

ORGANIZATIONAL BEHAVIOR

UNIT - 1

Understanding Organisational behaviour: Levels of analysis within OB- individual, group and organisation; challenges and opportunities for OB; relationship of OB with other fields.

Organizational Behavior

- ▣ MEANING: Organizational Behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

- ▣ It studies three determinants of behavior in organizations: individuals, groups, and structure.
- ▣ In addition, OB applies the knowledge gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively.
- ▣ OB is concerned with the study of what people do in an organization and how their behavior affects the organization's performance.
- ▣ Specifically with employment-related situations
- ▣ Jobs, work, absenteeism, employment turnover, productivity, human performance, and management

Definitions of OB

Stephen P. Robbins : “ OB is a field of study that investigates the impact that individuals, groups and structure have on behaviors within or organization for the purpose of applying such knowledge towards improving an organization's effectiveness.”

N. Keith Davis : “ OB is the study and application at knowledge about how people as individuals and as groups – act within organization. It strives to identify ways in which people can act more effectively.”

Luthans : “OB can be defined as the understanding, prediction and management of human behavior in organizations.”

- ▣ The core topics:
 - Motivation,
 - Leader behavior and power,
 - Interpersonal communication,
 - Group structure and processes,
 - Learning,
 - Attitude development and perception,
 - Change processes,
 - Conflict,
 - Work design,
 - Work stress.

Relationship of OB with other Fields

- ▣ 1. Psychology
- ▣ 2. Sociology
- ▣ 3. Social -Psychology
- ▣ 4. Political Science
- ▣ 5. Economics
- ▣ 6. Engineering

- ▣ Contributing Disciplines
- ▣ Organizational behavior is an applied behavior science that is built on contributions from a number of behavior disciplines.
- ▣ the predominant areas :
 - psychology,
 - social psychology,
 - sociology,
 - anthropology,
 - political science

▣ Psychology---individual

- learning, motivation, personality, emotions,
- perception, training, job satisfaction, leadership effectiveness,
- individual decision making, performance appraisal, attitude measurement, employee selection,
- work design, work stress

▣ Social psychology---group

- Behavioral change, attitude change,
- communicate,
- group processes,
- group decision making

▣ Sociology

- Communication, power, conflict, intergroup behavior,
----group
- formal organization theory,
- organizational technology,
- organizational change,
- organizational culture ----organization system

▣ Anthropology

- Comparative values,
- comparative attitudes,
- cross-culture analysis, ----group
- organizational culture,
- Organizational enviroment,
- Power ----organization system

▣ Political science

- Conflict,
- Intraorganizational politics, ----group
- Power ----organization system

Goals of OB

▣ **Explanation**

- If we are to understand a phenomenon, we must begin by trying to explain it. We can then use this understanding to determine a cause.

▣ **Prediction**

- It seeks to determine what outcomes will result from a given action.

▣ **Control**

- The control objective is frequently seen by manager as the most valuable contribution the OB makes toward their effectiveness on the job.

Challenges and Opportunities for OB

- ▣ **1.Responding to Globalization**
 - Increased foreign assignments
 - Working with people from different cultures
 - Coping with anticapitalism backlash
 - Overseeing movement of jobs to countries with low-cost labor
 - Managing people during the war on terror
- ▣ **2.Managing workforce diversity**
 - Workforce diversity:
 - ▣ Gender, race, national origin, age, disability,
 - Embracing diversity
 - Changing demographics
- ▣ Workforce diversity can increase creativity and innovation in organizations as well as improve decision making by providing different perspective on promble.

▣ 3.Improving quality and productivity

- “Almost all quality improvement comes via simplification of design, manufacturing, layout, processes, and procedures.” ----Tom Peters
- Today’s managers understand that success of any effort at improving quality and productivity must include their employees.

▣ 4.Improving people skills

- ▣ We’ll present relevant concepts and theories that can help you explain and predict the behavior of people at work.
 - Learn a ways to motivate people
 - How to be a better communicator
 - How to create more effective teams

▣ 5. Stimulating innovation and change

- Today's successful organizations must foster innovation and master the art of change or they'll become candidate for extinction.
- An organization's employees can be the impetus for innovation and change or they can be a major stumbling block.
- The challenge for managers is to stimulate their employees' creativity and tolerance for change.

▣ 6. Coping with "temporariness"

- Managing today would be more accurately described as long periods of ongoing change, interrupted occasionally by short periods of stability!
- The actual jobs that workers perform are in a permanent state of flux.
- So workers need to continually update their knowledge and skills to perform new job requirements.

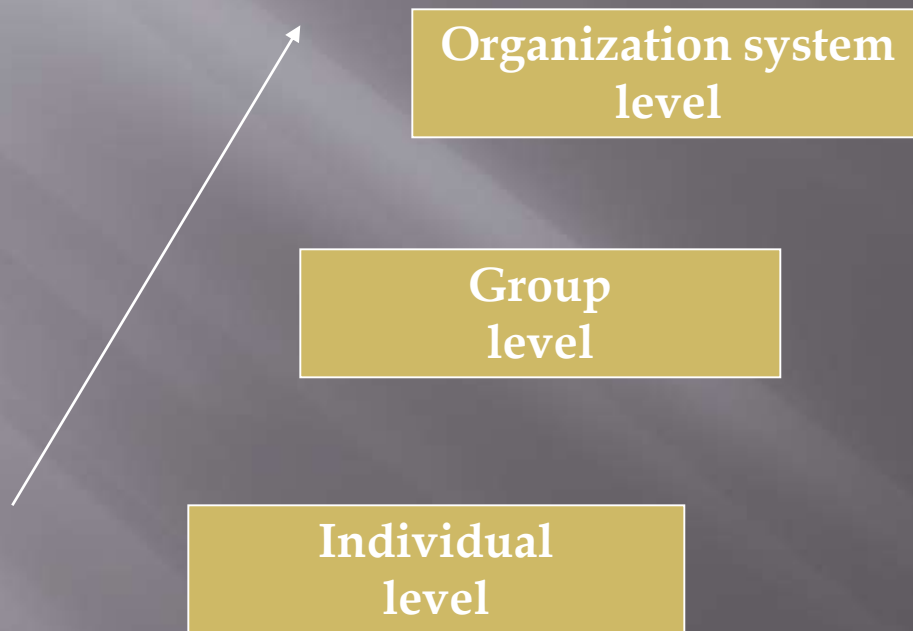
▣ 7. Declining employee loyalty

- Beginning in the mid-1980s, in response to global competition, unfriendly takeovers, leveraged buyouts, and the like, corporations began to discard traditional policies on job security, seniority and compensation.
- An important OB challenge will be for managers to devise ways to motivate workers who feel less committed to their employers, while maintaining their organizations' global competitiveness.

▣ 8. Improving ethical behavior

- Members of organizations are increasingly finding themselves facing ethical dilemmas, situations in which they are required to define right and wrong conduct.
- In recent years, the line differentiating right from wrong has become even more blurred.
- Managers and their organizations are writing and distributing codes of ethics to guide employees through ethical dilemmas.

The plan of this Study



Nature of OB

- ▣ 1. A separate field of study
- ▣ 2. Applied science
- ▣ 3. Goal oriented
- ▣ 4. Interdisciplinary approach
- ▣ 5. Normative science – case + effect
+ suggestions

Dimensions of O.B

- ▣ 1. Structure
- ▣ 2. Process
- ▣ 3. values
- ▣ 4. Behaviour of – individuals, Group, within organisation.

Elements of OB

- ▣ 1. Individuals
- ▣ 2. Structures
- ▣ 3. Groups
- ▣ 4. Technology
- ▣ 5. Environments

Levels of Analysis within OB

- ▣ According to Greenberg and Baron-
“Organisational behaviour is the field that seeks knowledge of behaviour in organisational settings by systematically studying individual, group and organisational processes.”

Thus, organisational behaviour focuses on three levels of analysis which are:

- ▣ 1. Individual level
- ▣ 2. Interpersonal or organisation level
- ▣ 3. Group level

INDIVIDUAL LEVEL

- ▣ Organisations are made up of their individual members. Organisational behaviour can be studied from the perspective of an individual member in an organisation and it tries to analyse how and why an individual behaves and reacts in a particular situation, to different organisational policies, practices and procedures. The behaviour of individuals is affected by a number of psychological, social and cultural factors. The study of behaviour of an individual working in the organisation is also known as Micro Organisational Behaviour.

GROUP LEVEL

- ▣ People in organisations have to necessarily work in coordination with others to meet organisational goals. This is achieved through the use of teams, committees and workgroups. How do people work together in groups? What factors determine whether the group will be cohesive and productive? What type of tasks could be assigned to the groups? The Hawthorne experiments have shown that an individual behaves differently when he works alone and when he works in a group . Behaviour in groups is affected by various factors such as group goals, norms, communication, leadership, cohesiveness, etc.

ORGANISATION LEVEL

- ▣ All the building blocks are the basic levels of organisation. Each level is constructed on the previous level. While moving from individual level to organisational systems level, understanding of behaviour in organisation is systematically added. An organisation is a collection of complex systems designed to reach a goal. It can be as small as two people or as large as thousands. Regardless of size, the goal must be clear to everyone involved if it is going to be achieved. Organisations also represent collective leadership. This means that the message of organisational directives comes from many different people, often at different times and in different locations.

Features of OB

- ▣ 1. Part of general management
- ▣ 2. Deals with behavioral approach
- ▣ 3. Separate field of study
- ▣ 4. Helps to predicting the behaviour
- ▣ 5. Inculcates creative thinking
- ▣ 6. Interdisciplinary in nature
- ▣ 7. Action oriented
- ▣ 8. Science as well as an art
- ▣ 9. Fulfils need – both organization plus employee's
- ▣ 10. Rational thinking approach
- ▣ 11. Balance of human and technical values at work
- ▣ 12. Young field of enquiry- exist at multiple level

UNIT - 2

Foundation of Individual behaviour; learning theories;
Perception: factors influencing Perception; Personality,
Attitudes, Job satisfaction and Values

INDIVIDUAL BEHAVIOUR

Individual behaviour refers to the concrete action engaged in by a person. It is the foundation of organisational performance. IB. influenced by various factors.

Nature of individual behaviour

1. Field of study
2. Inter disciplinary approach
3. Applied science and normative centre
4. Optimistic approach

Importance of understanding I.B.

- ▣ 1. Provide Learning and motivation
- ▣ 2. Coach individual to achieve their potential
- ▣ 3. Manage change in a positive and productive way
- ▣ 4. Effective solutions of problems
- ▣ 5. Helps in reading people accurately
- ▣ 6. Co-ordinate healthy industrial relation.
- ▣ 7. Provide proper training and learning
- ▣ 8. Development of existing stages possible

Factors affecting individual behaviour

1. Personal Factors -

Age, Gender, Education, Abilities, Marital, No. of dependants, Creativity

2. Psychological Factors - personality, perception, attitudes, values, learning, motivation.

3. Organisational Factors - structure, design, leadership, behaviour, reward system, physical factors,

4. Environmental Factors - economic, social, cultural, value, political, market, competitor, international

Definition: Learning is...

- ▣ A change in behavior as a result of experience or practice.
- ▣ The acquisition of knowledge through study
- ▣ To gain knowledge of, or skill in, something through study, teaching, instruction or experience.
- ▣ The process of gaining knowledge.
- ▣ A process by which behavior is changed, shaped or controlled.
- ▣ The individual process of constructing understanding based on experience from a wide range of sources.
- ▣ Learning is the process by which a person constructs knowledge, skills and capabilities ...By Martyn sloman

Process of Learning

- ▣ Learning involves the individual
 - Brain
 - Body
- ▣ Learning involves others
 - Dyads
 - Groups
 - Organizations
 - Communities
 - Society
- ▣ Learning takes place somewhere
 - In physical environment
 - With things and tools
- ▣ Learning occurs over time

Process of Learning

- ▣ 1. Attention
- ▣ 2. Expectancy
- ▣ 3. Retrieval of relevant information
- ▣ 4. Selective Perception
- ▣ 5. Encoding – entry of information into long term storage
- ▣ 6. Responding
- ▣ 7. Feedback

Products of Learning

- ▣ Learning is about ideas and concepts
- ▣ Learning is about behaviors and skills
- ▣ Learning is about attitudes and values

Principles of Learning

- ▣ 1. Reinforcement -
 - ▣ Positive and Negative,
 - ▣ Extrinsic and Intrinsic,
 - ▣ Primary and Secondary

- ▣ 2. Punishment – Positive and Negative

Characteristics and importance of Learning

- ▣ 1. Change is behaviour
- ▣ 2. Permanent change
- ▣ 3. It depends on practice or experience
- ▣ 4. Controls behaviour
- ▣ 5. Determines employees behaviour
- ▣ 6. Affects and fosters training and development

Definition: Theories are...

- What is a theory?
 - A theory provides a general explanation for observations made over time.
 - A theory explains and predicts behavior.
 - A theory can never be established beyond all doubt.
 - A theory may be modified.
 - Theories seldom have to be thrown out completely if thoroughly tested but sometimes a theory may be widely accepted for a long time and later disproved.

So, how do people learn?

- ▣ Easy answer: We don't know for sure.
- ▣ Difficult answer: We have multiple theories that provide glimpses of an answer from many different perspectives. These stem from psychologists, philosophers, sociologists, anthropologists, evolutionary biologists, linguists, neuroscientists...

Broad domains of theories

- Behaviorism
- Constructivism
- Sociocultural
- Cognitivism

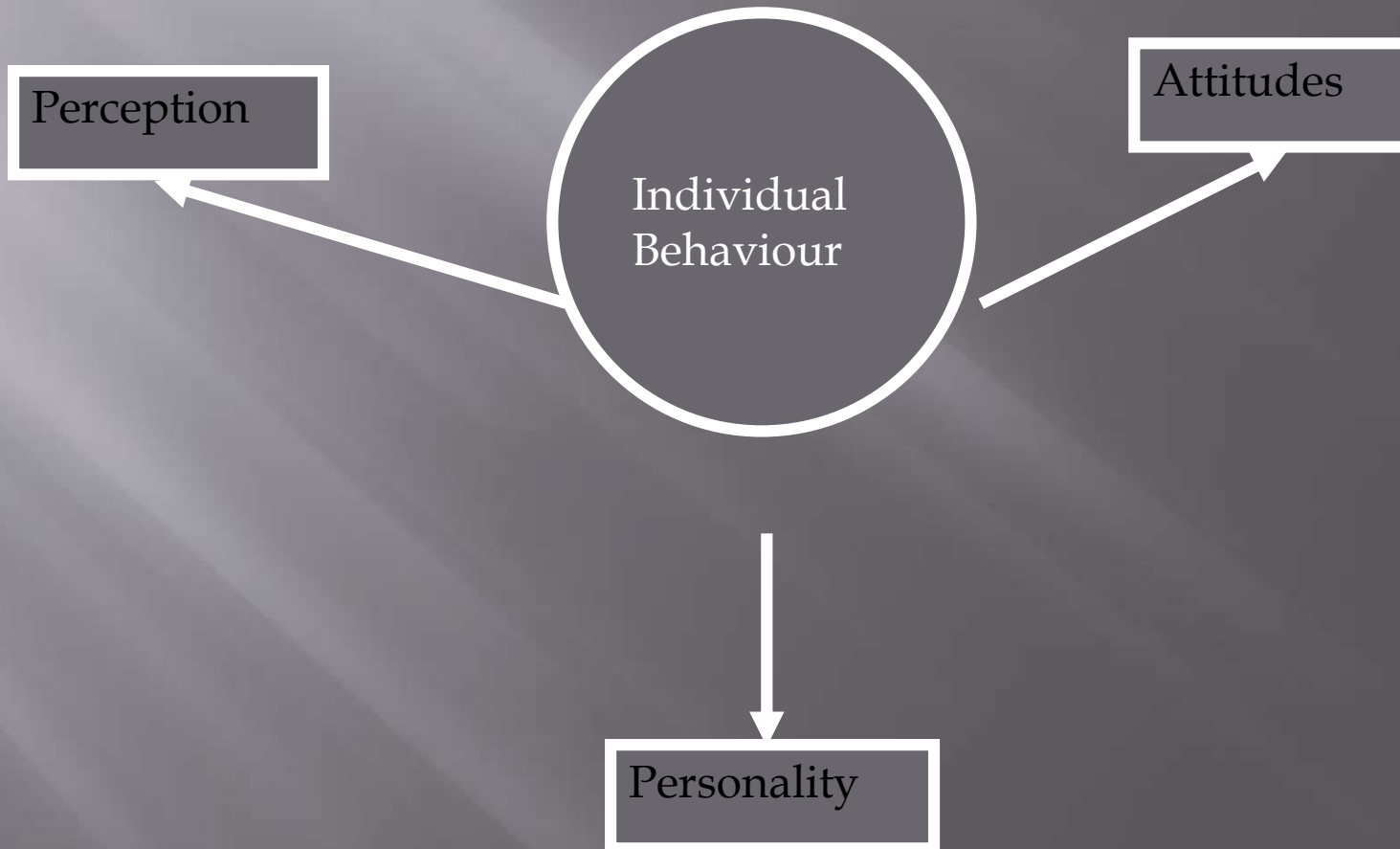
I believe that (the) educational process has two sides – one psychological and one sociological. . . . Profound differences in theory are never gratuitous or invented. They grow out of conflicting elements in a genuine problem.

-John Dewey, In Dworkin, M. (1959) Dewey on Education

Learning Theories

- ▣ A. Social Learning Theory – 1. Attention processes 2. Retention processes 3. Motor Reproduction processes 4. Reinforcement processes.
- ▣ B. Cognitive Learning Theory – 1 Prior learning 2. Behavioural choice 3. perceived consequences 4. Feedback
- ▣ C. Classical conditioning – propounded by Russian Psychologist Ivan Pavlon says behaviour is learned by repetitive association between a stimulus and a response. Like an individual has something in an eye – response blinks. And is shocked by an electric current – response jumps.

Perception, Attitudes, and Personality



Perception

- ▣ A cognitive process: lets a person make sense of stimuli from the environment
- ▣ Affects all senses: sight, touch, taste, smell, hearing
- ▣ Includes inputs to person and choice of inputs to which the person attends
- ▣ Stimulus sources: people, events, physical objects, ideas
- ▣ Helps adaptation to a changing environment

According to S.P. Robbins: “ Perception may be defined as a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment.”

Process of Perception

- ▣ 1. Perceptual selectivity – exposure and attention
- ▣ 2. Organisation
- ▣ 3. Perceptual Organisation – categorisation, inference

Factors influencing Perception

- ▣ 1. Characteristics of Perceiver(internal factor)- motives, concept, self belief, Psychological state, expectations
- ▣ 2. Characteristics of Perceived(External factors)- size, intensity, frequency, status, contrast.
- ▣ 3. Characteristics of situation – location, light, heat, situational factors

Importance of Perception

- ▣ Understand human behaviour
- ▣ Understand behaviour prediction
- ▣ Provide understanding of need determination
- ▣ Helps to dealing with people

Attitudes

- ▣ An **attitude** is “a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object”
- ▣ Attitude object: physical objects, issues, ideas, events, people, places
- ▣ Attitudes are likes and dislikes

According to Engel: “Attitudes are an overall evaluation that allows one to respond in a consistently favourable or unfavourable manner with respect to a given object or alternative.”

Attitudes (Cont.)

- ▣ Parts of an attitude
 - **Cognitive:** perceptions and beliefs about an attitude object
 - **Affective:** feelings about an attitude object
 - **Behavioral intentions:** how the person wants to behave and what a person says about an attitude object
- ▣ Common work attitudes
 - Organizational commitment
 - Satisfaction
 - Job involvement
- ▣ Play a role in employee turnover

Attitude Formation

- ▣ 1. Childhood phase
- ▣ 2. Adulthood phase
- ▣ 3. Maturity phase

Importance of Attitude

- ▣ Determines meaning of environment
- ▣ Rationalizes the action
- ▣ Organizes facts
- ▣ Facilitates selection of facts

Functions of Attitudes

- ▣ The adjustment function
- ▣ The ego defensive function
- ▣ The value expressive function
- ▣ The knowledge function

Types of attitudes

- ▣ Job satisfaction
- ▣ Job involvement
- ▣ Organisational commitment
- ▣ Changing attitudes of employees- reward system, focus on work environment, providing new information, uses of fear

Sources of Attitudes

- ▣ Direct personal experience
- ▣ Association
- ▣ Social Learning – family, peer groups, society, models, institutional factors

Personality

- ▣ Set of traits, characteristics, and predispositions of a person
- ▣ Usually matures and stabilizes by about age 30 & affects how a person adjusts to different environment
- ▣ Defined as those inner psychological characteristics that both determine and reflect how a person responds to his or her environment

According to Gordon Allport: “Personality is the dynamic organisation within the individual and consists of those psychophysical systems that determine his unique adjustments to his environment.”

Nature of Personality

- ▣ Unique , social , Psychophysical systems
- ▣ Consistent and enduring
- ▣ Learned or acquired
- ▣ Dynamic process
- ▣ Reflects individual differences
- ▣ Result of heredity and environment
- ▣ Integration of various traits

Determinants of Personality

- ▣ Biological factors – heredity, brain, physical features
- ▣ Cultural factors
- ▣ Family and social factors – home, family, social groups
- ▣ Physical factors

Importance of Personality

- ▣ Leading capacity
- ▣ Interpersonal skill
- ▣ Motivation
- ▣ Work ethics
- ▣ Creativity
- ▣ Self efficacy
- ▣ Interactive and technical in nature

Personality Theories

- ▣ **Cognitive theory:** people develop their thinking patterns as their life unfolds
- ▣ **Learning theories:** behavior patterns develop from the social environment
- ▣ **Biological theories:** personality as genetically inherited

Personality Theories (Cont.)

- ▣ Cognitive theory
 - Develop thinking patterns as life unfolds
 - Affects how the person interprets and internalizes life's events
 - Cognitive development stages
 - ▣ Reflexive behavior of infant
 - ▣ More complex modes of perception and interpretation of events
 - Neither driven by instincts nor unwittingly shaped by environmental influences

Personality Theories (Cont.)

- ▣ Learning theories
 - Learn behavior from social interaction with other people
 - Young child: early family socialization
 - Continuously learn from social environment: stable behavior forms the personality
 - Uniqueness of each personality follows from variability in social experiences

Personality Theories (Cont.)

- ▣ Biological theories
 - Ethological theory
 - ▣ Develop common characteristics as a result of evolution
 - ▣ Behavioral characteristics that have helped survival over generations become inborn characteristics
 - Behavior genetics
 - ▣ Individual's unique gene structure affects personality development
 - ▣ Personality develops from interactions between a person's genetic structure and social environment

Meaning of Job satisfaction

- ▣ An employee's judgment of how well his job has satisfied his various needs.
- ▣ A pleasurable emotional state resulting from the appraisal of one's job or job experiences
- ▣ As an individual's general attitudes towards his job – emotional response, fact, feels, several factors, attitudes.

Nature of job satisfaction

- ▣ Retaining employees
- ▣ An attitudes
- ▣ Complex concepts
- ▣ Linked with motivation

Factors affecting job satisfaction

- ▣ Individual factors – education, age, others
- ▣ Nature of job – occupation level, job content
- ▣ Situational variables – working condition, supervision, equitable rewards, opportunity for promotion, work group, work itself, pay,

Importance of job satisfaction

- ▣ Improves job performance
- ▣ Builds positive behavior
- ▣ Increase customer satisfaction
- ▣ Reduces absenteeism
- ▣ Reduces turnovers of employees

Values - meaning

- ▣ Values are global beliefs that guide actions and judgments across a variety of situations.
- ▣ Values are specific mode of conduct or end state of existence of personality – likes, dislikes, viewpoints, inner inclination, rational judgments, prejudices, determine a person's view of the world.

Types of values

- ▣ Theoretical
- ▣ Economic
- ▣ Aesthetic
- ▣ Social
- ▣ political
- ▣ Religious
- ▣ Terminal and instrumental

Classification of values

- ▣ Human values
- ▣ Social and spiritual values
- ▣ Business values
- ▣ Community values
- ▣ Family values
- ▣ Professional values
- ▣ National values

Sources of values

- ▣ Family factors
- ▣ Social factors
- ▣ Personal factors
- ▣ Cultural factors
- ▣ Religious factors
- ▣ Life experience

Importance of values

- ▣ Effects individual's thoughts and actions
- ▣ Influences employee's motivation
- ▣ Relates to belief and behavior
- ▣ Influences behavior and personality
- ▣ Provide understanding of decision making and conflict resolution
- ▣ Creates faith, reliability, unit, corordinatio

UNIT III

Motivation: concept and process;
Motivation theories; Group: nature,
functions, development.

Concept of Motivation

- ▣ 'Motivation' is derived from the word 'motive'. Motive refers to the needs, wants, drives, impulses within individuals. Motivation may be defined as the process of stimulating people to action, to accomplish desired goals. It involves arousing needs and desires in people to initiate and direct their behaviour in a purposive manner. It is a psychological phenomenon which arises from the feeling of needs and wants of individuals. It causes goal-directed behaviour.

Motivation

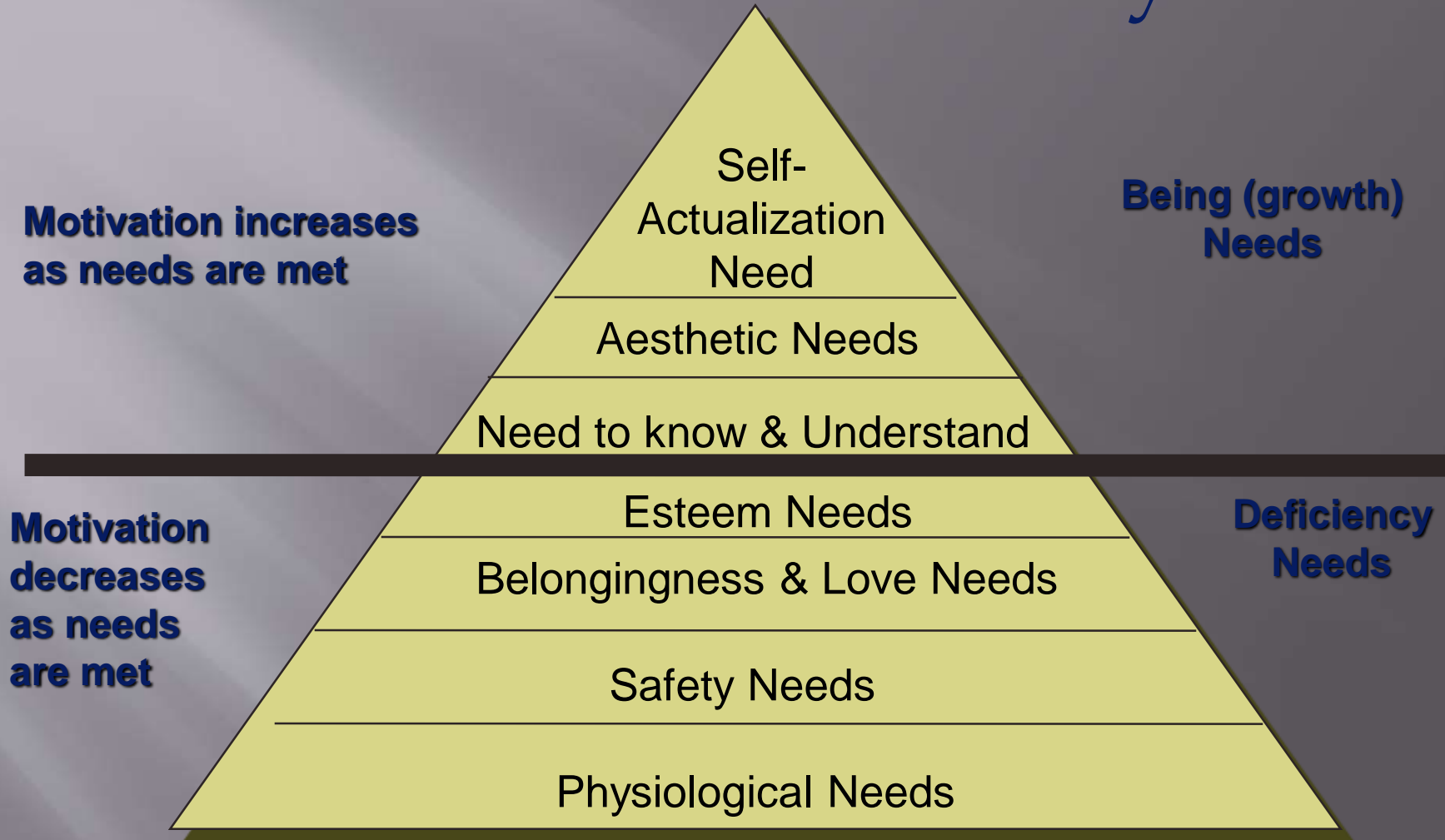
- ▶ Motivation defined:
 - ▶ Internal state
 - ▶ Arouses, directs, maintains behavior
- ▶ Intrinsic / Extrinsic
- ▶ Locus of causality



Maslow's Hierarchy

- ▶ Deficiency needs
 - ▶ Survival
 - ▶ Pre-requisite
 - ▶ Survival
 - ▶ Safety
 - ▶ Belonging
 - ▶ Self-esteem
- Being needs
- Endlessly renewed
- Whole person
- Intellect /
achievement
- Aesthetics
- Self-actualization

Maslow's Hierarchy



Cognitive Perspective

- ▶ Focus on thinking
- ▶ Emphasizes intrinsic motivation
- ▶ People are active and curious
- ▶ Plans, goals, schemas, and expectations

Cognitive Perspective

- ▶ Attribution theory
- ▶ Perceived cause of successes or failures
 - ▶ Locus
 - ▶ Stability
 - ▶ Responsibility
- ▶ Attributions in the classroom
- ▶ Teacher actions influence student attributions
- ▶ Expectancy X Value Theory

Attribution Theory



Weiner's Terms

- ▶ Locus Internal / external
- ▶ Stability Stable / unstable
- ▶ Responsibility Controllable / uncontrollable

Examples of Attribution Theory

- ▶ Internal locus, stable, controllable:
 - ▶ I am good at studying for multiple choice tests, so I will do well on the next Educational Psychology Exam.
- ▶ Internal, stable, uncontrollable:
 - ▶ Essay tests are always hard for me, so I won't do well in American Literature.

Sociocultural Conceptions of Motivation

- ▶ Emphasizes participation in communities of practice
- ▶ Legitimate peripheral participation
- ▶ Relate to authentic tasks
- ▶ See table 10.2, Woolfolk, p. 376 for a comparison of all four approaches

HERZBERG'S TWO FACTOR THEORY

- ▣ Herzberg's Motivation-Hygiene Theory
 - Satisfaction and dissatisfaction are separate and distinct dimensions
 - Motivation factors
 - Job factors that increase motivation but whose absence does not necessarily result in dissatisfaction
 - Hygiene factors
 - Job factors that reduce dissatisfaction when present to an acceptable degree but that do not necessarily result in higher levels of motivation.

Herzberg's Motivation-Hygiene Theory

MOTIVATION FACTORS

- Achievement
- Recognition
- Responsibility
- Advancement
- Growth
- The work itself

Satisfaction

No satisfaction

HYGIENE FACTORS

- Supervision
- Working conditions
- Interpersonal relationships
- Pay
- Job security
- Company policies and administration

Dissatisfaction

No dissatisfaction

McGregor's Theory X and Theory Y

- ▣ Douglas McGregor
 - Sets of assumptions about managerial attitudes and beliefs about worker behavior
- ▣ Theory X
 - Generally consistent with Taylor's scientific management
 - Employees dislike work and will function only in a controlled work environment
- ▣ Theory Y
 - Generally consistent with the human relations movement
 - Employees accept responsibility and work toward organizational goals if they will also achieve personal rewards

Theory X and Theory Y

Area	Theory X	Theory Y
Attitude toward work	Dislike	Involvement
Control systems	External	Internal
Supervision	Direct	Indirect
Level of commitment	Low	High
Employee potential	Ignored	Identified
Use of human resources	Limited	Not limited

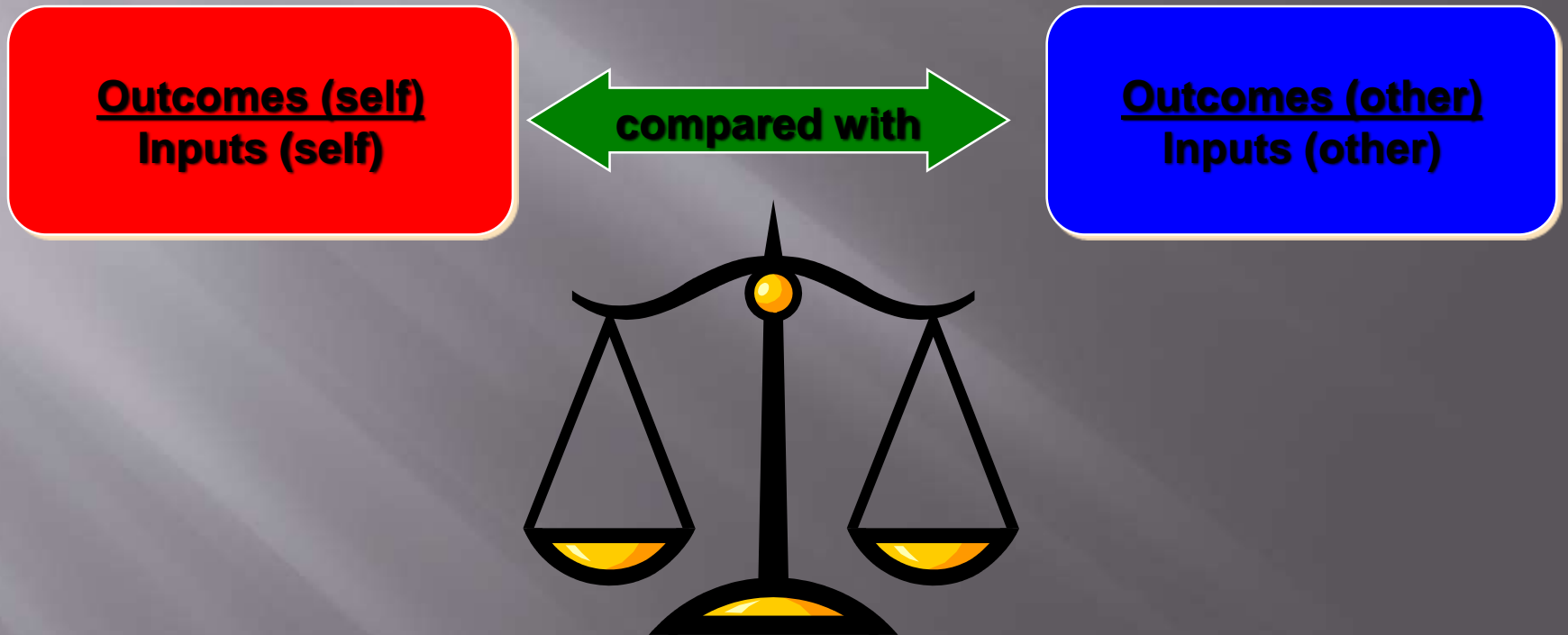
ALDERFER'S ERG THEORY

- ▣ Extention of Maslow's theory
- ▣ 1. Existence needs – safety, physiological
- ▣ 2. Relatedness – belongingness needs like safety, esteem, ego needs
- ▣ 3. Growth – development, self esteem, self actualization

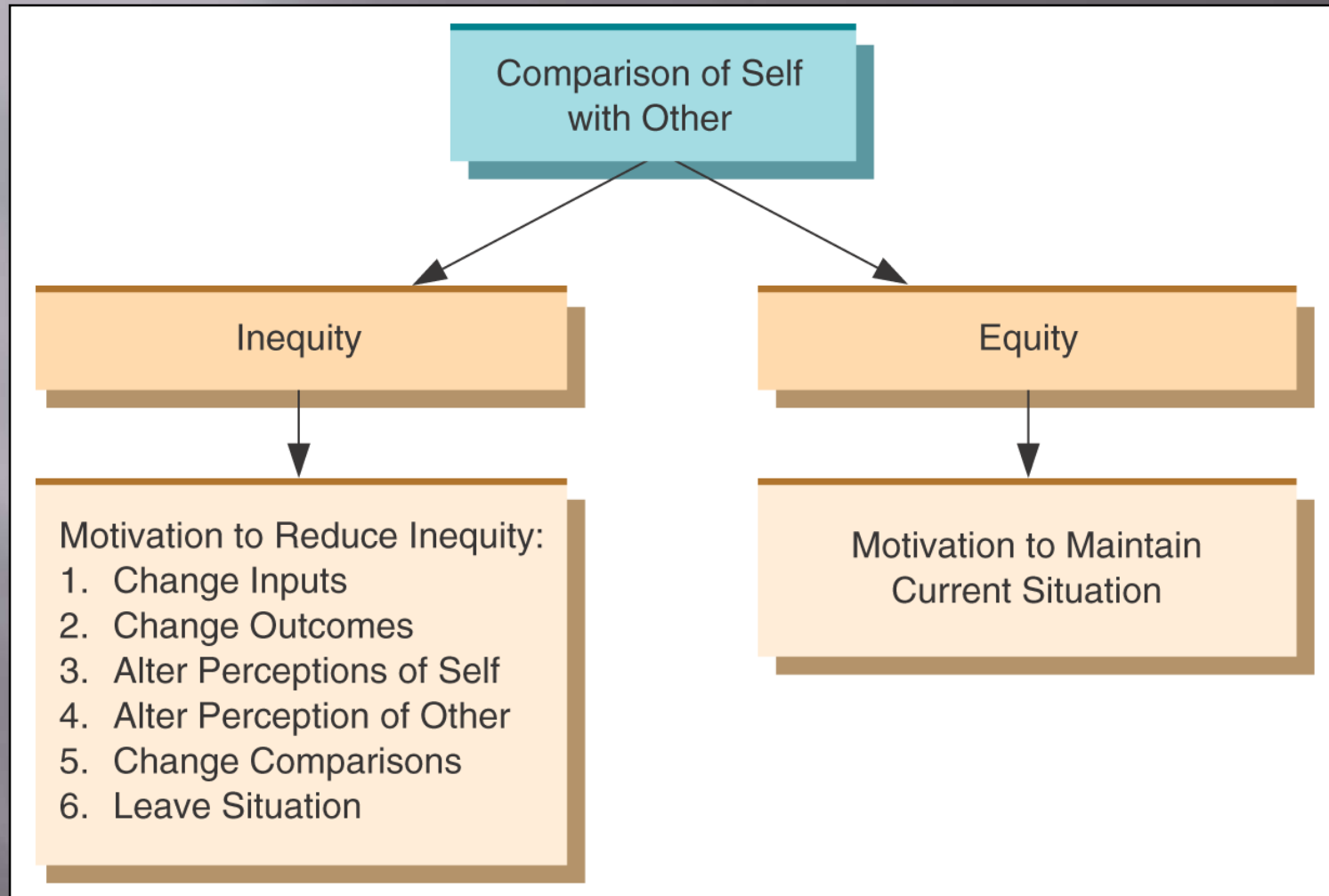
EQUITY THEORY

- ▣ Equity Theory
 - People are motivated to obtain and preserve equitable treatment for themselves
 - Equity: the distribution of rewards in direct proportion to the contribution of each employee to the organization
 - Workers compare their own input-to-outcome (reward) ratios to their perception of others'
 - Workers who perceive an inequity may
 - ▣ Decrease their inputs
 - ▣ Try to increase outcome (ask for a raise)
 - ▣ Try to get the comparison other to increase inputs or receive decreased outcomes
 - ▣ Leave the work situation (quit)
 - ▣ Switch to a different comparison other

Equity Theory



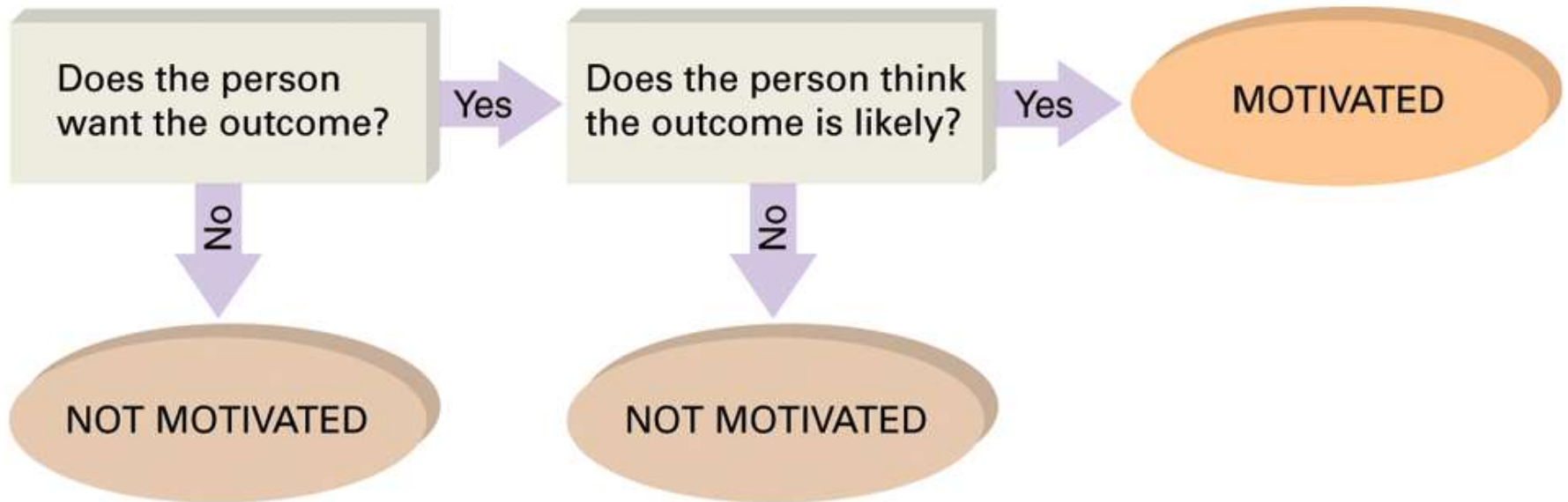
Responses to Perceptions of Equity and Inequity



Vroom's Expectancy Theory

- ▣ Expectancy Theory (Victor Vroom)
 - Motivation depends on how much we want something and on how likely we think we are to get it
 - Implications are that managers must recognize that
 - ▣ Employees work for a variety of reasons
 - ▣ The reasons, or expected outcomes, may change over time
 - ▣ It is necessary to show employees how they can attain the outcomes they desire

Expectancy Theory



Porter and Lawler Model

▣ Goal-Setting Theory

- Employees are motivated to achieve goals they and their managers establish together
- Goals should be very specific, moderately difficult, and ones that the employee will be committed to achieve
- Rewards should be tied directly to goal achievement

PROCESS OF MOTIVATION

- ❑ 1.Motive: Motivation starts when a motive prompts people to action. Motives are the primary energizer of behaviour and explain the reasons of behaviour
- ❑ 2.Behaviour: The behaviour of the individual comprises a series of activities that the person does by being motivated to achieve individual and organisational goals.
- ❑ 3.Goal: The goals chosen by an individual depends on various factors like the cultural norms and values, the individuals's inherited capabilities, influence of personal learning and experiences, and the type and level of mobility in the physical and social world of the employee.
- ❑ 4.Tension Reduction: Every individual in the organisation tends to develop certain motivational drives as a product of his cultural environment in which he lives and his goal driving behaviour.

GROUP

What is GROUP?

- A group consists of two or more persons who interact with each other, consciously for the achievement of certain common objectives.



GROUP can also be defined as :

- Two or more persons who are *interacting* with one another in such a manner that each person influences and is *influenced* *by each other person.*



Thus, in short **GROUP** has:

- Two or more person .
- Common objectives.
- Influenced by each other person.
- Perceive themselves as being a group.



Nature of Group

- The members of the group are **inter-dependent** and are **aware** that they are part of group.



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People must interact with each other.



- People must be **psychologically aware of one another.**
- People must **perceive themselves** to be a group.



- A feeling of **belongingness** & Feeling of **Security**



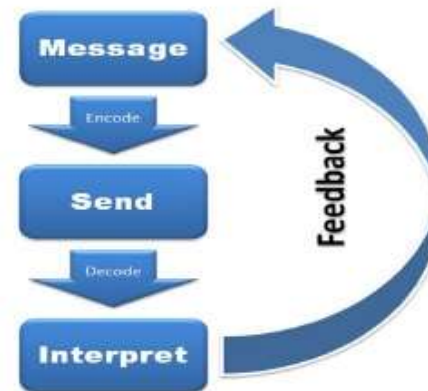
Consent ,solving problems and helping others.



Effective communication



Effective Communication Cycle



Why do people join Groups?

- ◆ **Status**
- ◆ **Self-esteem**
- ◆ **Affiliation**
- ◆ **Power**
- ◆ **Security**
- ◆ **Identity
& recognition**
- ◆ **Goal
accomplishment**



DEVEPOMENT OF GROUP

OTHER REASONS FOR GROUP FORMATION

1. COMPANIONSHIP
2. SENSE OF IDENTIFICATION
3. SOURCE OF INFORMATION
4. JOB SATISFACTION
5. PROTECTION OF MEMBERS
6. OUTLET FOR FRUSTATION
7. PERPETUATION OF CULTURAL VALUES
8. GENERATION OF NEW IDEAS



Characteristics of Groups

- ⦿ Norms: standard of behaviour that every member of the group is expected to follow.
- ⦿ Conformity: behaviour or actions that follow the norms.
- ⦿ Cohesiveness: forming a united whole

Types of groups:

Formal group

- Work group , task force , committee and quality of team.
- Decided by management
- Clear –cut authority and responsibility relationships



Informal group

- Developed (spontaneously) by social interaction
- Common interest , language ,taste , caste ,religion , background etc.

TYPES OF GROUPS

Command Group : A group composed of the individuals who report directly to a given manager.

Task Group : People working together to complete a job task

Interest Group : People working together to attain a specific objective with which each is concerned.

Friendship Group : people brought together because they share one or more common characteristics.






Stages of Group Development

Forming : When members have begun to think of themselves as part of group. (**uncertainty**).

Storming: There will be a relatively clear hierarchy of leadership within the group. (**intragroup conflict**)

Norming : When the group structure solidifies and the group has assimilated a common set of expectations of what defines correct member behaviour. (**Close Relationship & Cohesiveness**).



Performing: Group energy has moved from getting to know and understand each other to performing the task at hand.

Adjourning: The final stage in group development for temporary groups, characterized by concern with wrapping up activities rather than task performance.

UNIT IV

- ▣ Organisational Culture & Climate; Organisational conflicts Type, Causes and Management; Johari Window and Transactional Analysis; Emotional Intelligence; Knowledge Management; Power & Politics; Negotiation.

Basic Terms

- Organizational culture: the set of shared values and norms that controls organizational members' interactions with each other and with people outside the organization
- Values: general criteria, standards, or guiding principles that people use to determine which types of behaviors, events, situations, and outcomes are desirable or undesirable

Basic Terms (cont.)

- **Terminal value:** a desired end state or outcome that people seek to achieve
- **Instrumental value:** a desired mode of behavior
- **Norms:** standards or styles of behavior that are considered acceptable or typical for a group of people

Selected Definitions on Org.Culture

□ Elliott Jacques(1952)“ The culture of the factory is its customary and traditional way of thinking and doing things, which is shared to a greater or lesser degree by all its members, and which new members must learn, or at least partially accept, in order to be accepted into service in the firm.”

-
Andrew Pettigrew(1979) “ Culture is a system of publicly and collectively accepted meanings for a given group at a given time. This system of terms, forms, categories, and images interprets a people’s own situation to themselves.”

Organizational Culture

- Based on enduring values embodied in organizational norms, rules, standard operating procedures, and goals
- People draw on these cultural values to guide their actions and decisions when faced with uncertainty and ambiguity
- Important influence on members' behavior and response to situations

Characteristics of Organizational Culture

- ▣ Observed Behavioral Regularities
- ▣ Norms
- ▣ Dominant Values
- ▣ Philosophy
- ▣ Rules
- ▣ Organizational Climate

Climate Debate

- The term 'climate' has two distinctly different meanings in the literature-which helps to add to the impression that OC "includes everything."
- a- Common Perception or common reaction of individuals.....?
- b- set of conditions.....?
- Organizational Climate is a relatively enduring quality of the internal environment of an organization that
- a- is experienced by its members
- b- influences their behaviour
- c- can be described in terms of the values of a particular set of characteristics of the organization

Organization Climate Literature

- The roots of the climate concept are Lewinian.
- Lewin's concept of behaviour as the product of individuals acting in context has provided the basic metaphor and conceptual framework for climate research.
- Use of the term 'OC' and elaboration of this principle in organization research began during the 1960's.
- Halpin and Croft 1962, Litwin and Stringer 1968, The Forum Corporation 1974, Forehand 1968, Likert 1961 & 1967, Cambell, Dunnette, Lawler and Weick 1970, Taguri & Litwin 1968 - all presented formulations that specified a number of dimensions of organizational climate.
- Despite a number of years research, the concept of 'OC' still remains a questionable status-Woodman & king 1978.

Elements of Climate

- ▣ **Quality of Leadership**
- ▣ **Amount of Trust**
- ▣ **Communication, upward and downward**
- ▣ **Feeling of useful work**
- ▣ **Responsibility**
- ▣ **Fair rewards**
- ▣ **Reasonable job pressure**
- ▣ **Opportunity**
- ▣ **Reasonable controls, structure, and bureaucracy**
- ▣ **Employee involvement, participation.**

Measuring Climate

▣ **Litwin & Stringer**

- ▣ Structure
- ▣ Responsibility
- ▣ Reward
- ▣ Risk
- ▣ Warmth
- ▣ Support
- ▣ Standards
- ▣ Conflict
- ▣ Identity

▣ **Likert**

- ▣ Leadership Processes
- ▣ Motivational forces
- ▣ Communication
- ▣ Interaction-influence process
- ▣ Decision-making
- ▣ Goal setting
- ▣ Control

Climate Influences

Motivation

Performance

Satisfaction

ORGANISATIONAL CONFLICT

Conflict can be defined in many ways and can be considered as an expression of hostility, negative attitudes, aggression, rivalry and misunderstanding. It is a disagreement by individuals or groups within the organisation, which can be centre on factors ranging from resource allocation and divisions of responsibility to the overall direction of the organisation.

According to Joe Kelly- “Conflict is defined as opposition or dispute between persons, groups or ideas.”

TYPE

▣ Various Types of Conflict are as follows:

1. Individual Level Conflict

- Intra-Individual Conflict
- Inter-Individual Conflict

2. Group Level Conflict

- Intra-Group Conflict
- Inter-Group Conflict

3. Organisational Level Conflict

- Intra-Organisational Conflict
- Inter-Organisational Conflict

CAUSES OF ORGANISATIONAL CONFLICT

1. Organisational Change
2. Personality Clashes
3. Different Sets of Values
4. Threats to Status
5. Contrasting Perceptions
6. Lack of Trust
7. Interdepartmental Wrangles
8. Job Related Issues
9. Other Agendas

MANAGEMENT OF ORGANISATIONAL CONFLICT

- ▣ Approaches for Managing Conflict:
 1. Avoiding(Withdrawal)
 2. Accommodating(Smoothing)
 3. Competing(Dominance)
 4. Compromising
 5. Collaborating

Transactional Analysis

- It is technique to understand the dynamics of self & its relationship to others . It provide method & approach of analyzing & understanding interpersonal behaviour.
- “ when two people interact ,there is social transaction in which one person responds to another .the study of such transaction between people is called transactional analysis”
- “it is the study of social transaction between people. It is technique used to help people better to understand their own & others behaviour. ”

Transactional Analysis /Ego state

The three ego states

1. Parent

- Critical parent
- Sympathetic/nurturing parent

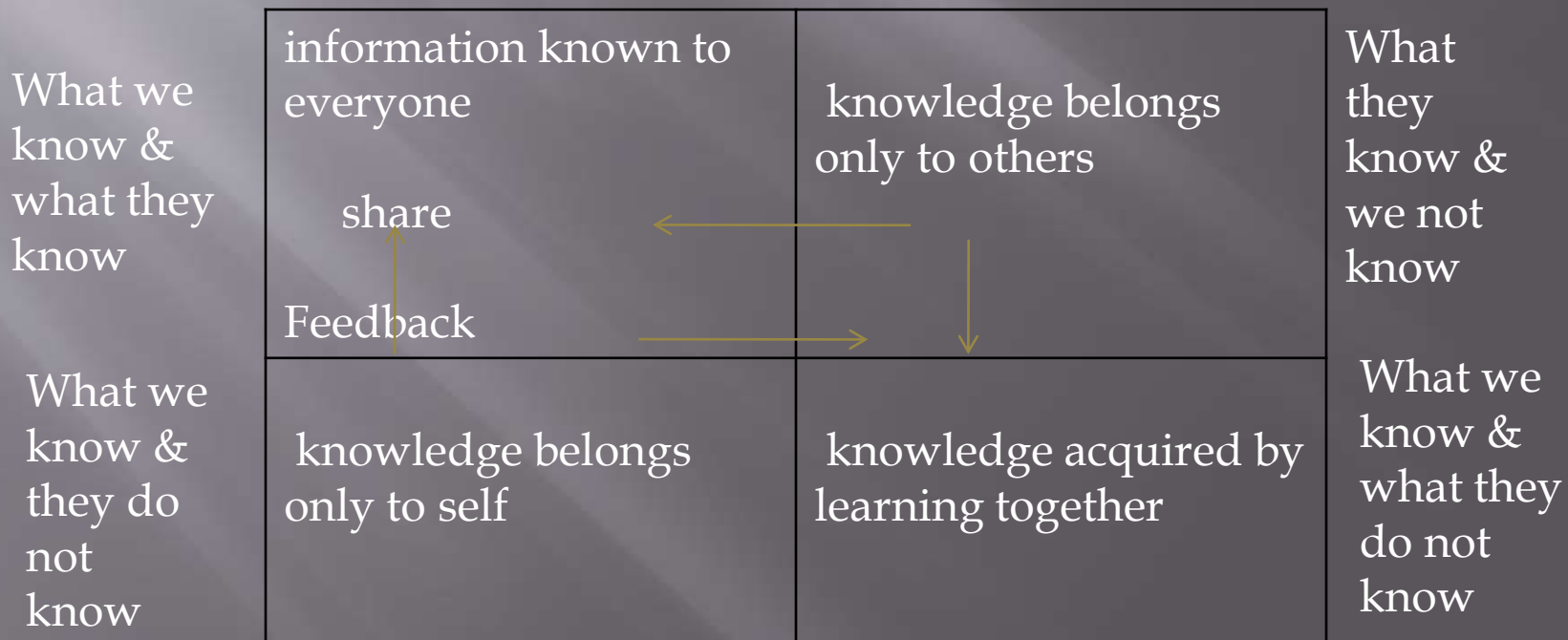
2. Child

- Natural child (affectionate playful)
- Adapted child
 - Compliant child
 - Rebellious child
- The little professor

3. Adult

Johari window is a tool to conflict resolution

- Johari model is referred as a 'disclosure/feedback model of self awareness'
- Johari windows represent information – feelings, experience , views, attitude ,skills ,intention ,motivation etc, within or about a person in relations to their group.



What is Emotionally Intelligent Behaviour?

Non-Ability Factors' Role:

"...individuals with identical IQ's may differ very markedly in regard to their effective ability to cope with their environment...It is not possible to account for more than 50% to 70% of the intertest correlational variance after all recognizable intellectual factors are eliminated. This leaves any where from 30% to 50% of the total factorial variance unaccounted for. It is suggested that this residual variance is largely contributed by such factors as drive, energy, impulsiveness, etc."

- Wechsler

IMPORTANCE OF EMOTIONAL INTELLIGENCE

Importance of emotional intelligence is as follows:

1. **Improves Relationships:** Emotional Intelligence is helpful in improving relationship. Emotional Intelligence is vitally important while talking about working with colleagues, friendships.
2. **Improves communication with others:** When persons act with emotional intelligence they are able to improve their communication with others because they develop a whole set of skills and strategies that allow for more meaning communications.
3. **Respect from others:** When the person act with emotional intelligence and integrity, other people will respect and trust them.
4. **Acting with Integrity:** Integrity is another core of Emotional Intelligence ability. It means being integrated; behaving in a way that is consistent with his core beliefs; being true to himself and honest with others.

NATURE OF EMOTIONAL INTELLIGENCE

The nature of emotional intelligence are:

1. **Self-Awareness:** This dimension consists of knowing one's internal states, preferences, resources and intuitions.
2. **Self-Management:** It is the ability to keep disruptive and out of context impulses and emotions in check by exhibiting self-control.
3. **Motivation:** High levels of motivation are often accompanied by an intense passion to work hard, beyond seeking money and status.
4. **Empathy:** Another dimension of emotional intelligence is empathy- the ability to understand and read the emotional make-up of others. It is the ability to understand others' needs, perspectives, feelings, concerns and sensing their developmental needs.
5. **Social Skills:** The final dimension of emotional intelligence is proficiency in managing relationships and building networks through social skill.

KNOWLEDGE MANAGEMENT

Knowledge Management is the broad process of locating, organizing, transferring, and using the information and expertise within an organization.

The overall knowledge management process is supported by four key enablers: leadership, culture, technology, and measurement.

-- American Productivity & Quality Center

NATURE OF Knowledge Management

- ▣ Following is the nature of knowledge management:
 1. knowledge management is a continuous process.
 2. knowledge management is not restricted to a particular level; all individuals in the organisation universally practice it.
 3. It involves collaborative efforts on the part of experts, and work teams.
 4. Knowledge can also be generated when social interaction takes place.
 5. Knowledge management is a basic requirement for organisational effectiveness.

IMPORTANCE OF KNOWLEDGE MANAGEMENT

- Importance of knowledge management is as follows:
 1. Better and Faster Decisions: knowledge management helps in making better and faster decisions. By tapping into the experience of peers around the globe, one can avoid their pitfalls, apply their solutions, and make the right decision first time.
 2. Enhanced Productivity: A step change in productivity can be achieved. By building a full knowledge of our own part of the business, people can reduce costs and minimise new resources to meet growth targets.
 3. New Products and Services: knowledge management will reduce costs and time in the short-term, and at the same time provide an inventory of experience and expertise for the future, allowing a flexible, fast-paced response to access activities.
 4. Business Intelligence: Business intelligence professionals collect information from multiple sources to understand their company's competitors, the marketplace and customers.

POWER AND POLITICS; NEGOTIATION

Power: The ability of one person or group to cause another person or group to do something that they otherwise might not have done.

Organizational Politics: Activities in which managers engage to increase their power and to pursue goals that favor their individual and group interests.

▪ **Negotiation** is a process in which groups with conflicting interests meet together to make offers, counteroffers, and concessions to each other in an effort to resolve their differences.

▪ **Third-party negotiator** is an outsider skilled in handling bargaining and negotiation.

Mediator - a neutral third party who tries to help parties in conflict reconcile their differences.

Arbiter - a third party who has the authority to impose a solution to a dispute.

NATURE OF POWER

Nature of power includes:

1. **Dependency Relationships:** This is an important characteristics of power. When a person is more dependent on a person is more dependent on a person, more power is exerted on him.
2. **Power is Specific:** Power is specific in the sense that specific persons can exercise it on specific occasions only. Power cannot be exercised at all the times and by all the people.
3. **Resistance to Change:** Power holders resist attempts to change the distribution of power. Peron who strives for power and are able to acquire it, are unwilling to share it with other members of the group.
4. **Reciprocal Relationships:** Power relationship in an organisation is reciprocal because it exists in a relationship between two or more persons.
5. **Unequal Distribution:** Power is not equally distributed among members since different individuals have varied types and levels of knowledge, experience, education, skill, and hierarchical authority. They are, therefore, likely to differ in terms of their power to influence others.

NATURE OF POLITICS

- Nature of organisational politics can be described in following points:
 1. Uses some sort of Power: Organisational politics involves some sort of power either directly or indirectly. Organisational politics can be employed by those who are in official positions and enjoy authority in organisation. It can also be influenced by other persons close to those who hold formal authority.
 2. Self-Serving: It suggests that either organisational resource is used for personal welfare or others benefits are given to another person. In both the cases, the decision is not rational from organisation's point of view.
 3. Outside One's Job Requirements: Political behaviour is outside the requirements of one's specified job. It involves ways of accomplishing things that are not formally recognised practices or procedures.
 4. Influenced by Behaviour of Others: Politics takes place when an individual recognises that success of his goals is influenced by other's behaviour.
 5. Irrational Decisions: From the organisation's point of view political decisions are not rational. These decisions are basically based on injustice and are usually undertaken to attain more power.

CHARACTERISTICS OF NEGOTIATION

- Characteristics of negotiation are as follows:
 1. Two or more parties: Negotiation is a problem solving process in which two or more people voluntarily discuss their differences and attempt to reach a joint decision on their common concerns.
 2. Mutual Fulfilment of Needs: Needs fulfilment is the very purpose of negotiation. Each party is dependent on the other for something . Both parties want their needs to be met.
 3. Conflict Of Interest: There is a conflict of interest between two or more parties. What one wants is not necessarily what the other one wants, as cost to one of them may mean income to the other . Therefore, the parties must meet search for a way to resolve the conflict.
 4. Voluntary Process: It is a strategy pursued by choice; seldom people required to negotiate. The parties negotiate because they think they can use some form of influence to get a better deal that way than by simply taking what the other side will voluntarily give them or let them have.

PROCESS OF NEGOTIATION

1. Preparation and Planning
2. Definition Of Ground Rules
3. Clarification and Justification
4. Bargaining and Problem-Solving
5. Closure and Implementation

UNIT V

ORGANISATIONAL CHANGE:

FORCES FOR CHANGE; RESISTANCE

TO CHANGE; MANAGING CHANGE;

STRESS; CONCEPT, SOURCES OF

STRESS, CONSEQUENCES,

MANAGEMENT OF STRESS;

BURNOUT: CAUSES AND

HANDLING OF BURNOUT;

MANAGING DIVERSITY IN

ORGANISATION.

Organizational Changes

Planned Change -

change
resulting from a
deliberate
decision to alter
the
organization

Unplanned Change -

change that is
imposed on the
organization
and is often
unforeseen

External Forces for Change

Globalization



Workforce
Diversity

Changing
Technology

Ethical
Behavior

Internal Forces for Change

Declining
Effectiveness



Changes in
Expectations

Crisis

Changes in
Work Climate

MANAGING CHANGE

Change management is the strategy of planned and systematic change, which is achieved by the influence of the organisational structure, corporate culture and individual behaviour, under the greatest possible participation of the employees

Resistance to Change

- ▣ Fear of the unknown
- ▣ Fear of loss
- ▣ Fear of failure
- ▣ Disruption of interpersonal relationships
- ▣ Personality conflicts
- ▣ Politics
- ▣ Cultural assumptions and values



Basic Concepts about Stress

- ▣ Stress is defined as how the body reacts to demands.
- ▣ Stressors are causes of stress.
- ▣ Stress is part of our lives.
- ▣ It is not possible to live stress-free.
- ▣ Managing stress in positive ways prepares us for increasing life challenges.

Stress can be positive or negative:

- ▣ An example of eustress is getting nervous in anticipation of an important contest which motivates you to practice more.
- ▣ An example of distress is forgetting an assignment because of feeling overwhelmed.

Types of Stress

- o Threat
- o Frustration
- o Pressure
- o Conflict

Threat

- ▣ Definition:
 - the fear of being harmed (physically or emotionally)
- ▣ Examples:
 - Being afraid to walk home after dark
 - Worry a friend will not invite you to an event

Frustration

- ▣ Definition:
 - inability to get needs met

- ▣ Example:
 - not able to complete an assignment because sister is using the computer

Pressure

- ▣ Definition:
 - having to measure up to an expectation or standard
- ▣ Example:
 - being expected to make the honor roll

Conflict

- ▣ Definition:
 - when two or more needs oppose each other
- ▣ Example:
 - a friend wanting you to go to the mall the same night as your gymnastics class

What are physical effects of stress?

- ▣ Stomach ache
- ▣ Sweating
- ▣ Pale complexion
- ▣ Headache
- ▣ Sleepiness
- ▣ Tight or sore muscles
- ▣ Rapid breathing
- ▣ Shaky hands

What are emotional effects of stress?

- ▣ Moodiness
- ▣ Loss of enthusiasm
- ▣ Forgetfulness
- ▣ Excessive worry
- ▣ Apathy
- ▣ Feeling overwhelmed
- ▣ Feeling short-tempered

Organisational Strategies for managing employee stress

- ❑ Create supportive organisational climate;
- ❑ Convince employees that their contributions are significant;
- ❑ Rotate employees out of potentially stressful positions and do not allow them to overwork;
- ❑ Organise training programs to help employees cope with stress provide employee counseling.

Activity:

- ▣ We will apply what we know by writing a newspaper article with an “attention-grabbing” headline about types of stress.



BURNOUT

MEANING & DEFINITION OF BURN OUT



“In the current climate, burnout thrives in the workplace. Burnout is always more likely when there is a major mismatch between the nature of the job and the nature of the person who does the job.”

~Christina Maslach

The Truth About Burnout: How Organizations cause Personal Stress and What to Do About It. Maslach & Leiter pg 9; 1997

Causes of Burnout

- ◉ Unclear Requirements:
- ◉ Impossible Requirements:
- ◉ High-Stress Times with No “Down” Times:
- ◉ Big Consequences for Failure:



- ◉ **Lack of Personal Control**
- ◉ **Lack of Recognition**
- ◉ **Poor Communication**
- ◉ **Insufficient Compensation**
- ◉ **Poor Leadership**



Six Sources of Burnout

1. **Work overload**
2. **Lack of control**
3. **Insufficient reward**
4. **Unfairness**
5. **Breakdown of community**
6. **Value conflict**



Maslach & Leiter, 1997. "The Truth About Burnout: How Organizations Cause Personal Stress and What to Do About It."

Effects of Burnout

- Depression
- Anxiety
- Physical illness, i.e. stroke or heart attack
- Family problems
- Fatigue & sleep deprivation
- Alcohol and drugs
- Suicide etc.



Attitudinal Characteristics of Burnout

- **Fatalism**
- **Boredom**
- **Inadequacy**
- **Failure**
- **Overwork**
- **Dissatisfaction**
- **Nastiness**



(Source : Robert & Angelo Kinicki , Organizational Behaviour ,P .535)

Protective Factors

● **PERSONAL:**

- Address Maslach's 6 sources of burnout and your current role
- Influence happiness through personal values and choices
- Adapt a healthy philosophy/outlook
- Spend time with family & friends
- A supportive spouse or partner
- Engage in religious or spiritual activity
- Maintain self-care (sleep, nutrition & PA)
- Hobbies & mentors

Protective Factors

◉ **WORK:**

- Address Maslach's 6 sources of burnout
- Gain control over environment & workload
- Find meaning in work
- Set limits and maintain balance
- Have a mentor
- Obtain adequate administrative support systems

Managing Energy at Work

- ◉ Listen to your body
- ◉ Identify your own needs
- ◉ Define limits - Just Say NO!
- ◉ Create your work environment
- ◉ Eliminate distractions
- ◉ Take breaks
- ◉ Plan ahead



Schwartz, T. & McCarthy, C. Manage Your Energy Not Your Time. HBR
October 2007.

Preventing & Resolving Burnout

Individual Approach

Starts with person



Becomes group project



Connects to organization

Organizational Approach

Starts with management



Becomes organizational project



Connects to people

Outcomes affects related mismatches

Outcome is a process

Stress vs. Burnout

Stress	Burnout
Characterized by over engagement	Characterized by disengagement
Emotions are over reactive	Emotions are blunted
Produces urgency and hyperactivity	Produces helplessness and hopelessness
Loss of energy	Loss of motivation, ideals, and hope
Leads to anxiety disorders	Leads to detachment and depression
Primary damage is physical	Primary damage is emotional
May kill you prematurely	May make life seem not worth living

MANAGING DIVERSITY IN ORGANISATION- MEANING

Managing Diversity

Managing diversity is defined as "planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized".



Diversity as an Asset

- Stimulates Creativity and Innovation
- Better service to diverse customers
- Better Problem Solving
- Greater System Flexibility
- Better Image
- Effective and Happy Workforce

Diversity



Is important

Workforce Diversity: Gender



Women in the Work Place

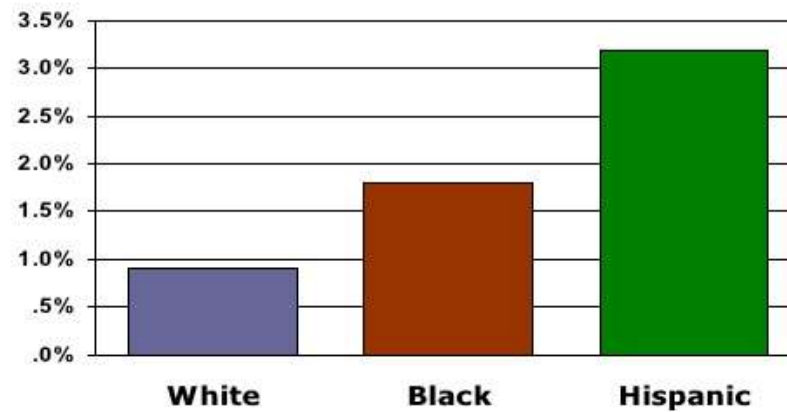
- Women's earnings are less than two-thirds of the earnings of men.
- Women hold only 12% of corporate officer positions



Workforce Diversity: Race and Ethnicity



- 1998 to 2008 Growth Rates for the U.S. Working Population



Workforce Diversity: Capabilities and Disabilities

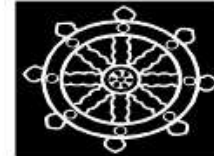
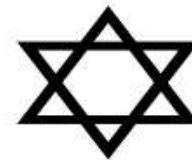


- **Disability Issues**
 - **Providing reasonable accommodations for individuals with disabilities**
 - **Promoting a nondiscriminatory workplace environment**
 - **Educating the organization about disabilities and AIDS**



Workforce Diversity: Religion

- India: multi cultural country.
- Accommodation for Religious Beliefs
- Providing flexible time off for holy days
- Posting holy days for different religions on the company calendar



Challenges in Managing Diversity

- Individual versus Group Fairness
- Resistance to Change
- Resentment
- Group Cohesiveness
- Interpersonal Conflict



Challenges in Managing Diversity (cont'd)

- Segmented Communication Networks
- Backlash
- Retention
- Competition for Opportunities



How to Manage Diversity

Steps in Managing Diversity Effectively

- Empower employees to challenge discriminatory behaviours, actions, and remarks
- Reward employees for effectively managing diversity
- Provide training utilizing a multi-pronged, ongoing approach
- Encourage mentoring of diverse employees

