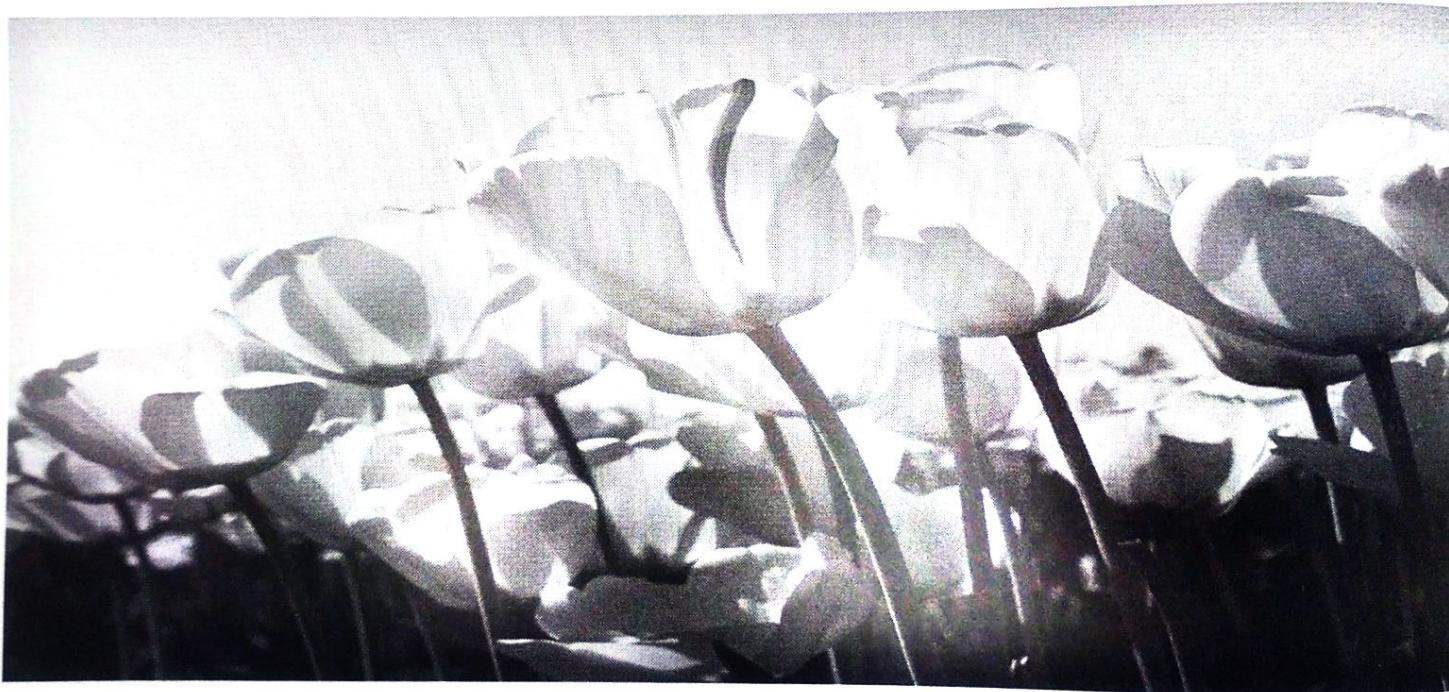
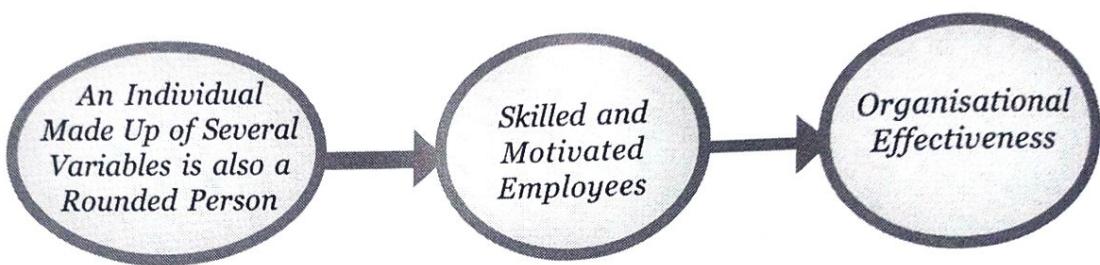


4

CHAPTER

FOUNDATIONS OF INDIVIDUAL BEHAVIOUR



“Performance = Individual attributes × Work effort × Organisational support.”

— John R. Schermerhorn

Chapter Summary in 10 Points

1. Lewin has suggested that a person's behaviour is the product of the person and the environment.
2. Personal factors such as age, sex, education, abilities, marital status, and dependants will have significant influence on the behaviour of an individual.
3. Environmental factors include economic status, social and cultural norms, and political factors. These also wield considerable influence on individual behaviour.
4. Organisational systems and resources include such variables as physical facilities, organisational structure and design, leadership rewards and work itself. The influence of all these on the behaviour of an individual is no less significant.
5. More important are psychological factors like personality, perception, learning, and attitudes. Because of their significance in determining one's behaviour, each of these factors is considered separately in the following chapters.
6. The famous Theory X and Theory Y, along with other models, seek to explain the behaviour of an individual.
7. MARS model suggests that performance of an individual is the product of motivation, ability, perception and contextual factors.
8. An individual is a complex entity subject to multiple variables which impact the behaviour.
9. Fig. 4.1 is comprehensive. It captures all variables that influence behaviour.
10. Study of all variables is the core of OB.

LEARNING OBJECTIVES

After reading this chapter, you should understand —

1. A model depicting all foundations of individual behaviour.
2. Personal factors that impact individual behaviour.
3. Environmental factors that influence individual behaviour.
4. Organisational systems and resources wield influence on individual behaviour.
5. There are also models of individual behaviour.

The Sculpting of the Future: The Murthy Case

Mr. Narayana Murthy, founder of Infosys, belongs to a middle-class family of eight children; he is the fifth child with two brothers and five sisters. He was born in Siddalghatta in Karnataka's Kolar district, famous for its gold mines. Murthy's father was a school teacher, while his mother came from a family of zamindars (landowners). His father did not take an active interest in Murthy's activities and studies; nor did he give any decisive direction to his son's choice of career. But whenever he had the time, he would talk to the children about the importance of determination, discipline, good values, and a systematic timetable for studies.

Murthy topped his school examinations, passed the IIT entrance test and secured a scholarship. But his father pointed out that the scholarship would be disbursed only at the end of the academic year, and on his meagre salary of ₹ 250 a month, he could ill-afford to fork out the ₹ 100 needed for the monthly tuition and other expenses. He challenged Murthy: 'If you are really smart, you can go to any college and still do something worthwhile'. Murthy thus enrolled in the local engineering college in Mysore. He has no regrets. As a top-ranking graduate in electrical engineering, Murthy got another scholarship — this one paid upfront — to pursue an M.Tech. course at IIT Kanpur. Murthy's personal experience of the standard of Regional Engineering Colleges (RECs) has made him a firm believer that students from these colleges prove equal in capabilities to IIT graduates, without that elite's air of superiority. RECs, therefore, constitute Murthy's preferred catchment area for recruitment to Infosys.

Murthy's first job was as chief systems programmer at the Indian Institute of Management, Ahmedabad. Then he came a three-year stint in Paris working on real-time cargo handling at the Charles de Gaulle airport. In France, he read voraciously on a number of societal concerns and ideological issues, developing tremendous insight into the way the world works and people perform, create wealth, and banish poverty. Says Murthy, 'I was a strong leftist as a student in the halcyon days of socialism, in the glory of the Soviet Union. For us Indians, the fact that America refused to build a steel plant in India, while the Soviet Union built one, glorified socialism. Also, it was in some sense an off-shoot of anti-colonialism, because the colonisers were all those who had accepted capitalism *in toto*. Nehruvian socialism was the in-thing, it was entrenched in my mind. Poverty was a virtue and affluence a vice. But I realised in Paris that even the worst communists believe that you have to work hard, there's a role for the private sector, and that the only solution is to encourage more and more people to create wealth, rather than simply redistribute poverty. You have to create opportunities — wealth through legal means.' Murthy says he learnt four things:

- The only way you can make the people's lot better is by creating opportunities, new wealth, as Mahatma Gandhi said. You cannot wipe the tears from the eyes of the poor unless you create enough wealth for everybody;
- There are only a few people who are capable of creating wealth, just as there are a few good professors, a few good lawyers, a few good journalists, a few good doctors;
- These gifted people require incentives to create wealth as they are human beings. That incentive should be in terms of money, power, and freedom;
- It is not the job of the government to create wealth. It has to provide a facilitating environment, a system of incentives for people to generate wealth.

But how did a leftist become a capitalist? What experience led to his disillusionment with communism? After finishing the Paris assignment, Murthy decided to make the trip home by land. He was travelling by train on the Sofia Express when one night at Nishe, a small railway station near the border of Bulgaria and the former Yugoslavia, he caught the attention of the authorities. Suspecting him of being an enemy of the state, they incarcerated him in a tiny cell-like room, its window at a height of 10 feet, where they kept him for three days. Murthy was the hapless victim of an over-suspicious police, as was not uncommon at the time. Finally, an officer remembered the Eastern block's ties of friendship with India and let him go.

Murthy reminisces, 'If they could do this to a friend, what would they do to other(s)? (I decided) If that's the system in this sort of society, I don't want it. That's when I lost my faith in communism. I learnt that rhetoric doesn't create wealth. I used the homeward journey to re-evaluate my choices and the relevance of communism. I made up my mind that I would try to create wealth. At the end of the day, you have to create wealth and not distribute poverty.'

Murthy now firmly believes in the fundamentals of capitalism and liberalism on social issues. He says, 'It is silly to assume that all are equal. Each person is talented in his own way, only incentives are needed to perform.' Apart from this mindset-changing experience, what other influences moulded his thoughts? Murthy names three famous

personalities: J.R.D. Tata, a visionary; Mahatma Gandhi, an ascetic who 'walked his talk' and demonstrated by example; and Lee Kwan Yew of Singapore, who totally changed the face of Singapore in 30 years.

Many other people too influenced Murthy, but most important was his wife Sudha, who even today drives him to the company bus stop when the driver is on leave. An M.Tech. in computers, Sudha gives him intellectual company. She also supports him like a true Indian housewife, in his passion for creating money, listening to Western music, and in maintaining the austere middle-class values they both cherish. Despite his deep entrenchment in the Hindu value system, Murthy says, 'I have been by and large influenced by Western thinking. The logic is simple: In the West, people are largely self-sufficient. They do most of their own housework and few keep chauffeurs. Even US senators drive themselves to work.' His philosophy: One should live within one's means.

His spartan lifestyle, however, should not be ascribed to proverbial Brahmin stinginess. He truly believes man's needs are simple. He doesn't have to prove anything to the world now that he is sitting on a personal wealth of more than ₹ 2,500 crore, and his lifestyle remains remarkably modest. This infotech ascetic has been hewn by experiences from Kolar to Kanpur, Ahmedabad to Paris, Nishe to Mumbai, and Pune to Bangalore — with Karl Marx, Mahatma Gandhi and Lee Kwan Yew for ideological company.

Murthy created ripples recently by raising issues relating to severance package and executive payout. The ripples resulted in the exit of Vishal Sikka and induction of Salil Parekh.

As the opening case tells, several inputs determine and make a person what he or she is. Murthy was born like any other ordinary individual. But his parentage, education, ideologies, mentors, reading, learning – all shaped him to become the founder and mentor of Infosys.

In this and the next five chapters, we focus on individual behaviour in greater detail, followed by other dimensions of OB in the subsequent chapters.

The behaviour of an individual is influenced by many factors, as shown in Fig. 4.1. A study of these is useful for a better understanding of OB.^(LO1)

Lewin has suggested that a person's behaviour is the product of the person and his or her environment. Lewin expressed this idea in an equation: $B = \Sigma (P, E)$, where B = behaviour, P = person, and E = environment. Variables related to the person include personality, perception and attribution, learning and the like. Environment comprises such factors as work group, organisation, political situation, economic factors and the like. We propose to discuss all these in this chapter.

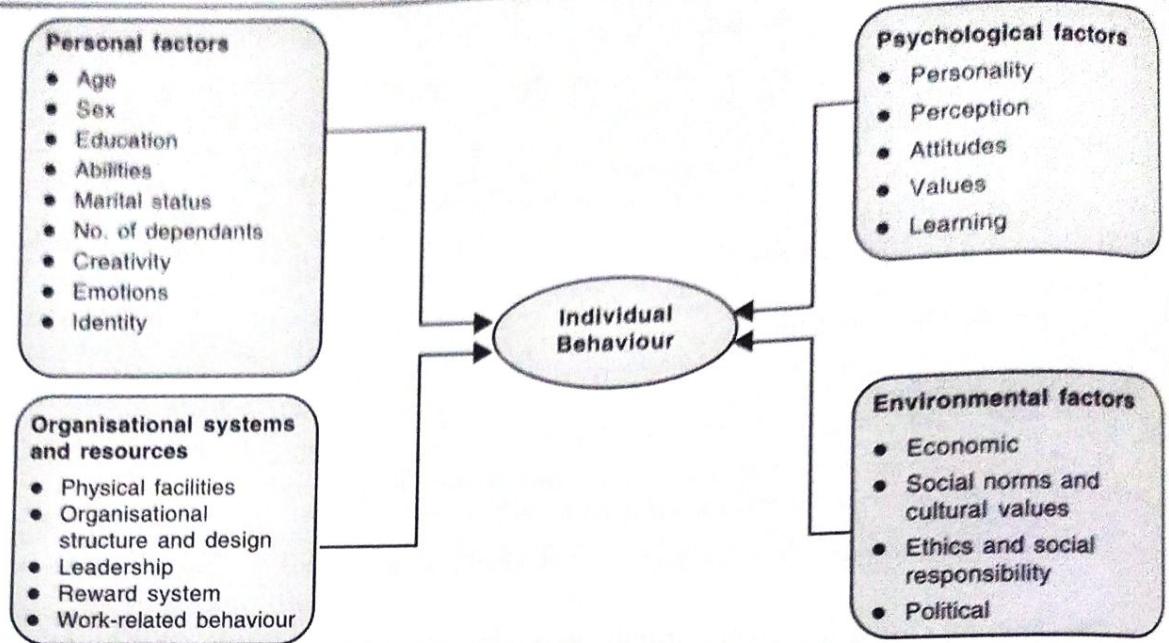
PERSONAL FACTORS^{LO2}

Personal factors, as shown in Fig. 4.1, include age, sex, education, abilities, marital status, creativity, emotional intelligence and number of dependents.

Age: The issue of age is multifaceted and individualistic. It has impact on performance, turnover, absenteeism, productivity, and satisfaction.

Performance is dependent on age. As age advances, performance is likely to decline. Similarly, aging also has an impact on turnover. The older one grows, the less likely one is to quit the job. Age-absence relationship depends on whether absenteeism is avoidable or unavoidable. Generally, older employees have lower rates of avoidable absence than do younger employees. However, they do have high rates of unavoidable absence. This is probably because of poor health associated with old age. With regard to productivity, old age results in reduced productivity. This is because of the decline in an individual's skill as he or she grows older in age. There is a positive association between age and satisfaction. However, changes in technology may alter this equation. In jobs where workers are subject to dramatic changes causing their skills to become obsolete, such as those affected by computerisation, satisfaction levels of older employees tend to be lower than that of younger ones.

Figure 4.1:
Foundations of Individual Behaviour



Age can also be a factor in adaptability, although it would be incorrect to stereotype all older people as unadaptable.

The impact of age goes beyond organisational factors. Gender for example, like age, forms the basis for social differentiation. The status of 'older persons' in society frequently influences our perception. Societies often get stratified by age and this stratification varies from culture-to-culture. One society may treat older people with great reverence, while another sees them as 'unproductive' and 'difficult'. The Sherpas — a Tibetan-speaking, Buddhist people in Nepal — idolise their elders. Almost all elderly members of the Sherpa community own houses and enjoy good health. Similarly, in the Andaman Islands, old people hold dominant positions in the social structure.

Not all societies, however, have a tradition of caring for and valuing the elderly. Among the Fulanis of Africa, older men and women move to the edge of the family homestead. Since this is where people are buried, the elderly actually sleep on their graves, for they are already considered as dead. Some societies are known to have practised *senilicide* — the killing of the aged — because of extreme difficulties in providing basic necessities such as food and shelter.²

Sex: The issue of male and female employees has received considerable attention from academics, sociologists, and researchers. Research has proved that problem-solving ability, analytical skill, competitive drive, motivation, leadership, sociability, or learning ability are not gender-dependent. However, in our male-dominated society, the presence of women employees in organisation is not appreciated or encouraged.

Sex also has an impact on turnover and absenteeism. It has been proved that the tendency to change jobs and to abstain from work is likely to be higher among female than among male employees. The most logical explanation for this phenomenon is that our society has historically placed home and family responsibilities on the female. When a child is ill or someone needs to stay home to await the plumber, it has traditionally been the woman who has taken time off from work to attend to these needs.

Education: This has its effect upon individual behaviour, largely through the level and type of education received. Increased levels of education serve to increase an individual's expectations about positive outcomes. These outcomes are generally perceived to be a more satisfying job, higher income level, and greater alternative sources for occupational choice, i.e., the 'good life'. Disillusionment occurs when outcomes do not match expectations.

The type of education received can also affect individual behaviour. Education can be 'general' or 'specialised'. The former includes areas like arts, humanities, and social sciences; whereas the latter covers disciplines such as engineering, medicine, computer science, and the like. Generalist education tends to both attract and develop individuals differently than an education in the specialities. Specialist programmes tend to be relatively narrow and focused, whereas generalist programmes expose individuals to a broad range of subjects designed to enhance an overall understanding of concepts and issues.

Ability: It refers to an individual's capacity to perform various tasks in a job. The ability of an individual is made up of two sets of skills — intellectual and physical.

Intellectual abilities are needed to perform mental activities. IQ tests, for example, are designed to ascertain one's intellectual abilities. So, too, are popular college admission tests like GRE, GMAT, and CAT. Some of the more relevant dimensions making up intellectual abilities include number aptitude, verbal comprehension, perceptual speed, and inductive reasoning. Table 4.1 describes these dimensions. (Next Chapter carries more details on intelligence).

**TABLE 4.1:
DIMENSIONS OF INTELLECTUAL ABILITY**

Dimension	Description	Job Example
Number aptitude	Ability to do speedy and accurate arithmetic	Accountant: Computing the sales tax on a set of items
Verbal comprehension	Ability to understand what is read or heard and the relationship of words to each other	Plant Manager: Following corporate policies
Perceptual speed	Ability to identify visual similarities and differences quickly and accurately	Fire Investigator: Identifying clues to support a charge of arson
Inductive reasoning	Ability to identify a logical sequence in a problem and then solve the problem	Market Researcher: Forecasting demand for a product in the subsequent time period
Deductive reasoning	Ability to use logic and assess the implications of an argument	Supervisor: Choosing between two different suggestions offered by employees
Spatial visualisation	Ability to imagine how an object would look, if its position in space were changed	Interior Decorator: Redecorating an office
Memory	Ability to retain and recall past experiences	Salesperson: Remembering the names of customers

(Source: Stephen P. Robbins, *Organisational Behaviour*, p. 41.)

Physical abilities manifest in one's stamina, manual dexterity, leg strength and the like. Management must identify an employee's physical abilities if these are the major inputs required to perform a task.

Nine basic physical abilities (See Table 4.2) have been identified. Individuals differ in the extent to which they have each of these abilities. Not surprisingly, there is also little relationship between them. A high score on one is no assurance of a high score on the others. High employee performance is likely to be achieved when management has ascertained the extent to which a job requires each of these nine abilities and then ensures that employees in that job have them.

Ability-job fit: It is widely known that employees differ in their physical and intellectual abilities and the jobs they perform demand varied abilities. Employee performance is enhanced where there is high ability-job fit.

A perfect ability-job fit is seldom achieved. For one thing, hiring procedures are often imperfect. Managers direct their attention at only the employee's abilities or only the ability requirements of the job and ignore the fact that employee performance depends on a fit between the two. Moreover, people and organisations change. An employee who finds a new job may find the same job boring and monotonous a few stimulating and exciting to begin with.

years later. An organisation that adopts new technology needs new skills from its employees. Finally, each person is unique. Measuring skills and performance is quite difficult. Assessing attitudes and personality is far more complex. Each of these makes matching abilities with jobs a difficult and complex process.

**TABLE 4.2:
NINE BASIC PHYSICAL ABILITIES**

Strength Factors	
1. Dynamic strength	Ability to exert muscular force repeatedly or continuously over time
2. Trunk strength	Ability to exert muscular strength using the trunk (particularly abdominal) muscles
3. Static strength	Ability to exert force against external objects
4. Explosive strength	Ability to expand a maximum of energy in one or a series of explosive acts
Flexibility Factors	
5. Extent flexibility	Ability to move the trunk and back muscles as far as possible
6. Dynamic flexibility	Ability to make rapid, repeated flexing movements
Other Factors	
7. Body co-ordination	Ability to co-ordinate the simultaneous actions of different parts of the body
8. Balance	Ability to maintain equilibrium despite unbalancing forces
9. Stamina	Ability to continue maximum effort requiring prolonged effort over time

(Source: Stephen P. Robbins, *op. cit.*, p. 42.)



What happens when the fit is poor? If the employees are short of the required abilities, they are likely to fail. Performance suffers, even if the employee is highly motivated and has a positive attitude. If the employee's abilities far exceed the job requirements, the consequence will be different. Job performance is likely to be adequate, but there will be organisational inefficiencies and possible decline in job satisfaction.

Marital status: This has an influence on absenteeism, turnover, and satisfaction. Married employees have fewer absences, undergo less turnover, and are more satisfied with their jobs than the unmarried ones. Marriage imposes additional responsibility, hence the need for a steady job and steady income.

Number of dependants: There is correlation between the number of dependants an employee has and his or her absences and satisfaction. The number of children an employee has is positively related to absence, especially among females. Similarly, there is positive correlation between number of dependants and satisfaction.

Creativity: This is yet another personal factor that influences individual behaviour. Creativity refers to the cognitive activity that results in a new or novel way of viewing or solving a problem. Creativity is highly desirable, as it is from creativity that major inventions, scientific breakthroughs, and great works of music, literature, and art emanate.

Creative individuals possess at least three categories of attributes, background experience, personal traits, and cognitive abilities.

Background experience matters much to make an individual creative. It is well understood that creative individuals were raised in environments that nurtured creativity. Pierre and Marie Curie, great scientists in their own right, raised a daughter Irene, who won the Nobel Prize in Chemistry. Thomas Edison's creativity was nurtured by his mother.

Personal traits have also been linked to creativity in individuals. The traits shared by most creative people are openness; an attraction to complexity; high levels of energy; independence

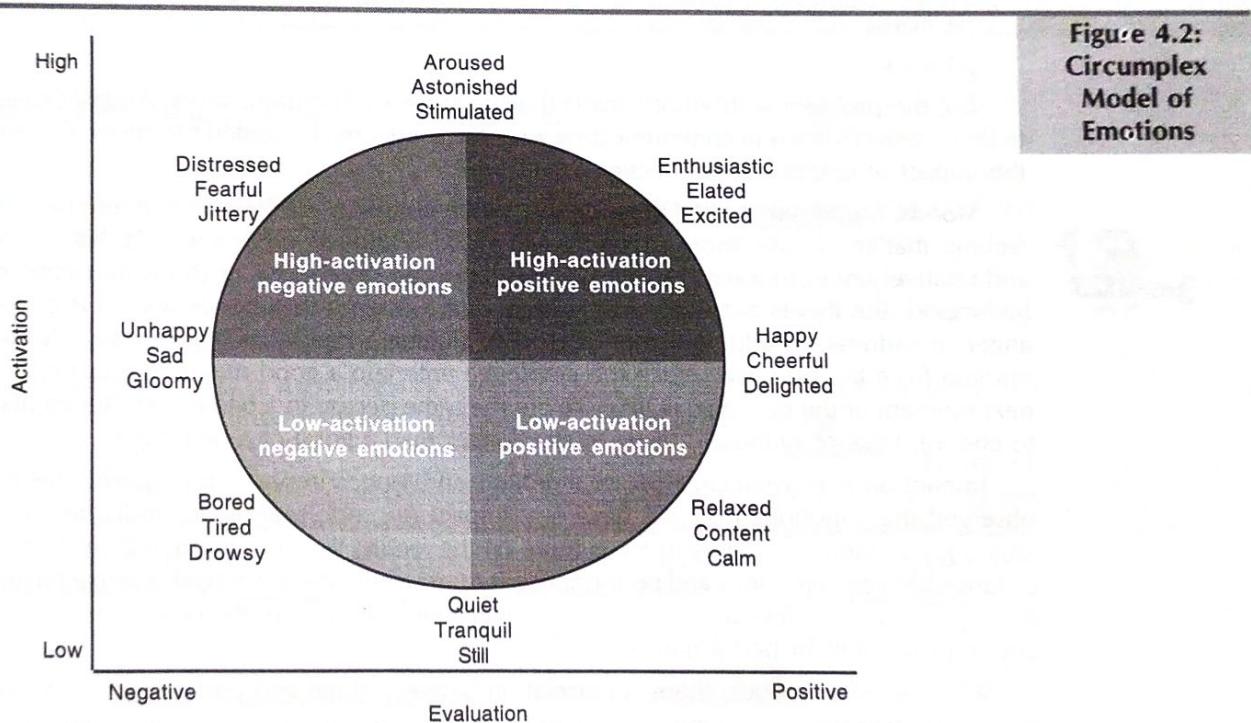
and autonomy; high level of self-confidence, and a strong belief that one has, in fact, creative abilities. Individuals who possess these traits, tend to be more creative than those do not.

Cognitive abilities are an individual's power to think intelligently and to analyse situations and data effectively. Intelligence is a precondition for creativity. Creativity also depends on one's ability to think divergently and convergently about events. Convergent thinking enables him or her to perceive similarities between situations or events. Creative people are generally skilled both in divergent and convergent thinking.

Organisations seek to promote creativity by making it a part of their culture. Firms that truly want to stress creativity state as goals that some percentage of future revenues are to be generated from new products. This clearly communicates that creativity and innovation are valued.

Firms also seek to enhance creativity by rewarding creative success, but care is taken to avoid punishing creative failures. Punishing an employee for failure of his or her creative idea discourages others from coming out with innovative thinking.

Emotions An emotion is a temporary feeling of pleasure or displeasure and of activation or deactivation. It is a temporary positive or negative experience (See Fig. 4.2). Emotion arises because of the cognitive appraisal of a particular situation. Emotions are of six types: anger, fear, sadness, happiness, disquiet and surprise.



(Source: Steven L. McShane and Mary Ann Von Glinow, *Organisational Behaviour*, McGraw-Hill, 2015, p. 99.)

These are part of one's personality and he or she carries them to the workplace. And their impact on one's workplace behaviour is considerable. Emotions are a private affair. No individual is willing to share his or her emotions with others. Yet, we are able to recognise the presence of various emotions in others, and we are able to communicate our own feelings to them as well.

Four features are common to all emotions:

- Emotions are highly focused — They have an object towards which emotions are expressed. For example, we love a person, our anger is towards a person, and we hate a specific individual.

- Expression of emotions is universal — People across the globe exhibit similar body language to express same emotions. Facial expression to exhibit joy is same irrespective of the fact that the person is an Indian, Chinese or Japanese.
- Culture determines expression of feelings — Notwithstanding the fact that people exhibit identical behaviour to express similar emotion, culture of each society determines display norms to exhibit feelings. Italian culture, for example, emphasises high expressiveness, but it is a taboo in Thailand.
- Six major categories of emotions have been identified — Anger, fear, joy, love, sadness and surprise. These are universal.

Each of these emotions is exhibited (tempered by culture) in a given way. Love, for example, is expressed through smile, excitement, eagerness, anxiety and pleasantness written large on the face, and anger is seen from the frowning face. How to express emotions while communicating online? People in the recent years have developed ingenious ways to expressing emotions through e-mail messages. Known as *emoticons* (short for emotional icons), these are created by typing characters such as commas, hyphens, and parentheses, which are viewed by tilting one's head to the left (treating left as top). The most common emoticons are as follows:

- :-) smile
- :-(| frown
- ;)-| wink

But the problem with emoticons is their overuse by communicators. Another issue relates to their ineffectiveness in communicating what the sender really wanted to convey. Consequently the impact of emoticons has declined over time.



Moods: Moods are related to emotions. While emotions are focused and intense, moods are feelings that are diffuse. More specifically, a mood is understood as a feeling that is unfocused and relatively mild in intensity. For example, one can say that he or she is in a good mood or bad mood. But this is not as focused and intense as saying that the individual is experiencing anger or sadness. In addition, moods tend to fluctuate rapidly in a given day. A favourable opinion from the boss may make the employee entertain a good mood. A harsh criticism, the next moment or the next day, is likely to put the same person in a bad mood. But emotions tend to endure. Love or sadness is likely to stay longer than a good or a bad mood.

Impact on Performance: How do emotions and moods impact job performance? It is being observed that emotions may not have any impact on performance. An individual beset with anger, joy or sadness is likely to focus more on the feeling than on improving performance. The distance between emotions and performance is more where there is negative impact of emotions. An angry employee (because he or she received poor rating from the boss) is unlikely to show any improvement in performance.

With regard to moods, there is correlation between them and performance. This is proved in at least three ways: (i) mood strongly influences the extent to which people help each other, co-operate with each other, and refrain from exhibiting aggressive behaviour towards others, (ii) moods also influence one's attitude towards work of self as well as of others, and (iii) moods help recall past events and actions. For example, an individual is likely to recollect positive things about the job, the boss and the environment, if he or she starts the day with a good mood. Quite contrary happens when he or she starts the day with a bad mood.

Emotional Intelligence: Emotional intelligence (EI or EQ) is concerned with an individual's emotional and social skills. EI helps us monitor and shape our emotional responses and those of others. The concept of EI was popularised by Daniel Goleman in 1995.

Chapter 5 contains more details on emotional intelligence.

Identity: Yet another foundation that impacts an individual's behaviour is his or her identity. Distinction is made between personal identity and social identity. Personal identity is the product of one's appearance, personality, special skills and interests. Social identity of the person comes from the group, from the company and from a university to which he or she belongs. Personal identity is person specific, but social identity is what is derived from others.

SUCCESSFUL MANAGER

What Makes an Individual?

1. Several variables make an individual what he or she is.
2. From an organisation perspective, what is more important is a person's ability.
3. Ability impacts an employee's performance in the organisation. Selection process, promotions and transfers and job placements need to be done considering a person's ability.
4. Biological variables are a part of the personality of an individual. It is desirable not to base major decisions on biological variables which are observable.
5. What makes a manager successful is difficult to say. Success is situation-contingent.

ENVIRONMENTAL FACTORS^{LO3}

Environmental factors include such variables as economic, social, political, and the like. These factors are mainly external and will influence (and are not generally influenced by) individual behaviour considerably. A brief description of the external factors follows.

Economic Factors: The economic environment is an important determinant of individual behaviour. All work is performed within economic framework that, both directly and indirectly, impinges on an organisational environment.

Economic environment is a synthesis of several factors, prominent among them being the employment level, wage rates, economic outlook, and technological change.

Employment opportunities will have a strong influence on individual behaviour. Fewer job opportunities (create fear of losing the present job) increase the emphasis on job security and can change the basic motivation pattern of the individual. Where job opportunities are several, tendency of job hopping will increase. Loyalty to one's organisation becomes irrelevant.

The job that an individual holds has significant influence on his or her behaviour. The behaviour of a professor in a university will be different from an executive in an industrial enterprise. Similarly, the behaviour of a worker in a factory will not be the same as that of a cart puller on the street (See also Exhibit 4.1).

Wages satisfy various individual needs. They provide food and shelter, are measures of achievement, and can serve as a status symbol. Money is a complex variable and its effect on behaviour varies tremendously. It is well-known that wages attract people to certain organisations and determine their level of job satisfaction. As will be explained in the chapter on motivation (Chapter 10), inequality in wages will have dampening effect on employee performance.

The general economic outlook also influences individual expectations, especially of those employed in industries severely affected by economic cycles. In fact, some employees experience lay-offs and recalls in the course of their working life, while others (e.g., public sector employees) are insulated from the economy. Individuals who experience frequent lay-offs are more likely to be motivated by factors that affect job security, others would consider job security to be relatively unimportant and would be motivated by other factors.

EXHIBIT 4.1: LIFE FROM DEATH

Life's ironies are such that while death shrouds entire families with grief, it also offers a livelihood to many at the same time. For those who work in a mortuary, crematorium or a burial ground, death is something that sustains life.

Grave diggers cannot afford to become squeamish at the sight of the body. And those employed in a mortuary do not get nauseated while tearing up bodies for autopsy. Workers at the crematoria, seldom hesitate while pushing a body into a furnace or while heaping wood on a funeral pyre. They have overcome the initial shock, hesitation and fear, and accept death as routine.

The mortuary attendants at the Victoria hospital, whose khaki apron is always bloodstained, say that they nearly fainted when they were asked to slit a body for post-mortem for the first time. 'We cannot work without a bit of paramatma (liquor) inside us', admits one of the attendants.

But Mr. Rosaiah, who has been working for a decade, says he continues to feel he should look for some other job. He suffers nausea whenever he has to open up a decomposed body. 'I still have to come out of the post-mortem chamber for sometime during an autopsy, take a break and then return to complete the job', he says. Says Mr. Nataraja, another mortuary attendant: 'I had decided not to work here'. But what else would he do? Every attendant admits that liquor fortifies them and helps them complete the work. 'Many of us have become drunkards', says Mr. Rosaiah.

Another of their problem is the social stigma attached to their jobs. They are identified as 'hena koyyuvaru (dead body cutters}'. Mr. Rosaiah has not told his children where he works, he does not want them to know.

Dr. L. Tirunavakkarasu, Head of the Department of Forensic Science, which conducts autopsy, wonders whether he has chosen the wrong field. 'But you get used to the work, though you are not happy about it', he says. 'It is a dirty work, but you are married to the profession and there is no alternative'. A postgraduate student, who is getting trained under Dr. Tirunavakkarasu, says the first three months on the job was sheer agony. Some people continue to identify Dr. Tirunavakkarasu as the 'dead body doctor', though he is an acclaimed pathologist. 'Even my relative do not take treatment from me'. But he has managed to come to terms with all these. The confidence that the police, advocates and the judges have in his work has helped him remain in the profession.

But Dr. Dhanraj Ingle, another PG student, says he has had no difficulty at all. He wonders why there should be any hesitation in handling a dead body. 'Aren't we all going to be dead bodies one day?', is the philosophy that has kept away all questions. 'Do you know why you die? Because you are born'. Dr. Ingle seems to echo Osho Rajneesh who has said, 'The moment you are born, death has already taken place'.

Dr. Tirunavakkarasu says, doctors and mortuary attendants are ever vulnerable to infection. 'When we go to work, it is like a soldier going to war', says a mortuary attendant. But it would be somewhat easier if they were paid a little more. The incentive given to them is just rupee one for assisting to conduct the autopsy on one dead body. They want it to be increased to at least ₹ 5.

Those who work in the crematoria also say they underwent an initial difficult period. But they could get over the problems quite easily. Mr. Umesh, an operator at the Wilson Garden Electric Crematorium, says some people sarcastically ask him, 'how many bodies have you pushed into the furnace?' But, 'We have to respect our profession', he says philosophically. He only hopes that the employees of the crematoria, who are forced to work around the year, would be given leave facility and incentives. All family members of Marappa, the gravedigger at Wilson Garden burial ground, live in a corner of the ground. Yards away from his house, the flowers placed on a new grave are yet to wither. What about the ghostly tales associated with graves? 'I have neither seen a devil nor a demon', says Marappa's wife, Shakuntala, who has lived at the graveyard for years. Their children are not scared of dead bodies and graves either.

Those who see dead bodies everyday are so often reminded that one day the bell would toll for them. 'I have stopped undergoing regular medical-checkup, says Dr. Nissar Ahmed, who works with Dr. Tirunavakkarasu. 'You will anyway die one day', he adds. Births and deaths have ceased to be of any significance to Mr. Muniraju, a mortuary attendant. He has 10 children. 'They will all die one day', he says stoically.

Technological change is considered as an economic factor because of its potential effects upon individual job opportunities. Technological change has the strongest impact on lower level jobs, although increased automation, robotics, computerisation, and more sophisticated production technologies can affect individuals at all levels. In addition to changing employment opportunities, technological change also affects job design. Although the individual may stay employed, the skill required to perform the job may be reduced, thus increasing the downward

pressure on wages. Both the reduced skill required and perceived lack of advancement opportunities can have major effect on an individual's level of job satisfaction.

Cultural Environment: Cultural environment is made up of institutions and other forces that affect society's basic values, perceptions, work ethics, preferences, and behaviours. People grow up in a particular society that shapes their basic beliefs, values, and behaviours. Culture varies from country-to-country (even within a country) and these variations result in different behaviours across countries. Work ethics, achievement needs, and effort-reward expectations and values are important cultural factors, having behavioural implications.

Work ethics is tinged with morals. In the context of job ethics, it implies hard work and commitment. Strong work ethics ensures motivated employees, and the opposite is true when work ethics is weak.

Achievement need too, influences employee behaviour. A person with a high need to achieve tends to have a high degree of personal responsibility, sets realistic goals, takes moderate risks, and uses personal performance feedback in satisfying his or her need to achieve (Chapter 10 provides more details on achievement needs).

From a cultural perspective, it is important to note that the need to achieve is a learned phenomenon. This suggests that various cultural attributes (e.g., educational system, institutional characteristics, media conditioning, etc.), can affect the need to achieve either positively or negatively. Although work ethics and the need to achieve are not the same, they do affect individuals in similar ways. Not surprisingly, individuals with a low need to achieve will be more difficult to motivate using traditional motivation techniques. Similarly, individuals with a high need to achieve would be relatively unhappy in an organisation that does not reward achieving power.

It is well-known that a perfect match between effect and reward will produce better performance from an individual. When the individual perceives that he or she has been treated unfairly, his or her performance suffers. This phenomenon is observed in most organisations.

Value is tinged with moral favour involving an individual's judgement of what is right, good, or desirable. Values influence one's perception and, attitudes, and through these, his or her behaviour.

Ethics and Social Responsibility: Ethics and social responsibility impact individual behaviour considerably.

Ethics refers to a system of moral principles — a sense of right and wrong, and goodness and badness of actions and the motives and the consequences of these actions. As applied to a business firm, ethics is the study of good and evil, right and wrong, and just and unjust actions of business people.

Can personal ethics be different from business ethics? The answer is 'no'. But in reality, circumstances in business may compel an ethically honest person to commit certain immoral acts. What is, therefore, important is that the organisation must have strong ethical conduct. This will make honest people become more strong in their beliefs and actions and often convert morally vulnerable individuals to become ethically strong. Look at the case of a CEO of a car manufacturing company. Chung Mong-Koo, Head of Hyundai Motors, the sixth largest car maker in the world, has been sentenced to three years in jail on charges of embezzlement and breach of trust. It is ideal when a honest individual works for an organisation like WIPRO which is known for ethical conduct. The behaviour of such employees will be obviously different from others who work for organisations like Enron.



Relook

- (i) Take another look at Exhibit 4.1. Which factors, from among those stated in Fig. 4.1, influence the behaviours of:
- Nataraja
 - Rosaliah
 - Dr. Thirunavakkarasu
 - Shakuntala
 - Marappa.
- (ii) Take another look at Fig. 4.1. Rank each factor on scale of 1 to 5, 5 being most significant and 1 being the least significant, in influencing individual behaviour.

Self-check

1. State whether the following statements are true or false.
 - (a) Age has impact on turnover, absenteeism, productivity and satisfaction. In other words, elderly employees absent themselves less, stay put with the organisation, tend to be satisfied and register low productivity.
 - (b) Female employees tend to absent less, do not change jobs, and are less satisfied with present jobs.
 - (c) Ability-job fit may not impact performance.
 - (d) Married employees have fewer absences, undergo lesser turnover, and are more satisfied with their jobs than unmarried.
 - (e) Creative individuals are raised in any environment.
2. Match descriptions given in column A with terms given in column B.

A

- (i) Affective state of consciousness in which joy, sorrow, fear, hate, love, surprise and anger are expressed.
- (ii) Help express emotions while communicating online.
- (iii) A feeling that is unfocussed, and relatively mild in intensity.
- (iv) Individual's capacity to perform various tasks in a job.
- (v) An individual's power to think intelligently and abilities to analyse situations and data effectively.

B

- (a) Emoticons
- (b) Emotions
- (c) Ability
- (d) Mood
- (e) Cognitive

3. Match the descriptions in column A with the models given in column B.

A

- (i) Assumes that either the individual is lazy or hardworking. Managerial practices depend on the assumption.
- (ii) Assumes that an individual is motivated by sheer economic interest.
- (iii) Assumes that an individual is motivated by an opportunity to grow, mature and become what he or she is capable of becoming.
- (iv) Assumes that an individual is a highly rational entity.
- (v) Individuals are guided by emotions many of which are unconscious responses.

B

- (a) Emotional model.
- (b) Theory X and Theory Y Model.
- (c) Economic Model.
- (d) Self-actualisation Model.
- (e) Rational Model.

Ans: 1. (a) T, (b) F, (c) F, (d) T, (e) F.
2. (i) with (b), (ii) with (a), (iii) with (d), (iv) with (c), (v) with (e).
3. (i) and (b), (ii) and (c), (iii) and (d), (iv) and (e), (v) and (a).

Social responsibility, also called corporate social responsibility (CSR), is understood as the obligation of decision makers to take actions that protect and improve the welfare of the society as a whole, along with their own interests. Specifically, CSR refers to the commitment of business to contribute to sustainable economic development, working with employees and their families, the local community and society at large, to improve their quality of life in ways that are good for business. CSR obligations transcend the ethical, legal, commercial and public expectations of business.

An employee working for an organisation (Tatas, for example) known for social consciousness tends to develop similar characteristics — concern in the welfare of others, sharing with others and the like.

Political Factors: The political climate in which an individual lives can affect individual behaviour in several ways. The stability of the Government can affect employment opportunities, both in quantity and quality. A politically unstable environment has difficulty in attracting industry and therefore experiences problems in maintaining a steady level of employment. The quality of jobs can also be affected by low capital investment. As companies are reluctant to invest large sums of money in a politically unstable country, many available jobs are either agriculture-oriented or in other types of labour-intensive

industries. Consequently, large segments of the population are either in temporary employment or in jobs that satisfy only their basic needs.

The political ideology of a country affects individual behaviour primarily through the relative freedom available to its citizens. For example, in controlled societies, educational and career opportunities are less available to individuals than in the less controlled ones. Management structures and philosophies in controlled societies have a significant impact on the decision strategies and methods of implementation available to managers. The relative freedom available can affect career choice, job design, motivation methods, and finally, individual performance.

ORGANISATIONAL SYSTEMS AND RESOURCES^{LO4}

Individual behaviour is also influenced by physical facilities, organisational structure and design, leadership, work-related behaviour, and reward systems.

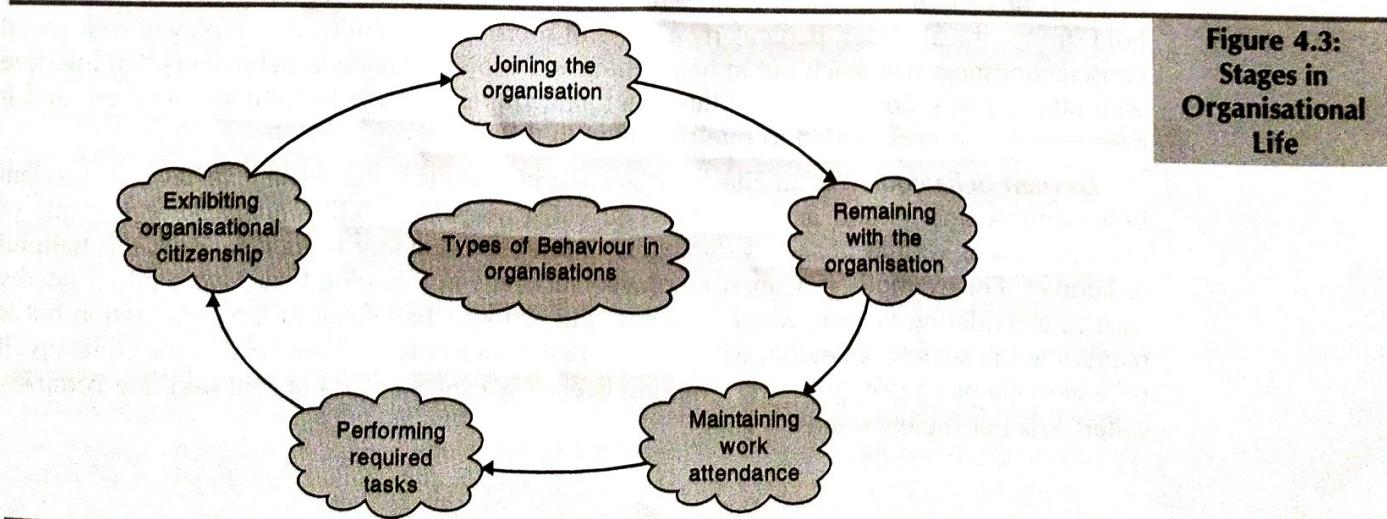
Facilities: Physical facilities such as lighting, ventilation, air-conditioning, decor, space provided for each employee, equipment, and the like, have an influence on employee performance. In addition, adequate provision of secretarial support and other staff can allow a senior manager to focus his or her attention on issues more critical to the organisation's effectiveness.

Organisational structure and design: These have to do with the way in which the different groups and departments in an organisation are set up and the way in which, the reporting relationships and lines of communication are established among different positions in the organisation. The behaviour and performance of an individual is influenced by where that person fits into the overall structure and design of the organisation.

Leadership: An organisation establishes a system of leadership and supervision to provide direction, assistance, advice, and coaching to individual members. The leader's behaviour is, therefore, a potential source of influence on an individual.

Reward systems: Organisations establish reward systems to compensate their employees for good work done. The behaviour and performance of an individual is influenced by the reward system his or her organisation has established.

Work-related behaviour: An individual's behaviour is influenced by what stage he or she occupies in an organisation. The five stages of the individual's stay in the organisation may be distinguished — joining the organisation, remaining with the organisation, maintaining work attendance, performing required tasks, deviant behaviour and exhibiting organisational citizenship. (See Fig. 4.3).



Joining the organisation: An individual joins an organisation of his or her choice. He or she needs the job just as the organisation needs the services of the individual. In the induction stage, the new employee experiences excitement because of the new assignment and expectations from it, and anxiety because of the fear that the expectations might not be realised.

Remaining with the organisation: The most challenging task before organisations today is to attract talent and retain it for the benefit of the firm. The organisation may succeed in attracting competent employees by offering lucrative remuneration packages and arousing high expectations. Retaining such competent employees is much more difficult. Knowledge workers constitute intellectual capital and the longer they stay, more knowledge they have about work processes, corporate values, and customer needs. Thus, knowledge management involves ensuring that valuable employees stay with the organisation. Towards this end, managers adopt different interventions.

Interventions notwithstanding, employees quit their jobs when they experience dissatisfaction. The behaviour of a dissatisfied employee will be different from that of another who derives satisfaction from his or her job. The dissatisfied employee tends to withdraw and show less productivity. A satisfied employee, on the other hand, tends to exhibit commitment to work and show better productivity.

Maintaining work attendance: Those who stay with the organisation are expected to report to work as scheduled. But some of the employees fail to show up for work and their absences are caused by problems relating to health (of selves or of families), family responsibilities, vehicles breakdown, job dissatisfaction, and lack of motivation in the workplace. These account for absenteeism among the employees.

Performing required tasks: People are hired to perform tasks, generally, above minimum standards. Task performance refers to goal-directed activities that are under the individual's control. These include physical behaviours as well as mental processing leading to behaviours. These abilities need to be harnessed and put to use for organisational effectiveness.

Exhibiting organisational citizenship: Organisational effectiveness depends on more than just satisfactory job performance. It also relies on organisational citizenship. Organisational citizenship behaviours extend beyond job-related tasks. They include tolerating ambiguities, accepting occasional impositions, sharing resources, and co-operating with fellow employees.

Table 4.3 contains forms of organisational citizenship behaviour (left of the Table) and specific examples for each (right of the Table).

How do employees become good organisational citizens? One way to ensure this is the perceived fairness of the company's treatment of employees. Firms can develop citizenship trait by correcting the inequity felt by an employee. The other is the degree to which employees hold strong ethical values, particularly a sense of social responsibility. An employee with social conscientiousness will reach out to help others and avoid engaging in behaviours that interfere with other's goals. Social responsibility is a trait acquired through lifelong socialisation, and it does well for an organisation to hire people with this value.

Deviant behaviour: Yet another work-related behaviour is the deviant behaviour. Deviant behaviour is understood as the actions of employees that deliberately breach norms of organisations as well as of society. Strangely, if deviant behaviour is good for one, it is harmful to another. For example, if a smart employee succeeds in throwing toxic waste into a nearby river thus rendering flowing water unusable, the action is beneficial to the organisation but is harmful to the society. Likewise, what is good to the society is not beneficial to the company. If on environmental safety grounds, a mining licence is cancelled or not renewed, the company suffers loss but society stands to gain.

TABLE 4.3
ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Forms of OCB	Examples
Altruism	<ul style="list-style-type: none"> • Helping a co-worker with a project • Switching vacation dates with another person • Volunteering
Conscientiousness	<ul style="list-style-type: none"> • Never missing a day of work • Coming to work early, if needed • Not spending time on personal calls
Civic Virtue	<ul style="list-style-type: none"> • Attending meetings and functions voluntarily • Reading memos, keeping up with new information
Sportsmanship	<ul style="list-style-type: none"> • Making do without complaint • Not finding fault with the organisation
Courtesy	<ul style="list-style-type: none"> • "Turning the other cheek" to avoid problems • Not "blowing up" when provoked

(Source: Jerald Greenberg and Robert A. Baron, *Behaviour in Organisations*, PHI, 2010, p. 433.)

Two dimensions of deviant behaviour emerge: Destructive and Constructive. Destructive organisational deviance is a form of behaviour that violates both organisational and societal norms (e.g., workplace violence). Constructive organisational deviance refers to actions that deviate from organisational norms but are consistent with societal norms (e.g., whistle-blowing).

Workplace violence occurs in the form of physical assault, property destruction, and verbal abuse, obstructing others from performing their tasks, and not giving respect to others. Unfair treatment, restructuring, downsizing and lay-off are the main causes for workplace violence. Such violence is dysfunctional to the organisation and shall have spill-off negative consequences on the society.

Whistle-blowing is the disclosure by employees of illegal, immoral or illegitimate practices by employers to people or organisations able to take action. It was Sherron Watkins who blew whistle about improper accounting practices in the erstwhile Enron. Her letter to her boss triggered the closure of Enron but saved public from loss of their deposits. Similarly, an individual who blows the whistle on illegal dumping of toxic chemicals by his or her company may save many people from serious illness, but invites trouble to his or her organisation.

Cyber Loafing: Cyber loafing is yet another deviant behaviour. Cyber loafing refers to the use of office Internet and e-mail facilities for personal use. Obviously, this is high-tech deviant behaviour.

Cyber loafing costs organisations dearly in terms of money and executives are aware of the problem. As a preventive measure, monitoring and filtering devices are being used, but such measures are resented by employees on the grounds of invasion of their privacy. A problem facilitated by technology cannot be solved by technology itself. This has come to the knowledge of OB scientists and they are studying the problem and it is hoped that they would come out with remedial measures.

Employee Theft: Taking company property for non-business uses refers to employee theft. Almost every employee does take something home – like pencils, pens or white sheets unintentionally. Such petty thefts may not be unethical but illegal nevertheless. Surprisingly, such small thefts repeated over time may turnout to be more costly than one or two major thefts which hit headlines in the press.



Two reasons account for this type of behaviour. One, 'others are doing, why not me' tendency. Two, settle scores with employers whom they believe have ill-treated them.

What can be done to prevent employee thefts? Obviously, hidden cameras are not a foolproof measure. Additional measures can be: have a theft policy and involve employees in evolving it; communicate costs of stealing to the employees; fair treatment of employees; and be a role model yourself.

PSYCHOLOGICAL FACTORS

Psychological factors are an individual's mental characteristics and attributes that can affect behaviour. Though not always observable, their role in affecting individual behaviour is considerable. There are several psychological factors, but the more prominent among them are personality, perception, attitudes, values and learning. These have been discussed in greater detail in the next five chapters.

MODELS OF INDIVIDUAL BEHAVIOUR^{LOS}

OB experts have constructed certain models which are useful in understanding individual behaviour. The models are: Theory X and Theory Y model, Economic and Self-actualising model, Behaviouristic and Humanistic model, Rational and Emotional model and MARS Model.

Theory X and Theory Y Model: Theory X assumes the individual to be lazy, non-creative and in need of constant prodding. Theory Y views the individual as having tremendous potential, which effective management can channelise towards organisational goals. Obviously, depending on the individual manager's philosophy of human behaviour, there may be a divergence of managerial practices in the same organisation.

Economic and Self-actualising Model: The economic model of the human being conceptualises the individual as totally economic in orientation. The concept has been derived from the scientific management philosophy of the late 1880s. At the heart of scientific management was the concern for standardising jobs, specialising work functions, and providing economic incentives to those whose performance was near or in excess of standard performance.

In contrast to the economic model is the self-actualising model, which postulates that an individual is motivated by the opportunity to grow, mature, and become all he or she is capable of becoming. The model underlines that the individual cannot be adequately described by economic or physiological consideration alone. People strive for loftier goals, like self-fulfilment and self-actualisation. Adherents of this model see the individual as craving for personal growth, job competence, and self-fulfilment. Although individuals may be temporarily sidetracked in this quest, they will eventually return to it. The challenge of an organisation, therefore, is to provide proper conditions for self-actualisation.

Behaviouristic and Humanistic Model: Some scholars believe that individuals can be described solely in terms of behaviour. These theorists are interested only in observable behaviour as contrasted with thoughts or feelings. In its most radical form, the behaviouristic model holds that all behaviour is environmentally determined.

In the humanistic model, scholars believe that an individual is more philosophical than scientific. Humanists see the individual as capable of surmounting irrational impulses through conscious reasoning. In their view, people control their own destiny to a great degree and their potential cannot be underestimated.

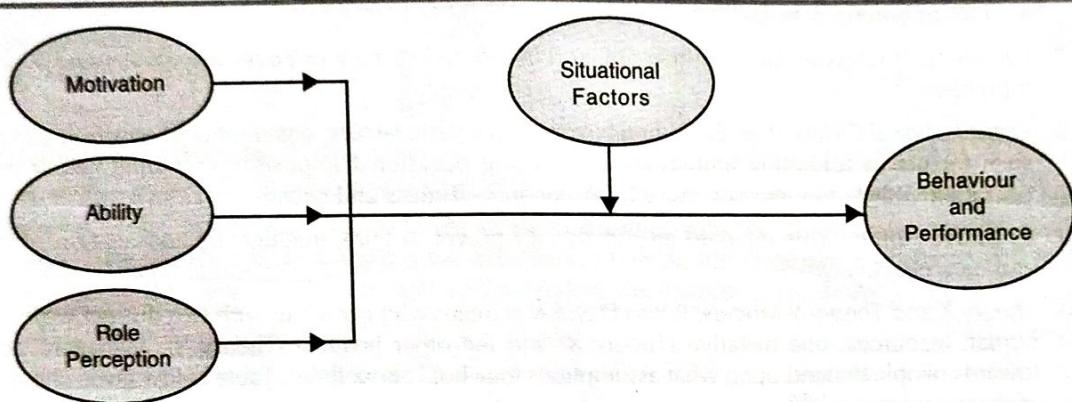
Rational and Emotional Model: In the rational model, an individual is perceived to be a highly rational entity, having computer-like characteristics. Whenever faced with a problem,

the individual is supposed to collect all relevant information, analyse the data, and then arrive at a solution. Human beings are, thus, deliberative, serious, and computational.

In the emotional model, human beings are understood to be guided by emotions, many of which are unconscious responses. Scholars of the Freudian persuasion rely on this model. Freudians perceive human beings as irrational because of the constant conflicts among the *Id*, *Ego* and the *Super-ego*. These inner conflicts, according to Freudians, cause individuals to be subject to their emotions. The next chapter contains more details on Freudian theory.

MARS Model OB experts have identified different variables that would impact individual performance. In the beginning of this Chapter, we referred to Lewin's formula. For him, performance is the product of behavior and his or her environment. Then came another formula from a different source which states that ability and motivation determine an individual performance. Sometimes known as the "Skill – and – Will" model, this formula highlights only two variables that determine one's performance. In the recent past, researchers have identified one more variable – role perception that has bearing on performance. Thus motivation, ability, role clarity and situational factors are the factors that determine the outcome. MARS model emphasises the four variables as shown in Fig. 4.4.

Figure 4.4:
MARS Model of Behaviour



Each of these four inputs has been elaborated at different contexts in the book. Nevertheless, a brief note on each is in order.

Motivation refers to the drive to put in that extra effort to perform better. Motivation is the product of several factors such as leadership, environment, job, pay and a host of others.

Abilities include both physical and mental. Certain jobs need physical capabilities and others need cognitive ones. These are the days of knowledge work, which demands more of mental abilities.

Role perception refers to how far an employee has understood his or her role in the organisation. Knowledge about one's job is essential because it guides the employee's direction of effort and improves co-ordination with co-workers, suppliers, and other stakeholders.

Situational factors do matter in an employee's behaviour and performance. Situational factors include conditions beyond the employee's immediate control that constrain or facilitate behaviour and performance.

KEY TERMS

1. **Lewin's Model:** It seeks to explain a person's behaviour as the product of his or her person and environment.⁽¹⁰⁸⁾
2. **Ability-job Fit:** Every job needs specific skills from the incumbent and every individual is endowed with varied abilities and skills. What is needed for enhanced performance is the match between

abilities of the incumbent and the demands of the job. When the job demands are more than what the incumbent possesses, performance suffers. He or she should exit if the decline continues. Where the abilities of the incumbent exceed those required by the job, he or she feels frustrated and wasted. Performance tends to suffer, and continued decline results in the exit of the concerned employee.⁽⁹⁷⁾

3. **Senilicide:** Killing of the aged because of the difficulties in maintaining them.⁽⁹⁸⁾
4. **Emotions:** Emotions are overt reactions that express feelings about events. Joy, sorrow, fear, hate, love, surprise and anger are emotions. These are part of one's personality and he or she carries them to the workplace. Emotions wield considerable influence on one's behaviour.⁽¹¹⁶⁾
5. **Intellectual Ability:** Needed to perform mental activities.⁽⁹⁸⁾
6. **Emotional Intelligence (EI):** EI is concerned with an individual's emotional and social skills. EI helps us monitor and shape our emotional responses and those of others. Specifically, EI includes the following factors:
 - Appraisal and expression of emotions in oneself.
 - Appraisal and recognition of emotions in others.
 - Regulation of emotions in oneself.
 - Use of emotions to facilitate performance.⁽¹¹⁰⁾
7. **Creativity:** It refers to the cognitive ability that results in a new or novel way of viewing or solving a problem.⁽⁹⁷⁾
8. **Organisational Citizenship:** Extending beyond job-centric factors, organisational citizenship includes such factors as tolerating ambiguities, accepting occasional impositions, sharing resources, operating with fellow employees, ethical conduct, fairness and social consciousness.⁽¹⁰⁵⁾
9. **Cognitive Ability:** This refers to an individual's power to think intelligently and analyse situations and data effectively.⁽¹⁰⁸⁾
10. **Theory X and Theory Y Models:** It was David McGregor who came out with two distinct views about human resources: one negative (Theory X) and the other positive (Theory Y). Managers' actions towards people depend upon what assumptions they hold about them. Table below gives orientations of these two views.⁽¹⁰⁷⁾



Table

	<i>Theory X</i>	<i>Theory Y</i>
• Assumptions about people	Basically lazy	Need to achieve and be responsible
• When do people work hard	Work when sticked	Work when trained and recognised
• Interest in working	Low	High
• Attitude towards people	Distrusting	Trusting
11. <i>Humanistic Model:</i>	This model assumes that an individual is more spiritual than rational. He or she is capable of surmounting irrational impulses through conscious reasoning. Typical humanistic work practices include flexible work schedules, group and organisation based rewards, narrowing of pay and status differentials, respecting individual rights, employee empowerment and job security. ⁽¹⁰⁸⁾	
12. <i>Emoticons (emotional icons):</i>	Symbols typed using characters such as commas, hyphens and parenthesis for purpose of expressing emotions in online communication. ⁽⁹⁹⁾	
13. <i>Work Ethics:</i>	It is tinged with morals. Specifically, it refers to hard work and commitment. ⁽¹⁰³⁾	
14. <i>Deviant behaviour:</i>	Behaviour of an employee which does not fit into norms of conduct. ⁽¹⁰⁶⁾	
15. <i>Cyber loafing:</i>	Cyber loafing refers to the use of official e-communication facilities for personal use. Cyber loafing is a high-tech deviant behaviour. ⁽¹⁰⁶⁾	

QUESTIONS

- 4.1 State and explain the foundations of individual behaviour.
- 4.2 Why do individuals differ in their behaviour?
- 4.3 State and explain the different models of individual behaviour.
- 4.4 Which biographical factors best predict —
 - Satisfaction
 - Absenteeism
 - Turnover
 - Stress
 - Productivity
- 4.5 Take a look at yourself. Which of the variables explained in this chapter best explain your actions and performance?
- 4.6 What influence do you think an employee's age, experience, and physical abilities have on his or her performance at work?

EXERCISE 1

Ability-job Fit Exercise

Form five teams of five students each. Each team shall select one job out of the five given below, make a list of the duties and responsibilities of each, together with the physical and mental exertions involved. Take ten minutes to complete the lists. Reassemble in the class and each batch will make a presentation to the class. Discussions and summary from the lecturer shall follow:

- CEO
- Programmer
- Professor
- Operations Manager
- Brand Manager



EXERCISE 2

1. In Company A, the access cards enables bonafide employees to enter and exit the premises of the organisation they belong to. Individuals who possess the cards with appropriate access permission are authorised entry/exit into the physical premises of a company/department/floor.
2. At Company B, the access control cards are used by the firm to compute attendance. As long as an employee swipes in at the time of entry and swipes out at the time of exiting the physical premises of the company, he/she is marked attendance. If there is no record of access card swipe, the employee's manager gets an e-mail alert. The manager authorises leave or if the employee has come in to work but forgotten to bring the card/use the card at the entry point, the same is intimated to the HR or IT department and the employee is provided attendance.
3. In Company C, the access control cards are used same as in Company B above, but the time duration clocked by the employee is computed by the system to provide attendance. Only if the employee has clocked the stipulated number of working hours from swipe-in to swipe-out time, he/she is given full day attendance. In the event, the employee clocks lesser time approval of the manager is obtained or a half-day attendance maybe provided to the employee.
4. In Company D, the access control system is used to closely monitor on a daily basis the time an employee spends in the physical premises of the company. The number of times the employee enters and exits the building during a day is carefully computed and added together to clock the

stipulated time that an employee MUST spend in the office. Attendance is given only if the time stipulated is met, else the employee's manager gets an alert and needs to approve shortage of working hours.

5. At Company E, the access control system is used to monitor the time the employee spends in the physical premises of the company on a weekly or a fortnightly or even a monthly basis. The number of times the employee enters and exits the building during the set period is carefully computed and added together to clock the stipulated time that an employee MUST spend in the office for that period of a week or a fortnight or a month. Attendance is given only if the time stipulated number of hours is met, else the employee loses proportionate hours of attendance and maybe marked absent by the system.

What we see in each of these 5 organisations is the impact on employee's behaviour that can be moulded based on the type of system each organisation adopts.

Create 5 teams of 3-4 members each and assign them to each company. Ask each team to present the advantages and disadvantages of the system that their company has adopted. While presenting the disadvantages, the team has to present what the company has done to mitigate the disadvantages.

Closing Case

Sudarshan, the Managing Director of M. Feeds, a Bangalore-based company, is a worried man. All his efforts to regain the lost market and to wipe out the losses in the company's balance sheet have proved futile. Sitting alone in his chamber, lighting up cigarette after cigarette, and sipping cups of coffee, Sudarshan started recollecting events of 1987, which wrecked the fortunes of a once successful company.

Subbu and his team were defeated in the union election held in the beginning of 1987. Rivals, Gowda and his team, were elected with a comfortable majority. The winning team had a leaning towards CITU, which was known for its militancy. The attitudes and actions of Gowda and his team were not to the liking of the management, particularly Shetty, the Factory Manager.

The management was waiting for a way to deal with the new team of unionists. Not reconciled to the loss of power, Subbu and his cronies started a cultural association with the apparent objective of promoting Kannada, the local language. Shetty welcomed the formation of the association and, in fact, even encouraged its activities. The management too gave financial support to the cultural outfit.

Emboldened by the encouragement given, Subbu and his team demanded that the management should negotiate with them about all matters relating to employee welfare. This proposal was not acceptable to the management, which turned it down. But Shetty began hobnobbing with Subbu, often to the consternation of the leaders of the recognised union.

One day, Gowda and Subbu had a heated exchange of words, which resulted in a physical bout inside the plant. Sridhar, the HRD Manager, placed the duo under suspension on grounds of indiscipline.

An enquiry was conducted and Subbu was acquitted. But Gowda refused to appear before the enquiry officer. Having been acquitted, Subbu demanded reinstatement, which the management readily agreed to. Subbu, with triumph written large on his face, came to the factory but the team led by Gowda protested by calling a strike.

The management assured Gowda that he too would be reinstated provided he was acquitted by the enquiry officer. Gowda was in no mood to listen to the management nor was he prepared to face the enquiry. Subbu demanded reinstatement which Gowda protested against. The stalemate continued and the strike lasted three months.

Work resumed after prolonged talks. But the scars remained. Shetty got a sack and Sridhar left and joined an Indo-French company. M. Feeds lost its customers and the efforts (setting up, for the first time, a marketing department) to regain their patronage did not succeed. The company started making losses, which only increased as the years went by.

QUESTIONS

1. Using the knowledge you have acquired from this chapter, trace the foundation for the behaviour of each character in the case. Do you think any factor has been left out?
2. Which behaviour model best explains the conduct of each of the characters in the case?
3. Recall Fig. 4.2. Where do you place each character in the figure? Why?

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