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Organizational Behavior

motivating and supporting to and through change

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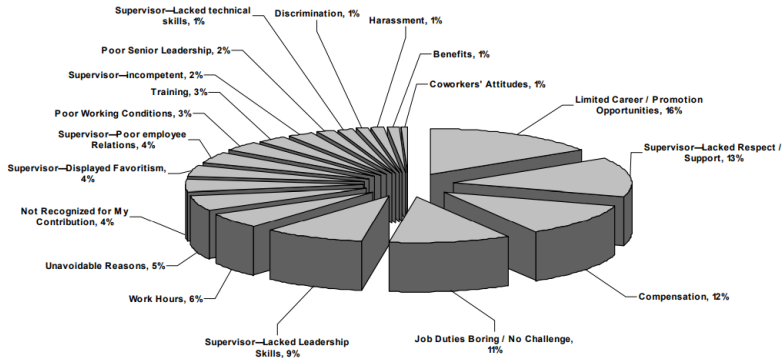Faculty of Economics and Administration, Masaryk University

2021

Introduction

the reasons for leaving I/II

- Advancement opportunity
- Benefits
- Better-paying job
- Bureaucracy
- Career change
- Commuting time or distance
- Concerns about organization's future
- Conflict with coworker
- Discrimination based on race, gender, religion, etc.
- Dishonest or unethical leaders or managers
- Distrust of, or loss of confidence in, senior leaders
- Excessive workload
- Favoritism
- Fear of job elimination
- Geographic location of the job
- Health concerns
- Ideas not welcomed
- Immediate supervisor
- Inability to master the job
- Inflexible work hours
- Insufficient challenge
- Insufficient or inappropriate training
- Insufficient resources to do the job

- Job elimination
- Job itself
- Job responsibilities
- Job security
- Limited earnings potential
- Little or no bonus
- Little or no empowerment
- Little or no growth or developmental opportunity
- Little or no performance feedback
- Negative work environment
- No authority to do the job
- No career path
- No consequences for nonperformers
- No way to voice concerns
- Not allowed to complete the job
- Not allowed to do the job my own way
- Not paid competitively
- Not paid in proportion to contributions
- Not recognized for contributions
- Organization culture
- Organization instability or turmoil

- Organization politics
- Outdated or inadequate equipment
- Physical facility noisy, dirty, hot, or cramped
- Poor communication
- Poor teamwork
- Retirement
- Return to school
- Self-employment
- Sexual harassment
- Spouse relocation
- Stress
- Timeliness of pay increases
- Too many changes
- Treated poorly
- Uncaring leadership
- Unfair pay increases
- Unfair performance appraisal process
- Unfair promotion practices
- Unfair rules, policies, or procedures
- Unwanted change in job duties
- Unwanted relocation
- Vacation policyWork-life imbalance

((Institute, 2020) via (Branham, 2019: 17–19))

the reasons for leaving II/II

Supervisor—Lacked technical skills, 1%
Discrimination, 1%
Harassment, 1%
Poor Senior Leadership, 2%
Benefits, 1%
Supervisor—incompetent, 2%
Coworkers' Attitudes, 1%
Training, 3%
Limited Career / Promotion Opportunities, 16%
Poor Working Conditions, 3%
Supervisor—Poor employee Relations, 4%
Supervisor—Lacked Respect / Support, 13%
Supervisor—Displayed Favoritism, 4%
Not Recognized for My Contribution, 4%
Compensation, 12%
Unavoidable Reasons, 5%
Work Hours, 6%
Job Duties Boring / No Challenge, 11%
Supervisor—Lacked Leadership Skills, 9%

((Institute, 2020) via (Branham, 2019: 21))

general factors

- The Need for **Trust**
- The Need to Have **Hope**
- The Need to Feel a Sense of **Worth**
- The Need to Feel **Competent**

(Branham, 2019: 19–21)

Psychological Contracts

psychological contracts

psychological contracts

Psychological contracts can be described as implicit and explicit understandings of expectations between employees and employers.

(Argyris, 1960; Coyle-Shapiro & Parzefall, 2008; J. P. Kotter, 1973)

psychological contracts: examples

- organizations may expect employees to:
    - be loyal
    - keep trade secrets
    - work hard and do their best for the organization

- employees may expect that they will:
    - receive an equitable level of remuneration
    - be treated fairly and with dignity
    - have some level of security of employment
    - have some level of autonomy
    - have an opportunity to learn and develop

(Hayes, 2014: 234)

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(Hayes, 2014: 234)

Overcoming an Undermining

factors that can undermine support for change

- low trust
- low tolerance for change
- different assessments
- parochial self-interest

(J. Kotter & Schlesinger, 1979)

strategies for supporting the change

- education and persuasion
- involvement
- facilitation and support
- negotiation
- manipulation and co-option
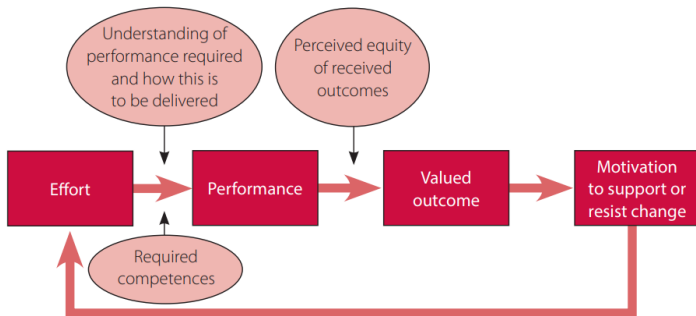- explicit and implicit coercion
- goal setting

(Hayes, 2014: 240–244)

an expectancy model of motivation
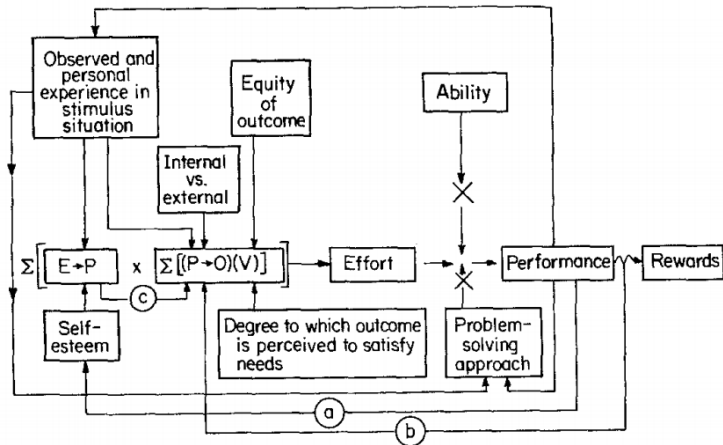
(Lawler III & Suttle, 1973: 483)

an equity of treatment

(Hayes, 2014: 246)

assesment

- value given by stakeholders
- extent of the effect of the situation
- impact of change

(Hayes, 2014: 240–244)

stakeholder effort–performance expectancies

potential misunderstandings

- education
    - develop a clear understanding
- education and persuasion
    - helping stakeholders understand the consequences
- participation and involvement
    - providing stakeholders with an opportunity to be involved in the planning of the change

(Hayes, 2014: 249)

impact of change on relevance of competences

- planning
  - develop a clear understanding
- participation
  - helping stakeholders understand the consequences
- training and development
  - providing stakeholders with an opportunity to be involved in the planning of the change

(Hayes, 2014: 249)

stakeholder performance–outcome expectancies

stakeholder performance–outcome expectancies

- planning
    - modifying the change to strengthen the links between performance and the achievement of valued outcomes
- persuasion
    - persuading individuals that the change will actually strengthen these links
- participation
    - involving stakeholders in the diagnosis, planning, and implementation of the change

(Hayes, 2014: 249)

stakeholder perceptions of equity

stakeholder perceptions of equity

- education and persuasion
    - helping people who feel this way recognize all the potential gains available to them and ensuring that they fully understand the possible losses if the change is not implemented
- planning
    - exploring possibilities for improving the availability of valued outcomes
- planning
    - exploring the possibility of redistributing costs and benefits
- participation
    - involving stakeholders in the diagnosis, planning, and implementation of the change

(Hayes, 2014: 249)

adjusting to change
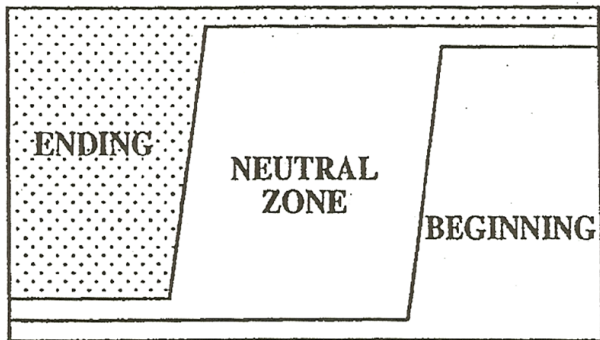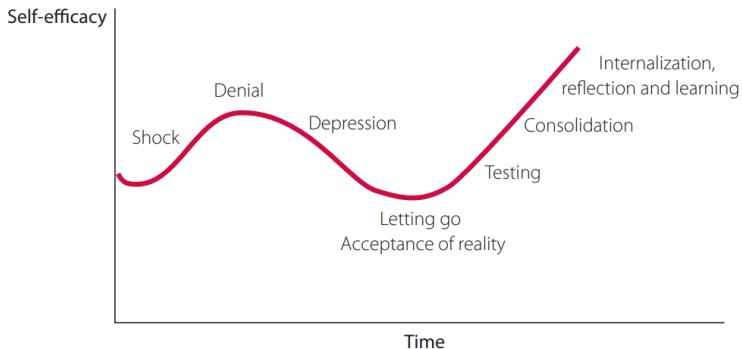
a change as a personal transition

Figure 1

(Bridges, 2009)

the stages of psychological reaction

Self-efficacy

Shock

Denial

Depression

Letting go
Acceptance of reality

Testing

Consolidation

Internalization,
reflection and learning

Time

(Hayes, 2014: 261)

stakeholder perceptions of equity

stakeholder perceptions of equity

- For individuals
    - it takes time for them to make the adjustments
    - it can help them to know that their own experience are normal
    - the process can be managed
- For change managers:
    - it is important to recognize that there will often be a time lag between the announcement of a change and an emotional reaction to it
    - any given change will have different implications for different individuals or groups
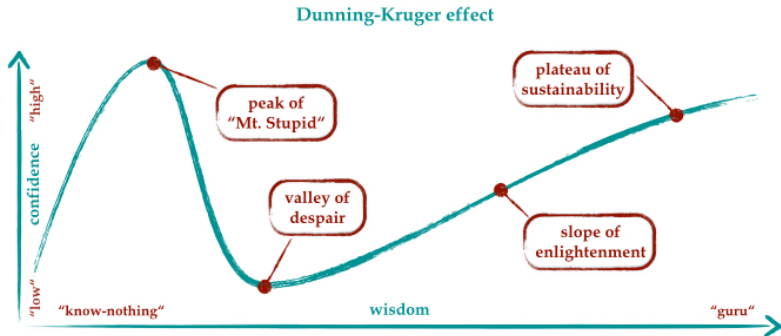   - the cycle cannot be avoided

(Hayes, 2014: 264)

Learning Curve
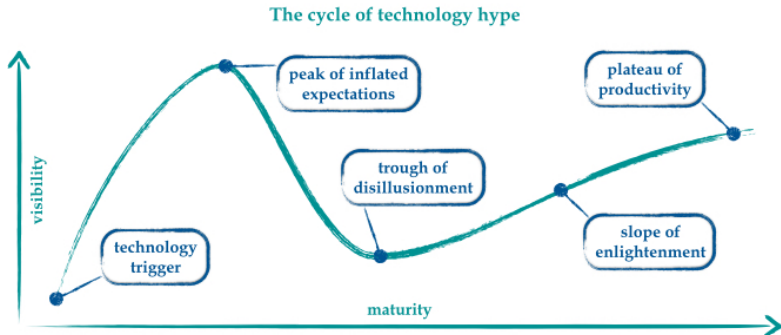
Gartner Hype Cycle
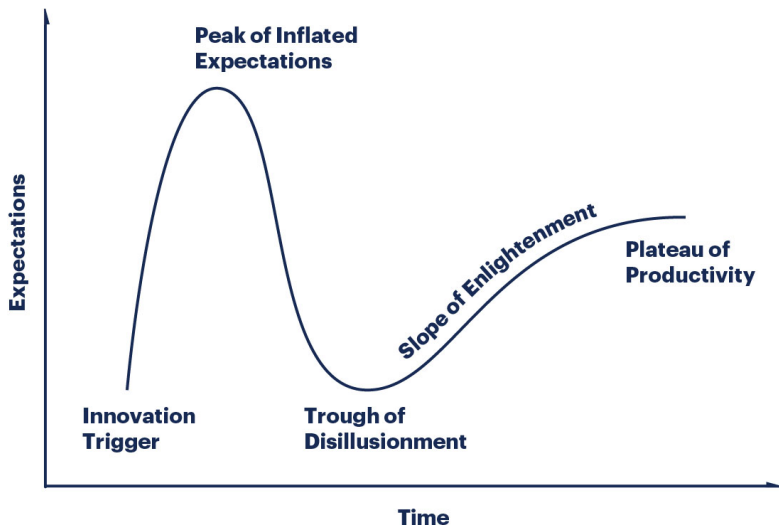
(Gartner, 2020)

The Dunning-Kruger effect

(Ehlert, 2018)

The Dunning-Kruger effect in inovation

The cycle of technology hype

(Ehlert, 2018)

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