



VNIVERSITATIS VALÈNCIA

**Organisational theories and their corresponding
management models**

Study notes for Group ARA Organisational Psychology

Lecturer: Marija Davcheva

Introduction

What makes a good manager? How should one manage an organisation for it to thrive and be effective? These are some of the questions that scholars in organisational psychology and business studies have been trying to answer.

A manager needs to meet demands from different agents. For instance, demands from employees, clients, investors, and stakeholders of organisations. These demands are often conflicting and managers can find themselves in paradoxical situations. Let's take, for instance, the pandemic and its influence on managerial decisions and processes. When the Covid-19 pandemic started, organisations had to adapt quickly to new ways of working, implement health and safety regulations, etc. Organisations need to adapt quickly to changes and so managers are constantly trying to be innovative while maintaining the stability of the organisation. To summarise, managers must adopt a versatile set of values that can be contradictory. To cope with these contradictions, managers need to re-evaluate and reflect on their beliefs and assumptions about management.

This brings us to the question of *what are the types of management beliefs and assumptions*. These management assumptions can be represented in a management model. A model that describes a social phenomenon represents a set of assumptions about what is happening and why. In this case, we are interested in understanding what a management model is and what kind of management models exist.

Management models are constantly evolving to keep up with societal changes. According to Fabian (2000), as societal values change, existing viewpoints alter, and new models of management emerge. The twentieth century was characterised by the emergence of many management models. It is crucial to understand these models and their origins for managers to obtain a better understanding of behaviour inside organisations.

In the following sections, we will cover four key models in the evolution of management.

1. THE EMERGENCE OF THE RATIONAL GOAL MODEL

The Industrial Revolution 1840-1914 is the period when organisations and organisational behaviour started to be explained. Societies looked at rationality to provide explanations and there was a focus on the notion that humans can analyse casual relationships, observe them empirically, and modify them accordingly. The rational model meant implementing scientific principles to understand organisations. However, in addition to understanding organisations and the behaviour inside them, the main goal in this period was to achieve maximum organisational efficiency and profits. To achieve maximum profit and efficiency, organisations put an emphasis on goal clarification, rational analysis, and action taking. One of the basic assumptions is that clear direction leads to productive outcomes. Managers needed to be decisive and task and goal-oriented based on economic needs. An important figure in this period was *Frederick Winslow Taylor*, also known as the father of scientific management. Taylor was an engineer working in the steel and iron industrial sector. He noticed that in the organisation, there were no scientific principles or knowledge about tasks and processes, and so he started implementing a detailed scientific analysis. He broke tasks down into their components and measured specific goals. His work resulted in the four basic principles of **scientific management (one of the classical management theories)**:

1. Develop a science for every job, which replaces the old rule-of-thumb method.
2. Systematically select workers so they fit the job and train them effectively.
3. Offer economic incentives so that workers behave in accordance with the principles of the science that has been developed.
4. A division of work means that there are the workers and supervisors, but there is cooperation between them.

2. THE INTERNAL PROCESS MODEL

The internal process model is the second management model that highlights the efficiency of the organisation via the standardisation and formalisation of internal organisational processes.

The organisational theory that corresponds to this management model is that of **bureaucracy** by Max Weber. There are six main elements of the bureaucratic approach.

1. A division of labour and with clearly defined responsibilities.
2. The organisational structure is composed of positions in a hierarchy of authority.
3. Selection and promotion is based on the specialisation and technical qualification of employees.
4. All administrative decisions are recorded in writing, and records are maintained over time in the organisational archives.
5. There are salaried careers that facilitate a long-term orientation and organisational commitment.
6. There are standard rules and procedures that are uniformly applied to everyone in the organisation.

These elements enable a precise realisation of the organisational activities. In addition, an impersonal approach prevents nepotism in the organisation.

Managers determine responsibilities for the job positions, and make sure that measurement, documentation, and record keeping takes place. The decision-making processes are based on existing rules, structures, and standardised processes. Moreover, control is an important element of the managerial role in this approach, and it is achieved by the implementation of organisational policies and procedures. Managers are expected to control and coordinate the workflow to achieve efficiency and productivity.

3. HUMAN RELATIONS MODEL

The **human relations model** emerged in the 20s and 30s of the twentieth century, and its principles contrast with the assumptions made in previous organisational models. It is considered that the school of human relations emerged with the experiments and interviews that Elton Mayo conducted at the Hawthorne factory of the Western Electric Company in the United States.

These experiments demonstrated the importance of the human factor in the activities carried out by organisations. In addition, they are considered pioneers because for the first time employees were interviewed and asked about their needs and feelings at the workplace.

Some of the most important conclusions of these experiments include the recognition of the existence of individual needs, social aspects, and interests that go beyond the mere financial motivation of employees which was emphasised in Taylorism.

Furthermore, the human relations model emphasises the team processes and informal leadership that can occur at the workplace and their influences on employee performance.

Hence, managers need to look at a complex set of motivational factors that include economic factors, as well as social aspects and individual needs.

According to this model, managers are expected to be empathetic and open to employee opinions and should try to mentor employees and facilitate group processes focusing on the creation of a high-quality social work environment.

However, some of the criticism of this model refer to the fact that it lacked specific guidance, solutions, and tools on how to integrate these employee needs and social aspects at the workplace.

Nevertheless, it is the first theoretical approach that highlights the relevance of the human factor, emotions, social relations, and well-being at the workplace.

4. OPEN SYSTEMS MODEL

The open systems management model is associated with the modern organisational theory of open systems. In the 1960s, scholars and practitioners proposed a more dynamic model of organisations and referred to organisations as open systems. A system is a group of interrelated elements, whereas an open system indicates that the system has relationships with some elements outside the system. To contextualise this system thinking in organisations, we firstly need to agree whether an organisation is a system. Since organisations are composed of different elements (employees, departments, and so on) that are interconnected (via coordinating mechanisms and organisational structures), we can conclude that organisations represent systems. Furthermore, organisations exist in an environment and are never isolated. For instance, organisations relate to their environment geographically, politically, and socially. Organisations interact and change their activity based on the environmental needs and requirements such as laws, regulations, as well as client and market demands.

Organisational goals and activities are influenced by the culture and social norms of the country where the organisation is located. Taking into consideration the connection with the environment, we can agree that organisations are open systems. In addition, the notion of open system proposes a constant exchange between the system and its environment. The organisation obtains some input from the environment, for instance, information, people, resources, and transforms it via its activity into outputs and results (knowledge, financial resources, products, and services). These results are transferred back to the environment and this means that the environment is also changing and is enriched by the organisational outputs. For instance, we can analyse the University of Valencia as an organisation taking into perspective the open system approach. Firstly, the University of Valencia is linked with its environment, and obtains inputs from it in terms of knowledge, information, people (employees), and resources. Secondly, the University of Valencia via its activities (i.e., main activities of teaching and research) makes a transformation of those inputs and creates

outputs (knowledge, skills developed by the students, research products and prototypes, and scientific articles) that are useful for society. Thirdly, the environment also changes. For instance, the labour market is enriched with new students with developed skills, and new scientific and applied knowledge. Finally, the changed environment gives feedback to the University of Valencia about the needs of the society for specific professionals, what problems need to be solved, and this creates a dynamic cycle. Hence, the University of Valencia once again obtains input from the environment and adapts its objectives and activities. There is a constant process of adaptation and a dynamic equilibrium between the organisation and its environment.

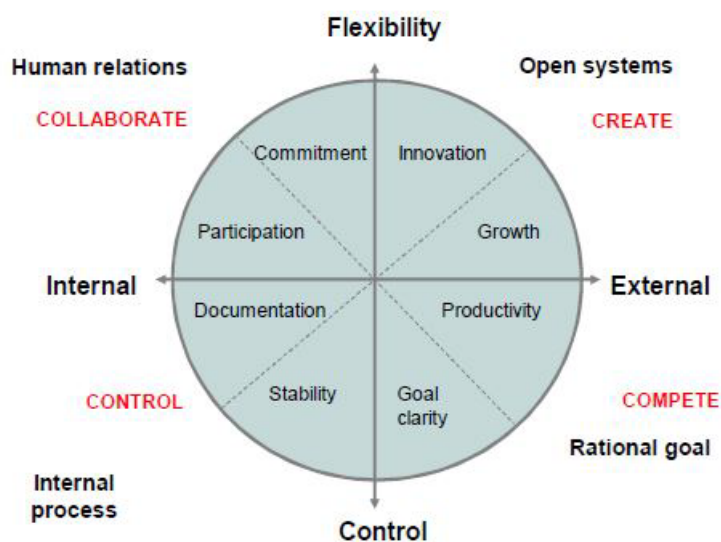
Moreover, the rapid changes brought by the digital revolution put an even greater focus on the need for organisations to adapt easily to changes in the environment, and so produce the need for dynamic management behaviours that will allow for adaptation and innovation. The manager was seen not just as a machine guided by rational principles, but as an adapter who needs to navigate the uncertainty of the organisational environment. This model assumes that organisations need to survive in very competitive and changing environments, and so to achieve effectiveness, organisations and managers must demonstrate adaptability, creative problem solving, and innovation.

5. THE COMPETING VALUES FRAMEWORK

The previous theoretical management models assumed that organisations can either achieve stability or adapt to the environment. These assumptions are not feasible in a modern world where organisations need both stability and adaptability. Managers need to navigate between these paradoxical assumptions to achieve organisational effectiveness. Thus, a new integrative management model emerged that tries to integrate the four management models: **the competing values framework** (Quinn, Kahn & Mandl, 1994). This model suggests that

the four management approaches are related along two dimensions: internal/external orientation and flexibility/control. The vertical dimension starts from flexibility and extends to control. Whereas the horizontal dimension expands from the internal orientation on the left to the external orientation on the right. The four management models fit in one of the quadrants outlined by these dimensions shown in Figure 1. The rational goal model ranges between external orientation and control, giving importance to goal clarity, productivity, and achievement. The open system model covers the area between external orientation and flexibility – and emphasises innovation and adaptability. The human relations model covers the area between internal orientation and flexibility, emphasising participation, commitment, and support. Finally, the internal process model covers the area between internal orientation and control, highlighting the stability, control, and documentation in organisations.

Figure 1. The competing values framework



According to Quinn et al., 2014, incorporating the overall competing values framework enables managers to broaden their perspectives about possible behaviours and values to increase organisational effectiveness. The four models are not mutually exclusive, and this framework describes the complexity that managers face in real organisations. The authors

recommend managers appreciate both the values and the limitations of each of the four models, acquire skills related to the models, and dynamically integrate these skills with the diversity of managerial situations. Moreover, they suggest that the competing values framework highlights the values and criteria of effectiveness for the four models. These values and criteria call for specific types of managerial action. Hence, they propose four managerial actions that are related to each of the four models in the framework: *compete*, *create*, *collaborate*, and *control*.

1. *Compete* reflects the rational goal management model and calls for managers to increase profitability and make sure employees understand and identify with the mission of the organisation. Managers need to set clear goals, be energetic, and motivate employees to perform well – while always considering how employees can accomplish the organisational goals.
2. *Create* reflects the values of an open system and calls for managers to facilitate innovation and creativity in the organisation. They need to be up to date with the constant environmental changes and facilitate adaptability and flexibility in the organisation.
3. *Collaborate* reflects the values of the human relations model. Hence, managers need to engage employees by creating a cohesive environment and by showing concern for employee needs. Moreover, they should facilitate employee growth and enable open communication for employees to be committed to the organisation.
4. *Control* reflects the internal process model. According to this model, managers establish stability and control to achieve organisational effectiveness. They should monitor whether employees are adhering to the rules and procedures of the organisation, document work processes, and coordinate and review employee progress.

Conclusion

In this introductory topic we have defined the evolution of management models, describing the four models and their corresponding organisational psychology theories. These theories will help you understand human behaviour and management in organisations by analysing the differences in the assumptions about human nature and the criteria for organisational effectiveness. In addition, we have introduced the integrative model of the competing values framework that suggests that these four theoretical models are not exclusive but ideally should be integrated for managers and organisations to navigate complex situations.

References

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- (Based on) Drench, P. J., & Thierry, H. (1998). *Handbook of work and organisation and psychology: Vol. 4. (Organisational psychology.)* Hove: Psychology Press.
- (Based on) Quinn, R. E., Faerman, S. R., Thompson, M. P., McGrath, M. & St.Clair, L. S. (2014). *Becoming a master manager: A competing values approach.* (6th Edition) Hoboken, NJ: Wiley
- Quinn, R. E., Kahn, J. A., & Mandl, M. J. (1994). Perspectives on organisational change: Exploring movement at the interface. In J. Greenberg (Ed.), *Organisational behavior: The state of the science* (pp. 109–134) Hillsdale, NJ: Erlbaum.



Organisational Theories

Marija Davcheva, Org Psych ARA

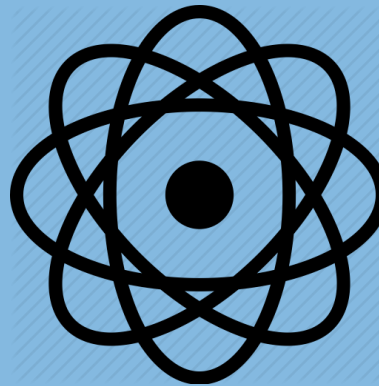
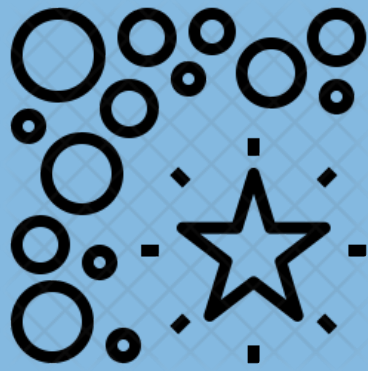
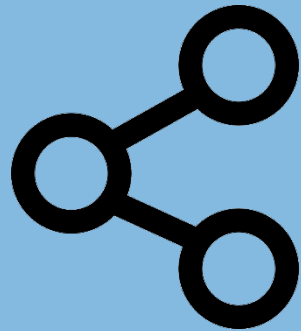


BEFORE WE START...

A photograph of a business meeting in a modern office, overlaid with a blue tint. Several people are seated around a table, engaged in discussion. The scene is framed by a white border, and the word "ORGANIZATION" is prominently displayed in the center.

ORGANIZATION

An organisation is...



(Veen & Corver, 1998)

“Organisations are social entities that are goal-oriented; are designed as deliberately structured and coordinated activity systems, and are linked to the external environment”

(Daft, 2004)

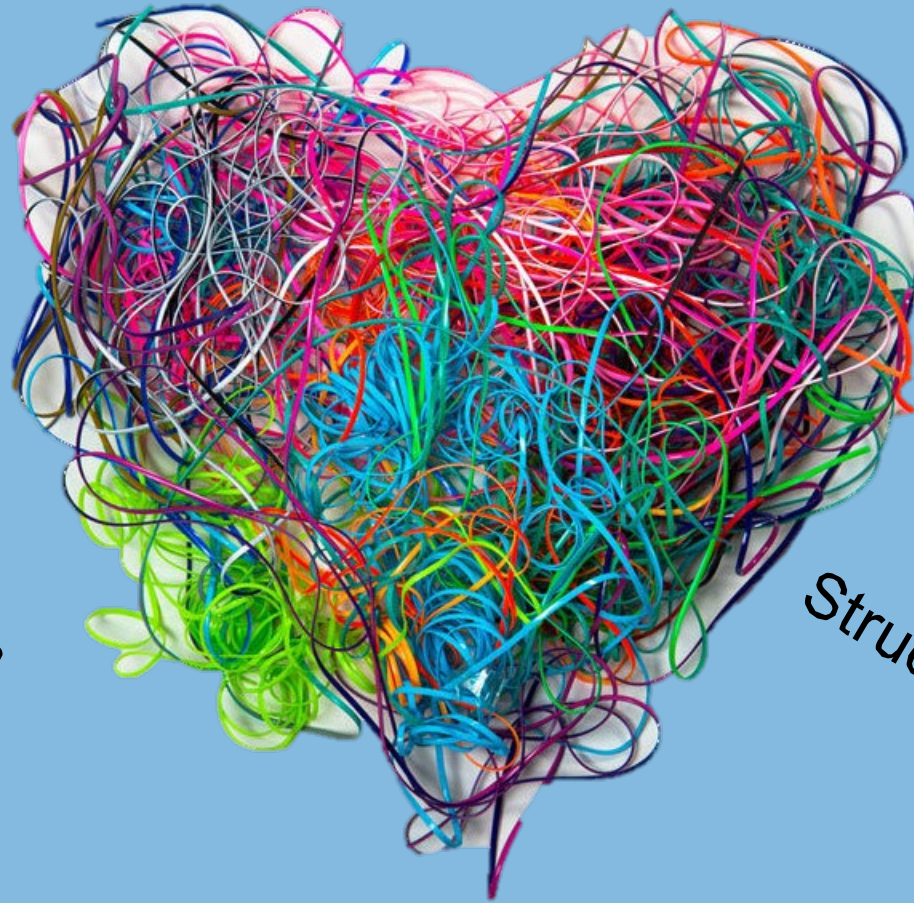
Organisational theories try to explain...

Processes

Group & individual behaviors

Functions

Structure



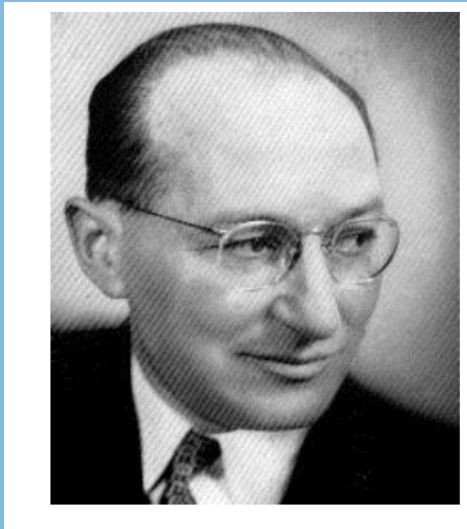


Frederick W. Taylor

TRADITIONAL APPROACHES



Max Weber

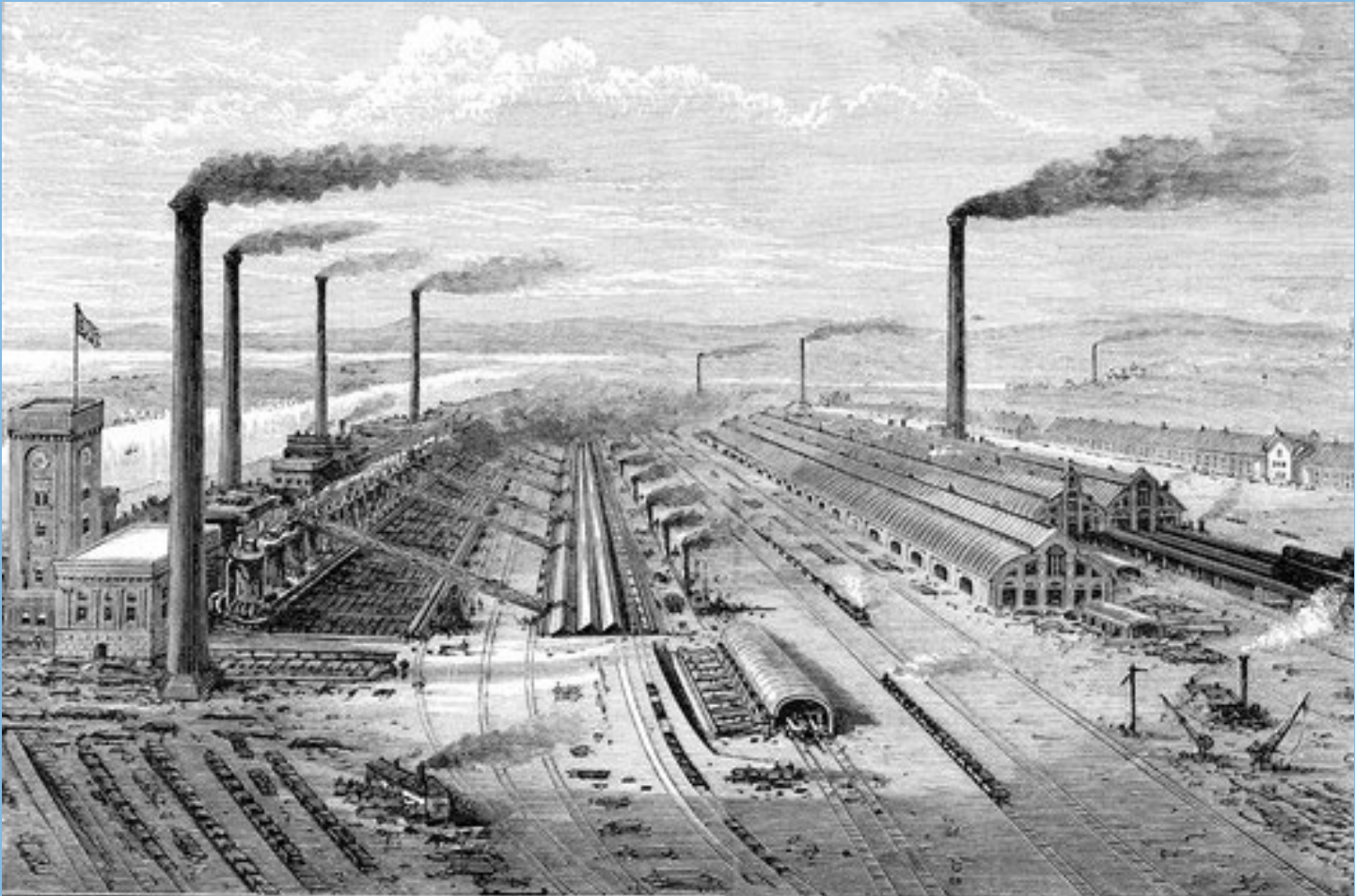


Elton Mayo

Henri Fayol



When and why did we start explaining behaviour in organisations? (Industrial revolution 1840-1914)



<https://www.youtube.com/watch?v=d1jOwD-CTLI>

Scientific Management

1. Basics of this approach



Created by Frederick Winslow Taylor (taylorism)

Deals with **optimizing efficiency** in the organizational performance

Break down the task into its components

Level of productivity: cost/benefit

Based on science (rational analysis)

Measures specific goals

Link between remuneration and performance

Scientific Management

2. values in this approach

1. Replacement of rule of thumb that brings estimation for **scientific methods** that allow precision
2. **Cooperation and confidence** between workers and management
3. **Development of workers**- workers have a vital role to play. They can adapt themselves with changing methods of work. Workers should be scientifically selected, placed and developed to be able to cope with the changing times
4. Maximum output both the parties should try to enhance profit by stepping up production. **Increase in production and productivity.**
5. **Distribute** work between management that design, **set up and supervise the work and workers** that are free to perform their work



Scientific management/Taylorism :

Optimising efficiency of organisational performance



- Goal: productivity + profit maximisation (cost/benefit)
- Tools: investigation, compartmentalisation, and remuneration
- Requirements: well-known goals, accessible market, and available production means

Bureaucratic Approach



Basics of the bureaucratic approach



- **Max Weber**
- Formal rules and a hierarchical structure
- Rigid routines (inflexible)
- Preventing favouritism and nepotism; impersonal style (egalitarian)
- Activities are grouped into tasks in a very methodical way (efficiency)
- Standardisation and formalisation of activities
- Strong identification with the organisation
- Uniformity in task performance (little space for individualism)



The bureaucratic approach:

Functionality through standardisation



- Goal: functionality under any circumstance
- Tools: formalisation, standardisation, impersonalisation
- Requirements: high level of individual identification, reasonable stability

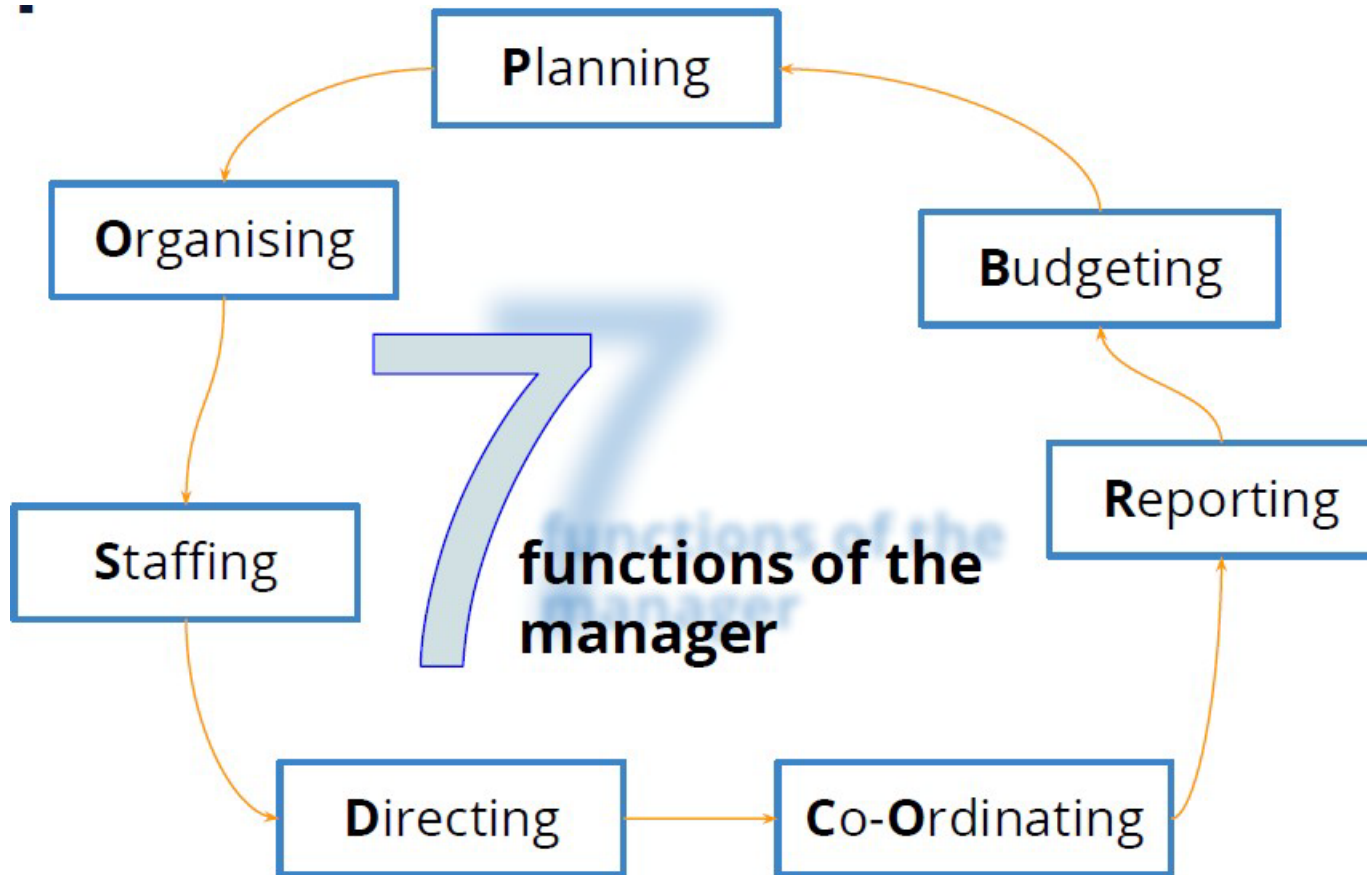
The scientific administration approach:

Pragmatically splitting and integrating work



- Goal: General effectiveness.
- Tools: Standardisation by fixed principles, administration, definition of roles, and managerial functions
- Requirements: stable environment

Scientific administration



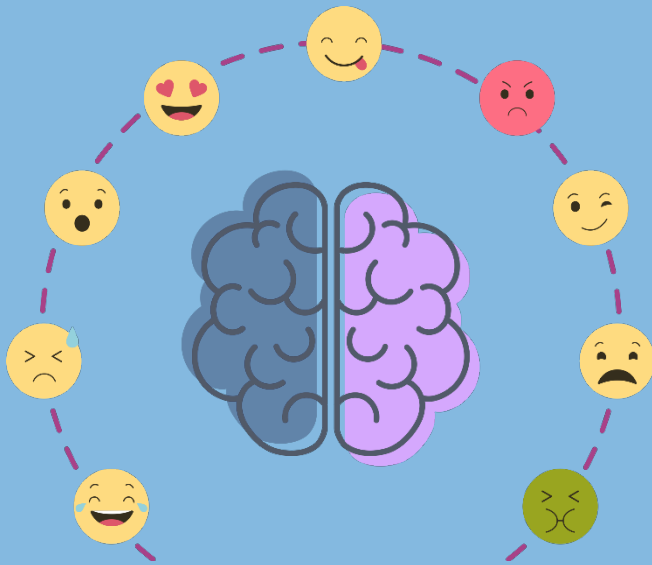
And then, something induced a big change:



- **The Hawthorne studies**

<https://www.youtube.com/watch?v=rLVp-CrBnPo>

The human relations/humanistic approach: Individual well-being and motivation



Goal: Changing individual work behaviour

Tools: Human attention, consultation, and participation

Issue: no specific tools and solutions.

The human relations *movement* in management

Following Mayo after 1930s

- **Premises:**

- People respond primarily to their social environment
- Motivation depends more on social needs than on economic needs
- Satisfied employees work harder than dissatisfied employees

- People have complex needs, desires, and attitudes
!! When those needs are fulfilled, the employee is motivated **!!**

Douglas McGregor: The Human Side of Enterprise (1960s)

Theory X and Y

- There are two *opposing* perspectives that he believed typified managerial views of employees
- Theory X takes a *pessimistic view* of human nature and employee behavior and is in many ways consistent with the tenets of scientific management.
- Theory Y is generally representative of the human relations perspective



Theory X - Assumptions

- Employees dislike work and will try to avoid it as much as possible
- They have little ambition, avoid responsibility, like security, and prefer to be strictly directed
- Hence, managers must control, force, and threaten employees with punishments to make them work towards organisational goals
- Motivation comes from external factors:
 1. Fear
 2. Money

Theory Y - Assumptions

- Employees like to work and accept it as a natural part of their lives
- People are bright and will seek and accept responsibility under favourable conditions
- Employees are internally motivated to reach goals that they are committed to achieving
- Goal commitment can also be increased by attractive rewards
- The average person's potential is only partially realised in most organisations
- Employees are motivated by a variety of rewards

Modern theories and debate preparation

MARIJA DAVCHEVA

UNIVERSITY OF VALENCIA, FEBRUARY 2022

Post session survey

- ❖ **Only for those who attended the 11th February session**
- ❖ **Go to AULA Virtual and answer the survey**
- ❖ Use the same code as in the first survey

Modern theories

The digital revolution mid-20th century

- ❖ Extremely dynamic environment
- ❖ Classical and neo-classical theories (human relations) cannot fully explain organisational changes
- ❖ Shift to a new perspective: **environment** comes to the picture



4 Modern theories for debate:

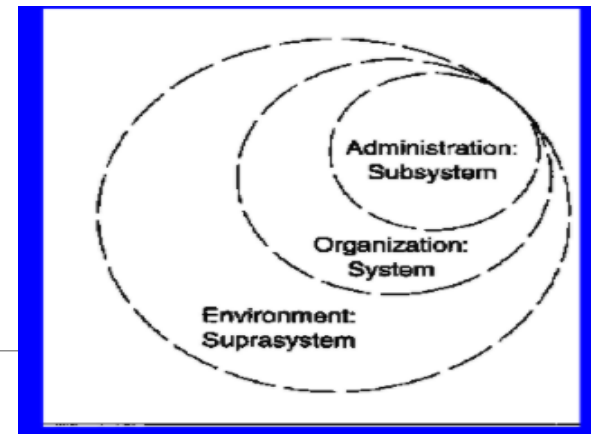
1.OPEN SYSTEM APPROACH

2.CONTINGENCY APPROACH

3.DECISION-MAKING APPROACH

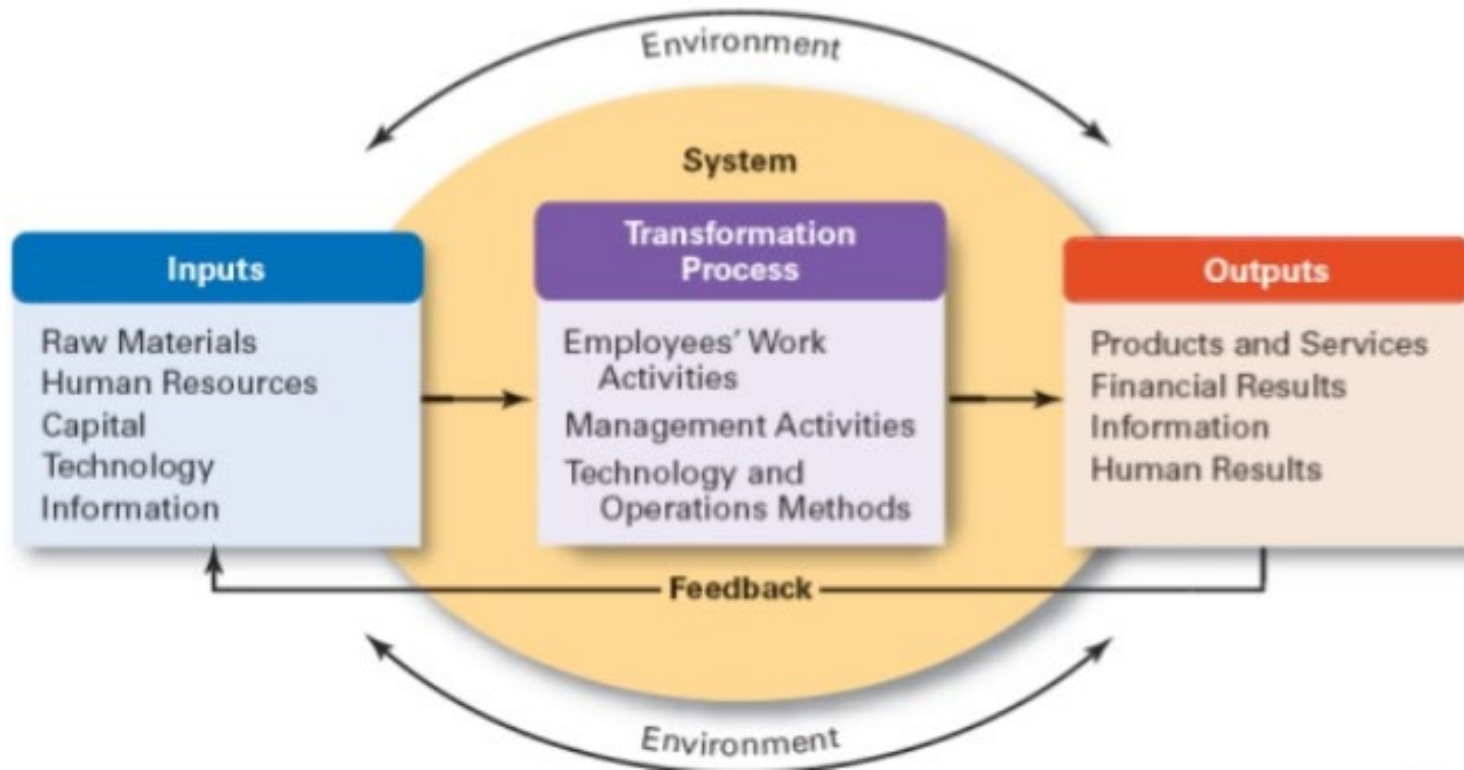
4.GOAL-CENTERED APPROACH

Open system approach

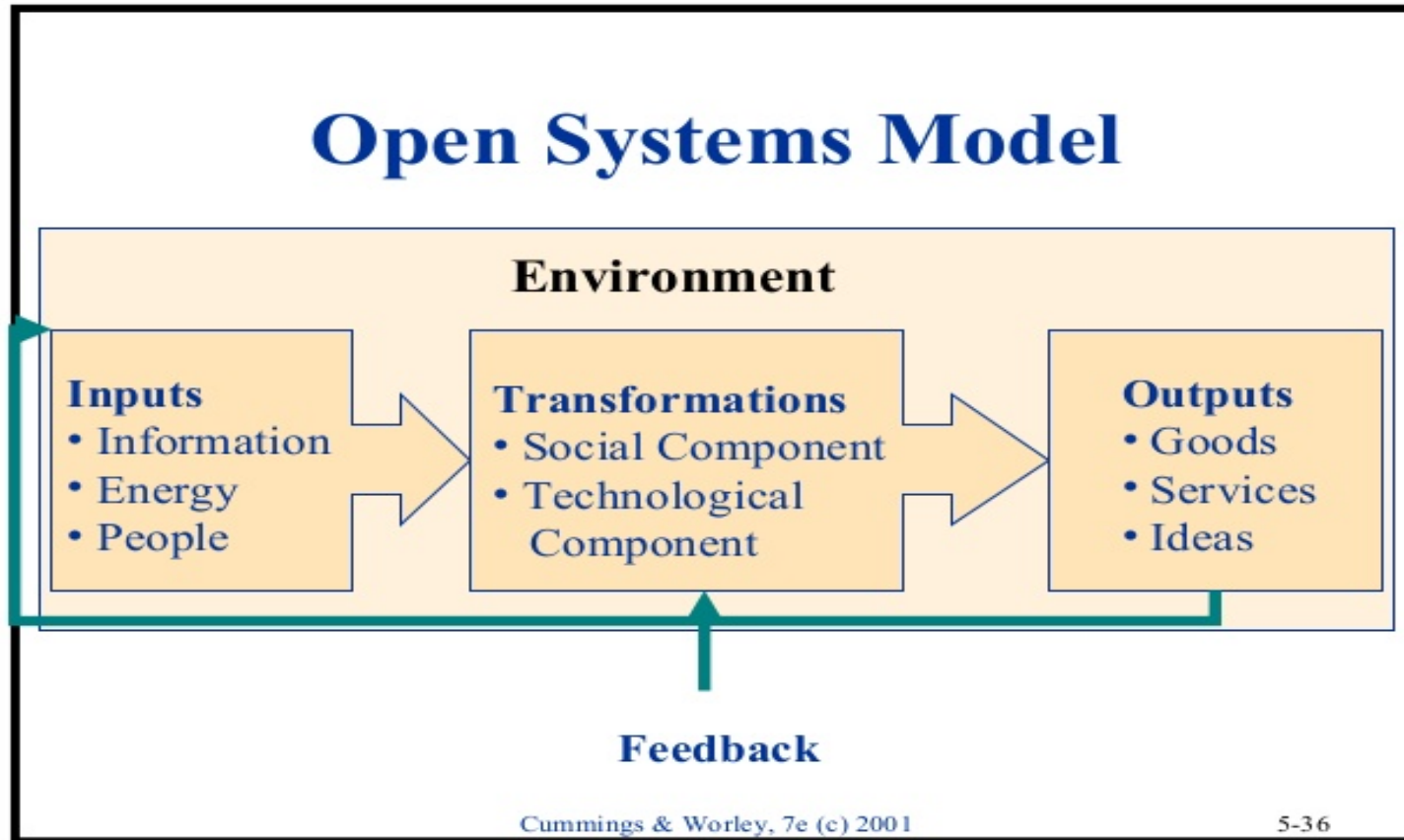


- ❖ Elements within a system are related
- ❖ Relationships = structure
- ❖ Relationships with elements OUTSIDE the system = **OPEN SYSTEM**
- ❖ Dynamic equilibrium
- ❖ *Individual-organisation-environment* relationship INTERDEPENDENCY
- ❖ Subunits exchange, relationships between individuals
- ❖ Environment = supra-system

2. Open system approach



2. Open system approach



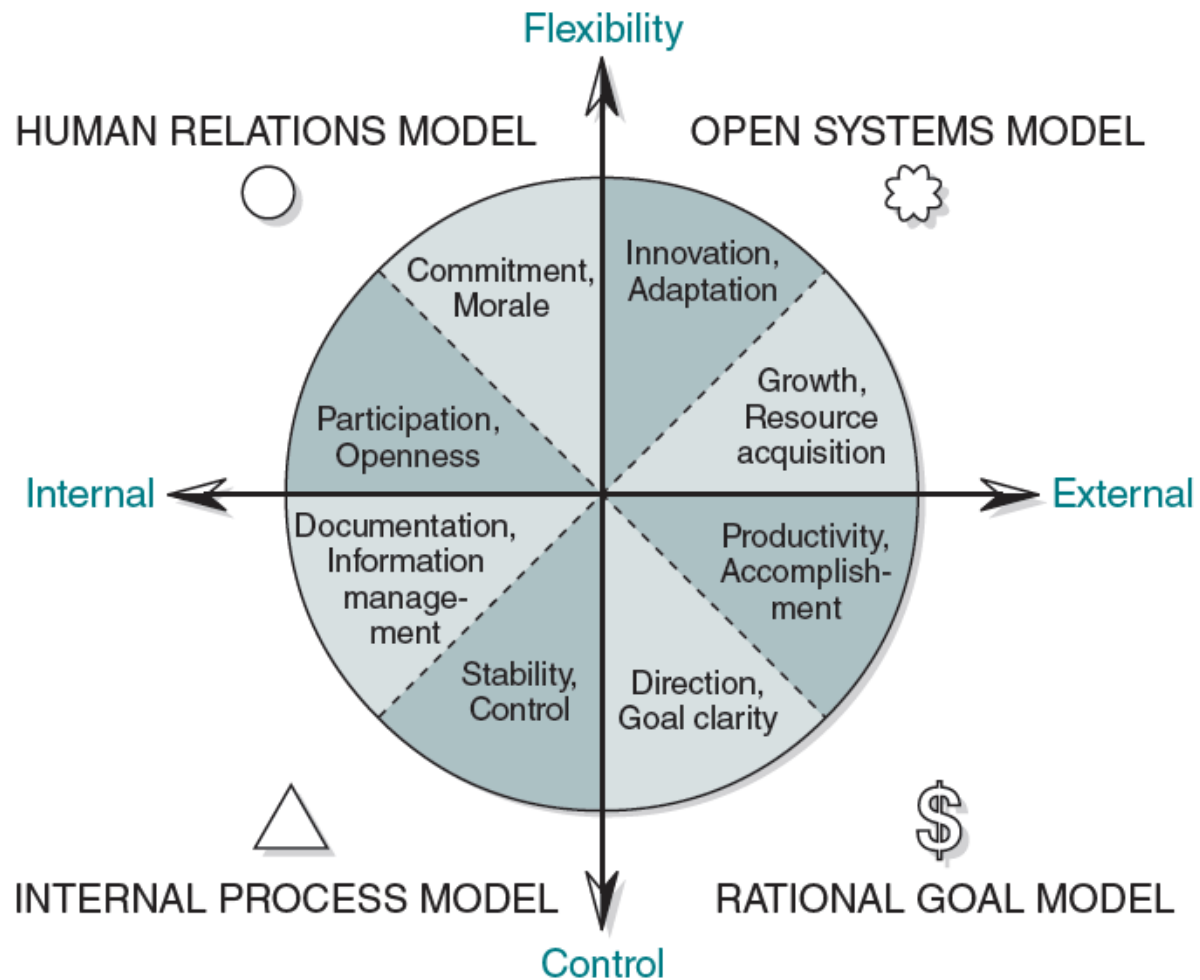
Example: University of Valencia

organisation ↔ environment



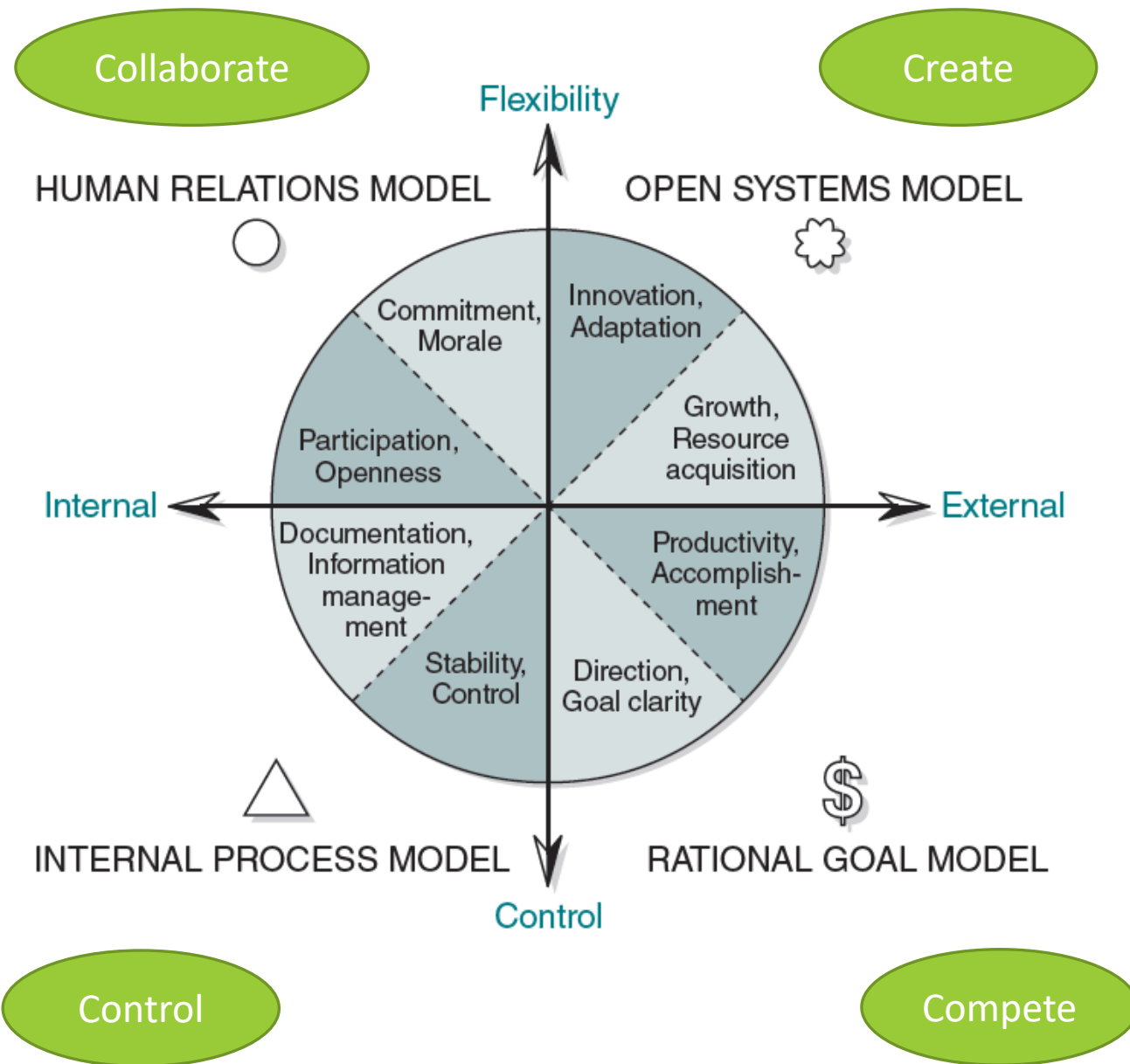
Need to achieve sustained organisational effectiveness in highly dynamic environment

- ❖ Stability and change were mutually exclusive ('either-or')
- ❖ Is it possible to change the assumption to 'both-and'
- ❖ *Contrasting managerial behaviours are needed at the same time*
- ❖ **How to deal with the paradox to achieve organizational effectiveness?**
- ❖ *Can the four models be integrated despite being so different?*



Competing values framework

- Integration of the four management models
- Two axes (dimensions):
 1. Flexibility/control
 2. Internal /external orientation



Competing Values Framework

Managerial types of action for each model

- What is effective management depends on the organisational culture (norms, values in an organization)
- Relationship between organisational culture and culture in the country/society

3. Contingency approach

- ❖ There is no best way to organise, lead, or make decisions!
- ❖ Depends on internal and external situation (factors)
- ❖ **Structure needs to adapt to internal and external uncertainty demands**
- ❖ Weick: High external uncertainty, we need to have high internal variability of options!
- ❖ Dilemma short vs long term efficiency (what are the costs?)
- ❖ Short term good for turbulent environment
- ❖ BUT *Do organisations ALWAYS adapt to the environment?*
 - ❖ 1. Change the environment population-ecological
 - ❖ 2. Inter-organisational network resource dependent

3. Contingency theory – managerial actions depend on key factors

1. Size. The larger the organisation the bigger the problems of **coordination**. Appropriate coordination will depend on size of the organization and differs for large and small organizations.

2. Technology. The technology used to produce outputs varies (e.g., it can be very routine or very customised). The appropriateness of organisational structures, leadership styles, and control systems will vary with the type of technology.

3. Environment. Organisations exist within larger environments (1. uncertain and turbulent, or 2. predictable and unchanging)

Organisational structures, leadership styles, and control systems depend on the type of environment.

4. Individuals. People have very different needs. Managers must adjust their styles accordingly (see contingent leadership approach - *level of followers' maturity*)

4. Decision-making approach

- ❖ Structure is a series of choices (decisions made)
- ❖ Rationality: choose among alternatives to **maximise the values held by the decision-maker**
- ❖ Fully informed?
- ❖ **Can we separate cognition from emotions??**
- ❖ **HOT COGNITIONS (Jannis & Mann, 1977)** = Coloured and selective decisions
- ❖ Stressful; under pressure situations
- ❖ Biases e.g., self serving bias
- ❖ Complicated process



5. Goal-centred approach

- ❖ Rational decision-makers trying to achieve a set of goals
- ❖ Cyert & March (1959) individuals with conflicting interests: **negotiations** and **coalitions**
POLITICS
- ❖ Minimal consensus on goals & balanced contributions and rewards
- ❖ Mixture *negotiation and decision making* from individual to organisational goals
- ❖ Goals and constraints (e.g., cost vs quality vs motivation)
- ❖ Power & dominant coalition (formal structure or ?)
- ❖ Role of stakeholders
- ❖ Goals are shifting



Back to the debate preparations

❖ 7 debate groups

❖ **How should work be organised and structured in today's society?**

❖ Your theory assumptions, use examples, and justify

❖ Consult additional literature

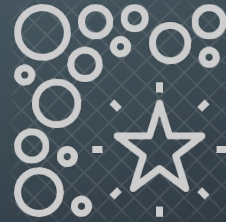




ORGANISATIONAL STRUCTURE & DESIGN

ORG PSY ARA – MARIJA DAVCHEVA

WHAT IS AN ORGANISATION?

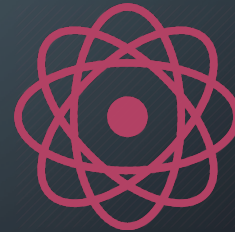


ORGANISATIONAL STRUCTURE IS...

“ Formal configuration between individuals and groups regarding the allocation of tasks, responsibilities, and authority within the organisation. ”

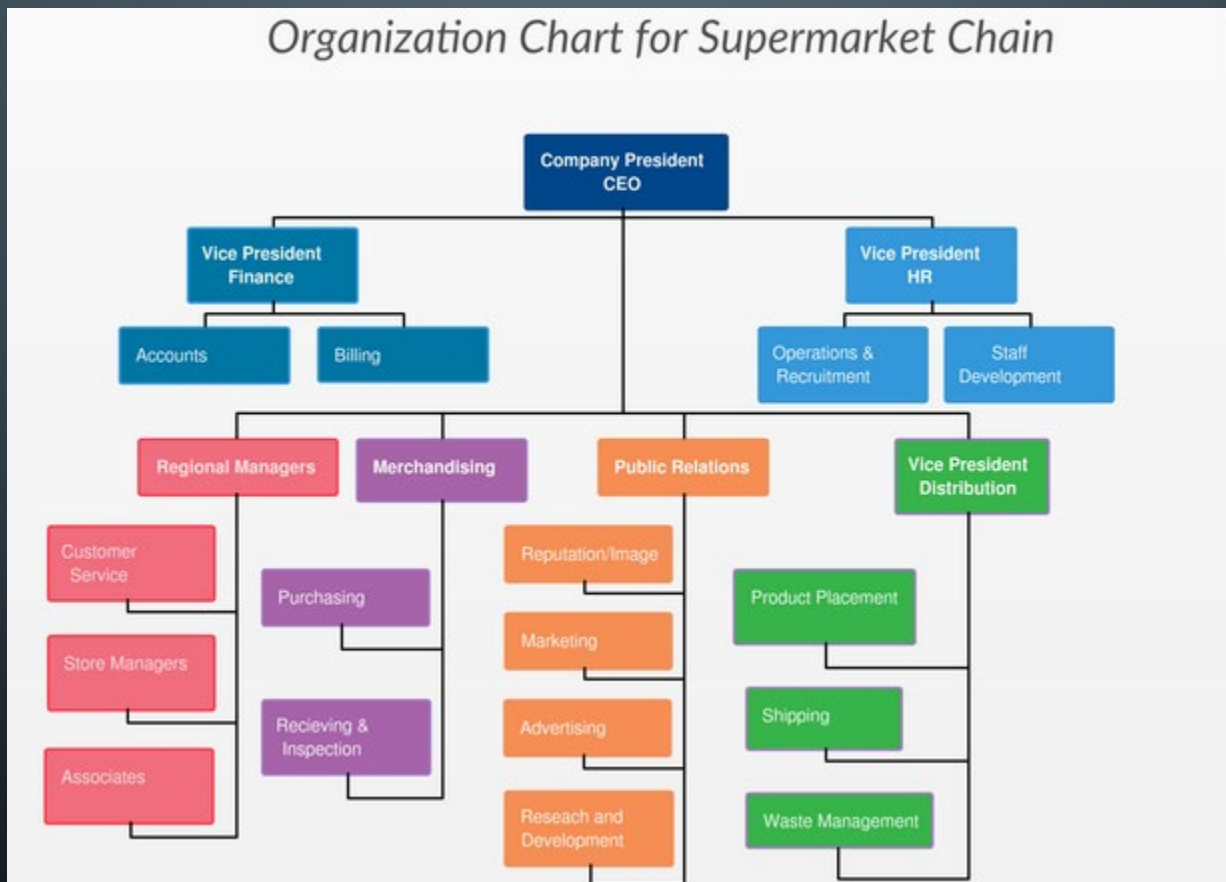
(Galbraith, 1987; Greenberg, 2011)

WHEN WE CREATE OR CHANGE STRUCTURE, WE ENGAGE IN DESIGN



ORGANISATIONAL CHART

- An organisational chart shows the internal structure of an organisation.



WHAT HAPPENS WHEN DESIGN IS BADLY DONE?

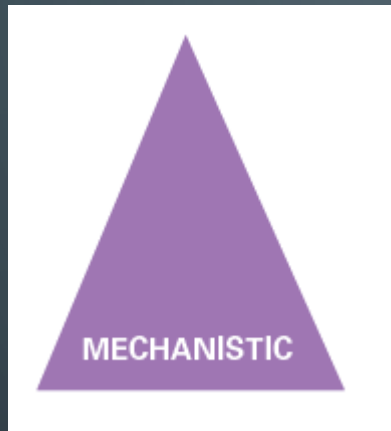
“ Poor organisational design and structure results in a bewildering morass of contradictions, confusion within roles, a lack of coordination among functions, failure to share ideas, and slow decision making brings managers unnecessary complexity, stress, and conflict. ”

(Corkindale, 2011)
Harvard Business Review

The image features a dark blue background with white, stylized circuit board traces in the corners. These traces consist of straight lines and right-angle turns, ending in small circles that represent components or connection points. The patterns are located in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text.

HOW DO WE DEFINE STRUCTURES?

A SIMPLE IDEA: MECHANISTIC AND ORGANIC ORGANISATIONS

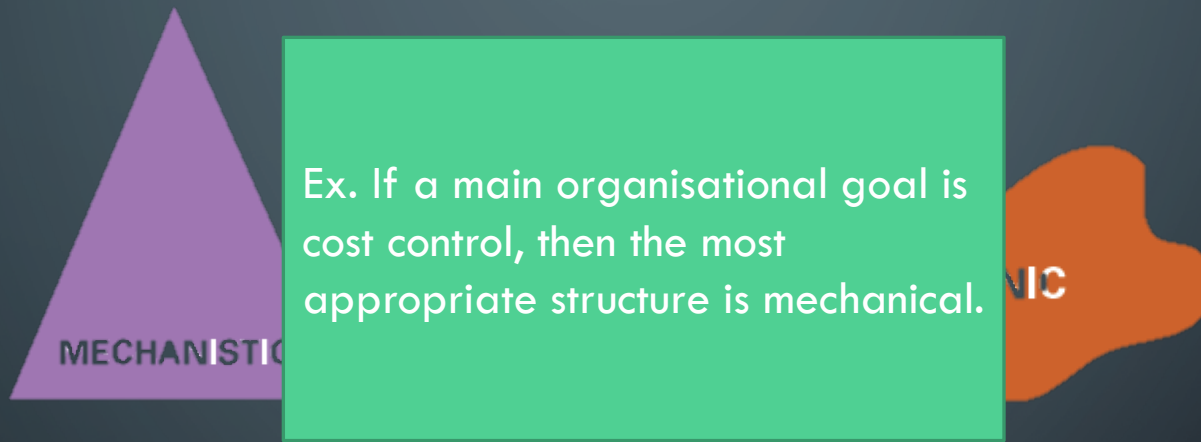


- Rigid hierarchy
- Taller structures
- Rules
- Centralisation



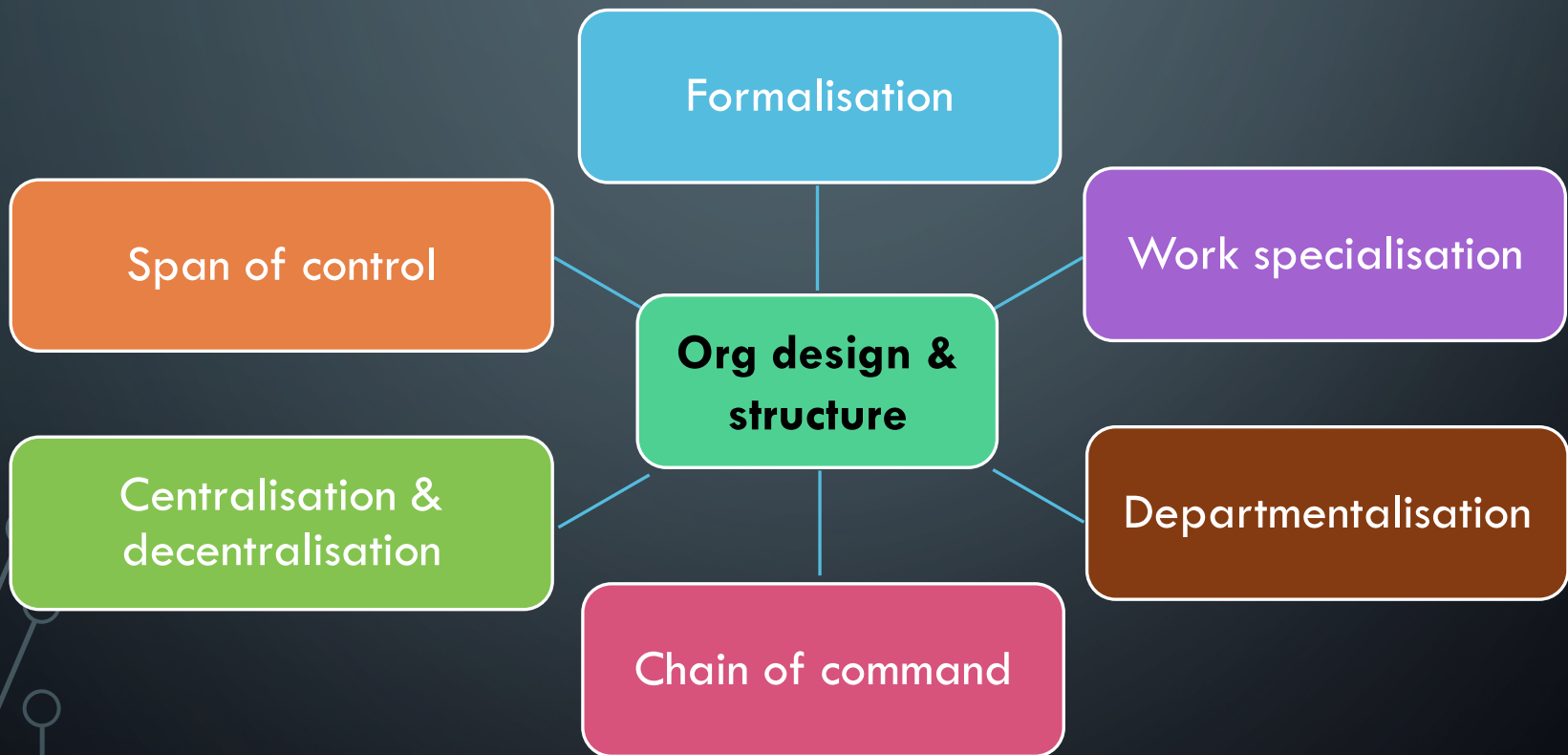
- Collaboration
- Flatter structures
- Informality
- Decentralisation

A SIMPLE IDEA: MECHANISTIC AND ORGANIC ORGANIZATIONS

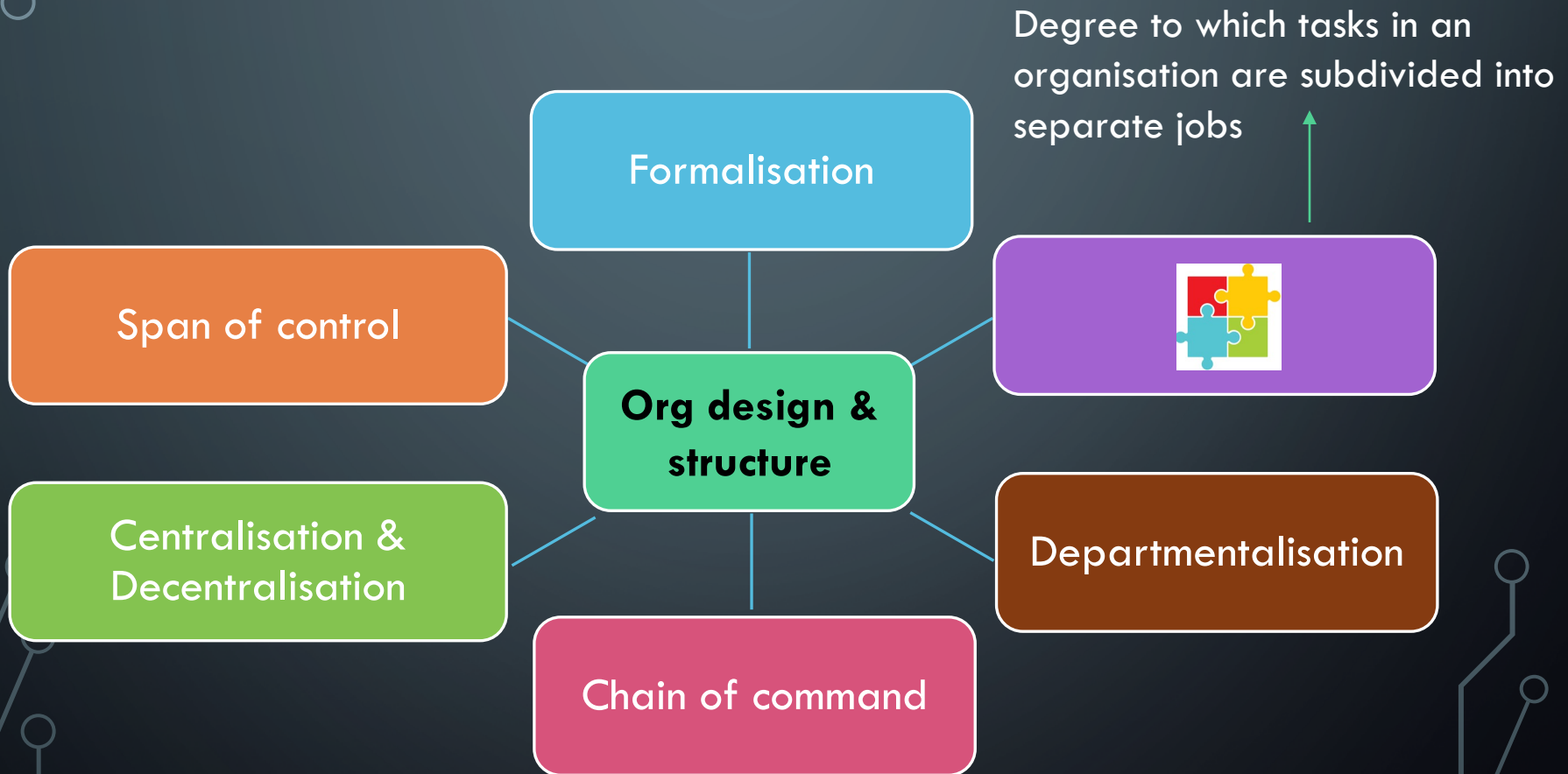


- Form groups of 4. In 20 mins, min. 4 statements per group
- What are the contingency factors for either organisational form? → IF... THEN
- Think: goals, culture, leadership, communication, environment, technology, product, size...

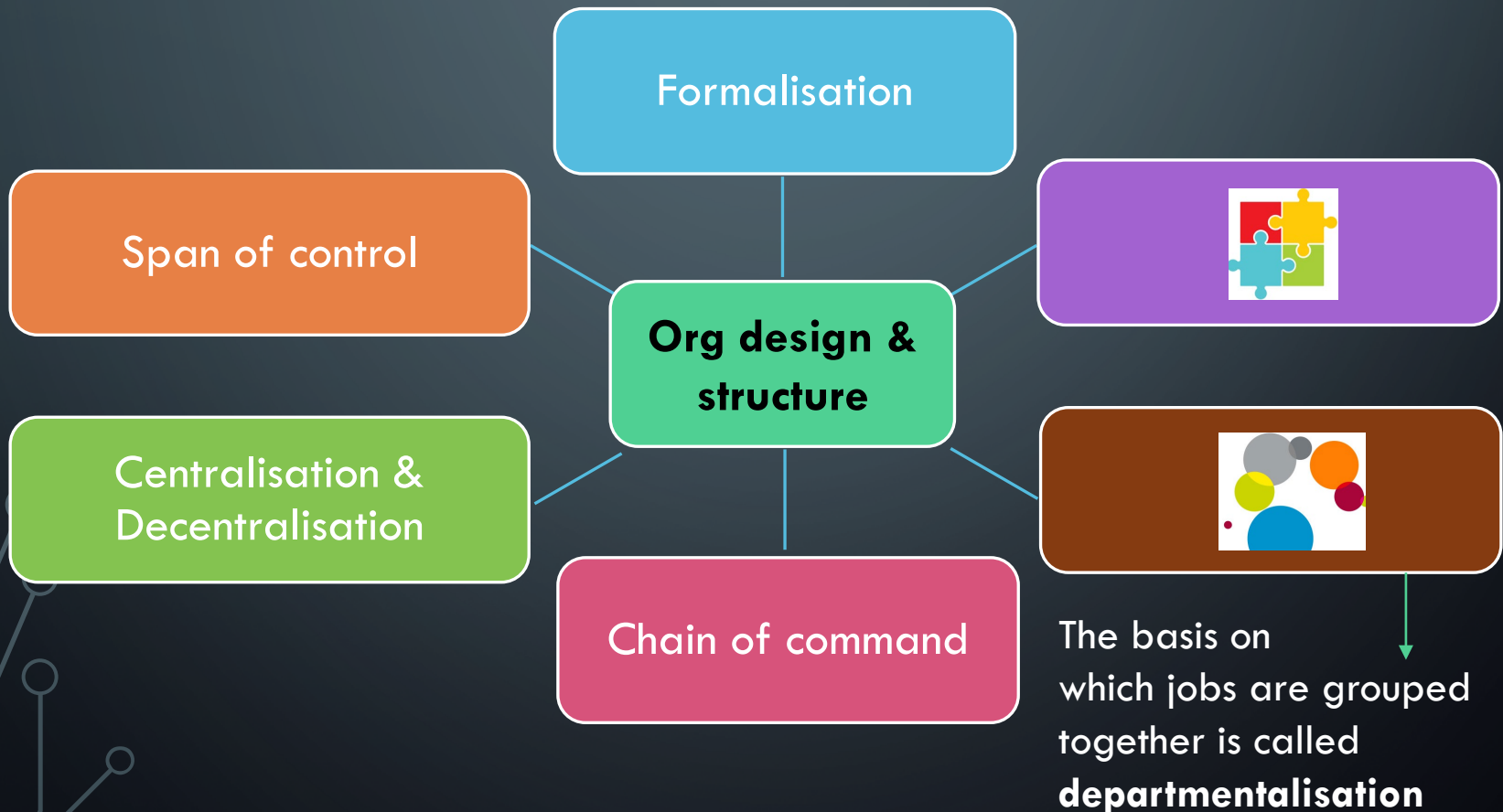
THERE ARE SIX KEY ELEMENTS THAT DETERMINE ORG STRUCTURE (ROBBINS, 2005)



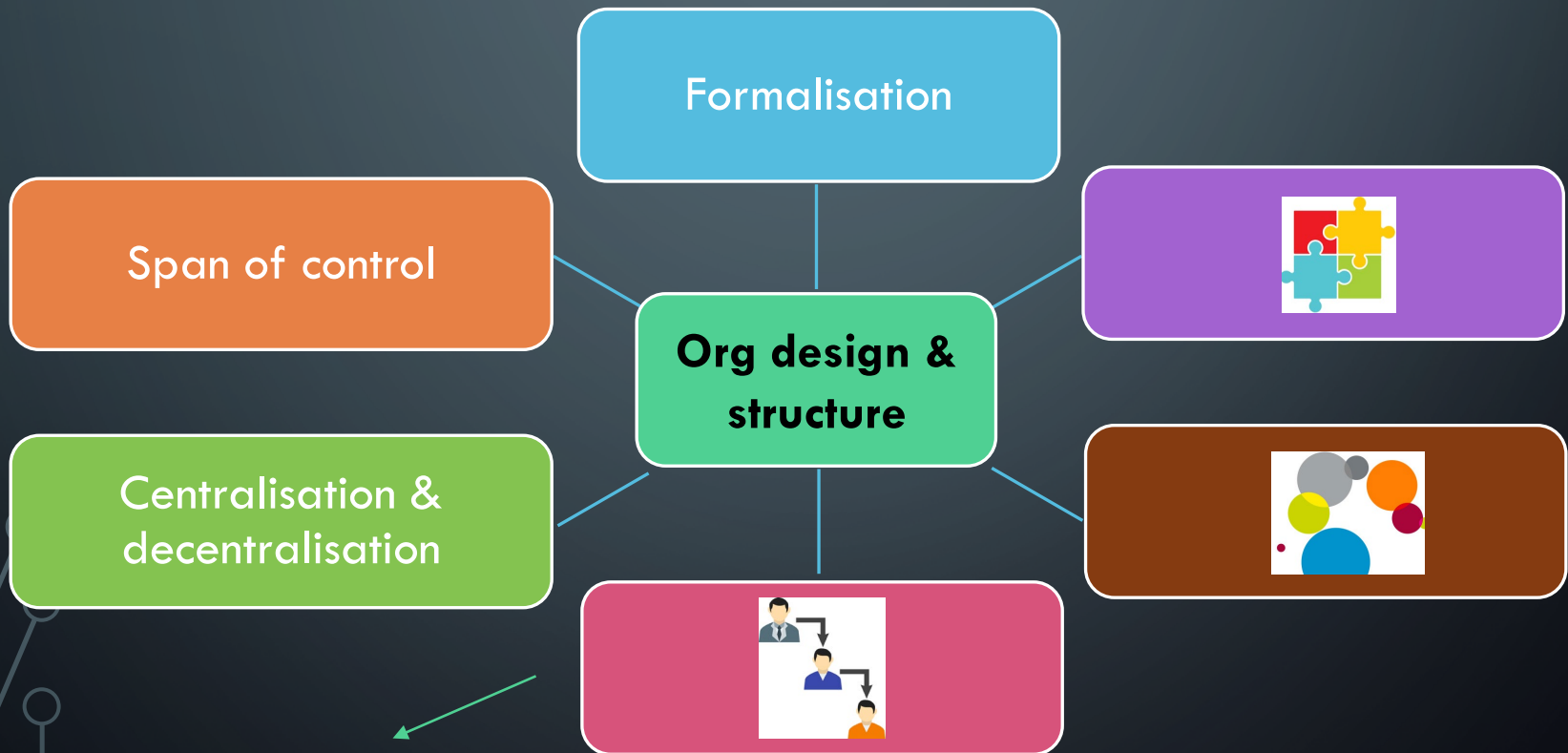
THERE ARE SIX KEY ELEMENTS THAT DETERMINE ORG STRUCTURE



THERE ARE SIX KEY ELEMENTS THAT DETERMINE ORG STRUCTURE

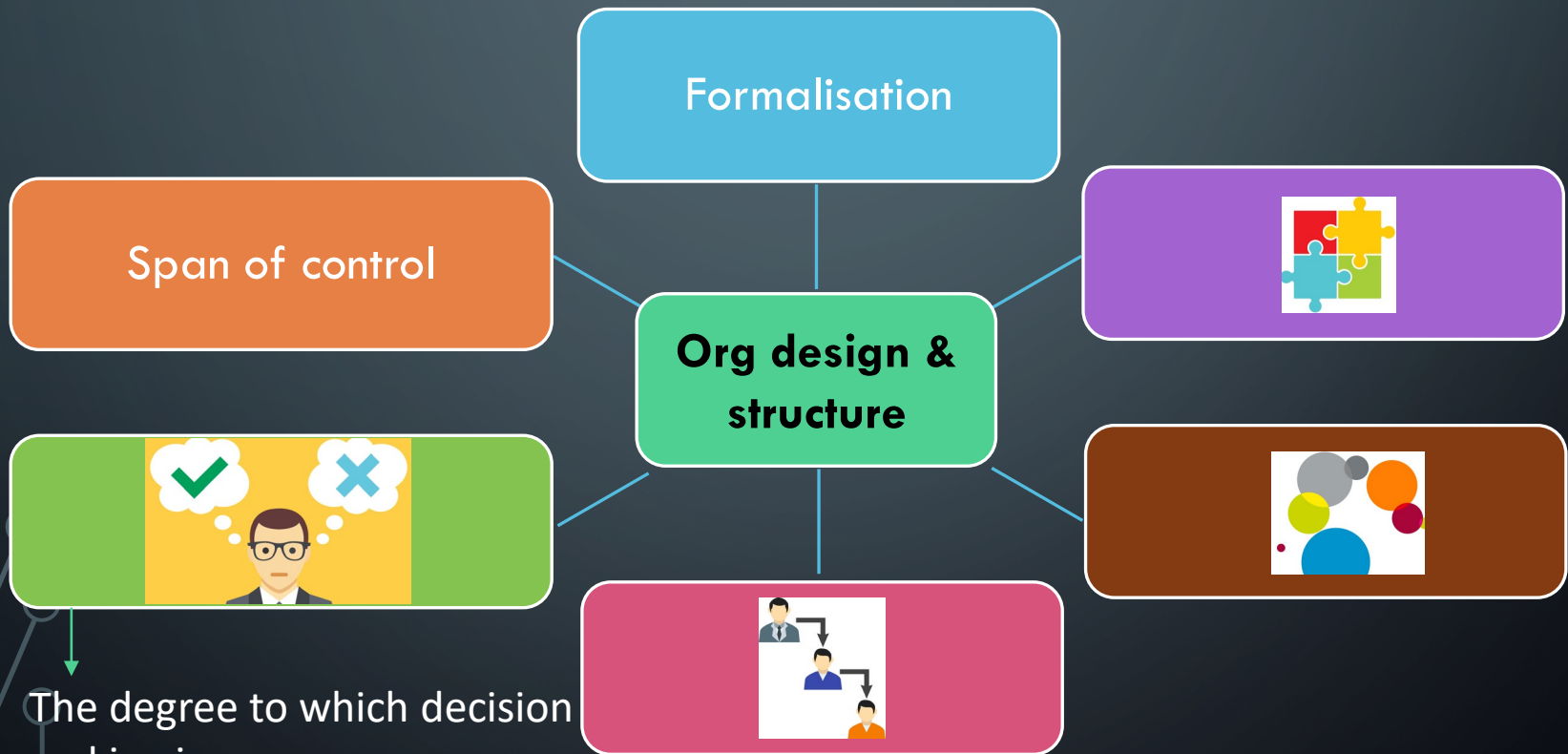


THERE ARE SIX KEY ELEMENTS THAT DETERMINE ORG STRUCTURE



the continuous line of authority that extends from upper organisational levels to the lowest levels and clarifies who reports to whom

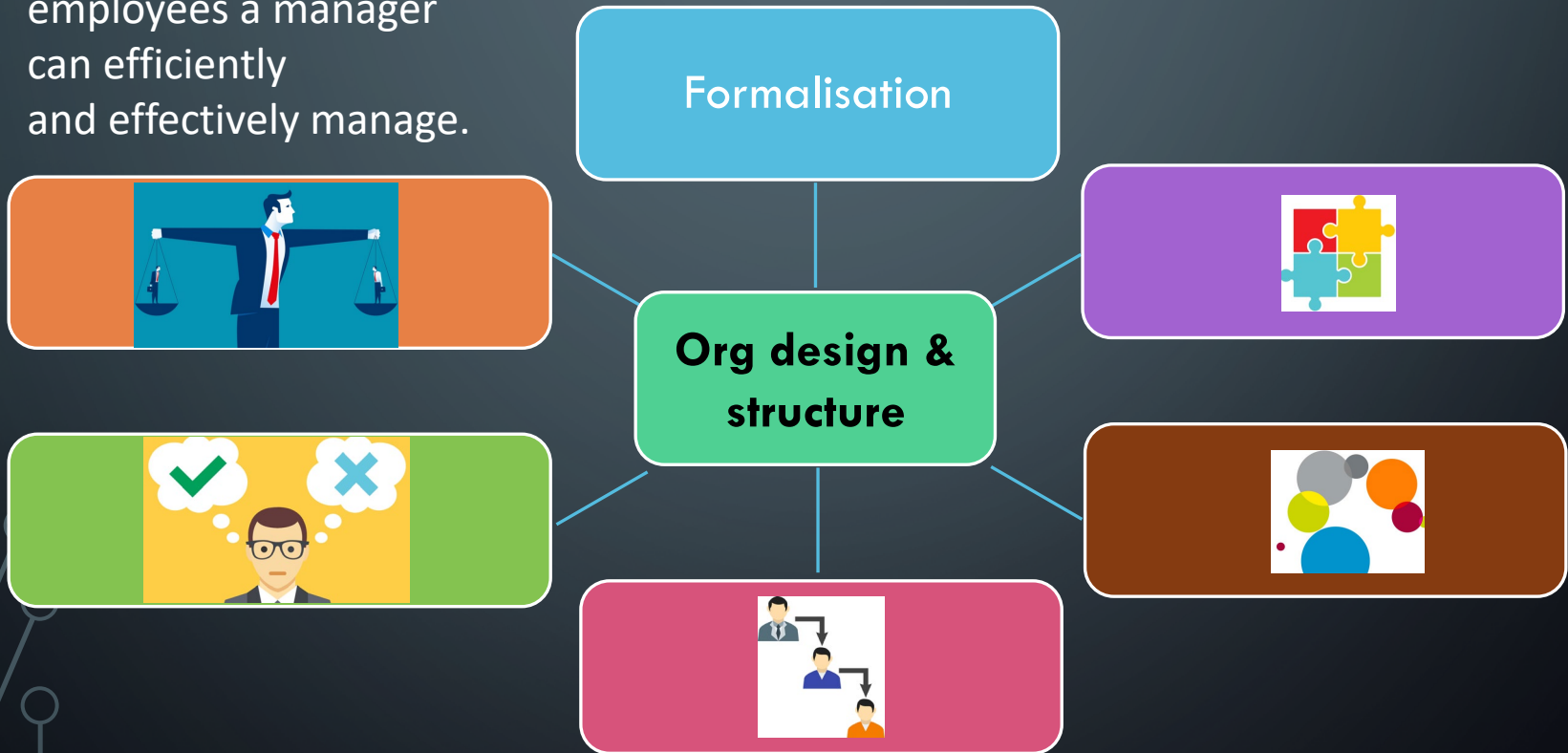
THERE ARE SIX KEY ELEMENTS THAT DETERMINE ORG STRUCTURE



The degree to which decision making is concentrated at a single point in the organisation

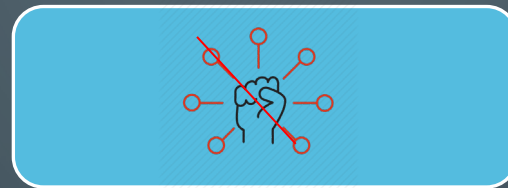
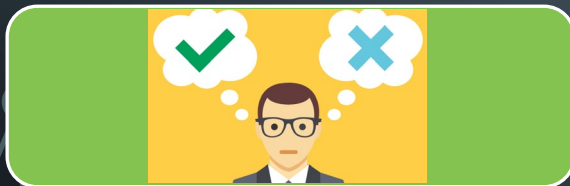
THERE ARE SIX KEY ELEMENTS THAT DETERMINE ORG STRUCTURE

The number of employees a manager can efficiently and effectively manage.

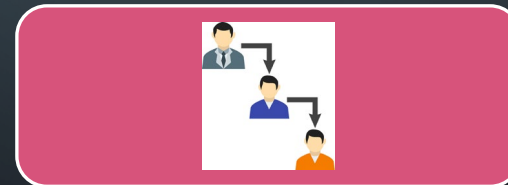
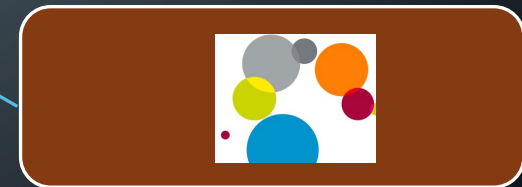
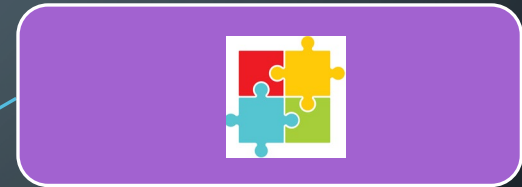


THERE ARE SIX KEY ELEMENTS THAT DETERMINE ORG STRUCTURE

Degree to which jobs within the organisation are standardised and the extent to which employee behaviour is guided by rules and procedures



Org design & structure



THERE ARE FIVE PARTS OF AN ORGANISATION (MINTZBERG THEORY)

Strategic
apex

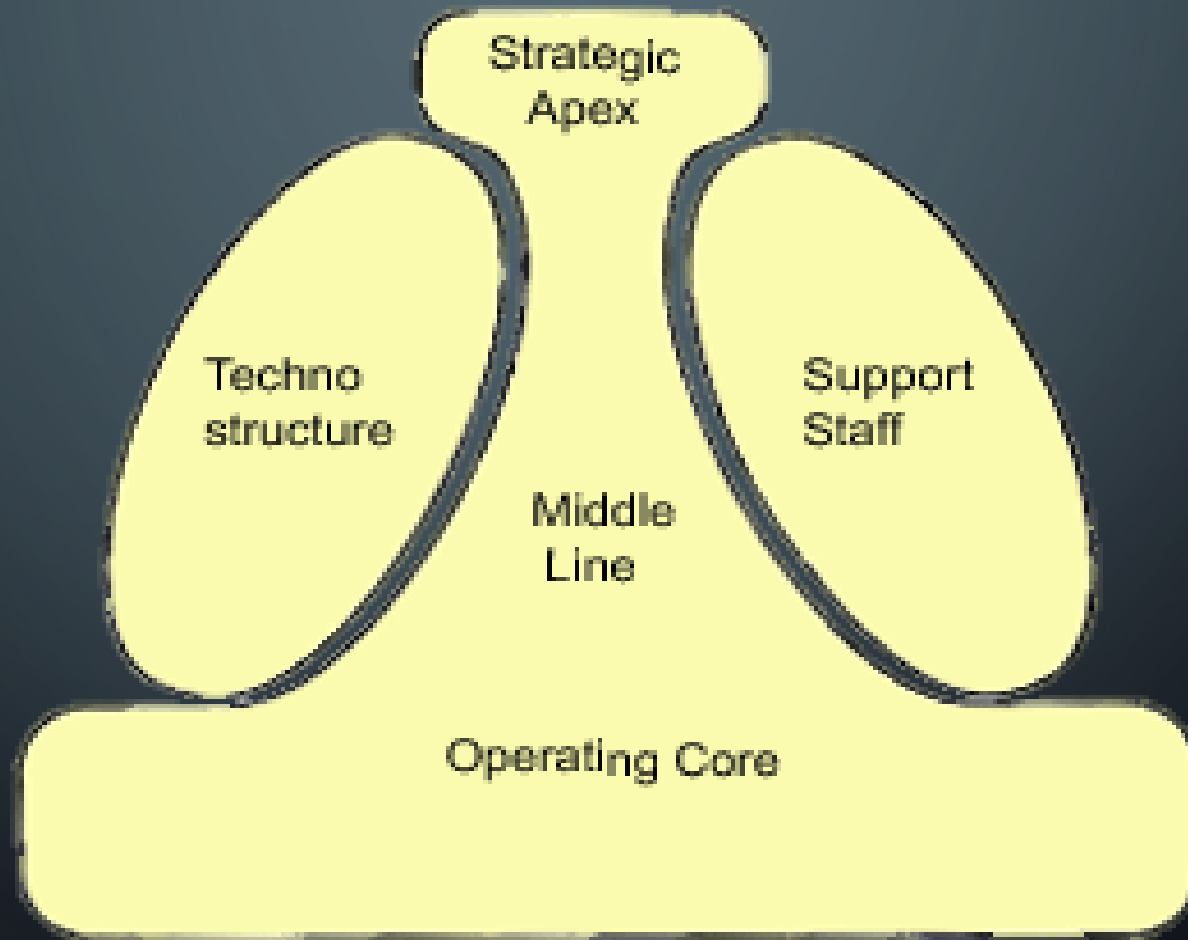
Technostructure

Middle line

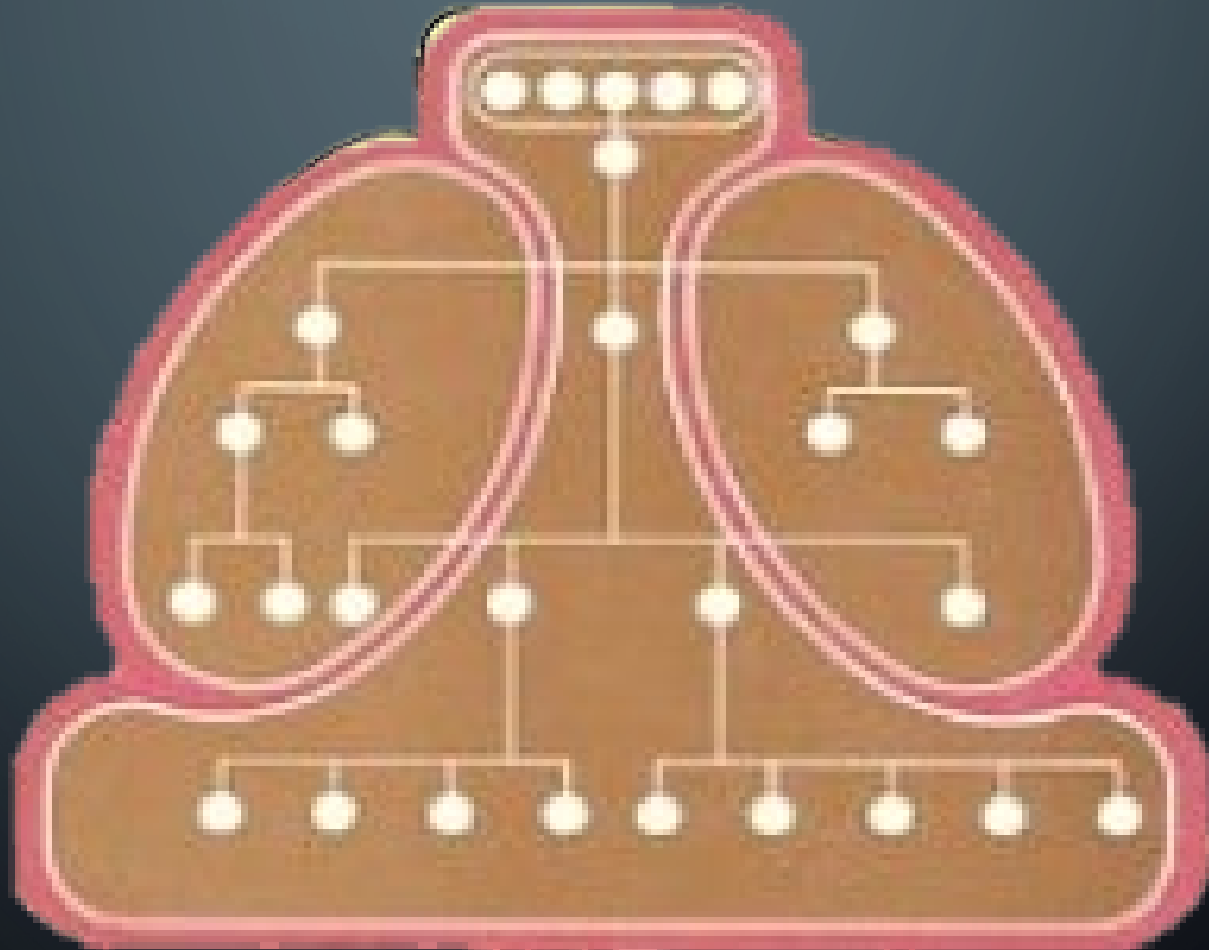
Support staff

Operative core

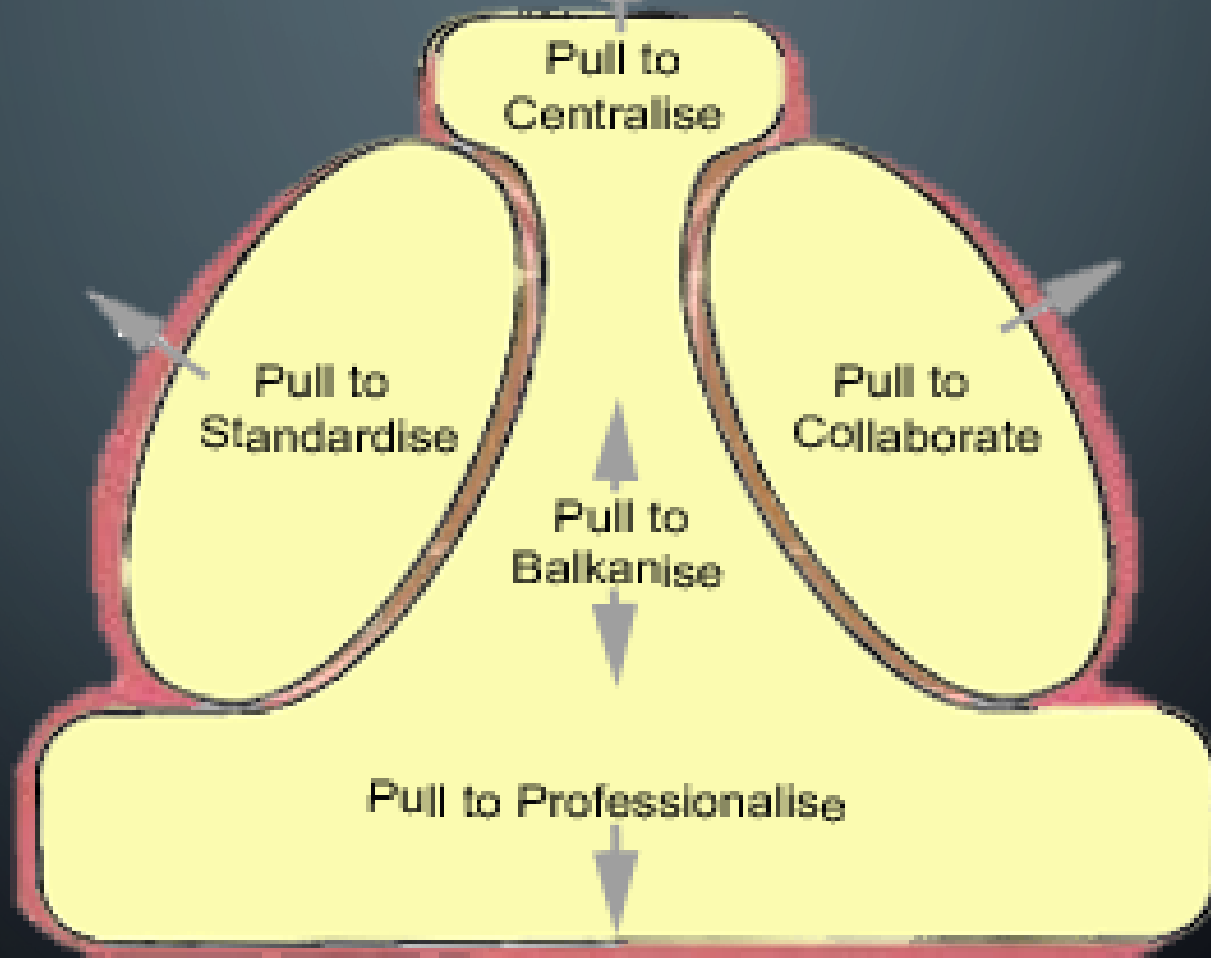
ORG. STRUCTURE (MINTZBERG)



ORG. STRUCTURE (MINTZBERG)



ORG. STRUCTURE (MINTZBERG)



5 COORDINATING MECHANISMS

1. Direct supervision
2. Mutual adjustment
3. Standardisation of work processes
4. Standardisation of skills
5. Standardisation of outputs

The background is a dark blue-grey color with decorative white circuit-like lines in the corners. These lines consist of straight segments connected by small circles, resembling a printed circuit board layout. The lines are positioned in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text.

BASED ON THE **KEY ELEMENT**

COORDINATING MECHANISM AND

DECENTRALISATION TYPE, WE CAN

DESIGN FIVE DIFFERENT TYPES OF

ORGANISATIONAL STRUCTURES.

MINTZBERG DEFINES FIVE TYPES OF STRUCTURE



SIMPLE STRUCTURE



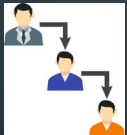
KEY ELEMENT: STRATEGIC APEX



- Low work specialisation



- Low departmentalisation



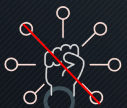
- Direct supervision



- Vertical and horizontal centralisation



- Wide span of control



- Low formalisation

SIMPLE STRUCTURE: LOCAL BAKERY AND SWEET SHOP



Owner & chef. *(also purchasing,
finance, marketing...)*

Sales person



Baker 1



Baker 2



MACHINE BUREAUCRACY

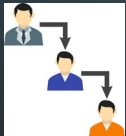
KEY ELEMENT: TECHNOSTRUCTURE



- High work specialisation



- High departmentalisation



- Standardisation of work processes



- Limited horizontal decentralisation

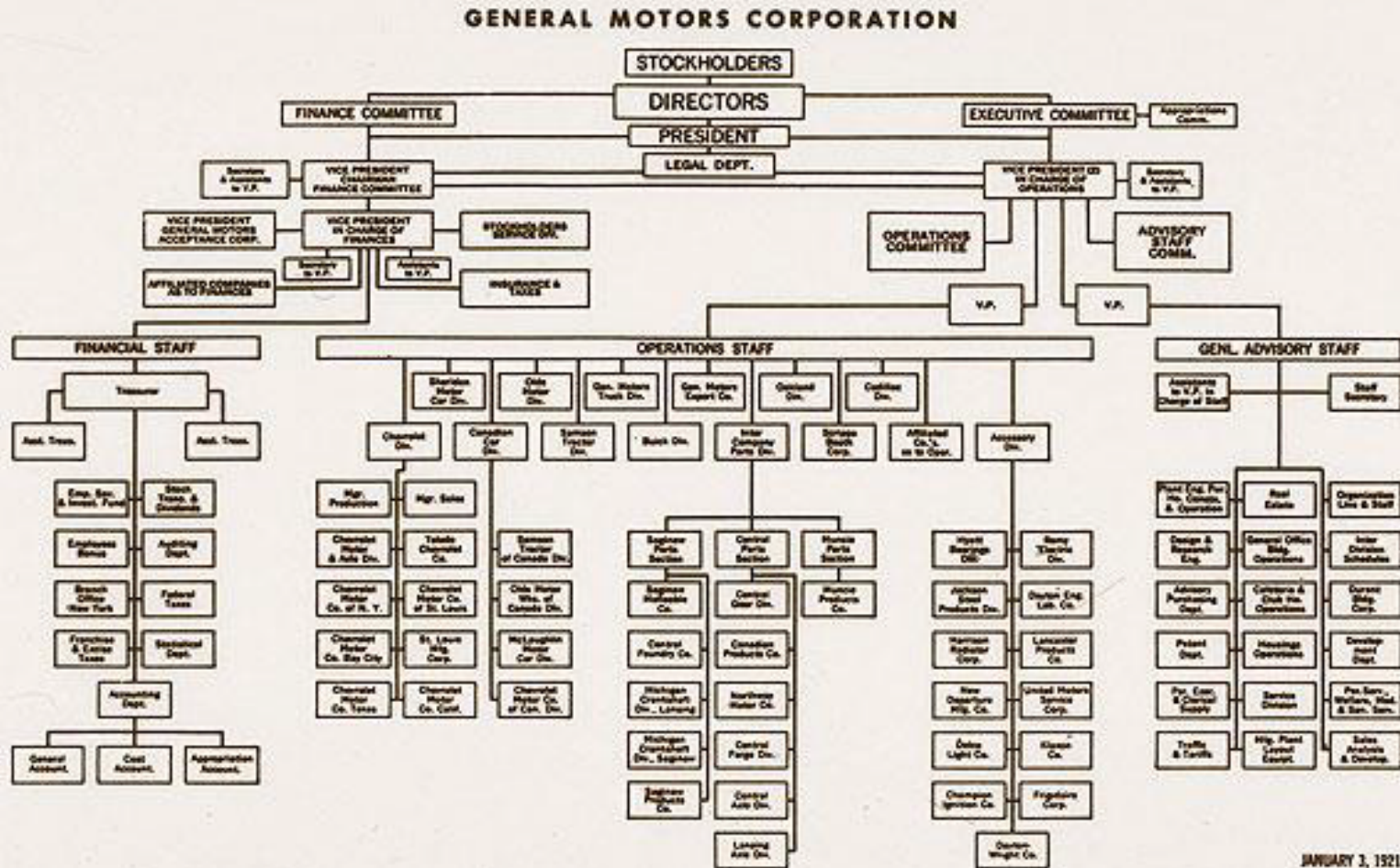


- Narrow span of control



- High formalisation

MACHINE BUREAUCRACY: GM CORP



JANUARY 3, 1921

PROFESSIONAL BUREAUCRACY

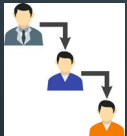
KEY ELEMENT: OPERATIVE CORE



- Low work specialisation: Non-routine tasks!



- High departmentalisation



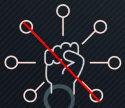
- Standardisation of skills



- Vertical and horizontal decentralisation



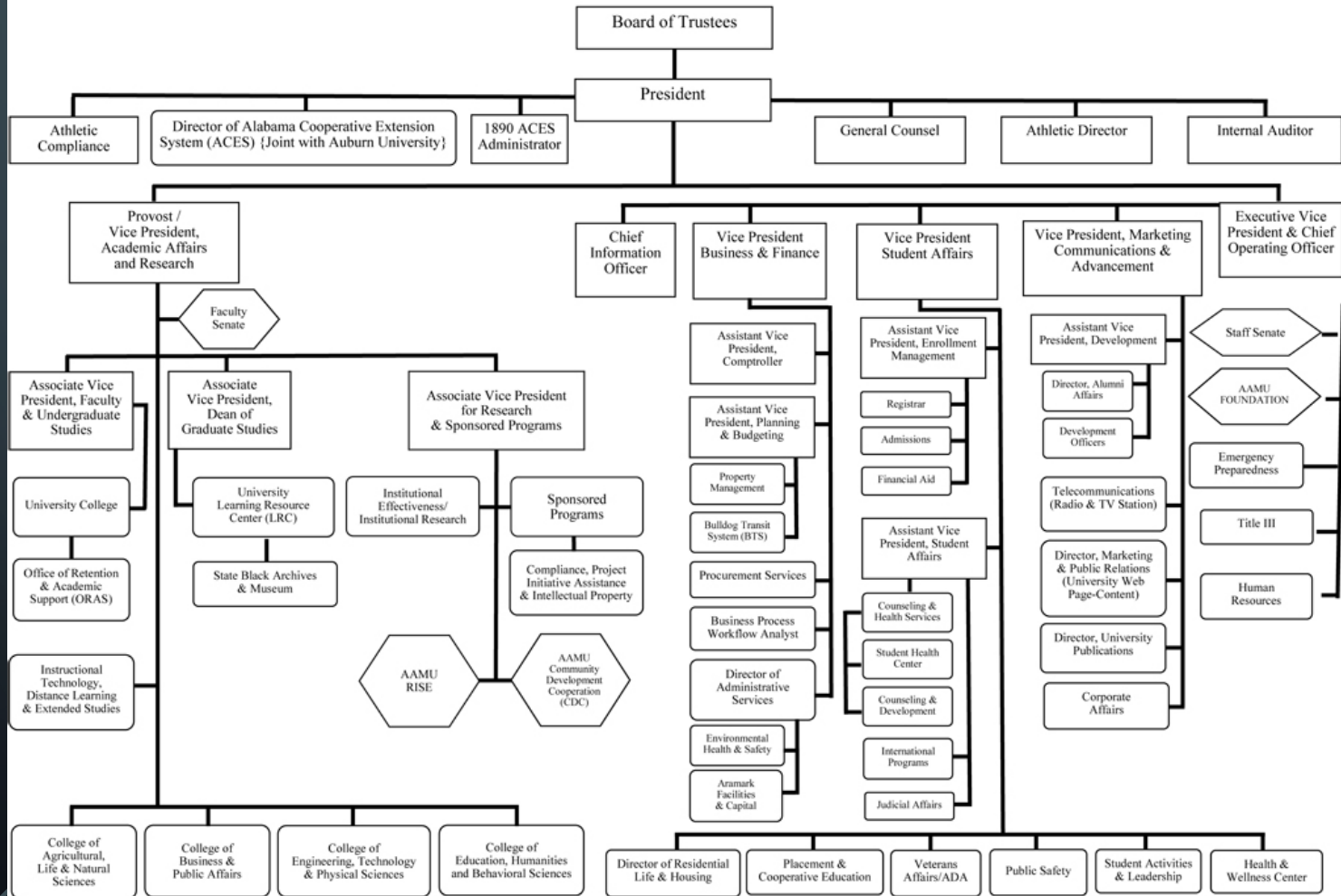
- Large span of control



- High formalisation of skills

PROFESSIONAL BUREAUCRACY: UV

Alabama A&M University Organizational Chart



DIVISION STRUCTURE

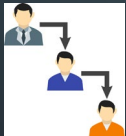
KEY ELEMENT: MIDDLELINE



- Work specialisation depending on division



- High departmentalisation; support staff within divisions



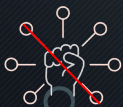
- Authority & responsibility centralised within the division



- Decentralisation at division level (limited vertical)

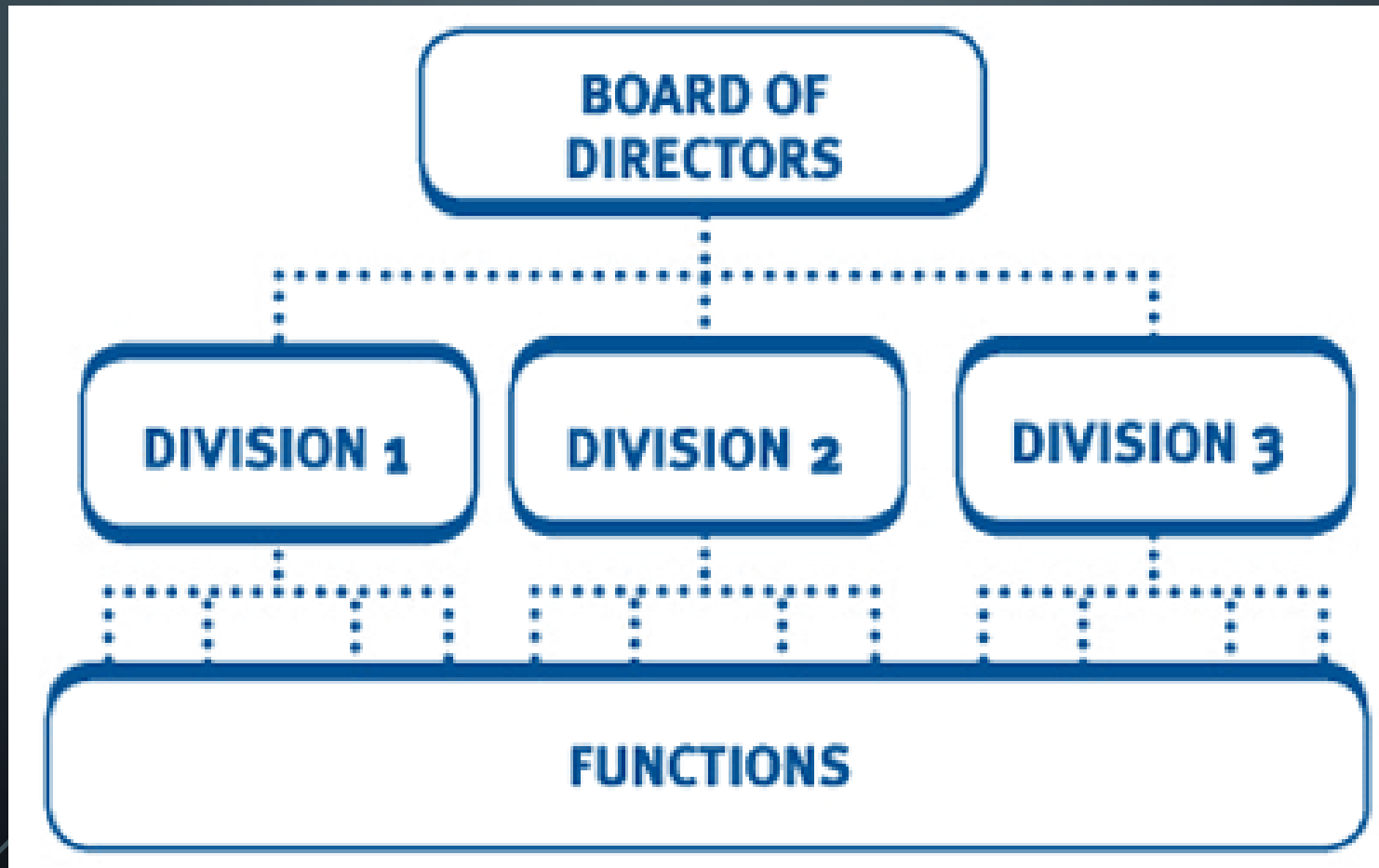


- Smaller span of control



- Standardisation of output

DIVISION STRUCTURE: LOTS OF CORPORATIONS



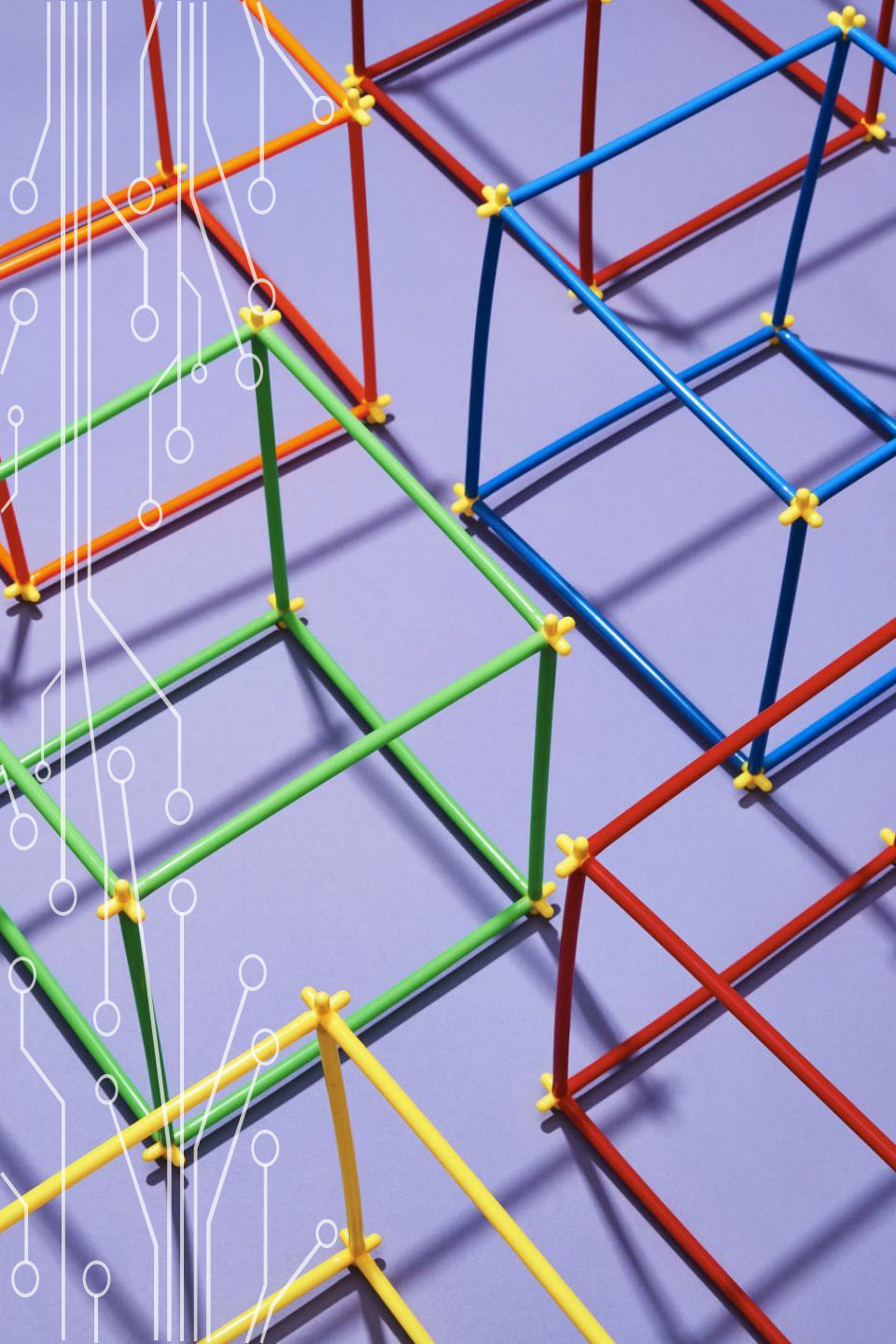
ADHOCRACIES



Key element support staff

Mutual adjustment,
Selective decentralisation,
low formalisation

Example: research and development firms,
Specialised experts on innovative projects are
operative, and the administrative part is a
support team



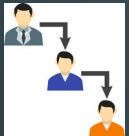
CONTEMPORARY STRUCTURES (ROBBINS, 2005)

- **TEAM STRUCTURES**
- **BOUNDARYLESS
STRUCTURES**

TEAM STRUCTURE



- Extremely high departmentalisation



- No clear line of authority



- Autonomy of specialists

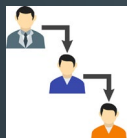
OFTEN APPLIED WITH A
DIVISIONAL APPROACH IN LARGE
ORGANISATIONS.



MATRIX STRUCTURE



- Double departmentalisation

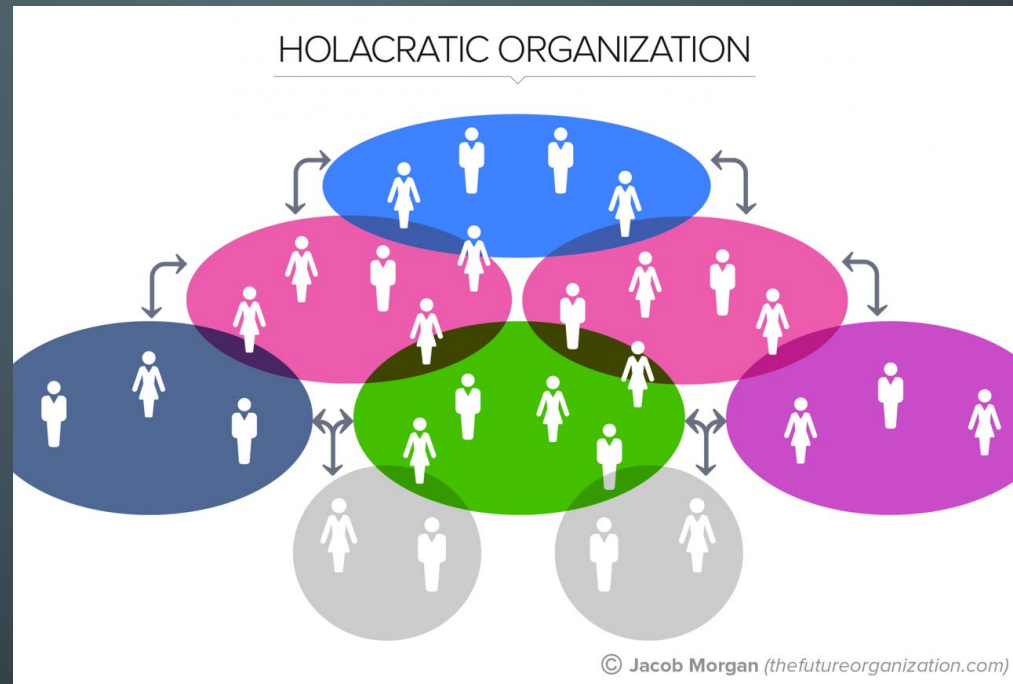


- Dual chain of command

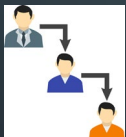
	Design Engineering	Manufacturing	Contract Administration	Purchasing	Accounting	Human Resources (HR)
Aircraft	Design Group	Manufacturing Group	Contract Group	Purchasing Group	Accounting Group	HR Group
Mission Systems and Avionics	Design Group	Manufacturing Group	Contract Group	Purchasing Group	Accounting Group	HR Group
Engines and Parts	Design Group	Manufacturing Group	Contract Group	Purchasing Group	Accounting Group	HR Group
Space Technologies	Design Group	Manufacturing Group	Contract Group	Purchasing Group	Accounting Group	HR Group

An organisation that is not defined by a chain of command places no limits on spans of control

BOUNDARYLESS ORGANISATIONS



- Virtual
- Network structures



PLEASE READ THE FOLLOWING LITERATURE THAT IS IN THE AULA VIRTUAL (FOR REPORT & EXAM)

- Robbins, S. P., DeCenzo, D. A., Coulter, M., & Anderson, I. (2015). *Fundamentals of Management*. (Canadian Edition)
 - **Chapter 5 uploaded in Aula Virtual**
- Lunenburg, F. C. (2012). Organizational Structure: Mintzberg's Framework. *International Journal of Scholarly Academic intellectual diversity*, 14(1), 1-8.

In your compiled material



GROUP REPORT TASK

1. Benchmark / point of reference

- Search for 1 similar organisation to yours
- Research information about the organisation and make an analysis of its organisational structure, based on the Mintzberg structure or the six key elements of an organisation, or both.
- This forms a benchmark/point of reference for your organisation structure design.
- Include: **brief information of the organisation, description of design, strength & weakness of the design, aspects that are relevant & irrelevant to your organisation.**
- Add this as an appendix to your group proposal (report). It is not included in the word count.

GROUP REPORT TASK

2. Design your structure

- Using the information in the two required readings, and your point of references, design your organisational structure. You can include designs that are not covered in the course (reliable citations needed)
- For the purpose of the exercise, we discourage the use of the **simple structure**.
- Describe succinctly how you selected the structure, considerations, and possible contingency factors in your group report.
- You need to include YOUR organisational chart (add it in the group report appendix).

Organisational Culture & Climate

Organisational
Psychology ARA, 2021
Marija Davcheva



This afternoon we will...

- ◆ Identify the building blocks of organisational culture
- ◆ Classify different sub-types of culture
- ◆ Understand the difference between culture and climate
- ◆ Recognise different foci of organisational climates

Think about an organisation you have encountered...



When you first get to know that organisation:

- What was special or odd about it?
- How did people typically interact with each other?
- What did people value and/or care about?
- What did people consider as 'normal' or take for granted?
- Which expectations, behaviours, and ideas were never questioned?
- Which behaviours were actively fostered and compensated?

How do we describe organisational culture and climate?

- ◆ We can describe organisations in a similar way to how we describe our visit to another country to our friends
 1. In terms of **values, attitudes, and beliefs**
 2. What it **feels** like to be there

From the very first interaction we can study culture and climate...

How to differentiate?



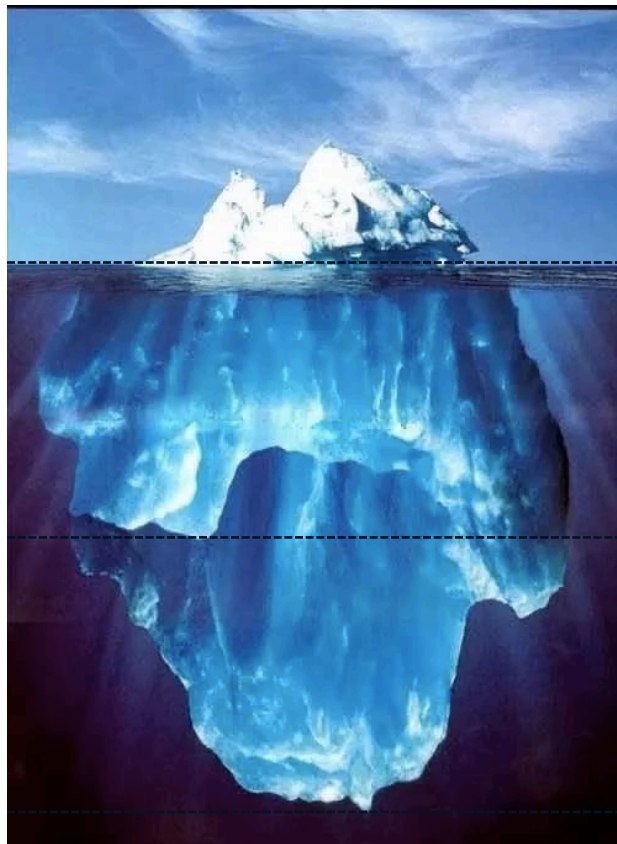
Organisational culture

‘A set of shared, taken-for-granted implicit assumptions that members of an organisation hold and that determines how they perceive, think about, and react to their various environments’ (Schein, 1992)

‘Shared meanings, values, beliefs that are created and communicated within an organisation’ (Ashkanasy et al., 2000)

Culture is like an iceberg

(Edgar Schein)



Artefacts

Visible structures and processes
Observable behaviour
- pay, ritual celebrations, levels
in a hierarchy

Espoused values

Things the company wants to
be known for (captured in
mission, and vision statements)

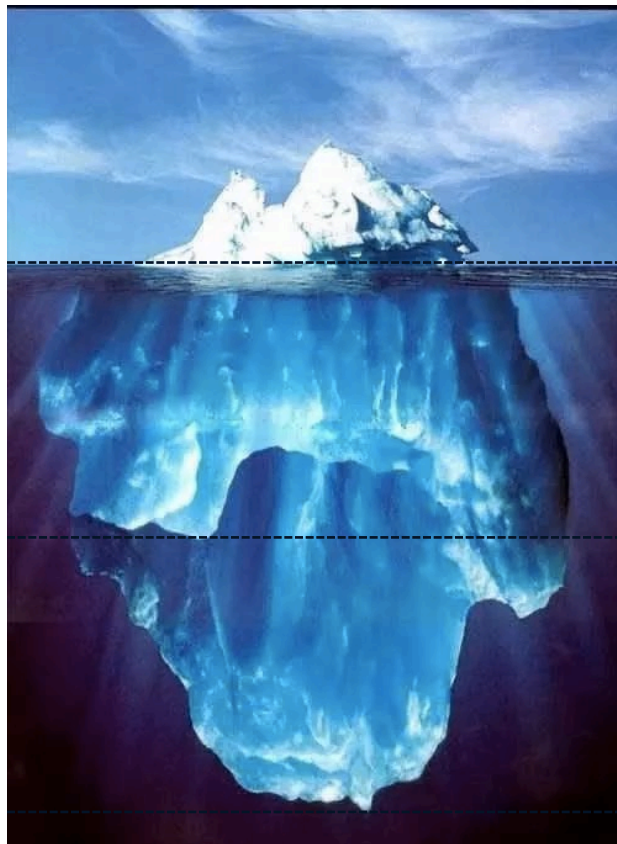
- Ideologies
- Aspirations
- Goals

Underlying assumptions

Beliefs
Values
Taken-for-granted
Perceptions
'unwritten rules'

Culture is like an iceberg

(Edgar Schein)



Artefacts



Espoused
values

OUR MISSION:
TO BRING INSPIRATION
AND INNOVATION TO EVERY
ATHLETE IN THE WORLD*
*IF YOU HAVE A BODY, YOU ARE AN ATHLETE

Underlying
Assumptions

'ANYONE will be able to achieve whatever they have set their mind to, if they only give 100% every day and don't quit'.

A real-life case



Underlying assumptions

‘Top-notch technology has an incredible impact on the world and will lead us into a better future’.

‘Top-notch technology can only be developed through active collaboration of excellent professionals’.

Espoused values



SAMSUNG

Samsung Philosophy
We will devote our human resources and technology to create superior products and services thereby contributing to a better global society

Samsung Values

- People
- Excellence
- Change
- Integrity
- Co-prosperity

Samsung Business Principles

1. We comply with laws and ethical standards
2. We maintain a clean organizational culture
3. We respect customers, shareholders and employees
4. We care for the environment, health and safety
5. We are a socially responsible corporate citizen



THE 2018 SAMSUNG CULTURE INDEX SURVEY COMING SOON

BE HEARD 

The SCI Survey focuses on five core areas:

- Work Smart
- Think Hard
- Build Trust
- Policy Management
- Leadership Support

This is your opportunity to provide valuable feedback on how we are doing as an organization – both our strengths and areas of opportunity.

Your participation is vital to help us shape Samsung's future and make our workplace more creative and collaborative.

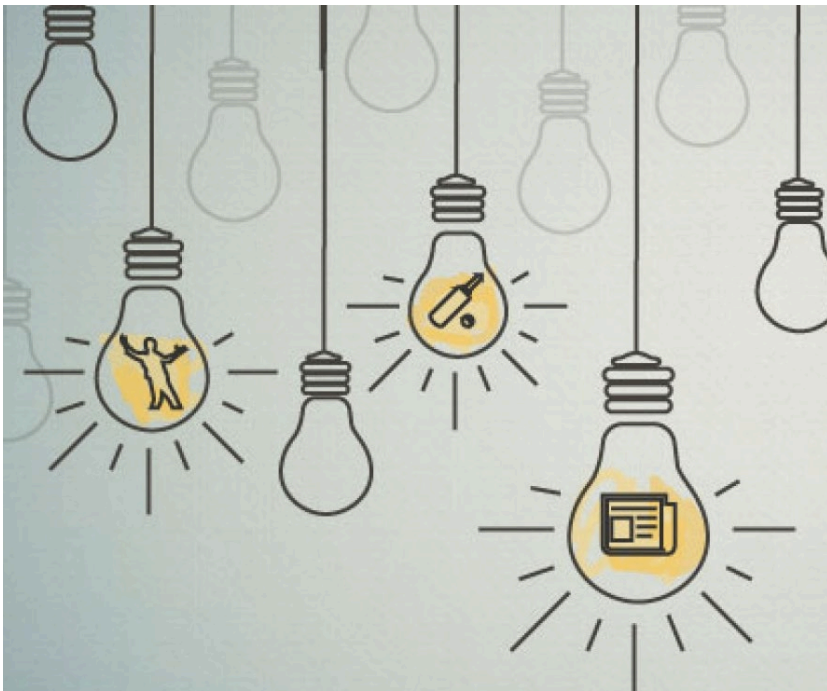
The survey will be open from September 3-28.
Check your email for the survey link!

Artefacts





Revisit your examples from earlier...



- Can you find clusters of artefacts, espoused values, and underlying assumptions?
- If you have individual artefacts – which values and assumptions are they based on?
- If you have individual values or assumptions – which artefacts do they manifest in?

Google example...

- <https://www.youtube.com/watch?v=Z-pT0XDYvDM>



1. Can you identify some **artefacts** in GOOGLE's culture?
2. What are the **espoused values**?
3. What are the **underlying assumptions**?

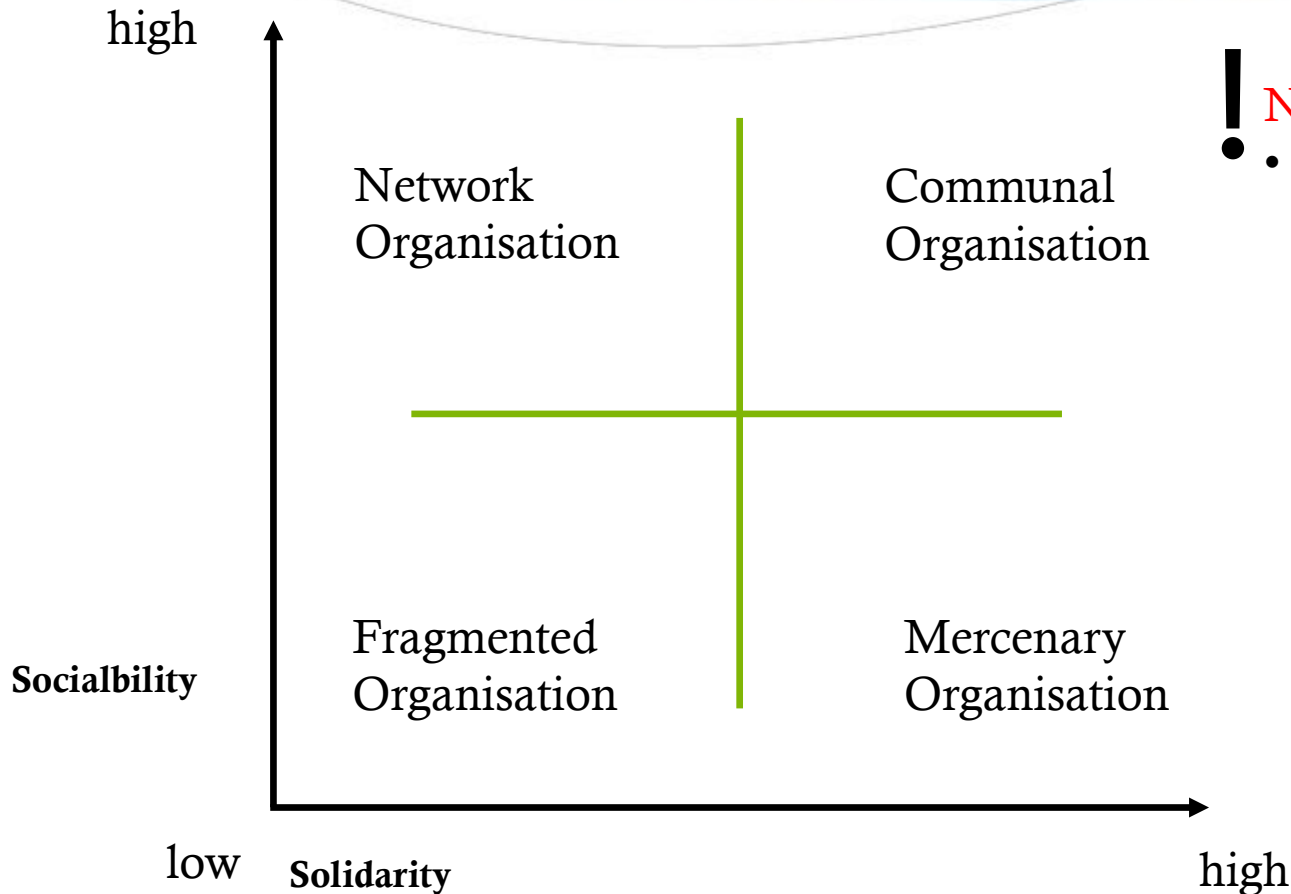
An in-between conclusion

- ◆ Our task as psychologists is to understand it all!
- ◆ Important: Culture is a product of the values of all those who make up the organisation
- ◆ Relevance?

Cultures can be classified

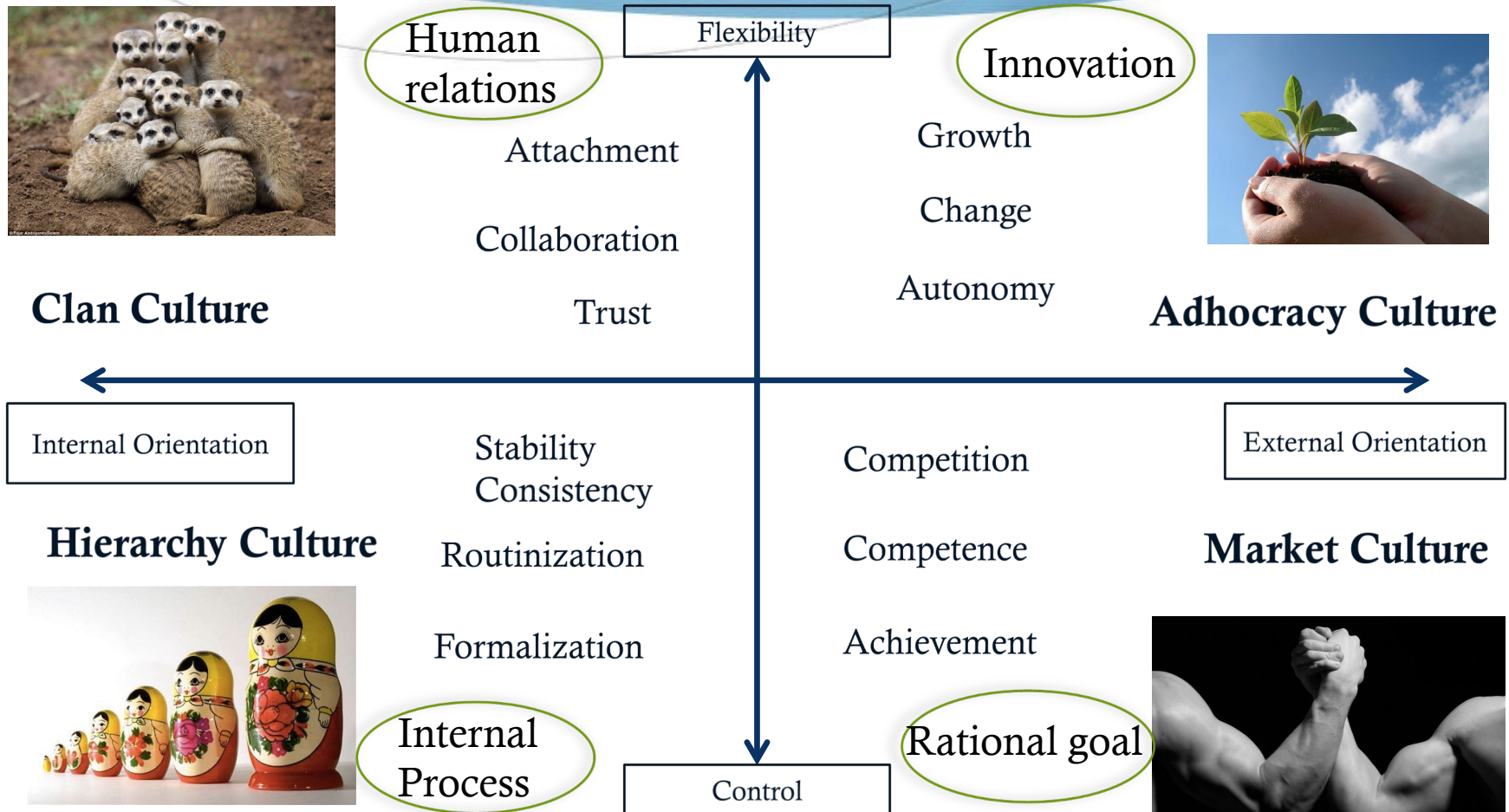
- ◆ Sociability vs. solidarity model (Goffee & Jones, 1998)
- ◆ Sociability = non-instrumental relations between individuals
- ◆ Solidarity = emphasis on common tasks/goals

Four possible configurations (Goffee & Jones)

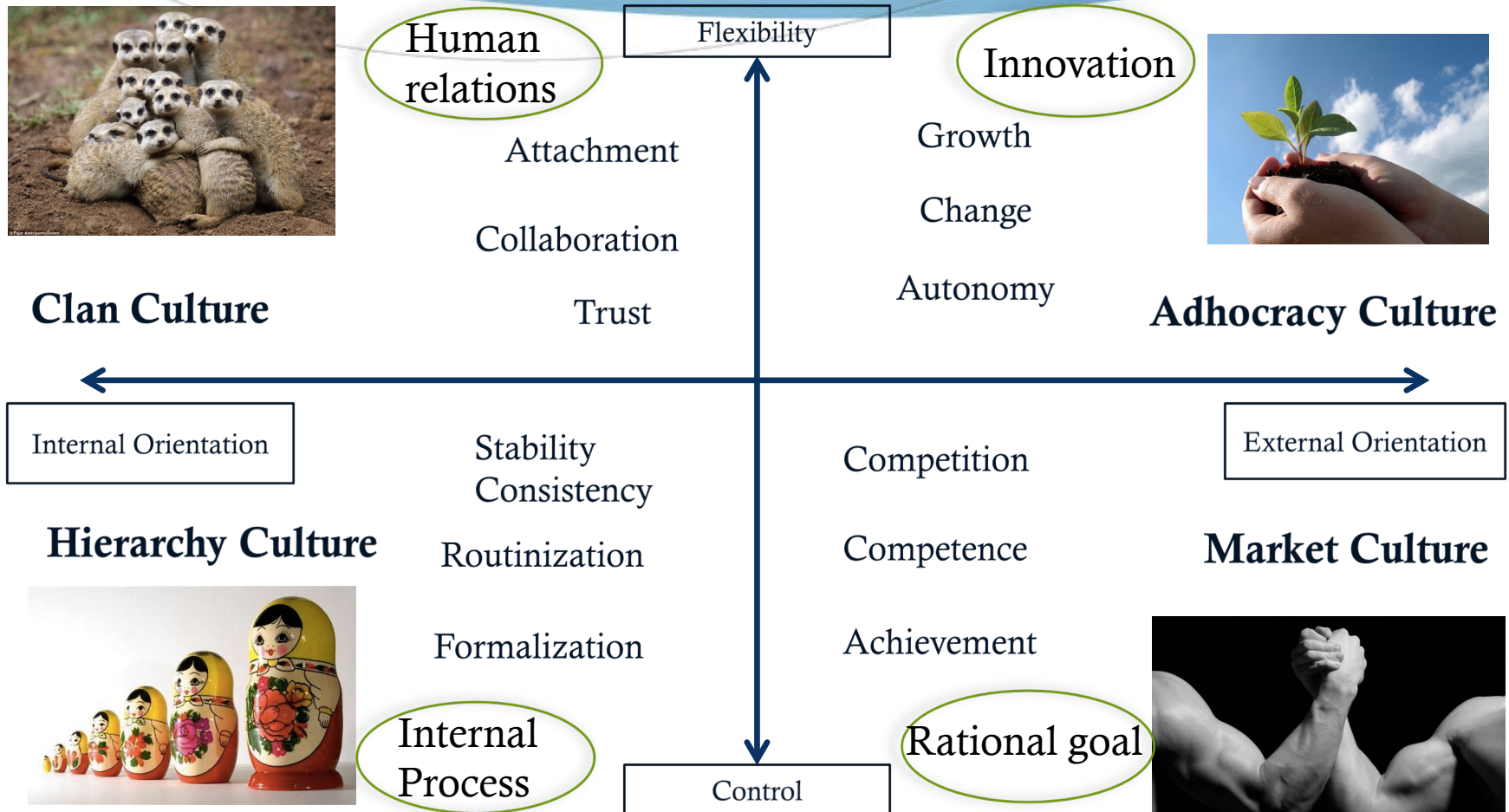


- ! **Not always the best form**
- It depends on the environment

Competing values model (Quinn & Rohrbaugh)



What about GOOGLE?



Culture vs. climate

- ◆ If culture is what makes an organisation distinctive, climate is what it 'feels like' to work there
- Descriptions and perceptions
- Individual level
- Group/ team level
- Organisational level

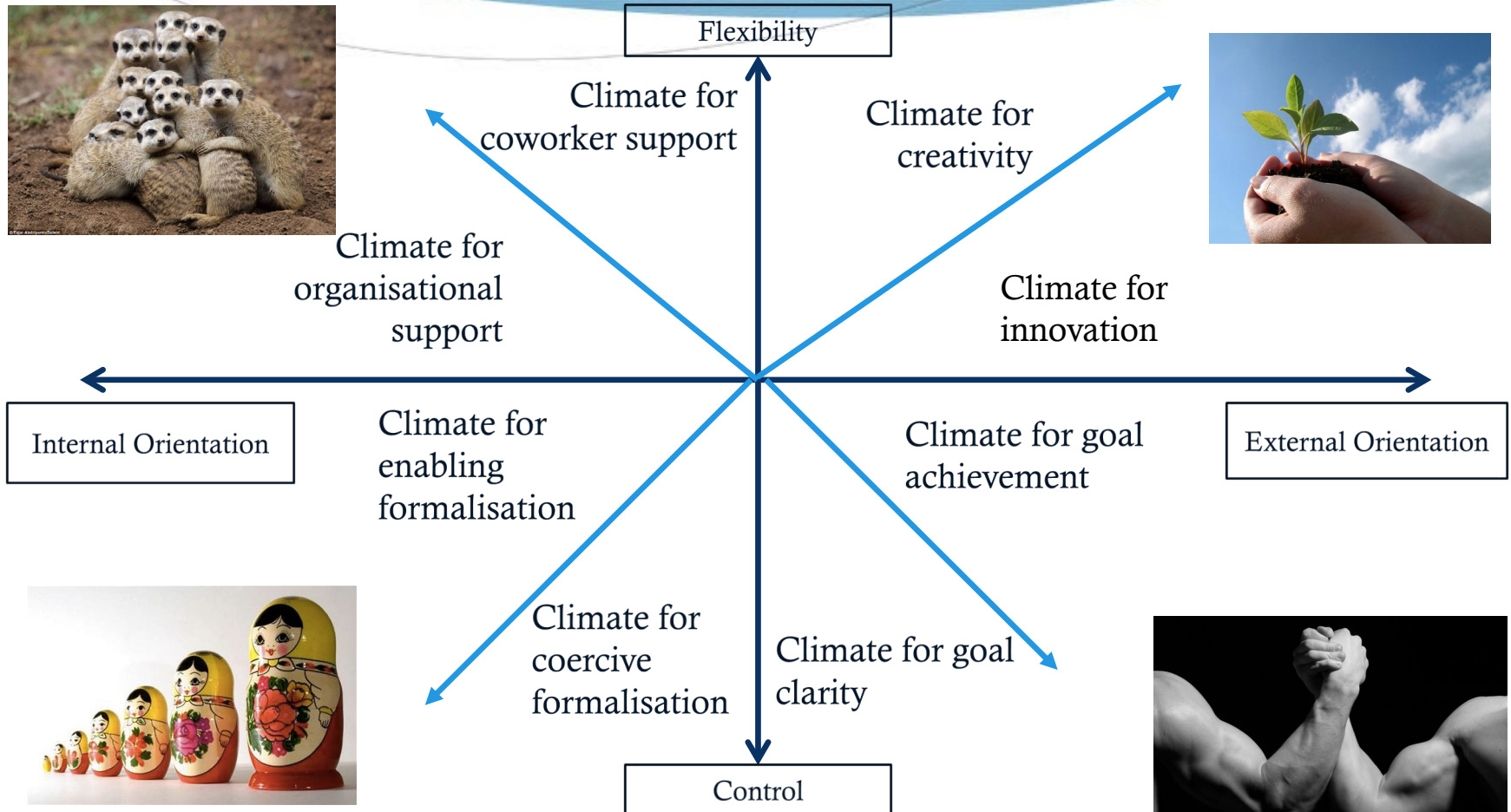
Organisational climate...



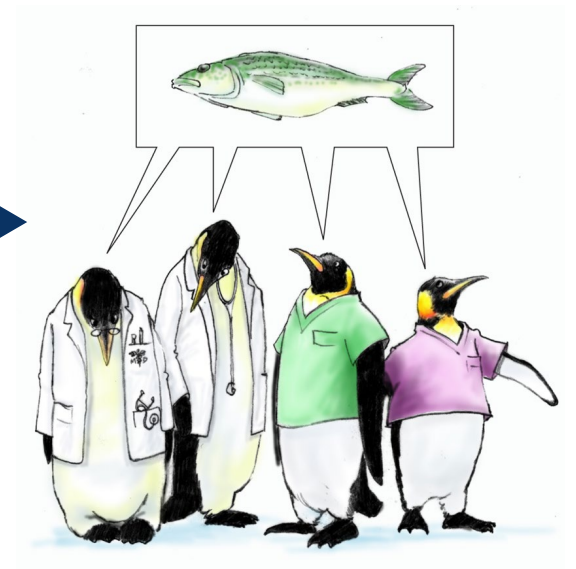
‘Shared perceptions of the workplace’

Climates can be classified

(Quinn & Rohrbaugh)



Climate as an embedment of values...



Culture vs. climate

- ◆ Measurement methods
- ◆ Climate – quantitative methods
- ◆ Culture - qualitative methods e.g. observations, interview, document analysis

How do cultures develop?

- ◆ How do organisational cultures develop?
- ◆ What mechanisms/practices can you implement to make employees perceive and share the organisational values?
- ◆ Harvard Business Review Article **Why Great Employees Leave 'Great Cultures'**

Group project : Create your organisation's culture!



- ◆ Which values and assumptions would you like your organisation to be built on? Why?
- ◆ How do you want these values to be reflected in day-to-day organisational life?
- ◆ Which type of culture do you want to create? Refer to the competing values model. Why?
- ◆ Which mechanisms would you employ in order to make employees perceive and share the organisational values?

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DECISION MAKING IN ORGANISATIONS

Individual and group biases

Marija Davcheva ARA Organisational Psychology, 2022

Our goals for today:

- Working out pros and cons of individual and group decisions
- Type of decisions
- Views of decision making
- The manager in DM
- Phases in DM

Group vs. individual decision making

■ Individual decision making

Pros

- + Faster
- + Decision of BEST individual usually better than group decision
- + High accountability

Cons

- Fewer ideas are considered
- Identifying the BEST individual can be really difficult
- More likely decisions are postponed

Group vs. individual decision making

■ Group decision making

Pros

- + More ideas and 'idea piggybacking'
- + Greater commitment to ideas
- + Interaction additionally serves as team building task

Cons

- Takes longer
- Counterproductive group dynamics
- Harder to identify responsibility

Type of decisions made



Programmed decisions

- Decisions with no major consequences or which do not require much thought
- Straightforward decisions
- Habitual decisions (frequent hence automated response [Decision Rule]) (e.g., what to eat, where to go, what to wear)
- Well structured recurring decisions made according to set decision rules

Non-programmed decisions

- Unique, non-routine, and important decisions
- Poorly structured situations with unclear sources of information; these decisions cannot be made according to existing decision rules
- Requires conscious thinking, info gathering & careful consideration of alternatives

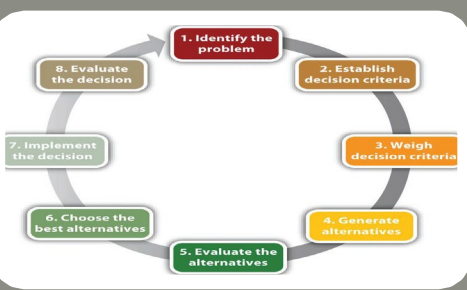
Views of decision making

1. Classical or rational model

2. Behavioural or organisational model

3. Garbage can model

4. Political (arena) model



Rational

- Goal: Maximise quality of outcome
- Process: ID problem, establish DM criteria, weigh criteria, generate alternative, choose best, implement, evaluate.
- All info is available, one decision-maker

GOOD ENOUGH

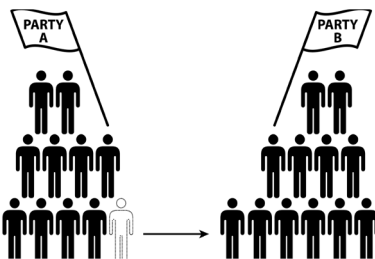
Organisational (bounded rationality), behavioural

- Limited subjective probabilities, non-exhaustive alternative search
- Goal is 'good enough' decision; maximising outcome not important



Garbage Can

- Unclear goals, obscure technology little understood by members, variable member participation
- Primary criteria unspecified chance




Political


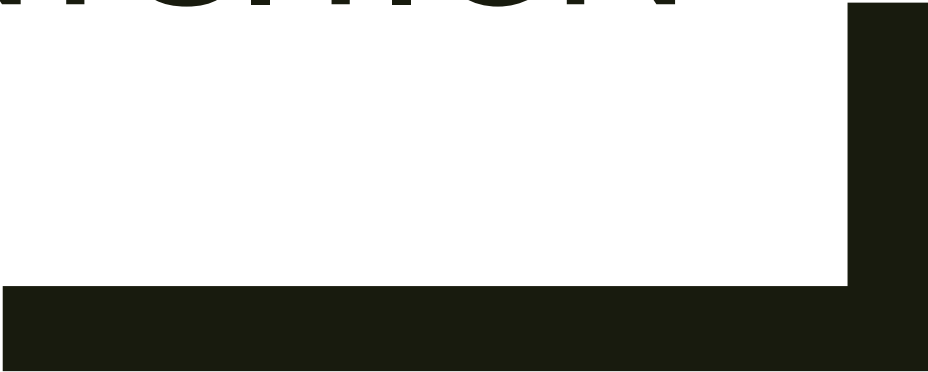
- Multiple objectives, coalition, compromise or bargaining DM strategy
- Criteria: acceptable outcome

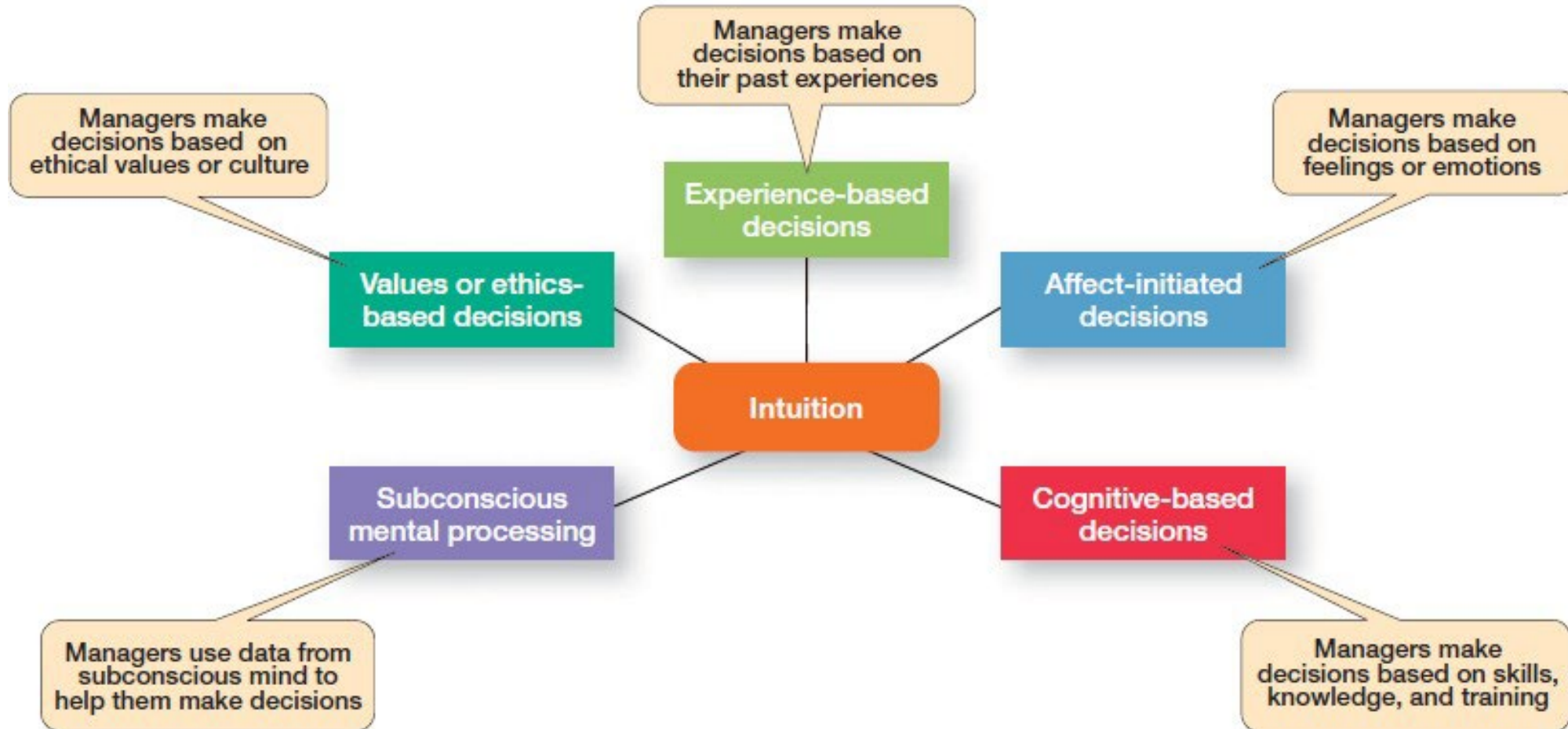
The manager in decision making

- Nature of work complexity and time pressure
- Problem identification, what is considered a problem?
 - impression management
- Action
 - Responsibility? Tendency to postpone solving problems
 - Is there pressure from the environment?
- In retrospect, multiple interpretations of success or failure of managerial decisions



THE ROLE OF INTUITION





Source: Based on L. A. Burke and M. K. Miller, "Taking the Mystery Out of Intuitive Decision Making," *Academy of Management Executive*, October 1999, pp. 91-99.



**THE ROLE OF
EVIDENCE -BASED
MANAGEMENT**



Scientific literature

Empirical studies

Organization

Internal data



Practitioners

Professional expertise

Stakeholders

Values and concerns

Phases of decision making

Problem identification

Definition of the problem

Analysis of the problem

Formulation of alternatives

Testing the alternatives against criteria and selection

Implementation

- But in reality, is there value or urgency in the problem?
- Meta decision making: decision controller decides on how decision making will take place in the organisation

Our goals for today:

- Understanding individual and group level bias in decision making
- Developing strategies for avoiding bias in group decision making
- Working out pros and cons of individual and group decisions
- Views of decision making
- The manager in DM
- Phases in decisión making process



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DECISION MAKING IN ORGANISATIONS

Individual and group biases

Marija Davcheva ARA Organisational Psychology, 2022

Our goals for today:

- Understanding individual and group level bias in decision making (DM)
- Developing strategies for avoiding bias in decision making
- Working out pros and cons of individual and group decisions
- Views of decision making
- The manager in DM
- Phases in DM

The image features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

INDIVIDUAL COGNITIVE BIAS

Overconfidence bias



Find a partner

Individually upload in the Aula Virtual a document with your responses on the short activities you did during class



Think of a situation where the overconfidence bias could influence decisions in an organisational context.

Framing Bias



Framing Bias





Think of a situation where the framing bias could influence decisions in an organisational context.

Hindsight bias





Think of a situation where hindsight bias could influence decisions in an organisational context.

Anchoring bias





Think of a situation where the anchoring bias could influence decisions in an organisational context.



FYRE

APRIL 28-30 | MAY 5-7

2017

EXUMAS

EXPECTATION



REALITY



Escalation of commitment / sunk cost fallacy





Not wanting to admit mistakes



Not monitoring changes in the environment



Incorrect beliefs about persistence

Escalation of
commitment/
sunk cost
fallacy

Do you think we can avoid individual bias in decision making? How?

The image features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

GROUP BIAS

Think about

- During a group meeting, have you ever refrained from expressing your opinion because it was the opposite of the group opinion?



Groupthink

(Janis, 1972)



Groupthink (Janis, 1972)

- Illusion of invulnerability
- Belief in inherent morality
- Stereotyped views of out-groups
- Direct pressure on dissenters
- Self-censorship
- Illusion of unanimity
- Self-appointed 'mindguards'

Another Bad Decision

- The Bay of Pigs Invasion:
 - 1961 Kennedy and advisors tried to overthrow Castro by supporting an invasion of Cuba with 1400 CIA trained Cuban exiles.
 - Believed that troops could retreat to mountains that were actually on the other side of the island. Troops actually deployed in a swamp and were immediately surrounded.
 - Created alliance between Cuba and USSR which gave rise to the Cuban Missile Crisis.



Brainstorm !!

- Take five minutes to write down as many ideas as you can on how to avoid groupthink
- Everyone whose first name starts with A-H: What can **GROUPS** do?
- Everyone whose first name starts with I-O: What can **LEADERS** do?
- Everyone whose first name starts with P-Z: What can **INDIVIDUAL** group members do?

What can we do to avoid groupthink?

Groups	Leaders	Individuals
Discuss the phenomenon	Break groups up from time to time	Monitor and modify own behaviour
Assign devil's advocate	For critical decisions: have two teams work on the same problem	Check self for self-censorship
Invite external experts	Avoid stating preferences from the outset	Avoid mindguarding
Encourage culture of difference	Set a tone that encourages criticality	Avoid pressuring others
Debate decisions	Establish a channel for anonymous feedback	Monitor group for risky behaviours and get them back on track

Upload the document in the Aula
Virtual - Task: Wednesday Group
examples on decision making bias

Group vs. individual decision making

■ Individual decision making

Pros

- + Faster
- + Decision of BEST individual usually better than group decision
- + High accountability

Cons

- Fewer ideas are considered
- Identifying the BEST individual can be really difficult
- More likely decisions are postponed

Group vs. individual decision making

■ Group decision making

Pros

- + More ideas and 'idea piggybacking'
- + Greater commitment to ideas
- + Interaction additionally serves as team-building task

Cons

- Takes longer
- Counterproductive group dynamics
- Harder to identify responsibility

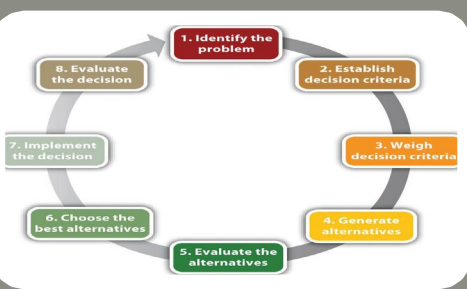
Views of decision making

1. Classical or rational model

2. Behavioural or organisational model

3. Garbage can model

4. Political (arena) model



Rational

- Goal: Maximize quality of outcome
- Process: ID problem, establish DM criteria, weigh criteria, generate alternative, choose best, implement, evaluate.
- All info is available, one decision-maker

**GOOD
ENOUGH**

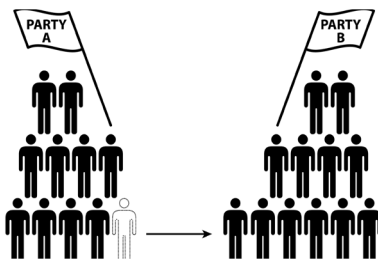
Organisational (bounded rationality), behavioural

- Limited subjective probabilities, non-exhaustive alternative search
- Goal is 'good enough' decision; maximising outcome not important



Garbage Can

- Unclear goals, obscure technology little understood by members, variable member participation
- Primary criteria unspecified chance



Political

- Multiple objectives, coalition, compromise or bargaining DM strategy
- Criteria: acceptable outcome

The manager in decision making

- Nature of work complexity and time pressure
- Problem identification, what is considered a problem?
 - Impression management
- Action
 - Responsibility? Tendency to postpone solving problems
 - Is there pressure from the environment?
- In retrospect, multiple interpretations of success or failure of managerial decisions

Phases of decision making

Problem identification

Definition of the problem

Analysis of the problem

Formulation of alternatives

Testing the alternatives against criteria and selection

Implementation

- But in reality, is there value or urgency in the problem?
- Meta decision making: decision controller decides on how decision making will take place in the organisation

Our goals for today:

- Understanding individual and group level bias in decision making
- Developing strategies for avoiding bias in group decision making
- Working out pros and cons of individual and group decisions
- Views of decision making
- The manager in DM
- Phases in decision making process



Designing an organisation: analysis and evaluation of an organisation

- ▶ **GROUP PROJECT** : 30 % of total grade
- ▶ 8 groups of 6-7 people
- ▶ Join one of the 8 groups in the AULA Virtual! We need 8 groups in total
- ▶ Deliveries
- ▶ 1. Group report
- ▶ 2. Group presentation



Aims & Objective

Practice analyzing & evaluating an organization through Designing an Organization

- ▶ Application of theories
- ▶ Identify the main elements of an organization
- ▶ Familiarize with the formation and the development of organizational processes
- ▶ Evaluate some aspects of an organization



Startups for any causes



Capital investor
(Marija)



Startups for any causes

Professional
Evidence-based approach
Good organisational culture

Mid-term presentations: end of April/ beginning of May
Report due: 13 May

Organisation proposal

- ▶ **Basic: Business plan**
- ▶ **SWOT analysis**
- ▶ **Viability plan**
- ▶ **Organisation design guided by AMIGO**
- ▶ **Development & evaluation plans guided by AMIGO**
- ▶ *Summary & conclusion*
- ▶ *References*
- ▶ *Appendix: Organisational chart*

General assessment criteria

Report limit
***appendix and**
reference not incl:
4500 < Words < 5500

Rubric uploaded in
Aula Virtual

1. Business plan

- ▶ What is the name?
- ▶ What product /service will your organisation offer?
- ▶ Where will it be situated? ENVIRONMENT
- ▶ What is your slogan and logo?
- ▶ What is the organisational vision?
- ▶ What is the organisational mission?

Vision



- ▶ A vision statement describes the **desired future position** of the company.
- ▶ **Your vision statement gives the company direction.**
- ▶ The vision statement is about what you want to become. It is aspirational.
 - What problem are we solving?
 - Who and what are we inspiring to change?
 - How does your organisation improve people's lives? How do you make the world a better place?

MAKING A SWOT ANALYSIS

What is SWOT?

S: **Strengths**

W: **Weaknesses**

O: **Opportunities**

T: **Threats**

Internal analysis

- Success
- Differentiation
- Constraints
- Costs
- Impact
- etc.

External environment

- Political
- Economic
- Legal
- Technological
- Social
- etc.

MAKING A SWOT ANALYSIS

The SWOT matrix

► Qualitative report: How to take advantage of our strengths and opportunities? How to reduce our weaknesses and threats? Are we in consonance with our mission and strategy?

	Strengths	Weaknesses
Internal analysis		
	Opportunities	Threats
External analysis		

S

STRENGTHS

- Things your company does well
- Qualities that separate you from your competitors
- Internal resources such as skilled, knowledgeable staff
- Tangible assets such as intellectual property, capital, proprietary technologies etc.

W

WEAKNESSES

- Things your company lacks
- Things your competitors do better than you
- Resource limitations
- Unclear unique selling proposition

O

OPPORTUNITIES

- Underserved markets for specific products
- Few competitors in your area
- Emerging need for your products or services
- Press/media coverage of your company

T

THREATS

- Emerging competitors
- Changing regulatory environment
- Negative press/media coverage
- Changing customer attitudes toward your company

SWOT Analysis

Viability Plan



IDEA



MARKET



FINANCES

THE VIABILITY PLAN

The viability plan is a study to delimitate if our idea/project is feasible or not

1. The idea/project. Searching information about our idea/project: could it be welcomed in society? Has it been tested in other contexts? What do experts think about the idea/project? Is it a good idea/project? What I need for this idea/project?

THE VIABILITY PLAN

2. The market. Who are our potential clients/users? Why our potential clients/users will choose our idea/project? Are there other organisations offering similar goods/services? What are our unique features and attractive points? How to disseminate our idea/project?

THE VIABILITY PLAN

3. Finances. Necessary money to start the project? Loans? What are the annual costs of the project? How much must we produce/sell to be feasible? Projection over time.

THE VIABILITY PLAN

- **Qualitative report:** Realistic description (with arguments and data) of the project viability in terms of IDEA, MARKET, and FINANCES. Be practical and realistic!
- You have a number of alternatives to find information: internet, interviewing professionals in the same sector, visiting an organisation, etc.



BRAINSTORMING TIME!!!

The Six Thinking Hats

<https://www.youtube.com/watch?v=UZ8vF8HRWE4>

!!!

C



Blue Hat - Process

Think about thinking.
What's going on?
Organizing the thinking
Planning for action.

FACTS



White Hat - Facts

Informational data,
Neutral objective
What do I know?
What do I not know?
What do I need to know?

...



Red Hat - Feelings

Intuition, hunches, gut instinct.
My feelings right now.
Feeling can be
The feelings are genuine.

ACTIVITY

Activity



Green Hat - Creativity

Ideation, possibilities
Solution to the problem

FITS



Yellow Hat - Benefits

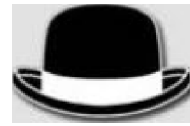
Positive points.
I have an idea!
Logical assumptions

WIZ

WIZ

WIZ

WIZ



Black Hat - Cautions

Disadvantages, risks
Spotting the risks
Logical assumptions

THE SIX THINKING HATS

Organisational Psychology Gr. ARA, 2022

Author: Marija Davcheva

Rubric title: Designing an organisation: analysis and evaluation of an organisation

Task description and instructions: This task is a group task (6-7 members per group) in the form of a group report. The aim of this task is to analyse and evaluate an organisation by designing your own organisation. You need to create a business proposal (service or product), design your organisation, then analyse and evaluate your organisation by applying the theoretical knowledge gained in the course.

Format: The task delivery is a group report. Word limit from **4500 to 5500 words**. APA 7 Style. Grades will be reduced if delivery deadline and/or word limit is not respected.

	Inadequate (1)	Developing (2)	Adequate (3)	Exemplary (4)	Points
Application of the acquired theoretical knowledge and depth of analysis	No theories have been used to justify the information in the report.	Some of the theories have been mentioned in the report but without an analysis of their relationship with the content.	The main theories and concepts have been included in the report but their relationship with the content is sometimes superficial or confused.	There is a clear link between the report information and the main theories and concepts that have been included in the report. The concepts are integrated and aligned with the theories.	X3

<p>Clarity and feasibility of the proposal</p>	<p>The business aim is not clearly defined and without justification.</p> <p>The business proposal lacks a SWOT analysis and a viability plan.</p> <p>The organisational design and the project idea are not feasible. The AMIGO model is not used to analyse and evaluate the organisational design.</p>	<p>The business aim is defined but lacks justification with contextual demands (e.g., numerical data).</p> <p>A SWOT analysis is implemented but lacks relation to crucial aspects of the proposed business. The viability plan lacks crucial exhaustive explanations.</p> <p>The AMIGO model is mentioned to describe the organisational design, but the organisational facets are not feasibly integrated.</p>	<p>The business aim is clearly defined and justified with contextual demands (e.g., numerical data).</p> <p>A SWOT analysis is implemented but it lacks detailed explanation in a few business aspects OR the viability plan lacks some explanations.</p> <p>The AMIGO model is used to analyse the proposed organisational design. The organisational facets are integrated and feasible but lack the detailed evaluation.</p>	<p>The business aim is clearly defined and justified with contextual demands (e.g., numerical data).</p> <p>A detailed SWOT analysis is implemented to connect the problem with the proposed business solution AND the viability plan is detailed and justified.</p> <p>The organisational design is feasible, with integrated sections analysed and evaluated following the AMIGO model.</p>	<p>X3</p>
<p>Information organisation</p>	<p>The report lacks an index and the sections do not facilitate an understanding of the text. The information does not have a coherent order and the paragraphs are not correctly connected – making it difficult to follow the aim of the report.</p>	<p>The report has a basic index, but the sections do not help to follow the report aim.</p>	<p>The report has an index that helps structure the information.</p> <p>The text, in general, is cohesive and coherent with some jumps within the information.</p>	<p>The report has a coherent index that is followed with text that offers a clear overview of the information.</p> <p>A correct use of connectors makes the text cohesive and coherent, without abrupt jumps within the information.</p>	<p>X1</p>

<p>Format and Bibliography</p>	<p>The literature used is not scientific. The mandatory literature is not used.</p> <p>APA 7 style is not used or is used incorrectly. There are no references within the text, or they are incorrect.</p>	<p>At least two scientific documents have been used in the report.</p> <p>APA 7 style is used but with important mistakes. There are just a few ideas referenced within the text.</p>	<p>Almost all the literature used is scientific. The mandatory literature has been used.</p> <p>APA 7 style is used in the in-text citations as well as in the final bibliography section – but there are a few errors (for example, a lack of italics). Within the text there are no ideas that lack a needed reference.</p>	<p>Almost all the literature is scientific or relevant examples from the business sector. The mandatory and additional literature have been used.</p> <p>APA 7 style is correctly used in the in-text citations as well as in the final bibliography section. Within the text, there are no ideas that lack a needed reference.</p>	<p>x1</p>
<p>Report design and language</p>	<p>The report lacks a professional design. There is no company logo and professionally designed sections using titles and subtitles.</p> <p>The language used is mainly colloquial.</p> <p>There are grammar errors.</p>	<p>The document design is semi-professional with some errors in the visual representation and the logo is not original and professional.</p> <p>The language used is a mix of scientific and colloquial language with a few grammar errors.</p>	<p>The document is designed professionally, with a company logo. All sections are named with titles and subtitles.</p> <p>The language is scientific and only in a few instances colloquial. There are only a few grammar errors that do not interfere with understanding the text.</p>	<p>The document is designed professionally, with a company logo. All sections are named with titles and subtitles accordingly.</p> <p>The information provided is supported by visuals (e.g., tables and figures reported in APA 7 style). The language used is professional and scientific without colloquialisms. There are no grammar errors.</p>	<p>x1</p>

Author: Marija Davcheva

Activity: **GOAL SETTING – the S.M.A.R.T Goals Technique**

*The following activity is designed to help you set up your team goals and measure your team progress. Start by practising setting up daily goals for yourself, then use the SMART goals tool to enrich your **ORGANISATIONAL DESIGN** group project. Think about the ways that SMART goals can impact your business plan.*

1. Objectives

- I. Improve collaborative goal-setting skills
- II. Provide more communication options within the workplace
- III. Improve motivation and confidence in work responsibilities

2. Description

SMART goals are a relatively new idea. In 1981, George T. Doran, a consultant and former director of corporate planning for the Washington Water Power Company, published a paper called, “There’s a S.M.A.R.T. Way to Write Management’s Goals and Objectives”. Setting SMART goals means you can clarify your ideas, focus your efforts, use your time and resources productively, and increase your chances of achieving expected/desired outcomes. These goals can be a point of reference for the individual and as an indicator of the motivation of that person. In this way, a worker can keep track of their own goals and managers can track the activities of the worker.

Goals must adhere to these categories:

- S – Specific
- M – Measurable
- A – Achievable
- R – Relevant
- T – Time-bound

3. How to use:

- I. A user will go through the SMART goal steps and fill out each section as thoroughly as possible. This may be done as an individual, but for team goals, it should be done as a team.
- II. Users adhere to their SMART goals by posting the sheet in a visible area, or condensing the worksheet into one sentence and posting the goal.
- III. Teams set their timely reminders based on the length of the goals, and check and re-evaluate them appropriately.
- IV. Teams can make multiple SMART goals for each of their relevant goals.

4. Debrief

The SMART goals tool helps teams ensure they are making goals that can be used in

their profession. By using this tool, teams are more concise and focused on their daily actions – which is a direct result of using this tool to focus their energy.

SMART Goals Template

The SMART goals technique is designed to help you identify what you want to achieve and whether that is realistic. At the same time, it helps you determine a deadline. When writing SMART goals it is crucial to use concise language, relevant information, and always have in mind what you want to achieve. Start by answering what is your initial goal and follow this step-by-step guide to discover how you can transform your goal into a SMART goal.

Initial goal (*Write the goal you have in mind*):

1. Specific (*What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?*)

2. Measurable (*How can you measure progress and know if you have successfully met your goal?*):

3. Achievable (*Do you have the skills required to achieve the goal? If not, can you obtain them? What is your motivation behind this goal?*):

4. Relevant (*Why am I setting this goal now? Is it aligned with the overall objectives?*):

5. Time-bound (*What's the deadline and is it realistic?*):

SMART goal (*Review what you have written, and craft a new goal statement based on the answers to the questions above*):



Organisational design - The AMIGO Model

Analysis, Management and Intervention
Guidelines for Organizations

Peiró et al., 1999

Peiró & Martínez-Tur, 2008



Marija Davcheva, Gr ARA, Organisational psychology, 2022



Literature

- Uploaded in Aula Virtual
- Focus on the facets of the model
- 1. Psychosocial Risk Assessment (PSRA) Peiro, 2000
- 2. Peiro and Rodriguez (2008) Work Stress, Leadership and Organizational Health

AMIGO

- Methodology for Organisational Analysis & Planned Change
 - Theoretical framework for identifying main facets of organisations
- How do we apply this methodology?
 - Organisation analysis & change
 - Psychosocial risk prevention & intervention
 - We can use it as a guide for **organisational design**

Peiró & Rodríguez (2008) → Leadership and Work Stress in AMIGO frame

prevention1st

AMIGO Model Characteristics

- Distinguishes HARD & SOFT facets of an organisation
- Dynamic perspective fit
- Analyzes the 'harmony' between different organisational factors
- **Multilevel approach**
 - **Individual** perspective (how one is affected by other organisational members)
 - **Group/departmental** perspective
 - Sees the organisation as a **WHOLE**



The importance of the AMIGO model

- The organisational facets have an impact on the organisational results
- The model is connecting the facets to achieve coherence in the system
- The model can reduce possible psychosocial risks arising from lack of coherence
- Analysing the organisation as a system
- Analyse impacts of psychosocial risks on
 - Individuals
 - Department
 - Different organisational facets
 - Entire organisation
 - Results

ORGANISATIONAL ENVIRONMENT



ORGANISATIONAL ENVIRONMENT

What is an organisational environment? What does it consist of?

- Geographical
- Political
- Societal
- Cultural



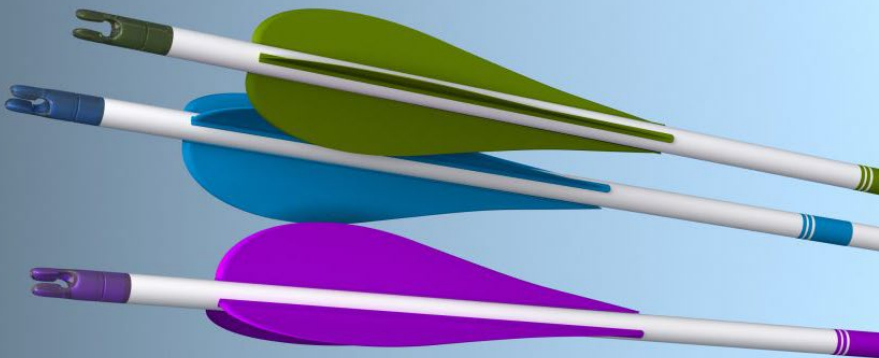
ORGANISATIONAL ENVIRONMENT



STRATEGY

Strategy

- ‘the explication of the long-term objectives and goals [...], the adoption of courses of action, and the distribution of resources necessary for achieving these goals’.
- Fundamental element of strategy: **determination of the products or services (or both)**



ORGANISATIONAL ENVIRONMENT

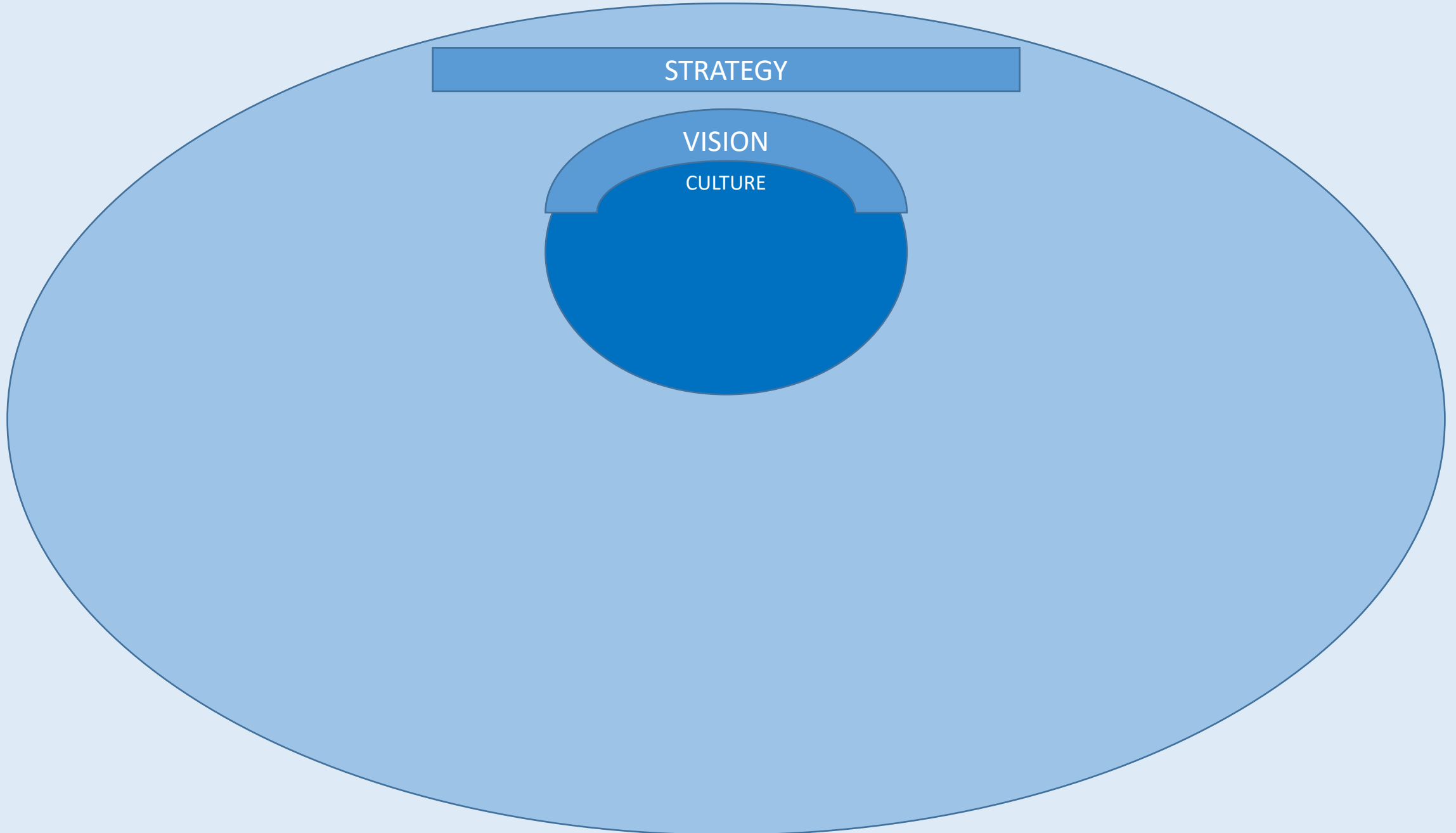


A diagram illustrating the components of an organizational environment. It features a large, light blue, horizontally-oriented oval shape that represents the overall environment. Inside this oval, at the top, is a horizontal rectangular bar with a darker blue fill and a thin black border, containing the word "STRATEGY" in white, uppercase letters. Below this bar, centered within the oval, is a solid dark blue circle containing the word "CULTURE" in white, uppercase letters. The entire diagram is set against a light blue background.

STRATEGY

CULTURE

ORGANISATIONAL ENVIRONMENT

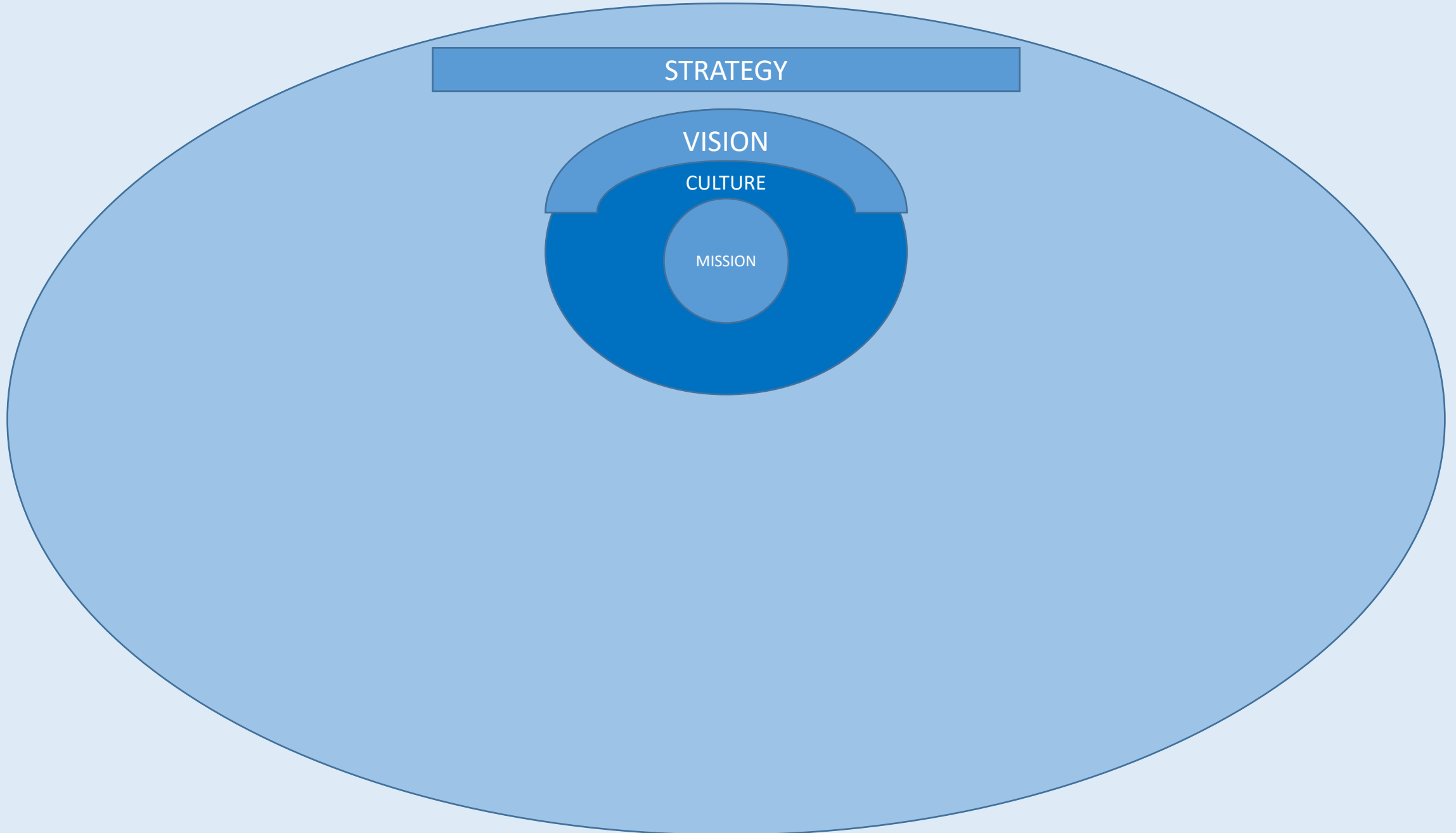


STRATEGY

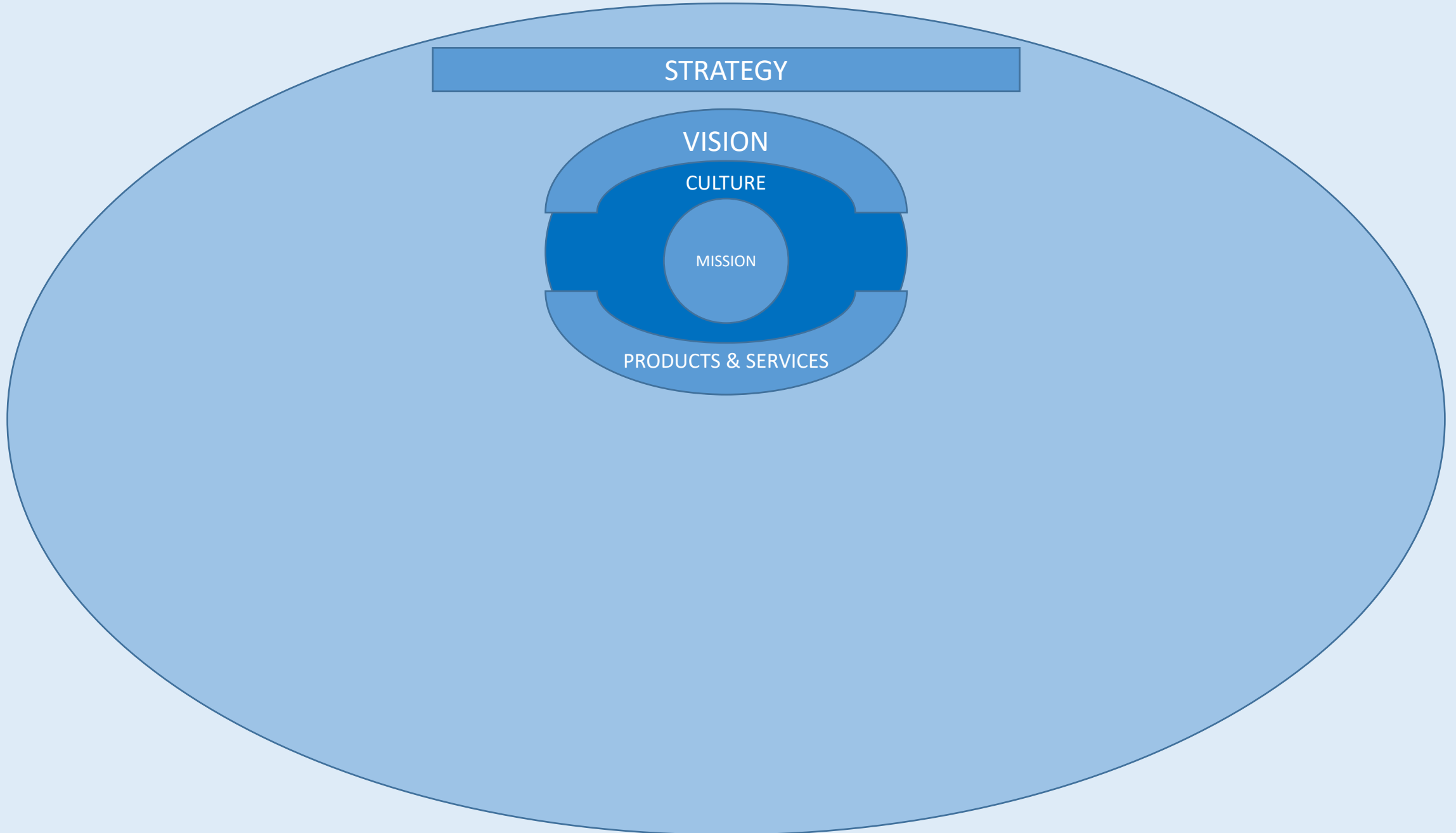
VISION

CULTURE

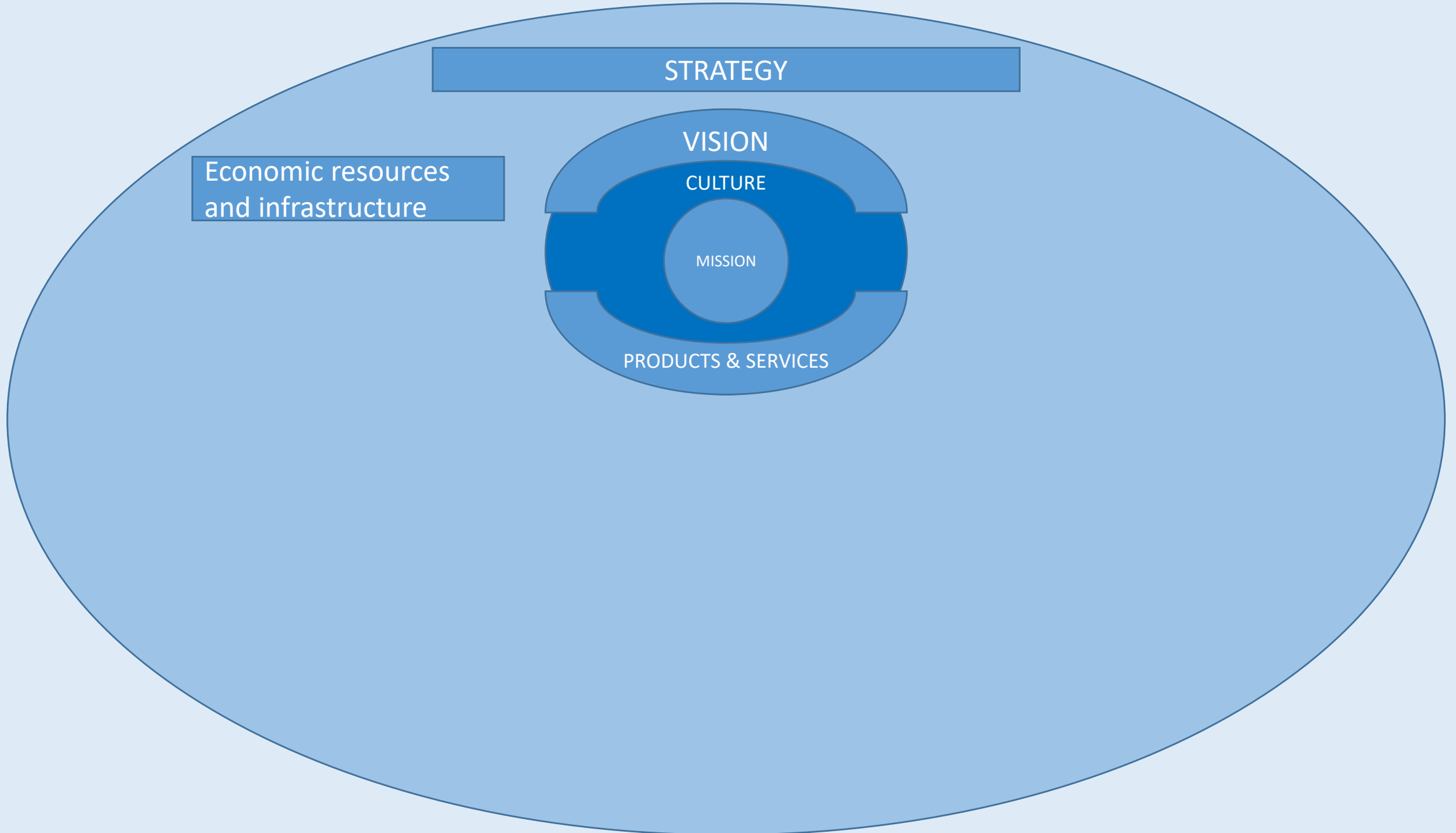
ORGANISATIONAL ENVIRONMENT



ORGANISATIONAL ENVIRONMENT



ORGANIZATIONAL ENVIRONMENT



STRATEGY

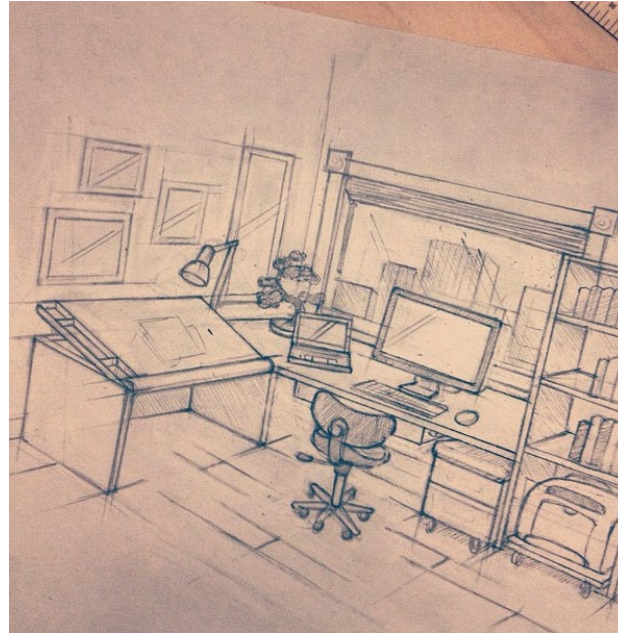
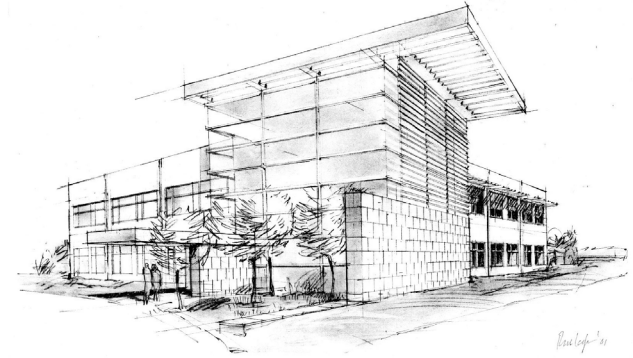
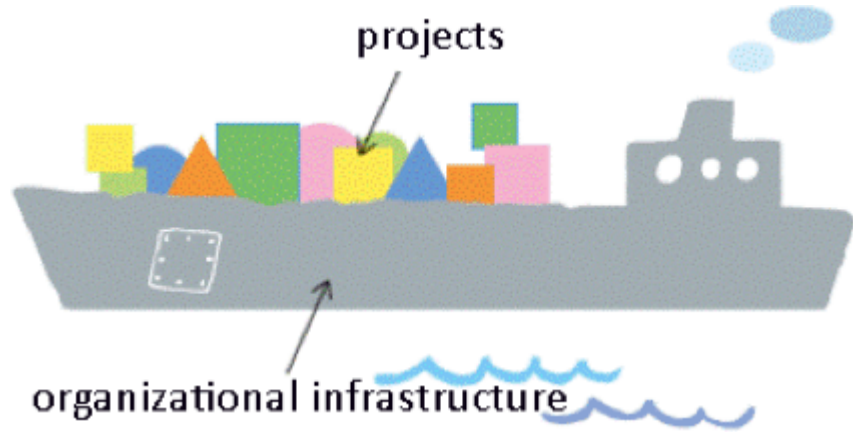
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CULTURE

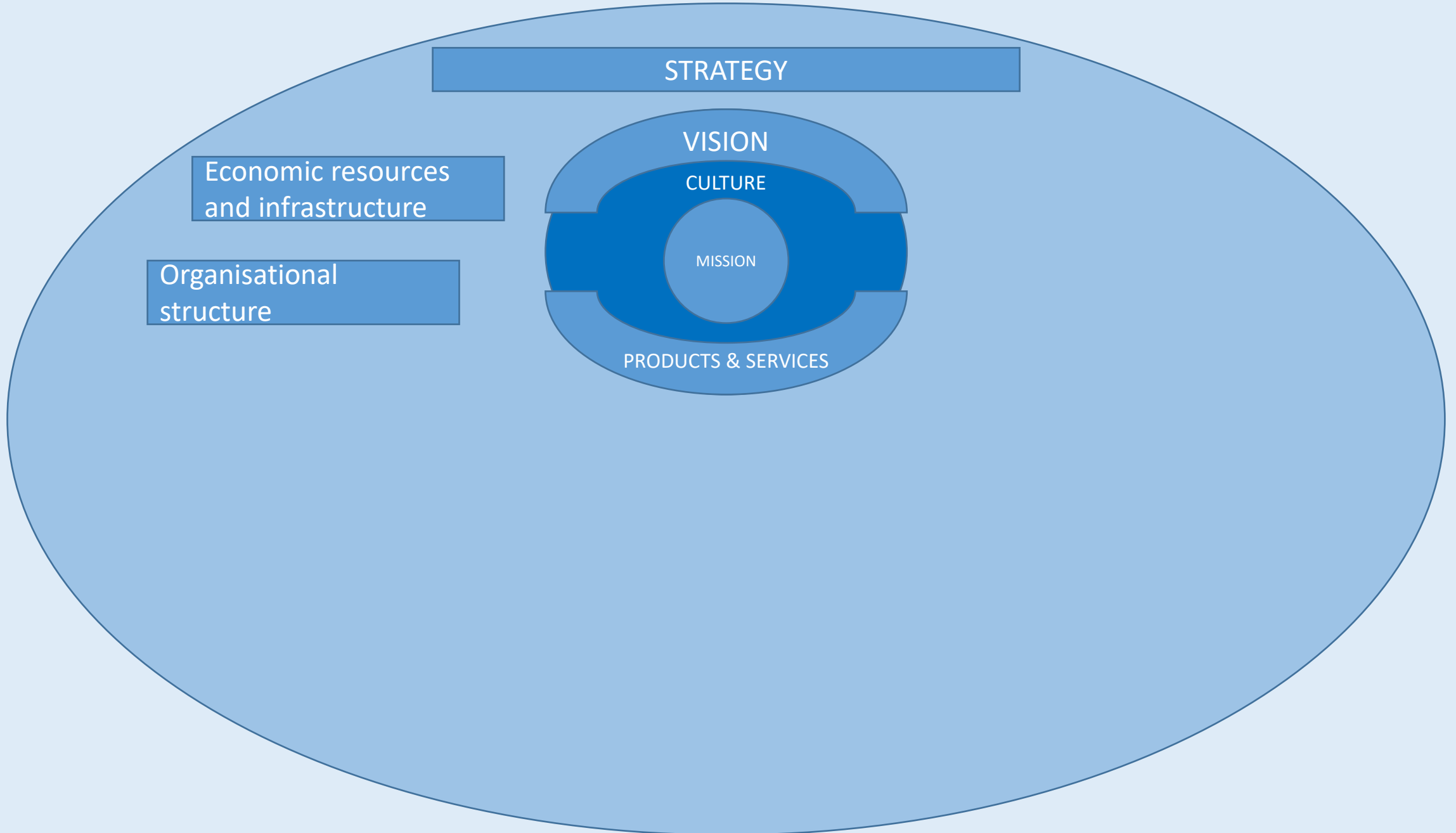
MISSION

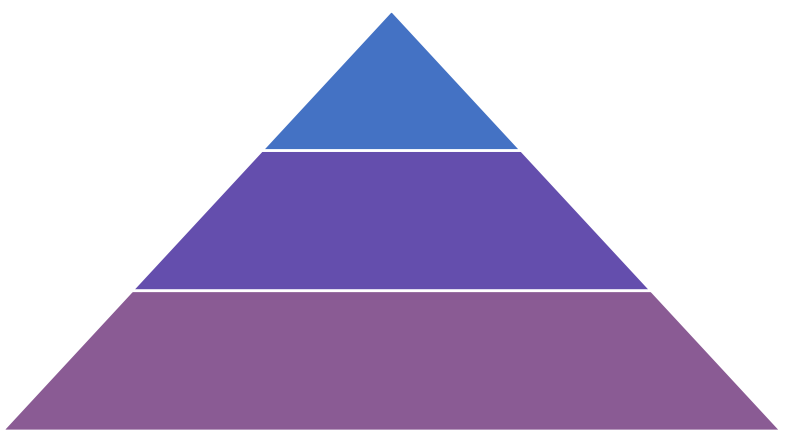
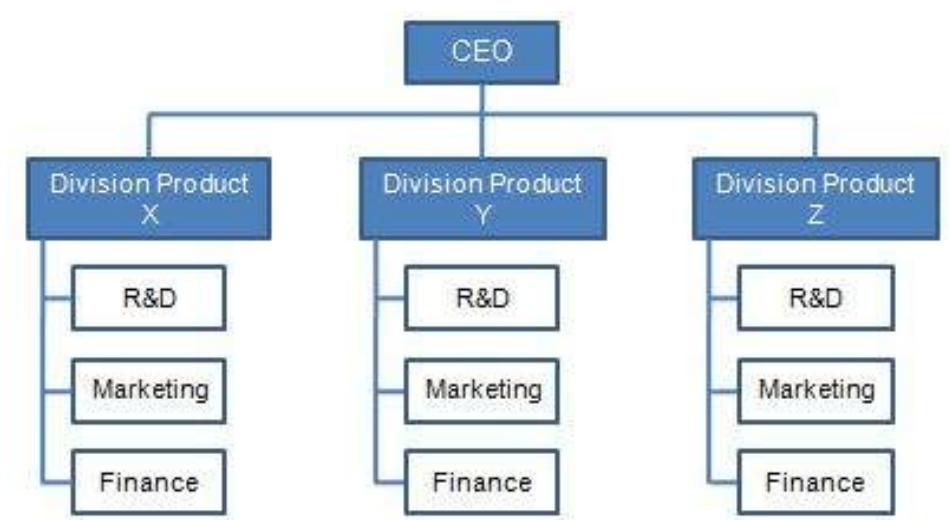
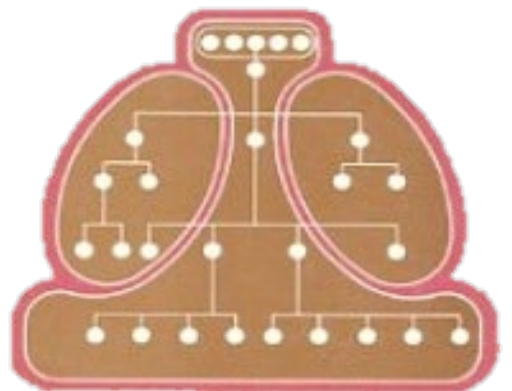
PRODUCTS & SERVICES

Economic resources
and infrastructure

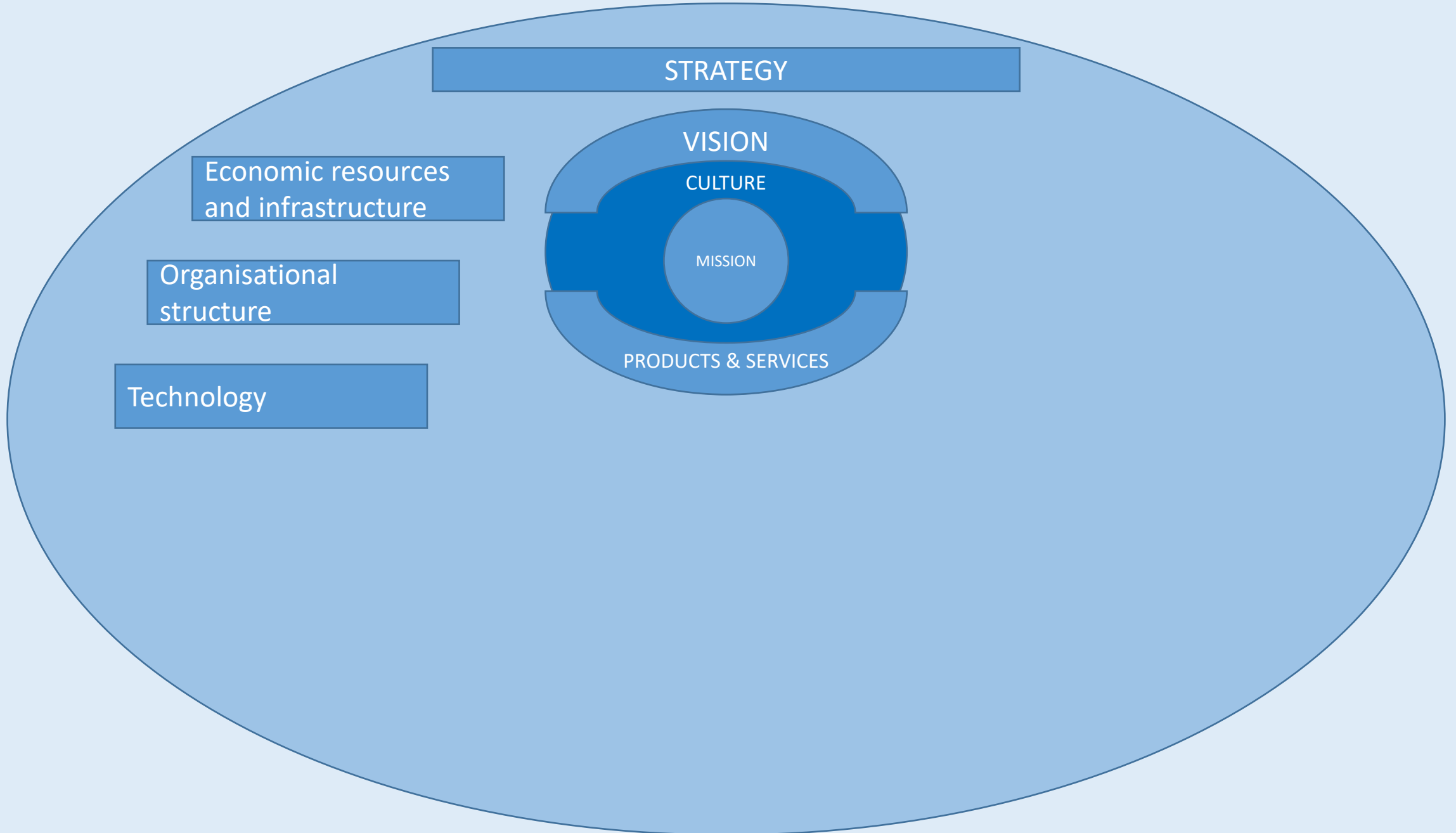


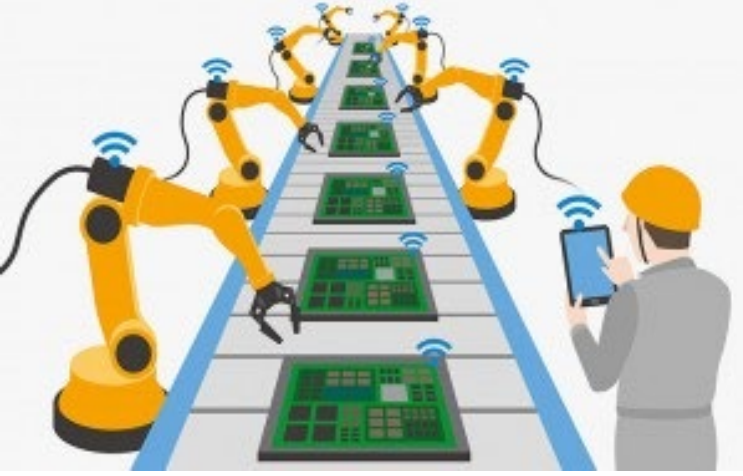
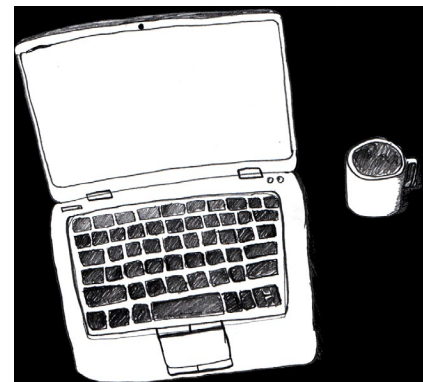
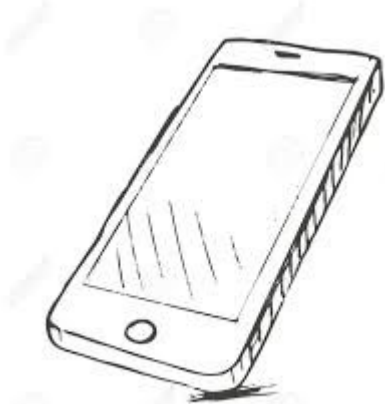
ORGANISATIONAL ENVIRONMENT



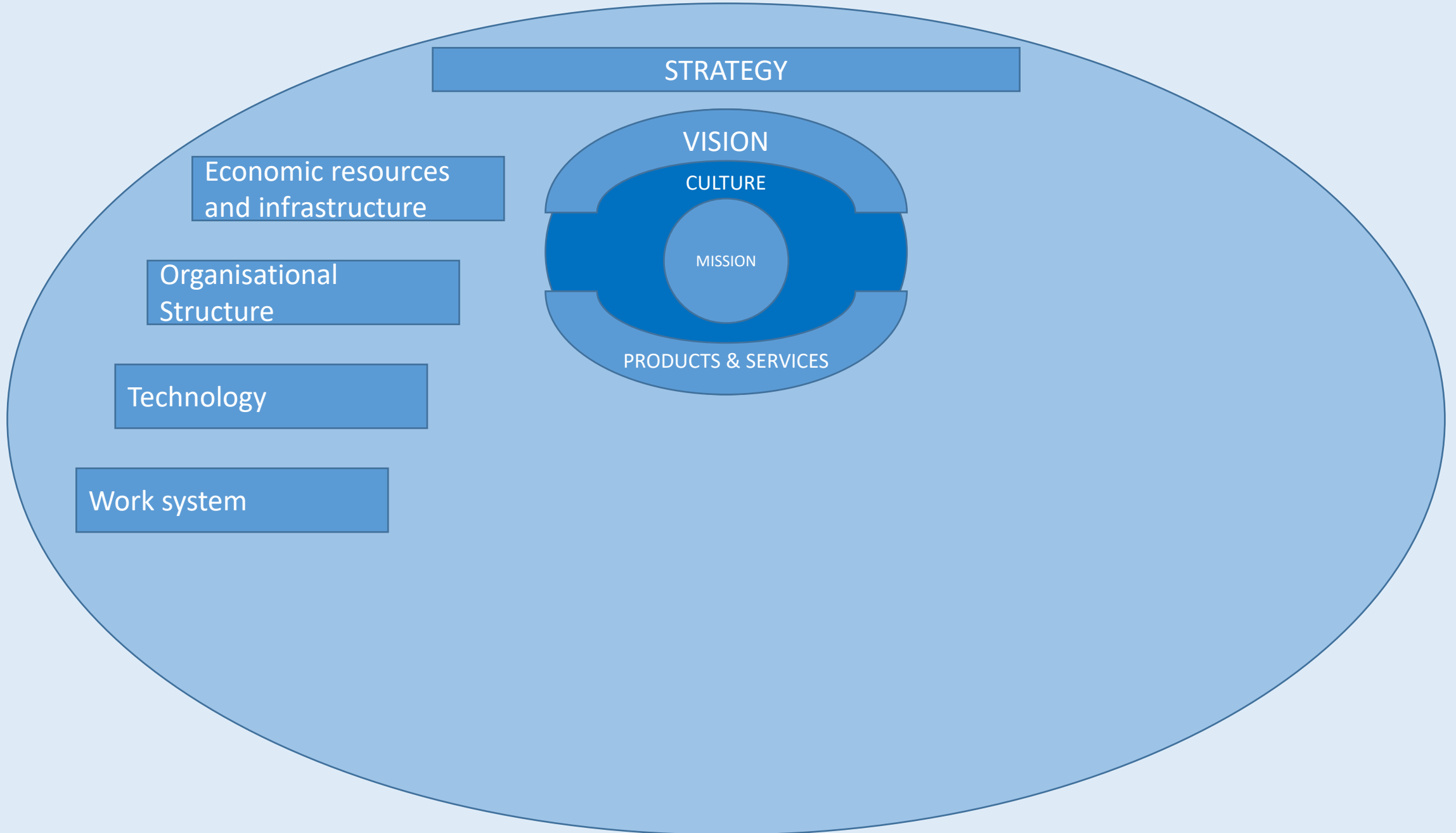


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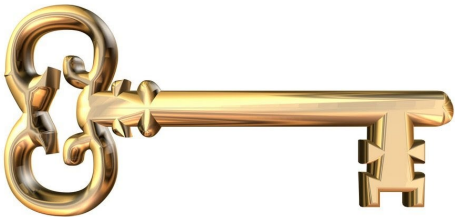




ORGANISATIONAL ENVIRONMENT



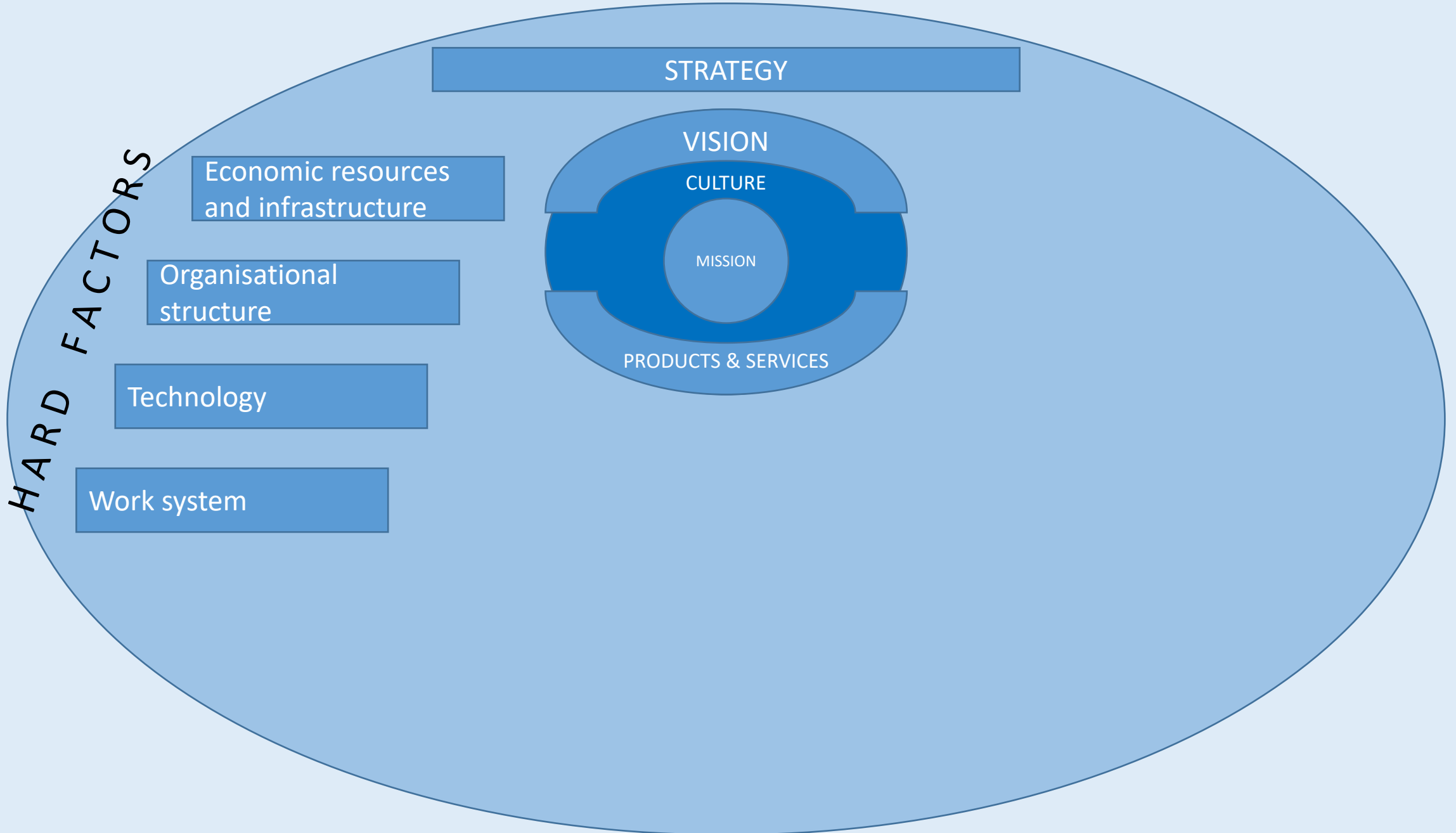
THIS IS KEY!



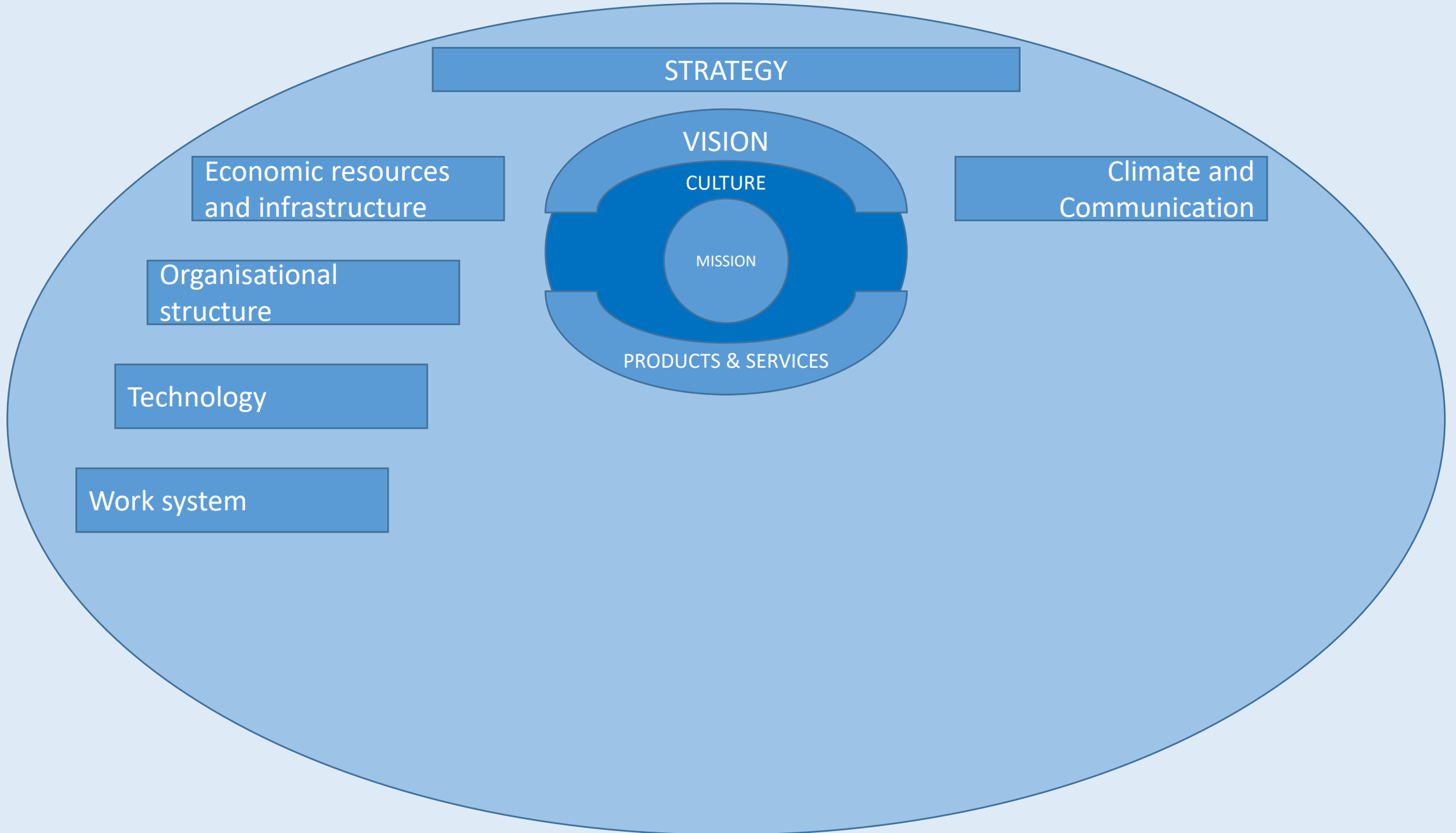
HOW do we *design / produce / sell* our goods and services?

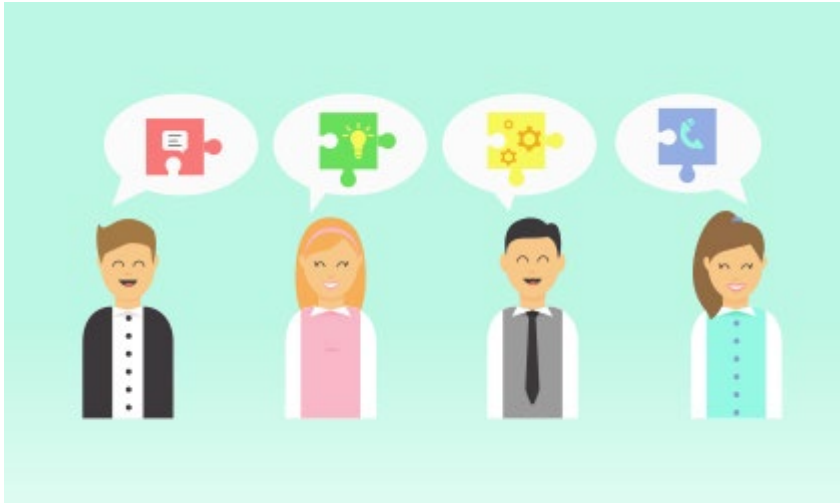
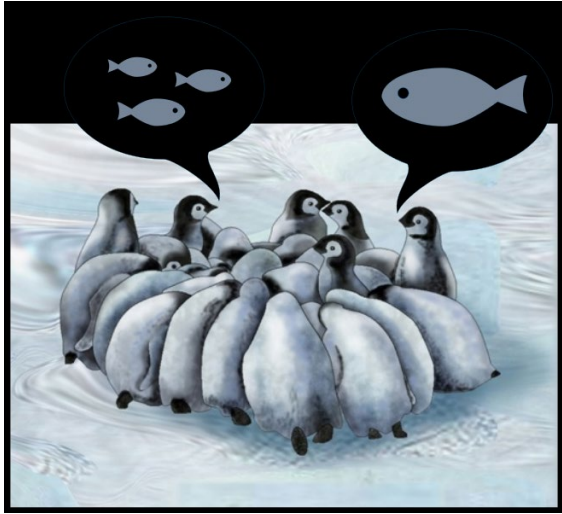


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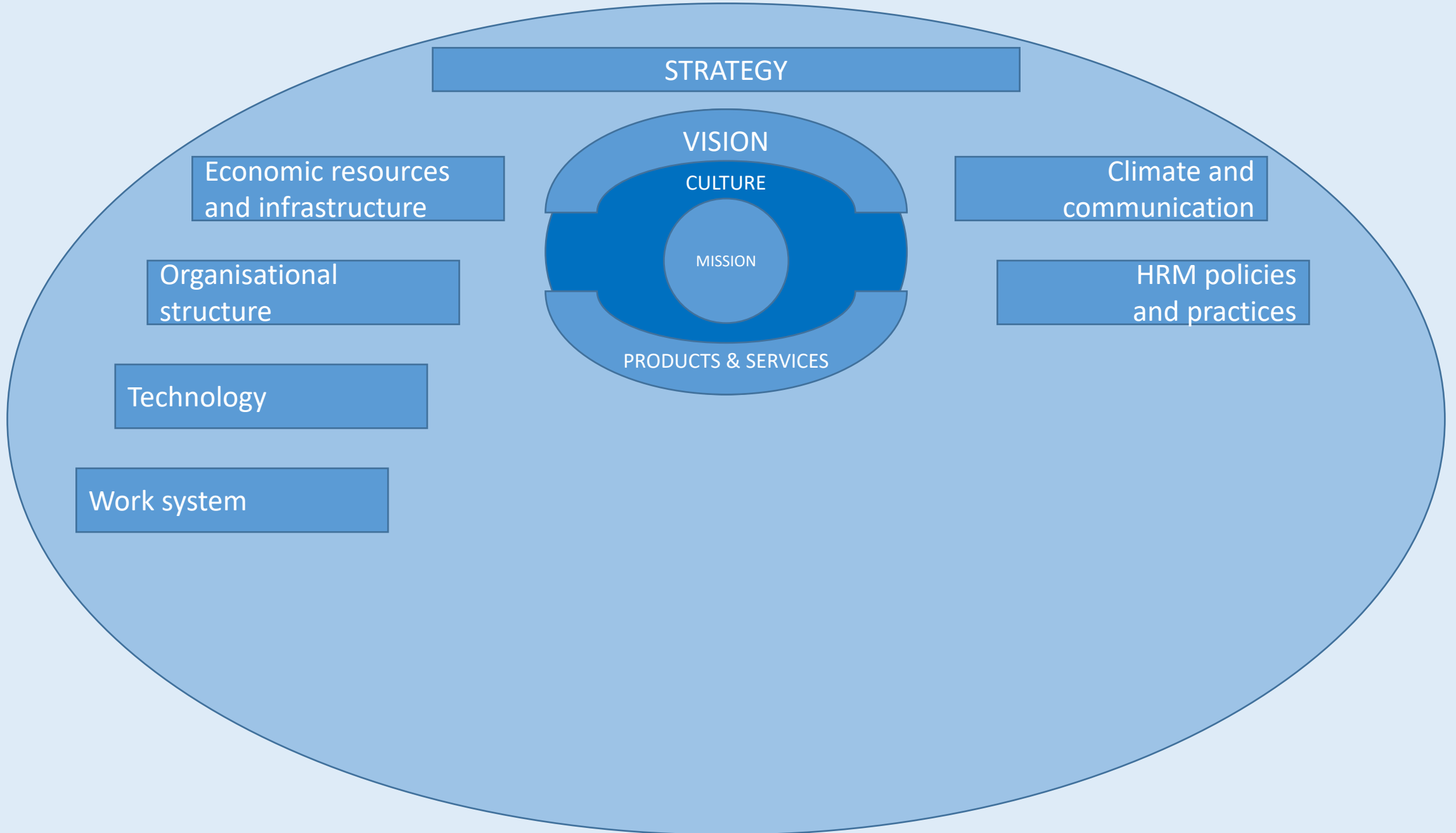


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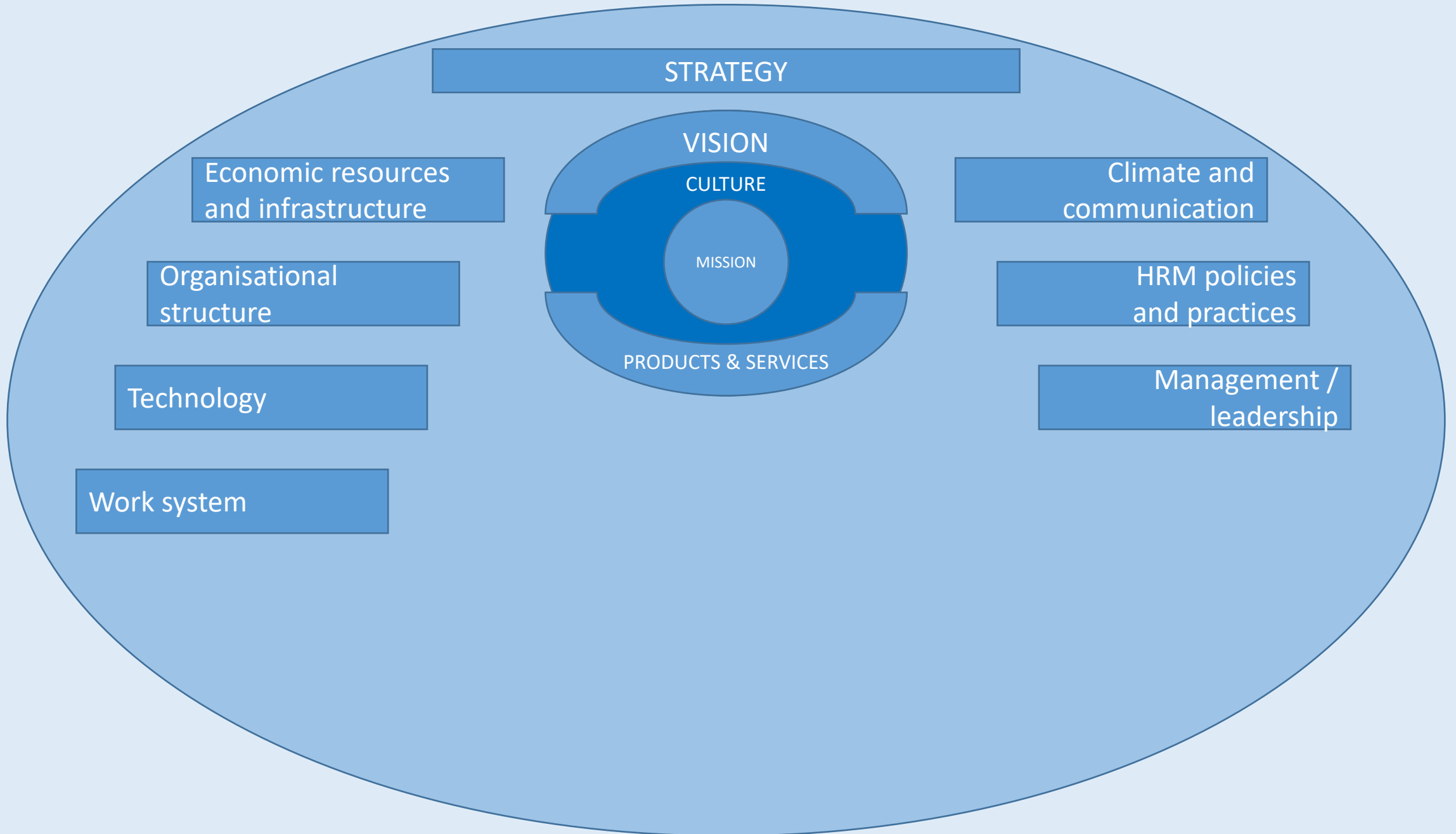


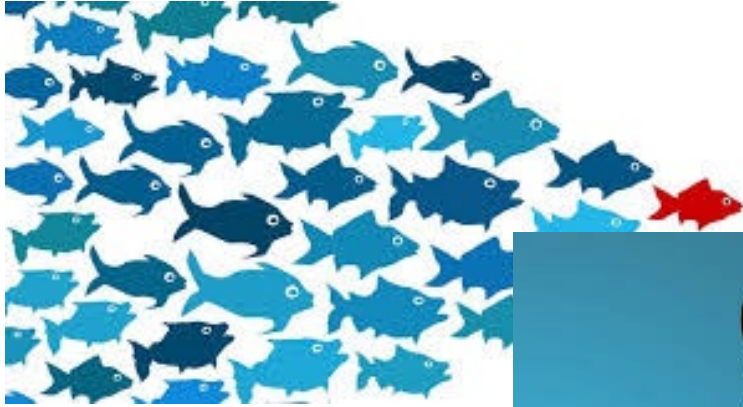


ORGANISATIONAL ENVIRONMENT

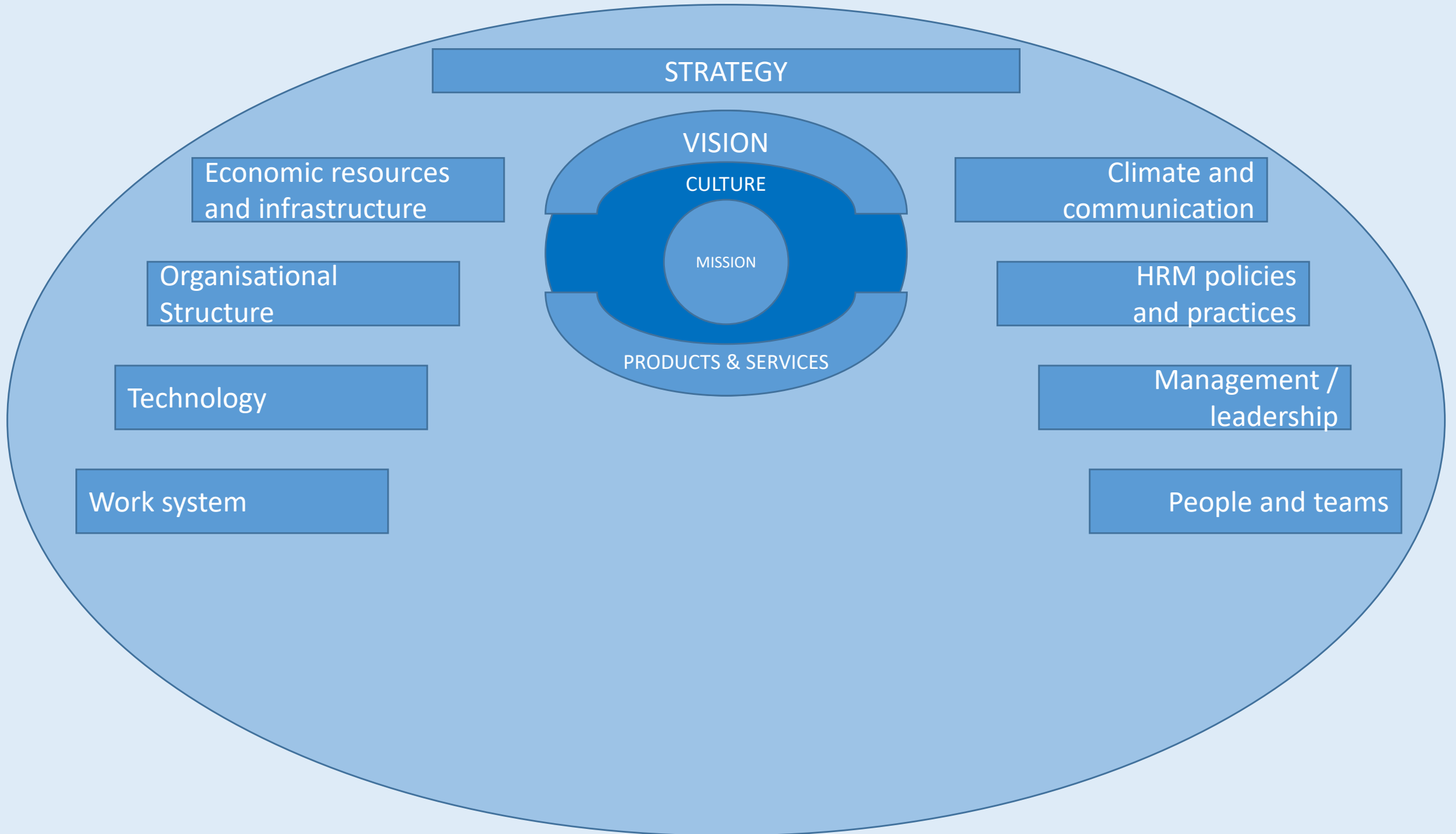


ORGANISATIONAL ENVIRONMENT



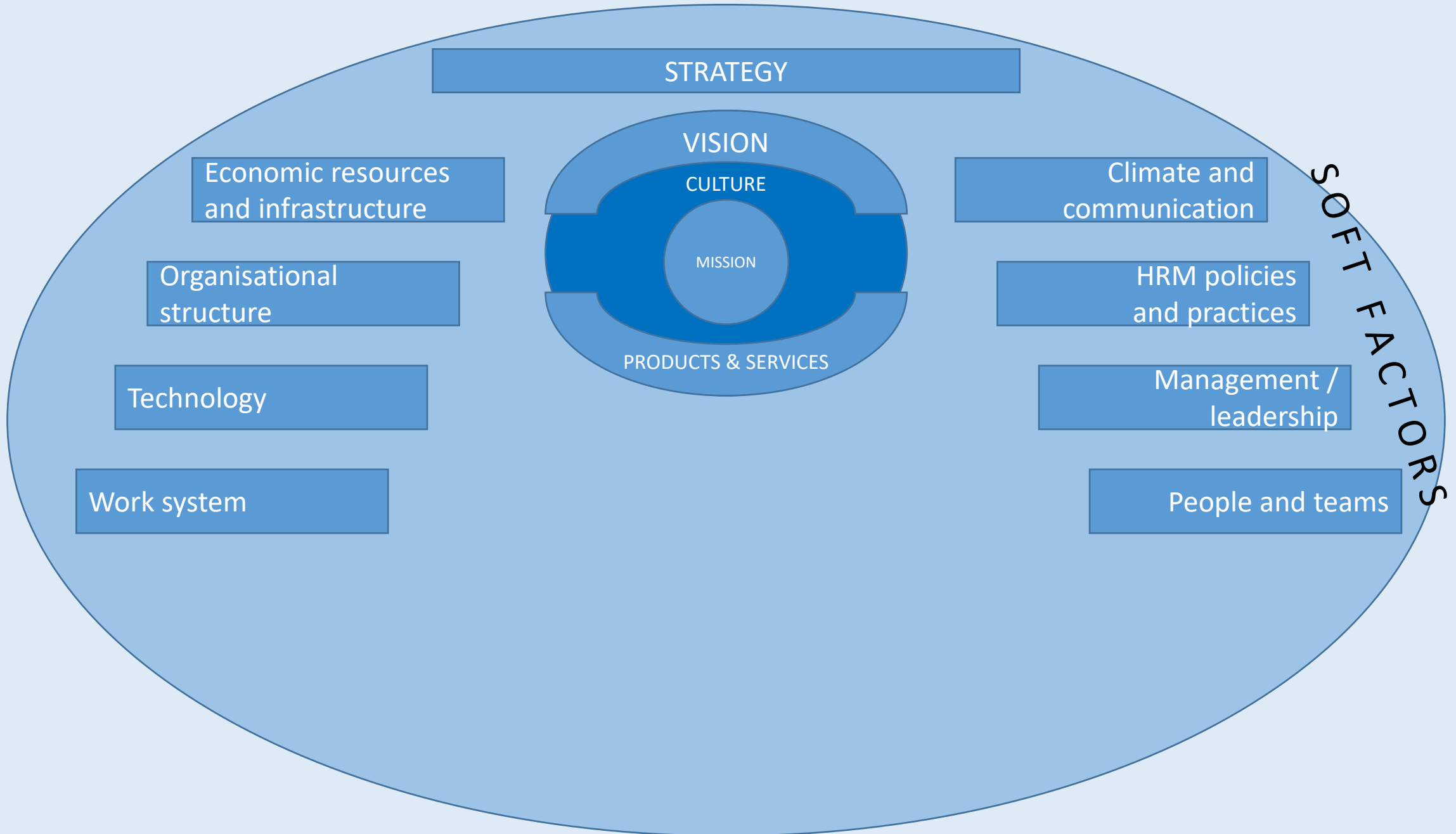


ORGANISATIONAL ENVIRONMENT

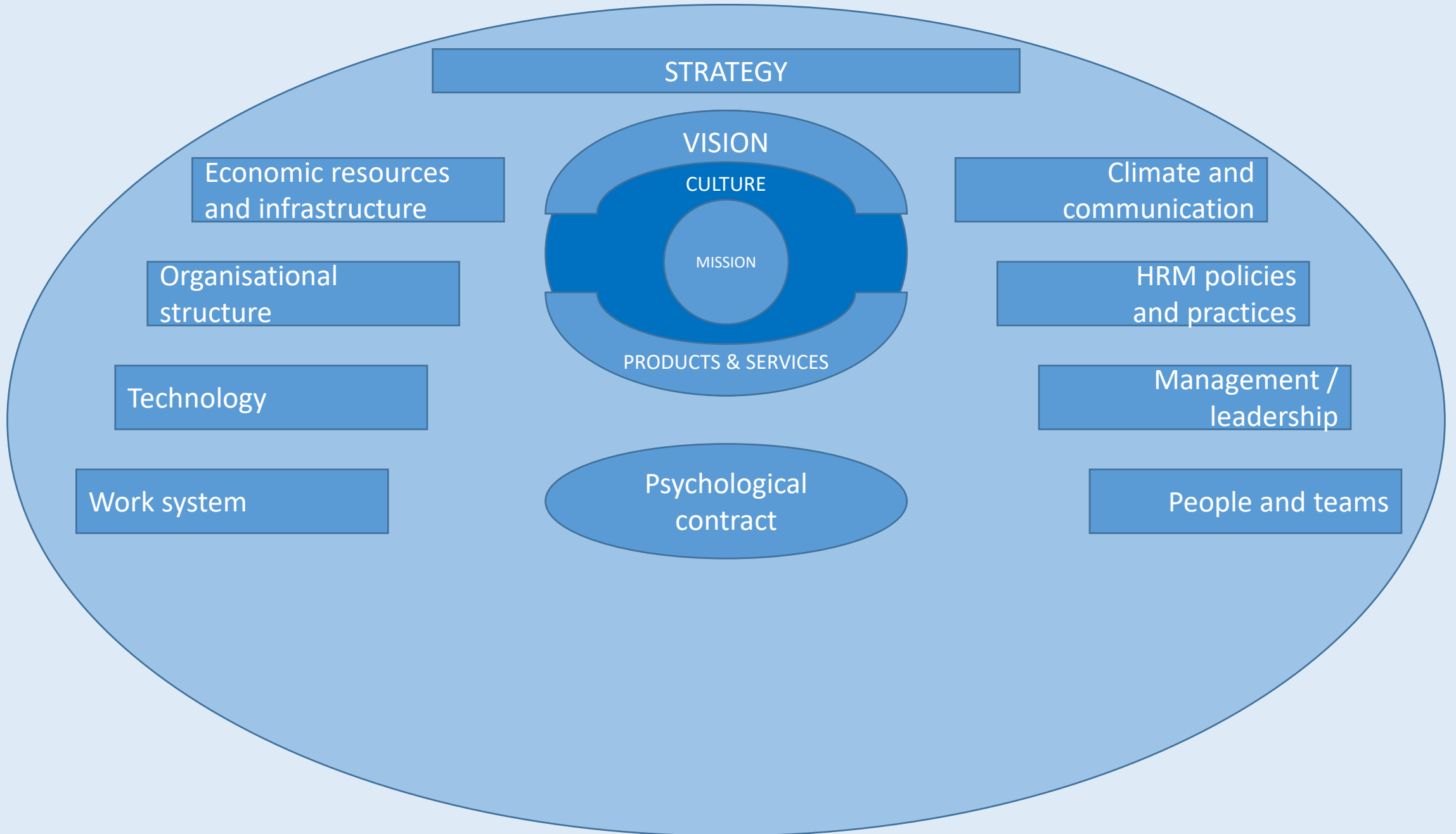




ORGANISATIONAL ENVIRONMENT



ORGANISATIONAL ENVIRONMENT



Psychological contract

So much more than the written work contract..

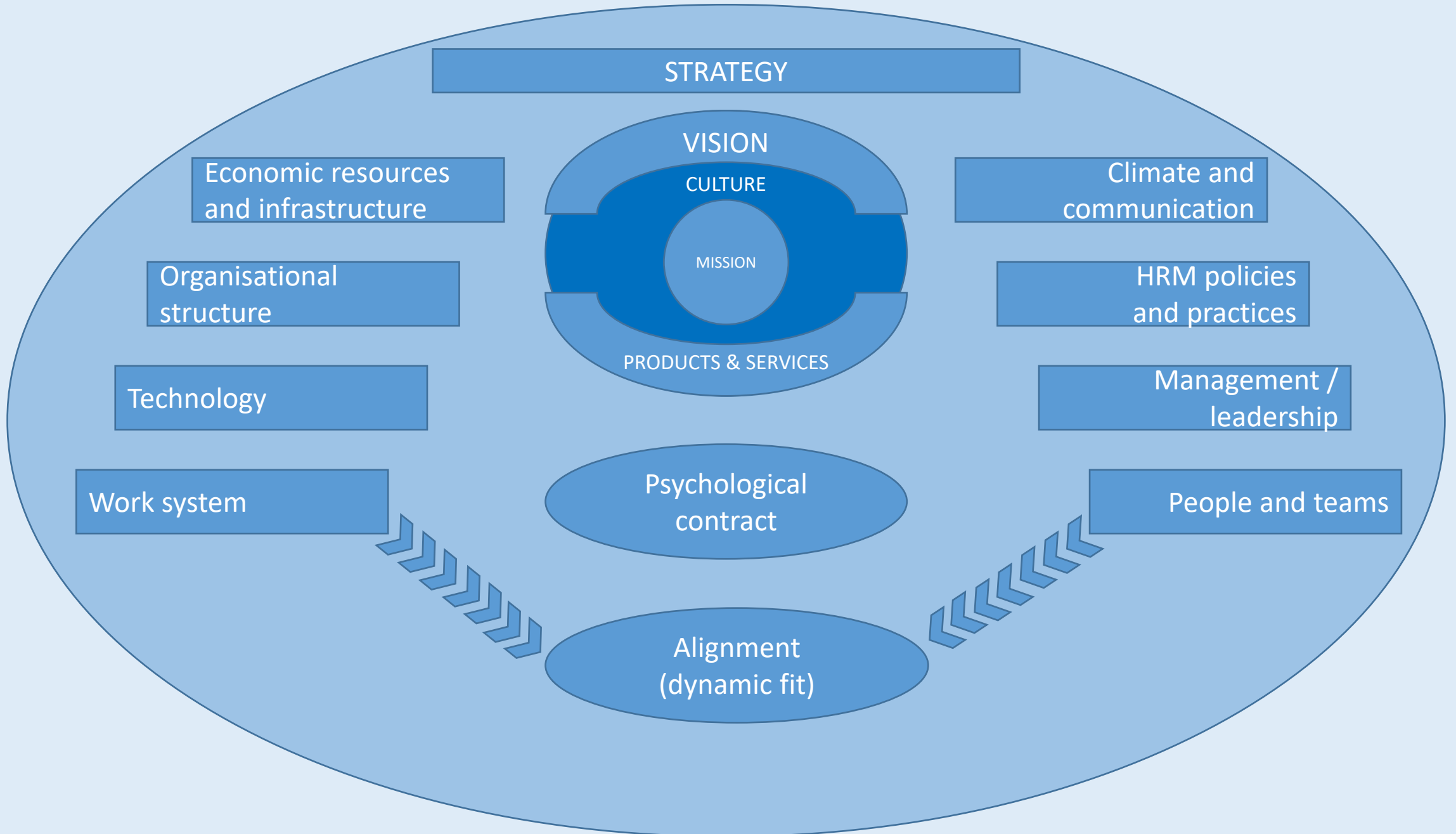
- Expectations that go outside of the scope of the job role
- Open communication about the expectations of both parties: employee and employer



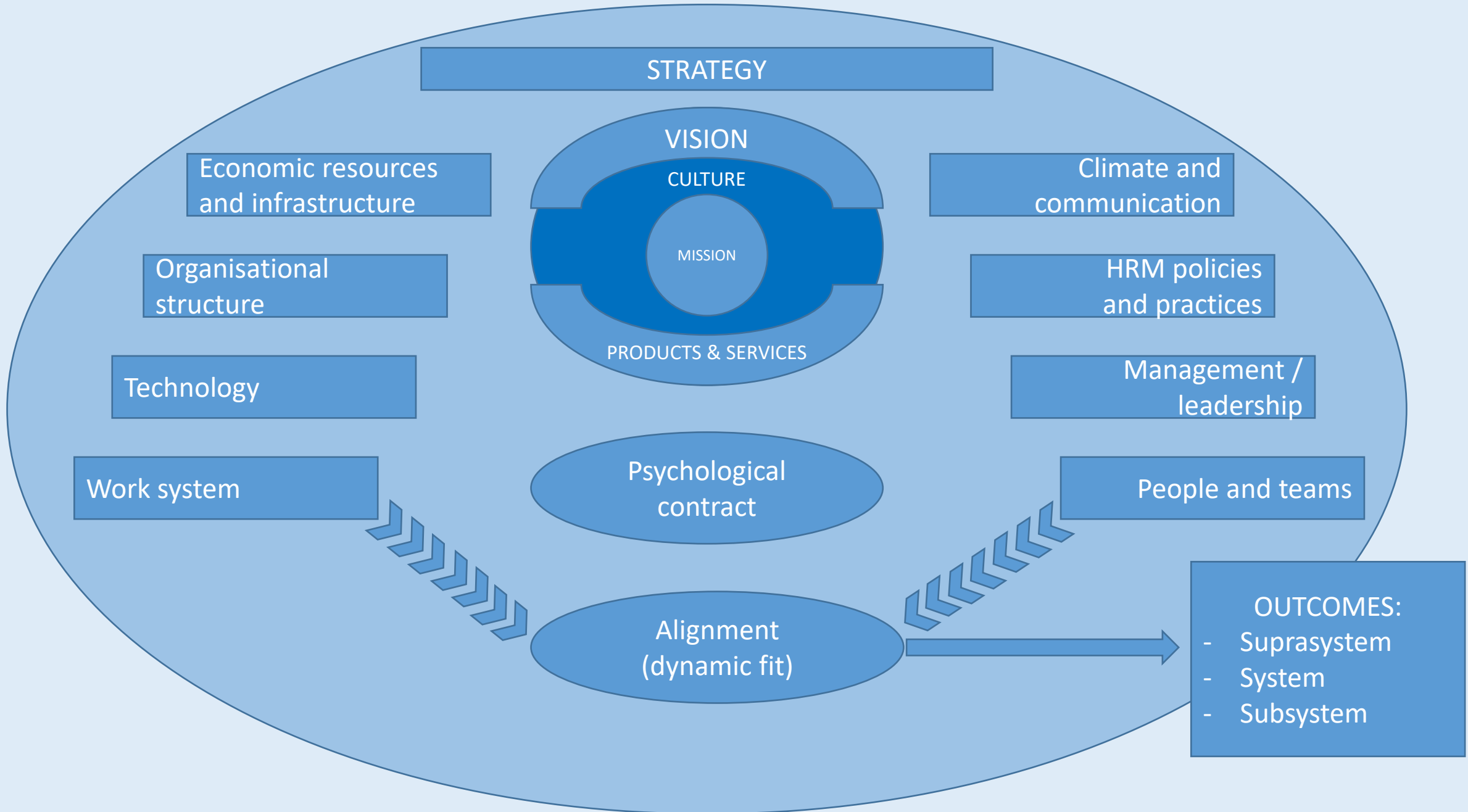
The employee provides...	The employer provides...
Time	Money
Effort	Benefits
Creativity	Recognition
Trust	Security
Loyalty	Responsibility
Acceptance of change	Autonomy
Service	Satisfaction
Care	Development
Sacrifice	Promotion
Mentoring	Tools
Reputation (OCB)	Dignity
Productivity	Status

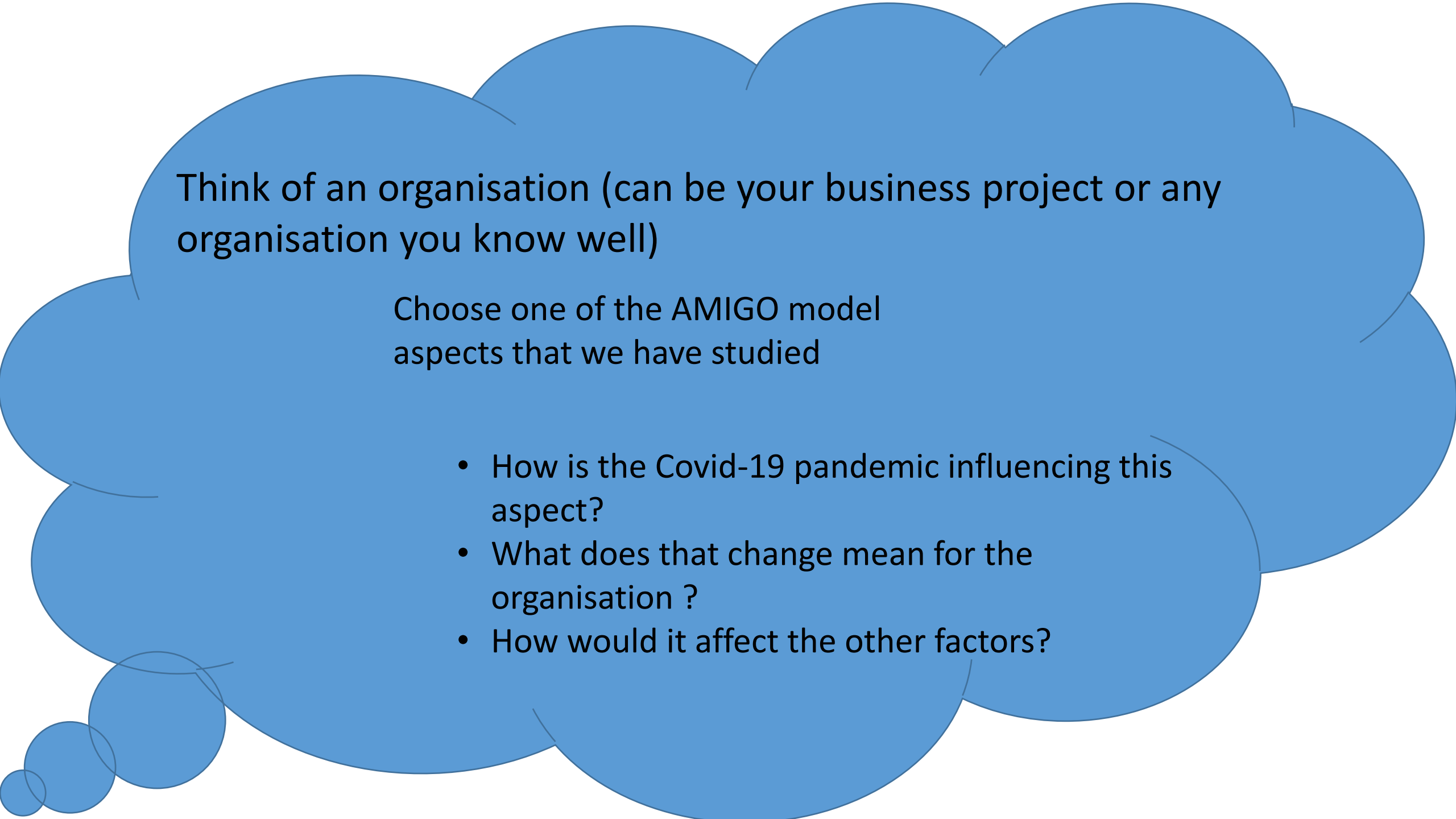
.....and so on!

ORGANISATIONAL ENVIRONMENT



ORGANISATIONAL ENVIRONMENT






Think of an organisation (can be your business project or any organisation you know well)

Choose one of the AMIGO model aspects that we have studied

- How is the Covid-19 pandemic influencing this aspect?
- What does that change mean for the organisation ?
- How would it affect the other factors?



For next class:
Group Project Work



What does that
mean for your
business ?

- **So far you've got....**
- **Basic: Business Plan**
 - *What is your product/service idea?*
- **SWOT analysis**
 - *What are the strengths, weaknesses, opportunities, and threats in your business model?*
- **Viability plan**
 - *How is your business going to survive in the market?*

What does that mean for 'your' business?

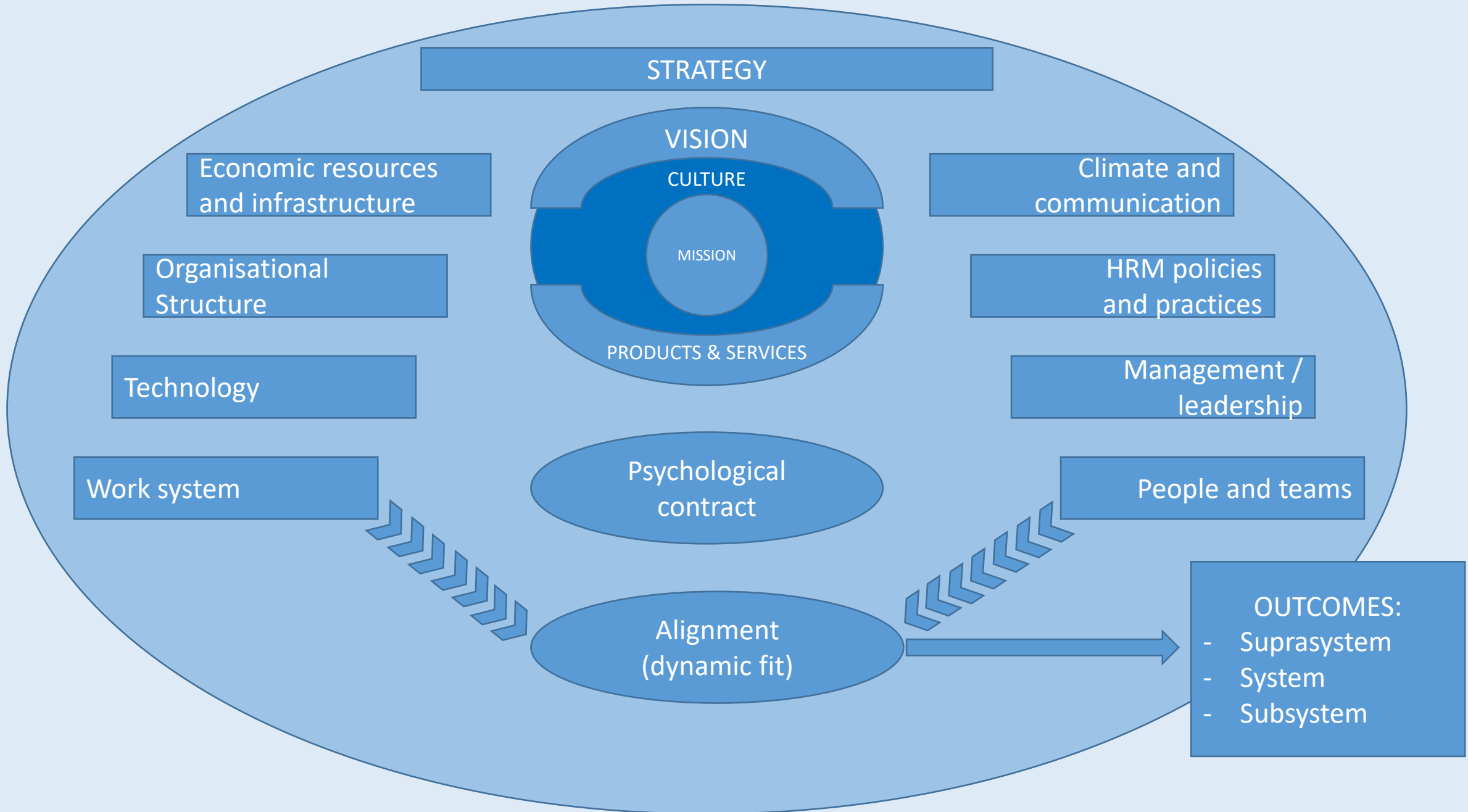
So far you've got....

- **Basic: Business plan**
 - *What are you doing?*
- **SWOT analysis**
 - *What are your business's strengths, weaknesses, opportunities and threats?*
- **Viability plan**
 - *How is your business going to survive in the market?*



NOW ADD THE AMIGO APPROACH!

ORGANISATIONAL ENVIRONMENT



Add the AMIGO approach in your business plan in two ways:

1. Detailed organisation design

- Have you considered all the facets within your organisation?
- If there are facets you have not considered, is it relevant to add them?
- How do they align with each other?
- How do they influence the results of the subsystems, system, and suprasystem?

2. Development and evaluation plan

- How will you maintain your organisation vs. ideas to develop your organisation?
- How will you keep it in shape as it develops?
- How do you plan to assess your organisation's effectiveness?

Add the AMIGO approach in two ways:

1. Detailed organisation design

- Have you considered all the facets within your organisation?
- If there are facets you have not considered, is it relevant to add them?
- How are they connected?
- How do they align with each other?
- How do they influence the results for subsystems, system, and suprasystem?

There are several ways to do this:

- a) (gold standard) Find a creative way to restructure your content around the key idea of the AMIGO model.
- b) At the end of every section, explain how this factor is aligned with the previous areas.
- c) Add an extra section outlining how the facets you described are aligned with each other.

Add the AMIGO approach in two ways:

2. Development and evaluation plan

- **Any of the facets within the AMIGO model could be a starting point for either assessment or development.**
- **Think about what is most feasible for your organisation.**
- How do you plan to measure your organisation's effectiveness?
- How will you actively maintain and grow your organisation?
- How will you keep it in shape as it develops?



Thank you

Activity on TELEWORKING and the AMIGO model

GROUP ARA

Organisational Psychology

Author: Marija Davcheva

The Covid-19 pandemic has a major influence on the way we live and work. Many governments recommended the implementation of tele-working to achieve social distancing and prevent the spread of the virus. As a result, many companies have implemented a new strategy in their everyday functioning. Telework has become an essential strategy for many organisations – whether it is a 100 percent telework strategy or a hybrid modal that combines in person and telework. The following case study will allow you to understand the context and factors influencing the adoption of a telework strategy in an organisation.

Read the case study carefully and answer the questions.

Case study

Teleworking at *Colombia Finest*

Colombia Finest is the largest national coffee production company in Colombia. It has around 5000 employees. Some 50 % of the employees work in the production department, which includes preparation of the coffee and packaging. The rest of the employees work in the other departments such as HR, IT, marketing, and the client service centre. The Colombian government has recommended the adaptation of telework whenever possible to prevent the increase of Covid-19 cases in Colombia. The managerial team has decided to implement teleworking in *Colombia Finest* as part of a flexible working strategy. Besides the governmental recommendations, the management had been considering teleworking since

last year, when the HR team presented the benefits of telework for work-life balance. The target was office workers in positions suitable for teleworking. The modality chosen after considering the specific characteristics and needs of the organisation was supplementary teleworking (2/3 days of teleworking during the week).

Six steps were followed to implement the strategy. The first step was the development of the programme. In this stage, the teleworking policy and procedures were created and validated with the various stakeholders and support areas (such as IT and the legal department) and the positions suitable for teleworking were established. In the second step, the HR department created a special selection process to determine which employees should telework according to the specific skills of a teleworker and adequate conditions in the workplace. In the third step, a pilot programme was developed and awareness training for leaders and participants and non-participants was given to prepare the company for the new modality of work that may encounter resistance from some cultural barriers present in the company. The fourth step consisted of a training programme in which employees, supervisors, and colleagues of teleworkers, learnt the essentials of teleworking and the use of various technology tools. In the fifth step, teleworking was implemented and three main aspects were considered for ensuring the success of the launch: maintaining a balance between teleworkers and non-teleworkers; setting expectations before the beginning program with the different stakeholders; and monitoring employee the overall organisational performance. In a final step, an evaluation of the results was conducted to receive feedback from the different actors involved in the project (project coordinator, immediate supervisors, teleworkers, and colleagues) and determine whether the teleworking project should be continued.

Questions:

1. What steps were taken in Colombia Finest to implement telework in the company?
2. Think of the AMIGO model, and identify the hard and soft factors that were involved in this case study?
3. Are there any psychosocial risks that could arise if the telework strategy is not implemented effectively? Provide some examples.
4. Think of your group business project and imagine that you need to implement telework in your organisation.
 - 4.1 Explain whether it is feasible to implement a telework strategy. Who should you involve in the process? What employees would you consider for teleworking?
What factors would you need to consider?

Word limit: 2500 words

Individual task



VNIVERSITATIS VALÈNCIA

Stress and bullying in organisations

Study notes for Group ARA Organisational Psychology

Lecturer: Marija Davcheva

1. WHAT IS STRESS AND BULLYING AT THE WORKPLACE?

Research conducted over the last few decades on work-related stress has shaped a model that considers various aspects for understanding stress and its outcomes. In the first place, stress experiences are produced by a series of environmental or personal situations that can be characterised as sources of stress or stressors. These situations are perceived by people and then the experience of stress begins. This experience triggers a whole series of emotional processes, while at the same time a series of coping processes are set in motion to confront these situations and/or experiences of stress. The stress outcomes depend on whether the person can control and cope with the experienced stress. For instance, a person who can cope with stress more effectively will have fewer negative consequences on their health than a person who cannot cope with stress.

The relationship between stress and its outcomes can be moderated by a third factor (meaning its strength can depend on a third factor). Recent research has shown that social support can be a moderator of this relationship. More specifically, a person's experience of stress in a context where there is a good level of social support has fewer negative results than if social support is nil or scarce. As we will see below, there are several environmental and personal variables that can play a buffering (or on the contrary magnifying) role in the effects of stress produced by the impact of stressors and stress experiences (Peiró, 2001).

Potential sources or triggers of stress produce stress experiences to the extent that the person takes charge or perceives them as a threat or situation with potentially negative consequences.

The appreciation of the situation as stressful is fundamental in the experience of stress. Lazarus and Folkman (1984) have distinguished between **primary and secondary appreciation in the process of the emergence of a stressful experience**. These authors point out that in the primary appreciation people determine the character of a certain event for

them as irrelevant, benign, or negative. In the case of estimating that an event has a negative character, by means of a secondary appreciation process, people value the available resources to confront the cause and the potential consequences that could take place depending on whether that confrontation is successful or not. This experience is accompanied by a series of emotional experiences and the selection and implementation of coping strategies and behaviours.

1.1 STRESS AT WORK - BULLYING

Stress is often experienced at work, however there is a form of stress that specifically derives from a negative behaviour at work called mobbing. Mobbing or bullying at the workplace is considered in the work and organisational psychology literature as one of the biggest stressors at the workplace. The International Labour Organisation (ILO) defines workplace bullying as '*offensive behaviour through vindictive, cruel, malicious, or humiliating attempts to undermine an individual or groups of employees*'. It involves ganging up on or 'mobbing' a targeted employee and subjecting that person to psychological harassment. For instance, mobbing can include constant negative remarks or criticisms, isolating a person from social contacts, and gossiping or spreading false information.

It is often described as a hostile or intimidating behaviour from a superior/group in a hierarchical position towards a worker in a subordinate position. Such hostile behaviour is reiterative and persistent over time, adopting diverse methods of influence, ranging from undervaluing the worker's abilities to overloading them by assigning unachievable tasks, through aggressions such as concealment of information, defamation, or humiliation. As we can see, mobbing is often contextualised in a power relationship between two parties at work. The object of mobbing is to influence the victim's conduct based on the interests of the aggressor or the person who does the bullying. There are many negative consequences on the

physical, psychological, and social well-being of the harassed person, both within and outside the work organisation (Barón, Munduate & Blanco, 2003).

2. Prevention activities

What can organisations do to prevent bullying at the workplace? There is a vast range of practical activities that organisations can implement to prevent bullying. This means tackling this problem at the workplace before it takes place.

2.1 Anti-bullying policy

At the organisational level, it is recommended developing organisational anti-bullying initiatives, such as anti-bullying policies, from a health and safety perspective (Rayner & Lewis, 2011). Researchers have recommended a limited number of specific primary interventions that may be used in the development of an organisational anti-bullying culture. Organisations with a strong anti-bullying culture view bullying as unacceptable and implement a range of initiatives at all organisational levels to eliminate harmful workplace behaviour (Duffy, 2009). The development and implementation of an organisational anti-bullying policy is the most recommended primary intervention (Cowan, 2011; Duffy, 2009; Fox & Cowan, 2015; Harrington, Rayner, & Warren, 2012; Rayner & Lewis, 2011; Richards & Daley, 2003). Staff and management training is also recommended for the recognition and reporting of workplace bullying and other negative behaviours (Richards & Daley, 2003); in the consequences of bullying (Ferris, 2009); in the practice of positive behaviours, conflict management, interpersonal communication, and stress management (Richards & Daley, 2003). The identification of bullying antecedents, and the use of selection policies to screen-out applicants with undesirable traits are also recommended by academics and practitioners (Gardner & Johnson, 2001; Glendinning, 2001).

Richards and Daley (2003) argue that policies have the dual role of being an organisational statement of intent and a guide for all stakeholders navigating formal and informal workplace bullying interventions. Policies may be bullying-specific or incorporate other negative workplace behaviours such as sexual harassment or discrimination; either approach is acceptable (Caponecchia & Wyatt, 2009).

2.2 Policy content

Researchers have recommended several components for inclusion within anti-bullying policies. Policies generally begin with a statement of intent clearly establishing the organisation's stance towards workplace bullying (Rayner & Lewis, 2011).

Often this will espouse a zero-tolerance stance where organisations state they have no-tolerance for bullying (Richards & Daley, 2003). A definition of workplace bullying should then be included. The inclusion of specific bullying examples reflecting the organisation's interpretation of workplace bullying is also recommended (Richards & Daley, 2003; Vartia & Leka, 2011). Examples should, thus, relate to the organisation's definition of workplace bullying, and provide a range of potential bullying scenarios in the context of the specific activities undertaken by the organisation.

Describing the informal and formal processes for making and resolving complaints of workplace bullying is important. Informal approaches are generally desirable, and while it is recommended that policies provide sufficient practical guidance for targets and managers to successfully resolve informal workplace bullying complaints, it is noted that the literature provides little practical guidance in this area. A detailed description of the formal complaint making, and investigation process is also necessary.

There is also growing recognition of the importance of providing additional support and guidance for those who have been accused of bullying and for managers and complainants

(Vartia & Leka, 2011). This may mean that extra guidance is provided for individual stakeholders in separate or attached documents.

2.3. Policy development and implementation

The process of policy development and implementation is important. Several actions have been recommended to ensure effective policy implementation and development. The involvement of a range of stakeholders in policy development and implementation is recommended to increase stakeholder awareness and acceptance of policies (Einarsen & Hoel, 2008; Richards & Daley, 2003).

Employees at all levels, line managers, senior management, human resource personnel, and union representatives should all be involved in policy development and implementation (Lewis & Rayner, 2003). Those tasked with implementing policy functions, such as informal and formal resolution processes, should be trained in their application. Policies should be promoted in a variety of ways, such as through training, induction, meetings, the organisational intranet, and other electronic and print publications to increase stakeholder awareness of the policy (Rayner & Lewis, 2011).

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