**KYAMBOGO UNIVERSITY**

**FACULTY OF SCIENCE**

**DEPARTMENT OF COMPUTER SCIENCE – OB BIS3**

**ORGANISATIONAL BEHAVIOUR – 3203**

DEFINITIONS OF ORGANISATIONAL BEHAVIOR

Organizational behaviour focuses on how humans behave in organizations, including how they interact with each other, as well as how they work within the organizations' structures to get their work done. Here are some definitions:

Organizational behaviour is the "the study of human behaviour in organizational settings, the interface between human behaviour and the organization, and the organization itself."

Organizational behaviour is directly concerned with the understanding, prediction, and control of human behaviour in organizations.” — Fred Luthans

Organisational behaviour is the study and application of knowledge about how people act within an organisation. It is a human tool for human benefit. It applies broadly to the behaviour of people in all types of organisation. – Newstrom and Davis

Organisational behaviour is a field of study that investigates the impact that individuals, groups and structures have on behaviour within the organisations for the purpose of applying such knowledge towards improving an organisation’s effectiveness. –Stephens P. Robbins

**LEVELS OF ORGANISATIONAL BEHAVIOUR**

Individual level – Deals with the concepts at the individual level. Examples of individual level concepts are perception, personality, learning, motivation and attitude.

Group level – It deals with the concepts at the group level. Examples of group level concepts are team, conflict, leadership, power and politics. It includes how groups are formed, how to make effective teams, how individually and collectively the group activities can be improved, how to motivate employees and which type of group would be suitable for a particular assignment.

Organisational Level – Deals with concepts at the organisational level such as change management and organisational culture, different organisational models, organisational change along with its impact and implementation, the working conditions and stress management.

**ELEMENTS** **OF ORGANISATIONAL BEHAVIOUR**

**People;**

People make the interactive and behavioural platform in any organisation, and people are in the form of individuals and groups, The role and behaviour of people identifies, recognise and develop the interactive relations towards behavioural attitudes in society.

**Structure;**

The formal relationship of people makes the structural design in organisations. The managerial and organisational levels are decorated by specific job as well as level to be incurred in structural design. The rights and responsibilities are also determined in a particular group or structure.

**Technology;**

The technology represents all the resources with which people work and affects the task that they perform. The role and utilisation of technology has a significant influence on the performance of people and thereby to achieve perfections in the betterment of interactive behaviour.

**Interactive Behaviour;**

In any organisation, the interactive relations and behaviour between individual and groups as well as the relations by formal and informal ways also have an important role to make perspectives in organisational behaviour. The mutual behaviour among people may be developed by the identification, existence and interactive role in any organisation.

**Environment;**

All organisations operate within internal and external environment. The existence, structural design, work performance, mutual relations and behavioural patterns are duly influenced by the internal and external environmental factors.

**MODELS OF ORGANISATIONAL BEHAVIOUR**

**Autocratic**

The basis of this model is power with a managerial orientation of authority. The employees in turn are oriented towards obedience and dependence on the boss. The employee need that is met is subsistence, the performance result is minimal.

**Custodial**

The basis of this model is economic resources with a managerial orientation of money. The employees in turn are oriented towards security and benefits and dependence on the organisation. The employ need that is met is security, the performance result is passive cooperation.

**Supportive**

The basis of this model is leadership with a managerial orientation of support. The employees in turn are oriented towards job performance and participation. The employee need that is met is status and recognition, the performance result is awakened drives.

**Collegial**

The basis of this model is partnership with a managerial orientation of teamwork. The employees in turn are oriented towards responsible behaviour and self-discipline. The employee need that is met is self-actualisation and the performance result is moderate enthusiasm.

**NOTE;** Although there are four separate models, almost no organisation operates exclusively in one. There will always be a predominate one, with one or more areas over-lapping in other models.

**PRINCIPLES OF ORGANISATIONAL BEHAVIOUR**

Organisationalbehaviour is based on two main principles;

* Nature of the people
* Nature of the organisation

**NATURE OF THE PEOPLE;**

In this we have to know,

* Individual differences
* Whole person
* Caused behaviour
* Human diginity

**Individual Differences**

Every individual is different from the other in respect of intelligence, habits, nature, attitude, etc. This individual difference is the outcome of his psychological aspects. Organisational behaviour is part of psychology.   
An individual with psychological differences will show the same in his behavioural pattern in an organisation. Therefore management has to behave differently with different persons.

**Whole person**

An individual is a whole person with physical and psychological aspects. For example, an employee working in an organisation has a lot of personal problems worrying him, it is not possible for him to perform the work by keeping away these problems at home and work efficiently with his physical capability alone.

**Caused Behaviour**

This is a reaction in an individual due to some needs and wants which he has to satisfy, these may be financial or non-financial. Caused behaviour has to be regulated by proper motivation hence the management and organisational behaviour have to work together to understand the exact nature of the need of an individual to be satisfied and the desired incentive to be provided to the individual so as to help satisfy his needs.

**Human Dignity**

People in an organisation have strong beliefs and possess certain value systems of their own. A manager or a worker, each possesses the dignity of his position and role in the organisation. An individual who possesses a strong value system may not compromise it simply, as such he has to be given the deserving value and recognition. Related approach of OB and management will be of great help in such a situation.

**NATURE OF ORGANISATION**

Nature of organisation has two aspects;

* Social system
* Mutual interests

**Social system;**

Organisational activities are controlled by social and psychological norms. People have psychological needs and motives, at the same time they are bound to shoulder social responsibility according to their role in the organisation.

The behaviour of people in an organisation is normally governed by the group and by individual’s desire. One can find the above two types of norms operating. Due to proper interaction of these norms, organisational activities become cordial and efficient.

**Mutual Interests**

These always bring cooperation and confidence among people, it is the source of sound organisational behaviour. People and organisations are interdependent like organisational behaviour and management. People need organisation for livelihood on the other hand, the organisation needs people for achieving its goals. So the relation between organisational behaviour and management can bring all round progress, if both have amiable relationship between them.

**PERSONALITY AND LEARNING, PERCEPTION, EMOTIONS, ATTRIBUTION AND JUDGEMENT OF OTHERS**

**PERSONALITY**

Personality is an important aspect in understanding the human beings that are the most important resources of an organisation. They provide life to other resources for the accomplishment of goals and objectives.

**CHARACTERISTICS OF PERSONALITY**

* It is both physical and psychological qualities of an individual.
* It is unique in the sense that no two individuals are same in terms of their personality.
* Personality is the manner of adjustment of individual to the organisation, environment and the group.
* It is a qualitative aspect. Certain techniques exist to quantify it indirectly.
* Personality is dynamic. It changes with the time and situation.
* Personality is a system. It has input, processing and output mechanisms.
* Personality influences goal achievement and performance of an individual.

**DERTEMINANTS OF PERSONALITY**

**Biological Factors:** Biological factors are related to human body. Three factors: heredity, brain and physical features

**Family Factors:** The family factors are also important in determining personality of an individual. Three major factors: viz., the socialisation process, identification process and birth order influence the personality.

**Environmental Factors:** Environmental factors are those, which exists in and around the individual. They are social and cultural factors. Culture determines human decision-making, attitudes, independence: dependence, soberness: aggression, competition, co-operation and shyness

**Situational Factors:** In recent years, the influence of situational factors on personality is increasingly recognised. Generally an individual’s personality is stable and consistent, it changes in different situations.

**EXTROVERT-INTROVERT PERSONALITY TYPES**

Carl Jung is the proponent of the theory. The theory used analytical psychology approach. According to the theory, personality is developed as a process of creativity. It consists of four phases: thinking, feeling, sensation and intuition. Individual personality is a

mixture of these factors. The theory proposed two personality characteristics on two extreme ends. They are extrovert and introvert type personality

**Extrovert persons** are more sociable, introvert persons are more self-confident and they are guided by their own individual thinking. Extroverts are sociable and reality oriented individuals. They are performers.

**Introverts** are less risk taking and directive oriented. They require strong motivation and specific directions. While extroverts think in terms of objective and interactive relationships, the own philosophy and ideology guide the thinking of introverts.

**LEARNING**

Learning is the process by which a relatively lasting change in potential behaviour occurs because of practice or experience. Learning is also a process of acquiring modifications in existing knowledge, skills, habits, or tendencies through experience, practice, or exercise.

**Four important attributes of learning:**

• As Process: the first is that learning is permanent change in behavior.

• It does not include change due to illness, fatigue, maturation and use of intoxicant.

• Learning is not directly observable but manifests in the activities of the individual.

• Learning depends on practice and experience

**Types of Learning**

Learning has been classified in many ways: Depending on the way of acquiring it learning may be informal, formal or non-formal.

• **Informal learning** is incidental. It takes place throughout life. It is not planned.

• **Formal learning** is intentional and organized. It takes place in formal educational institution.

• **Non-formal** is also intentional & organized. It is flexible.

**Individual or Group learning**: Learning is called either individual or group learning depending upon the number of individuals involved in the learning process.

**Accordingly, learning has the following characteristics.**

1. Learning is a continuous modification of behaviour continues throughout life

2. Learning is pervasive. It reaches into all aspects of human life.

3. Learning involves the whole person, socially, emotionally & intellectually.

4. Learning is often a change in the organization of behaviour.

5. Learning is developmental. Time is one of its dimensions.

6. Learning is responsive to incentives. In most cases positive incentives such as rewards are most effective than negative incentives such as punishments.

7. Learning is always concerned with goals. These goals can be expressed in terms of observable behaviour.

8. Interest & learning are positively related. The individual learns better those things, which he is interested in learning. Most boys find learning to play football easier than learning to add fractions.

9. Learning depends on maturation and motivation.

**PERCEPTION**

Perception is a process of receiving information and making sense. It refers to the way the world sounds, looks, feels, smells and tastes to the individual.

Therefore individual’s behaviour is determined to a large extent by the way the environment is perceived by him/her.

**PROCESS OF PERCEPTION**

**Stage 1**: Perceptual Inputs of Stimuli-

Information, Objects, Events, People etc

**Stage 2**: Perceptual Mechanisms-

Selection, Organisation, Interpretation

**Stage 3**: Perceptual outputs-

Attitudes, Opinions, Feelings, Values

**Stage 4**: Pattern of Behaviour

**BARRIERS TO ACCURATE PERCEPTION**

**Stereotyping** - It is judging someone on the basis of one’s perception of the group to which that person belongs.

**Halo Effect** - This perceptual bias means, drawing a general impression about an individual on the basis of single characteristics

**Similar to me Effect / Projection** - It is a type of bias, which involves the tendency for people to perceive more favourably others who are like themselves than those who are dissimilar

**Selective Perceptions** - It explains that people selectively interpret what they see on the basis of their interests, background, experience and attitudes

**Distortions** - It is distorting what we see (or even totally avoid seeing what actually exists) if we encounter data, which is threatening or incongruent to our self-concept

**Contrast Effects** - It is evaluations of a person’s characteristics that are affected by comparisons with other people