manager & leader = Managerial leader

→ **Tasks:**

- Establish climate for existing relationships between people
- Guide organization's efforts to adapt, change & grow
- Make sure that right tasks are identified & accomplished

The evolution of management models

Models = Beliefs/Viewpoints about what manager should do

= Representations of more complex reality

→ Disadvantage: Can blind us to other aspects

Early 20th century (1900-1925)

= Roaring/Golden Twenties → **Characterized by:**

- Rich resources
- Cheap labour
- Laissez-faire policies
- Technological advancements
- Shrinking agriculture

Models:

- Social Darwinism: Believe in survival of the fittest
- Taylor: Father of scientific management, 1 best way & time & motion studies
- **Rational Goal Model:**
 - ❖ Symbol: \$ or € → Why? Criteria of organization effectiveness: Productivity & profit
 - ❖ Means-end (= doel) assumption: Clear direction leads to productive outcomes
 - ❖ Emphasis: Goal clarification, rational analysis & action taking
 - ❖ Organizational climate: Rational economic, all decisions are driven by considerations of "the bottom line" (= hoofdgedachte)
 - ❖ Managers: Decisive & task oriented
 - ❖ Culture: Market
 - ❖ Action imperative: Compete
 - ❖ Example: Iemand die 80% effectief werkt moet vervangen worden door iemand die 100% effectief werkt ongeacht zijn situatie
- **Internal Process Model:**
 - ❖ Now called "professional bureaucracy"
 - ❖ See: Fayol's general principals of management blz. 5
 - ❖ See: Characteristics of Weberian bureaucracy blz. 6
 - ❖ Symbol: Pyramid → Why? Criteria of effectiveness: Stability & continuity
 - ❖ Means-ends assumption: Routinization leads to stability
 - ❖ Emphasis: Definition of responsibilities, measurement, documentation & record keeping
 - ❖ Organizational climate: Hierarchical, all decisions are taken on existing rules, structures & traditions
 - ❖ Managers: Technically expert & highly dependable, focus on coordinating & monitoring workflows for efficiency & effectiveness

- ❖ Culture: Hierarchy
- ❖ Action imperative: Control

Early to mid-20th century (1926-1950)

Stock market crash of 1929, Great Depression & World War II

→ **Fundamental changes:**

- Unions
- Consumer goods
- Labour-saving machines
- Recreation
- Pay attention to needs of people who worked for them
- “Informal” organization
- Hawthorne studies: Levels of lighting → Attention being shown to workers by researchers was stimulating them

Models:

- **Human Relations Model:**
 - ❖ Symbol: Circle → Why? Emphasis on openness & equality
 - ❖ Means-ends assumption: Involvement results in commitment
 - ❖ Key values: Participation, conflict resolution & consensus building
 - ❖ Key emphasis: Commitment, cohesion & morale
 - ❖ Organizational climate: Clan-like, team-oriented, decision-making is characterized by deep involvement
 - ❖ Managers: Empathetic & open to employee opinions → Key activities: Mentoring individuals & facilitating group & team processes
 - ❖ Culture: Clan
 - ❖ Action imperative: Collaborate

Late to mid-20th century (1951-1975)

Shock of oil embargo in 1973 & Vietnam War

→ **Fundamental changes:**

- Stagnation & huge government debt in the US
- Rise of Japan
- Service economy
- Television
- Computer
- Man on the moon
- Money, recreation & self-fulfilment
- Knowledge-intensive organizations

Management by objectives = MBO

Management information system = MIS

Contingency theory - Appropriateness of Managerial Actions Varies with Key Variables:

- Size: Hoe groter onderneming, hoe groter coördinatieproblemen
- Technology: Afhankelijk van technologie zullen organisatiestructuur, leiderschapsstijlen, ... verschillen
- Environment: Afhankelijk van omgeving zullen organisatiestructuur, leiderschapsstijlen, ... verschillen
- Individuals: Afhankelijk van mensen waarmee men werkt zullen managers hun stijl moeten aanpassen

Models:▪ **Open Systems Model:**

- ❖ Criteria of organizational effectiveness: Adaptability & external support
- ❖ Symbol: Amoeba → Why? Emphasis on organizational flexibility & responsiveness
- ❖ Means-ends assumption: Continual adaption & innovation lead to acquisition & maintenance of external resources
- ❖ Key processes/Emphasis: Political adaption, creative problem solving, innovation & management of change
- ❖ Organizational climate: Innovative, “adhocracy”, risk is high, decisions are made quickly
- ❖ Manager: Innovative, creative & expected to use power & influence to initiate & sustain change in organization
- ❖ Culture: Adhocracy
- ❖ Action imperative: Create

Late 20th century (1976-1999)

- Focus on “both-&” assumptions
- How to manage in world where nothing is stable?
- Fall of Berlin Wall, USSR disintegrated → New global economy, complex & fast-changing world

TABLE I.1 Characteristics of the Four Management Models

	<i>Rational Goal</i>	<i>Internal Process</i>	<i>Human Relations</i>	<i>Open Systems</i>
Symbol	\$	△	○	⊙
Criteria of effectiveness	Productivity, profit	Stability, continuity	Commitment, cohesion, morale	Adaptability, external support
Means-ends theory	Clear direction leads to productive outcomes	Routinization leads to stability	Involvement results in commitment	Continual adaptation and innovation lead to acquiring and maintaining external resources
Action imperative	Compete	Control	Collaborate	Create
Emphasis	Goal clarification, rational analysis, and action taking	Defining responsibility, measurement, documentation	Participation, conflict resolution, consensus building	Political adaptation, creative problem solving, innovation, change management
Climate	Rational economic: “the bottom line”	Hierarchical	Team oriented	Innovative, flexible

Handwritten notes:
 = culture (under Climate)
 market (under Rational economic)
 summary (under Hierarchical)
 clan (under Team oriented)
 adhocracy (under Innovative, flexible)

- Integrative thinking, “organizational learning” & “systems thinking”
- How do all parts & whole of system fit together?
- Self-direct & self-organize in continual learning process

Early 21st century (2000-today): Paradox, connectivity & sustainability

Using CVF to cope with complexity, ambiguity & paradox

Emergence of Internet

- Connectedness = People, organizations, societies, civilization & environment are all interdependent (= allemaal afhankelijk zijn)
- Sustainability = Business leaders need to think about profitability, people, society & environment

6 key drivers of change:

1. People are living longer
2. Rise of smart machines & systems
3. Increases in computational world → Availability of big data
4. Emergence of new media technology that relies on visual communication
5. Super structured organizations → Enable coordinated activity on massive scale
6. Rise of globally connected world in which US & Europe no longer dominate

→ Need for new model with new skills: Sense making, social intelligence, adaptive thinking, cross-cultural competency, computational thinking, new media literacy, design mind-set & virtual collaboration
 World of volatility, complexity, ambiguity & paradox → Need: Sustained organizational effectiveness

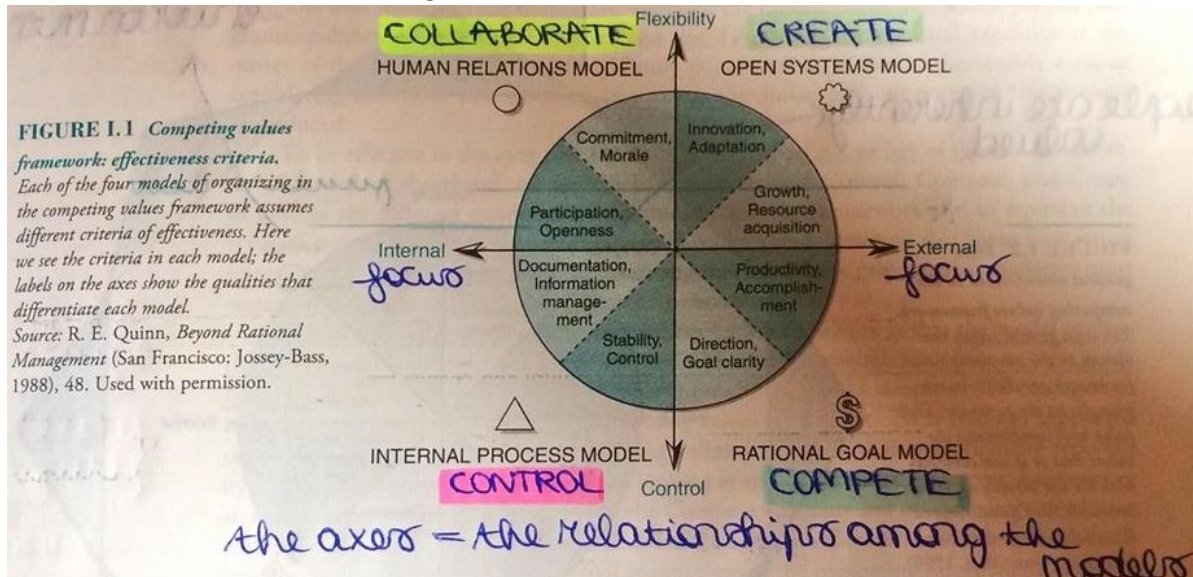
The competing values framework (CVF)

“Both-&” assumptions: Contrasting behaviours are needed at the same time

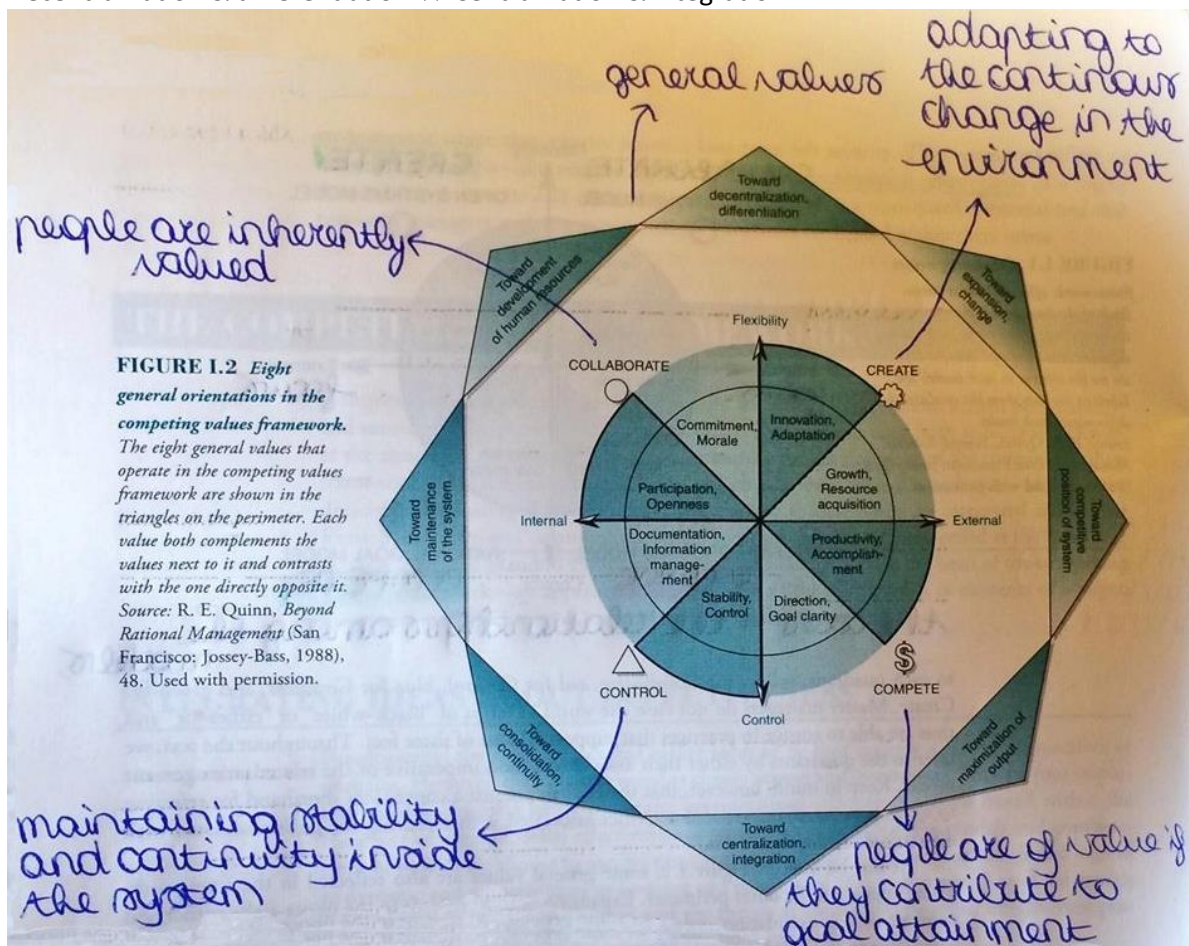
Integrating ideas about effectiveness

Models seem to carry conflicted messages: Each model has a conceptual opposite

Use of models as subdomains of organizational effectiveness



Decentralization & differentiation ↔ Centralization & integration



The use of opposing models

Model itself is flexible enough to accommodate change & still provides enough structure to help guide behaviour

Strategies that are effective in one situation aren't necessarily effective in another

Challenges:

- Appreciate values & weaknesses of each of 4 models
- Acquire & use multiple competencies associated with each model
- Dynamically integrate competencies from each of models with managerial situations that we encounter

Behavioural complexity & the effectiveness of managerial leaders

Master managers have high levels of:

- Cognitive complexity = Person who can see that phenomenon from many perspectives, knowledge is not enough
- Behavioural complexity = Capacity to draw on & use competencies & behaviours from different models = Ability to act out cognitively complex strategy by planning multiple, even competing, roles in highly integrated & complementary way

An Important Caveat (= waarschuwing) about Organization Culture

- Managers who are creative & innovative & work in controlling organizations can have difficulties to get a promotion, although their ideas can be better in long run
- CVF can be used to assess organizational culture
- CVF uses opposites which managerial leaders need to understand

Action imperatives & competencies for managers

Managerial competencies

Four action imperatives

1. Collaborate:

- ❖ Effectiveness: Creating & sustaining commitment & cohesion
- ❖ Encourage open & respectful communication
- ❖ Encourage constructive conflict instead of destructive conflict

2. Control:

- ❖ Effectiveness: Establishing & maintaining stability & continuity
- ❖ Managers: Know all small details in organization

3. Compete:

- ❖ Effectiveness: Improving & increasing productivity & profitability
- ❖ Everybody needs to understand mission of organization
- ❖ Managers: Understanding of external environment to create vision, task oriented & work focused, high energy, motivated & personal drive
- ❖ Quick decisive actions

4. Create:

- ❖ Effectiveness: Ability to adapt to change & acquire external support
- ❖ Innovation & creativeness
- ❖ Managers: Build power base & negotiate agreement before they can put their ideas into reality

Managing at different organizational levels

As managers are promoted from one level of organization to next, they need to identify which behaviours associated with various action imperatives will remain same & which new behaviours need to be learned & which must be unlearned

Identifying managerial competencies

Master managers must be able to step back, see big picture & modify their strategies & actions according to demands of current situation

Managerial

TABLE 1.2 Key Competencies Associated with the Four Quadrants of the Competing Values Framework

Collaborate: Creating and Sustaining Commitment and Cohesion Understanding Self and Others Communicating Honestly and Effectively Mentoring and Developing Others Managing Groups and Leading Teams Managing and Encouraging Constructive Conflict	<i>creative</i>
Control: Establishing and Maintaining Stability and Continuity Organizing Information Flows Working and Managing Across Functions Planning and Coordinating Projects Measuring and Monitoring Performance and Quality Encouraging and Enabling Compliance	
Compete: Improving Productivity and Increasing Profitability Developing and Communicating a Vision Setting Goals and Objectives Motivating Self and Others Designing and Organizing Managing Execution and Driving for Results	
Create: Promoting Change and Encouraging Adaptability Using Power Ethically and Effectively Championing and Selling New Ideas Fueling and Fostering Innovation Negotiating Agreement and Commitment Implementing and Sustaining Change	

Organizing the learning process - ALAPA

ALAPA model:

1. Assessment = Present level of ability in & awareness of competency
2. Learning = Reading & presenting information about topic
3. Analysis = Examining how others behave in given situation
4. Practice = Apply competency to work-like situation while in classroom → Experimentation & feedback
5. Application = Transfer process to real-life situations

<i>Core Competency: Thinking Critically</i>

= 1st step in formulating clear & compelling arguments

Thinking about thinking

- Issues are more complex than they at 1st appear
- “Facts” needed to make rational decisions are not available to us
- People make decisions based on very thin or limited information

Management & sound reasoning: Creating & evaluating arguments

Argument = Train of reasoning
= When reasons are put together & presented to 1 or more people
= Case we make for doing, believing or recommending something
≠ Disagreement or quarrel you have with another person

Reasoning or critical thinking = Presenting & evaluating ideas & information
≠ Creating ideas

3 elements of arguments:

1. Claim or conclusion: What’s the point here?
2. Grounds or facts & evidence that support claim: What do you have to go on? What leads you to say that?
3. Warrant (= rechtvaardiging) or bridge between claim & grounds: How does your claim connect to the grounds?

Warrants = Items that create bridge between factual observation & claim or recommended action in list
When experts communicate among themselves, they leave out warrants behind their reasoning because warrants are understood

Recap & precourse assessment

Each model is based on assumptions that lead to different sensitivities, decisions & behaviours

3 challenges we need to master:

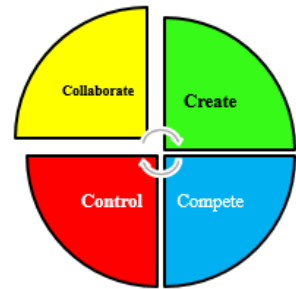
1. Using multiple mind-sets in viewing organizational world
2. Learning to use competencies associated with all 4 models
3. Integrating diverse competencies in confronting world of action

Module 1: Creating & sustaining commitment & cohesion

Manager is concerned about individuals & groups within organization & helps employees grow & develop

Assumptions & organizational goals

- Give employees opportunity to participate in organizational processes
- Help employees see how their work fits with other efforts in organization
- Provide employees with regular feedback about how well they are performing
- Balance needs of individuals with needs of work unit
- Build cohesion among employees
- Encourage employees to express their individuality



Paradoxes

Paradox = 2 seemingly inconsistent or contradictory ideas are both true

→ Emerge from contradictory demands that are represented by different quadrants in competing values model

1. Great attention to well-being of people above else ↔ Lose sight of fact that purpose of work organizations is to produce product or deliver service to external customers
2. Increasing one's self-awareness = Starting point for developing one's capacity for personal growth & development ↔ More you learn about yourself, more likely you are to change & acquire new abilities or character attributes
3. People are more committed to decisions that involve their input & employees develop cohesion with each other when they work on tough problems together ↔ Groups do not always make best or most efficient decisions & group-based decision-making processes nearly always take longer than having 1 person make decision
4. Try to build team's capacity in long run ↔ In short term, team will be less effective &/or less efficient as individuals are given opportunity to learn new tasks

Overemphasis on particular value can lead to poor performance

Competencies

How managerial leaders can be more effective in their interactions with others

<i>Competency 1: Understanding Self & Others</i>
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- Self: How am I seen by others?
- Others: How do I monitor my reactions to situations & determine basics for my reactions?

Anchors & Oars

- Anchors = Characteristics that remain constant, help keep individuals steady
- Oars = Characteristics that change over time, allow for personal growth & development

Professional identities can create difficulties as individuals are promoted to managerial positions:

- Learn knowledge, skills & abilities expected for their new responsibilities in managerial positions
- Unlearn behaviours that were central to their professional positions

Develop Positive Habits

- Cues = Triggers that seem to cause you to engage in habit, can affect different senses (something that you see, hear, smell, taste or feel)
- Reward = Form of positive feedback

→ Respond to old cues in new ways, developing more effective & rewarding habits

Understanding Self & Others

Bringing together work of number of people to create cohesive work unit

2 elements of self-awareness:

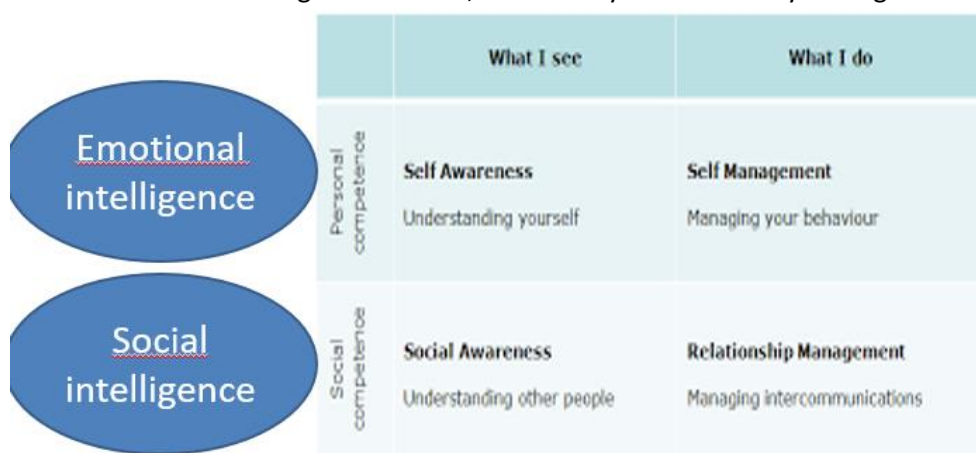
1. Emotional intelligence = Internally focused = Awareness of our own character, personality traits, strengths & weaknesses, motivations, core values & beliefs & emotional reactions
2. Social intelligence = Externally focused = How we are perceived (= waargenomen) by others in social context

→ Leads to:

- Intrapersonal competence = Ability for effective self-management
- Social or interpersonal competence = Ability to work effectively with others in our relationships

→ Plays crucial role in higher levels of organization

Managers must first be able to manage themselves, before they can effectively manage others



Understanding yourself

Openness to feedback: Enable others to tell you what they really think & feel

People need to fight back tendency to defend & debate by “listening & learning”

Difficult for people to receive positive feedback → Necessary to develop self-awareness: People must be aware of their strengths, values & how they best perform

Don't fly blind = Know where you stand with regard to perceptions of others → Trust

Emotional intelligence: Understand who you are

Self-management = Ability to regulate our emotions & control how we use & apply our strengths & capacities = Only possible when we have self-awareness

Self-awareness includes 3 areas for focus:

1. Emotional awareness = Recognizing your emotions & how they affect you & others
2. Self-assessment = Ability to understand your strengths & weaknesses → Openness to feedback
3. Self-confidence = Awareness of one's self-worth & capabilities

Personality: Individual variables & overarching models

Personality = Relatively permanent & stable psychological & behavioural attributes that distinguish one individual from another that includes traits that may change in adulthood but are mostly formed in childhood & adolescence

Models of personality:

- Five-Factor Model → **5 factors or basic tendencies that encompass personality:**

1. Neuroticism

High score	Low score
Anxious	Calm
Insecure	Relaxed
Emotional	Self-confident
Prone to negative emotions	Secure
Unhappy	Even-tempered

2. Extraversion

High score	Low score
Warm	Reserved
Sociable	Quiet
Talkative	Withdrawn
Gregarious	Aloof
Outgoing	
Seeks adventure	

3. Openness or intellectance

High score	Low score
Curious	Conventional
Imaginative	Concrete
Creative	Practical
Non-traditional	Prefers routine
Independent	
Wide range of interests	

4. Agreeableness

High score	Low score
Helpful	Cynical
Empathetic	Suspicious of others
Good-natured	Antagonistic
Trusting of others	Uncooperative
Forgiving of others' mistakes	Critical
	Suspicious

5. Conscientiousness

High score	Low score
Self-disciplined	Impulsive
Responsible	Careless
Organized	Undependable
Dependable	Disorganized
Hard-working	

- Myers-Briggs Type Inventory (MBTI) → **4 dimensions of types:**

1. Introversion-extraversion: Look in- or outward for ideas about actions & decisions

Introverted	Extraverted
Reflective	Like variety
Value privacy	Like action
	Energized by being with people

2. Sensing-intuition: On what do we pay attention to when we gather data

Sensing	Intuitive
Focus on facts	Focus on abstract ideas
Focus on details	Try to see big picture
Absorb information in concrete, literal fashion	

3. Thinking-feeling: How do we use information when making

Thinking	Feeling
Decide with your brains	Decide with your heart
Analytical	Subjective
Objective	Take into account individual differences

4. Judging-perceiving: Approaches to life & thinking styles

Judging	Perceptive
Task oriented	Spontaneous
Closure on issues	Flexible
Planning	Comfortable with ambiguity
Organizing	

People approach work tasks in different ways

Psychological diversity = Differences in how people organize & process information as expression of their cognitive styles & personality traits

Individual personality variables:

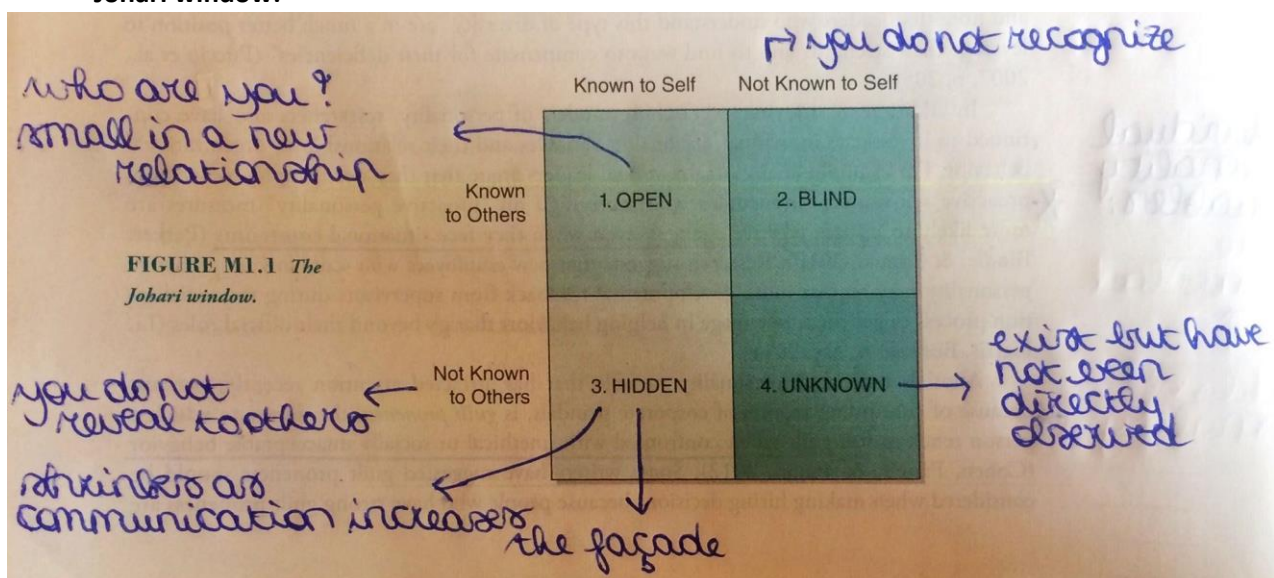
- Proactive personality = Initiate positive changes, even when they face situational constraints
- Guilt proneness = Feel guilt when confronted with unethical or socially unacceptable behaviour → Important for hiring people

Increasing your self-awareness

Identify areas of potential growth or areas where they can become more effective

How can you develop greater self-awareness?

- Intentional change theory = Identify desirable, sustainable changes by asking yourself questions starting with "Who do I want to be?"
 - ❖ Ideal self = Your vision of how you could exist in ideal future
 - ❖ Real self = Your perception of your values & your current strengths & weaknesses
 → Action plan to make changes
- Johari window:**



- ❖ Hidden: Conceal true feelings
- ❖ Blind & unknown: Lack of self-awareness

Show others that you are open to feedback by systematically sharing information about yourself & provide your employees with "Managerial User's Manual"

See: Guidelines for Asking for Feedback blz. 43

Understanding others

Social awareness includes empathy, organizational awareness & service orientation

Empathy = Sensing others' emotions, understanding their perspective & taking active interest in their concerns = Understanding people's emotions, perspectives & concerns → Practice it before difficult emotions arise

People are emotional beings who are uncomfortable with expression of negative emotions in workplace

Empathic listening = Way to express empathy = Type of listening that involves trying to understand situation in same way that other person understands it & trying to feel what she is really feeling

Trust you experience with others tends to grow as you invite them to learn more about you

See: Empathic Listening: Feeling the Experience of Others blz. 45

Sometimes we reject ideas because they conflict with our existing beliefs & we don't take time to think critically about whether our beliefs or new ideas have stronger supporting evidence

Competency 2: Communicating Honestly & Effectively

Focus on interactions with others

Communications skills

Difficult to communicate with people with whom they have negative relationship → Poor communication

→ Misunderstandings → Relationship deteriorates even further

Learning to communicate more effectively & practicing what you have learned helps improve negative relationships & strengthen positives ones

Communicating Honestly & Effectively

Interpersonal communication = Most important

Types of communication = Face-to-face, telephone, e-mail, teleconferences, memos & presentations

Communication = Exchange of information, facts, ideas, feelings & meanings used to inform, coordinate & motivate people

Difficult to see & admit problems in our own communication behaviour

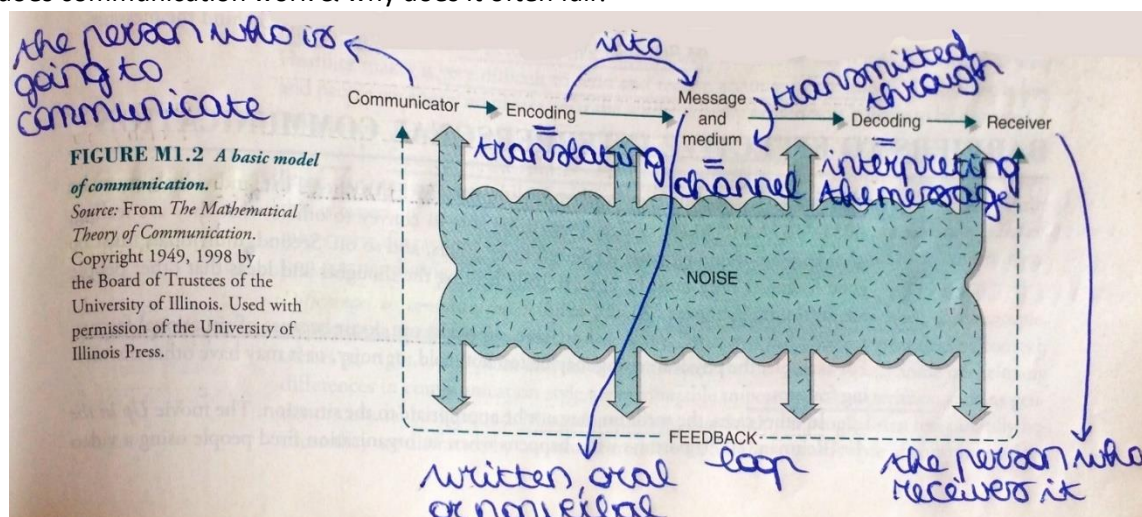
Poor communication skills result in:

- Interpersonal problems = Experience conflict, resist change & avoid contact with others
- Organizational problems = Low morale & low productivity

Organizing requires communication

A basic model of interpersonal communication

How does communication work & why does it often fail?



Message is sent as system of symbols (words or numbers)

Factors that influence how ideas are translated into message:

- Urgency of message
- Experience & skills of sender
- Sender's perception of receiver
- Sender's cultural expectations & experiences

Richness of medium = Capacity of medium to convey information = How well does communication medium simultaneously convey multiple pieces of information, degree to which medium facilitates feedback & degree to which medium allows for personal focus

- Richest medium = Face-to-face communication → Personal focus
- Rich media = Videos & photos
- Least rich media = Written communications (reports & general announcements) & formal numerical information (statistical reports & graphs)

Match richness of medium with needs of message

Communicating with employees: Through multiple channels with varying degrees of richness or blogging

3 forms of feedback:

1. Informational feedback = Non-evaluative response that provides additional facts to sender
2. Corrective feedback = Challenge to or correction of original message
3. Reinforcing feedback = Clear acknowledgment of sent message
 - ❖ Positive feedback = Message was clearly received as communicator intended
 - ❖ Negative feedback = Message was not clearly received

Noise = Anything that can distort message, can occur at any point in communication process

Barriers to effective interpersonal communication

2 elements of effective interpersonal communication:

1. Individuals must be able to express themselves
2. Individuals must be good listeners

Problems can occur because of situational factors

Greater complexity & emotion involved → Use rich forms of communication & broader selection of media

Match form & richness of communication with needs of situation

Barriers that reduce effectiveness of interpersonal communication:

- Inarticulateness = Difficulty expressing concept
- Hidden agendas = Motives that they prefer not to reveal, sender seeks to maintain competitive advantage by keeping true purpose hidden → Low trust & cooperation
- Status = Perceptions of position
 - ❖ Person in position of authority: Messages to impress & not offend
 - ❖ Person in lower hierarchical position: Dismissive or insensitive to that person's needs
- Hostility = Communication will be perceived in negative way if receiver is already angry with person sending message → Difficult to send & receive accurate information
- Distractions = Multitask while communicating → Not focused on subject of communication
- Differences in communication styles = People communicate in different ways (personal characteristics) → Misunderstandings
- Organizational norms & patterns of communication = Extremely powerful barrier = Rules in organizations or "We do not do it like this here" → Prevent individuals from asking questions or discussing difficult issues

Individuals are reluctant to engage in conflict, people become defensive when receiving messages they fear

Defensive routine = People in organization collude to avoid talking about blind spots, sensitive issues or

their real questions & concerns = People no longer dare to quote certain subjects because of organizational norms & patterns of communication

Left-hand-column = What is thought but not directly communicated = Thoughts, feelings, questions & concerns = Things people are thinking but not saying & things they think other person is thinking but not saying → People work around important issues, avoid them, make things up & say things they don't mean or believe → Important information is lost or kept concealed

Right-hand-column = What is said = Actual words spoken

Surface left-hand-column issues in positive & non-punishing ways

Managers need to be open & honest with their employees

Not all left-hand-column issues should be communicated: "Think before you speak"

See: Rules for Effective Communication blz. 54

Reflective listening

Listening = Most important = Hearing what others have to say, truly focus & try to understand what the other person is saying

2 dimensions of listening:

1. Concentration = Focusing & attending to what person is saying
2. Collaboration = Responding & providing feedback

What is reflective listening?

- Use empathy: Don't talk but keep other person talking
- Do not evaluate, judge or advise: Don't restate essence of person's last thought or feeling evaluatively
- **Reflect on what you hear:**
 - ❖ Restate essence of person's last thought or feeling descriptively
 - ❖ Keep person's flow of expression moving
 - ❖ Go back later to correct factual errors
- **Use open-ended questions:**
 - ❖ "Can you tell me more?" or "How did you feel when that happened"
 - ❖ Mirror what other person has said, using his statements to ask additional questions

Advantages:

- Trust & concern grow
- More effective & lasting problem solving
- People have greater sense that their ideas are being listened to by others

Disadvantages:

- Time-consuming
- Requires confidence in one's interpersonal skills & courage to possibly hear things about oneself that are less than complimentary
- Sender will get into personal areas of life with which listener is not comfortable

We don't express our thoughts & feelings because we want to avoid conflict or we don't feel that we have sufficient grounds for claims that we would like to make (we don't trust our intuition)

Performance evaluations are difficult conversations because they involve status differences

Competency 3: Mentoring & Developing Others

Focus on interactions with others

Assumptions about Performance Evaluations

All performance evaluation systems are not created equal & even same system may be evaluated differently by different people & at different times

Idea of firing people just because their performance is at bottom of curve may not make sense if your talented pool is exceptionally strong

Mentoring & Developing Others (employees)

New employees are expected to:

- Have great deal of prior education or experience in work performed in your organization
- Learn much of their work on job

Mentor = Trusted counsellor or guide = Coach

How can performance evaluations help develop employees?

Conducting effective performance evaluations

PA = Performance Appraisal

- Traditional values of control model provide basis for most organizational performance evaluation processes → Evaluation is conducted as means of control & associated with negative criticism
- Human relations values = Desire for involvement, communication & trust → Evaluation is part of ongoing, multistage process that encourages regular feedback between manager & employee

The strategy-based performance management process

4 stages:

1. Performance planning:

- ❖ Begins year before actual performance review
- ❖ Meeting between manager & employee to discuss performance expectations for next 12 months
- ❖ Co-created preview of year's activities with understanding of how both will work together to achieve success

2. Performance execution:

- ❖ Employee carries out his tasks & responsibilities
- ❖ Manager provides coaching & feedback on regular basis
- ❖ Less formal than performance evaluation but provides foundation for that meeting
- ❖ Both should meet periodically with at least 1 formal meeting midway through year to discuss progress toward meeting goals developed at performance planning meeting

3. Performance assessment:

- ❖ Gathering information on how well employee has performed
- ❖ Begins few weeks before performance review meeting
- ❖ Focus on how successful employee was in reaching her goals & how well employee performed with respect to expected behaviours & competencies

4. Performance review meeting:

- ❖ Manager invites employee to provide perspective on his performance during year
- ❖ Manager: Active listening, asking questions to clarify her understanding of employee's perspective & providing formal feedback on employee's performance
- ❖ Develop areas for development together
- ❖ Manager initiates planning cycle for next year
- ❖ Co-create performance plan for next cycle that includes commitment from both of them

Two-way interaction = Ongoing, healthy dialogue between manager & employee which empowers both to function at their best

The annual performance review

- Know what you want to accomplish
- Ask yourself how you really feel about person & how you can really help person
- Ask him to list things that he has done well, contribute to list as much as possible
- Ask employee to reflect upon goals of past year, identifying successes & challenges
- Talk together to identify in authentic way strengths & positive contributions of employee to your organization
- Ask clarifying questions
- Discuss person's career development plan & what progress has been made with respect to plan
- Summarize what each of you might do differently during next few months
- Do overall review, checking employee's understanding of each action step

Evaluation = Judging individual's contributions

Feedback = Improving performance by making information available to employee

Managers need to regularly observe performance of employees & make notes of concrete incidents

Additional techniques for increasing employees' involvement, communication & trust: Focus on employees' perceptions of their work & suggestions for improvement

Performance evaluations can have significant impact on employee motivation, whether or not linked to specific incentives

See: Guidelines for Giving Feedback blz. 63

*Performance coaching & mentoring employees***Performance evaluation process:**

- Focused on control: Providing managers with opportunity to raise concerns about employees' poor performance
- Focused on collaboration: Provides opportunity to celebrate employee's successes & identify opportunities for new achievements in future

2 organizational processes designed to help employees grow & develop:**1. Coaching:**

- ❖ Coach = Individual's direct supervisor
- ❖ Trusting relationship develops between employee & his supervisor
- ❖ Individual is able to grow & develop in his career & in organization

2. Mentoring:

- ❖ Mentor = 1 or 2 levels higher in organizational hierarchy & even in different department or division
- ❖ Formal mentoring systems: Individual is assigned mentor
- ❖ Help protégé build his network within organization rather than provide feedback on specific work-related behaviours

→ Both focus on one-on-one relationships between employee & someone who is more experienced, coach or mentor

→ Both use feedback as tool for development

Benefits:

- Opportunity for individuals to develop to their fullest
- Greater job & career satisfaction
- Positive work environment in which individuals develop high-quality relationships with one another
- More open-minded workforce
- Workforce is more willing to accept feedback
- Motivated & productive workforce
- Working with more motivated & productive workforce energizes managers
- Further improvements to unit performance
- Reduces leaders' personal level of stress
- Better communication among employees & managers
- Enhanced creativity in decision making & problem solving
- Improved effectiveness & enhanced productivity

4 roles that coaches play:

1. Career advisor (collaborate): Being supportive & helping employees develop their self-awareness
2. Trainer (control): More directive & focusing on specific information employee needs to enhance her work performance
3. Performance appraiser (compete): Directive & emphasizing on goals & standards as means to enhance performance results
4. Strategist (create): Skilled at facilitating change

Developing employees' competencies & abilities through effective delegation**By delegating tasks, managers can increase efficiency & productivity by ensuring that:**

- Work is being done at appropriate level & managerial time is saved for work that requires managerial attention
- Employees are not waiting for managers to complete tasks that could be performed by others

Delegation = Opportunities to take on more responsibility

Why is it difficult to delegate?

- Managers associate delegation with negative managerial behaviours: Abdicating (= delegeren) responsibility for task or letting someone "lower" in organization do dirty work → Employees might be offended when they have to take on task previously performed by manager
- Managers fear that they will lose control: Employees won't do job as well or exercise same level of judgment
- New managers don't fully grasp that they must make transition from their previous role as contributor to new role as leader
- Managers haven't learned how to delegate effectively: Delegation is entrusting particular assignment, project, task or process by one individual to another

Managers need to share reasons for assignment (why task needs to be done) with employees

Benefits:

- More effective employees
- Strengthen work unit
- Better allocation of organizational resources

3 core elements of delegation:

1. Responsibility: For successful execution of assignment, project, task or process → Clarifying difference between managers' & employees' responsibilities
2. Authority: Allow employees to carry out task & obtain resources & cooperation required for its successful completion
3. Accountability (= verantwoording afleggen): For meeting established goals & objectives → Manager supervises & monitors as appropriate

5 steps to effective delegation:

1. Clarify: In your own mind, decide what it is that you want done & why this is an appropriate assignment for the individual
 - ❖ Proper level of difficulty, providing employee some challenge but not so much that he becomes frustrated
 - ❖ Time to do assignment
 - ❖ Appropriate authority to carry out task & obtain resources & cooperation required for its successful completion
2. Explain: Meet with employee & discuss assignment & your expectations
 - ❖ How task relates to organizational goals, when subordinate's responsibility begins, whether or not this task is new task or has been performed by others in past & what sources of help are available
 - ❖ How you will supervise & monitor
 - ❖ Ask questions
3. Let go: Allow employee to do task in way she feels comfortable doing it
 - ❖ Trust in employee's abilities
 - ❖ Employee feels comfortable coming to you to discuss any concerns
4. Check in: Periodically check on progress of assignment, but don't rush to rescue at first sight that things may not be on track
 - ❖ Hold person responsible for work & any difficulties that may emerge
 - ❖ Give employee chance to try solving problem on his own
 - ❖ Show confidence in your employee
 - ❖ Self-confidence = Necessary to solve problem
5. Acknowledge: Recognize employee's accomplishments
 - ❖ Show appropriate appreciation

Delegating tasks = Time-consuming

Effective delegation requires managers to carefully consider both task & individual to whom task will be delegated

Competency 4: Managing Groups & Leading Teams

Are You a Team Player?

Social desirability bias = Tendency some people have to respond to questions based on what they think "right" answer rather than based on their actual opinions or behaviours

Managing Groups & Leading Teams

Team = Group of people who are independent with respect to information, resources & skills & who seek to combine their efforts to achieve common goal

Ways to examine team effectiveness:

- Structural criteria: Way group is organized in functions
- Affective criteria: How members feel toward & relate to one another within team

Groups = 2 or more individuals who interact to fulfil common goal

Group becomes team when its members work together interdependently

Not all work groups are teams

Team spirit = Shared sense of mutual accountability, team members feel connected with one another

Synergy = Sense that whole is greater than sum of parts

Different types of teams based on:

- How much autonomy & control team members are granted in carrying out their work
- Scope & timing of work

Common types of teams:

- Traditional manager-led teams: Members have no (or little) input in deciding team's goals but may be involved in deciding how work will be carried out
- Self-managed, self-directed or empowered teams: Members are responsible for many tasks that are held by supervisors/mentors
- Cross-functional teams: Members from different units come together to form team
- Virtual teams: Members interact through computing technology rather than face-to-face
- Task forces or ad hoc teams: Members work together on relatively short-term project
- Permanent teams: Members work together on ongoing operational activities & teams are formal element of organization's design

Not all mutually exclusive

What factors influences group & team effectiveness?

*Elements of team effectiveness***Outcomes:**

- Task performance: Whether or not group or team has been able to accomplish its goal (what was done)
- Team member satisfaction: Whether members were satisfied with group process (how it was done)
- Team learning: Whether team gained better understanding of problem &/or developed ability to improve its task performance

Inputs:

- Team member characteristics: Individual competencies & personalities
- Team-level factors: Team size, composition & leadership structure
- **Contextual factors:**
 - ❖ Internal to organization: Organizational culture, reward systems & information & communication technologies
 - ❖ External to organization: National culture, economic environment & laws & regulations

Whether or not group reaches its potential depends on group processes or how team members interact:

- Process gains = Individuals are open to learning from others & may even be inspired by other team members' actions, team members trust each other & are willing to exert great amounts of effort because they see themselves working toward common goal & so identify with team
- **Process losses:**
 - ❖ Conflict in groups which may reduce group members' willingness to trust others & to participate fully
 - ❖ Individuals may not believe that their effort makes difference → Social loafing
 - ❖ Individuals may actively believe that no one will notice if they slack off → Free-riding

Decision making in teams

People tend to support decisions that they had some part in making

High participation is not necessary in every situation

3 general models based on different levels of team participation & decision-making authority:

1. True consensus decision making: Reflects highest level of member participation & team authority & will achieve greatest degree of support from team members
2. Consultative decision making: Includes high level of participation by team members but manager maintains authority & makes final decision
3. Autocratic decision making: Manager makes decision without any input of team, members only support this decision if they trust leader

Questions manager should consider when choosing most appropriate decision-making approach:

- How important is quality of decision?
- Do I have necessary expertise to make decision?
- Is team's acceptance & commitment to decision necessary for decision to be implemented?
- How much time is available to make decision?

Participation alone doesn't ensure high-quality decision as outcome, effectiveness of participation is critical

*Advantages or positive consequences or outcomes of team decision making***Involving more individuals in decision-making process:**

- Multiple perspectives: Wider range of values & perspectives
- Greater knowledge & experience: More likely to surface obstacles
- Commitment: Greater employee commitment to implementation of idea
- Skill development: Enhances employees' skills & abilities

Disadvantages or negative consequences or outcomes of team decision making

Mitigate or avoid by carefully defining team's goal, selecting right members & using appropriate structures, group process techniques & controls

- Time: Takes more time
- Inappropriate expertise: Will result in lower quality decision if team doesn't have appropriate expertise (if you don't select right person for job)
- Ineffective team meetings: Unstructured meetings or wrong people who dominate conversation, some may over contribute, others may fail to contribute
- Groupthink = When team members are highly cohesive, they may become overly concerned with gaining consensus to avoid damaging their relationship with group → Team members can avoid being critical of others' ideas & think objectively about decision at hand or critically evaluate options

Roles of team members

Role = Set of expectations held by individual & relevant others about how individual should act in given situation

- Specific: Employee's role is defined by specific tasks he or she is expected to perform
- Specialized: Individuals have specialized role that helps organization fulfil its purpose

What could people bring to group?

- Technical competencies = Substantive knowledge, skills & abilities needed to complete task
- Interpersonal competencies = More personal qualities, skills & abilities that help members work together

General characteristics that all team members should possess

Role clarity

Role clarity = Absence of role ambiguity & role conflict

Role ambiguity = Individual doesn't have enough information about what he should be doing, what are appropriate ways of interacting with others or what are appropriate behaviours & attitudes

Role conflict = Individual perceives information regarding her job to be inconsistent or contradictory

Example: A says to employee do job C. B, the boss of A, says to worker do task D. Then there is a conflict about the role.

Individual's own morals & values conflict with organization's mission or policies & procedures

Four team player styles or roles

Task role = One's behaviours are focused on what team is to accomplish → Having task orientation or being task oriented

Group maintenance role = One's behaviours are focused on how team will accomplish its task → Having group maintenance or process orientation or being process oriented (or being relationship oriented)

Play roles in positive way that aids team effectiveness or in negative way that hinders team effectiveness

1. Communicator role (collaborate): Gives primary emphasis to team process, believes there is interpersonal 'glue' that must be present for team to be effective, listening, concerns of members, providing feedback, helping resolve conflicts, ...
2. Contributor role (control): Focus on problem solving & decision making, providing group with best possible information, ... freely offering all relevant knowledge, skills & data they possess, setting high standards, insisting high quality products, ensure task is distributed across members, providing training for members
3. Collaborator role (compete): Establishing long-term goals, working hard to achieve those goals, goal directed, sees vision, goal or current task as paramount in all interactions
4. Challenger role (collaborate): Courageous & willing to question status quo even if it means challenging team's leader, highly ethical & expect team members to talk openly about team problems, pushes team to be more creative in their problem solving, encouraging team members to be innovative, challenging team to take well-conceived risks & insisting on high ethical standards

Important: Individuals do not overlap role

Increasing meeting effectiveness

Effective teams use their meetings to nurture connections among members & to accomplish their tasks with appropriate levels of input, coordination & participation

Meet frequently enough to stay connected & on task but not so frequently that they are wasting time

What characteristics differentiate good meetings from bad meetings?

- Accomplish desired task
- Appropriate input from group members & everyone feels that he contributes in important way
- In trying to make decisions, people feel that they have necessary information to make decisions that need to be made
- Individuals feel safe to challenge others' ideas & do so in respectful way

Preparing for the meeting

- Set objectives for meeting: Purpose of meeting
- Select appropriate participants for meeting: Individuals who are affected by or have important stake in outcome of decision
- **Select appropriate time & place to meet:**
 - ❖ Time: Individuals' work schedules? Amount of time required? What time of day is most appropriate?
 - ❖ Place: How large is group? Special equipment needed? How much privacy or formality is necessary?
- Prepare & distribute agenda in advance: Time & place of meeting, estimated time for dealing with each major item & logic to flow of topics

Running the meeting

- Start on time
- Make sure that participants know each other
- Designate someone to take notes
- Preview agenda & check in with participants, give them opportunity to suggest necessary adjustments to agenda
- Follow agenda
- Try to eliminate or minimize interruptions & distractions as much as possible during meeting
- Encourage participation by all
- Conclude meeting by reviewing or restating any decisions reached & assignments made

Following up on the meeting:

- Distribute notes about what was happened in meeting, what group accomplished & what their responsibilities are for next meeting in a timely manner
- Periodically check on progress of given assignments

Stages of development, team building & team scaffolds

*Stages of team development***Tuckman's stage model of team development:**

1. Forming: Chose members, establish goals & define task
→ **4 team player styles:**
 - ❖ Communicator: Create climate where people feel comfortable sharing ideas & feelings
 - ❖ Contributor: Focus on what tasks need to be done & how each person can contribute
 - ❖ Collaborator: Ensure that everyone understands team's overall mission & how it fits into organizational mission
 - ❖ Challenger: Ensure that all team members are comfortable with team's mission & what is expected
2. Storming: Team members (with different types of expertise or backgrounds) try to decide how to approach task → Conflict
→ **4 team player styles:**
 - ❖ Communicator: Listen carefully to team members' concerns & work to resolve conflicts
 - ❖ Contributor: Help people identify what data & information will help them perform task
 - ❖ Collaborator: Keep people focused on mission & suggest revising goals, depending on team members' concerns
 - ❖ Challenger: Suggest innovative approaches for performing task & avoid continuing to challenge team if it appears that team has reached consensus
3. Norming: Team members begin to set norms (ground rules) for working together, cohesion begins to develop
→ **4 team player styles:**
 - ❖ Communicator: Encourage team members to provide each other appropriate feedback & remind them that disagreements are acceptable & "getting along" ≠ "go along"
 - ❖ Contributor: Help group think about setting priorities & ensuring that everyone knows who is responsible for which tasks
 - ❖ Collaborator: Ensure tasks are aligned with team's & organization's greater mission
 - ❖ Challenger: Continue to ask questions & make sure that ground rules aren't arbitrary, that they work for team
4. Performing: General agreement on goals & process (how team should work to achieve its goals)
→ **4 team player styles:**
 - ❖ Communicator: Make sure that positive accomplishments are celebrated
 - ❖ Contributor: Remind team members of set standards & focus on whether team has necessary human, ... resources to continue performing in positive manner
 - ❖ Collaborator: Suggest that team revisits its goals, based on what it has accomplished, identifying new tasks that are aligned with team's mission
 - ❖ Challenger: Ensure that team is aware of external changes & adapting as needed & ensure that different opinions & perspectives are voiced

5. Adjourning: All members leave with sense of accomplishment, positive feelings toward team & new knowledge that they can use & share as result of their experience

→ **4 team player styles:**

- ❖ Communicator: Make sure that everyone's contributions have been appropriately recognized
- ❖ Contributor: Ensure that final products are appropriately documented
- ❖ Collaborator: Encourage team members to stay focused on team's task until it's clear goal has been accomplished & help individuals see their contributions in larger organizational context
- ❖ Challenger: Encourage team members to review final product & make sure it's of necessary quality

Teams don't pass through these stages in strictly linear way: When new members are added or when new task is assigned, team goes back to previous stage of development

Team leader sets climate, must be seen as someone with strong personal vision, must clearly demonstrate belief in team's purpose & in notion that each person's contribution to team is equally valuable

Team building

→ Can help clarify roles

Formal team building activities:

- Allow group to put aside work of day
- Evaluate how well group is performing as team
- Make any necessary changes
- Part of integrated approach
- Regularly scheduled sessions
- Allow team to address whatever issues it is currently facing

Fundamental emotional condition in team is trusting

Interim Performance Reviews

= **Setting aside day or 2, away from worksite if possible, to examine 3 questions:**

1. What do we do well?
 - Establishes positive climate for team-building session & gets people involved in discussion
2. What are areas we need to improve in?
 - List of areas for improvement may be short or long
3. What are barriers to this improvement?
 - Team building is short-time problem solving, taking larger look at system & examining specific problems to determine whether they are isolated events or result of underlying structural issue

→ Schedule regular

→ **Action plan to deal with whatever problems or issues are raised in session which includes:**

- Statement of objectives: What team wants to accomplish with this improvement effort
- Time frame for addressing issue
- Clear assignment of who is responsible for organizing improvement effort

Role Clarification Sessions

Team members meet every few months to review their roles, give others feedback, share what they like best about their job, what they like least & what might help individuals perform better in their roles

Some work situations provide team members little time to develop trusting interpersonal relationships before they must respond to demands of their jobs

Team scaffolds

= New way of thinking about teams that helps resolve simultaneous need for flexibility & stability

= Virtual structure that is constructed & maintained independent of its occupants

= Role set with collective responsibility for accomplishing interdependent tasks

Different methods for identifying who is part of role set:

- Specific physical location
- Technology-mediated communication system that can be specified for use by members
- Uniform or piece of clothing signalling membership
- Verbal identification of members & tasks

Implementing & sustaining change in organization can be extremely challenging when existing organizational culture is entrenched

Even when specifically asked to focus on team development activities, some people tend to gravitate toward trying to “solve problem” rather than focusing on how to approach solving problem

Competency 5: Managing & Encouraging Constructive Conflict

Constructive conflict: Healthy disagreement

How Do You Handle Conflict?

Conflict is present in every organization & not all conflict is bad

3 categories of conflict-handling strategies:

- Solution-oriented strategies = Focus on problem rather than individuals involved
- Non-confrontational strategies = Focus on avoiding conflict by either avoiding other party or by allowing other party to have his way
- Control strategies = Focus on winning or achieving one's goals without regard for other party's needs or desires

Managing & Encouraging Constructive Conflict

When managed appropriately, conflict can be positive & productive force in decision making

Different perspectives on conflict

Conflict between individuals or groups = Harmful → Try to avoid conflict in both work-related & non-work-related situations because it will create bad feelings among people

Constructive conflict can be useful

2 different types of conflict:

- Relationship conflict = Focus on differences in personalities & work styles
→ Negative words: Anger, fear, stressful, frustrating & wasteful
- Task conflict = Focus on task for which group is responsible & what alternative approaches might be taken to research group's goals
→ Positive words: Opportunity, challenge, energizing, learning & resolution

Conflict in organizations = Inevitable & should sometimes be encouraged in order to increase opportunities for innovation & change & create climate where new ideas can surface

Challenge can be more valuable than acceptance → Example: The Abilene paradox

Levels, sources & stages of conflict

Primary focus on conflicts that arise between individuals or groups

Conflict occurs at all levels of organization

Sources of conflicts:

- Individual differences: In values, attitudes, beliefs, needs or perceptions
- E-mail or text: People involved don't have enough information about how others really feel about situation
- Organizations expand their use of participative decision making
- Workforce becomes culturally diverse: Misperceptions related to differing worldviews held by different cultural groups
- Organizational structures
- 2 or more units see themselves as having different goals

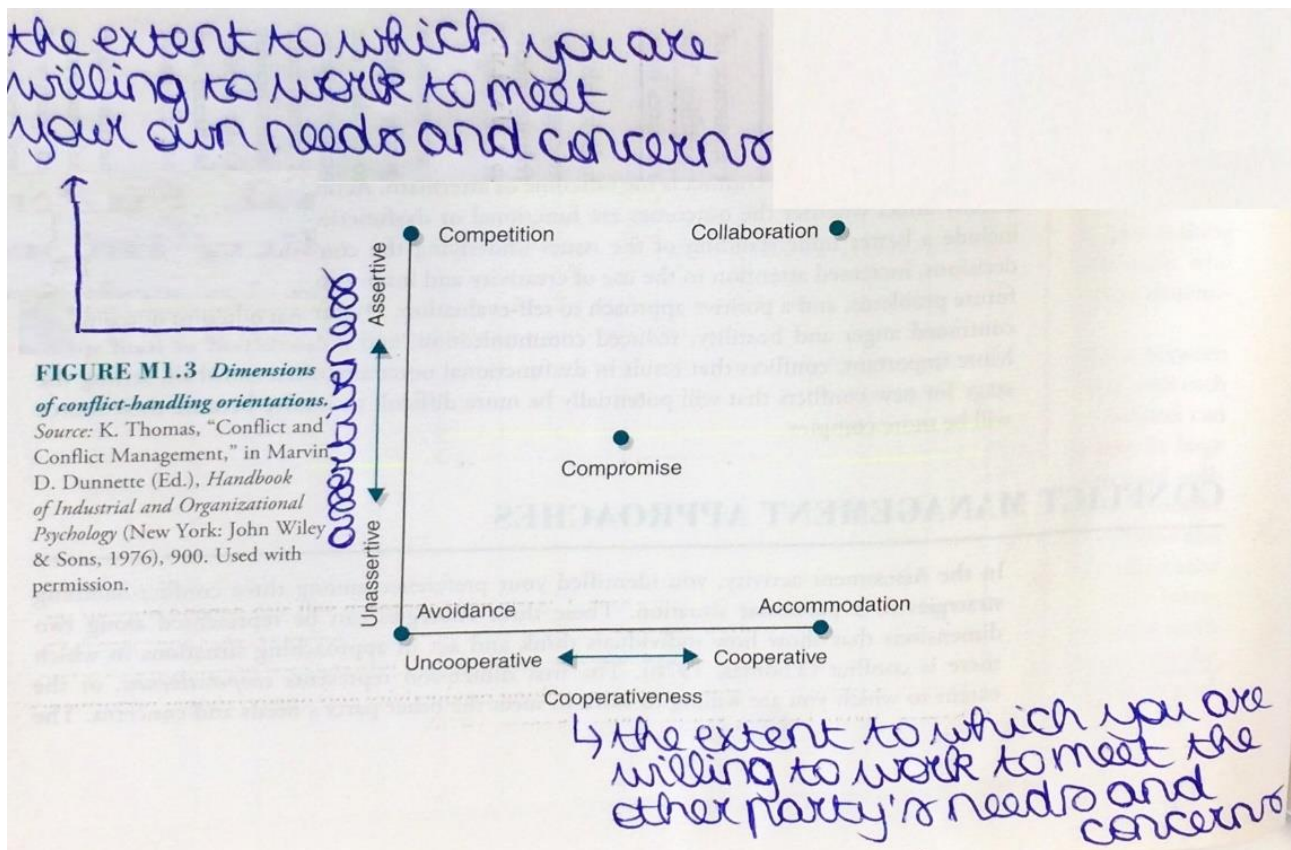
Conflicts arise out of interdependence: Disagree on path or means to accomplish goal

Stages or events of the conflict process

1. Conflict = Latent (= verborgen): Neither party senses conflict but situation is one in which individual or group differences or organizational structures have created potential for conflict
2. **Potential conflict situation = Perceived by 1 or more of individuals or groups:**
 - ❖ Cognitively & emotionally aware of differences
 - ❖ Intentional & unjustifiable acts
 - ❖ **Emotional reactions:**
 - Anger
 - Pain
 - Frustration
 - Anxiety
 - Hostility
3. Conflict = Overt (= openlijk): **Implicitly or explicitly choose to act to:**
 - ❖ Escalate conflict: **Aggressive behaviour:**
 - Verbally attacking
 - Physically attacking
 - Frustrate others' attainment of goals purposefully
 - Engage others in conflict by getting them to take sides against other
 - ❖ Resolve conflict: Both parties take positive problem-solving approach
4. **Aftermath or outcome:**
 - ❖ **Functional:**
 - Better understanding of issues underlying conflict
 - Improved quality of decisions
 - Increased attention to use of creativity & innovation in solving & resolving future problems
 - Positive approach to self-evaluation
 - ❖ **Dysfunctional:**
 - Continued anger & hostility
 - Reduced communication
 - Destruction of team spirit
 - Snowball = Setting stage for new conflicts

Conflict management approaches

1. **Avoiding:**
 - ❖ Non-confrontational strategies
 - ❖ Withdrawing & creating physical separation between parties
 - ❖ Suppressing feelings & attempting not to discuss issues of conflict
 - ❖ Useful when some time is needed to allow 2 parties engaged in conflict to cool off
 - ❖ No goals are satisfied
 - ❖ Unassertive & uncooperative
2. **Accommodating:**
 - ❖ Non-confrontational strategies
 - ❖ Advantaged: Preserving harmony & avoiding disruption
 - ❖ Useful when issue is not seen as very important or when other party is much stronger & will not give in (short-term)
 - ❖ They don't act to achieve own goals but only satisfy other party's concerns
 - ❖ Unassertive & cooperative



3. Competing or forcing:

- ❖ Control strategies
- ❖ Authority structures
- ❖ Appropriate when quick, decisive action is necessary or when one knows that certain decisions or action must be taken for good of group
- ❖ Result in dysfunctional outcomes
- ❖ Win-lose confrontation: One party is clearly defined as winner & other as loser
- ❖ Limits creativity & stops search for new ideas & solutions to problem
- ❖ ↔ Accommodating: They only want to achieve their goals
- ❖ Assertive & uncooperative

4. Compromising:

- ❖ Solution-oriented strategies
- ❖ Negotiation during which each party gives up something in order to gain something else
- ❖ Fixed resource or sum that is to be split
- ❖ Through compromise, neither party will end up loser
- ❖ Disadvantages: Neither party ends up winner & people often remember what they had to give up in order to get what they wanted

5. Collaborating:

- ❖ Solution-oriented strategies
- ❖ No underlying assumption of fixed resource that will force everyone to give up something in order to gain something else
- ❖ By creatively engaging problem, solution can be generated that makes everyone winner & everyone better off
- ❖ Advantages: Cohesion & morale
- ❖ Disadvantages: Time consuming & doesn't work when conflict involves differences in values
- ❖ Assertive & cooperative

TABLE M1.5 When to Use the Five Conflict Management Approaches

<i>Conflict Management Approach</i>	<i>Appropriate Situations</i>
Competing	<ol style="list-style-type: none"> 1. When quick, decisive action is vital. 2. On important issues where unpopular actions need implementing. 3. On issues vital to the organization's welfare, when you know you are right. 4. Against people who take advantage of noncompetitive behavior.
Collaborating	<ol style="list-style-type: none"> 1. To find an integrative solution when both sets of concerns are too important to be compromised. 2. When your objective is to learn. 3. To merge insights from people with different perspectives. 4. To gain commitment by incorporating concerns into a consensus. 5. To work through feelings that have interfered with a relationship.
Compromising	<ol style="list-style-type: none"> 1. When goals are important, but not worth the effort or potential disruption of more assertive approaches. 2. When opponents with equal power are committed to mutually exclusive goals. 3. To achieve temporary settlements to complex issues. 4. To arrive at expedient solutions under time pressures. 5. As a backup when collaboration or competition is unsuccessful.
Avoiding	<ol style="list-style-type: none"> 1. When an issue is trivial, or more important issues are pressing. 2. When you perceive no chance of satisfying your concerns. 3. When potential disruption outweighs the benefits of resolution. 4. To let people cool down and regain perspective. 5. When gathering information supersedes the need for an immediate decision. 6. When others can resolve the conflict more effectively. 7. When issues seem tangential or symptomatic of other issues.
Accommodating	<ol style="list-style-type: none"> 1. When you find you are wrong—to allow a better position to be heard, to learn, and to show your reasonableness. 2. When issues are more important to others than to you—to satisfy others and maintain cooperation. 3. To build social credits for later issues. 4. To minimize loss when you are outmatched and losing. 5. When harmony and stability are especially important. 6. To allow subordinates to develop by learning from mistakes.

Balancing advocacy & inquiry

= Actions to develop deeper understanding of problem & what data & assumptions have led each party to take position each is taking

Advocacy skills = Ability to influence others

→ Counterproductive: Managers move up organizational hierarchy & problems become more complex

Learning requires genuine inquiry = Asking questions about other person's understanding of situation & why they are taking particular position & truly listening to that person's response

Engage in "dialogue" = Free-flowing of meaning through group, allowing group to discover insights not attainable individually

Guidelines for balancing advocacy & inquiry:

1. Clarify one's own reasoning & encourage others to ask questions that explore how you arrived at particular position
2. Ask others to explain their assumptions & how they arrived at their conclusions in way that shows openness to other person's response

Lack of inquiry in conversation tends to create defensiveness toward others when they advocate for their positions

Managing conflict constructively

= Facilitating constructive conflict

Approaches that encourage individuals & groups to work together to engage problem creatively & to develop integrative solutions:

- Most effective in long run
- Solution-oriented strategy
- Difficult: Conflict is generally associated with aggression, so individuals may be hesitant

Steps in taking such approaches:

1. Face conflict: One party must recognize that conflict exists, face her feelings about conflict & be willing to approach second party to talk about that person's feelings about conflict
→ Put aside any anger or hostility they are feeling & be willing to face anger or hostility that may be presented by other party
2. Decide how to approach other person: Be persistent but give other person time & space
3. Meet with other party in neutral environment: Atmosphere of willingness to work together on generating positive solutions
4. Each person should state his personal views in clear, nonthreatening way
5. Try to move to mutual definition of conflict in terms of needs
6. Generate potential solutions: Solutions that address needs of both parties
7. Come to mutually acceptable agreement
8. Decide who will do what & when it will be done: Action plan that outlines steps to carry out solution & identifies person responsible for each step
→ What decisions have been reached & what assignments have been made
9. Both parties identify what they learned from this conflict

Confront conflict, confront problem, do not confront person: If 2 parties in conflict can see problem as their enemy rather than each other, it will be easier to come to mutually acceptable solution

How to stimulate constructive conflict & manage agreement

Unhealthy agreement can lead organizations to take actions in contradiction of what they really want to do & therefore defeat purposes they are trying to achieve

Higher-quality decisions will emerge from juxtaposition (= naast elkaar plaatsen) of 2 or more opposing sets of recommendations, allowing synthesis of best of each set of recommendations

"Hiring in divergent pairs" = Finding 2 people who have opposite ways of approaching situation & will create abrasion (= schuring)

Guarantee that differing perspectives will be presented

Whether you are trying to increase or decrease conflict, it is important to ensure that opportunities are created to present & advocate differing ideas, to learn about these differing ideas & ultimately to search for solution that is mutually beneficial to all involved parties

See: Guidelines for Advocacy Groups blz. 99

Conflict often can be linked back to multiple causes

Conflict often results when one department is charged with evaluating another

Conflict can emerge in many different settings for many different reasons

Effective communication & reflective listening skills are essential to managing conflict

It's easier to manage conflict when it doesn't take you by surprise

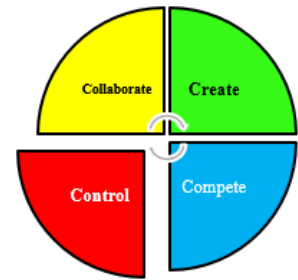
Module 2: Establishing & maintaining stability & continuity

Significant outcomes that we could not accomplish individually

Complete flexibility without any control would result in chaos

Assumptions & organizational goals

- Routinization will lead to stability & continuity
- Focus on internal issues
- Defining responsibilities & measuring & documenting performance
- Accounting, operations management, manufacturing, quality control, supply chain management & legal compliance = Standard operating procedures



Paradoxes

1. Getting details right ↔ Accomplish broader objectives
2. Excessive constraints on workers ↔ Welfare of organization
3. Accomplish special projects ↔ Completing day-to-day tasks
4. Rules & procedures: Increased organizational effectiveness ↔ Impediments (= belemmeringen) to performance

Competencies

Take into account impact that people & organizational processes have on stability & continuity of organization

Competency 1: Organizing Information Flows

Information: Lifeblood of organization

Identifying Data Overload & Information Gaps

Organizational systems are not always designed to provide efficient information flows

“Better safe than sorry” = Motto of much corporate communication

When employees feel overwhelmed, organizational performance suffers

Organizing Information Flows

New technologies have greatly increased amount of information we receive & speed at which requested information arrives

Information overload has replaced information scarcity as important new emotional, social & political problem

Data = Facts that have no particular context or organization & no clear meaning

Information = Organized data which is given context so it is meaningful & useful

Data inflows: Are you in data overload?

Too much irrelevant information & data that do not tell managers what they need to know but that demand attention anyway: Smart managers learn to watch helpful data & ignore irrelevant stuff

Information anxiety = Black hole between data & knowledge = Gap between what we understand & what we think we should understand → Information doesn't tell us what we need or want to know

Symptoms of information overload:

- Chronically talking about not keeping up with what's going on around you
- Nodding your head knowingly when someone mentions book, artist or news story that you have actually never heard of
- Assuming you must read every e-mail you receive regardless of who sent it
- Thinking that person next to you understands everything & you don't
- Calling something that you don't understand “information” → It isn't information if you don't understand it

Much of information we receive = Unformed data

Information = That which reduces uncertainty

We need to relax, feel less guilty about our ignorance & begin to play with & exploit information instead of being controlled & intimidated by it

The TRAF system: Toss, Refer, Act & File

Assistants have traditionally filtered lots of information & transactions for managers

Managers can become more efficient & effective if they learn & apply some tools & strategies for handling data inflows → Organize data efficiently & determine what information they need & what information needs to be channelled to others

“Traffing” → Designed to end inefficient practice of handling same piece of paper many times

Metaphor of traffic control: Before you can control traffic, you need to give it a place to go

List of items in front of you, all pleading (= smeken) for your attention, may be long & number of choices you have for dealing with them is, fortunately, quite short

4 options:

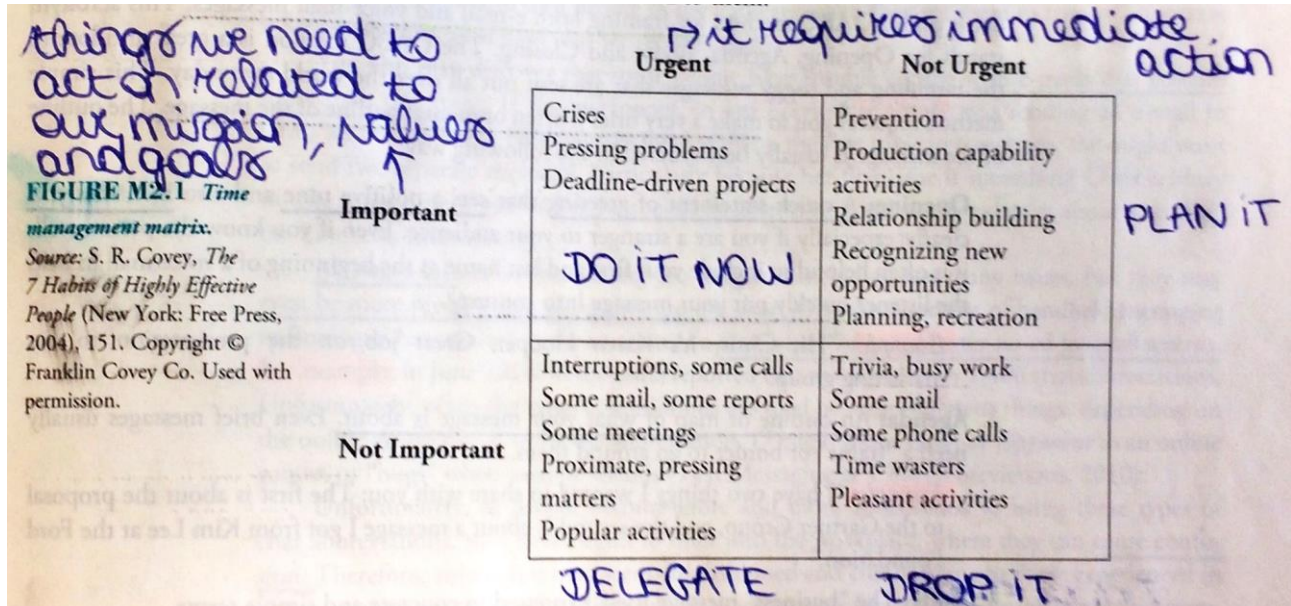
1. Toss papers or e-mail into wastebasket or recycling bin: Not immediately valuable → Deleting or tossing
2. Refer (= doorverwijzen) messages to other people (secretary, staff & colleagues): Attach Post-It Note that briefly explains why you're referring information
3. Act by putting papers requiring your personal action (reading takes more than 5 minutes) in action box or folder: “Hot” items you must act on before they get cold, record action you need to take on your to-do list & prioritize what is on your to-do list
4. File documents by indicating on document itself name of file into which it should go: Box or file labelled “to file” & file papers on periodic basis

Time management, task management & e-mail apps integrate cloud-based services

Prioritizing action items

Managers are frequently interrupted → Difficult to avoid

Time Management Matrix:



Effective people minimize number of important & urgent things by spending more time doing important but not urgent things

Information outflows: Are your messages clear, concise & complete?

Paradox: Employees don't want to be overwhelmed by unnecessary information but they typically don't want to be left out of loop & be uninformed about what is happening in organization

Think about how recipient using Traffing method would be likely to respond to what you said

The OABC method: A template for composing concise messages

For framing e-mail, memos, business letters & voice-mail

Make very brief written or mental outline of message:

1. Opening = Quick statement of greeting sets positive tone & identifies you
2. Agenda = Outline or map of what your message is about
3. Body = "Business" message itself expressed in concrete & simple terms
4. Closing = Concluding statement of what you want person to do & cordial & efficient ending

= Coherent & complete

Knowing your audience

Phone call, e-mail, formal memo or face-to-face? Depends on content of message & characteristics of intended recipient

Some people have trouble coping with e-mails that contain more than 1 topic

Messages can even be more problematic when they are too short

New "chat" language = Better suited to small screens → Cause confusion

Standard spellings = More appropriate for communicating in organizations

More complex & emotional issues → Important to use rich forms of communication

Find strategic moments when people can connect in person

Importance of physical presence for building relationships in complex environment → **Example: The vanishing human moment:**

- Electronic media we use help us communicate more efficiently but not always more effectively
- "Electronic hyper connection"
- Face-to-face "human moment" with other people: Requires physical presence & emotional & mental attention
- Human conversations go much better in person when we can read other person's nonverbal cues

Context = Important for deciding relative priorities of tasks

When talking on phone, it's easy to get side-tracked by issues brought up by other party: If you've gone through OABC process, you're less likely to end conversation without getting your point across to your listener

"Personal productivity": We're more productive if we're perfectly organized ↔ Moderately disorganized people, institutions & systems frequently turn out to be more efficient, resilient, creative & in general more effective than highly organized ones

Competency 2: Working & Managing Across Functions

Challenges:

- Building unity
- Setting standards

Mapping Your Organization

Recognize informal networks

Working & Managing Across Functions

Cross-functional team = Group that draws members from different organizational units for work on common task or project

Why? Complex tasks require greater functional integration & less organizational bureaucracy

→ Reduce inefficiencies in communication & coordination

Teams are made up of specialists from different functional areas

Teams today are frequently formed & disbanded rapidly, distributed across multiple sites & composed of members simultaneously working on myriad projects with different bosses, competing for their attention. These teams' work increasingly demands substantial coordination & integration of specialized expertise within & outside of team

Functional diversity doesn't improve team outcomes → Only when external communication increased due to "having members with diverse backgrounds & areas of expertise & diverse contacts with important external network of info" benefits were realized

Shifting leadership dynamics within cross-functional team: Those who have needed expertise are encouraged to lead when that expertise is relevant

Cross-functional teams within traditional work structures

Differentiation = Departments within single organization are structured differently so that they can each approach their own task in way that is most efficient for that department = Creation of specialized jobs & work units that are organized hierarchically

Performance management & reward systems focus on individual performer

Organizational subunits consist of individuals with similar expertise performing similar tasks

Advantage: Improved efficiency in many situations

Disadvantages:

- Employee self-interest: Employees focus on moving up hierarchy of organization
- Costs

Relatively simple & static situations: Integration = Processes & procedures are standardized & formalized, specifying how work is to be done & sequence by which it is to proceed through organization, individual contributors are managed, directed, controlled & coordinated by middle-level managers who receive strategic guidance from senior-level executives

Complex, dynamic & turbulent environments:

- Achieve multiple focuses (on product, market, customer & geography) without segmenting organization in dysfunctional way
- Align individuals & groups that are task-interdependent in manner that fosters teamwork in pursuit of shared overall objectives
- Enable quick, low-cost, high-quality performance while responding to highly dynamic environment that calls for ongoing change
- Respond to ongoing increases in competitive performance standards by learning how to be more effective
- Attract, motivate, develop & retain employees who are able to operate effectively in such demanding organizational environment

Overcoming the challenges of cross-functional teams

- Lack of clear & consistent support from senior management
- All relevant functional areas don't become involved early in process
- Lack of trust
- Allocation of work across functions seems inequitable or is inefficient
- Decision-making processes aren't clearly defined
- Team members are typically still engaged in working on tasks associated with their functional area

Key guidelines for managing cross-functionally

1. **Clarify goals & charter & get team buy-in:**
 - ❖ Team must feel ownership over goals
 - ❖ Being committed to common goal or purpose
 - ❖ Team members who have voice in making team decisions are more likely to support those decisions
 - ❖ Negotiate goal or make sure that there is shared understanding
2. Seek to create critical mass of leadership: Ultimate purpose of cross-functional teams = Make optimal use of people from different functions, each of these functions must have strong leadership voice
3. **Hold team & its members accountable for performance:**
 - ❖ Everyone must feel responsible for team's performance
 - ❖ Senior management should hold team to standards
4. Keep cross-functional teams as small as possible with critical functional representation: As group size increases, there is loss of productivity

→ Why? Increased time devoted to coordination & communication

→ Solution: Break up large group into smaller groups with each small group having representation in central decision-making group, finding right mix of people is critical

5. Provide cross-functional team with constantly updated & relevant information & authority to make decisions:

- ❖ Cross-functional teams have ready access to information they need
- ❖ Teams

6. Train members in teamwork & process management:

- ❖ Members know core skills of teamwork
- ❖ Organizations must be willing

7. Clarify expectations within & between teams:

- ❖ Each individual has 3 responsibility perspectives: Team, function & larger organization
- ❖ Regular communication with key project stakeholders
- ❖ All organizations have multiple & often competing goals
- ❖ Team members & other in organization identify primarily with larger organization & secondarily with their functional units
- ❖ Support: Co-locating team members or members located as closely as possible
- ❖ Advantages: More regular & informal interactions & sends clear message regarding importance of project

8. Encourage team members to step out of their roles:

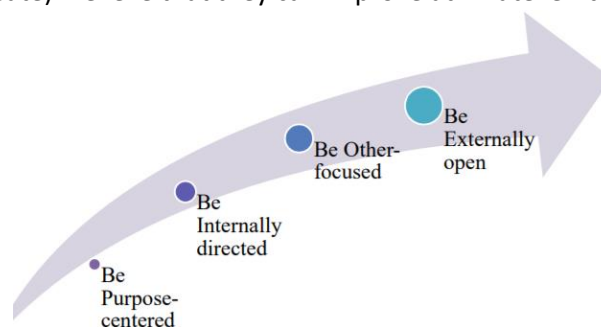
- ❖ Thinking outside of functional roles
- ❖ Be willing to step out of their status or rank identity
- ❖ More optimal use of everyone's unique skills & abilities
- ❖ Step up when necessary to ensure that everything that needs to be done is done

Picking the right people - Additional insights

- Technical skills
- Interpersonal skills
- Individuals who are energetic tend to energize people around them
- Enthusiasm, optimism & vitality (= the state of being strong and active)
- Lift = Influence, uplifting effect we have on others

Individuals feel uplifted & lift people around them when they are:

1. Purpose-centered (compete): Purpose that is not weighted down by needless expectations
2. Internally directed (control): Story of how their personal values will guide their actions
3. Other-focused (collaborate): Feel empathy for feelings & needs of others
4. Externally open (create): Believe that they can improve at whatever it is they are trying to do



You will not always be able to choose members of teams with which you work

Many projects require collective ownership of problem → “Us-versus-them” way of thinking: Overcome divisive (= verdeelde) mind-set

Understand & respect interconnections among all functions in organization

Many events require cooperation across different groups

Planning = Begin → People will need to be convinced to go along with plan