

Summary Business Skills

Introduction

The evolution of management models

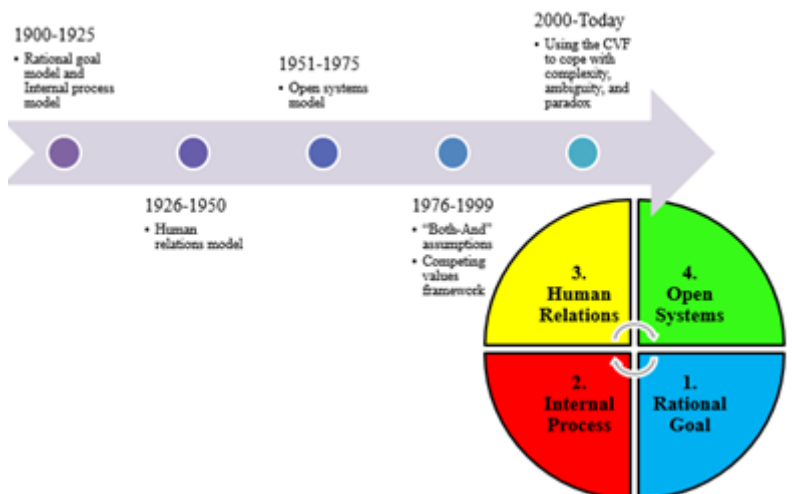
Management model

- Difference with reality
- Set of beliefs/assumptions
- Communicate

The problem with assumptions is that they always come with blind spots

How do management models help us become more effective managers or make us less effective managers?

Why do our models of management change over time? Our social values change, so does the way we want our leader to be.



MODEL 1: Rational goal model (symbol: dollar sign)

Environment: Times of oil, coal, inexpensive energy and a lot of poor people

General orientation: Darwinism: survival of the fittest

Rise of great individual industrial leaders (ex Henry Ford)

Golden twenties and social Darwinism: shrinking agriculture, technological advancements, rich resources, cheap labor, laissez-faire policies

- Criteria of effectiveness = productivity and profit
- Means-ends Assumption: belief that clear direction leads to productive outcomes
 - o Emphasis on goal clarification, rational analysis, action taking
- Organizational climate: rational economic: market + decisions driven by considerations of 'the bottom line'
- Ultimate value: achievement and profit maximization
- Action imperative: compete
- Managers: Decisive and task oriented with harsh treatment
- Managerial competencies

- Developing and communicating a vision
- Setting goals and objectives
- Motivating self and others
- Designing and organizing
- Managing execution and driving for results
- Theoretical perspective 1: **taylor's** four principles of **scientific management**
 1. Develop a science for every job, which replaces the old rule-of-thumb method
 2. Systematically select workers so that they fit the job and train them effectively
 3. Offer incentives so that workers behave in accordance with the principles of the science that has been developed
 4. Support workers by carefully planning their work and smoothing the way as they do their jobs

MODEL 2: Internal process model (symbol: pyramid)

- Professional bureaucracy
- Highly complementary to rational goal model
- Criteria of effectiveness = stability and continuity
- Means-ends assumption: belief that routinization leads to stability
 - Emphasis on processes as definition of responsibilities, measurement, documentation and record keeping
- Organizational climate: hierarchal + decisions colored by existing rules, structures and traditions
- Action imperative: control
- Managers: technically expert and highly dependable, focusing on coordinating and monitoring workflows for efficiency and effectiveness
- Managerial competencies
 - Organizing information flows
 - Working and managing across functions
 - Planning and coordinating projects
 - Measuring and monitoring performance and quality
 - Encouraging and enabling compliance
- Ex. McDonaldization
 - Efficiency: optimization of production in terms of speed;
 - Calculability: the tendency to calculate everything;
 - Predictability: uniformization of products, services, procedures;
 - Control: control systems through the use of technology
 - Advantages: maximize profits, cost-effectiveness, standardized schedules, service quality
 - Disadvantages: employee stress, de-skilling, low self-esteem, low recognition
- Theoretical perspective 1: **Fayol's** general principles of management
 1. Division of work
 2. Authority and responsibility
 3. Discipline
 4. Unity of command
 5. Unity of direction
 6. Subordinations of individual interest to general interest

7. Remuneration of personnel
 8. Centralization
 9. Scalar chain
 10. Order
 11. Equity
 12. Stability of tenure of personnel
 13. Initiative
 14. Esprit de corps
- Characteristics of Weberian **bureaucracy**: elements of bureaucracy
 1. There is a division of labor with responsibilities that are clearly defined
 2. Positions are organized in a hierarchy of authority
 3. All personnel are objectively selected and promoted based on technical abilities
 4. Administrative decisions are recorded in writing and records are maintained over time
 5. There are career managers working for a salary
 6. There are standard rules and procedures that are uniformly applied to all

MODEL 3: human relations model (symbol: circle)

Environment: after the great depression and world war 2: unions had a significant force. Industry placed a heavy emphasis on the production of consumer goods: in the end of this period, new labor saving machines appeared in homes. The need to pay attention to efficiency and production and to needs of the people who worked for them. Informal relationships, if managed properly, could be powerful tools for the manager. **Hawthorne studies** (Elton Mayo and Roethlisberger) -> need for increased focus on the power of relationships and informal processes in the performance of human groups and need for attention for the workers by the researchers = attack on Taylorism

- Criteria of effectiveness: commitment, cohesion and morale
- Means-ends assumption: involvement results in commitment
 - o Emphasis on participation, conflict resolution, consensus building
 - o Emphasis on equality and openness ~ symbol: circle
- Organizational climate: clan, team-oriented: decision-making with deep involvement
- Action imperative: collaborate
- Managers: developmental perspective and look at a complex set of motivational factors + empathetic and open to employee opinions + mentoring individuals and facilitating group and team processes
- Managerial competencies
 - o Understanding self and others
 - o Communicating honestly and effectively
 - o Mentoring and developing others
 - o Managing groups and leading teams
 - o Managing and encouraging creative conflict
- Maslow' hierarchy of needs: survival – security – belonging – importance – self actualization
- Hawthorne experiments at Western Electric Company (Mayo)(1928)
 - o Illumination -> productivity? No, but...
 - o Work situation = social situation

- Employees need attention and respect
- Complex set of motivators beyond monetary rewards
- Importance of informal social group (peer pressure)

=> Not good in mid 20th century: difficult to understand and practice + ends in authoritarian benevolence

=> Good in next quarter century for research and writings and managerial experiments

MODEL 4: Open systems model (symbol = amoeba)

Environment: theory X and Y; leadership in the US was in serious question; stagnation and huge government debt; rise of Japan; recession of 70's and 80's; the beginning of the service economy; the television; the first man on the moon; money+recreation+self-fulfilment; knowledge economy - > need for more dynamic model because of the ever-increasing rate of change => an ambiguous and competitive environment

- Criteria of effectiveness: change and adaptability and external support
- Means-ends assumption: continual adaptation and innovation that lead to acquisition and maintenance of external resources
 - Emphasis on organizational flexibility and responsiveness ~ symbol: amoeba
 - Amoeba= very responsive, fast-changing organism able to respond to its environment
 - Emphasis on political adaptation, creative problem solving, innovation
- Organizational climate: adhocracy (in innovative climate)
 - High risk, quick decisions
 - Common vision and shared values: very important
- Action imperative: create
- Managers: expected to use power and influence to initiate and sustain change in the organization
- Managerial competencies
 - Using power ethically and effectively
 - Championing and selling new ideas
 - Fueling and fostering innovation
 - Negotiating agreement and commitment
 - Implementing and sustaining change
- Theoretical perspective: contingency theory: appropriateness of managerial actions varies with key variables
 1. Size
 2. Technology
 3. Environment
 4. Individuals

The emergence of complexity and integrative assumptions

Organizations were in big trouble: downsizing, unions, concurrency, quality, job security,... Burnout and stress became hot topics.

The book of Peters and Waterman "in search of excellence" was the first attempt to provide advice on how to revitalize a stagnant organization and move it into a congruent relationship with an environment turned upside down.

=> None of the existing models were good for this situation.

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

Paradox, connectivity and sustainability

We are in the middle of the change itself. However, some patterns and trends are very clear:

1. Connectedness: the growing awareness that people, organizations, societies, civilization and the environment are all interdependent.
2. Sustainability: the need for business leaders to think, not only about profitability, but also about people, society and the environment. The orientation of research is shifted to positive aspects of the human condition.

Six key drivers of change following the institute for the future in the Inc. magazine:

- a. People who are living longer
- b. The rise of the smart machines and systems
- c. Increases in the computational world leading to the availability of big data
- d. The emergence of new media technology that relies on visual communication
- e. The appearance of super structured organizations that enables coordinated activity on a massive scale
- f. The rise of a globally connected world in which the US and EU no longer dominate

ø The need to achieve sustained organizational effectiveness in a highly dynamic environment

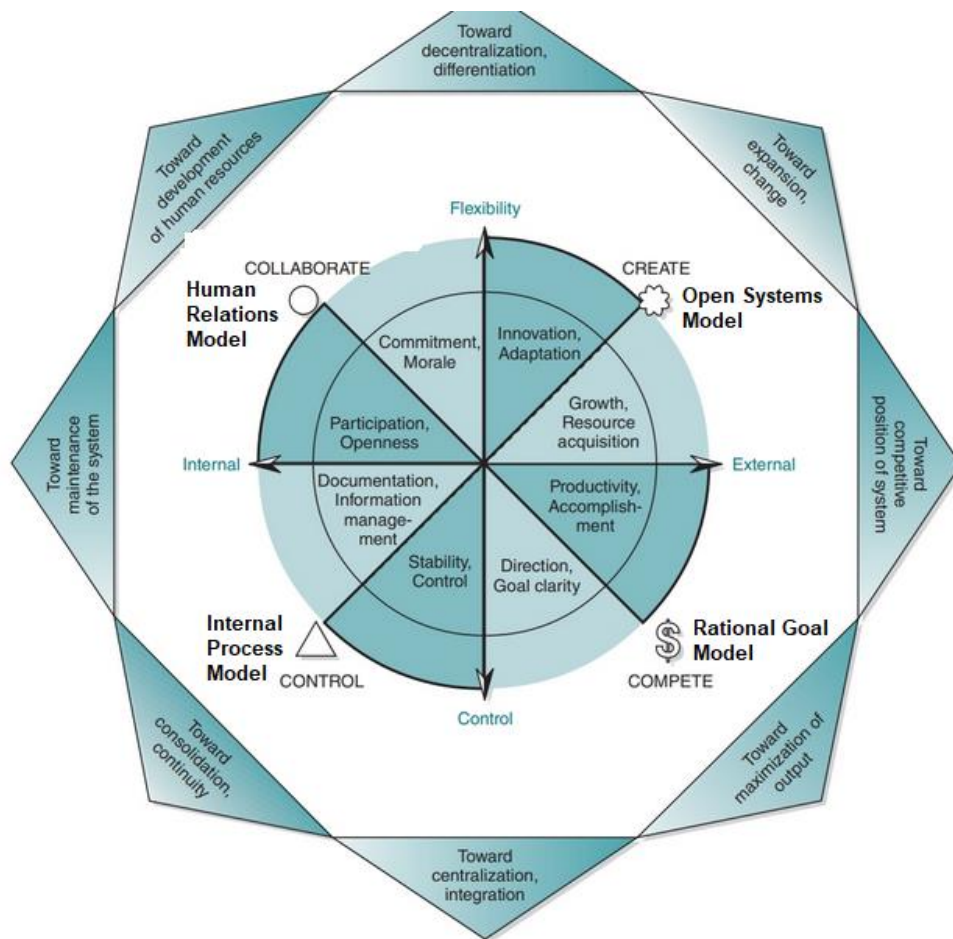
The competing values framework (= CVF)

An approach that views each of the four models as elements of a larger, integrated model
= core of the whole book

Core assumption of CVF: Need to simultaneously embrace the apparently competing values
BUT... potential caveat for many organizations...CVF integrates different theories of management
Master managers have high levels of cognitive complexity and behavioral complexity

Integrating ideas about effectiveness

Four important subdomains of a larger construct: organizational effectiveness



-> the upper-right corner contrast with the lower left-corner and they complement the neighboring values

The use of opposing models

CVF is the criteria within the four models seem at first to carry conflicting messages: we want our organizations to be adaptable and flexible but also stable and controlled. Although we tend to think of these criteria, values, and assumptions as opposites, the competing values framework recognizes that they are not mutually exclusive. Managers tend to employ very similar strategies in a wide variety of situations. To be effective in the long run, managers must engage in a variety of types of behaviors. Therefore the model helps them because it is flexible enough to accommodate change and still provides enough structure to help guide behavior. The framework reflects the complexity confronted by people in real organizations. It therefore provides a tool to broaden thinking and to increase choice and effectiveness. This, however, can happen only if three challenges are met. We must:

1. Appreciate both the values and the weaknesses of each of the four models
2. Acquire and use multiple competencies associated with each model
3. Dynamically integrate competencies from each of the models with the managerial situations that we encounter

Behavioral complexity and the effectiveness of managerial leaders

primary objective in management courses: Increased complexity at the conceptual level

-> meeting the three challenges leads to an increase in **behavioral complexity**(= the capacity to draw on and use competencies and behaviors from the different models and builds on the notion of cognitive complexity = “the ability to act out a cognitively complex strategy by playing multiple, even competing, roles in a highly integrated and complementary way”)

Behavioral complexity is linked with effective performance and managerial effectiveness and managerial performance, charisma and the likelihood of making process improvements in the organization.

Example: The CEOs with high behavioral complexity saw themselves as focusing on broad visions for the future (open systems model), while also providing critical evaluation of present plans (internal process model). They also saw themselves attending to relational issues (human relations model), while simultaneously emphasizing the accomplishment of tasks (rational goal model).

-> What is considered effective performance by a manager in practice is likely to depend less on the prescriptions of management theory and research and more on the existing norms and values of that manager's particular organization.

Action imperatives and competencies for managers (see further in modules)

Collaborate -> human relations model (yellow)

Create -> open systems model (green)

Control -> internal process model (red)

Compete -> rational goal model (blue)

Managing at different organizational levels

the four action imperatives are applicable to first-level supervisors and to executive-level managers of large organizations.

Identifying managerial competencies

The ultimate goal is for you to be able to integrate a diverse set of competencies that will allow you to operate effectively in a constantly changing world of competing values.

note: In the final analysis, master managers cannot rely on simple checklists for success. Master managers must be able to step back, see the big picture, and then modify their strategies and actions according to the demands of the current situation.

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

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 model in 5 steps

Step 1: Assessment: going public with your reasoning

Helps you discover your present level of ability in and awareness of the competency. Any number of tools, such as questionnaires, role-plays, or group discussions, might be used. In this text, we generally use brief questionnaires.

Step 2: Learning: thinking critically: core competency

Involves reading and presenting information about the topic using traditional tools, such as lectures and printed material. Here we present information from relevant research and suggest guidelines for practice.

- First step in formulating clear and compelling arguments
- Developing critical thinking skills will improve the quality of your evaluations and increase the credibility of your recommendations.
- Grounds (What observable facts are consistent with your claim) -> warrants (How do the facts relate to your claim?) -> claim
- In the workplace, you have to support your claims and proposals in a more systematic and concise way

Step 3: Analysis: argument mapping

Explores appropriate and inappropriate behaviors by examining how others behave in a given situation. We will use cases, role-plays, or other examples of behavior. Your professor may also provide examples from popular movies, television shows, or novels for you to analyze.

Step 4: Practice: providing warrants

Allows you to apply the competency to a work-like situation while in the classroom. It is an opportunity for experimentation and feedback. Again, exercises, simulations, and role-plays will be used.

Step 5: Application: reflected best-self portrait

Gives you the opportunity to transfer the process to real-life situations. Usually assignments are made to facilitate short- and long-term experimentations.

Examenvraag: Managers today must learn to transcend paradox. What is a paradox?

- 1. A representation of a more complex reality*
- 2. A set of beliefs about what a manager should do*
- 3. A situation where two seemingly inconsistent ideas are both true*
- 4. All of these explanations are consistent with the concept of a management paradox*
- 5. None of these.*

CVF Recap

- *How is the CVF ...*
 - *similar to earlier management models?*
 - *different from earlier management models?*
- *What are the two underlying dimensions of the CVF?*
- *What is behavioral complexity?*
- *What action imperatives are used in the CVF?*
- *How do action imperatives differ from competencies?*

Module 1: Creating and sustaining commitment and cohesion

Key words: Internal and Flexibility + Commitment & Cohesion (yellow)

Goals:

- Foster working together by creating and maintaining affective commitment and team cohesion.
- Be open and encourage respectful communication
- Understanding and caring for others and for oneself.
- Mentor and develop individuals as well as teams.
- Deal with conflict development in such a way that constructive conflicts are encouraged.
- Make people see how they contribute to the bigger whole
- Drive trust

Paradoxes:

- overemphasis on a particular value can lead to poor performance
- the value placed on involving people in decision-making processes

→ in the short term, a team will be less effective and/or less efficient as individuals are given the opportunity to learn new tasks

Competencies:

1. Understanding Self and Others

1.1. Understanding yourself

1.1.1. Openness to feedback: enable others to tell you what they really think and feel

- if you do not understand yourself, it is nearly impossible to understand others
- people have mixed feeling about hearing the truth
- But people must be aware of their strengths, their values, and how they best perform
- “Don’t fly blind! Know where you stand with regard to the perceptions of others”
- Trust

1.1.2. Emotional intelligence: understand who you are

2 key dimensions of emotional intelligence:

- Self management
- Self-awareness : emotional awareness, self-assessment and self-confidence

1.1.3. Personality: individual variables and overarching models

personality = permanent psychological and behavioral attributes that distinguish one individual from another

Five-factor model:

- neuroticism (high: worry, anxious, insecure and emotional)
- extraversion (high: social, talkative and gregarious)
- openness (intellectance) (high: curious, imaginative, creative and nontraditional)
- agreeableness (high: good-natured, trusting and forgiving)
- conscientiousness (high: organized and persistent)

Myers-Briggs Type Inventory (16 different personality types):

- introversion(inward) - extraversion(outward)
- sensing(details) - intuition(big picture)
- thinking(brain) - feeling(heart)
- judging(task oriented) - perceiving(spontaneous)

1.2. Increasing your self-awareness:

- intentional change theory: become intentional about the changes you wish to create in your life
- Johari window:

	Known to Self	Not Known to Self
Known to Others	1. OPEN	2. BLIND
Not Known to Others	3. HIDDEN	4. UNKNOWN

- Asking for feedback:
 - be open
 - be aware that you are receiving the other person's perception
 - ask specific questions about your behavior
 - check your understanding
 - express your appreciation

1.3. Understanding others

Social intelligence = social awareness (empathy, empathic listening, organizational awareness and service orientation) + relationship management

empathic listening :

- empty yourself
- pay attention
- accept the other's reaction
- avoid judgement or comparison
- stay with the feeling

2. Communicating Honestly and Effectively

2.1. A basic model of interpersonal communication

communicator-----> message -----> receiver -----> feedback to communicator
 encoder medium decoder

feedback: 3 forms

- informational (non evaluative)
- corrective (correction to the message)
- reinforcing (clear acknowledgement of them message)

2.2. Barriers to effective interpersonal communication

be able to express yourself

be a good listener

barriers:

- Inarticulateness
- Hidden agendas
- Status
- Hostility
- Distractions
- Differences in communication styles

- organizational norms and patterns of communication
- “left-hand column issues” : things people are thinking but not saying and the things they think the other person is thinking but not saying. Instead of surfacing these issues, people work around them and say things they don’t mean, not really a problem. BUT when the list of “undiscussables” >>>> list of “discussables” → organization begins to suffer !!!

How to communicate effectively? develop basic skills to express yourself more effectively
+ think before you speak

2.3. Reflective listening

listening has two dimensions: concentration and collaboration

it is based on:

- empathy
- do not evaluate, judge or advise
- reflect on what you hear
- use open-ended questions

3. Mentoring and developing employees

3.1. Conducting effective performance evaluations

3.1.1. The performance management process

4 stages (two-way interaction between manager and employee):

- performance planning (a year before review meeting, meeting between manager and the employee to discuss performance for the next 12 months. Focus on the key responsibilities of the person’s job and the goals and project the person will work on and the behaviors and competencies the organization expects of its members)
- performance execution (the employee carries out his tasks and responsibilities. The managers provides coaching and feedback on regular basis)
- performance assessment (focus on how successful the employee was in reaching her goals)
- performance review meeting (the manager invites the employee to provide a perspective on his performance during the year)

3.1.2. The annual performance review

- The employee must have an opportunity to write a self-evaluation ahead of the meeting
- Ask the employee to share her perspectives
- Ask clarifying questions
- Talk together about the upcoming year
- Discuss the person’s career development plan and what progress had been made with respect to the plan
- work with the employee, listening and offering suggestions until you agree on a list of objectives

giving feedback

- Set an appointment and give the person time to prepare

- Adopt a developmental perspective
- Conduct the feedback session in a private place
- Be supportive and encouraging; focus on behaviors you are looking for in the future
- Provide feedback on both positive and negative behaviors
- Describe the other person's behavior and your perceptions of it using specific examples of behavior that you have observed
- Try to remain calm and emotionally neutral. Be direct in your statements. Don't avoid the key issues
- Ask the other person to clarify, explain, change, or correct.
- After giving feedback, give the receiver time to respond.
- Use the opportunity to develop a joint action plan. Identify ways that you can contribute positively to improving the employee's behavior.

3.2. Coaching and mentoring employees

coaching: the individual's direct supervisor ≠ mentor: one or two levels higher in the organizational hierarchy and may even be in a different department

benefits of coaching:

- individuals: opportunity to develop to their fullest: greater job and career satisfaction
- managers : working with a more motivated and productive workforce energizes managers: further improvements to unit performance
- organization: better communication among managers and employees

4 roles that coaches play: career advisor (collaborator), trainer (controller), performance appraiser (competitor) and strategist (creator)

3.3. Developing employees through effective delegation

Why do managers find it difficult to delegate?

- they associate it with negative managerial behaviors
- managers fear that they will lose control
- managers do not fully grasp that they must make a transition from their previous role as contributor to a new role as leader
- managers have not learned how to delegate effectively (responsibility, authority and accountability)

FIVE STEPS TO EFFECTIVE DELEGATION

1. clarify what it is that you want done and why this is an appropriate assignment for the individual
2. explain; meet with the employee and to discuss the assignment and your expectations
3. let go; allow the employee to do the task the way he or she feels comfortable doing it
4. check on the progress of the assignment, but do not rush to the rescue if things are not "on track"
5. acknowledge; Recognize the employee's accomplishments

4. Managing groups and leading teams

“A team is a group of people who are interdependent with respect to information, resources, and skills and who seek to combine their efforts to achieve a common goal.”

Team effectiveness:

- 1) look at structural criteria (the way the group is organized or functions)
- 2) develop a way of interacting that leads team members to feel a sense of “team spirit”

Some **common types of teams** include:

- traditional manager-led teams
- self-managed teams
- cross-functional teams
- virtual teams (interacting through computer technology)
- task forces (short-term projects)
- permanent teams (ongoing operational activities)

4.1 What influences team effectiveness?

4.1.1 Elements of team effectiveness

→ inputs, processes and outcomes of team interactions

- task performance and team member satisfaction (managers want to know whether or not the team has been able to accomplish its goal and whether the members were satisfied with the group process)
- team learning (did the team develop an ability to improve its task performance?)
- team member characteristics
- team-level factors
- contextual factors
- process losses vs process gains

4.1.2 Decision making in teams

= another aspect of team effectiveness

- **True consensus decision making** reflects the highest level of member participation and team authority.
- **Consultative decision making** includes a high level of participation by team members, but the manager maintains authority and makes the final decision.
- **Autocratic decision making** occurs when a manager makes the decision without any input from the team.

Questions a manager should consider when choosing the most appropriate decision making approach include the following:

- 1) How important is the quality of the decision?
- 2) Do I have the necessary expertise?
- 3) Is the team's acceptance and commitment to the decision necessary for the decision to be implemented?
- 4) How much time is available

4.1.3 and 4.1.4 advantages and disadvantages of team decision making

Advantages	Disadvantages
<ul style="list-style-type: none"> • Greater knowledge and expertise • Wider range of values and perspectives • Greater employee commitment to implementation of the idea • More likely to surface obstacles • Enhances employees' skills and abilities 	<ul style="list-style-type: none"> • Takes more time • Will result in lower quality decision if team does not have appropriate expertise • Some may over-contribute, others may fail to contribute • Team members may become too concerned with gaining consensus

4.2 Roles of team members

→ a **role** is a set of expectations held by the individual and relevant others about how that individual should act in a given situation

4.2.1 Role clarity

Role clarity implies the absence of two stressful conditions: role ambiguity and role conflict.

Role ambiguity occurs when an individual does not have enough information about what he should be doing, what are appropriate ways of interacting with others, or what are appropriate behaviors and attitudes.

Role conflict occurs when an individual perceives information regarding her job to be inconsistent or contradictory.

4.2.2 Four team player styles

Task role vs. group maintenance goal

In a **task role**, one's behaviors are focused on **what** the team is to accomplish.

In a **group maintenance role**, one's behaviors are focused on **how** the team will accomplish its task.

→ 4 roles match closely to the 4 quadrants of the CVF

- 1) **Communicator role:** the communicator displays many of the competencies associated with the "collaborate" quadrant such as listening and providing feedback to the team members and helping resolve conflicts.
- 2) **Contributor role:** the contributor is focused on problem solving and decision making and tries to give the best information. He is associated with the "Control" quadrant.
- 3) **Collaborator role:** the collaborator is goal directed and sees the vision, goal, or current task as paramount in all interactions. He is associated with the "Compete" quadrant.
- 4) **Challenger Role:** the challenger is courageous and willing to question the status quo even if it means challenging the team's leader. Challengers will push the team to be more creative in their problem solving. He is associated with the "Create" quadrant.

4.3 Increasing meeting effectiveness

4.3.1 preparing for the meeting

- set **objectives**
- select **appropriate participants**
- select an appropriate **time and place**
- prepare and distribute an **agenda** in advance

4.3.2 Running the meeting

- Start on time
- make sure the participants know each other
- designate someone to take **notes**
- preview the agenda and check in with participants. Give participants an opportunity to suggest necessary adjustments to the agenda.
- Follow the agenda
- During the meeting, minimize interruptions and distractions
- encourage participation by all
- conclude the meeting by reviewing or restating any decisions reached and assignments made

4.3.3 Following up on the meeting

- **distribute notes** in a timely manner
- if individuals have been given assignments, periodically **check on their progress**.

4.4 Stages of development, team building and team scaffolds

4.4.1 stages of team development

- **forming stage** : members are chosen, team goals are established and the task is defined.
- **storming** : there is generally conflict as each team member learns more about the task and interdependencies are tested.
- **norming** : team members begin to set norms for working together.
- **performing** : occurs when there is general agreement on both the goals and the process. (most productive stage)
- **adjourning** : the best outcome is to have all members leave with a sense of accomplishment, positive feelings toward the team and new knowledge that they can use and share as a result of their experience. (final stage)

4.4.2 team building

- interim performance review
→ examine 3 questions:
 - 1) What do we do well?
 - 2) What areas need improvement?
 - 3) what are the barriers to improvement?
- role clarification sessions (having each member to know his/her role and how the role fits into the larger team effort)

4.4.3 team scaffolds

A team scaffold is a virtual structure that - unlike stable work teams - is constructed and maintained independent of its occupants. A team scaffold is defined as a role set with collective responsibility for accomplishing interdependent tasks.

5. Managing and encouraging creative conflict

- The topics of conflict and conflict management have become increasingly important to managers
 - Managers at the lower levels of the organizational hierarchy spend more time dealing with conflict than managers at the higher levels
 - Conflicts
 - can potentially lead to stronger organizational performance
 - Can be a positive and productive force in decision making

5.1 Different perspectives on conflict

- Different types of conflict (relationship and task) have different consequences for effective decision making
 - Relationship conflict
 - Focuses on differences in personalities and work styles
 - People use negative words (frustrating, anger, stressful, et cetera)
 - Task conflict
 - Focuses on the tasks for which group is responsible and what alternative approaches might be taken to research the group's goals and resolution
 - These two should sometimes be encouraged in order to increase opportunities for innovation and change and create a climate where new ideas can surface

5.2 Levels, and stages of conflict

- Conflicts occur at all levels of the organization
 - Between organizations/units, mostly because they work against the other goals or interests
- Conflicts develop because of
 - Individual differences in values, attitudes, beliefs, needs, (mis)perceptions
 - Having not enough information
- Organizational structures may also increase the likelihood of conflicts within or between groups
 - Example: the cost control and the quality control will have different goals which leads to a conflict
- Conflicts arise out of interdependence
 - Because departments disagree on the path of means to accomplish the goals
 - More important, one unit cannot accomplish its goal without the other

5.3 stages of the conflict process

- Conflicts often follow a set sequence of events or stages
 - First stage: conflict is latent
 - Neither party senses the conflict, but the potential of the conflict is created
 - Second stage
 - One or more of the individuals perceived the potential conflict situation

- Individuals become cognitively and emotionally aware of the differences
- Each of the parties may attribute intentional and unjustifiable acts to the other
- Emotional can take the form of anger, hostility, frustration, anxiety or pain
- Third stage
 - The awareness changes into action
 - The parties choose to escalate it or try to resolve it
 - Escalate: aggressive behaviors (verbally or physical), frustrate others by letting them choose sides
 - Resolve: both parties need to take a positive problem-solving approach
- Fourth stage: The outcome or aftermath
 - Actions of the third stage affects whether the outcome is functional or dysfunctional
 - Conflicts that end dysfunctional often outcomes as a snowball, setting the stage for new conflicts

5.4 conflict management approaches

Two dimensions that show how individuals think and act in approaching situations in which there is conflict

- First dimension: cooperativeness
 - The extent you are willing to work to meet the other party's needs and concerns
- Second dimension: assertiveness
 - The extent to which you are willing to work to meet your own needs and concerns

Those two dimensions lead to five conflict management approaches

5.4.1 avoiding

- Individuals recognize the existence of a conflict but do not wish to confront the issues of the conflict
 - Happens by creating or withdrawing physical separation
 - Or by suppressing feelings and attempting not to discuss the issues
- This leads in the long term to missed valuable information about organizational problems

5.4.2 accommodating

- They don't achieve their own goals, but will achieve the others goals
- This preserves harmony and avoids disruption
- This is good in the short-term but individuals won't always accommodate in the long-term, this also doesn't lead to solutions for the problem

5.4.3 competing

- This is the opposite of accommodating, you only work to achieve your own goal
- This limits creativity and stops the search of new ideas

5.4.4 compromising

- The first solution-oriented strategy
- Individuals are concerned about their own and the others interests
- Some sort of negotiation during which each party gives up something in order to gain something else
- Neither party will lose or win

5.4.5 collaborating

- Individuals are concerned about their own and the others interests
- Not everyone will have to give up something
- A solution can be generated that everyone is a winner
- Great advantages but this consumes a lot of time and may not work if the conflict involves different values

5.4.6 advocacy and inquiry

- advocacy = the ability to influence others
- inquiry =
 - asking questions about the other person's understanding of the situation and why they are taking a particular position
 - truly listening that person's response
- advocacy is similar to the assertiveness dimension
- inquiry is similar to cooperativeness in the five conflict approaches above

5.5 managing conflict constructively

- approaches that encourage individuals and groups to work together to engage a problem creatively and to develop integrative solutions have been found to be the most effective, especially in the long run
 - those are way more difficult
- first step: face the conflict
 - recognizing the conflict
 - face her feelings against the conflict
 - be willing to approach the second party
 - think about a solution in advance
 - meet the other party in a neutral environment
- after both parties have had a chance to surface their personal feelings and views of the conflict
 - then they need to find a mutual definition of the conflict before attempting to resolve it
- generate potential solutions
- time to select an alternative, both parties should identify their preferred solutions
- decide who will do what and execute it

5.6 how to stimulate constructive conflict and manage agreement

- sometimes unquestioning an unhealthy agreement can be more harmful to the organization than overt conflict
- but a higher-quality decision will emerge from the juxtaposition of two opposing sets of recommendations

Module 2: Establishing and maintaining stability and continuity

Complete flexibility without any control would result in chaos.

Organizational goals:

- Stability and continuity \Rightarrow internal process model
- Control = action imperative: control \rightarrow routinization \rightarrow stability and continuity
- Key activities are focused on internal issues

Paradoxes:

- Complex control systems put excessive constraints on workers and undermine the welfare of the organization.
- overemphasis on control \rightarrow getting the details right but failing to accomplish broader objectives.
- Bureaucratic red tape: rules that used to increase efficiency now decrease performance.

1. Competency: Organizing information flows

- **LEARNING: organizing information flows**

New technologies have greatly increased the amount of information we receive and the speed at which requested information arrives.

Information overload has replaced information scarcity as an emotional, political, and social problem and it escalates every year.

DATA = facts that have no particular context or organization \Rightarrow no clear meaning

INFORMATION = When data is organized, given context and useful.

A lot of managers suffer from information anxiety: they get too much irrelevant information.

Symptoms of information overload

1. Not being able to keep up with what's going on around you
2. pretending to know something even though you don't
3. Assuming u need to read everything regardless of who sent it
4. thinking everyone else understands everything and you don't
5. Calling something you don't understand information \Rightarrow it isn't information if u don't understand it.

People call everything that is sent by any channel to any receiver information \Leftrightarrow much of the information we receive is just unformed data. Information is something that reduces uncertainty.

How to cope with information overload: get beyond the anxiety of not knowing so we can begin to understand.

The TRAF system: Toss, Refer, Act, File

There are less Assistants now, so the individual manager had increasingly had to handle the channeling and managing of the information. But managers can get more effective in this by applying some tools and strategies for handling data inflow

Great managers:

- review all information and organize it efficiently: they know what information they need and what has to be channeled to others.
- Establish information management habits

Traffing is designed to end the inefficient practice of handling the same piece of paper many times. There are 4 options.

1. **Toss:** throw it away if it isn't immediately valuable.
2. **Refer:** refer messages to other people
3. **Act:** Put papers that require your personal action in an action box or folder.
4. **File:** indicate on the document where it needs to go.

!!Make a clear distinction between trafficking and acting!!

Prioritizing action items

Managers are frequently interrupted, which is hard to avoid.

- 'the 7 habits of highly effective people': make a difference between importance and urgency

Important action items: things we need to act on related to our mission, values and goals

Urgent: something that requires immediate action

(FIGURE M2.1 pg. 113)

Minimize doing things that are important and urgent by doing more things that are only important.

• INFORMATION OUTFLOWS: ARE YOUR MESSAGES CLEAR, CONCISE AND COMPLETE?

paradox: everyone suffers from information overload, but no one wants to be left out.

Solution: think about the person you send something to and what he will do with the information, if he will toss it or refer it, you don't have to send it.

The OABC method: a template for composing concise messages

- 1) **Opening:** A quick statement of greeting that sets a positive tone and identifies you clearly.
- 2) **Agenda:** Outline or map of what the message is about
- 3) **Body:** The business of the message itself
- 4) **closing:** Concluding statement of what you want that happens

pros: easy to unpack message , pleasant tone and coherent/complete

Knowing your audience

How do u best share information?: depends on 1) content of the message 2) characteristics of the intended recipient.

- Although people now use more abbreviations, standard spelling are more appropriate for communicating in organizations.
- know how to use information richness (see module 1)

BOX M2.1: the vanishing human moment

→ It is always good to create a face-to-face "human moment" with other people

2. competency: working and managing across functions

- Cross functional team: group that draws members from different organizational units for work on a common task or project.

- Complex tasks require greater functional integration and less organizational bureaucracy.
→ cross functional teams reduce the inefficiencies in communication and coordination.
- cross functional teams have become an integral part of transnational management.
- pros: cross functional teams don't require excessive disruptions to an existing organizational structure. → additional flexibility is created
- BUT: pay attention to the dynamics of team development and there is a potential for creating competing divisions in your organization

Cross-functional teams within traditional work structures

Differentiation: departments within a single organization are structured differently so that they can approach their own task in a way that is most efficient.

This is mostly used in a hierarchical organisation, where the labor is performed by the individual contributors → consistent with this, performance management and reward systems focus on the individual performer.

Differentiation can result in improved efficiency in many situations, it does have some negative consequences that result from employee self-interest. And sometimes if a company is differentiated, there will be eventually extra costs caused by the need to integrate the work that is done across units. Differentiation and integration can be linked to the flexibility and control dimension of the competing values framework.

Integration is primarily accomplished by processes inherent in the organizational hierarchy.

Effective organization:

- 1) Achieve multiple focuses without segmenting the organization in a dysfunctional way.
- 2) Align individuals and groups in a manner that fosters teamwork.
- 3) Enable quick low-cost, high-quality performance while responding to a highly dynamic environment that calls for ongoing change.
- 4) Learn how to be more effective
- 5) retain employees that are able to operate effectively

These 5 goals can create paradoxes for managers.

incorporating cross functional teams in a traditional structure can provide the integration solution to the need for integration in differentiated organizations, but they come with their own challenges.

Overcoming the challenges of cross-functional teams.

- they need to respond quickly to competitive pressures
- they suffer when not all of the relevant functional areas did become involved early in the process
- when you try to add new members from other functional areas teams may create a lack of trust
- it can be inequitable or inefficient in the allocation of work across functions or if the decision making processes are not clearly defined.

BUT: cross functional teams can be highly valuable if they are effectively managed.

KEY GUIDELINES FOR MANAGING CROSS-FUNCTIONALLY

- 1) clarify goals and charter and get team buy-in (the team must feel ownership of the goals: important for being committed to a common goal)
- 2) Seek to create a critical mass of leadership: there can not be a single leader
- 3) hold the team and its members accountable for performance
- 4) keep functional teams as small as possible with critical functional representation → finding the right mix of people is critical
- 5) provide the cross functional team with constantly updated and relevant information and the authority to make decisions.
- 6) train members in teamwork and process management
- 7) clarify expectations within and between teams: each individual who is part of a cross functional team has 3 responsibility perspectives: the team, the function and the larger organization
- 8) encourage team members to step out of their roles

PICKING THE RIGHT PEOPLE: additional insights

- consider technical skills AND interpersonal skills (people who energize are very valuable = energizing relationships)
- Energizing people = lifts: they influence an uplifting effect on others

4 key thoughts and feelings that cause individuals to feel uplifted and lift the people around them

- 1) purpose centered (COMPETE): no needless expectations
- 2) internally directed (CONTROL): their personal values guide their actions
- 3) other focused (COLLABORATE): they feel empathy
- 4) externally open (CREATE): They believe they can always improve

COMPETENCY 3: PLANNING AND COORDINATING PROJECTS

- succes of a company relies on adaptability & flexibility
- to be more flexible: nonroutine projects with:
 - 1) specific objectives
 - 2) starting & ending time
 - 3) predetermined budget
- Tools for planning, directing & controlling resources to meet technical requirements, cost targets & time constraints
- project teams => Task focused
 - => Use of Cross-functional teams
 - => Resources from inside & outside the firm: flexible + quickly adaptable to

change

PROJECT MANAGEMENT PROCESSES AND TOOLS

Harold Kerzner: 5 process groups < PMBOK Guide < Project Management Institute (=PMI)

1. *Initiate the project*
2. *Plan the project*
 - defining work requirements
 - defining work quality and quantity
 - defining needed resources
 - scheduling the activities
 - evaluating various risks
3. *Execute the project*
4. *Monitor and control the project*
 - Tracking progress
 - Comparing actual outcome to predicted outcome
 - Analyzing variance & impacts
5. *Close the project*
 - **Planning:** work clarification + priority setting:
scheduling and resource allocation
 - **Monitoring:** progress tracking

PLANNING TOOLS

- Planning: focus on goals & objectives, but also on the technical & managerial approach, resource availability, project schedule, contingency planning and r-planning assumptions, project policies & procedures, performance standards, methods of tracking, reporting and auditing
- **Scheduling:** precise statement of goals & objectives with detailed description of the scope of work -> last step of the planning process

STATEMENT OF WORK (= SOW)

- written description of the scope of work objectives, services, products, documents, explanation of funding constraints, specifications for determining cost and an overall schedule including start & end dates + key milestones
- sometimes: description of tasks

WORK BREAKDOWN STRUCTURE (= WBS)

- table or graph with total project divided into components, measured in time and cost
- hierarchical levels: 1: final project, 2: major tasks, 3: definable subcomponents of tasks
- complex project: more levels
- Behind each activity: estimated time + the name of the person responsible for completion
- cost included: costed WBS

PROGRAM EVALUATION AND REVIEW TECHNIQUE AND CRITICAL PATH METHOD

- order of activities
- complex project: interrelationships among various activities must be explicit
- Network diagrams (graphical tool)
- Program Evaluation and Review Technique (= PERT) < Special projects Office < US Navy
- Critical Path Method (= CPM) < the DuPont Company
- PERT/CPM diagrams/analysis: basic network diagramming concepts: beginning node to ending node with arrows that define order
activity-in-node: time not mentioned
activity-on-arrow: time along arrows
- Identify critical points where a delay in task completion has major effect on overall completion
- expected time for activity completion **$T_e = (T_o + 4T_m + T_p) / 6$**
 T_o : optimistic time
 T_m : most likely time
 T_p : pessimistic time
- dummy activity: time = 0: indicates that all activities before should be completed
- critical path: chain of activities that takes the longest time
- slack or float: difference between time for critical path and time needed for another path

RESOURCE LEVELING

- Obtain most efficient use of resources
- Resource leveling: scheduling work on noncritical activities so that resource requirement on peak days will be reduced
- Resources: personnel, equipment, materials -> limited within time period
- Used to allocate personnel to project activities: look at WBS + float
- Determine optimal use: draw a graph showing required personnel by job type over time, peaks: a lot of work/ valleys: less work
- Level the resources by moving start dates of activities with float to a later time (prior to latest start date)
- automatic resource leveling tool < Primavera Software Inc.

GANTT CHARTS

- timeline (horizontal) + list of major activities (vertical), sequenced according to PERT/CPM and resource leveling analysis
- bar shows time commitment for each activity
- *Specialized Gantt Charts*
Integrated Gantt charts: personnel task assignments/ Bar Chart Cost Schedule
- *Gantt Charts as Monitoring Tools*
Track how closely the project is keeping to the planned schedule by using different colors or symbols

HUMAN RESOURCE MATRIX

- tasks (vertical) and personnel names (horizontal)
- See whether workload is evenly distributed across individuals
- P: primary responsibility

S: secondary responsibility

C: individual that needs to be consulted

B: individual that can provide backup

- Makes clear whether a person has leadership over a task
- Not clear how much time is spent during each time period by each person

PROJECT MONITORING

- 4 primary resources that need monitoring: time, money, people and materials
- 1) actual expenditures of resources
- 2) comparing actual with estimated
- 3) adjustments in work plan

COST/SCHEDULE INTEGRATION GRAPHS

- focus on project budget and time
- *Cost variances*
 2 concerns: 1. budgeted cost of work performed (= BCWP) and 2. actual cost of work performed (= ACWP)
 cost variance: BCWP - ACWP:
 positive: monetary savings & negative: budget overrun
- *Schedule variances*
 BCWS: amount of money scheduled to be spent during time period
 schedule variance: BCWP - BCWS
 -> is the money being spent according to the projected schedule
 positive: ahead of schedule & negative: running behind/ work performed outside scheduled sequence
- Examine both variances in graph or table:
 GRAPH:
 Calculate cumulative BCWS, BCWP, ACWP (vertical) for each time period (horizontal)
 Connect points -> curves
 TABLE:
 performance analysis report
 2 tables: 1 with info current time period (BCWS, BCWP, ACWP, cost and schedule variances), 1 with cumulative performance (same with cumulative results)
- negative cost or schedule variances: reason for concern
 -> may be related to: **scope creep**: expansion of project requirements beyond the original plan due to small changes made over time

4. competency: measuring and monitoring performance and quality

Establishing and maintaining stability depends on having effective measurement and monitoring systems!

Deciding what to monitor and how to measure it

Steven Kerr : Wrong measuring systems that result in reward systems that discourage employees from achieving stated goals.

Four causes :

- 1) Fascination with “objective” criteria (rather than quality criteria)
 - 2) Overemphasize highly visible behaviour
- These two relate to the characteristics of the measurement, easy to measure
- 3) Hypocrisy (stated goals are not the true goals)
 - 4) Emphasize something other than efficiency (morality or equity)

3 of 4 causes were relevant to the economic crisis of 2008!

Developing a hierarchy of measures

A balanced approach is needed

Paul Walsh, Measurement hierarchy

Classifying first:

- **Objective** measures can be verified independently
- **Complete** measures capture all of the attributes that are relevant in defining performance
- **Responsive** measures are measures where managers have influence on

Example: share price is an objective measure, but is not very responsive as the manager can't influence it a lot.

Ideally -> measures that are objective, complete and responsive

Another form of distinguishing: focus on outcome, processes or initiatives

Top: **exact measures of outcome**

Complete measures that cover all the key attributes for the outcome under consideration

Next: **proxy measures of outcomes**

Used to make inference about exact measures (e.g. increase in customer referrals -> improvement in service quality)

These two are intended to reflect achievement of strategic objectives

Third level: **process measures of outputs, activities and inputs**

Reflect the degree of effort being exerted

Final level: **measure of initiative progress**

Information on the changes being made

Tailoring measures to the organization and its mission

Popular: balanced scorecard approach

- Not only financial, but also customer perspective, innovation perspective etc
- Still focused on what is good for the **company**, lack of focus on employee well being

New : Triple bottom line approach

- Success should not only be measured in terms of financial performance but also with respect to **ethical/social performance and environmental performance**.

Identifying drivers of organizational effectiveness

3 approaches : Total quality management (TQM), downsizing, reengineering.

TQM -> most diverse measures

Baldrige criteria for performance

Core values

- Visionary leadership
- Customer-drive excellence
- Organizational and personal learning
- Valuing employees and partners
- Agility
- Focus on the future
- Managing for innovation
- Management by fact
- Social responsibility
- Focus on results and creating value

5. competency: encouraging and enabling compliance

1. Understanding noncompliance

We need rules to keep order, but we resent them when rules prevent us from doing what we would like to do.

Management mistakes – employee misbehavior

Litzky -> six triggers for employee misbehavior

- 1) Ambiguity about job performance

- 2) Social pressures to conform
- 3) Compensation/reward structures
- 4) Negative/untrusting attitudes by managers
- 5) Rules that are perceived as unfair
- 6) Violating employee trust

Organizing based on how an employee would explain his/her behavior

“I didn’t know”

Not every failure to comply with a rule is intentional, sometimes they are unaware that a rule exists!

“I wasn’t sure”

Mixed messages about complying with a rule (ambiguity, failure of managers to respond to noncompliance)

Unsure of their roles (satisfying a customer may require violating a company policy)

Mixed messages when: a rule exists but there are no consequences when not complying

Responding inconsistently to noncompliance

“I had to look out for myself”

Employees may choose not to comply when they believe that they will personally benefit from noncompliance

“They had it coming”

When managers exhibit negative and untrusting attitudes, treat people unfairly, or violate their employees trust, employees are likely to feel that noncompliance or even destructive deviance is an appropriate response

“It was the right thing to do”

Noncompliance because they believe that their actions are aligned with the overall interests of the organization or society

Positive deviance, constructive deviance, functional or creative disobedience and tempered radicalism

2. Strategies for encouraging compliance

Mitchell à six basic strategies to encourage compliance

Sticks and carrots

- Sticks (punitive): Increase negative consequences when people **don't** comply
- Carrots (remunerative): Increase positive consequences when people **do** comply
- Ineffective if the problem is a lack of ability, rather than a lack of motivation to comply

Hurdles and fast tracks

- Hurdles (preventative): Make it harder for people to avoid complying
- Fast tracks (Generative): Make it easier for people to comply
- Ineffective if people have not been engaging in a desired behavior if there is a problem with the individual, rather than with the system

Enlightenment and conversion

- Enlightenment (cognitive): Explain why complying is in a person's best interests
- Conversion (normative): Convince people that complying is the morally right thing to do

3. Costs and paradoxes of compliance strategies

Trying to force compliance may result in less compliance and reduced effectiveness.

Direct financial costs

- Heavy dependence on an effective **monitoring system**: employees can't be punished unless there is evidence that they have violated some rule.
- Remunerative strategies must include **rewards** that are sufficiently valuable: cost can be substantial

Reduced compliance and effectiveness

- Use of monitoring systems and punishments signals a lack of trust in employees, which can be a trigger for noncompliance.
- Remunerative strategies may also result in motivating problems once they have been in use for some time (impact of rewards often diminishes over time)

Missed opportunities

- One of the costs of standardization and control: stifled creativity and missed opportunities

Destructive deviance

- Acts of deviance are often preceded by perceptions of unfairness
 - feeling underpaid → taking organizational property/use organizational resources for personal benefit
 - performance expectations are too high → look for ways to cut corners or hide poor performance from their supervisors
- Organization can suffer serious consequences

4. Organizational compliance

Federal sentencing guidelines for organizations

Problems with the severity and the consistency of punishments → **The Guidelines** (1991)

- Manual for judges to use when determining the appropriate sentence for organizations convicted of a federal crime
- Attempted to reduce organizational wrongdoing by incorporating multiple strategies for encouraging voluntary compliance

Key aspect: provision for a reduction in punishment for companies that have “**meaningful compliance programs**” in place at the time the criminal activity occurred

→ operational program that includes “policies, procedures and actions within a process to help prevent and detect violations of laws and regulations”

2004 revision and expansion

1991 Guidelines: some organizations created compliance programs that appeared to be good on paper but were ineffective because of a bad organizational culture

→ More stringent standards under the Guidelines

- Increase accountability: more responsibility on boards of directors and top executives for managing and overseeing compliance programs
- Call for organizations to “promote an organizational culture that encourages ethical conduct and a commitment to compliance with the law”

Guidelines for compliance and ethics programs

Six criteria for effective compliance and ethic programs

- 1 Oversight by high-level personnel
- 2 Due care in delegating substantial discretionary authority
- 3 Effective communication to all levels of employees

- 4 Reasonable steps to achieve compliance, which include systems for monitoring, auditing, and reporting suspected wrongdoing without fear of reprisal
- 5 Consistent enforcement and compliance standards including disciplinary mechanism
- 6 Reasonable steps to respond to and prevent further similar offenses upon detection of a violation

One-time training sessions on the importance of compliance aren't sufficient

Appropriate values and behaviors must be integrated into the daily activities of the organization

Module 3: Improving productivity and increasing profitability

1 Developing and Communicating a Vision (172-179)

A positive vision generates respect and commitment & is crucial to improving productivity and increasing profitability. There are different forms of vision: Grand achievements (Virgin Galactic : taking people to space) Deceptively simple ideas (Netflix, Starbucks)

None of the two is better than the other so there isn't a best type of leader who can develop and communicate a vision, because every vision is unique. BUT: each great vision is result from a universal processes and include common key elements which will be discussed in this chapter.

- Framing and Defining a Vision
- Identifying Key Components and Content
- Articulating and Communicating a Vision

1.1 Processes for Formulating a Strategic Vision
Mission + vision + value = vision Who are we?, what are we doing? Why are we doing what we do?

1.1.1 Framing and Defining

A good vision generates at least 3 effects that help an organization progress:

- Creates focus for the organization:
 - o What should we be doing and what not?
 - o Cfr: photo-camera
- Generates momentum for action across the organization: (alineaa onderaan p 173)
 - o Metaphor of a rubber band
 - o Hold band with 2 hands, one close to your body (i.e. present), one away from your body

(i.e. future)

- o Creates tension: only can be resolved by closing distance between 2 hands, ideally: vision should pull draw current reality forward.
- Help members understand how they fit with the organization's overall purpose:
- o Metaphors of the doorman and the jigsaw puzzle
- o Doorman: "Leader opens doors to the future"
- o Jigsaw Puzzle: "Easier to solve a puzzle if you see the picture on the cover of the box."

No matter how many individuals are involved in shaping the of a vision, Followers expect the leader to have the picture.

There are many options for gathering the perspectives needed to frame and define a vision. Keep in mind: people are more willing to support a vision that has drawn on their perspective and insights. One way of gathering this insights is to spend time in the trenches of the organization, talking with a variety of shareholders. Another approach is to hold focus groups and dialogue sessions in which the employees are able to express their true thoughts and feelings about future, focus and fit. No matter the approach, a leader needs to find the language that connects with stakeholders.

1.1.2 Identifying Key Components & Content

Being aware of a vision isn't the same as being inspired by that vision, what makes a vision impactful and effective? Three components need to be identified for a vision to capture the attention of others.

A strong vision:

- Identifies Ideal Strategic Goals
- o Show how the future will differ from the past.
- o Powerful vision makes followers think for themselves about the ideal goals toward which they should strive.
- o Sets a standard for excellence thus increases motivation.
- o Not defining the final outcomes, but rather relate to ideal conditions or processes.
- Makes a Case for Change
- o Justify changing from the status quo.
- o Leaders must clearly explain why they make a change (changing economic conditions, new customer/market demands...)
- o No matter the reason: people are more willing to support the idea of changes that they have helped create, else they need to be convinced.
- Includes a Focus on People
- o Recognize the people whose actions are necessary if the vision is to be achieved.
- o It may be appropriate to describe the human and social capital that will be necessary to execute the vision.

1.1.3 Articulating and Communicating a Vision

A leader constantly communicates the vision through their words and their actions: Sashking suggests that these words and actions take on of three forms: strategic, tactical and personal. Similarly, Nicholls argues that leaders address the heads, hands and hearts of followers.

- Heads - Strategic Communication of the Vision.
- o At a strategical level: attempt to articulate a clear organizational philosophy based on the vision.
- o A vision and philosophy make a difference when they are clear enough to allow individuals to make decisions when acting autonomously.

- o Also need for specific tactical policies and practices to ensure that the actions taken by employees are consistent with the vision.
 - Hands – Tactical Policies and Practices.
 - o For the power of a vision to be realized it must be translated into practices that can be implemented to support the vision.
 - o Followers must know what they need to do to make the vision a reality.
 - o Heads and hands must work together.
 - Hearts – Communicating at the Personal Level.
 - o Most critical and challenging: touching the hearts and connecting with the personal values and aspirations of followers.
 - o The vision must inspire followers to want pursue it and create a long-term pursuit of the vision.
 - o Visions are about creating the future.
- 1.2 Visionary Leaders

The process above is designed to result in a vision that is consistent with what we know about expectations for visionary leaders. Leaders use powerful imagery to provide a sense of mission or purpose that challenges the status quo. Impact of visionary leaders also influences employees and inspires them to engage in extra effort so firm performance is likely to be improved. CEOs who emphasized stakeholder values = Visionary Leaders Leaders who focus on economic values = Autocratic Leaders

Visionary leaders not only in companies: Parents, Teachers, Sport Coach... All drawn from our own experiences; they inspired us toward a new future in our own personal sphere of influence. They all have lessons to teach us so it's important to listen to their stories. Now we will discuss two visionary leaders who influenced the world: Steve Jobs & Jeff Bezos.

1.2.1 Embracing Paradox

Another characteristic of visionary leaders is the ability to integrate and communicate competing values.

Jobs & Bezos are set apart from many other leaders because of their comfort with paradox. These leaders are strong in competing quadrants of the model. Jobs: both flexibility and control and an emphasis on external focus. (Lees p178 tot groene titel) Create, Compete, Control are okay with him, Collaborate is not reflected above. Both as charming and as arrogant and intolerant he had notable failures as well as major successes. Bezos: Has the passion that can be leveraged to turn threats into opportunities. Like Jobs, he shares a Willingness to embrace paradox, rather than compromise on values. He is a study in contradictions: "analytical and intuitive, careful and audacious, playful and determined..." He quoted: "The thing about inventing is you have to be both stubborn and flexible. The hard part is figuring out when to be which."

We all can make a difference within our own sphere of influence. You can get started now, by understanding your personal passion and crafting your own leadership story.

1.2.2 Your story as the Source of Vision

Fundamental questions in organizational vision also need to be addressed by the leader individually (Who am I? Where am I going?...). Being able to answer this questions on a personal level can help individuals sustain the passion they need to persevere as leaders in challenging

times.

Inspire commitment by looking inward first, by becoming aware of what you want to say, and by communicating a much more personal vision of the future, based on much more personal knowledge of the past and realistic experience in the present. This means: initially ignoring potential followers in favor of personal passion. Focusing on the themes of your own consciousness is the real driver of what you have to say. Start the communication process with your own passion. Need for self-knowledge is a prerequisite to leadership effectiveness. Know what you want!

Setting Goals and Objectives

We come to the formulation of specific organizational strategy, plans, goals, and objectives aimed at realizing the vision. Goal setting is a critical tool both for individual achievement and for directing the efforts of individuals and groups of individuals toward a common end. Our plan in this section is to review the key lessons learned about goal setting from the past, get a clear understanding of how work environments in the new economy impact goal-setting effectiveness, and gain a fuller appreciation of the relationship between developing and communicating a vision and setting goals and objectives.

2.1 From Vision to Strategy

Establishing a vision usually the first step in strategic planning process. Vision includes formal documents: vision statement, mission statement and statement of values. These are relatively enduring if made well but very abstract and very hard to define. Therefore we need the strategic ideas to be translated into more practical, tactical objectives and goals. The process of setting goals as described in this chapter explains how strategic objectives are translated into actions.

2.2 Goal Setting – The Basic Building Blocks

Goal-setting theory and research was the follower of the rational goal model. The latter assumes an organization is effective if it successfully achieves the goals it is pursuing. Goals define the results that people should aim to accomplish in pursuit of the organization's strategy and vision. They serve as the foundation for performance planning, review, reward and improvement efforts.

NO GOALS NO SUCCESS.

Goal setting takes place at all levels in an organization. Senior levels of managerial leadership: strategic and directional: the organization's vision. Lower levels: goal setting still aligned with the goals set by the top but tend to be more tactical, with a primary emphasis of implementing and carrying out decisions made as part of the vision development and strategic planning process. The process, on tactical level, involves following elements:

- Formulate objectives/targets that need to be achieved by a certain time
- Develop action plan and identify specific steps to complete these targets
- Create a schedule showing when activities will be started and/or completed
- Develop a budget
- Estimate/project what will happen at certain point of the plan/process

- Establish organization to implement decisions
 - Set standards for evaluation
- 2.3 Goal Setting as the Foundation for a Performance Management System

Goal setting (translating vision and strategy into a set of goals and objectives) for the entire organization is an enormous exercise. It remains a challenge to ensure that goal-setting process that cascades down is vertically and horizontally aligned and results in goals and objectives that every individual in the organization owns and sees as directly connected to the vision of the organization. The successful resolution of these two major challenges (1. Gaining knowledge, understanding and acceptance of subordinate goals, and 2. Translating and cascading them into individual goals linked to the organization's vision) is the foundation for a system of performance management.

2.3.1 Gaining Strategic Unity and Alignment (iedereen op dezelfde lijn krijgen) (Essential goal of the strategic planning process)

Having strategic unity and alignment means two things:

1. The organization has developed high-level goals that are consistent with its vision and start.
2. The organization establishes alignment across the various differentiated parts of its system, such that all the parts are generating decisions and actions that are consistent with the high-level goals.

No team, function, no-one etc... can optimize its performance without a high degree of strategic unity. This exists when these conditions are in place:

- Unit/organization possesses a motivating and compelling vision.
- Vision, values, and strategic intent are deeply understood and there is widespread ownership and commitment to them, throughout the organization.
- Across all units/ teams/ individuals goals & actions are aligned.
- Unit/organization possesses the knowledge, skills, and mindset required to achieve the vision, live the values and execute the strategy

Strategic unity and alignment is (in context of goal setting) a top-down process. This might create complex and hard-to-follow expectations for the lower-level units. Therefore strategic unity and alignment is paradoxical in that it requires a balance between simplicity and sophistication.

2.3.2 Translating Strategy into Individual Goals

The 2nd major challenge of using goal setting as a foundation for a system of performance management; translating the high-level goals into individual goals clearly linked to the organization's vision, which are one of the most critical elements of a performance management system (PMS). Ideally PMSs accomplish the following impacts:

- Connect vision and strategy to what employees do every day
- Promote accountability, effectiveness, and productivity
- Create focus and facilitate priority setting
- Create a shared commitment to performance between managers & employees
- Ensure that the organization realizes its core purposes as well as the growth and development of individual employees

To become these outcomes, most PMSs include the following for steps: (zeer kort zie p 188/89)

- Translating Vision to Organizational Unit Goals
 - o Primary intent: ensure that individual goals flow directly from organizational goals.
 - Jointly Establishing Individual Goals
 - o Begins: discussion individual and supervisor what are the individual's goals and what target level of performance will be for each of those goals?
 - o This is a time-consuming part, thus the process and how it is conducted is as important as the ultimate outcomes.
 - Ongoing Coaching & Feedback
 - o Supported, guided and tracked
 - o Supervisors: communicating, encouraging performance, making sure they are appropriately delegating, coaching....
 - Evaluation of Performance
 - o Annual performance review or appraisal
 - o Typically addresses outcomes attained
 - o Set goals for the next period
- 2.4 Setting "S.M.A.R.T" Goals and Objectives

SMART goals ideally answer important, specific questions, as shown below.

2.4.1 Specific

SMART goal describes an observable action/behavior, answering the question: "What has to be done?"

- Is the goal clearly stated?
 - Does it describe a function to be performed?....
- Specific goals don't just identify the desired end result, they include specific actions that will help you attain that desired outcome.

2.4.2 Measurable

SMART goal defines the end result qualitatively/ quantitatively, answering the question: "How much has to be done?"

- Is the behavior quantifiable?
- Are limits and parameters defined?
- Can results be observed?

Measures should be connected to goals, and it is the goals that should drive our choice of measures.

2.4.3 Attainable

"Is the goal within reach or does it seem impossible?"

- Does the person have the required experience, skills and knowledge?
 - Are the resources required to carry out the work available?
 - Is the goal realistic under the circumstances?
- Needs no further comment

2.4.4 Relevant

"Is the goal relevant to the person, does the individual have reason to care about achieving the goal?"

- Is the goal relevant to the work actually being done by the individual?

- Is there a clear link to organizational, departmental, team goals?

....

Relevance generally comes into play when someone else is setting goals for you.

2.4.5 Time-Bound

“By when does the goal need to be achieved?”

- Is there a clearly defined completion date?
- Is the duration for the goal set out?
- Is the frequency with which work must be performed clearly defined?

Goals should have time frames, the quote: “If it weren’t for deadlines, nothing would ever get done” has a great deal of truth in it.

Motivating

Self

and

Others

Competitive people want to win. In terms of business winning is being successful, meaning being productive. Measuring productivity is complicated and often controversial. Employees must be motivated to be productive. In this chapter we will take a closer look how managers motivate their employees and themselves through 3 different frameworks: motivation, empowerment and employee engagement.

3.1 Motivation

Theory

We already discussed one of the most important ways to motivate people: goal setting. Generally theories of motivation fit into two broad categories: Content Theories: Focus on different needs that may motivate behavior. Process Theories: Focus on a sequence of steps from some stimulus to motivation.

3.1.1 Content Theories: What is Valuable Enough to Motivate People?

The source of your motivation is something you valued because you needed/wanted it. This is different for everyone. We will have a closer look at 2 dimensions.

- Extrinsic and Intrinsic Motivators:
 - o *Extrinsic*: forces external to people (tangible (money, food) or intangible (praise from boss))
 - o *Intrinsic*: generated by the person itself (always intangible)
 - o As manager: extrinsic sources are more easy to provide than intrinsic.
- Innate and Learned Needs:
 - o For managers it's important to know what types of needs motivate behavior.
 - o Different categories of needs:
 - Physiological (extrinsic)
 - Belongingness (intrinsic and sometimes extrinsic)
 - Esteem and Power needs
 - Self-Actualization (intrinsic)

For managers, content theories of motivation provide useful information about broad categories of need/wants that individuals seek to fulfill. To take advantage of content theories of motivation, managers also need to have an understanding of the process of motivation.

3.1.2 Process Theories: How do we get From Stimulus to Motivation?

Here we take a closer look to how motivation happens.

- Equity Theory (Extrinsic)
 - o Suggests that people also consider what other individuals' outcomes are relative to those other individuals' inputs. People want to be those ratio to be equal. If not they will try and balance the equation. (vb: work 10 hours and get 100 USD, but your colleague gets 100 USD for 8 hours, not fair)
 - o For managers the most critical thing to understand is: if people feel underrewarded for their efforts relative to others, their motivation is likely to decrease.
- Job Characteristics Model (Intrinsic)
 - o The model includes variables that are assumed to reflect different 'needs' that employees have, we classify it as a **process model** in 5 dimensions of a job's design (*skill variety, task identity, task significance, autonomy and feedback*) are assumed to influence the psychological states (*experienced meaningfulness, experienced responsibility for outcomes of the work and knowledge of actual results of the work*) experienced by the employee. Intrinsic motivation: occurs when these 3 states are present. (individual differences affects how employees values different job characteristics).

- **Goal-setting Theory**, 5 guidelines

(terms that are included in SMART + 2 important concepts not found in the SMART acronym):

1. **S**pecific goals lead to higher performance than vague or no goals; specific goals are generally **M**easurable and **T**ime-bound.
2. **A**ttainable goals are more likely to lead to higher performance than unrealistic goals; people need both ability and self-efficacy to be motivated to achieve the goal.
3. **R**elevant goals are important because goals are more likely to lead to higher performance when they are accepted and there is commitment to them.
4. **C**hallenging goals lead to higher performance than easy goals.
5. **F**eedback about the task is likely to increase motivation and may encourage setting higher performance goals.
 - o Goals should be attainable BUT also challenging and accomplishing → more motivation
 - o People like to know how they are doing relative to their goals (particularly on long-term projects) → feedback

3.2. The expectancy approach to motivation

- o It attempts to answer the question why people exert effort, not with reference to specific needs, but with respect to the process that people go through when making the decision to exert effort. The theory focuses on the employee's beliefs about the relationships between the amount of effort exerted on a job, actual performance on a job and outcomes that may be received as a result of that performance. Individuals will be motivated to exert effort only if 3 conditions are met:

- 1. They believe that by exerting effort they will be able to perform the task in a satisfactory way.
- 2. They believe that if they perform the task in a satisfactory way, they will receive some outcome as result.
- 3. The outcome that they receive is valuable to them.

Effort → Performance → Outcomes (see *figure* on page 200)

3.2.1 The Employee's Perspective

- With the outcomes of the conditions, a motivation score will be calculated, the higher the score more likely the employee chooses to take the effort.

3.2.2 The Manager's Perspective

- **E to P condition – Tying Effort to Performance**

- It is really about an employee's *self efficacy*- his belief that he can perform satisfactorily in a given situation. One the employee is chosen is defining performance and coming up with SMART goals can be very useful. Coaching, support and timely feedback all help to the employee that effort will result in satisfactory performance. Manager's own expectations have an important impact on the employee's behavior → coaching, support and timely feedback all help encourage and develop employees.

- **P to O condition – Linking performance to outcomes**

- Even if employees think that they can perform at a satisfactory level, they may not be convinced that satisfactory performance will result in receiving a valued outcome. Managers can address this concern by using performance-contingent rewards and making certain that employees are aware of all the possible outcomes that will result from satisfactory performance. Managers should build trust by always following through on commitments.

- **Valued outcome condition – Understanding what employees want**

- Managers should make certain that they know what outcomes are important to their employees. This information can be obtained through one-on-one conversations or employee attitude surveys.

3.3 Empowerment (intrinsic motivation)

Some people have a more top-down, mechanistic perspective and believe that empowerment originates at the top of an organization's hierarchy. This group feels that empowerment is reflected in an organization's mission, vision and values and in how tasks, roles and rewards for employees are defined. Empowerment means to them that responsibility is delegated and people are held accountable for their results.

Other people have a more bottom-up, organic perspective. This group feels that empowerment starts at the bottom of the organization and requires understanding

employee's needs, role modeling empowered behavior for employees, and building teams where cooperative behavior and intelligent risk taking are encouraged. Empowerment to this group is seen as less about delegation and accountability and more about trusting people to perform and supporting their efforts to take intelligent risks, grow and change.

4 psychological states:

1. A sense of meaning: employees feel their work is important, they care about what they're doing
2. A sense of competence: confidence in one's ability to perform the task skillfully
3. A sense of self-determination: Employees are told what needs to be done, not HOW to do it
4. A sense of impact: employees feel that other people listen to their ideas

3.4 Employee Engagement

Defined as the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances. Engagement is characterized by energy, involvement, efficacy, vigor and dedication. Burnout is the opposite, exhaustion, cynicism and inefficacy.

Engagement entails two types of commitment: rational commitment (employees believe that managers, teams or organizations have employees' self-interest in mind. Emotional commitment is the extent to which employees value, enjoy and believe in their jobs, managers, teams or organizations.

3 types of employees:

1. Engaged employees are those who work with passion and feel deep profound connection with the company. They drive innovation and make the organization successful.
2. Not-engaged employees are essentially going through the motions at work, they are checked out, sleepwalking through their working day.
3. Actively disengaged employees aren't merely unhappy at work, they act out their happiness by doing things that undermine what their engaged coworkers are trying to accomplish.

Competency 4: Designing and organizing

COMPETENCY 5: Managing execution and driving for results.

-> Being highly task oriented may be good in terms of completing individual tasks, but when you lead others, too much emphasis (nadruck) on task issues can paradoxically undermine your efforts to get the task completed with good quality and on time.

Simply put, managing execution and driving for results is about getting things done.

An important question: what is required for successfully executing a strategy and achieving the desired results?

Examples of organizations who seek for solutions by hiring 'outsider' CEOs to improve their disappointing results:

1. Ford Motor Company: The new CEO (Alan Mulally), who was the CEO of Boeing before, gave Ford a new perspective: 'Improve focus, simplify operations.' He guided the company back to profitability.

2. Hewlett-Packard: The new CEO (Meg Whitman), who was the CEO of Ebay before, is listed as one of the most powerful women in the world. She is very down-to-earth and is stubborn.

Study: 658 CEOs from multinational companies were asked what to prioritize their most pressing management challenges.

- The answer of bigger companies: 'Consistent execution of strategy by top management'.
- The answer of smaller companies: 'Sustained and steady top line growth'.

à Most companies can't execute on strategy!

1. Execution and results at the organizational level.

Over time, there has been an evolution of the idea of execution. First it was more 'getting things done', but later it became 'getting things done better', with an emphasis on efficiency and effectiveness. Since 1990 it was more 'business process reengineering'.

- The reengineering process (Michael Hammer).

What is it? It urged organizations to take a blank sheet of paper and reconsider how all processes might better serve the organization's goals and objectives.

Negative aspect: the technique put too much emphasis on efficiency and not enough emphasis on the well-being of employees.

Ensuring execution is a leader's most important job.

Bossidy and Charan ask, why are organizations so terrible when it comes to execution? Their answer: a lack of discipline.

Execution is not just tactics, it's a discipline and a system. It has to be built into a company's strategy, its goals and its culture. The heart of execution lies in 3 core processes:

1. The people process
2. The strategy process
3. The operations process

1.1 The people process

According to Bossidy and Charan, this is the most important process of the 3.

This process must accomplish 3 things:

1. It should evaluate every individual in the organization in depth and with as much accuracy as possible.
2. It should provide a blueprint of the pipeline (selection, development, promotion,...) of leadership talent required by the organization in order to execute its strategy.
3. It should populate the leadership pipeline based on a strong and strategic succession plan.

Remark! There is not a particular system for creating a people process, but there are some characteristics the process should have like honesty, consistency, integrity, the use of common language. The most important characteristic is providing timely and accurate feedback!

1.2 The strategy process

It's important to not only formulate the strategy (what should we do), but it's also important to pay attention to the specific ways the strategy will be executed (how should we do it).

The strategic plan should be a detailed action plan for achieving business objectives.

Remark: The essence of the plan needs to be simple!

Questions that must be raised are:

- How good are the assumptions we built the plan on?
- What are the pros and cons of the alternatives?
- Do we have the required organizational capabilities to be able to execute the plan?
- What must we do in the near and medium term to be successful in the long run?
- Will we be able to adapt the plan to rapid changes in the organizational environment?

1.3 The operations process

This process complements the people and strategy process by outlining the path the people must follow to get to the results identified in the strategy. It is required to get from the long term to the short term.

Mostly, operation plans are prepared based on a budget. Bossidy and Charan say: it is backward! Operations process must not simply build budgets around what top management desires, but must address the action programs that will make the outcomes a reality.

Problem: budgets are often political exercises in trying to protect personal interests (not supporting the goals of the organization).

à The key to successful execution is linking people, strategy and operations together.

Bossidy and Charan have identified 7 leader behaviors that they consider essential for effective execution:

1. **Know your people and your business.** Stay in touch with the day-to-day activities of the organization.
2. **Insist on realism.** Don't only face the positive things in the organization, also face the cold, hard truths and solve troubles as soon they are detected
3. **Set clear goals and priorities.** Focus on the things that are essential- for the organization to be successful.
4. **Follow through.** Who needs to do what by when? Take each goal seriously
5. **Reward the doers.** What performance is required and what will be received for that performance?
6. **Expand people's capabilities.** Coach people so that experience and wisdom is passed on to the next generation of leaders.
7. **Know yourself.** Be honest with yourself and with the people you lead, don't punish others when they bring you bad news.

1.4 A culture of execution

Culture is important to understand effectiveness. If an organization has not had a culture that emphasized execution in the past, then we can't expect to achieve our desired results until we have changed the culture. Changing organizational culture often fails!

1.5 The right people in the right places

The leader needs to connect the people, strategy and operations process.

Leaders must be personally committed to all processes.

Examples of people in the wrong places:

1. Managers may not have sufficient knowledge about the people they are appointing to positions.
2. Managers select people they feel comfortable with, rather than focusing on selecting the right person for the right task.
3. Managers may be too patient with weak performers.

2. Execution and results at the individual level

Many executive education programs, consulting firms, and other organizations offer 360-degree feedback surveys (including items specifically related to this competency) to managers and leaders at all levels of the organization to help them evaluate their personal effectiveness.

Example:

Personnel Decisions International (PDI) includes two measures related to execution and results:

1. **Manage Execution** focuses on how managers delegate, coordinate, monitor, and track work assignments.
2. **Drive for results** focuses on achieving results with and through other. (f.e. being able to communicate a sense of urgency when appropriate)

Next we consider what may be the most important skill required for individual success: effective and efficient time management.

2.1 Time management

Alec Mackenzie asks the question: “Why is time management still a problem?”. (even with all these innovations such as books, seminars, workshops... we are still caught in the time trap)

The answer: Human nature

In this section we use Peter Drucker’s three-step process for effective time management in any situation.

1. Record Your Time. Contemporaneous record keeping (recording what you are spending time on when you are actually doing a task) is the first essential step toward knowing your time.

2. Manage Your Time. You have to record your time to effectively manage your time. Managing your time requires prioritizing and eliminating activities that don’t add value. You can find these time-wasting activities by asking yourself: “What would happen if this activity were not done at all?” After eliminating as many activities as you can, you can use the *Time Management Matrix* (Covey, 2004) that we introduced in Module 2 to prioritize your remaining tasks.

1. Important and Urgent
2. Important but Not Urgent (at the moment)
3. Not Important but Urgent
4. Not Important and Not Urgent

You should have only Important tasks remaining on your list at this point.

3. Consolidate Your Time. Managers need to use their time efficiently, but they also need to allow time for unscheduled encounters. Much of their important work is accomplished in bursts of collaborative encounters with others, the average duration of which is about 11 minutes. (Alesandrini, 1992). More focus on identifying priorities and concentrating on the critical tasks rather than on mapping out each minute of the day assumes two key elements: 1. Keep one calendar, not two. 2. Keep a master list of things you need to do.

A very strong and important example of time management is the lecture titled “The last Lecture: Really Achieving Your Childhood Dreams” that university professor Randy Pausch wrote, when he found out he had pancreatic cancer and only a few months to live.

Module 4: Promoting change and encouraging adaptability

Competency 1: Using power and Influence Ethically and Effectively

- Power: why are we ambivalent?
 - Most of us have mixed feelings about power. Effective leaders sustain their influence by building and maintaining trust and helping people to perform at a higher level. We grant power and influence only to people we trust.
 - Power: the capacity to mobilize people and resources to get things done
- Using power at 3 levels:
 1. The *macro or organizational level* (legislating policies and laws, setting rules and procedures, bestowing rewards and punishments and making goals and plans)
 2. The *group or team level* (the strength of expertise and experience, the ability to build coalitions of those who share your views and goals)
 3. The *individual or personal level* (a person's capacity influences another person's behavior)
- Good power, bad power and no power
 - When we commit ourselves to a cause or a project, we want strong, solid people in our corner. People don't trust important things to weak and passive leaders.

- 5 sources of POWER:

P = position

O = opportunity

W = wealth

E

=

expert

R = relationship

- Position power: comes from formal roles and authority. You are allowed to reward or punish others.
- Opportunity power: relates to being in the right place at the right time. When and where you are sometimes important as who you are.
- Wealth power: people who possess great wealth can exert a lot of influence. Wealth as source of power can also refer to the ability to control money.
- Expert power: is based on the expertise or knowledge that may have in a special field or situation.
- Relationship power: are from two sources: your personal characteristics (who you are) and your social network (who you know). Sometimes a person has influence because of personal characteristics (charisma, trustworthy). Power can also come from your social network, sometimes referred as social capital or network power. Your social network gives you power because it gives you access to the expertise and influence of other people who know and trust you.

Networking is a vital skill, not only because it helps you succeed professionally but also because it makes you a more effective resource in your personal life. It is a crucial skill, both for gathering information and identifying contacts who can help you to put your ideas to motion. An effective manager knows where to go for answers and whose support is necessary.

Effective networking is really about being generous toward helping others. Effective networkers energize people around them.

- Influence strategies and tactics
 - Many common influence tactics depend on the elements of position power:
 - Legitimate authority: giving directives with expectation that they will be carried out.
 - Upward appeal: giving directions and indicating them that they are what higher management wants done.
 - Co-optation: inviting a recalcitrant individual into a group to attempt to change their perspective.
 - Bargaining/exchange: offering a reward or incentive for following a directive.
 - Pressure/coercion: threatening a punitive action if the directive is not followed.
 - Influence tactics linked to relationship power:
 - Inspirational appeal: appealing core values to encourage cooperation.
 - Personal appeal: appealing to personal relationship to encourage cooperation.
 - Ingratiation: attempting to increase positive feelings as a way to increase personal relationship power and thus persuasiveness.
 - For people with the appropriate expertise, rational persuasion can be effective influence tactic:
 - Rational persuasion: using logical arguments as justification for cooperation.
 - People with a great deal of social capital and strong networks may find success by building coalitions:
 - Coalition forming: gathering additional stakeholders to support a proposal.
- Influence versus manipulation and control: influence tactics that undermine trust should be avoided.
 - Fine line between perceptions of what is considered an acceptable influence tactic and what is seen as an inappropriate attempt to manipulate or control others.
- Increasing power and influence with supervisors, peers and subordinates
 - Master managers know what other people need and how they feel. Most of that information comes from listening and observing, not from talking. And focus on driving for result and the quality of relationships. (High on task. High on people.)
- Supervisors:
 - Look for ways to solve problems that your superiors are facing.
 - Show appreciation to superiors for things they do to help.
 - Encourage superiors to discuss their problems. Give understanding and support.
 - Provide constructive feedback on things supervisors do.
 - Point out new ways superiors can use your skills.
 - Be loyal, even when it is difficult.
 - Take the initiative if you feel you are being used or exploited.

There are practical methods to increase power and influence, there are roadblocks to use them. A major roadblock is the norms of the organization. Norms are unwritten expectations about how work will be done, how people will act and so on.

- Peers (colleagues) :
 - Find ways to help peers reach their goals and look and feel successful.
 - Try to understand their problems and share useful information.
 - Look for common goals you can mutually pursue.
 - Form informal problem-solving groups between units.
 - Be sincere in how you present yourself.
 - If you are working with a large number of people, don't try to influence everyone at once.

Influencing peers is a tremendous challenge. But people ultimately respond when they see that you are determined to do good work and want to share the credit and stimulation with them.

If you have people reporting to you, the following are some additional influence strategies for motivating good performance:

- Direct reports
 - Consciously try to increase their trust in by listening to their concerns and encourage their ideas.
 - Make certain they know exactly what is expected of them in their role.
 - Give them recognition for good performance.
 - Give them credit for their ideas when talking to superiors.
 - Help them solve problems that may be beyond their ability or experience.
 - Do everything necessary to give them the tools and resources necessary to do their job.
 - Provide training.
 - Never pretend to know something you don't know.
 - Hold regular performance appraisals, but go beyond the formal rating sheet.
 - Don't be afraid to talk about the ways you depend upon each other.
 - Clarify your responsibilities to them and theirs to you.

Competency 2: Championing and Selling New Ideas

COMPETING VALUES FRAMEWORK FOR MANAGERIAL COMMUNICATION (= CVFMC)

- business communication: 7 C's: complete, concise, considerate, clear, concrete, courteous and correct
- limited: 1) no different ways of communicating, depending on context and purpose
2) assume that there is only 1 goal
- better: competing values framework for analyzing managerial communication
4 basic types + specific characteristics

1) Relational	messages	->	Build	trust
	<i>Open, candid, honest, credible, believable, plausible</i>			
2) Informational	messages	->	provide	facts
	<i>rigorous, precise, controlled, focused, logical, organized</i>			
3) promotional	messages	->	direct	action
	<i>Interesting, stimulating, engaging, conclusive, decisive, action-oriented</i>			
4) Transformational	messages	->	Stimulate	change
	<i>Emphatic, forceful, powerful, insightful, mind-stretching, visionary</i>			

Relational messages

- purpose: building trust by establishing credibility
- < Human Relations Model < Collaborate quadrant CVF
- style: informal, to emphasize a connection: small choices in language like using inclusive pronouns such as “we” and “our”

Informational messages

- purpose: providing facts
- < Control quadrant CVF
- in theory: neutral content
in practice: may be interpreted as reflecting an opinion about an issue
- style: structured, lists, tables, charts
- example: explanation policies, procedures

Promotional messages

- purpose: directing action by conveying energy
- < Compete quadrant CVF
- not neutral, but persuasive
- style: interesting & compelling examples and stories, action verbs give a sense of urgency
+ encourage to act
- example: sales presentation, press releases, letters of recommendation

Transformational messages

- purpose: stimulating change by making others see the future vision of the company
- < Create quadrant CVF
- style: not conventional, vivid language, symbolism, enthusiasm
- example: mission statements, executive summaries for strategic plans, keynote speeches

Evaluating your communication tendencies

People have inaccurate perceptions of their communication skills

example: they think they are good in relational communication, but they're not:

- *They don't use personal pronouns
or give personal examples
or make eye contact*
- *They speak at a fast pace*
- *They ask rhetorical questions instead of real ones*
- *Their statements aren't inclusive (no “we” or “our”)*

-> Seek feedback to identify situations where your self-perceptions are inconsistent with the perception of others

The effectiveness of communication increases when the message is thoughtfully and thoroughly prepared regardless of the type.

THE SSSAP APPROACH TO EFFECTIVE PRESENTATIONS

SSSAP: Set, Support, Sequence, Access, Polish

1) **Set**

- creating the right mood or atmosphere
- unveiling your topic or theme
- establishing your credibility

2) **Support**

- giving the reasons, logic and examples

3) **Sequence**

- putting content in the ideal order

4) **Access**

- displaying your message to the eye
- making it vivid and memorable

5) **Polish**

- putting the professional touch on your message

SET

good presentation: audience-centered

functions of 'Set' building block for effective presentations:

1) **Climate set:** Create a mood and tone favorable to listening and acceptance

- Establishing **a rapport** with the audience (=an accord or harmony, a feeling of sympathetic understanding)
- < Bert Decker: Address the audience's First Brain before addressing their New Brain
First brain: nonreasoning, nonrational part of our brain
New brain: conscious thought, memory, language, creativity, decision making

Engage your audience's need to like and trust you (First Brain) before you deal with your need to have them understand and agree with you (New Brain)

- principles:

1. Be in the room first and greet each person (verbal, eye contact, smile, nod)
2. Notice facial expressions and energy levels: what is the general mood of the group?
3. Be positive

2) **Credibility set:** Assure the listener that you are worth listening to

- Assure the audience that you are an informed and legitimate speaker, because of your experience, credentials, interest, special expertise
- often: the person who introduces you offers your credibility set
informal: you provide your credibility set yourself
- Think about your credibility set when you address an audience that doesn't know you
- Be specific to the needs of the audience and the circumstances

- 3) **Content set:** Map the journey you are asking the listener to take with you
- People are uncomfortable with ambiguity, they want to know where they are going
 - Tell your audience early in your presentation:
 - How long it will take
 - When they can ask questions
 - What the major themes are
 - How the topic relates to them individually
 - Never go beyond your time limit

SUPPORT

- The substance, the major reasons you offer for doing something
- The support must be correct, concrete, complete, relevant and logical
- questions:
 1. **What do I mean?** -> Define things adequately
 2. **Am I specific?** -> Use specific examples and illustrations, a core story or experience that people can relate to
 3. **How do I know?** -> Draw on sources of evidence
 4. **Do I answer the “so what” question?** -> Demonstrate that your ppt makes a difference
- *Anticipate Objections and Counterarguments*
Important when dealing with well-informed audiences
Address the objections yourself
Mix your responses to objections with your own position
- *Use the Magic Number Three*
Don't load too many reasons and angles into your message
Choose the 3 that will have the greatest impact
 1. State the problem or present the situation
 2. Provide 3 supporting items (a, b and c)
 3. Conclude with a summary

SEQUENCE

- order or arrangement
- beginnings and endings: most prominent locations
- audience will remember opening and closing comments

Spill the beans

- first: the most important message
- then: elaboration and details

-> managerial sequence

Managerial Presentations Begin with Recommendations

Managerial Style:

1. Recommendations
2. Conclusions
3. Information
4. Analysis
5. Data
6. Design of Experiment or Process
7. Hypothesis or Questions

R&D Style:

1. Hypothesis or Questions
2. Design of Experiment or Process
3. Data
4. Analysis
5. Information
6. Conclusions
7. Recommendations

- Exception: bad news -> buffer
don't overdo it, people just want to be treated civilly and professionally

Deciding on Sequence

Organizing principles for presentations: Flow structures:

- 1) Chronological: orders ideas according to time
- 2) Physical: orders ideas according to space
- 3) Problem-Solution
- 4) Issues-Actions
- 5) Case Study: organizational experience
- 6) Argument/Fallacy: refute the major arguments against your own recommendation
- 7) Features/Benefits

ACCES

- Making information visually and psychologically vivid to the listener or reader
- Presentations: visuals, making clear transitions between points, summarizing
- Overcome "PowerPoint overload":
 - 1) Write a clear headline that explains the main idea of every slide**
 - no generic title at the top of the slide, but main message
 - 2) Break your story into digestible bites by using the slide sorter view**
 - Look at your slides in the "slide sorter view" function: check if all slides have a headline and if all slides take the same time
 - 3) Reduce visual load by moving text off-screen and narrating the content**
 - Write a concise narrative in the "Notes Page" function and delete some bullet points
 - 4) Use visuals with your words instead of words alone**
 - Add visuals that energize the headline
 - You should say the rest of the message to the audience
 - 5) Remove every element on a slide that does not support the main idea**
 - If you're not sure, cut it!
 - Get your slides to the proper level of simplicity

POLISH

- the finish you put on everything you do
- added attention to details
- creating an environment for maximum effectiveness

Practice, practice, practice

FINDING YOUR OWN VOICE

- fundamental principle of effective communication:

Find your own authentic voice and use it to establish a connection with your audience and your subject!

- Your voice = a combination of your personal convictions, tastes, abilities, interests and preoccupations

Competency 3: Fueling and Fostering Innovation

- **Creativity** = an ability to imagine new possibilities, envision original ideas or develop novel uses of existing ideas or technologies
- **Innovation** = longer process of development and implementation, new possibilities are surfaced, prioritized, selected, developed, tested and integrated
- Innovation: not brand new ideas, but importing existing ideas from one context to another
- Most innovations are achieved in collaboration
- managers have to focus on cultivating a freshness of perception and willingness to change the way we “normally” see things
- **Creative thinking** = 1 problem or 1 question, brainstorming processes, lateral, generates many possible solutions
- **Critical thinking** = 1 problem & numerous data, analytical & logical processes, vertical, results in 1 answer or few alternatives
- The 2 modes of thinking are complementary: they reflect the Create and Control quadrant
- We need both to meet the challenges of the 21st century

DEVELOPING CREATIVE THINKING SKILLS IN YOURSELF AND OTHERS

- People underestimate their own creativity
- Managers can recognize the creative potential of employees and encourage the use of creative thinking
- Employees will develop greater self-awareness and discover their own capacity for creativity

INNOVATION AS A HABIT

- People can develop and improve their ability to think in innovative ways
- Developing creativity: understand how ideas emerge -> create routine that allows creative moments to surface
- Creative moment = preparation + opportunity
- Habits of creativity: cultivated through patterns of practice, discipline and hard work that allow for the emergence of fresh, new creative ideas
- Also work hard to refine the skills to practice your craft
- Confidence to do creative work increases as people practice creative habits
- structure < Control quadrant + expansive, experimental behaviors < Create quadrant = ideal setting for innovation

INNOVATION IS CYCLICAL

- **Divergent thinking**: something new and different emerges

- In organizations: create a context for moments of divergence by making the sharing of new ideas acceptable
- **Convergent thinking:** evaluating and judging ideas, deciding which of the ideas to pursue
- Innovation & Creativity = cyclical interaction between the 2 different modes of thinking

BARRIERS TO CREATIVE THINKING

- Look for unusual new ways of using existing ideas
- Challenge normal ways of seeing things
- Blind spots < Johari's window: unconscious assumptions -> barrier to creativity
- Challenge yourself to see into your blind spot -> Question the things that seem natural
- Blind spots: also organizational and societal cultural assumptions and patterns:
Western society: embraces reason and logic & devalues feeling and intuition
Western barriers to creative thinking:
 - 1) Judging fantasy and reflection as a waste of time, as lazy or even as crazy
 - 2) Believing only children should play and adults should be serious
 - 3) Assuming that problem solving is serious and humor is out of place
 - 4) Negating the value of feeling and intuition, which are regarded illogical and impractical
- Guard yourself against the influence of these socially based cultural barriers
- Individual barriers: emotional basis such as personal beliefs and fears associated with risk and trying to convince others of the value of your ideas

10 most common individual barriers to creative thinking:

- 1) *Resistance to change*
 - 2) *Fear of making a mistake and fear of failure*
 - 3) *Inability to tolerate ambiguity*
 - 4) *The tendency to judge rather than to generate ideas:* cultural preference for critical thinking over creative thinking
 - 5) *Inability to relax or to permit any new idea to incubate:* Freeing your conscious mind, through relaxation or repetitive activity, increases your ability to seek associations amid old ideas
 - 6) *The tendency toward excessive self-criticism*
 - 7) *Fear of looking foolish*
 - 8) *Conformity or wanting to give the expected answer:* Managers should actively encourage employees to present different ideas or perspectives
 - 9) *Stereotyping or limiting the possibilities of object and ideas to their "known" use*
 - 10) *Lack of information or too much incorrect or irrelevant information*
- Don't play the devil's advocate: don't assume the most negative possible perspective, because the initiative will drown in negativity
 - Don't allow negativity to kill the energy of innovative ideas, but assess critically according to risk, cost and ethical soundness

BUILDING A CREATIVE SPACE FOR PEOPLE

- Be proactive: build a creative space where people can contribute their great ideas
- People will innovate when they feel safe and supported and when the environment is positive
- **Managers should ask themselves:**
 - 1) To what extent is change needed to help my unit be more creative?

2) To what extent is this within my control?

- **Checklist:**

- 1) Do not overdirect, overobserve or overreport
- 2) Recognize differences in individuals: have a keen appreciation of each person's unique characteristics
- 3) Help subordinates see problems as challenges
- 4) Ask your employees how they can be most creative and what sort of creative contribution they want to make
- 5) Allow more freedom for individuals to guide their own work
- 6) Train yourself and others to respond to the positive parts of proposed ideas rather than react to the often easier-to-spot negative parts
- 7) Develop greater tolerance for mistakes and errors
- 8) Provide a safe atmosphere for failures
- 9) Be a facilitator rather than a boss
- 10) Act as a buffer between employees and outside problems or higher-up demands
- 11) Enhance your own creative ability through special workshops, seminars... This sets an example for employees and makes it easier to recognize and relate to the creative ability of others
- 12) Make sure that innovative ideas are transmitted to your boss with your support and backing and insist on feedback -> Feedback is necessary for innovators to feel heard and taken seriously

BRAINSTORMING AND THE NOMINAL GROUP TECHNIQUE

- **Brainstorming:**

- 1) Generate as many ideas as possible
 - 2) No evaluation or criticism allowed until the group agrees the generation process is done
 - 3) Everyone participates
 - 4) Let your mind stretch -> Think outside the box
- Brainstorming is high energy, start with an 'easy' problem or challenge, choose a leader with positive energy and optimistic thinking

- **Nominal group technique:**

- 1) Brainstorming
- 2) Group discussion
- 3) Systematic voting to choose an idea

HOW TO FACILITATE A BRAINSTORMING SESSION

- The manager should want to accept good ideas from employees
- How to conduct a nominal group technique session:
 - 1) *Make sure that everyone agrees on the problem definition:* otherwise people try to solve different problems
 - 2) *Have participants write down all their ideas:* no talking
 - 3) *Use a round-robin procedure to allow participants to share their ideas:* Let participants explain 1 idea at a time, write ideas down on a flip chart visible to everyone, no discussion yet
 - 4) *After all ideas are recorded, review each idea one at a time*
 - 5) *Have participants vote on their preferred alternative solution:* 5 best ideas + ranking

- 6) *Review the voting pattern*: winner: decide how to implement that idea/ second voting: 3 best ideas + ranking

THE IMPORTANCE OF CREATIVE THINKING IN ORGANIZATIONS

- employees' abilities are a free resource -> don't waste it
- personal benefits of encouraging creative thinking ->
 - 1) increase in effectiveness through better problem solving
 - 2) increase in motivation

Competency 4: negotiating agreement and commitment

How is your social credit rating?

all members of an organization have a social credit rating: the degree to which other people find us supportive, cooperative and competent

=> this rating can increase or decrease ex. the credibility increases when we work well with people

the vital role of dialogue

important dimension of negotiating: dialogue (=sharing viewpoints)

three conditions of a dialogue:

- mutual purpose
- mutual meaning
- mutual respect

these three conditions have to be present in every dialogue otherwise the dialogue will elude (= "uit de weg gaan") us

The conditions of dialogue: mutual purpose, - meaning and - respect

- mutual purpose:
entrance condition for dialogue; without a purpose, there is no reason for a dialogue.
- mutual meaning:
each party knowing what the other is actually saying
→ people never change without first feeling understood

how do we know we have mutual meaning?

when we can describe the other person's opinions, positions and feelings to his satisfaction.

- mutual respect:

→ this is essential but also fragile, especially when the two parties have already had an argument

when 2 people have a heated argument, you're seeing a game of "tit-for-tat": I call you a name, you call me one; I threaten you, you threaten me.

focus more on solving problems than on placing a blame.

Negotiating to build trust and get to yes

four basic principles that should guide any negotiation

- separate the people from the problem
- focus on interests, not positions
- generate a variety of possibilities before deciding what to do
- insist that the result be based on some objective standard

Separate the people from the problem

don't make it personal when you feel misunderstood:

when people feel personally threatened, their energy goes to saving face rather than on solving the problem

→ keep focus on the problem, even if the other person is at fault

→ don't assume anything: talk to the other person about his perceptions

Focus on interests, not positions

focus on the goals and principles behind your positions and separate those goals from your own ego.

ex. two sisters fighting over the only orange in the family larder. Each sister must have the entire orange for herself, any less is impossible. A wise parent asks each of the girls (in private) why she wants the orange. One explains she wants to drink the juice; the other wants to use the rind to cook a pudding. What each sister wants is her position, why she wants it is her interest. In this case, the simple solution is to give the cook the rind after the juice has been squeezed for the thirsty sister - thus meeting the interests of both.

generate other possibilities: make the pie bigger

think of options that are low cost to you but of high benefit to the other party

= dovetailing

Om uw behoeften te laten overeenstemmen (= dovetail) met behoeften van de andere partij, moet je onderzoeken wat de behoeften zijn v/d andere partij EN kijk niet naar de **positie** van de andere partij op het eerste zicht.

ex. in negotiating over price with a box supplier, a purchasing agent from a small company saw an opportunity. The agent learned that the supplier was in a cash squeeze after buying and expensive machine. The supplier had taken a rigid **position** and now the agent knew why. Seizing the opportunity, the agent offered to prepay the supplier for the entire job in exchange for a price reduction.

→ win-win agreement: bigger pie

Separate your needs from your position, but also separate the other party's needs from its position, make sure EVERY party wins.

As a manager you may need to use your negotiating skills in helping others resolve problems = mediation (bemiddeling)

some principles to be a good mediator:

- acknowledge to your people that the problem exists
- maintain neutral position
- keep the discussion issue oriented, not personality oriented
- focus first on areas where they might agree
- you are NOT a judge but a facilitator. Judges deal with problems; facilitators with solutions
- make sure everyone supports the solution

Insist on using objective criteria

often negotiators make the process a contest of wills

how do you avoid this?

→ find objective standards that will help the parties test the reasonableness of a positions

ex. your car is totaled in an accident and you refuse to argue with the insurance adjuster over a price based upon the sentimental value: "My father gave me this car!"

→ you would refer to some standards such as market value.

Competency 5: implementing and sustaining change

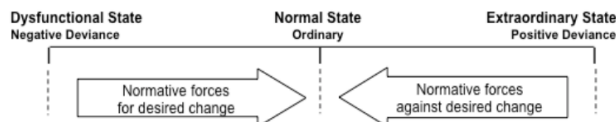
Understanding the forces for change and resistance to planned change

force field analysis:

model that can help managers understand whether a change is needed and whether that change is likely to be successful

→ principle of the model: when the forces for change are stronger than the resistance for it, change will occur. Likewise, when the forces against the change are stronger than the pressure for change, change will not occur.

Forces For and Against Change



any person, group can be described in one of the three following states.

3 states:

- dysfunctional state: highly undesirable, a group in this state is plagued with toxic relationships and people who cannot work together
- extraordinary state: people are at the top of their game, they are positioned for success.
- normal state: point of equilibrium between the 2 extremes

→ most of us are in this state

why?

⇒ consider forces on the left side: the greater the pain we experience in this state, the stronger the drive to escape it

⇒ consider forces on the right side: ex. imagine what a world class athlete do maintain this level. He must eat correctly, constantly work on fitness... if he stops any of these things and the athlete moves towards a ordinary state.

conclusion: change beyond (voorbij) the normal state (change that alter our habitual norms) is more likely to be resisted than change that we see as clearly helping us to resolve problems.

managers try to convince others that there is a problem so that they will be more inclined to change.

=> people who resist change receive the label: "unwilling to leave their comfort zone"

Forces for change-what kind of change is needed?

changes driven by external pressure

many of the forces for change are the result of changes that have occurred in the external environment ex. changes in technology can create pressure on organizations to change

When the external landscape changes it can redefine what is excellent and even normal

→ what was excellent yesterday becomes normal today and maybe even dysfunctional tomorrow

these changes may seem obvious to managers, but hard to understand to members of the organization

changes driven by internal initiative

ex if a company makes a decision to pursue low cost strategy, managers will create initiatives that exert pressure on people to improve efficiency

changes driven by employees

employees who are empowered to think and act with autonomy are likely to generate new initiatives

Resistance to change-can we change?

reasons for resistance to change:

- structural forces: ex. limited resources, standardized routines etc.
- interpersonal reasons: some people may resist any idea that they did not come up with themselves
- fear: job losses
- changes that make the skills of employees outdated or unnecessary
- risk
- changes that affect an employee's status

once the decision has been made to change → manager must determine

- (1) the design of the specific change that needs to occur
- (2) how the change will be implemented

Designing change

following steps are necessary to set up a force field analysis

1. list the driving and resisting forces, include analysis of the state of the organization
2. determine each force strengths
3. identify the forces over which you have some control or influence
4. analyze the list to determine how to implement the change
 - increase the strength of driving forces,
 - add new driving forces,
 - decrease the strength of resisting forces...
 - remove resisting forces
 - determine if any of the resisting forces can be changed into driving forces

⇒ last 3 strategies are more effective

think also about the importance of the individual forces.

transformational change: are rooted in the growth of a common purpose, you engage followers.
transactional changes: these are made on the surface and are short-lived

Four approaches to implementing change

Telling strategy (rational goal quadrant)

assumes that people are guided by reason → if they decide that change is in their best interest, they will change

resistance: due to ignorance or superstition (bijgeloof)

→ to counter resistance, you need to educate people the truth

effective for “in-the-box change” ex someones tells me my tire is flat and I need to change it. I can verify this by looking at the tire.

ineffective for “out-of-the-box change” ex someone tells me I need to change the way a drive because it is causing undue wear and tear on my car. And you have to take courses in order to change the way you drive.

→ you can't directly tell if the person is right or wrong

Forcing strategy (internal process quadrant)

change or you will get punished.

those with more power apply sanctions upon those with less power

the forcing strategy works in short term, but it usually evokes anger, resistance.

how does a change agent acts?

- tell the target why he needs to change
- if telling fails, figure out a way to force the person to change

Participating strategy (human relations quadrant)

involves a collaborative change process. Change targets are still guided by rational calculus, however this calculus extends beyond self-interest to incorporate the meanings, habits and institutional policies that contribute to the formation of human culture.

⇔ change does not come by simply providing information as in the telling strategy: it requires the change agent to focus on clarifying and reconstructing values. The motto might be to involve the change target in an honest dialogue to get win-win situations.

very often used to manipulate: the change agent determines a solutions and asks the group to join in discussion. Any answer they come up with is acceptable as long as it is the right one.

Transforming strategy (open systems quadrant)

the transformational strategy works only when we become internally driven and focused on others.

within ourselves we find principles, purpose and courage. There we find the capacity not only to withstand the pressure of the external system but to actually transform the external system. Most of the change strategies reflect and support the norms and expectations of the group: we are driven by external conditions in which we find ourselves.

The transformation strategy include the role of internalized strategy.

(snap ik niet zo goed)

Conclusion

INTEGRATION AND THE ROAD TO MASTERY

The mastery of management requires the ability to enter a situation, to see it from multiple perspectives, to determine what actions are needed, and then to use and blend contrasting competencies without appearing inconsistent or hypocritical.

1. INTEGRATION AND BEHAVIORAL COMPLEXITY

Distinction between *managers* and *managerial leaders*:

- Managers = individuals who happen to have management positions.
- Managerial leaders = individuals who truly display leadership in their management of others. They require the ability to blend and balance the use of different competencies in support of all four action imperatives in an appropriate way. Their leadership effectiveness cannot be achieved by the individuals who use a management approach based on a limited number of competencies or a single action imperative.

Behavioral complexity

= the ability to act out a cognitively complex strategie by playing multiple, even competing, roles in a highly integrated and complementary way. This ability involves 2 components:

- 1) **Behavioral repertoire**
= the number of leadership approaches and skills a manager can use effectively.
- 2) **Behavioral differentiation**
= the ability to use the skills they have in their behavioral repertoire differently depending on the situation.

In the future behavioral complexity will become increasingly important for global leaders whose ability to “generate superior corporate performance” will require them to balance:

- 1) profitability and productivity
- 2) continuity and efficiency
- 3) commitment and morale
- 4) adaptability and innovation

Actions taken by managers who fail to demonstrate behavioral complexity result in negative outcomes. (the negative zone)

1.1 THE NEGATIVE ZONE

Individuals **using only a single approach** to management may become very skilled in that approach but the paradox of being successful using a single approach is that, sooner or later, continuing to rely on that approach **will lead to a serious career setback**

Effective managerial leaders are behaviorally complex and are able to integrate all the approaches to management in the competing values framework.

Leader CVF Positive and Negative Zones

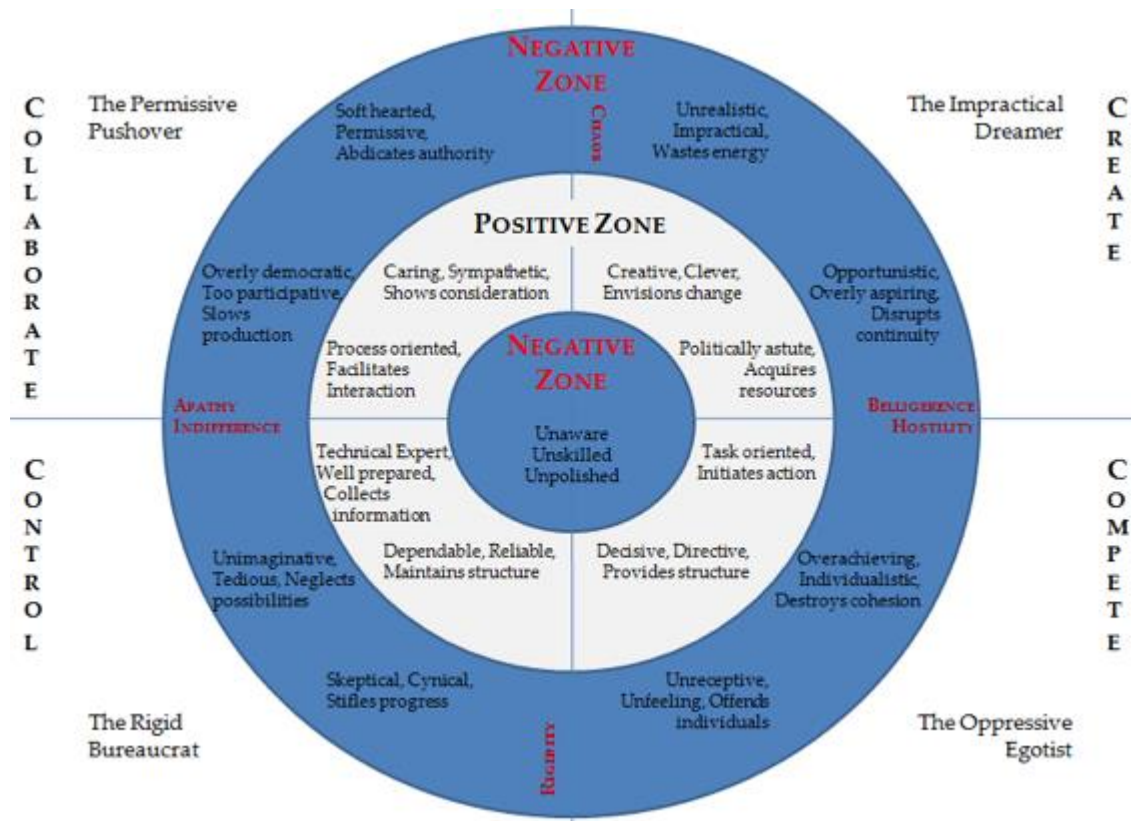


FIGURE C.2: Leader (individual) CVF positive and negative zones.

Organizational Level CVF Positive and Negative Zones

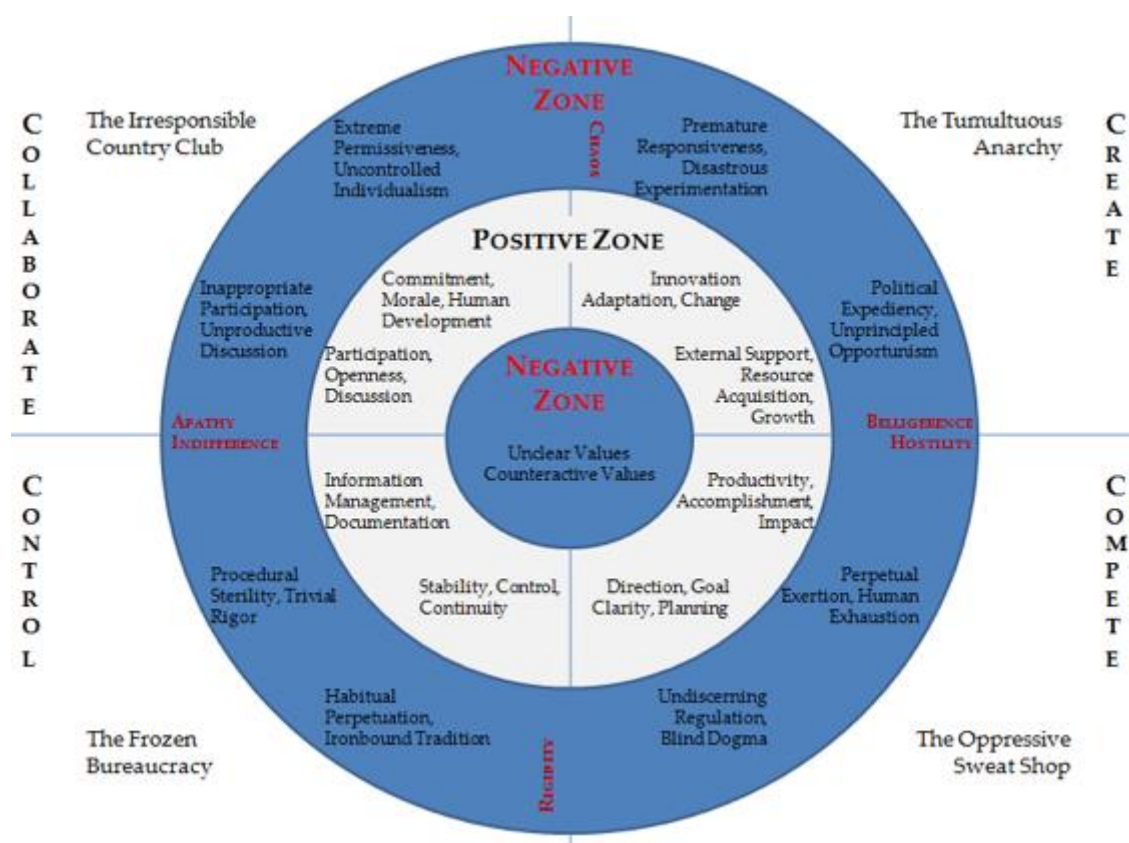


FIGURE C.1: Organizational-level CVF positive and negative zones.

In both figures, 3 circles are superimposed over the four quadrant of the competing values framework.

- **In the middle circle** = the positively stated values
- **The inner circle**
 - ◆ **Organizational level:**
Unclear or counteractive values that result in the loss of direction
 - ◆ **Individual level (leader):**
The lack of awareness or ability to perform the skills associated with different management models
- **The outer circle** = what happens when each set of positive values is pushed to hard until it becomes negative.

2. HOW MASTER MANAGERS SEE THE WORLD?

Managers who have more extensive behavioral repertoires are rated higher in terms of overall performance and ability to lead.

- Capacity to see the work environment as a complex, dynamic system that is constantly evolving.
- To interact effectively (with this dynamic work environment) : employing a variety of different perspectives or modes of thinking.
 - ◆ Systems (dynamic) thinking
 - ◆ Paradoxical thinking

2.1 SYSTEMs THINKING

Systems thinking

= “a discipline for seeing wholes”; a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static ‘snapshots’; a discipline for seeing ‘structures’ rather than underlie complex situations, and for discerning high form low leverage change.

- Key element: **the concept of feedback or the reciprocal flow of influence**

In a situation where there is feedback behavior:

- A influences B
- B influences C
- C (or something influenced by C) will ultimately influence A
- When A and C are separated in time it is difficult to recognize the feedback

When we think about organizations in a mechanistic way, we see the world in terms of simple one-way cause-and-effect reasoning. We tend not to realise that actions taken today can result in new problems down the line.

- Distracts us from seeing the longer-term patterns of change that lie behind the events and from understanding the causes of those patterns.
- In dynamic, changing environments master managers need to use holistic recognition in a way that allows them to deeply understand the situation.

The ability to see the underlying structures, to see the interrelationships, and to understand that actions have a long-term impact is the basis of systems thinking.

2.2 PARADOXICAL THINKING

Paradoxical thinking

= thinking that transcends the contradictions and recognizes that two seemingly opposite conditions can simultaneously be true.

Implementing paradoxical thinking:

- engaging in uncertainty and contradiction
- trying to resolve the contradictions and integrating seemingly opposite ideas or behaviors
- maintaining standards and retaining control while being creative and flexible
- willing to transcend current assumptions and attempting to see things from a new perspective

The competing values framework is built around the notion of paradoxical thinking:

- Assumes that to perform effectively, organizations need to focus simultaneously on their external environments and competitive position and on their internal environments, their people and work processes

The most effective way to increase the ability to engage in paradoxical thinking

- ☐ Challenge yourself to see the value in areas that are not your strengths and move out of your comfort zone.
- ☐ Stretching yourself: take on new tasks and responsibilities
- ☐ Look for the many interdependencies that exist between what you value and are drawn to and what you devalue and tend to ignore or reject.

3. THE LEVERAGING POWER OF LIFT

Creating the psychological conditions necessary for lift, managers can multiply the impact of the competing values approach to management. (concept of lift is explained in module 2)

3.1 ACCENTUATING THE POSITIVE

Theoretical roots of lift: Positive psychology & positive organizational studies

- both schools focus on positive behaviors & outcomes and identifying their causes

- ◆ **Positive Influence**

Influence is positive when:

- 1) it invites people toward purposes that
- 2) meet the needs of the people involved
- 3) in ways that increasingly reflect their highest personal and social values
- 4) and adapt to changing circumstances over time

The ability to be a positive influence depends on the psychological state of the individuals mind

◆ **Psychological States**

Refers to a pattern of thoughts and feelings that we are currently experiencing. They are temporary rather than permanent and they can be simple or complex.

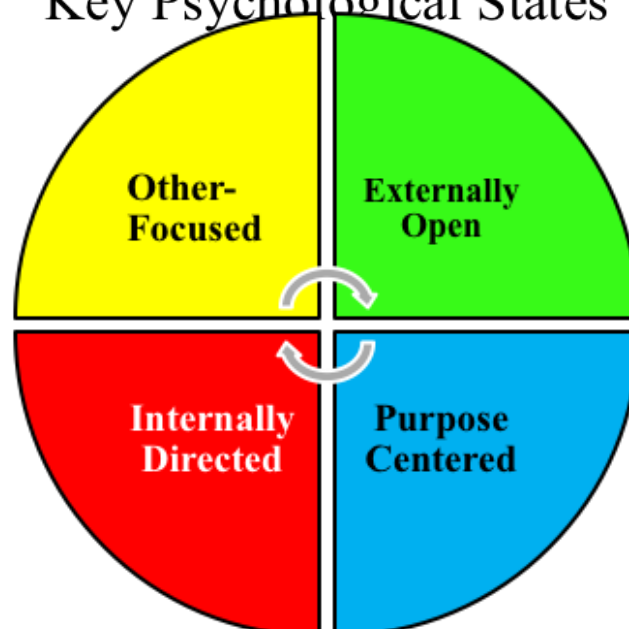
3.2 MAKING CONNECTIONS

How our own psychological state influences others

- 1) Our nonverbal cues (ex. body expressions) send cues that other people interpret and react to.
- 2) Emotions are contagious
- 3) Our own psychological state influences our decisions and actions which may in turn influence other people's decisions and actions
- 4) Different actions performed in different ways generate different results. People are likely to notice and try to make sense of how we achieved those results.

The types of psychological states that were being described in both the positive psychology and the positive organizational studies literatures as being linked to positive influences are consistent with the quadrants of the competing values framework. (FIGURE C.3)

The Leveraging Power of Lift Key Psychological States



3.2 LIFTING OTHERS

Each of the psychological states associated with the competing values quadrants has a positive aspect and may lead to positive results BUT experiencing only 1 of these states is likely to lead to negative zone types of outcome.

To lift others **all 4 psychological states** must be in place.

- Lift personally
- Lift people around you

TABLE C.1: GUIDING QUESTIONS FOR GENERATING LIFT

- ☐ What values serve as my anchors, regardless of their situation?
- ☐ What specific results do I want to achieve in this particular situation?
- ☐ What are a few strategies I could use to accomplish my purpose in this situation?
- ☐ How would I feel if I were experiencing this situation from other people's point of view?

4. THE NEVER-ENDING ROAD TO MASTERY

4.1 MILESTONES ALONG THE ROAD

FIVE STAGES MODEL: FROM NOVICE TO EXPERT

1. Stage 1: The novice

As a novice you learn the facts and rules. The rules are learned as absolutes, which are never to be violated

2. Stage 1: The advanced beginner

In this stage experience becomes critical. As you observe basic patterns, you begin to recognize factors that were not stated in the rules. The new manager discovers the importance of understanding the basic norms, values and culture of the organization.

3. Stage 3: Competence

As you gain competence you gain a better appreciation of the complexity of the task and you recognize a much larger set of cues. You develop the ability to select and concentrate on the most important cues. You are no longer aware of the absolute rules, they are assumed. As your competence increases at this stage, you develop some "rules of thumb" that guide, but do not direct, your actions. You engage in calculated

risks and complex trade-offs. In this stage the trial-and-error process is critical to continued development.

4. Stage 4: Proficiency

Calculation and rational analysis seem to disappear. Unconscious, fluid and effortless performance begins to emerge, and not one plan is held sacred. You unconsciously read the evolving situation, notice and respond to new cues as the importance of the old ones recedes. New plans are triggered as emerging patterns call to mind plans that have worked previously. Your grasp of the situation is holistic and intuitive.

5. Stage 5: Expertise

Optimal performance becomes second nature. They are not consciously aware of the details but have multidimensional maps of the territory of which the rest of us is not aware programmed into their heads. They see and know things intuitively that the rest of us do not know or see. The manager fully transcends any natural blind spots and is able to shift roles as needed. The expert seems to effortlessly meet the contradictions of organisational life.

4.2 THE POSSIBILITY OF SELF-IMPROVEMENT

Managers willing to put forth the effort required to make a change and determined to make a change are likely to succeed. Effective managerial leaders tend to focus on personal and professional developments. They recognize the need to constantly grow, and welcome even the most challenging transitions. Most important managerial leaders come out of each transition with a wider array of competencies and less tied to a particular managerial style.

Cognitive and behavioral performance tools to help you continue developing as a managerial leader:

- 1) A framework to help understand the value of different approaches to management and appreciate the necessity of performing more effectively in areas that may not come naturally to you.
- 2) The opportunity to practice using different competencies, and thus greater confidence in your ability to perform them effectively.
- 3) An understanding of the necessity of using systems thinking and paradoxical thinking to understand the complexity of situations and to help you determine how best to integrate diverse and even competing competencies.

4.3 AGENDA FOR SELF-IMPROVEMENT

- 1) Learn about Yourself
 - complete the competing values self-assessment instrument
 - do a written self-evaluation of your competencies in each quadrant of the competing values framework
 - have others evaluate you
 - discuss your skills with people who will be honest
 - keep a journal
- 2) Develop a Change Strategy

- identify specific areas in need of improvement and set SMART goals
- consider how you can use your strengths to help you develop in your weak areas
- identify positive role models for your weak areas
- identify courses or workshops that you can take to help you develop new competencies
- identify new job assignments or a new job consistent with your goals
- read relevant books

3) Implement the Change Strategy

- Be honest about the costs of improvement
- develop a social support system
- evaluate your progress on a regular basis, and modify your strategy, if necessary

Summary Business Skills

Introduction

The evolution of management models

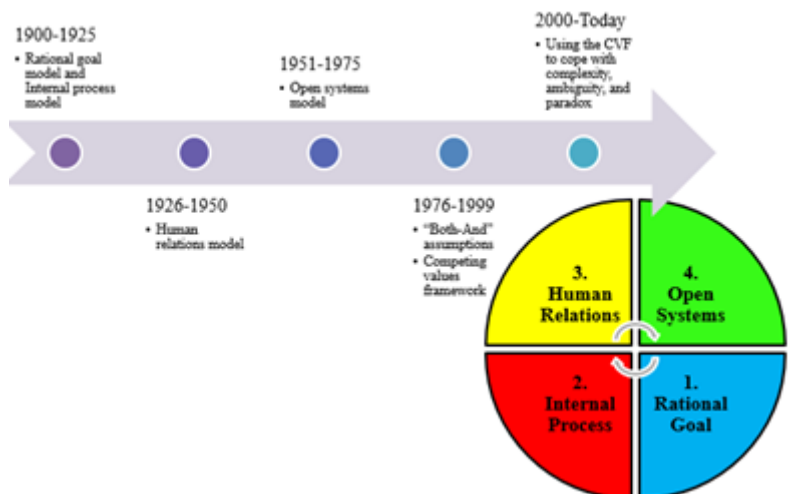
Management model

- Difference with reality
- Set of beliefs/assumptions
- Communicate

The problem with assumptions is that they always come with blind spots

How do management models help us become more effective managers or make us less effective managers?

Why do our models of management change over time? Our social values change, so does the way we want our leader to be.



MODEL 1: Rational goal model (symbol: dollar sign)

Environment: Times of oil, coal, inexpensive energy and a lot of poor people

General orientation: Darwinism: survival of the fittest

Rise of great individual industrial leaders (ex Henry Ford)

Golden twenties and social Darwinism: shrinking agriculture, technological advancements, rich resources, cheap labor, laissez-faire policies

- Criteria of effectiveness = productivity and profit
- Means-ends Assumption: belief that clear direction leads to productive outcomes
 - Emphasis on goal clarification, rational analysis, action taking
- Organizational climate: rational economic: market + decisions driven by considerations of 'the bottom line'
- Ultimate value: achievement and profit maximization
- Action imperative: compete
- Managers: Decisive and task oriented with harsh treatment
- Managerial competencies
 - Developing and communicating a vision

- Setting goals and objectives
- Motivating self and others
- Designing and organizing
- Managing execution and driving for results
- Theoretical perspective 1: **taylor's** four principles of **scientific management**
 1. Develop a science for every job, which replaces the old rule-of-thumb method
 2. Systematically select workers so that they fit the job and train them effectively
 3. Offer incentives so that workers behave in accordance with the principles of the science that has been developed
 4. Support workers by carefully planning their work and smoothing the way as they do their jobs

MODEL 2: Internal process model (symbol: pyramid)

- Professional bureaucracy
- Highly complementary to rational goal model
- Criteria of effectiveness = stability and continuity
- Means-ends assumption: belief that routinization leads to stability
 - Emphasis on processes as definition of responsibilities, measurement, documentation and record keeping
- Organizational climate: hierarchal + decisions colored by existing rules, structures and traditions
- Action imperative: control
- Managers: technically expert and highly dependable, focusing on coordinating and monitoring workflows for efficiency and effectiveness
- Managerial competencies
 - Organizing information flows
 - Working and managing across functions
 - Planning and coordinating projects
 - Measuring and monitoring performance and quality
 - Encouraging and enabling compliance
- Ex. McDonaldization
 - Efficiency: optimization of production in terms of speed;
 - Calculability: the tendency to calculate everything;
 - Predictability: uniformization of products, services, procedures;
 - Control: control systems through the use of technology
 - Advantages: maximize profits, cost-effectiveness, standardized schedules, service quality
 - Disadvantages: employee stress, de-skilling, low self-esteem, low recognition
- Theoretical perspective 1: **Fayol's** general principles of management
 1. Division of work
 2. Authority and responsibility
 3. Discipline
 4. Unity of command
 5. Unity of direction
 6. Subordinations of individual interest to general interest
 7. Remuneration of personnel
 8. Centralization

9. Scalar chain
 10. Order
 11. Equity
 12. Stability of tenure of personnel
 13. Initiative
 14. Esprit de corps
- Characteristics of Weberian **bureaucracy**: elements of bureaucracy
 1. There is a division of labor with responsibilities that are clearly defined
 2. Positions are organized in a hierarchy of authority
 3. All personnel are objectively selected and promoted based on technical abilities
 4. Administrative decisions are recorded in writing and records are maintained over time
 5. There are career managers working for a salary
 6. There are standard rules and procedures that are uniformly applied to all

MODEL 3: human relations model (symbol: circle)

Environment: after the great depression and world war 2: unions had a significant force. Industry placed a heavy emphasis on the production of consumer goods: in the end of this period, new labor saving machines appeared in homes. The need to pay attention to efficiency and production and to needs of the people who worked for them. Informal relationships, if managed properly, could be powerful tools for the manager. **Hawthorne studies** (Elton Mayo and Roethlisberger) -> need for increased focus on the power of relationships and informal processes in the performance of human groups and need for attention for the workers by the researchers = attack on Taylorism

- Criteria of effectiveness: commitment, cohesion and morale
- Means-ends assumption: involvement results in commitment
 - Emphasis on participation, conflict resolution, consensus building
 - Emphasis on equality and openness ~ symbol: circle
- Organizational climate: clan, team-oriented: decision-making with deep involvement
- Action imperative: collaborate
- Managers: developmental perspective and look at a complex set of motivational factors + empathetic and open to employee opinions + mentoring individuals and facilitating group and team processes
- Managerial competencies
 - Understanding self and others
 - Communicating honestly and effectively
 - Mentoring and developing others
 - Managing groups and leading teams
 - Managing and encouraging creative conflict
- Maslow's hierarchy of needs: survival – security – belonging – importance – self actualization
- Hawthorne experiments at Western Electric Company (Mayo)(1928)
 - Illumination -> productivity? No, but...
 - Work situation = social situation
 - Employees need attention and respect
 - Complex set of motivators beyond monetary rewards
 - Importance of informal social group (peer pressure)

- => Not good in mid 20th century: difficult to understand and practice + ends in authoritarian benevolence
- => Good in next quarter century for research and writings and managerial experiments

MODEL 4: Open systems model (symbol = amoeba)

Environment: theory X and Y; leadership in the US was in serious question; stagnation and huge government debt; rise of Japan; recession of 70's and 80's; the beginning of the service economy; the television; the first man on the moon; money+recreation+self-fulfilment; knowledge economy - > need for more dynamic model because of the ever-increasing rate of change => an ambiguous and competitive environment

- Criteria of effectiveness: change and adaptability and external support
- Means-ends assumption: continual adaptation and innovation that lead to acquisition and maintenance of external resources
 - Emphasis on organizational flexibility and responsiveness ~ symbol: amoeba
 - Amoeba= very responsive, fast-changing organism able to respond to its environment
 - Emphasis on political adaptation, creative problem solving, innovation
- Organizational climate: adhocracy (in innovative climate)
 - High risk, quick decisions
 - Common vision and shared values: very important
- Action imperative: create
- Managers: expected to use power and influence to initiate and sustain change in the organization
- Managerial competencies
 - Using power ethically and effectively
 - Championing and selling new ideas
 - Fueling and fostering innovation
 - Negotiating agreement and commitment
 - Implementing and sustaining change
- Theoretical perspective: contingency theory: appropriateness of managerial actions varies with key variables
 1. Size
 2. Technology
 3. Environment
 4. Individuals

The emergence of complexity and integrative assumptions

Organizations were in big trouble: downsizing, unions, concurrency, quality, job security,... Burnout and stress became hot topics.

The book of Peters and Waterman "in search of excellence" was the first attempt to provide advice on how to revitalize a stagnant organization and move it into a congruent relationship with an environment turned upside down.

=> None of the existing models were good for this situation.

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

Paradox, connectivity and sustainability

We are in the middle of the change itself. However, some patterns and trends are very clear:

1. Connectedness: the growing awareness that people, organizations, societies, civilization and the environment are all interdependent.
2. Sustainability: the need for business leaders to think, not only about profitability, but also about people, society and the environment. The orientation of research is shifted to positive aspects of the human condition.

Six key drivers of change following the institute for the future in the Inc. magazine:

- a. People who are living longer
- b. The rise of the smart machines and systems
- c. Increases in the computational world leading to the availability of big data
- d. The emergence of new media technology that relies on visual communication
- e. The appearance of super structured organizations that enables coordinated activity on a massive scale
- f. The rise of a globally connected world in which the US and EU no longer dominate

ø The need to achieve sustained organizational effectiveness in a highly dynamic environment

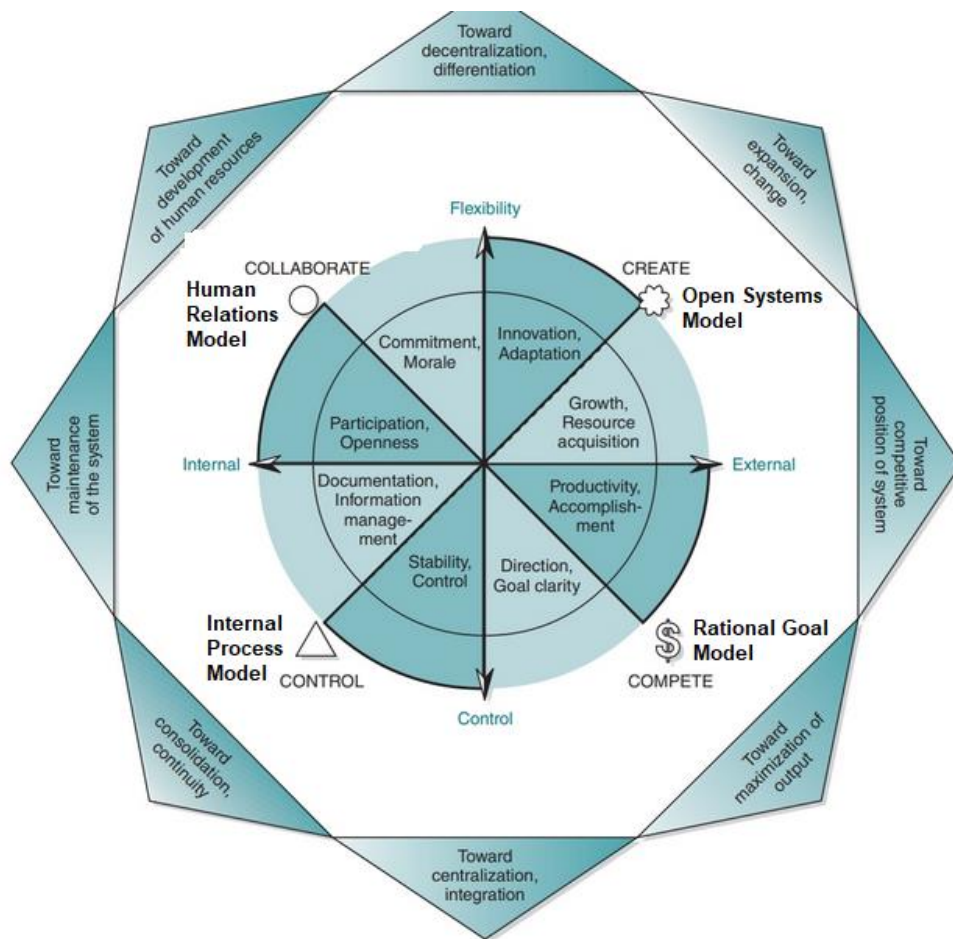
The competing values framework (= CVF)

An approach that views each of the four models as elements of a larger, integrated model
= core of the whole book

Core assumption of CVF: Need to simultaneously embrace the apparently competing values
BUT... potential caveat for many organizations...CVF integrates different theories of management
Master managers have high levels of cognitive complexity and behavioral complexity

Integrating ideas about effectiveness

Four important subdomains of a larger construct: organizational effectiveness



-> the upper-right corner contrast with the lower left-corner and they complement the neighboring values

The use of opposing models

CVF is the criteria within the four models seem at first to carry conflicting messages: we want our organizations to be adaptable and flexible but also stable and controlled. Although we tend to think of these criteria, values, and assumptions as opposites, the competing values framework recognizes that they are not mutually exclusive. Managers tend to employ very similar strategies in a wide variety of situations. To be effective in the long run, managers must engage in a variety of types of behaviors. Therefore the model helps them because it is flexible enough to accommodate change and still provides enough structure to help guide behavior. The framework reflects the complexity confronted by people in real organizations. It therefore provides a tool to broaden thinking and to increase choice and effectiveness. This, however, can happen only if three challenges are met. We must:

1. Appreciate both the values and the weaknesses of each of the four models
2. Acquire and use multiple competencies associated with each model
3. Dynamically integrate competencies from each of the models with the managerial situations that we encounter

Behavioral complexity and the effectiveness of managerial leaders

primary objective in management courses: Increased complexity at the conceptual level

-> meeting the three challenges leads to an increase in **behavioral complexity**(= the capacity to draw on and use competencies and behaviors from the different models and builds on the notion of cognitive complexity = “the ability to act out a cognitively complex strategy by playing multiple, even competing, roles in a highly integrated and complementary way”)

Behavioral complexity is linked with effective performance and managerial effectiveness and managerial performance, charisma and the likelihood of making process improvements in the organization.

Example: The CEOs with high behavioral complexity saw themselves as focusing on broad visions for the future (open systems model), while also providing critical evaluation of present plans (internal process model). They also saw themselves attending to relational issues (human relations model), while simultaneously emphasizing the accomplishment of tasks (rational goal model).

-> What is considered effective performance by a manager in practice is likely to depend less on the prescriptions of management theory and research and more on the existing norms and values of that manager's particular organization.

Action imperatives and competencies for managers (see further in modules)

Collaborate -> human relations model (yellow)

Create -> open systems model (green)

Control -> internal process model (red)

Compete -> rational goal model (blue)

Managing at different organizational levels

the four action imperatives are applicable to first-level supervisors and to executive-level managers of large organizations.

Identifying managerial competencies

The ultimate goal is for you to be able to integrate a diverse set of competencies that will allow you to operate effectively in a constantly changing world of competing values.

note: In the final analysis, master managers cannot rely on simple checklists for success. Master managers must be able to step back, see the big picture, and then modify their strategies and actions according to the demands of the current situation.

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

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 model in 5 steps

Step 1: Assessment: going public with your reasoning

Helps you discover your present level of ability in and awareness of the competency. Any number of tools, such as questionnaires, role-plays, or group discussions, might be used. In this text, we generally use brief questionnaires.

Step 2: Learning: thinking critically: core competency

Involves reading and presenting information about the topic using traditional tools, such as lectures and printed material. Here we present information from relevant research and suggest guidelines for practice.

- First step in formulating clear and compelling arguments
- Developing critical thinking skills will improve the quality of your evaluations and increase the credibility of your recommendations.
- Grounds (What observable facts are consistent with your claim) -> warrants (How do the facts relate to your claim?) -> claim
- In the workplace, you have to support your claims and proposals in a more systematic and concise way

Step 3: Analysis: argument mapping

Explores appropriate and inappropriate behaviors by examining how others behave in a given situation. We will use cases, role-plays, or other examples of behavior. Your professor may also provide examples from popular movies, television shows, or novels for you to analyze.

Step 4: Practice: providing warrants

Allows you to apply the competency to a work-like situation while in the classroom. It is an opportunity for experimentation and feedback. Again, exercises, simulations, and role-plays will be used.

Step 5: Application: reflected best-self portrait

Gives you the opportunity to transfer the process to real-life situations. Usually assignments are made to facilitate short- and long-term experimentations.

Examenvraag: Managers today must learn to transcend paradox. What is a paradox?

- 1. A representation of a more complex reality*
- 2. A set of beliefs about what a manager should do*
- 3. A situation where two seemingly inconsistent ideas are both true*
- 4. All of these explanations are consistent with the concept of a management paradox*
- 5. None of these.*

CVF Recap

- *How is the CVF ...*
 - *similar to earlier management models?*
 - *different from earlier management models?*
- *What are the two underlying dimensions of the CVF?*
- *What is behavioral complexity?*
- *What action imperatives are used in the CVF?*
- *How do action imperatives differ from competencies?*

Module 1: Creating and sustaining commitment and cohesion

Key words: Internal and Flexibility + Commitment & Cohesion (yellow)

Goals:

- Foster working together by creating and maintaining affective commitment and team cohesion.
- Be open and encourage respectful communication
- Understanding and caring for others and for oneself.
- Mentor and develop individuals as well as teams.
- Deal with conflict development in such a way that constructive conflicts are encouraged.
- Make people see how they contribute to the bigger whole
- Drive trust

Paradoxes:

- overemphasis on a particular value can lead to poor performance
- the value placed on involving people in decision-making processes

→ in the short term, a team will be less effective and/or less efficient as individuals are given the opportunity to learn new tasks

Competencies:

Understanding Self and Others

Understanding yourself

Openness to feedback: enable others to tell you what they really think and feel

- if you do not understand yourself, it is nearly impossible to understand others
- people have mixed feeling about hearing the truth
- But people must be aware of their strengths, their values, and how they best perform
- “Don’t fly blind! Know where you stand with regard to the perceptions of others”
- Trust

Emotional intelligence: understand who you are

2 key dimensions of emotional intelligence:

- Self management
- Self-awareness : emotional awareness, self-assessment and self-confidence

Personality: individual variables and overarching models

personality = permanent psychological and behavioral attributes that distinguish one individual from another

Five-factor model:

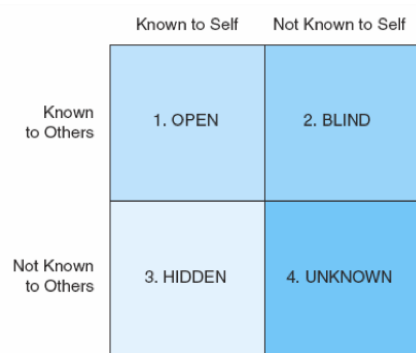
- neuroticism (high: worry, anxious, insecure and emotional)
- extraversion (high: social, talkative and gregarious)
- openness (intellectance) (high: curious, imaginative, creative and nontraditional)
- agreeableness (high: good-natured, trusting and forgiving)
- conscientiousness (high: organized and persistent)

Myers-Briggs Type Inventory (16 different personality types):

- introversion(inward) - extraversion(outward)
- sensing(details) - intuition(big picture)
- thinking(brain) - feeling(heart)
- judging(task oriented) - perceiving(spontaneous)

Increasing your self-awareness:

- intentional change theory: become intentional about the changes you wish to create in your life
- Johari window:



- Asking for feedback:
 - be open
 - be aware that you are receiving the other person's perception
 - ask specific questions about your behavior
 - check your understanding
 - express your appreciation

Understanding others

Social intelligence = social awareness (empathy, empathic listening, organizational awareness and service orientation) + relationship management

empathic listening :

- empty yourself
- pay attention
- accept the other's reaction
- avoid judgement or comparison
- stay with the feeling

Communicating Honestly and Effectively

A basic model of interpersonal communication

communicator-----> message -----> receiver -----> feedback to communicator
encoder medium decoder

feedback: 3 forms

- informational (non evaluative)
- corrective (correction to the message)
- reinforcing (clear acknowledgement of them message)

Barriers to effective interpersonal communication

be able to express yourself

be a good listener

barriers:

- Inarticulateness
- Hidden agendas
- Status
- Hostility
- Distractions
- Differences in communication styles
- organizational norms and patterns of communication
- “left-hand column issues” : things people are thinking but not saying and the things they think the other person is thinking but not saying. Instead of surfacing these issues, people work around them and say things they don’t mean, not really a problem. BUT when the list of “undiscussables” >>>> list of “discussables” → organization begins to suffer !!!

How to communicate effectively? develop basic skills to express yourself more effectively + think before you speak

Reflective listening

listening has two dimensions: concentration and collaboration

it is based on:

- empathy
- do not evaluate, judge or advise
- reflect on what you hear
- use open-ended questions

Mentoring and developing employees

Conducting effective performance evaluations

The performance management process

4 stages (two-way interaction between manager and employee):

- performance planning (a year before review meeting, meeting between manager and the employee to discuss performance for the next 12 months. Focus on the key responsibilities of the person’s job and the goals and project the person will work on and the behaviors and competencies the organization expects of its members)
- performance execution (the employee carries out his tasks and responsibilities. The managers provides coaching and feedback on regular basis)
- performance assessment (focus on how successful the employee was in reaching her goals)
- performance review meeting (the manager invites the employee to provide a perspective on his performance during the year)

The annual performance review

- The employee must have an opportunity to write a self-evaluation ahead of the meeting
- Ask the employee to share her perspectives
- Ask clarifying questions
- Talk together about the upcoming year
- Discuss the person's career development plan and what progress had been made with respect to the plan
- work with the employee, listening and offering suggestions until you agree on a list of objectives

giving feedback

- Set an appointment and give the person time to prepare
- Adopt a developmental perspective
- Conduct the feedback session in a private place
- Be supportive and encouraging; focus on behaviors you are looking for in the future
- Provide feedback on both positive and negative behaviors
- Describe the other person's behavior and your perceptions of it using specific examples of behavior that you have observed
- Try to remain calm and emotionally neutral. Be direct in your statements. Don't avoid the key issues
- Ask the other person to clarify, explain, change, or correct.
- After giving feedback, give the receiver time to respond.
- Use the opportunity to develop a joint action plan. Identify ways that you can contribute positively to improving the employee's behavior.

Coaching and mentoring employees

coaching: the individuals's direct supervisor \neq mentor: one or two levels higher in the organizational hierarchy and may even be in a different department

benefits of coaching:

- individuals: opportunity to develop to their fullest: greater job and career satisfaction
- managers : working with a more motivated and productive workforce energizes managers: further improvements to unit performance
- organization: better communication among managers and employees

4 roles that coaches play: career advisor (collaborator), trainer (controller), performance appraiser (competitor) and strategist (creator)

Developing employees through effective delegation

Why do managers find it difficult to delegate?

- they associate it with negative managerial behaviors
- managers fear that they will lose control
- managers do not fully grasp that they must make a transition from their previous role as contributor to a new role as leader
- managers have not learned how to delegate effectively (responsibility, authority and accountability)

FIVE STEPS TO EFFECTIVE DELEGATION

1. clarify what it is that you want done and why this is an appropriate assignment for the individual
2. explain; meet with the employee and to discuss the assignment and your expectations
3. let go; allow the employee to do the task the way he or she feels comfortable doing it
4. check on the progress of the assignment, but do not rush to the rescue if things are not "on track"
5. acknowledge; Recognize the employee's accomplishments

Managing groups and leading teams

"A team is a group of people who are interdependent with respect to information, resources, and skills and who seek to combine their efforts to achieve a common goal."

Team effectiveness:

1. look at structural criteria (the way the group is organized or functions)
2. develop a way of interacting that leads team members to feel a sense of "team spirit"

Some **common types of teams** include:

- traditional manager-led teams
- self-managed teams
- cross-functional teams
- virtual teams (interacting through computer technology)
- task forces (short-term projects)
- permanent teams (ongoing operational activities)

What influences team effectiveness?

Elements of team effectiveness

→ inputs, processes and outcomes of team interactions

- task performance and team member satisfaction (managers want to know whether or not the team has been able to accomplish its goal and whether the members were satisfied with the group process)
- team learning (did the team develop an ability to improve its task performance?)
- team member characteristics
- team-level factors
- contextual factors
- process losses vs process gains

Decision making in teams

= another aspect of team effectiveness

- **True consensus decision making** reflects the highest level of member participation and team authority.
- **Consultative decision making** includes a high level of participation by team members, but the manager maintains authority and makes the final decision.
- **Autocratic decision making** occurs when a manager makes the decision without any input from the team.

Questions a manager should consider when choosing the most appropriate decision making approach include the following:

- 1) How important is the quality of the decision?
- 2) Do I have the necessary expertise?
- 3) Is the team's acceptance and commitment to the decision necessary for the decision to be implemented?
- 4) How much time is available

Advantages and disadvantages of team decision making

Advantages	Disadvantages
<ul style="list-style-type: none"> • Greater knowledge and expertise • Wider range of values and perspectives • Greater employee commitment to implementation of the idea • More likely to surface obstacles • Enhances employees' skills and abilities 	<ul style="list-style-type: none"> • Takes more time • Will result in lower quality decision if team does not have appropriate expertise • Some may over-contribute, others may fail to contribute • Team members may become too concerned with gaining consensus

Roles of team members

→ a **role** is a set of expectations held by the individual and relevant others about how that individual should act in a given situation

Role clarity

Role clarity implies the absence of two stressful conditions: role ambiguity and role conflict.

Role ambiguity occurs when an individual does not have enough information about what he should be doing, what are appropriate ways of interacting with others, or what are appropriate behaviors and attitudes.

Role conflict occurs when an individual perceives information regarding her job to be inconsistent or contradictory.

Four team player styles

Task role vs. group maintenance goal

In a **task role**, one's behaviors are focused on **what** the team is to accomplish.

In a **group maintenance role**, one's behaviors are focused on **how** the team will accomplish its task.

→ 4 roles match closely to the 4 quadrants of the CVF

- 1) **Communicator role**: the communicator displays many of the competencies associated with the "collaborate" quadrant such as listening and providing feedback to the team members and helping resolve conflicts.
- 2) **Contributor role**: the contributor is focused on problem solving and decision making and tries to give the best information. He is associated with the "Control" quadrant.
- 3) **Collaborator role**: the collaborator is goal directed and sees the vision, goal, or current task as paramount in all interactions. He is associated with the "Compete" quadrant.
- 4) **Challenger Role**: the challenger is courageous and willing to question the status quo even if it means challenging the team's leader. Challengers will push the team to be more creative in their problem solving. He is associated with the "Create" quadrant.

Increasing meeting effectiveness

Preparing for the meeting

- set **objectives**
- select **appropriate participants**
- select an appropriate **time and place**
- prepare and distribute an **agenda** in advance

Running the meeting

- Start on time
- make sure the participants know each other
- designate someone to take **notes**
- preview the agenda and check in with participants. Give participants an opportunity to suggest necessary adjustments to the agenda.
- Follow the agenda
- During the meeting, minimize interruptions and distractions
- encourage participation by all
- conclude the meeting by reviewing or restating any decisions reached and assignments made

Following up on the meeting

- **distribute notes** in a timely manner
- if individuals have been given assignments, periodically **check on their progress**.

Stages of development, team building and team scaffolds

stages of team development

- **forming stage** : members are chosen, team goals are established and the task is defined.
- **storming** : there is generally conflict as each team member learns more about the task and interdependencies are tested.
- **norming** : team members begin to set norms for working together.
- **performing** : occurs when there is general agreement on both the goals and the process. (most productive stage)
- **adjourning** : the best outcome is to have all members leave with a sense of accomplishment, positive feelings toward the team and new knowledge that they can use and share as a result of their experience. (final stage)

Team building

- interim performance review
→ examine 3 questions:
 - 1) What do we do well?
 - 2) What areas need improvement?
 - 3) what are the barriers to improvement?
- role clarification sessions (having each member to know his/her role and how the role fits into the larger team effort)

Team scaffolds

A team scaffold is a virtual structure that - unlike stable work teams - is constructed and maintained independent of its occupants. A team scaffold is defined as a role set with collective responsibility for accomplishing interdependent tasks.

Managing and encouraging creative conflict

- The topics of conflict and conflict management have become increasingly important to managers
- Managers at the lower levels of the organizational hierarchy spend more time dealing with conflict than managers at the higher levels
- Conflicts
 - Can potentially lead to stronger organizational performance
 - Can be a positive and productive force in decision making

Different perspectives on conflict

- Different types of conflict (relation and task) have different consequences for effective decision making
 - Relationship conflict
 - Focuses on differences in personalities and work styles

- People use negative words (frustrating, anger, stressful, et cetera)
- Task conflict
 - Focuses on the tasks for which group is responsible and what alternative approaches might be taken to research the group's goals and resolution
- These two should sometimes be encouraged in order to increase opportunities for innovation and change and create a climate where new ideas can surface

Levels, and stages of conflict

- Conflicts occurs at all levels of the organization
 - Between organizations/units, mostly because they work against the other goals or interests
- Conflicts develop because of
 - Individual differences in values, attitudes, beliefs, needs, (mis)perceptions
 - Having not enough information
- Organizational structures may also increase the likelihood of conflicts within or between groups
 - Example: the cost control and the quality control will have different goals which leads to a conflict
- Conflicts arise out of interdependence
 - Because departments disagree on the path of means to accomplish the goals
 - More important, one unit cannot accomplish its goal without the other

Stages of the conflict process

Conflicts often follow a set sequence of events or stages

- First stage: conflict is latent
Neither party senses the conflict, but the potential of the conflict is created
- Second stage
 - One or more of the individuals perceived the potential conflict situation
 - Individuals become cognitively and emotionally aware of the differences
 - Each of the parties may attribute intentional and unjustifiable acts to the other
 - Emotional can take the form of anger, hostility, frustration, anxiety or pain
- Third stage
 - The awareness changes into action
 - The parties choose to escalate it or try to resolve it
 - Escalate: aggressive behaviors (verbally or physical), frustrate others by letting them choose sides
 - Resolve: both parties need to take a positive problem-solving approach
- Fourth stage: The outcome or aftermath
 - Actions of the third stage affects whether the outcome is functional or dysfunctional
 - Conflicts that end dysfunctional often outcomes as a snowball, setting the stage for new conflicts

Conflict management approaches

Two dimensions that show how individuals think and act in approaching situations in which there is conflict

- First dimension: cooperativeness
 - The extent you are willing to work to meet the other party's needs and concerns
- Second dimension: assertiveness
 - The extent to which you are willing to work to meet your own needs and concerns

Those two dimensions lead to five conflict management approaches

Avoiding

- Individuals recognize the existence of a conflict but do not wish to confront the issues of the conflict
 - Happens by creating or withdrawing physical separation
 - Or by suppressing feelings and attempting not to discuss the issues
- This leads in the long term to missed valuable information about organizational problems

Accommodating

- They don't achieve their own goals, but will achieve the others goals
- This preserves harmony and avoids disruption
- This is good in the short-term but individuals won't always accommodate in the long-term, this also doesn't lead to solutions for the problem

Competing

- This is the opposite of accommodating, you only work to achieve your own goal
- This limits creativity and stops the search of new ideas

Compromising

- The first solution-oriented strategy
- Individuals are concerned about their own and the others interests
- Some sort of negotiation during which each party gives up something in order to gain something else
- Neither party will lose or win

Collaborating

- Individuals are concerned about their own and the others interests
- Not everyone will have to give up something
- A solution can be generated that everyone is a winner
- Great advantages but this consumes a lot of time and may not work if the conflict involves different values

Advocacy and inquiry

- advocacy = the ability to influence others
- inquiry =
 - asking questions about the other person's understanding of the situation and why they are taking a particular position
 - truly listening that person's response
- advocacy is similar to the assertiveness dimension
- inquiry is similar to cooperativeness in the five conflict approaches above

Managing conflict constructively

- approaches that encourage individuals and groups to work together to engage a problem creatively and to develop integrative solutions have been found to be the most effective, especially in the long run
 - those are way more difficult
- first step: face the conflict
 - recognizing the conflict
 - face her feelings against the conflict
 - be willing to approach the second party
 - think about a solution in advance
 - meet the other party in a neutral environment
- after both parties have had a chance to surface their personal feelings and views of the conflict
 - then they need to find a mutual definition of the conflict before attempting to resolve it
- generate potential solutions
- time to select an alternative, both parties should identify their preferred solutions
- decide who will do what and execute it

How to stimulate constructive conflict and manage agreement

- sometimes unquestioning an unhealthy agreement can be more harmful to the organization than overt conflict
- but a higher-quality decision will emerge from the juxtaposition of two opposing sets of recommendations

Module 2: Establishing and maintaining stability and continuity

Complete flexibility without any control would result in chaos.

Organizational goals:

- Stability and continuity ⇒ internal process model
- Control = action imperative: control → routinization → stability and continuity
- Key activities are focused on internal issues

Paradoxes:

- Complex control systems put excessive constraints on workers and undermine the welfare of the organization.
- overemphasis on control → getting the details right but failing to accomplish broader objectives.
- Bureaucratic red tape: rules that used to increase efficiency now decrease performance.

competencies:

1. Organizing information flows

LEARNING: Organizing information flows

New technologies have greatly increased the amount of information we receive and the speed at which requested information arrives.

Information overload has replaced information scarcity as an emotional, political, and social problem and it escalates every year.

DATA = facts that have no particular context or organization ⇒ no clear meaning

INFORMATION = When data is organized, given context and useful.

A lot of managers suffer from information anxiety: they get too much irrelevant information.

Symptoms of information overload

1. Not being able to keep up with what's going on around you
2. pretending to know something even though you don't
3. Assuming u need to read everything regardless of who sent it
4. thinking everyone else understands everything and you don't
5. Calling something you don't understand information ⇒ it isn't information if u don't understand it.

People call everything that is sent by any channel to any receiver information ⇔ much of the information we receive is just unformed data. Information is something that reduces uncertainty.

How to cope with information overload: get beyond the anxiety of not knowing so we can begin to understand.

The TRAF system: Toss, Refer, Act, File

There are less Assistants now, so the individual manager had increasingly had to handle the channeling and managing of the information. But managers can get more effective in this by applying some tools and strategies for handling data inflow

Great managers:

- review all information and organize it efficiently: they know what information they need and what has to be channeled to others.
- Establish information management habits

Traffing is designed to end the inefficient practice of handling the same piece of paper many times. There are 4 options.

1. **Toss:** throw it away if it isn't immediately valuable.
2. **Refer:** refer messages to other people
3. **Act:** Put papers that require your personal action in an action box or folder.
4. **File:** indicate on the document where it needs to go.

!!Make a clear distinction between trafficking and acting!!

Prioritizing action items

Managers are frequently interrupted, which is hard to avoid.

- 'the 7 habits of highly effective people': make a difference between importance and urgency

Important action items: things we need to act on related to our mission, values and goals

Urgent: something that requires immediate action

(FIGURE M2.1 pg. 113)

Minimize doing things that are important and urgent by doing more things that are only important.

Information Outflows: Are your messages clear, concise, and complete?

paradox: everyone suffers from information overload, but no one wants to be left out.

Solution: think about the person you send something to and what he will do with the information, if he will toss it or refer it, you don't have to send it.

The OABC method: a template for composing concise messages

- 1) **Opening:** A quick statement of greeting that sets a positive tone and identifies you clearly.
- 2) **Agenda:** Outline or map of what the message is about
- 3) **Body:** The business of the message itself
- 4) **closing:** Concluding statement of what you want that happens

pros: easy to unpack message , pleasant tone and coherent/complete

Knowing your audience

How do u best share information?: depends on 1) content of the message 2) characteristics of the intended recipient.

- Although people now use more abbreviations, standard spelling are more appropriate for communicating in organizations.
- know how to use information richness (see module 1)

BOX M2.1: the vanishing human moment

→ It is always good to create a face-to-face "human moment" with other people

Working and managing across functions

- Cross functional team: group that draws members from different organizational units for work on a common task or project.
- Complex tasks require greater functional integration and less organizational bureaucracy. → cross functional teams reduce the inefficiencies in communication and coordination.
- cross functional teams have become an integral part of transnational management.
- pros: cross functional teams don't require excessive disruptions to an existing organizational structure. → additional flexibility is created
- BUT: pay attention to the dynamics of team development and there is a potential for creating competing divisions in your organization

Cross-functional teams within traditional work structures

Differentiation: departments within a single organization are structured differently so that they can approach their own task in a way that is most efficient.

This is mostly used in a hierarchical organisation, where the labor is performed by the individual contributors → consistent with this, performance management and reward systems focus on the individual performer.

Differentiation can result in improved efficiency in many situations, it does have some negative consequences that result from employee self-interest. And sometimes if a company is differentiated, there will be eventually extra costs caused by the need to integrate the work that is done across units. Differentiation and integration can be linked to the flexibility and control dimension of the competing values framework.

Integration is primarily accomplished by processes inherent in the organizational hierarchy.

Effective organization:

- 1) Achieve multiple focuses without segmenting the organization in a dysfunctional way.
- 2) Align individuals and groups in a manner that fosters teamwork.
- 3) Enable quick low-cost, high-quality performance while responding to a highly dynamic environment that calls for ongoing change.
- 4) Learn how to be more effective
- 5) retain employees that are able to operate effectively

These 5 goals can create paradoxes for managers.

incorporating cross functional teams in a traditional structure can provide the integration solution to the need for integration in differentiated organizations, but they come with their own challenges.

Overcoming the challenges of cross-functional teams.

- they need to respond quickly to competitive pressures
- they suffer when not all of the relevant functional areas did become involved early in the process
- when you try to add new members from other functional areas teams may create a lack of trust
- it can be inequitable or inefficient in the allocation of work across functions or if the decision making processes are not clearly defined.

BUT: cross functional teams can be highly valuable if they are effectively managed.

Key guidelines for managing cross-functionally

- 1) clarify goals and charter and get team buy-in (the team must feel ownership of the goals: important for being committed to a common goal)
- 2) Seek to create a critical mass of leadership: there can not be a single leader
- 3) hold the team and its members accountable for performance
- 4) keep functional teams as small as possible with critical functional representation → finding the right mix of people is critical
- 5) provide the cross functional team with constantly updated and relevant information and the authority to make decisions.
- 6) train members in teamwork and process management
- 7) clarify expectations within and between teams: each individual who is part of a cross functional team has 3 responsibility perspectives: the team, the function and the larger organization
- 8) encourage team members to step out of their roles

Picking the right people: additional insights

- consider technical skills AND interpersonal skills (people who energize are very valuable = energizing relationships)
- Energizing people = lifts: they influence an uplifting effect on others

4 key thoughts and feelings that cause individuals to feel uplifted and lift the people around them

- 1) purpose centered (COMPETE): no needless expectations
- 2) internally directed (CONTROL): their personal values guide their actions
- 3) other focused (COLLABORATE): they feel empathy
- 4) externally open (CREATE): They believe they can always improve

Planning and coordinating projects

- success of a company relies on adaptability & flexibility
- to be more flexible: nonroutine projects with:
 - specific objectives
 - starting & ending time
 - predetermined budget
- Tools for planning, directing & controlling resources to meet technical requirements, cost targets & time constraints
- project teams => Task focused
 - => Use of Cross-functional teams
 - => Resources from inside & outside the firm: flexible + quickly adaptable to

change

Project management processes and tools

Harold Kerzner: 5 process groups < PMBOK Guide < Project Management Institute (=PMI)

1. Initiate the project

2. Plan the project

- defining work requirements
- defining work quality and quantity
- defining needed resources
- scheduling the activities
- evaluating various risks

3. Execute the project

4. Monitor and control the project

- Tracking progress
- Comparing actual outcome to predicted outcome
- Analyzing variance & impacts

5. Close the project

- **Planning:** work clarification + priority setting:
scheduling and resource allocation
- **Monitoring:** progress tracking

Planning tools

- **Planning:** focus on goals & objectives, but also on the technical & managerial approach, resource availability, project schedule, contingency planning and re-planning assumptions, project policies & procedures, performance standards, methods of tracking, reporting and auditing
- **Scheduling:** precise statement of goals & objectives with detailed description of the scope of work -> last step of the planning process

Statement of work (= SOW)

- written description of the scope of work objectives, services, products, documents, explanation of funding constraints, specifications for determining cost and an overall schedule including start & end dates + key milestones
- sometimes: description of tasks

Work breakdown structure (= WBS)

- table or graph with total project divided into components, measured in time and cost
- hierarchical levels: 1: final project, 2: major tasks, 3: definable subcomponents of tasks
- complex project: more levels
- Behind each activity: estimated time + the name of the person responsible for completion
- cost included: costed WBS

Program evaluation and review technique and critical path method

- order of activities
- complex project: interrelationships among various activities must be explicit
- Network diagrams (graphical tool)
- Program Evaluation and Review Technique (= PERT) < Special projects Office < US Navy
- Critical Path Method (= CPM) < the DuPont Company
- PERT/CPM diagrams/analysis: basic network diagramming concepts: beginning node to ending node with arrows that define order
activity-in-node: time not mentioned
activity-on-arrow: time along arrows
- Identify critical points where a delay in task completion has major effect on overall completion
- expected time for activity completion $T_e = (T_o + 4T_m + T_p) / 6$
 T_o : optimistic time
 T_m : most likely time
 T_p : pessimistic time
- dummy activity: time = 0: indicates that all activities before should be completed
- critical path: chain of activities that takes the longest time
- slack or float: difference between time for critical path and time needed for another path

Resource leveling

- Obtain most efficient use of resources
- Resource leveling: scheduling work on noncritical activities so that resource requirement on peak days will be reduced
- Resources: personnel, equipment, materials -> limited within time period
- Used to allocate personnel to project activities: look at WBS + float
- Determine optimal use: draw a graph showing required personnel by job type over time, peaks: a lot of work/ valleys: less work

- Level the resources by moving start dates of activities with float to a later time (prior to latest start date)
- automatic resource leveling tool < Primavera Software Inc.

Gantt charts

- timeline (horizontal) + list of major activities (vertical), sequenced according to PERT/CPM and resource leveling analysis
- bar shows time commitment for each activity
- *Specialized Gantt Charts*
Integrated Gantt charts: personnel task assignments/ Bar Chart Cost Schedule
- *Gantt Charts as Monitoring Tools*
Track how closely the project is keeping to the planned schedule by using different colors or symbols

Human resource matrix

- tasks (vertical) and personnel names (horizontal)
- See whether workload is evenly distributed across individuals
- P: primary responsibility
S: secondary responsibility
C: individual that needs to be consulted
B: individual that can provide backup
- Makes clear whether a person has leadership over a task
- Not clear how much time is spent during each time period by each person

Project monitoring

- 4 primary resources that need monitoring: time, money, people and materials
- 1. actual expenditures of resources
2. comparing actual with estimated
3. adjustments in work plan

Cost/schedule integration graphs

focus on project budget and time

- *Cost variances*
2 concerns: 1. budgeted cost of work performed (= BCWP) and 2. actual cost of work performed (= ACWP)
cost variance: BCWP - ACWP:
positive: monetary savings & negative: budget overrun
- *Schedule variances*
BCWS: amount of money scheduled to be spent during time period
schedule variance: BCWP - BCWS
-> is the money being spent according to the projected schedule

positive: ahead of schedule & negative: running behind/ work performed outside scheduled sequence

Examine both variances in graph or table:

GRAPH:

Calculate cumulative BCWS, BCWP, ACWP (vertical) for each time period (horizontal)

Connect points -> curves

TABLE:

performance analysis report

2 tables: 1 with info current time period (BCWS, BCWP, ACWP, cost and schedule variances), 1 with cumulative performance (same with cumulative results)

- negative cost or schedule variances: reason for concern
-> may be related to: **scope creep**: expansion of project requirements beyond the original plan due to small changes made over time

Measuring and monitoring performance and quality

Establishing and maintaining stability depends on having effective measurement and monitoring systems!

Deciding what to monitor and how to measure it

Steven Kerr : Wrong measuring systems that result in reward systems that discourage employees from achieving stated goals.

Four causes :

- 1) Fascination with “objective” criteria (rather than quality criteria)
- 2) Overemphasize highly visible behaviour
These two relate to the characteristics of the measurement, easy to measure
- 3) Hypocrisy (stated goals are not the true goals)
- 4) Emphasize something other than efficiency (morality or equity)

3 of 4 causes were relevant to the economic crisis of 2008!

Developing a hierarchy of measures

A balanced approach is needed

Paul Walsh, Measurement hierarchy

Classifying first:

- **Objective** measures can be verified independently
- **Complete** measures capture all of the attributes that are relevant in defining performance
- **Responsive** measures are measures where managers have influence on

Example: share price is an objective measure, but is not very responsive as the manager can't influence it a lot.

Ideally -> measures that are objective, complete and responsive

Another form of distinguishing: focus on outcome, processes or initiatives

Top: **exact measures of outcome**

Complete measures that cover all the key attributes for the outcome under consideration

Next: **proxy measures of outcomes**

Used to make inference about exact measures (e.g. increase in customer referrals -> improvement in service quality)

These two are intended to reflect achievement of strategic objectives

Third level: **process measures of outputs, activities and inputs**

Reflect the degree of effort being exerted

Final level: **measure of initiative progress**

Information on the changes being made

Tailoring measures to the organization and its mission

Popular: balanced scorecard approach

- Not only financial, but also customer perspective, innovation perspective etc
- Still focused on what is good for the **company**, lack of focus on employee well being

New : Triple bottom line approach

- Success should not only be measured in terms of financial performance but also with respect to **ethical/social performance and environmental performance**.

Identifying drivers of organizational effectiveness

3 approaches : Total quality management (TQM), downsizing, reengineering.

TQM -> most diverse measures

Baldrige criteria for performance

Core values

- Visionary leadership
- Customer-drive excellence
- Organizational and personal learning
- Valuing employees and partners
- Agility
- Focus on the future
- Managing for innovation
- Management by fact
- Social responsibility
- Focus on results and creating value

Encouraging and enabling compliance

Understanding noncompliance

We need rules to keep order, but we resent them when rules prevent us from doing what we would like to do.

Management mistakes – employee misbehavior

Litzky -> six triggers for employee misbehavior

- 1) Ambiguity about job performance
- 2) Social pressures to conform
- 3) Compensation/reward structures
- 4) Negative/untrusting attitudes by managers
- 5) Rules that are perceived as unfair
- 6) Violating employee trust

Organizing based on how an employee would explain his/her behavior

“I didn’t know”

Not every failure to comply with a rule is intentional, sometimes they are unaware that a rule exists!

- poor communication
- ambiguity

“I wasn’t sure”

Mixed messages about complying with a rule (ambiguity, failure of managers to respond to noncompliance)

Unsure of their roles (satisfying a customer may require violating a company policy)

Mixed messages when: a rule exists but there are no consequences when not complying

Responding inconsistently to noncompliance

- mixed signals
- ambiguity
- social pressure

“I had to look out for myself”

Employees may choose not to comply when they believe that they will personally benefit from noncompliance

- reward structure
- ambiguity

“They had it coming”

When managers exhibit negative and untrusting attitudes, treat people unfairly, or violate their employees trust, employees are likely to feel that noncompliance or even destructive deviance is an appropriate response

- negative management attitudes

- unfair rules
- trust violations

“It was the right thing to do”

Noncompliance because they believe that their actions are aligned with the overall interests of the organization or society

Positive deviance, constructive deviance, functional or creative disobedience and tempered radicalism

- conflicting values

Strategies for encouraging compliance

Mitchell à six basic strategies to encourage compliance

Sticks and carrots

- Sticks (punitive): Increase negative consequences when people **don't** comply
- Carrots (remunerative): Increase positive consequences when people **do** comply
- Ineffective if the problem is a lack of ability, rather than a lack of motivation to comply

Hurdles and fast tracks

- Hurdles (preventative): Make it harder for people to avoid complying
- Fast tracks (Generative): Make it easier for people to comply
- Ineffective if people have not been engaging in a desired behavior if there is a problem with the individual, rather than with the system

Enlightenment and conversion

- Enlightenment (cognitive): Explain why complying is in a person's best interests
- Conversion (normative): Convince people that complying is the morally right thing to do

Costs and paradoxes of compliance strategies

Trying to force compliance may result in less compliance and reduced effectiveness.

Direct financial costs

- Heavy dependence on an effective **monitoring system**: employees can't be punished unless there is evidence that they have violated some rule.
- Remunerative strategies must include **rewards** that are sufficiently valuable: cost can be substantial

Reduced compliance and effectiveness

- Use of monitoring systems and punishments signals a lack of trust in employees, which can be a trigger for noncompliance.

- Remunerative strategies may also result in motivating problems once they have been in use for some time (impact of rewards often diminishes over time)

Missed opportunities

- One of the costs of standardization and control: stifled creativity and missed opportunities

Destructive deviance

- Acts of deviance are often preceded by perceptions of unfairness
 - feeling underpaid → taking organizational property/use organizational resources for personal benefit
 - performance expectations are too high → look for ways to cut corners or hide poor performance from their supervisors
- Organization can suffer serious consequences

Organizational compliance

Federal sentencing guidelines for organizations

Problems with the severity and the consistency of punishments → **The Guidelines** (1991)

- Manual for judges to use when determining the appropriate sentence for organizations convicted of a federal crime
- Attempted to reduce organizational wrongdoing by incorporating multiple strategies for encouraging voluntary compliance

Key aspect: provision for a reduction in punishment for companies that have “**meaningful compliance programs**” in place at the time the criminal activity occurred

→ operational program that includes “policies, procedures and actions within a process to help prevent and detect violations of laws and regulations”

2004 revision and expansion

1991 Guidelines: some organizations created compliance programs that appeared to be good on paper but were ineffective because of a bad organizational culture

→ More stringent standards under the Guidelines

- Increase accountability: more responsibility on boards of directors and top executives for managing and overseeing compliance programs
- Call for organizations to “promote an organizational culture that encourages ethical conduct and a commitment to compliance with the law”

Guidelines for compliance and ethics programs

Six criteria for effective compliance and ethic programs

1. Oversight by high-level personnel
2. Due care in delegating substantial discretionary authority
3. Effective communication to all levels of employees
4. Reasonable steps to achieve compliance, which include systems for monitoring, auditing, and reporting suspected wrongdoing without fear of reprisal

5. Consistent enforcement and compliance standards including disciplinary mechanism
6. Reasonable steps to respond to and prevent further similar offenses upon detection of a violation

One-time training sessions on the importance of compliance aren't sufficient

Appropriate values and behaviors must be integrated into the daily activities of the organization

Module 3: Improving productivity and increasing profitability

Key words: external and control + productivity and profitability

Goals: improving productivity and increasing profitability

paradoxes: at the same time that people want a leader to provide a clear vision for the organization, people are unwilling to embrace a vision unless they see the vision as their own

competencies

Developing and Communicating a Vision

There are different forms of vision:

Grand achievements (Virgin Galactic : taking people to space) Deceptively simple ideas (Netflix, Starbucks)

None of the two is better than the other so there isn't a best type of leader who can develop and communicate a vision, because every vision is unique.

BUT: each great vision is result from a universal processes and include common key elements which will be discussed in this chapter.

- Framing and Defining a Vision
- Identifying Key Components and Content
- Articulating and Communicating a Vision

Processes for Formulating a Strategic Vision

Mission + vision + value = vision Who are we?, what are we doing? Why are we doing what we do?

Framing and Defining

A good vision generates at least 3 effects that help an organization progress:

- Creates focus for the organization:
 - What should we be doing and what not?
 - Cfr: photo-camera
- Generates momentum for action across the organization: (alineaa onderaan p 173)
 - Metaphor of a rubber band
 - Hold band with 2 hands, one close to your body (i.e. present), one away from your body (i.e. future)

- Creates tension: only can be resolved by closing distance between 2 hands, ideally: vision should pull draw current reality forward.
- Help members understand how they fit with the organization's overall purpose:
 - Metaphors of the doorman and the jigsaw puzzle
 - Doorman: "Leader opens doors to the future"
 - Jigsaw Puzzle: "Easier to solve a puzzle if you see the picture on the cover of the box."

No matter how many individuals are involved in shaping the of a vision, Followers expect the leader to have the picture.

There are many options for gathering the perspectives needed to frame and define a vision. Keep in mind: people are more willing to support a vision that has drawn on their perspective and insights. One way of gathering this insights is to spend time in the trenches of the organization, talking with a variety of shareholders. Another approach is to hold focus groups and dialogue sessions in which the employees are able to express their true thoughts and feelings about future, focus and fit. No matter the approach, a leader needs to find the language that connects with stakeholders.

Identifying Key Components & Content

Being aware of a vision isn't the same as being inspired by that vision, what makes a vision impactful and effective? Three components need to be identified for a vision to capture the attention of others.

A strong vision:

- Identifies Ideal Strategic Goals
 - Show how the future will differ from the past.
 - Powerful vision makes followers think for themselves about the ideal goals toward which they should strive.
- Sets a standard for excellence thus increases motivation.
- Not defining the final outcomes, but rather relate to ideal conditions or processes.
- Makes a Case for Change
 - Justify changing from the status quo.
 - Leaders must clearly explain why they make a change (changing economic conditions, new customer/market demands...)
 - No matter the reason: people are more willing to support the idea of changes that they have helped create, else they need to be convinced.
- Includes a Focus on People
 - Recognize the people whose actions are necessary if the vision is to be achieved.
 - It may be appropriate to describe the human and social capital that will be necessary to execute the vision.

Articulating and Communicating a Vision

A leader constantly communicates the vision through their words and their actions: Sashking suggests that these words and actions take on of three forms: strategic, tactical and personal. Similarly, Nicholls argues that leaders address the heads, hands and hearts of followers.

- Heads - Strategic Communication of the Vision.
 - At a strategical level: attempt to articulate a clear organizational philosophy based on the vision.
 - A vision and philosophy make a difference when they are clear enough to allow individuals to make decisions when acting autonomously.

- Also need for specific tactical policies and practices to ensure that the actions taken by employees are consistent with the vision.
- Hands – Tactical Policies and Practices.
 - For the power of a vision to be realized it must be translated into practices that can be implemented to support the vision.
 - Followers must know what they need to do to make the vision a reality.
 - Heads and hands must work together.
- Hearts – Communicating at the Personal Level.
 - Most critical and challenging: touching the hearts and connecting with the personal values and aspirations of followers.
 - The vision must inspire followers to want pursue it and create a long-term pursuit of the vision.
 - Visions are about creating the future.

Visionary Leaders

The process above is designed to result in a vision that is consistent with what we know about expectations for visionary leaders. Leaders use powerful imagery to provide a sense of mission or purpose that challenges the status quo.

Impact of visionary leaders also influences employees and inspires them to engage in extra effort so firm performance is likely to be improved.

CEOs who emphasized stakeholder values = Visionary Leaders
 Leaders who focus on economic values = Autocratic Leaders

Visionary leaders not only in companies: Parents, Teachers, Sport Coach... All drawn from our own experiences; they inspired us toward a new future in our own personal sphere of influence. They all have lessons to teach us so it's important to listen to their stories.

Now we will discuss two visionary leaders who influenced the world: Steve Jobs & Jeff Bezos.

Embracing Paradox

Another characteristic of visionary leaders is the ability to integrate and communicate competing values.

Jobs & Bezos are set apart from many other leaders because of their comfort with paradox. These leaders are strong in competing quadrants of the model.

Jobs: both flexibility and control and an emphasis on external focus. (Lees p178 tot groene titel)

Create, Compete, Control are okay with him, Collaborate is not reflected above. Both as charming and as arrogant and intolerant he had notable failures as well as major successes.

Bezos: Has the passion that can be leveraged to turn threats into opportunities. Like Jobs, he shares a Willingness to embrace paradox, rather than compromise on values. He is a study in contradictions: "analytical and intuitive, careful and audacious, playful and determined..."

He quoted: "The thing about inventing is you have to be both stubborn and flexible. The hard part is figuring out when to be which."

We all can make a difference within our own sphere of influence. You can get started now, by understanding your personal passion and crafting your own leadership story.

Your story as the Source of Vision

Fundamental questions in organizational vision also need to be addressed by the leader individually (Who am I? Where am I going?...). Being able to answer these questions on a personal

level can help individuals sustain the passion they need to persevere as leaders in challenging times.

Inspire commitment by looking inward first, by becoming aware of what you want to say, and by communicating a much more personal vision of the future, based on much more personal knowledge of the past and realistic experience in the present. This means: initially ignoring potential followers in favor of personal passion. Focusing on the themes of your own consciousness is the real driver of what you have to say. Start the communication process with your own passion.

Need for self-knowledge is a prerequisite to leadership effectiveness. Know what you want!

Setting Goals and Objectives

We come to the formulation of specific organizational strategy, plans, goals, and objectives aimed at realizing the vision.

Goal setting is a critical tool both for individual achievement and for directing the efforts of individuals and groups of individuals toward a common end.

Our plan in this section is to review the key lessons learned about goal setting from the past, get a clear understanding of how work environments in the new economy impact goal-setting effectiveness, and gain a fuller appreciation of the relationship between developing and communicating a vision and setting goals and objectives.

From Vision to Strategy

Establishing a vision usually the first step in strategic planning process. Vision includes formal documents: vision statement, mission statement and statement of values. These are relatively enduring if made well but very abstract and very hard to define. Therefore we need the strategic ideas to be translated into more practical, tactical objectives and goals.

The process of setting goals as described in this chapter explains how strategic objectives are translated into actions.

Goal Setting – The Basic Building Blocks

Goal-setting theory and research was the follower of the rational goal model. The latter assumes an organization is effective if it successfully achieves the goals it is pursuing.

Goals define the results that people should aim to accomplish in pursuit of the organization's strategy and vision. They serve as the foundation for performance planning, review, reward and improvement efforts. NO GOALS NO SUCCESS.

Goal setting takes place at all levels in an organization.

Senior levels of managerial leadership: strategic and directional: the organization's vision.

Lower levels: goal setting still aligned with the goals set by the top but tend to be more tactical, with a primary emphasis of implementing and carrying out decisions made as part of the vision development and strategic planning process. The process, on tactical level, involves following elements:

- Formulate objectives/targets that need to be achieved by a certain time
- Develop action plan and identify specific steps to complete these targets
- Create a schedule showing when activities will be started and/or completed

- Develop a budget
- Estimate/project what will happen at certain point of the plan/process
- Establish organization to implement decisions
- Set standards for evaluation

Goal Setting as the Foundation for a Performance Management System

Goal setting (translating vision and strategy into a set of goals and objectives) for the entire organization is an enormous exercise. It remains a challenge to ensure that goal-setting process that cascades down is vertically and horizontally aligned and results in goals and objectives that every individual in the organization owns and sees as directly connected to the vision of the organization. The successful resolution of these two major challenges (1. Gaining knowledge, understanding and acceptance of subordinate goals, and 2. Translating and cascading them into individual goals linked to the organization's vision) is the foundation for a system of performance management.

Gaining Strategic Unity and Alignment (iedereen op dezelfde lijn krijgen)

(Essential goal of the strategic planning process)

Having strategic unity and alignment means two things:

1. The organization has developed high-level goals that are consistent with its vision and start.
2. The organization establishes alignment across the various differentiated parts of its system, such that all the parts are generating decisions and actions that are consistent with the high-level goals.

No team, function, no-one etc... can optimize its performance without a high degree of strategic unity. This exists when these conditions are in place:

- Unit/organization possesses a motivating and compelling vision.
- Vision, values, and strategic intent are deeply understood and there is widespread ownership and commitment to them, throughout the organization.
- Across all units/ teams/ individuals goals & actions are aligned.
- Unit/organization possesses the knowledge, skills, and mindset required to achieve the vision, live the values and execute the strategy

Strategic unity and alignment is (in context of goal setting) a top-down process. This might create complex and hard-to-follow expectations for the lower-level units. Therefore strategic unity and alignment is paradoxical in that it requires a balance between simplicity and sophistication.

Translating Strategy into Individual Goals

The 2nd major challenge of using goal setting as a foundation for a system of performance management; translating the high-level goals into individual goals clearly linked to the organization's vision, which are one of the most critical elements of a performance management system (PMS). Ideally PMSs accomplish the following impacts:

- Connect vision and strategy to what employees do every day
- Promote accountability, effectiveness, and productivity
- Create focus and facilitate priority setting
- Create a shared commitment to performance between managers & employees

- Ensure that the organization realizes its core purposes as well as the growth and development of individual employees

To become these outcomes, most PMSs include the following for steps: (zeer kort zie p 188/89)

- Translating Vision to Organizational Unit Goals
 - Primary intent: ensure that individual goals flow directly from organizational goals.
- Jointly Establishing Individual Goals
 - Begins: discussion individual and supervisor what are the individual's goals and what target level of performance will be for each of those goals?
 - This is a time-consuming part, thus the process and how it is conducted is as important as the ultimate outcomes.
- Ongoing Coaching & Feedback
 - Supported, guided and tracked
 - Supervisors: communicating, encouraging performance, making sure they are appropriately delegating, coaching....
- Evaluation of Performance
 - Annual performance review or appraisal
 - Typically addresses outcomes attained
 - Set goals for the next period

Setting "S.M.A.R.T" Goals and Objectives

SMART goals ideally answer important, specific questions, as shown below.

Specific

SMART goal describes an observable action/behavior, answering the question: "What has to be done?"

- Is the goal clearly stated?
- Does it describe a function to be performed?....

Specific goals don't just identify the desired end result, they include specific actions that will help you attain that desired outcome.

Measurable

SMART goal defines the end result qualitatively/ quantitatively, answering the question: "How much has to be done?"

- Is the behavior quantifiable ?
- Are limits and parameters defined?
- Can results be observed?

Measures should be connected to goals, and it is the goals that should drive our choice of measures.

Attainable

"Is the goal within reach or does it seem impossible?"

- Does the person have the required experience, skills and knowledge?
- Are the resources required to carry out the work available?
- Is the goal realistic under the circumstances?

Needs no further comment

Relevant

“Is the goal relevant to the person, does the individual have reason to care about achieving the goal?”

- Is the goal relevant to the work actually being done by the individual?
- Is there a clear link to organizational, departmental, team goals?

....

Relevance generally comes into play when someone else is setting goals for you.

Time-Bound

“By when does the goal need to be achieved?”

- Is there a clearly defined completion date?
- Is the duration for the goal set out?
- Is the frequency with which work must be performed clearly defined?

Goals should have time frames, the quote: “If it weren’t for deadlines, nothing would ever get done” has a great deal of truth in it.

Motivating Self and Others

Competitive people want to win. In terms of business winning is being successful, meaning being productive. Measuring productivity is complicated and often controversial. Employees must be motivated to be productive. In this chapter we will take a closer look how managers motivate their employees and themselves through 3 different frameworks: motivation, empowerment and employee engagement.

Motivation Theory

We already discussed one of the most important ways to motivate people: goal setting. Generally theories of motivation fit into two broad categories:

Content Theories: Focus on different needs that may motivate behavior.

Process Theories: Focus on a sequence of steps from some stimulus to motivation.

Content Theories: What is Valuable Enough to Motivate People?

The source of your motivation is something you valued because you needed/wanted it. This is different for everyone. We will have a closer look at 2 dimensions.

- Extrinsic and Intrinsic Motivators:
 - *Extrinsic*: forces external to people (tangible (money, food) or intangible (praise from boss))
 - *Intrinsic*: generated by the person itself (always intangible)
 - As manager: extrinsic sources are more easy to provide than intrinsic.
- Innate and Learned Needs:
 - For managers it's important to know what types of needs motivate behavior.
 - Different categories of needs:
- Physiological (extrinsic)
- Belongingness (intrinsic and sometimes extrinsic)

- Esteem and Power needs
- Self-Actualization (intrinsic)

For managers, content theories of motivation provide useful information about broad categories of need/wants that individuals seek to fulfill. To take advantage of content theories of motivation, managers also need to have an understanding of the process of motivation.

Process Theories: How do we get From Stimulus to Motivation?

Here we take a closer look to how motivation happens.

- Equity Theory (Extrinsic)
 - Suggests that people also consider what other individuals' outcomes are relative to those other individuals' inputs. People want to be those ratio to be equal. If not they will try and balance the equation. (vb: work 10 hours and get 100 USD, but your colleague gets 100 USD for 8 hours, not fair)
 - For managers the most critical thing to understand is: if people feel underrewarded for their efforts relative to others, their motivation is likely to decrease.
- Job Characteristics Model (Intrinsic)
 - The model includes variables that are assumed to reflect different 'needs' that employees have, we classify it as a **process model** in 5 dimensions of a job's design (*skill variety, task identity, task significance, autonomy and feedback*) are assumed to influence the psychological states (*experienced meaningfulness, experienced responsibility for outcomes of the work and knowledge of actual results of the work*) experienced by the employee. Intrinsic motivation: occurs when these 3 states are present. (individual differences affects how employees values different job characteristics).

Goal-setting Theory, 5 guidelines

(terms that are included in SMART + 2 important concepts not found in the SMART acronym):

1. **S**pecific goals lead to higher performance than vague or no goals; specific goals are generally **M**easurable and **T**ime-bound.
2. **A**ttainable goals are more likely to lead to higher performance than unrealistic goals; people need both ability and self-efficacy to be motivated to achieve the goal.
3. **R**elevant goals are important because goals are more likely to lead to higher performance when they are accepted and there is commitment to them.
4. **C**hallenging goals lead to higher performance than easy goals.
5. **F**eedback about the task is likely to increase motivation and may encourage setting higher performance goals.
 - Goals should be attainable BUT also challenging and accomplishing → more motivation
 - People like to know how they are doing relative to their goals (particularly on long-term projects) → feedback

The expectancy approach to motivation

- It attempts to answer the question why people exert effort, not with reference to specific needs, but with respect to the process that people go through when making the decision to exert effort. The theory focuses on the employee's beliefs about the relationships between

the amount of effort exerted on a job, actual performance on a job and outcomes that may be received as a result of that performance. Individuals will be motivated to exert effort only if 3 conditions are met:

- They believe that by exerting effort they will be able to perform the task in a satisfactory way.
- They believe that if they perform the task in a satisfactory way, they will receive some outcome as result.
- The outcome that they receive are valuable to them.

Effort → Performance → Outcomes (see *figure* on page 200)

The Employee's Perspective

With the outcomes of the conditions, a motivation score will be calculated, the higher the score more likely the employee chooses to take the effort.

The Manager's Perspective

- **E to P condition – Tying Effort to Performance**

- It is really about an employee's *self efficacy*- his belief that he can perform satisfactorily in a given situation. One the employee is chosen is defining performance and coming up with SMART goals can be very useful. Coaching, support and timely feedback all help to the employee that effort will result in satisfactory performance. Manager's own expectations have an important impact on the employee's behavior → coaching, support and timely feedback all help encourage and develop employees.

- **P to O condition – Linking performance to outcomes**

- Even if employees think that they can perform at a satisfactory level, they may not be convinced that satisfactory performance will result in receiving a valued outcome. Managers can address this concern by using performance-contingent rewards and making certain that employees are aware of all the possible outcomes that will result from satisfactory performance. Managers should build trust by always following through on commitments.

- **Valued outcome condition – Understanding what employees want**

- Managers should make certain that they know what outcomes are important to their employees. This information can be obtained through one-on-one conversations or employee attitude surveys.

Empowerment (intrinsic motivation)

Some people have a more top-down, mechanistic perspective and believe that empowerment originates at the top of an organization's hierarchy. This group feels that empowerment is reflected in an organization's mission, vision and values and in how tasks, roles and rewards for employees are defined. Empowerment means to them that responsibility is delegated and people are held accountable for their results.

Other people have a more bottom-up, organic perspective. This group feels that empowerment starts at the bottom of the organization and requires understanding employee's needs, role modeling empowered behavior for employees, and building teams where cooperative behavior and intelligent risk taking are encouraged. Empowerment to this group is seen as less about delegation and accountability and more about trusting people to perform and supporting their efforts to take intelligent risks, grow and change.

4 psychological states:

1. A sense of meaning: employees feel their work is important, they care about what they're doing
2. A sense of competence: confidence in one's ability to perform the task skillfully
3. A sense of self-determination: Employees are told what needs to be done, not HOW to do it
4. A sense of impact: employees feel that other people listen to their ideas

Employee Engagement

Defined as the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances. Engagement is characterized by energy, involvement, efficacy, vigor and dedication. Burnout is the opposite, exhaustion, cynicism and inefficacy.

Engagement entails two types of commitment: rational commitment (employees believe that managers, teams or organizations have employees' self-interest in mind. Emotional commitment is the extent to which employees value, enjoy and believe in their jobs, managers, teams or organizations.

3 types of employees:

1. Engaged employees are those who work with passion and feel deep profound connection with the company. They drive innovation and make the organization successful.
2. Not-engaged employees are essentially going through the motions at work, they are checked out, sleepwalking through their working day.
3. Actively disengaged employees aren't merely unhappy at work, they act out their happiness by doing things that undermine what their engaged coworkers are trying to accomplish.

Competency 4: Designing and organizing

Managing execution and driving for results.

-> Being highly task oriented may be good in terms of completing individual tasks, but when you lead others, too much emphasis (nadruck) on task issues can paradoxically undermine your efforts to get the task completed with good quality and on time.

Simply put, managing execution and driving for results is about getting things done.

An important question: what is required for successfully executing a strategy and achieving the desired results?

Examples of organizations who seek for solutions by hiring 'outsider' CEOs to improve their disappointing results:

1. Ford Motor Company: The new CEO (Alan Mulally), who was the CEO of Boeing before, gave Ford a new perspective: 'Improve focus, simplify operations.' He guided the company back to profitability.

2. Hewlett-Packard: The new CEO (Meg Whitman), who was the CEO of Ebay before, is listed as one of the most powerful women in the world. She is very down-to-earth and is stubborn.

Study: 658 CEOs from multinational companies were asked what to prioritize their most pressing management challenges.

- The answer of bigger companies: 'Consistent execution of strategy by top management'.
- The answer of smaller companies: 'Sustained and steady top line growth'.

à Most companies can't execute on strategy!

Execution and results at the organizational level.

Over time, there has been an evolution of the idea of execution. First it was more 'getting things done', but later it became 'getting things done better', with an emphasis on efficiency and effectiveness. Since 1990 it was more 'business process reengineering'.

- The reengineering process (Michael Hammer).

What is it? It urged organizations to take a blank sheet of paper and reconsider how all processes might better serve the organization's goals and objectives.

Negative aspect: the technique put too much emphasis on efficiency and not enough emphasis on the well-being of employees.

Ensuring execution is a leader's most important job.

Bossidy and Charan ask, why are organizations so terrible when it comes to execution? Their answer: a lack of discipline.

Execution is not just tactics, it's a discipline and a system. It has to be built into a company's strategy, its goals and its culture. The heart of execution lies in 3 core processes:

1. The people process
2. The strategy process
3. The operations process

The people process

According to Bossidy and Charan, this is the most important process of the 3.

This process must accomplish 3 things:

1. It should evaluate every individual in the organization in depth and with as much accuracy as possible.
2. It should provide a blueprint of the pipeline (selection, development, promotion,...) of leadership talent required by the organization in order to execute its strategy.
3. It should populate the leadership pipeline based on a strong and strategic succession plan.

Remark! There is not a particular system for creating a people process, but there are some characteristics the process should have like honesty, consistency, integrity, the use of common language. The most important characteristic is providing timely and accurate feedback!

The strategy process

It's important to not only formulate the strategy (what should we do), but it's also important to pay attention to the specific ways the strategy will be executed (how should we do it).

The strategic plan should be a detailed action plan for achieving business objectives.

Remark: The essence of the plan needs to be simple!

Questions that must be raised are:

- How good are the assumptions we built the plan on?
- What are the pros and cons of the alternatives?
- Do we have the required organizational capabilities to be able to execute the plan?
- What must we do in the near and medium term to be successful in the long run?
- Will we be able to adapt the plan to rapid changes in the organizational environment?

The operations process

This process complements the people and strategy process by outlining the path the people must follow to get to the results identified in the strategy. It is required to get from the long term to the short term.

Mostly, operation plans are prepared based on a budget. Bossidy and Charan say: it is backward! Operations process must not simply build budgets around what top management desires, but must address the action programs that will make the outcomes a reality.

Problem: budgets are often political exercises in trying to protect personal interests (not supporting the goals of the organization).

à The key to successful execution is linking people, strategy and operations together.

Bossidy and Charan have identified 7 leader behaviors that they consider essential for effective execution:

1. **Know your people and your business.** Stay in touch with the day-to-day activities of the organization.
2. **Insist on realism.** Don't only face the positive things in the organization, also face the cold, hard truths and solve troubles as soon they are detected
3. **Set clear goals and priorities.** Focus on the things that are essential- for the organization to be successful.
4. **Follow through.** Who needs to do what by when? Take each goal seriously
5. **Reward the doers.** What performance is required and what will be received for that performance?
6. **Expand people's capabilities.** Coach people so that experience and wisdom is passed on to the next generation of leaders.

7. Know yourself. Be honest with yourself and with the people you lead, don't punish others when they bring you bad news.

A culture of execution

Culture is important to understand effectiveness. If an organization has not had a culture that emphasized execution in the past, then we can't expect to achieve our desired results until we have changed the culture. Changing organizational culture often fails!

The right people in the right places

The leader needs to connect the people, strategy and operations process.

Leaders must be personally committed to all processes.

Examples of people in the wrong places:

1. Managers may not have sufficient knowledge about the people they are appointing to positions.
2. Managers select people they feel comfortable with, rather than focusing on selecting the right person for the right task.
3. Managers may be too patient with weak performers.

Execution and results at the individual level

Many executive education programs, consulting firms, and other organizations offer 360-degree feedback surveys (including items specifically related to this competency) to managers and leaders at all levels of the organization to help them evaluate their personal effectiveness.

Example:

Personnel Decisions International (PDI) includes two measures related to execution and results:

1. **Manage Execution** focuses on how managers delegate, coordinate, monitor, and track work assignments.
2. **Drive for results** focuses on achieving results with and through other. (f.e. being able to communicate a sense of urgency when appropriate)

Next we consider what may be the most important skill required for individual success: effective and efficient time management.

Time management

Alec Mackenzie asks the question: "Why is time management still a problem?". (even with all these innovations such as books, seminars, workshops... we are still caught in the time trap)

The answer: Human nature

In this section we use Peter Drucker's three-step process for effective time management in any situation.

1. **Record Your Time.** Contemporaneous record keeping (recording what you are spending time on when you are actually doing a task) is the first essential step toward knowing your time.

2. Manage Your Time. You have to record your time to effectively manage your time. Managing your time requires prioritizing and eliminating activities that don't add value. You can find these time-wasting activities by asking yourself: "What would happen if this activity were not done at all?" After eliminating as many activities as you can, you can use the *Time Management Matrix* (Covey, 2004) that we introduced in Module 2 to prioritize your remaining tasks.

1. Important and Urgent
2. Important but Not Urgent (at the moment)
3. Not Important but Urgent
4. Not Important and Not Urgent

You should have only Important tasks remaining on your list at this point.

3. Consolidate Your Time. Managers need to use their time efficiently, but they also need to allow time for unscheduled encounters. Much of their important work is accomplished in bursts of collaborative encounters with others, the average duration of which is about 11 minutes. (Alesandrini, 1992). More focus on identifying priorities and concentrating on the critical tasks rather than on mapping out each minute of the day assumes two key elements: 1. Keep one calendar, not two. 2. Keep a master list of things you need to do.

A very strong and important example of time management is the lecture titled "The last Lecture: Really Achieving Your Childhood Dreams" that university professor Randy Pausch wrote, when he found out he had pancreatic cancer and only a few months to live.

Module 4: Promoting change and encouraging adaptability

Using power and Influence Ethically and Effectively

- Power: why are we ambivalent?
 - Most of us have mixed feelings about power. Effective leaders sustain their influence by building and maintaining trust and helping people to perform at a higher level. We grant power and influence only to people we trust.
 - Power: the capacity to mobilize people and resources to get things done
- Using power at 3 levels:
 1. The *macro or organizational level* (legislating policies and laws, setting rules and procedures, bestowing rewards and punishments and making goals and plans)
 2. The *group or team level* (the strength of expertise and experience, the ability to build coalitions of those who share your views and goals)

3. The *individual or personal level* (a person's capacity influences another person's behavior)

Good power, bad power and no power

When we commit ourselves to a cause or a project, we want strong, solid people in our corner. People don't trust important things to weak and passive leaders.

5 sources of POWER:

P = position

O = opportunity

W = wealth

E

=

expert

R = relationship

- Position power: comes from formal roles and authority. You are allowed to reward or punish others.
- Opportunity power: relates to being in the right place at the right time. When and where you are sometimes important as who you are.
- Wealth power: people who possess great wealth can exert a lot of influence. Wealth as a source of power can also refer to the ability to control money.
- Expert power: is based on the expertise or knowledge that may have in a special field or situation.
- Relationship power: are from two sources: your personal characteristics (who you are) and your social network (who you know). Sometimes a person has influence because of personal characteristics (charisma, trustworthy). Power can also come from your social network, sometimes referred to as social capital or network power. Your social network gives you power because it gives you access to the expertise and influence of other people who know and trust you.

Networking is a vital skill, not only because it helps you succeed professionally but also because it makes you a more effective resource in your personal life. It is a crucial skill, both for gathering information and identifying contacts who can help you to put your ideas to motion. An effective manager knows where to go for answers and whose support is necessary.

Effective networking is really about being generous toward helping others. Effective networkers energize people around them.

Influence strategies and tactics

- Many common influence tactics depend on the elements of position power:
 - Legitimate authority: giving directives with expectation that they will be carried out.
 - Upward appeal: giving directions and indicating them that they are what higher management wants done.
 - Co-optation: inviting a recalcitrant individual into a group to attempt to change their perspective.
 - Bargaining/exchange: offering a reward or incentive for following a directive.

- Pressure/coercion: threatening a punitive action if the directive is not followed.
- Influence tactics linked to relationship power:
- Inspirational appeal: appealing core values to encourage cooperation.
- Personal appeal: appealing to personal relationship to encourage cooperation.
- Ingratiation: attempting to increase positive feelings as a way to increase personal relationship power and thus persuasiveness.
- For people with the appropriate expertise, rational persuasion can be effective influence tactic:
- Rational persuasion: using logical arguments as justification for cooperation.
- People with a great deal of social capital and strong networks may find success by building coalitions:
- Coalition forming: gathering additional stakeholders to support a proposal.

Influence versus manipulation and control:

influence tactics that undermine trust should be avoided.

Fine line between perceptions of what is considered an acceptable influence tactic and what is seen as an inappropriate attempt to manipulate or control others.

Increasing power and influence with supervisors, peers and subordinates

Master managers know what other people need and how they feel. Most of that information comes from listening and observing, not from talking. And focus on driving for result and the quality of relationships. (High on task. High on people.)

Supervisors:

- Look for ways to solve problems that your superiors are facing.
- Show appreciation to superiors for things they do to help.
- Encourage superiors to discuss their problems. Give understanding and support.
- Provide constructive feedback on things supervisors do.
- Point out new ways superiors can use your skills.
- Be loyal, even when it is difficult.
- Take the initiative if you feel you are being used or exploited.

There are practical methods to increase power and influence, there are roadblocks to use them. A major roadblock is the norms of the organization. Norms are unwritten expectations about how work will be done, how people will act and so on.

Peers (colleagues) :

- Find ways to help peers reach their goals and look and feel successful.
- Try to understand their problems and share useful information.
- Look for common goals you can mutually pursue.
- Form informal problem-solving groups between units.
- Be sincere in how you present yourself.
- If you are working with a large number of people, don't try to influence everyone at once.

Influencing peers is a tremendous challenge. But people ultimately respond when they see that you are determined to do good work and want to share the credit and stimulation with them.

If you have people reporting to you, the following are some additional influence strategies for motivating good performance:

Direct reports

- Consciously try to increase their trust in by listening to their concerns and encourage their ideas.
- Make certain they know exactly what is expected of them in their role.
- Give them recognition for good performance.
- Give them credit for their ideas when talking to superiors.
- Help them solve problems that may be beyond their ability or experience.
- Do everything necessary to give them the tools and resources necessary to do their job.
- Provide training.
- Never pretend to know something you don't know.
- Hold regular performance appraisals, but go beyond the formal rating sheet.
- Don't be afraid to talk about the ways you depend upon each other.
- Clarify your responsibilities to them and theirs to you.

Championing and Selling New Ideas

Competing values framework for managerial communication (= CVFMC)

- business communication: 7 C's: complete, concise, considerate, clear, concrete, courteous and correct
- limited: 1) no different ways of communicating, depending on context and purpose
2) assume that there is only 1 goal
- better: competing values framework for analyzing managerial communication
4 basic types + specific characteristics

1) Relational	messages	->	Build	trust
<i>Open, candid, honest, credible, believable, plausible</i>				
2) Informational	messages	->	provide	facts
<i>rigorous, precise, controlled, focused, logical, organized</i>				
3) promotional	messages	->	direct	action
<i>Interesting, stimulating, engaging, conclusive, decisive, action-oriented</i>				
4) Transformational	messages	->	Stimulate	change
<i>Emphatic, forceful, powerful, insightful, mind-stretching, visionary</i>				

Relational messages

- purpose: building trust by establishing credibility
- < Human Relations Model < Collaborate quadrant CVF

- style: informal, to emphasize a connection: small choices in language like using inclusive pronouns such as “we” and “our”

Informational messages

- purpose: providing facts
- < Control quadrant CVF
- in theory: neutral content
in practice: may be interpreted as reflecting an opinion about an issue
- style: structured, lists, tables, charts
- example: explanation policies, procedures

Promotional messages

- purpose: directing action by conveying energy
- < Compete quadrant CVF
- not neutral, but persuasive
- style: interesting & compelling examples and stories, action verbs give a sense of urgency + encourage to act
- example: sales presentation, press releases, letters of recommendation

Transformational messages

- purpose: stimulating change by making others see the future vision of the company
- < Create quadrant CVF
- style: not conventional, vivid language, symbolism, enthusiasm
- example: mission statements, executive summaries for strategic plans, keynote speeches

Evaluating your communication tendencies

People have inaccurate perceptions of their communication skills

example: they think they are good in relational communication, but they're not:

- *They don't use personal pronouns*
- *or give personal examples*
- *or make eye contact*
- *They speak at a fast pace*
- *They ask rhetorical questions instead of real ones*
- *Their statements aren't inclusive (no “we” or “our”)*

-> Seek feedback to identify situations where your self-perceptions are inconsistent with the perception of others

The effectiveness of communication increases when the message is thoughtfully and thoroughly prepared regardless of the type.

The SSAP approach to effective presentations

SSAP: Set, Support, Sequence, Access, Polish

1) Set

- creating the right mood or atmosphere
- unveiling your topic or theme
- establishing your credibility

2) Support

- giving the reasons, logic and examples

3) Sequence

- putting content in the ideal order

4) Acces

- displaying your message to the eye
- making it vivid and memorable

5) Polish

- putting the professional touch on your message

SET

good presentation: audience-centered

functions of 'Set' building block for effective presentations:

1. **Climate set:** Create a mood and tone favorable to listening and acceptance
 - Establishing **a rapport** with the audience (=an accord or harmony, a feeling of sympathetic understanding)
 - < Bert Decker: Address the audience's First Brain before addressing their New Brain
First brain: nonreasoning, nonrational part of our brain
New brain: conscious thought, memory, language, creativity, decision making

Engage your audience's need to like and trust you (First Brain) before you deal with your need to have them understand and agree with you (New Brain)

- principles:
 1. Be in the room first and greet each person (verbal, eye contact, smile, nod)
 2. Notice facial expressions and energy levels: what is the general mood of the group?
 3. Be positive
- 2. **Credibility set:** Assure the listener that you are worth listening to
 - Assure the audience that you are an informed and legitimate speaker, because of your experience, credentials, interest, special expertise
 - often: the person who introduces you offers your credibility set
informal: you provide your credibility set yourself
 - Think about your credibility set when you address an audience that doesn't know you
 - Be specific to the needs of the audience and the circumstances
- 3. **Content set:** Map the journey you are asking the listener to take with you
 - People are uncomfortable with ambiguity, they want to know where they are going
 - Tell your audience early in your presentation:

- How long it will take
 - When they can ask questions
 - What the major themes are
 - How the topic relates to them individually
- Never go beyond your time limit

SUPPORT

- The substance, the major reasons you offer for doing something
- The support must be correct, concrete, complete, relevant and logical
- questions:
 1. **What do I mean?** -> Define things adequately
 2. **Am I specific?** -> Use specific examples and illustrations, a core story or experience that people can relate to
 3. **How do I know?** -> Draw on sources of evidence
 4. **Do I answer the “so what” question?** -> Demonstrate that your ppt makes a difference
- *Anticipate Objections and Counterarguments*
Important when dealing with well-informed audiences
Address the objections yourself
Mix your responses to objections with your own position
- *Use the Magic Number Three*
Don't load too many reasons and angles into your message
Choose the 3 that will have the greatest impact
 1. State the problem or present the situation
 2. Provide 3 supporting items (a, b and c)
 3. Conclude with a summary

SEQUENCE

- order or arrangement
- beginnings and endings: most prominent locations
- audience will remember opening and closing comments

Spill the beans

- first: the most important message
- then: elaboration and details

-> managerial sequence

Managerial Presentations Begin with Recommendations

Managerial Style:

1. Recommendations
2. Conclusions
3. Information
4. Analysis
5. Data
6. Design of Experiment or Process
7. Hypothesis or Questions

R&D Style:

1. Hypothesis or Questions
2. Design of Experiment or Process
3. Data
4. Analysis
5. Information
6. Conclusions
7. Recommendations

- Exception: bad news -> buffer
don't overdo it, people just want to be treated civilly and professionally

Deciding on Sequence

Organizing principles for presentations: Flow structures:

1. Chronological: orders ideas according to time
2. Physical: orders ideas according to space
3. Problem-Solution
4. Issues-Actions
5. Case Study: organizational experience
6. Argument/Fallacy: refute the major arguments against your own recommendation
7. Features/Benefits

ACCES

- Making information visually and psychologically vivid to the listener or reader
- Presentations: visuals, making clear transitions between points, summarizing
- Overcome "PowerPoint overload":
 - 1) Write a clear headline that explains the main idea of every slide**
 - no generic title at the top of the slide, but main message
 - 2) Break your story into digestible bites by using the slide sorter view**
 - Look at your slides in the "slide sorter view" function: check if all slides have a headline and if all slides take the same time
 - 3) Reduce visual load by moving text off-screen and narrating the content**
 - Write a concise narrative in the "Notes Page" function and delete some bullet points
 - 4) Use visuals with your words instead of words alone**
 - Add visuals that energize the headline
 - You should say the rest of the message to the audience
 - 5) Remove every element on a slide that does not support the main idea**
 - If you're not sure, cut it!
 - Get your slides to the proper level of simplicity

POLISH

- the finish you put on everything you do
- added attention to details

- creating an environment for maximum effectiveness

Practice, practice, practice

FINDING YOUR OWN VOICE

Fundamental principle of effective communication → Find your own authentic voice and use it to establish a connection with your audience and your subject!

Your voice = a combination of your personal convictions, tastes, abilities, interests and preoccupations

Fueling and Fostering Innovation

- **Creativity** = an ability to imagine new possibilities, envision original ideas or develop novel uses of existing ideas or technologies
- **Innovation** = longer process of development and implementation, new possibilities are surfaced, prioritized, selected, developed, tested and integrated
- Innovation: not brand new ideas, but importing existing ideas from one context to another
- Most innovations are achieved in collaboration
- managers have to focus on cultivating a freshness of perception and willingness to change the way we “normally” see things
- **Creative thinking** = 1 problem or 1 question, brainstorming processes, lateral, generates many possible solutions
- **Critical thinking** = 1 problem & numerous data, analytical & logical processes, vertical, results in 1 answer or few alternatives
- The 2 modes of thinking are complementary: they reflect the Create and Control quadrant
- We need both to meet the challenges of the 21st century

Developing creative thinking skills in yourself and others

- People underestimate their own creativity
- Managers can recognize the creative potential of employees and encourage the use of creative thinking
- Employees will develop greater self-awareness and discover their own capacity for creativity

Innovation as a habit

- People can develop and improve their ability to think in innovative ways
- Developing creativity: understand how ideas emerge -> create routine that allows creative moments to surface
- Creative moment = preparation + opportunity
- Habits of creativity: cultivated through patterns of practice, discipline and hard work that allow for the emergence of fresh, new creative ideas
- Also work hard to refine the skills to practice your craft
- Confidence to do creative work increases as people practice creative habits

- structure < Control quadrant + expansive, experimental behaviors < Create quadrant = ideal setting for innovation

Innovation is cyclical

- **Divergent thinking:** something new and different emerges
- In organizations: create a context for moments of divergence by making the sharing of new ideas acceptable
- **Convergent thinking:** evaluating and judging ideas, deciding which of the ideas to pursue
- Innovation & Creativity = cyclical interaction between the 2 different modes of thinking

BARRIERS TO CREATIVE THINKING

- Look for unusual new ways of using existing ideas
- Challenge normal ways of seeing things
- Blind spots < Johari's window: unconscious assumptions -> barrier to creativity
- Challenge yourself to see into your blind spot -> Question the things that seem natural
- Blind spots: also organizational and societal cultural assumptions and patterns:
Western society: embraces reason and logic & devalues feeling and intuition
Western barriers to creative thinking:
 1. Judging fantasy and reflection as a waste of time, as lazy or even as crazy
 2. Believing only children should play and adults should be serious
 3. Assuming that problem solving is serious and humor is out of place
 4. Negating the value of feeling and intuition, which are regarded illogical and impractical
- Guard yourself against the influence of these socially based cultural barriers
- Individual barriers: emotional basis such as personal beliefs and fears associated with risk and trying to convince others of the value of your ideas
- Don't play the devil's advocate: don't assume the most negative possible perspective, because the initiative will drown in negativity
- Don't allow negativity to kill the energy of innovative ideas, but assess critically according to risk, cost and ethical soundness

10 most common individual barriers to creative thinking:

1. *Resistance to change*
2. *Fear of making a mistake and fear of failure*
3. *Inability to tolerate ambiguity*
4. *The tendency to judge rather than to generate ideas:* cultural preference for critical thinking over creative thinking
5. *Inability to relax or to permit any new idea to incubate:* Freeing your conscious mind, through relaxation or repetitive activity, increases your ability to seek associations amid old ideas
6. *The tendency toward excessive self-criticism*
7. *Fear of looking foolish*
8. *Conformity or wanting to give the expected answer:* Managers should actively encourage employees to present different ideas or perspectives

9. *Stereotyping or limiting the possibilities of object and ideas to their "known" use*
10. *Lack of information or too much incorrect or irrelevant information*

Building a creative space for people

- Be proactive: build a creative space where people can contribute their great ideas
- People will innovate when they feel safe and supported and when the environment is positive
- **Managers should ask themselves:**
 1. To what extent is change needed to help my unit be more creative?
 2. To what extent is this within my control?
- **Checklist:**
 1. Do not overdirect, overobserve or overreport
 2. Recognize differences in individuals: have a keen appreciation of each person's unique characteristics
 3. Help subordinates see problems as challenges
 4. Ask your employees how they can be most creative and what sort of creative contribution they want to make
 5. Allow more freedom for individuals to guide their own work
 6. Train yourself and others to respond to the positive parts of proposed ideas rather than react to the often easier-to-spot negative parts
 7. Develop greater tolerance for mistakes and errors
 8. Provide a safe atmosphere for failures
 9. Be a facilitator rather than a boss
 10. Act as a buffer between employees and outside problems or higher-up demands
 11. Enhance your own creative ability through special workshops, seminars... This sets an example for employees and makes it easier to recognize and relate to the creative ability of others
 12. Make sure that innovative ideas are transmitted to your boss with your support and backing and insist on feedback -> Feedback is necessary for innovators to feel heard and taken seriously

Brainstorming and the nominal group technique

Brainstorming:

1. Generate as many ideas as possible
2. No evaluation or criticism allowed until the group agrees the generation process is done
3. Everyone participates
4. Let your mind stretch -> Think outside the box

Brainstorming is high energy, start with an 'easy' problem or challenge, choose a leader with positive energy and optimistic thinking

Nominal group technique:

1. Brainstorming
2. Group discussion
3. Systematic voting to choose an idea

How to facilitate a brainstorming session

- The manager should want to accept good ideas from employees
- How to conduct a nominal group technique session:
 - 1) *Make sure that everyone agrees on the problem definition:* otherwise people try to solve different problems
 - 2) *Have participants write down all their ideas:* no talking
 - 3) *Use a round-robin procedure to allow participants to share their ideas:* Let participants explain 1 idea at a time, write ideas down on a flip chart visible to everyone, no discussion yet
 - 4) *After all ideas are recorded, review each idea one at a time*
 - 5) *Have participants vote on their preferred alternative solution:* 5 best ideas + ranking
 - 6) *Review the voting pattern:* winner: decide how to implement that idea/ second voting: 3 best ideas + ranking

The importance of creative thinking in organizations

- employees' abilities are a free resource -> don't waste it
- personal benefits of encouraging creative thinking ->
 1. increase in effectiveness through better problem solving
 2. increase in motivation

Negotiating agreement and commitment

How is your social credit rating?

all members of an organization have a social credit rating: the degree to which other people find us supportive, cooperative and competent

=> this rating can increase or decrease ex. the credibility increases when we work well with people

the vital role of dialogue

important dimension of negotiating: dialogue (=sharing viewpoints)

three conditions of a dialogue:

- mutual purpose
- mutual meaning
- mutual respect

these three conditions have to be present in every dialogue otherwise the dialogue will elude (= "uit de weg gaan") us

The conditions of dialogue: mutual purpose, - meaning and - respect

- mutual purpose:
entrance condition for dialogue; without a purpose, there is no reason for a dialogue.
- mutual meaning:
each party knowing what the other is actually saying
→ people never change without first feeling understood

how do we know we have mutual meaning?

when we can describe the other person's opinions, positions and feelings to his satisfaction.

- mutual respect:
→ this is essential but also fragile, especially when the two parties have already had an argument

when 2 people have a heated argument, you're seeing a game of "tit-for-tat": I call you a name, you call me one; I threaten you, you threaten me.

focus more on solving problems than on placing a blame.

Negotiating to build trust and get to yes

four basic principles that should guide any negotiation

- separate the people from the problem
- focus on interests, not positions
- generate a variety of possibilities before deciding what to do
- insist that the result be based on some objective standard

Separate the people from the problem

don't make it personal when you feel misunderstood:

when people feel personally threatened, their energy goes to saving face rather than on solving the problem

→ keep focus on the problem, even if the other person is at fault

→ don't assume anything: talk to the other person about his perceptions

Focus on interests, not positions

focus on the goals and principles behind your positions and separate those goals from your own ego.

ex. two sisters fighting over the only orange in the family larder. Each sister must have the entire orange for herself, any less is impossible. A wise parent asks each of the girls (in private) why she wants the orange. One explains she wants to drink the juice; the other wants to use the rind to cook a pudding. What each sister wants is her position, why she wants it is her interest. In this

case, the simple solution is to give the cook the rind after the juice has been squeezed for the thirsty sister - thus meeting the interests of both.

generate other possibilities: make the pie bigger

think of options that are low cost to you but of high benefit to the other party
= dovetailing

Om uw behoeften te laten overeenstemmen (= dovetail) met behoeften van de andere partij, moet je onderzoeken wat de behoeften zijn v/d andere partij EN kijk niet naar de positie van de andere partij op het eerste zicht.

ex. in negotiating over price with a box supplier, a purchasing agent from a small company saw an opportunity. The agent learned that the supplier was in a cash squeeze after buying and expensive machine. The supplier had taken a rigid position and now the agent knew why. Seizing the opportunity, the agent offered to prepay the supplier for the entire job in exchange for a price reduction.

→ win-win agreement: bigger pie

Separate your needs from your position, but also separate the other party's needs from its position, make sure EVERY party wins.

As a manager you may need to use your negotiating skills in helping others resolve problems
= mediation (bemiddeling)

some principles to be a good mediator:

- acknowledge to your people that the problem exists
- maintain neutral position
- keep the discussion issue oriented, not personality oriented
- focus first on areas where they might agree
- you are NOT a judge but a facilitator. Judges deal with problems; facilitators with solutions
- make sure everyone supports the solution

Insist on using objective criteria

often negotiators make the process a contest of wills

how do you avoid this?

→ find objective standards that will help the parties test the reasonableness of a positions

ex. your car is totaled in an accident and you refuse to argue with the insurance adjuster over a price based upon the sentimental value: "My father gave me this car!"

→ you would refer to some standards such as market value.

Implementing and sustaining change

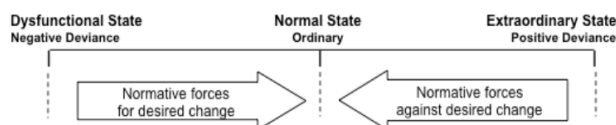
Understanding the forces for change and resistance to planned change

force field analysis:

model that can help managers understand whether a change is needed and whether that change is likely to be successful

→ principle of the model: when the forces for change are stronger than the resistance for it, change will occur. Likewise, when the forces against the change are stronger than the pressure for change, change will not occur.

Forces For and Against Change



any person, group can be described in one of the three following states.

3 states:

- dysfunctional state: highly undesirable, a group in this state is plagued with toxic relationships and people who cannot work together
- extraordinary state: people are at the top of their game, they are positioned for success.
- normal state: point of equilibrium between the 2 extremes

→ most of us are in this state

why?

⇒ consider forces on the left side: the greater the pain we experience in this state, the stronger the drive to escape it

⇒ consider forces on the right side: ex. imagine what a world class athlete do maintain this level. He must eat correctly, constantly work on fitness... if he stops any of these things and the athlete moves towards a ordinary state.

conclusion: change beyond (voorbij) the normal state (change that alter our habitual norms) is more likely to be resisted than change that we see as clearly helping us to resolve problems.

managers try to convince others that there is a problem so that they will be more inclined to change.

=> people who resist change receive the label: "unwilling to leave their comfort zone"

Forces for change-what kind of change is needed?

changes driven by external pressure

many of the forces for change are the result of changes that have occurred in the external environment ex. changes in technology can create pressure on organizations to change

When the external landscape changes it can redefine what is excellent and even normal

→ what was excellent yesterday becomes normal today and maybe even dysfunctional tomorrow

these changes may seem obvious to managers, but hard to understand to members of the organization

changes driven by internal initiative

ex if a company makes a decision to pursue low cost strategy, managers will create initiatives that exert pressure on people to improve efficiency

changes driven by employees

employees who are empowered to think and act with autonomy are likely to generate new initiatives

Resistance to change-can we change?

reasons for resistance to change:

- structural forces: ex. limited resources, standardized routines etc.
- interpersonal reasons: some people may resist any idea that they did not come up with themselves
- fear: job losses
- changes that make the skills of employees outdated or unnecessary
- risk
- changes that affect an employee's status

once the decision has been made to change → manager must determine

- (1) the design of the specific change that needs to occur
- (2) how the change will be implemented

Designing change

following steps are necessary to set up a force field analysis

1. list the driving and resisting forces, include analysis of the state of the organization
2. determine each force strengths
3. identify the forces over which you have some control or influence
4. analyze the list to determine how to implement the change
 - increase the strength of driving forces,
 - add new driving forces,
 - decrease the strength of resisting forces...
 - remove resisting forces
 - determine if any of the resisting forces can be changed into driving forces

⇒ last 3 strategies are more effective

think also about the importance of the individual forces.

transformational change: are rooted in the growth of a common purpose, you engage followers.

transactional changes: these are made on the surface and are short-lived

Four approaches to implementing change

Telling strategy (rational goal quadrant)

assumes that people are guided by reason → if they decide that change is in their best interest, they will change

resistance: due to ignorance or superstition (bijgeloof)

→ to counter resistance, you need to educate people the truth

effective for “in-the-box change” ex someone tells me my tire is flat and I need to change it. I can verify this by looking at the tire.

ineffective for “out-of-the-box change” ex someone tells me I need to change the way I drive because it is causing undue wear and tear on my car. And you have to take courses in order to change the way you drive.

→ you can't directly tell if the person is right or wrong

Forcing strategy (internal process quadrant)

change or you will get punished.

those with more power apply sanctions upon those with less power

the forcing strategy works in short term, but it usually evokes anger, resistance.

how does a change agent act?

- tell the target why he needs to change
- if telling fails, figure out a way to force the person to change

Participating strategy (human relations quadrant)

involves a collaborative change process. Change targets are still guided by rational calculus, however this calculus extends beyond self-interest to incorporate the meanings, habits and institutional policies that contribute to the formation of human culture.

⇔ change does not come by simply providing information as in the telling strategy: it requires the change agent to focus on clarifying and reconstructing values. The motto might be to involve the change target in an honest dialogue to get win-win situations.

very often used to manipulate: the change agent determines a solution and asks the group to join in discussion. Any answer they come up with is acceptable as long as it is the right one.

Transforming strategy (open systems quadrant)

the transformational strategy works only when we become internally driven and focused on others.

within ourselves we find principles, purpose and courage. There we find the capacity not only to withstand the pressure of the external system but to actually transform the external system. Most of the change strategies reflect and support the norms and expectations of the group: we are driven by external conditions in which we find ourselves.

The transformation strategy include the role of internalized strategy.

(snap ik niet zo goed)

Conclusion: Integration and the road to mastery

The mastery of management requires the ability to enter a situation, to see it from multiple perspectives, to determine what actions are needed, and then to use and blend contrasting competencies without appearing inconsistent or hypocritical.

Integration and behavioral complexity

Distinction between *managers* and *managerial leaders*:

- Managers = individuals who happen to have management positions.
- Managerial leaders = individuals who truly display leadership in their management of others. They require the ability to blend and balance the use of different competencies in support of all four action imperatives in an appropriate way. Their leadership effectiveness cannot be achieved by the individuals who use a management approach based on a limited number of competencies or a single action imperative.

Behavioral complexity

= the ability to act out a cognitively complex strategie by playing multiple, even competing, roles in a highly integrated and complementary way. This ability involves 2 components:

- 1) **Behavioral repertoire**
= the number of leadership approaches and skills a manager can use effectively.
- 2) **Behavioral differentiation**
= the ability to use the skills they have in their behavioral repertoire differently depending on the situation.

In the future behavioral complexity will become increasingly important for global leaders whose ability to “generate superior corporate performance” will require them to balance:

- 1) profitability and productivity

- 2) continuity and efficiency
- 3) commitment and morale
- 4) adaptability and innovation

Actions taken by managers who fail to demonstrate behavioral complexity result in negative outcomes. (the negative zone)

The negative zone

Individuals **using only a single approach** to management may become very skilled in that approach but the paradox of being successful using a single approach is that, sooner or later, continuing to rely on that approach **will lead to a serious career setback**

Effective managerial leaders are behaviorally complex and are able to integrate all the approaches to management in the competing values framework.

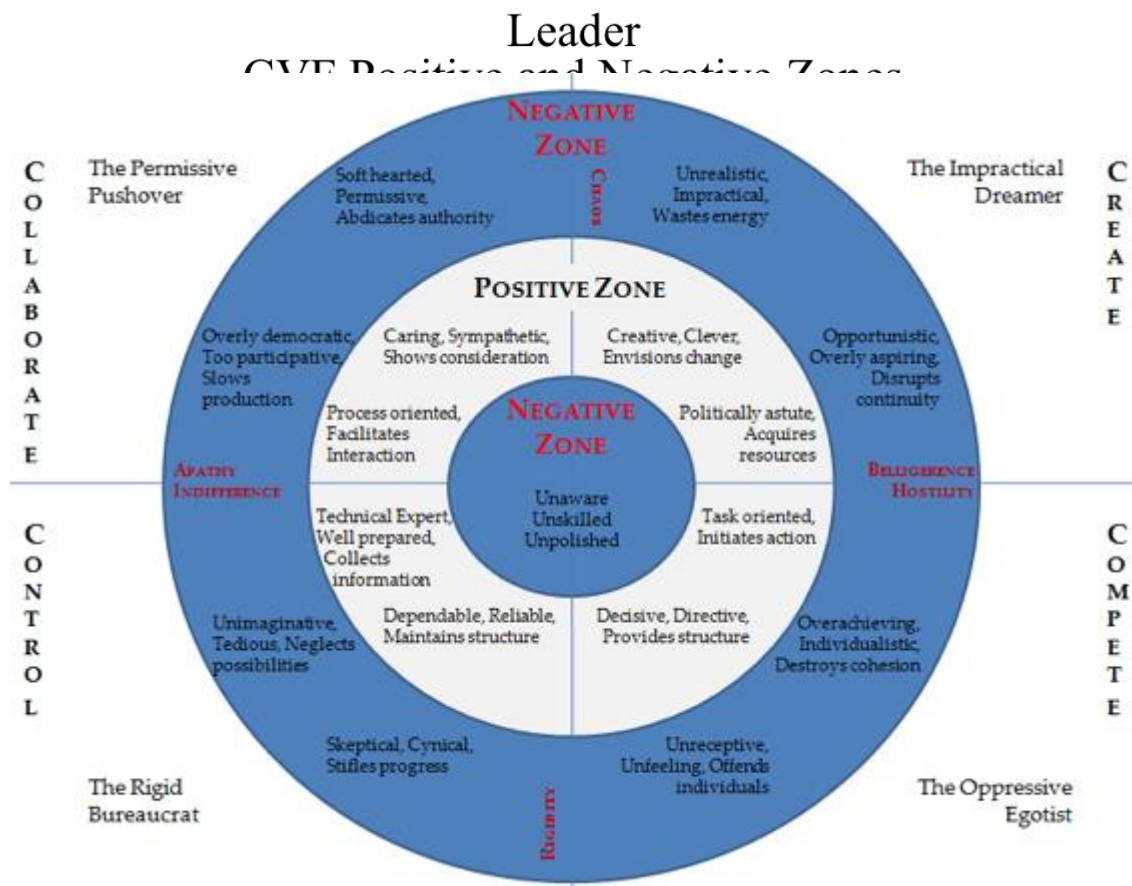


FIGURE C.2: Leader (individual) CVF positive and negative zones.

Organizational Level CVF Positive and Negative Zones

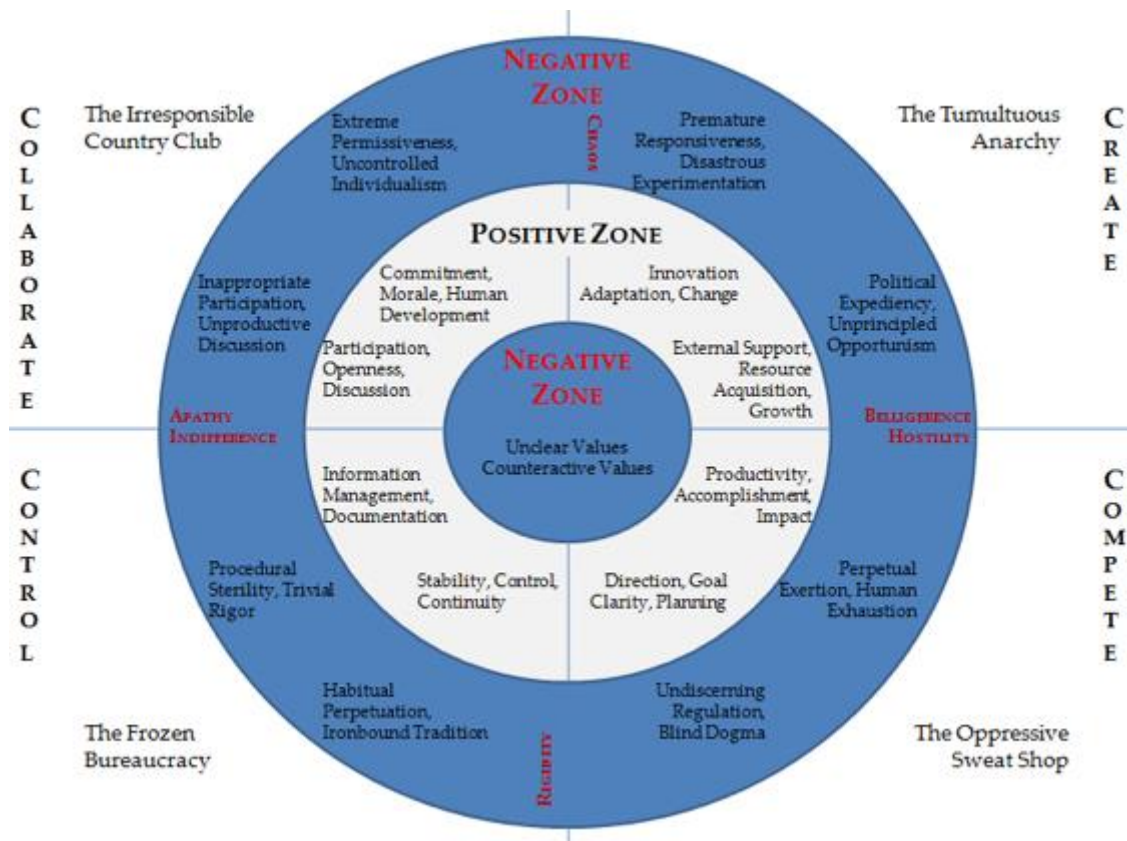


FIGURE C.1: Organizational-level CVF positive and negative zones.

In both figures, 3 circles are superimposed over the four quadrant of the competing values framework.

- **In the middle circle** = the positively stated values
- **The inner circle**
 - ◆ **Organizational level:**
Unclear or counteractive values that result in the loss of direction
 - ◆ **Individual level (leader):**
The lack of awareness or ability to perform the skills associated with different management models
- **The outer circle** = what happens when each set of positive values is pushed to hard until it becomes negative.

How master managers see the world?

Managers who have more extensive behavioral repertoires are rated higher in terms of overall performance and ability to lead.

- Capacity to see the work environment as a complex, dynamic system that is constantly evolving.

- To interact effectively (with this dynamic work environment) : employing a variety of different perspectives or modes of thinking.
 - ◆ Systems (dynamic) thinking
 - ◆ Paradoxical thinking

Systems thinking

= “a discipline for seeing wholes”; a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static ‘snapshots’; a discipline for seeing ‘structures’ rather than underlie complex situations, and for discerning high form low leverage change.

- Key element: **the concept of feedback or the reciprocal flow of influence**

In a situation where there is feedback behavior:

- A influences B
- B influences C
- C (or something influenced by C) will ultimately influence A
- When A and C are separated in time it is difficult to recognize the feedback

When we think about organizations in a mechanistic way, we see the world in terms of simple one-way cause-and-effect reasoning. We tend not to realise that actions taken today can result in new problems down the line.

- Distracts us from seeing the longer-term patterns of change that lie behind the events and from understanding the causes of those patterns.
- In dynamic, changing environments master managers need to use holistic recognition in a way that allows them to deeply understand the situation.

The ability to see the underlying structures, to see the interrelationships, and to understand that actions have a long-term impact is the basis of systems thinking.

Paradoxical thinking

= thinking that transcends the contradictions and recognizes that two seemingly opposite conditions can simultaneously be true.

Implementing paradoxical thinking:

- engaging in uncertainty and contradiction
- trying to resolve the contradictions and integrating seemingly opposite ideas or behaviors
- maintaining standards and retaining control while being creative and flexible
- willing to transcend current assumptions and attempting to see things from a new perspective

The competing values framework is built around the notion of paradoxical thinking:

- Assumes that to perform effectively, organizations need to focus simultaneously on their external environments and competitive position and on their internal environments, their people and work processes

The most effective way to increase the ability to engage in paradoxical thinking

- ❑ Challenge yourself to see the value in areas that are not your strengths and move out of your comfort zone.
- ❑ Stretching yourself: take on new tasks and responsibilities
- ❑ Look for the many interdependencies that exist between what you value and are drawn to and what you devalue and tend to ignore or reject.

The leveraging power of lift

Creating the psychological conditions necessary for lift, managers can multiply the impact of the competing values approach to management. (concept of lift is explained in module 2)

Accentuating the positive

Theoretical roots of lift: Positive psychology & positive organizational studies

→ both schools focus on positive behaviors & outcomes and identifying their causes

◆ **Positive Influence**

Influence is positive when:

- 1) it invites people toward purposes that
- 2) meet the needs of the people involved
- 3) in ways that increasingly reflect their highest personal and social values
- 4) and adapt to changing circumstances over time

The ability to be a positive influence depends on the psychological state of the individuals mind

◆ **Psychological States**

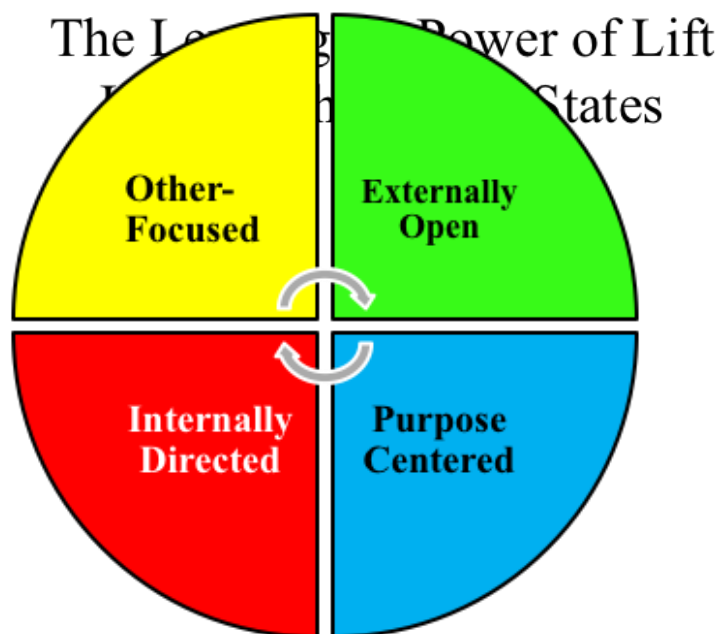
Refers to a pattern of thoughts and feelings that we are currently experiencing. They are temporary rather than permanent and they can be simple or complex.

Making connections

How our own psychological state influences others

- 1) Our nonverbal cues (ex. body expressions) send cues that other people interpret and react to.
- 2) Emotions are contagious
- 3) Our own psychological state influences our decisions and actions which may in turn influence other people's decisions and actions
- 4) Different actions performed in different ways generate different results. People are likely to notice and try to make sense of how we achieved those results.

The types of psychological states that were being described in both the positive psychology and the positive organizational studies literatures as being linked to positive influences are consistent with the quadrants of the competing values framework. (FIGURE C.3)



Lifting others

Each of the psychological states associated with the competing values quadrants has a positive aspect and may lead to positive results BUT experiencing only 1 of these states is likely to lead to negative zone types of outcome.

To lift others **all 4 psychological states** must be in place.

- Lift personally
- Lift people around you

TABLE C.1: GUIDING QUESTIONS FOR GENERATING LIFT

- ☐ What values serve as my anchors, regardless of their situation?
- ☐ What specific results do I want to achieve in this particular situation?
- ☐ What are a few strategies I could use to accomplish my purpose in this situation?
- ☐ How would I feel if I were experiencing this situation from other people's point of view?

The never-ending road to mastery

Milestones along the road

FIVE STAGES MODEL: FROM NOVICE TO EXPERT

1. Stage 1: The novice

As a novice you learn the facts and rules. The rules are learned as absolutes, which are never to be violated

2. Stage 2: The advanced beginner

In this stage experience becomes critical. As you observe basic patterns, you begin to recognize factors that were not stated in the rules. The new manager discovers the importance of understanding the basic norms, values and culture of the organization.

3. Stage 3: Competence

As you gain competence you gain a better appreciation of the complexity of the task and you recognize a much larger set of cues. You develop the ability to select and concentrate on the most important cues. You are no longer aware of the absolute rules, they are assumed. As your competence increases at this stage, you develop some “rules of thumb” that guide, but do not direct, your actions. You engage in calculated risks and and complex trade-offs. In this stage the trial-and-error process is critical to continued development.

4. Stage 4: Proficiency

Calculation and rational analysis seem to disappear. Unconscious, fluid and effortless performance begins to emerge, and not one plan is held sacred. You unconsciously read the evolving situation, notice and respond to new cues as the importance of the old ones recedes. New plans are triggered as emerging patterns call to mind plans that have worked previously. Your grasp of the situation is holistic and intuitive.

5. Stage 5: Expertise

Optimal performance becomes second nature. They are not consciously aware of the details but have multidimensional maps of the territory of which the rest of us is not aware programmed into their heads. They see and know things intuitively that the rest of us do know or see. The manager fully transcends any natural blind spots and is able to shift roles as needed. The expert seems to effortlessly meet the contradictions of organisational life.

The possibility of self-improvement

Managers willing to put forth the effort required to make a change and determined to make a change are likely to succeed. Effective managerial leaders tend to focus on personal and professional developments. They recognize the need to constantly grow, and welcome even the most challenging transitions. Most important managerial leaders come out of each transition with a wider array of competencies and less tied to a particular managerial style.

Cognitive and behavioral performance tools to help you continue developing as a managerial leader:

- 1) A framework to help understand the value of different approaches to management and appreciate the necessity of performing more effectively in areas that may not come naturally to you.

- 2) The opportunity to practice using different competencies, and thus greater confidence in your ability to perform them effectively.
- 3) An understanding of the necessity of using systems thinking and paradoxical thinking to understand the complexity of situations and to help you determine how best to integrate diverse and even competing competencies.

Agenda for self-improvement

- Learn about Yourself
 - complete the competing values self-assessment instrument
 - do a written self-evaluation of your competencies in each quadrant of the competing values framework
 - have others evaluate you
 - discuss your skills with people who will be honest
 - keep a journal
- Develop a Change Strategy
 - identify specific areas in need of improvement and set SMART goals
 - consider how you can use your strengths to help you develop in your weak areas
 - identify positive role models for your weak areas
 - identify courses or workshops that you can take to help you develop new competencies
 - identify new job assignments or a new job consistent with your goals
 - read relevant books
- Implement the Change Strategy
 - Be honest about the costs of improvement
 - develop a social support system
 - evaluate your progress on a regular basis, and modify your strategy, if necessary