Work and organizational design and self-design

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http://www.vmwork.net
The challenge
Challenges of Work Design

...Work design as a dependent variable ..... Work design as the independent variable.

“Does work design mostly result from top-down contextual influences, or can employees and managers affect work design? How do formal and informal work design processes relate to one another?

(Parker et al., 2017).
Different technologies, digital working platforms and digitalization of work each have specific impacts!

- **Jobs and tasks are replaced** by removing human labor in work processes, e.g., robotics and 3D printing in replacing work phases in manufacturing processes
  
  → societal outcome may be unemployment, disassembling competencies → restructuring of jobs and tasks

- **Hybrid jobs and tasks are created** by adding new characteristics to jobs and tasks, e.g., medical diagnosis with the help of AI
  
  → hybrid jobs, partly new competencies → job enrichment

- **New jobs and tasks are created** by reallocating jobs, e.g., work in social media, virtual worlds
  
  → virtual economics, taxation, completely new competencies → job crafting (= self-design)
Fragmentation of work – individualization of jobs

- The pervasiveness of individualization processes prompt individuals to think of themselves as organizations, as Me.inc;
- New forms of work organization lead to the mingling of previously very distinct spheres – work-time and life-time, professional spaces and private spaces, production and reproduction – so that a flexible worker may lose any capacity to distinguish among the labour market, self-improvement, and social life.
Emotional-motivational regulation

Cognitive regulation
- Intellectual
- Conceptual-perceptual
- Sensorimotor

PREPARATION

Self-evaluation
Internal speech, e.g. reflecting, inventing, finding and repairing mistakes

Activity – actions - operations
Thinking, e.g. reasoning, knowledge building
Verbal, e.g. speaking, conceptualising
Physical, e.g. producing, moving

External feedback from activity environment
Comments
Showing, demonstrations
Physical limit

Codified knowledge
Information seeking

Personified knowledge
Dialogue

Orientation
Sub-goals
Decision-making

Why fragmentation is detrimental?
How to create flexibility in organizations?

“Both exploration and exploitation are essential for organizations, but they compete for scarce resources. As a result, organizations make explicit and implicit choices between the two… (Organizations have) a tendency to substitute exploitation of known alternatives for the exploration of unknown ones, to increase the reliability of performance rather more than its mean. This property of adaptive processes is potentially self-destructive. “

(March 1991, p. 71, 85)
• In March (1991) model, the utilization of knowledge in organizations presents a trade-off between the exploration of new possibilities (risk-taking, flexibility, innovation, etc.) and the exploitation of old certainties (production, execution, efficiency);
• Both are essential for organizations, but they compete for scarce resources.
Framework of work design components

Criteria and some theories of work design
Key work design perspectives

As shifts away from the Tayloristic work designs characterized by low autonomy and low complexity:

- **Sociotechnical systems thinking** and autonomous work groups (e.g., Trist & Bamforth, 1951).
- **Job characteristics theory**: work characteristics affect an individual’s motivation and, in turn, outcomes such as performance (Hackman & Oldham, 1976).
- **Job Demand-Control model** (Karasek, 1979): combination of job control and job demands can lead to “active” learning-oriented, healthy jobs with both high demands and high control.
- **Job Demands-Resources model** (Demerouti, Bakker, Nachreiner & Schaufeli, 2001): While job resources foster engagement, job demands are the primary causes of burnout.
- **The role theory** (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964): role conflict and role ambiguity are two key types of stress-incurring role dysfunction.

Classical Job Characteristic Theory

Core job characteristics:
- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback from job

Critical psychological states:
- Experienced meaningfulness of the work
- Experienced responsibility for outcomes of the work
- Knowledge of the actual results of the work activities

Outcomes:
- High intrinsic work motivation
- High growth satisfaction
- High general job satisfaction
- High work effectiveness

Moderators:
1. Knowledge and skill
2. Growth need strength
3. Context satisfactions

Looking for FLUENCY

FLUENCY

• Fluency experiences refer to the people’s self-perceptions and feelings about the planned, effective, and goal-oriented flow of work, which are influenced by enablers and hindrances in work and working environment.

RELATED CONCEPTS

• **Fluent work flow** is a standard mode of operations adding value to work enriching its content.

• **Effectiveness** refers to achievement of intended goals, i.e., how successful are subjects to achieve their intended goals by doing right things.

• **Productivity** refers to a basic concept that covers components of input-process-output –model, including the context.
Factors that influence fluency experiences

General nature of knowledge-intensive work individual work: tasks requiring concentration, asynchronous and synchronous mediated communication collaboration: social interactions with other individuals in collocated work, e.g., face-to-face meetings demanding both cognitively and socially: autonomous, creative, includes a lot of thinking

FLUENCY EXPERIENCES:
- **Fluency**: expectation of planned, effective, and goal-oriented flow of work
- **Productivity**: outputs/inputs => input-process-output –model + context
- **Effectiveness**: achievement of intended goals + quality
- **Work flow**: is a standard mode of operations adding value to them.
- **Work engagement**: a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption
- **Motivation**: willingness to perform tasks

Fragmented knowledge-intensive work fragmentation: a break in continuous work activity resulting from interruptions

Dispersed work context:
- **Physical space**: home, main (office), moving places, client/partner premises, hotels & cafés
- **Virtual spaces**: electronic collaborative working environments
- **Social spaces**: other people

Multitasking & collaboration multitasking:
- Switching between tasks and communication partners

Interruptions: beneficial when they concern individual's current working
Disruptions: detrimental interruptions that intervene individual's current work
Internal self-initiated interruptions: caused by an individual himself
External interruptions: caused by external influences
Looking for WORK ENGAGEMENT

A positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption’ (Schaufeli, Salanova, González-Roma & Bakker, 2002).

- **Vigor** is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties.

- **Dedication** refers to being strongly involved in one’s work, experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge.

- **Absorption** refers to being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work.
Job Demands – Resources Model

JD-R Model

Job Demands → Strain → Outcomes

Job Resources → Work Engagement → Outcomes

Looking for AUTONOMY, COMPETENCE and RELATEDNESS

Conditions supporting the individual’s experience of autonomy, competence, and relatedness foster the most volitional and high-quality forms of motivation and enhanced performance.

Need-theory:

• **Autonomy**: I feel like I can make a lot of inputs to deciding how my job gets done
• **Competence**: I enjoy the challenge my work provides
• **Relatedness**: I really like the people I work with

“The degree to which any of the three psychological needs is unsupported within a social context will have a robust detrimental impact on wellness in that setting”

E.g. Deci & Ryan, 2000
Are your needs satisfied?

“Today, to what extent have your needs been fulfilled at work?”

- “I can do my work the way I think it should be done”
- “I feel competent in my work”
- “I have real friends with the people at my work”
PSYCHOLOGICAL NEEDS AND WORK MOTIVATION

Extrinsic motivation

Reward

Intrinsic motivation

The effect +/- depending on job and person

Innovativeness

Self Determination Theory:
(Ryan & Deci, 2000)

Extrinsic motivation

Controlled motivation

Intrinsic motivation

Autonomous motivation

Basic psychological needs are:
Autonomy
Competence
Relatedness

Baer & al. 2003
The Self-Determination Theory

Non-Self-Determined behavior

- Amotivation
- Regulatory Style
  - Passive
  - Regulatory process
  - Perceived locus of causality
    - No motivation or interest in acting

Self-Determined behavior

- Extrinsic Motivation
  - External Regulation
  - Introjected Regulation
  - Identified Regulation
  - Integrated Regulation

- Intrinsic Motivation
  - Internally motivated, genuine interest

(Deci & Ryan, 2000, p. 237; Ryan & Deci, 2000b, p. 72; Gagné & Deci, 2005, p. 336)
How to identify design characteristics?
Ashby’s law

• External variety requires internal variety

The integration of redundancies of functions and knowledge is needed the more the degree of environmental turbulences increases
Fit

• The task of change agents is to find a fit or a coherence between the implementation factors

• Not just one but several things need to be aligned
  
  – **Content**: Relationship between change drivers and content. What are benefits for the organization and people. What is changed?
  
  – **Process**: Is the process appropriate for the target (content)? Communication.
  
  – **Development**: How the change is implemented to fit with the organizational change needs.
Organization and environment

- Organization
- Political economy
- Government regulation
- Customers
- Partners
- Culture
- Suppliers
- Competitors
- Industry norms
- Labor
- Resources

= Transactions, exchanges, interaction, influence

Daily working events in multiple locations

Home

Main office In Helsinki

A customer’s place in Stockholm

Airplane

A restaurant In Hong Kong
Identification of design characteristics

Design characteristics = features of work that can be designed
Targets of work design

(Janse, 2008, A. Balk 2009)
Basic ways to restructure work
Designing sustainable work system

Strategy: Sustainable development

Work processes
- Transparency

People
- Consuming vs regenerative work
- ‘Flow’ vs ‘Burnout’
- Competences
- Diversity

Communication
- Personalized
- Codified
- Dialogue

Structure
- Forms of virtual organizations
- Informal and quasi-informal

Tools, technologies
- Communication and collaboration (ICT)
- Organizational practices: e.g. leadership

Contexts
- Context_1
- Context_2
- Context_n

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Development of physical work environment (physical space)

Building and maintaining premises, telework …

Physical factors

Chemical factors

Biological factors
Development of tools and technologies (virtual space)

- Training
- Improving usability
- Purchasing new
- Fit with work
- Tools, technologies
Development of work processes

- Changing the construct of work object
- Getting rid of extra work
- Development of tools and technologies
- Getting rid of ineffective worktime
Developing job and tasks

Division of work and tasks

- Development of teamwork and collaboration
- Job rotation
- Job enrichment
- Job enlargement
Job design related to job characteristics

- Job rotation
- Job enlargement
- Direct relation to others
- Job enrichment
- Direct and clear information on performance

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<thead>
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<th>Job design</th>
<th>Job characteristics</th>
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<td>Job rotation</td>
<td>Skill variety</td>
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<td>Feedback from work</td>
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Development of communication

Communities

Informing

Feedback systems

Social support
- Help
- Knowledge support
- Emotional support
- Role support
- Social life and friendship relations

Communication process

ICT, social media
People

Development of work and work environment

Leadership and support

Change in mindset

Feedback systems

Knowledge support

Competences
- Knowledge
- Skills
- Life management

Coping
- Problem-based
- Emotion-based

People
- Willingness to change
- Experienced job content
- Wellbeing
Self-design of work: from coping to job crafting
Coping strategies – managing own work

• *Primary appraisal* is the process of perceiving a threat to oneself. *Secondary appraisal* is the process of bringing to mind a potential response to the threat. *Coping* is the process of executing that response (Lazarus & Folkman 1984):

• *Problem-focused coping* is aimed at problem solving or doing something to alter the source of the stress.

• *Emotion-focused coping* is aimed at reducing or managing the emotional distress that is associated with (or cued by) the situation.
Problem-focused means (Carver ym. 1989)

1. Active coping
2. Planning
3. Supression of competing activities
4. Restraint coping
5. Seeking social support: instrumental and emotional
Emotion-focused means (Carver ym. 1989)

1. Emotional support (moral support, sympathy)
2. Concentration on emotions
3. Giving up doing
4. Mental disengagement (dreaming, sleeping)
5. Positive interpretation and growth
6. Denial
7. Acceptance
8. Religion and spirituality
9. Alcohol, drugs …
Job Crafting – self-design of work

• Job crafting is defined as the physical and cognitive changes individuals make in their task or relational boundaries (Wrzesniewski & Dutton, 2001)

• Job crafting is defined as the changes individuals make in their job demands and job resources (Tims & Bakker, 2010).

• “Self-initiated change behaviors employees engage in with the aim to align their jobs with their own preferences, motives, and passions.”

JD-R model of Engagement

Bakker (2010, 2011)
Bakker & Demerouti (2008)

Job Demands

Job Resources
Personal Resources

Work Engagement

Performance

Job crafting
Employees face various job demands and resources.

- Mental Demands
- Role Conflict
- Emotional Demands
- Workload
- Etcetera
- Feedback
- Coaching
- Social Support
- Autonomy
- Etcetera
Job Crafting Scale

Increasing Job Resources
• I ask my supervisor to coach me
• I ask others for feedback on my job performance
• I try to learn new things at work

Increasing Job Demands
• When an interesting project comes along, I offer myself proactively as project co-worker
• I regularly take on extra tasks even though I do not receive extra salary for them

Decreasing Job Demands
• I try to ensure that my work is emotionally less intense
• I organise my work in such a way to make sure that I do not have to concentrate for too long a period at once

Team job crafting

• **Team job crafting**: the extent to which team members combine efforts to increase structural and social job resources as well as challenging job demands, and to decrease their hindering job demands.

• Team job crafting implies that team members *together decide*, for example, which job resources they need to accomplish their tasks and *together ensure that they mobilize these resources*. In addition, teams may want to challenge themselves by *learning new skills* that can be applied in their current tasks.

Maria Tims, Arnold B. Bakker, Daantje Derks and Willem van Rhenen (2013) 
Job Crafting at the Team and Individual Level: Implications for Work. 
Group & Organization Management.
Work design is a process
Process of change

"This is the general outline of **how** we will achieve the outcome"

- Speed (slow vs fast)
- Nature (Discontinuous vs continuous)
- Approach to certainty (emergent vs planned)
Change and development models

• ’Design’ models:
  – Unfreezing – changing – refreezing (Lewin)
  – ‘Best Practice’, solutions known good, expertise-based

• Context- and situation-based (emergent) models:
  – General models may not work, every situation is different and specific
  – Successful change depends on: structures, culture, organisation learning, management activities, power and politics
  – ‘Local solutions’, dialogical means, “all have expertise”
Planned change process

- Most process models of change describe planned change
- Started by Lewin (1958)
  1. **unfreeze** (preparing for change by destabilising the equilibrium),
  2. **moving** (designing and installing the change),
  3. **refreezing** (institutionalising in a new state of equilibrium)
Planned change process

- It is a question of how many steps one wants to have in their model

(Andersson and Ackerman Anderson 2001, ks. Balk 2009)
Few common change types (Anderson 2001, 31)

- **Developmental Change**
  - Scale: small
  - Speed: slow
  - Nature: continuous
  - Approach: Planned

- **Transitional Change**
  - Scale: moderate to big
  - Speed: moderate
  - Nature: semicontinuous
  - Approach: Planned

- **Transformational Change**
  - Scale: big
  - Speed: ??
  - Nature: discontinuous
  - Approach: planned

(Lainattu A. Balk 2009)
Two sides of change processes

- Individuals experience and go through change processes as they happen on an organisational level

(Lainattu A. Balk 2009)
Resistance \((r)\)

\[ r = f \left( n^m \right) \]

- \(r\) = resistance
- \(n\) = number of employees
- \(m\) = number of management levels

(Magnus Lindkvist at VIA Leaders’ Forum XII, 16.2.2012)
Stage 1. The Plateau
• Before the actual changes begin work still goes as usual.

Stage 2. The Cliff
• When people try something different their performance drops. They make errors and become frustrated.

Stage 3. The Valley
• Here the employees begin to learn to master the new skills.

Stage 4. The Ascent
• In this stage performance improves impressively. Employees sharpen their skills, procedures and coordinate work better with one another. They also get a psychological boost for their newfound proficiency.

Stage 5. The Mountaintop
• During the stages 2 to 4, performance was below the level it was in stage 1. Only in stage 5 does it climb higher than that. This is when change has been achieved.
Processes in the individual domain

Transition curve (Adams et al. 1976)

J-Curve (Jellison 2006)

Focus: Personal subjective experience

Focus: Individual performance

Avoiding resistance by participation

- Non-participative, **changes are not** informed
- No involvement, **changes are** informed
- Consulting, **some people are heart**
- Representative, **a person represent her/his group or project**
- Participative, **all are provided possibilities to influence change in development groups**

**Advantages:** learning, commitment, satisfaction

**Disadvantages:** “Extra“ work, time, costs
Change is a project
Critical path of a development project

- Change need
  - Vision
  - Analyses
- Steering group
  - Project group
  - Development group
- Goals
  - Indicators
- Project plan
- Project meetings
  - Group work
- Development
  - Changes
  - Training