



**Global Shiksha institute in Collaboration with
Singhania University**

ORGANIZATIONAL BEHAVIOUR

**COURSE: MBA/EMBA
FIRST SEMESTER**



ORGANIZATIONAL BEHAVIOUR

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UNIT I

INTRODUCTION TO ORGANISATIONAL BEHAVIOUR

1.0. INTRODUCTION

Organizations are social entities, which co-ordinates the activities of a number of people for the achievement of some common goal through division of labour and well-defined systems of working i. e. hierarchical levels, chain of command, rules and procedures etc. It influences and is influenced by other social systems. Organization is the practical side of business administration. They are complex entities that contain a series of elements and are affected by many diverse factors. It is a human group deliberately and consciously created for the attainment of certain goals with rational coordination of closely relevant activities. It refers to the way in which the component parts of an enterprise are put into working order so as to achieve the definite objectives of the firm. "If human resources remain unorganized, the broad business objectives cannot be attained. Now day's organizations have become the crucial factors, which affect the quality of human life in these society. Organizations are more than simply aggregations of individuals these aggregations of people take on their own characteristics. Therefore, studying only people without looking at eh organizations in which they do their work deals with only half the problem of managing organizations. Thus the study of people in organizational set up is considered essential for the managers as well as organizational behavior scientists. Hence this chapter has been devoted for discussing about the concept of organization.

1.1 Objectives

Modern society is essentially organizational in nature, with large and complex organizations increasingly dominating every sphere of human activity. The importance of organizations has attracted the attention of wide assortment of intellectuals leading to the emergence of an important and distinctive field of organizational study and research referred to variously as organizational behavior. Behavioral science or organization theory. Though they differ in their approaches, they have common orientation, that is, organization as social entity.

The organization is a purposive creation, that is, all organizations have some objectives or set of objectives. The objectives are mutually agreed upon by the members of the group. An organizational objective is a desired state of affairs which the organization attempts to realize. Organizations are contrived social instruments through which society or potion of it, obtain things that either could not be obtained at all society or portion of it, obtains things that either could not be obtained at all or could not be had as easily or cheaply. Organizations are thus, intervening elements between needs and their satisfaction. The success or failure of organization is measured in terms of achievement of its objectives.

- To understand the basic nature of the organization by defining and classifying
- To indentify organizational and individual goals.
- To understand environmental organizational relationship.

1. 2 WHAT IS AN ORGANIZATION

The work organization has come from the word organism which means a structure of interrelated and interdependent parts. The parts of components of organization consist of men, machines, materials, methods,

money functions authority and responsibility. The task of organization is to unite or integrate these components

Effectively for the purpose of attaining the common goal.

Definitions

“Organizing is the process of identifying and grouping the work to be performed, defining and delegating responsibility and authority, and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives-Allen‘organizing involves the establishment of an intentional structure of roles through the determination of the activities required to achieve the goals of an enterprise, the grouping of these activities, the assignment of such groups to a manager, the delegation of authority to carry them out, and provision for co-ordination , horizontally and vertically, in the organization structure. - Koontz o Donnel

Process of organization

The process or act of organization involves the following stages:

Division of work

The entire work of a business enterprise is divided into a number of activities for better performance and control. In a manufacturing concern, the various activities may be divided into certain categories- production, finance personnel and marketing. In a trading concern, the activities may be divided into purchase, storage, display accounting, sales, and advertising. Etc.

Grouping of activities

As the second step, activities, which are similar in nature and also closely related, will be put under the control of a department. For example, window display, advertising, management of sales staff, sales promotion etc. is the activities to be grouped and brought under the control and marketing department. Similarly, management of working capital, provision of funds for making purchases, buying machinery, etc. are the activities performed by the finance department

Assignment of work

After the activities have been grouped into departments, the next step is to assign work to every individual who is employed in a particular department. For example, in the finance department, an individual may be assigned the work of receiving cash; another person may be making cash disbursements and so on. Likewise in the marketing department, a salesman may be made in charge of one region; another salesman may look after sales in another region and so on.

Delegation of Authority

An employee who has been assigned some work needs to be given certain authority to carry out the responsibility. transfer of authority by a superior to a subordinate is what is known as delegation of authority example, a salesman who has been asked to look after sales in a particular region needs to be given the necessary funds to go over to such a place, stay there and meet the customers in that place. He needs funds for traveling, stay, food and so on. Without the authority to draw the necessary amount he salesman will not be ale to do his work.

Creation of Accountability

A subordinate to whom authority has been delegated must be made accountable to his superior for the use of authority and for the work done. Only by creating accountability the superior can ensure that the subordinate has fulfilled the task assigned to him and has not misused the authority.

Defining Relationships

It means that every subordinate should know who his superior is and in the same manner every superior must know the subordinates under him. Every subordinate has to carry out the tasks assigned to him by his superior only and he is accountable to that superior alone.

FORMAL ORGANISATION AND INFORMAL ORGANISATION

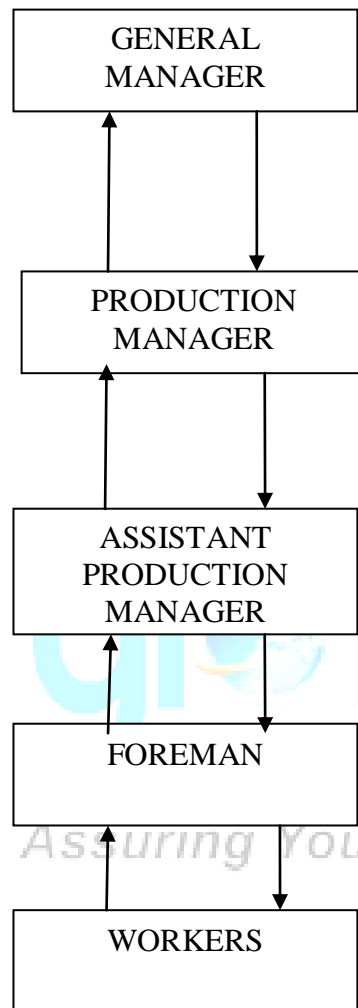
	Point of Comparison	Formal Organisation	Informal Organisation
1.	Origin	Created deliberately	Arise spontaneously
2.	Nature	Planned and official	Unplanned and unofficial
3.	Size	Large	Small
4.	Continuity	Stable	Instable and dynamic
5.	Focus	Built around jobs	Built around people and their roles
6.	Structure	Definite structure mechanical and rational	Structureless, impersonal and emotional
7.	Goals	Profits and service to society	Satisfaction of members
8.	Influence processes	Legitimate authority	Power
9.	Control process	Rigid rules and regulations	Group norms and values
10.	Communication	Official and well defined paths. One way and slow flow of information	Unspecified channels. Two – way and fast flow of information, grapevine.
11.	Authority	Positional flows, top down	Personal flows, bottom up.
12.	Charting	Shown on organizational chart	Not shown on organizational chart.

1. 3 Managers in Organization

The organization, also known as the Military organization' is the oldest form of organization. In such an organization, the superior at the top makes decisions and communicates his decisions and assigns certain

work to his immediate subordinate. Thus subordinate, in turn, makes certain decisions, within the scope of his authority, and assigns certain work to his own subordinate and so on.

There is a vertical downward flow of authority and an upward flow of responsibility in such an organization. As the military is organized in this fashion, the line organization is given the name military organization.



Managers Organization

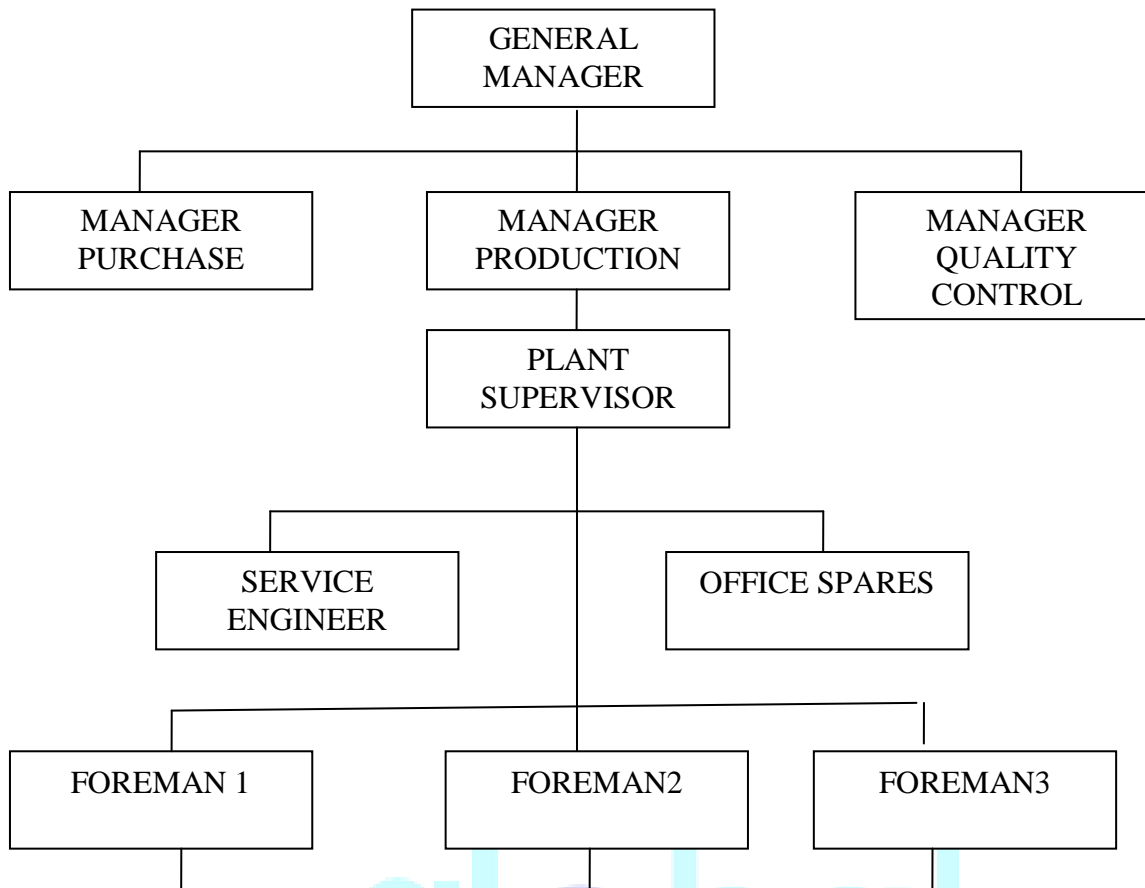
Evaluation –Managers organization:

1. Its very simple to establish in this organization
2. There are no complicated relationships in such an organization. It can easily be understood by anyone.
3. Managers organization clearly defines the authority and responsibility of each individual. Every person knows clearly whom he should report to and who should report to him.
4. In such an organization, there is unity of command, i. e. , subordinate gets orders from one superior only.
5. Prompt decisions can be taken, as there is unity of command and control.
6. Its economical. It does not employ assistants.
7. It provides scope for better supervision. This ensures greater discipline.

Staff Organization

In this kind of an organization, staff experts, who are specialists in specific areas, assist the line personnel.

The following diagram explains the concept of the staff organization

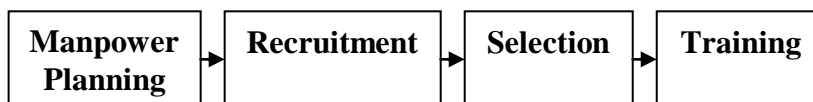


Worker Staff- Organization

These experts do not have the powers to command any subordinate other than those who are under their direct control. They can only advise the line personnel on certain matters. They also do not have the authority to take decisions on vital issues. It is for the line manager to decide whether to accept the suggestions of the staff specialists or not. The staff experts provide relief to the line personnel when the latter are over burdened with work.

STAFFING

Staffing can be precisely as – fulfilling the manpower needs of the organisation in an efficient manner. Staffing process is flow of activities which results in continuous staffing of organizational position at all levels.



STEPS IN STAFFING

1. Recruitment:

Recruitment may be described as an activity that aims to bring the job seeker (applicant) and the job-giver (employer) in contact with each other.

FLIPPO: “Recruitment is the process of searching for prospective employees and stimulating and encouraging them to apply for jobs in an organisation”.

Sources of Recruitment

A. Internal Sources:

1. Transfer:
2. Promotion:
3. Present employees:

B. External Sources

1. Advertisement:
2. Personnel Consultant:
3. Jobber and contractors:
4. Employment exchange:
5. Educational institution:
6. Field trips:
7. Unsolicited applicants:

2. **Selection:**

Selection Process:

1. Receipt and Scrutiny of Application:
2. Preliminary Interview:
3. Filling in the Blank application forms.
4. Tests:
5. Interviews:
6. Checking of references:
7. Preliminary and Final selection:
8. Medical Examination:
9. Placement:



3. **Training:**

Kinds of training:

A. Internal or on-the –job Training:

1. Orientation or induction Training:
2. Apprenticeship Training:
3. Delegation
4. Promotion and transfers:
5. Refresher training or retraining:
6. Vestibule training:
7. Job rotation:
8. “Assistants” to positions.
9. Committee or board membership:

B. External or off-the-job Training:

1. Management institution:
2. Lectures, Conferences, etc.

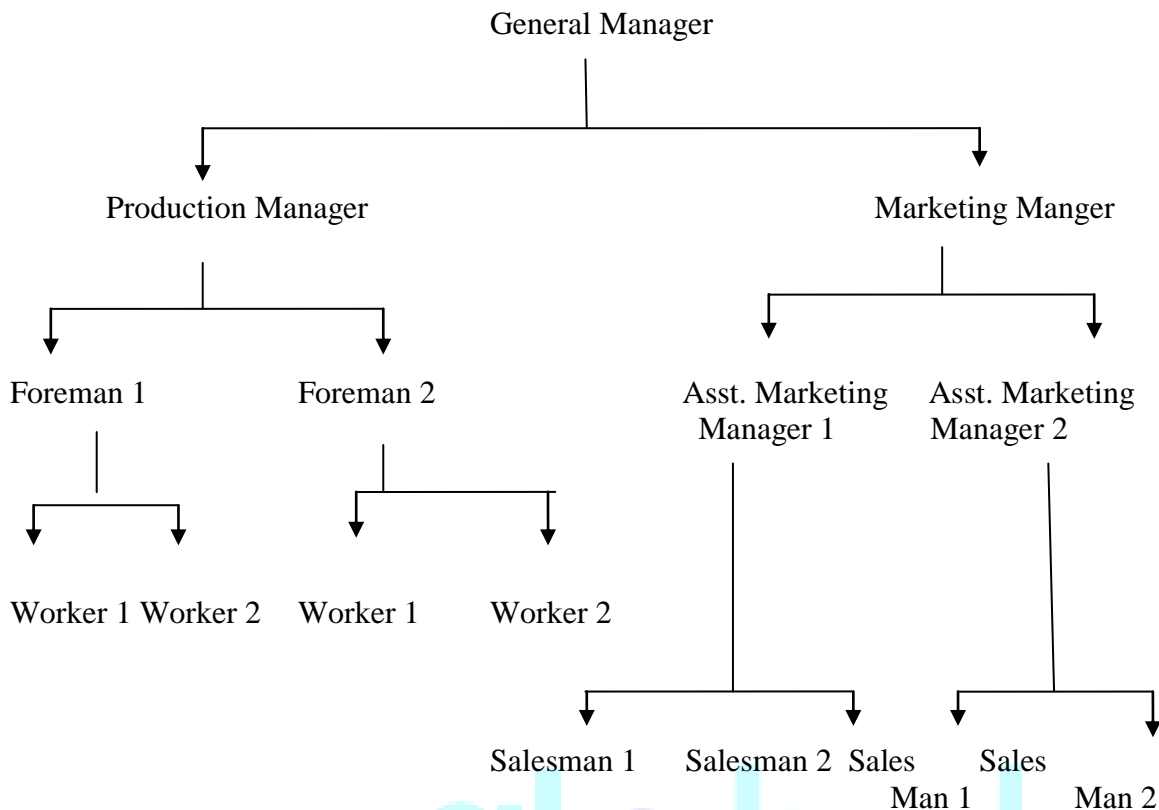
3. Case studies:
4. Role playing:
5. Management games:
6. Brainstorming:

Evaluation-Staff Organization

1. The staff experts provide support to the line personnel. This enables the line executives to perform their duties much more efficiently.
2. The executives also get relief from work burden. The staff experts perform certain activities which, in their absence, would be performed only by the line executives. For example, in the absence of the purchase manager and the quality-control would only fall on the production manager.
3. The suggestions given by the staff experts, enable the line executive to take better decisions.
4. The sharing of work by the staff experts also helps to avoid delay in performing the entire work.
5. As every executive performs only a specific task, he is able to do it with full concentration. He is also able to work to his fullest capacity. This results in overall efficiency.

1. 4 Managerial Networks

An organization network explains the positions and official relationships between the various individuals working in an organization.



Managerial Network Chart

It helps to understand an organization better. It provides answers to the following question

- Who is the top-most official in an organization?
- Who are the departmental heads? What are their functions?
- Who are the subordinate staff in each department? Etc. ,

Managerial Networks –Organization Chart

Diagrammatic presentation of the organization structure is what is known as an organization chart. It may show the names, designations and functions of the personnel I an organization. A specimen of an organization Net work chart is already explained.

1. 5 Direct Environment Forces

Understanding the interrelationship between human behavior and other variables, which together comprise the total organization is a must for an organization . The study of organizational behavior therefore involves consideration of interaction among the formal structure, the tasks to be undertaken, the technology employed and methods of carrying out work, the behavior of people, the process of management and the external environment. These variables provide parameters within which a number of interrelated dimensions such as the individual and the group the organization, the technology and the environment, which collectively influence behavior in the organizations.

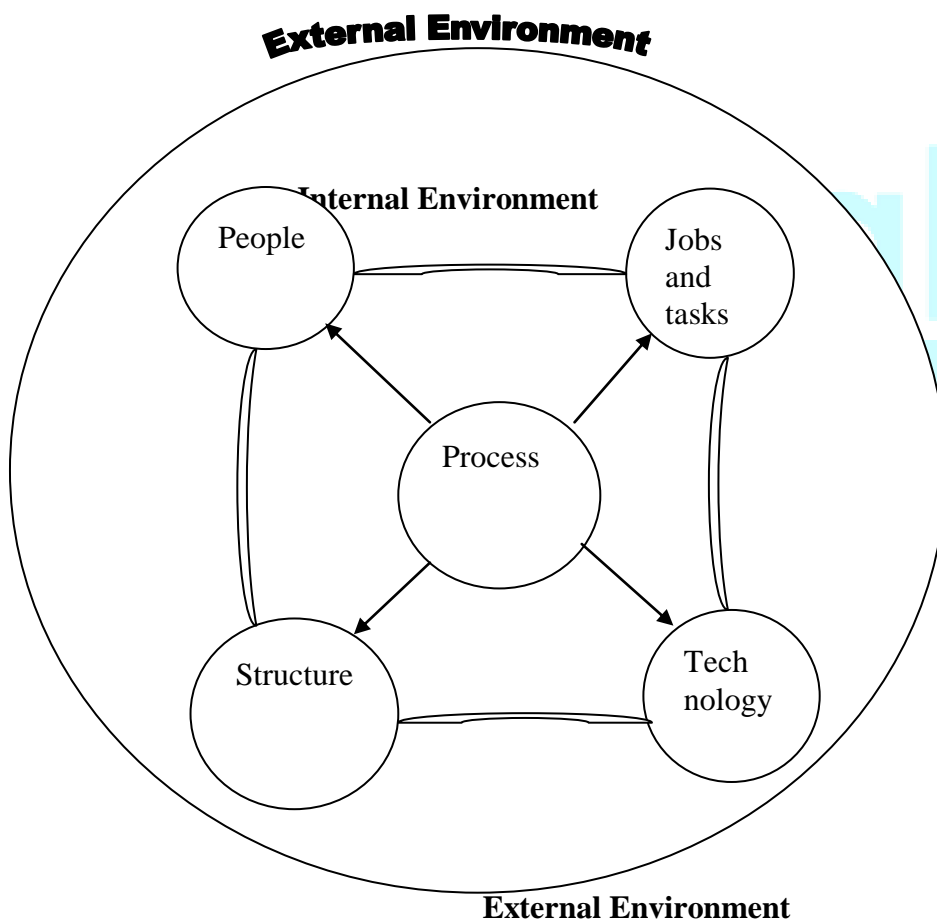
1. People:

Organization is made up of its individual members. Then individual is the central part of any behavioral situation, whether acting in isolation or as part of a group, in response to expectations of the organization, or as a result of influence of the external environment. In the people area, managers are expected to deal with the following.

- 1) Individual employees who have to perform the work allotted to them.
- 2) Dialectic relationships like superior-subordinate interaction.
- 3) Groups, which work as teams and have responsibility for getting the job done.
- 4) People who are outside the organizational system with whom the organization has some relationship such as customers, creditors bankers, suppliers, competitors, and government officials.

2. Jobs and Tasks:

The term sum total of an individual's assignment at the workplace. On the other hand, tasks refers to the various activities that need to be performed to get the job done. Both the jobs and tasks have to be designed and managed properly because they have implications on the job refers to organizational effectiveness.



3. Technology:

Technology refers to the mechanism by which the end product/service of the organization is produced. As people can do nothing with their bare hands, they are given assistance in the form of machines, tools, processes and resources. The nature of technology influences the work and working conditions. Advanced technology brings effectiveness and at the same time restricts people in many ways.

4. Structure:

Structure denotes the job positions and the manner in which they are set up in the organization. The positions are normally arranged within the system in a hierarchical fashion like people at lower levels reporting to those at higher levels. It relates to distribution of authority and responsibility through the organization. It establishes the relationships of people in an organization. Different people in the organization are given different roles and they have certain relationships with others. It leads to division of labor, which enables people to perform their duties to accomplish the organizational goals. As work is complex, different duties are to be performed by different people. Some may be accountants others may be personal secretaries, stenographers, systems analysts, supervisors, clerks, or workers. All are related to each other to accomplish the organizational goal in a coordinated manner.

5. Process:

Process refers to the manner in which things get done. It refers the way in which the manager leads, motivates, manages the perceptions of the employees by making them to feel that they are in a good working environment i. e. , he manages the organizational climate, or the way that he manages to instill the right norms and values that are considered to be necessary for achieving the goals of the organization i. e. , he manages the culture of the organization. These processes are neither easily visible nor can they be readily measured. The personality characteristics, managerial philosophies, and leadership styles etc. are some of the important factors that determine how a manager manages any given situation. Different people use different processes to achieve organizational goals. Some processes are more effective and bring about better results. He to and manage the styles and process that he Thus, a manager needs to be sensitive's in attaining the goals of the organization. He has also to be perceptive of the processes that others use in achieving the goals of the organization. The manager has also to be perceptive of the processes that others in the system use so that he is not caught off guard and the system can be steered in the right direction.

1. 6 Indirect Environmental Forces

The element, which we have discussed so far, comes under the internal environment of the organization. In addition to these factors there are actors in the external environment of the organization as well which have to be managed so that the organization operated effectively. Such external environmental factors include the market place, supply systems, governmental regulations the economic, financial, or political climate, the changing demographics of the work force, the cultural environment in which the organization is embedded and so on.

To conclude, organizations are embedded in an environment with in which they operate. Most of the external factors may be completely beyond the control of the organization to change. However, some of the factors such as sizing up the market, being in tune with the technological changes taking place, being a step ahead of the competition, or stocking up and buffering supplies when certain materials are likely to be in short supply, are all within the control of the organization. Managers should effectively manage these situations by constant and close vigilance. He should adapt changes, and manage problematic situations through good decision-making. The organizations, which are “Proactive” that is watchful and take action before crisis situations occur and can manage their external environment are more effective than those that are “Reactive” that is caught off guard and wake up after facing the crisis situation and are unable to cope effectively. is, caught off-guard and wake up after facing the crisis situation and are unable to cope effectively.

1. 7 Relevance of Organizational Behavior in Today's Business environment

One of the key elements in determining organizational goals is the environment with which the organization interacts. The organization as input-output system receives inputs from the environment, transforms these inputs, and returns the outputs to the environment. The organization, therefore, depends upon the environment for its survival. A necessary condition for this phenomenon is the environmental control over the organization. For example, the environment may determine what the organization must produce so that it is able to sell the outputs for continuing in the business. Thus environment affects the way in which the organization must operate including the goal setting. In this process of interaction, the organization must adopt suitable strategies for coming to terms with the environment.

These strategies for coming to terms with the environment may be in the form of coming to terms with the environment. This strategy may be in the form of competition or co-operation. Based on this, Thompson and McEwen have suggested four alternative strategies for dealing with the environment: (i) Competition, (ii) Bargaining, (iii) co-optation and (iv) Coalition. Out of these the last three strategies relate to varying amount and form of cooperation. All of these allow outsiders to intervene and limit organizational decisions regarding goals, but the entry of outsiders is different in different strategies. This can be brought out by the discussion of the strategies.

1. Competition.

The term competition implies an element of rivalry. This rivalry may be in the form of various organizations competing for the same resources or for same type of clientele. For example, various political parties may compete for the same vote; business organizations may compete for same customers; or the universities compete for the same qualified students. The question is who will succeed? Simple: that organization which offers maximum attraction to the people for which it is competing. The organization can do this by adapting actions and goals suitable for these people. Thus outsiders are involved in organizational goal setting.

Competition in heterogeneous society is quite complex. The society judges the organization not only by the outputs which it receives from the organization but also in terms of the outputs which it receives from the organization but also in terms of the desirability of applying resources for society's support, unless the society provides such support by approving the action of the organizations, they cannot survive. Competition is thus a complicated network of relationships. It tends to prevent unilateral or arbitrary change of organizational, or to correct the change if it is made.

2. Bargaining:

The term bargaining refers to the negotiation of an agreement between two or more parties for the exchange of goods or services. It implies flexible rather than rigid position. There is enough scope for a compromise or a mutual give and take before reaching any final agreement or settlement. In organizational context, this process may take place between an organization and several elements in the environment, for example, suppliers, creditors, trade unions, and so on. The basic requirement of this process is the fixation of negotiated actions. The basic requirement of this process is the fixation of organization alone but through the collective bargaining between the organization and the trade union concerned.

Bargaining affects the goal-setting rather implicitly. It may focus on resources and to the extent it sets the limits on the resources available or the ways they may be employed, it affects the goal setting. Thus like competition. Bargaining also places certain limitation on organizational choice of goals. However unlike, competition, bargaining involves direct interaction with other organizations in the environment rather than with a third party. The outcome of bargaining process will be determined by the relative strength of the parties concerned.

3. Co-Operation:

Co-operation is a process of absorbing new elements in to the policy-making structure of an organization as a means of averting threats or maintaining its stability in the changed circumstances. For this reason, business organizations appoint outside directors, employee directors, or directors representing various interest groups. Through this process the organizations have to modify their environmental goals.

Co-optation is more than expediency. By giving potential supporter a position of power and responsibility, the organization gains his awareness overlapping memberships; co-optation is an important device for various organizations related in complex way to find out mutually agreed goals. However, through this process, the choice for organizational goals remains limited as agreed goals are not the result of unilateral choice of an organization.

4. Coalition:

Coalition refers to combination of two or more individuals, groups, or organizations for a common goal. Thus coalition is the goal oriented alliance among individuals, groups or organizations with different outcome of a countless. The goal of a coalition is to increase this power vis- a-vis or more political groups or parties combine to fight against the third. Business organizations may behave in the same manner. March proposes a theory of the business form as a political coalition taking essentially the same approach. The organization is viewed as consisting of a number of groups such as owners, managers, suppliers, employees, governmental agents, etc. The result of complex bargaining process determines, to a great extent the objectives pursued by the firm.

A basic question emerges as what is the process of coalition formation. In fact there is the basic objective of increasing power through coalition formation and all the factors revolve round in. Schechter has identified several factors that must be considered in analysing the logic behind coalition formation. These factors include minimum size or resource principle, cohesion, ideology, and stability and change.

1. 8 Summary

Having had an introduction to organizational behavior, this chapter stepped into the origins of management with a brief history lesson, industrialization followed by scientific management. With brief introduction to Organizational behavior, the importance, of studying, discussed. The multi disciplinary anchors for organizational behavior. The individual, environmental and social perspective of organizational is narrated. The incongruity of organizational expectations is elucidated. The various frameworks of OB like theoretical framework, cognitive framework, behaviouristic framework and social learning framework are explained. The models of OB are given importance and briefed. Finally the introduction ended with views shared on social systems, culture and individualization.

1. 9 Exercises and Questions

1. Elucidate the importance of studying Organizational Behavior.
2. Discuss the three perspectives of Organizational Behavior.
3. Explain the various Frameworks of Organizational Behavior
4. Define Organization
5. What is division of labor?

6. Write a note of informal organization
7. What is meant by organization structure?
8. What is hierarchy?
9. What is line organization called military organization?
10. Who are staff specialists?
11. Distinguish formal organization from informal organization
12. Explain briefly the process of organization.
13. Draw an organization chart and explain its merit and demerits
14. Explain classical theory of organization.
15. Explain the merits and demerits of line organization.
16. Explain the principles of organization
17. What is functional organization? What are its advantages and disadvantages?

1. 10 Answers to check your progress

Case Study

OB PRACTICES AT NTPC LTD

The case study discusses the various organizational behavior (OB) practices adopted by NTPC, India's largest and the world's sixth largest power generating company. It discusses the framework for organizational behavior in the company. It discusses the framework for organizational behavior in the company and the way it is linked with the company's overall corporate strategy. It details NTPC's established culture of high performance, making the company the second most efficient power generator in the world. The case also explores the payoff arising from good organizational behavior practices as seen in the organization's performance.

Assuring Your Future.....

The case concludes with a discussion on whether NTPC can further optimize its returns by modifying its OB practices to prepare itself for the future.

Question:

1. Discuss the need for employee development and the effective OB practices at NTPC.
2. Describe the importance positive of OB practice in employee retention
3. What is the effect of organizational culture on employee morale and high performance?

Initial view of organizational behavior after completing this chapter. This exercise will help you assess your baseline assumption, opinions and understanding about organizations. The exercise contains 10 pairs of sentences. Circle which sentence do you think is an apt sentence to organizational behavior.

Give support to your answer by writing 1,2,3 in the blank given.

1. Very uncertain
2. Somewhat uncertain
3. Somewhat certain

4. Very certain

- 1(a) Supervisor should treat all the members in his group in the same way
(b) A supervisor should treat members uniquely according to their character_____
2. (a) Individual motivation is great when difficult goals are set to achieve
(b) Individual motivation is great when easy goals are set to achieve_____
3. (a) When People fall at something, they try harder the next time
(b) (a) When People fall at something, they quit trying_____
4. (a) Performing well as a manager depends on education
(b) Performing well as a manager depends on experience_____
5. (a) It is very important for a leader to stick to his own thoughts and beliefs.
(b) It is not very important for a leader to stick to his own thoughts and beliefs_____
6. (a) Leaders are born, not made
(b) Leaders are made, not born_____
7. (a) Groups make better decisions than individuals
(b) Individuals make better decisions than groups_____
8. (a) people welcome change for better
(b) People resist change_____
9. (a) Satisfied workers are more productive
(b) Unsatisfied workers are not more productive_____
10. (a) A person's attitude causes his behavior
(b) A person's attitude is his primary rationalization_____

1. 11 Further Readings

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UNIT II

APPROACHES TO ORGANISATIONAL BEHAVIOUR

2. 0 Introduction

Our society is an organizational society. It is dependent on collective organized activity. we spend most of our time interacting with organization like family, social organizations, educational institutions, hospitals, religious institutions, business concern, government organization recreational clubs, and so on. Strictly speaking we born in organizations educated by organization live in organizations is vital for the managers as well as organizational behavior scientists. Organizational behavior is a relatively young subject. Fritz Roethlisberger first used it in the late 1950's . It became a recognized subject area at Harvard business school in 1962.

Traditionally, the behavior of the employees was found was found to be simple and predictable, but now it has taken complicated and diversified shapes. Hence, now – a –days, it has become necessary to learn about human behavior within an organization cannot succeed in its venture until and unless it understands, predicts and controls role on every area of management, and has been accepted by all the concerned people. It is a study of their behavior becomes inevitable for the development of people. Hence, its meaning, definition, nature, scope and approaches to organizational behavior and personality and perception of individuals are discussed In this chapter

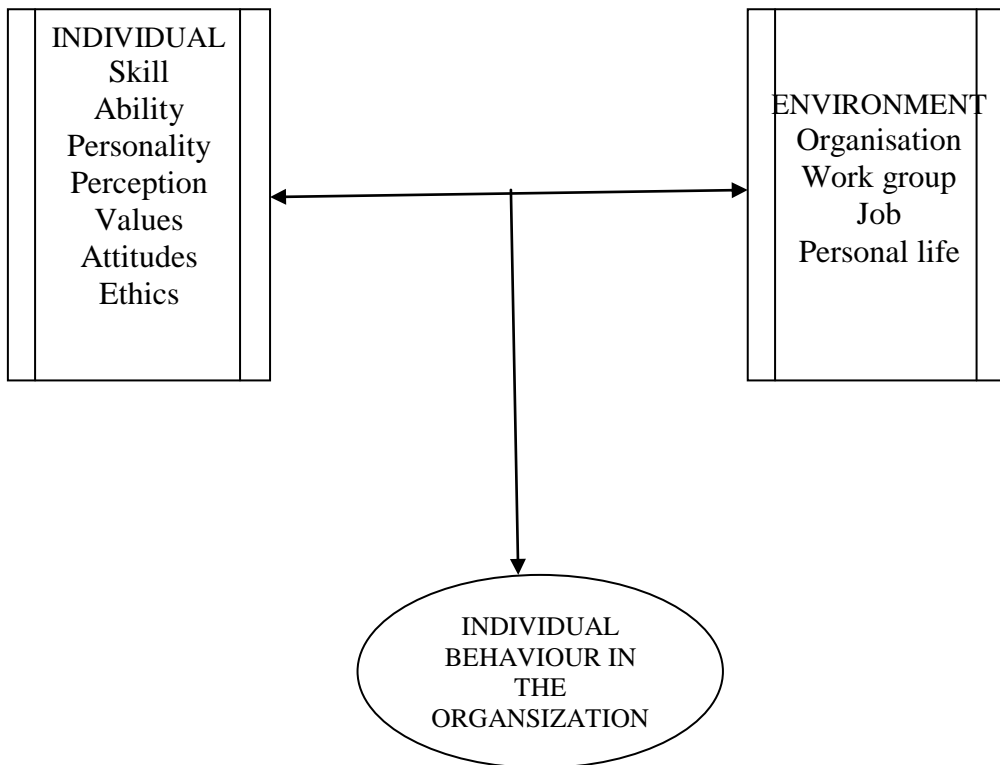
Many of important contributions to organizational behavior have come from psychology. Psychological theories have helped us explain and predict individual behavior. Many of the theories dealing with personality, attitude, learning, motivation, and stress have been applied or organizational behavior.

2. 1 Objectives

To sum up, organizational behavior has become a field of study to understand the behavior of individuals, groups and structure. The purpose of the study is to modify and should their behavior for increasing the effectiveness and efficiency of the organization. It is a systematic study of behavior to improve the performance of the people and the organization. It studies and applies knowledge about human behavior related to other elements of the organization such as structure, technology and social system. Further it seeks to comprehend, predict, and control human behavior in organized settings through a scientific study of individuals, group processes, and organization structure and design.

2. 2 A historical perspective

The study of organizational Behavior facilitates the process of explaining, understanding, predicting, maintaining, and changing employee behavior in an organizational setting.



Historical perspectives of Organizational Behavior

To facilitate the study of organizational behavior, we will look at human behavior in an organization from three perspectives.

1. Firstly, we will examine human behavior from a psychological perspective. This level of analysis will help us to examine human traits and characteristics with a view to understand how elements of personality may influence and individuals' response to his or her organizational environment.
2. Secondly, we look at how individuals interact in small groups or team environments. (Sociological perspective)
3. Finally, it will be necessary to examine the impact of larger or wider organizational factors on the individuals within that organization.

2.3 Scientific Management

Frederick Taylor and Scientific Management

In 1886, an engineer named Frederick W. Taylor presented a paper entitled, "The Engineer as an Economist", at a national meeting of engineers. This paper and other papers prepared by Taylor expressed his philosophy of scientific management. Taylor's major thesis was that maximum good for society can come only through cooperation between management and labor in the application of scientific methods. He stated that the principles of management were to:

- Develop a science for each element of an employee's work, which replaces the old rule-of-thumb method.

- Scientifically select and then train, teach, and develop the worker, whereas in the past a worker chose the work to do and was self-trained.
- Heartily co-operate with one another to ensure that all work is done in accordance with the principles of science management.
- Provide an almost equal division of work and responsibility between management and non managers.

These four principles constituted Taylor's concept of scientific management. Some regard him as the father of all person-day management. Even if this is considered as an exaggerated viewpoint, Taylor was a key figure in the promotion of the role of management in organizations. His theories had a lasting impact on the unified, and coherent way for managers to improve the performance of their jobs.

In 1911, Frederick Winslow Taylor published his work, *The Principles of Scientific Management*, in which he described how the application of the scientific method to the management of workers greatly could improve productivity. Scientific management methods called for optimizing the way that tasks were performed and simplifying the jobs enough so that workers could be trained to perform their specialized sequence of motions in the one "best" way.

Prior to scientific management, work was performed by skilled craftsmen who had learned their jobs in lengthy apprenticeships. They made their own decisions about how their job was to be performed. Scientific management took away much of this autonomy and converted skilled crafts into a series of simplified jobs that could be performed by unskilled workers who easily could be trained for the tasks.

Taylor became interested in improving worker productivity early in his career when he observed gross inefficiencies during his contact with steel workers.

Soldiering

Working in the steel industry, Taylor had observed the phenomenon of workers' purposely operating well below their capacity, which is, *soldiering*. He attributed soldiering to three causes:

1. The almost universally held belief among workers that if they became more productive, fewer of them would be needed and jobs would be eliminated.
2. Non-incentive wage systems encourage low productivity if the employee will receive the same pay regardless of how much is produced, assuming the employee can convince the employer that the slow pace really is a good pace for the job. Employees take great care never to work at a good pace for fear that this faster pace would become the new standard. If employees are paid by the quantity they produce, they fear that management will decrease their per-unit pay if the quantity increases.
3. Workers waste much of their effort by relying on rule-of-thumb methods rather than on optimal work methods that can be determined by scientific study of the task.

To counter soldiering and to improve efficiency, Taylor began to conduct experiments to determine the best level of performance for certain jobs, and what was necessary to achieve this performance.

Time Studies

Taylor argued that even the most basic, mindless tasks could be planned in a way that dramatically would increase productivity, and that scientific management of the work was more effective than the "initiative and incentive" method of motivating workers. The initiative and incentive method offered an incentive to increase productivity but placed the responsibility on the worker to figure out how to do it.

To scientifically determine the optimal way to perform a job, Taylor performed experiments that he called *time studies*, (also known as *time and motion studies*). These studies were characterized by the use of a stopwatch to time a worker's sequence of motions, with the goal of determining the one best way to perform a job.

The following are examples of some of the time-and-motion studies that were performed by Taylor and others in the era of scientific management.

Pig Iron

If workers were moving 12 1/2 tons of pig iron per day and they could be incentivized to try to move 47 1/2 tons per day, left to their own wits they probably would become exhausted after a few hours and fail to reach their goal. However, by first conducting experiments to determine the amount of resting that was necessary, the worker's manager could determine the optimal timing of lifting and resting so that the worker could move the 47 1/2 tons per day without tiring.

Not all workers were physically capable of moving 47 1/2 tons per day; perhaps only 1/8 of the pig iron handlers were capable of doing so. While these 1/8 were not extraordinary people who were highly prized by society, their physical capabilities were well-suited to moving pig iron. This example suggests that workers should be selected according to how well they are suited for a particular job.

The Science of Shoveling

In another study of the "science of shoveling", Taylor ran time studies to determine that the optimal weight that a worker should lift in a shovel was 21 pounds. Since there is a wide range of densities of materials, the shovel should be sized so that it would hold 21 pounds of the substance being shoveled. The firm provided the workers with optimal shovels. The result was a three to four fold increase in productivity and workers were rewarded with pay increases. Prior to scientific management, workers used their own shovels and rarely had the optimal one for the job.

Bricklaying

Others performed experiments that focused on specific motions, such as Gilbreth's bricklaying experiments that resulted in a dramatic decrease in the number of motions required to lay bricks. The husband and wife Gilbreth team used motion picture technology to study the motions of the workers in some of their experiments.

Taylor's 4 Principles of Scientific Management

After years of various experiments to determine optimal work methods, Taylor proposed the following four principles of scientific management:

1. Replace rule-of-thumb work methods with methods based on a scientific study of the tasks.
2. Scientifically select, train, and develop each worker rather than passively leaving them to train themselves.
3. Cooperate with the workers to ensure that the scientifically developed methods are being followed.
4. Divide work nearly equally between managers and workers, so that the managers apply scientific management principles to planning the work and the workers actually perform the tasks.

These principles were implemented in many factories, often increasing productivity by a factor of three or more. Henry Ford applied Taylor's principles in his automobile factories, and families even began to perform their household tasks based on the results of time and motion studies.

Drawbacks of Scientific Management

While scientific management principles improved productivity and had a substantial impact on industry, they also increased the monotony of work. The core job dimensions of skill variety, task identity, task significance, autonomy, and feedback all were missing from the picture of scientific management.

While in many cases the new ways of working were accepted by the workers, in some cases they were not. The use of stopwatches often was a protested issue and led to a strike at one factory where "Taylorism" was being tested. Complaints that Taylorism was dehumanizing led to an investigation by the United States Congress. Despite its controversy, scientific management changed the way that work was done, and forms of it continue to be used today.

2. 4 The Behavioral approach to Management

From the above discussion, it is clear that the study of organizational behavior mainly tries to integrate size basic elements viz, people, job, process structure, technology, and the external environment. Thus the basic approaches and dimensions in which the subject can be understood are as follows:

1. Interdisciplinary Approach:

As discussed above the study of organizational behavior cannot be made in terms of a single discipline alone. Organizational behavior is neither psychology, nor sociology, nor organization theory; rather it is integration of all along with other disciplines. Hence, it is necessary that the approach should be interdisciplinary. Wherever appropriate while dealing with people at work any one of these disciplines or a mixture of them should be applied. Man behaves differently different situations and so he should be studied as a whole, which necessitates the integration of all disciplines concerning men. But it does not mean that they cannot study the men and their activities from different angles independently. As because man are integrated in a workable relationship in the behavioral world they should be studied in an integrated manner. Various social sciences like psychology, sociology, organization theories, economics etc. , have contributed a lot in understanding the human relations. It appropriates from various disciplines such as sociology, psychology etc. the ideas that will improve the relations between people and organization.

2. Human Resource Approach

The main concern of the human resources approach is with the growth and development of people towards higher levels of competency, creativity, and fulfillment. This is because people are the central resource in any organization and any society. The traditionally managers decided what should be done and kept employees under strict control to ensure task performance. Management was directive and controlling. However, the human resources approach is supportive, facilitative and developmental it enables employees become better, more responsible people, ad then it tries to create a climate in which they may contribute up to the limits of their improves abilities. It assumes that expanded capabilities and opportunities for people in organizations will lead directly to improve the operating effectiveness. Work satisfaction also will be a direct result when employees make fuller use of their abilities. The human resources approach opines that better people would achieve better results.

This approach is also called supportive approach because in this approach manager does not control the employees to get the work done, rather support them to grow to their full abilities. Supportive managers provide a good organizational climate in which people can grow and be productive.

3. Systems Approach

Management and behavioral sciences did much for the modification and enrichment of the traditional theory. But an integrated approach did not come into existence. The systems approach provides a basis of integration. Under the systems approach, everything is inter-related and interdependent. A system is composed of elements, which are related and dependent upon one another. A system is a group of inter-related but separate elements working towards a common objective. According to the Random House Dictionary of the English language. "A system is an ordered and comprehensive assemblage of facts, principles, doctrines, or the like, in a particular field of knowledge or thought". Thus the term system involves an orderly arrangement of elements, so as to achieve the desired objectives.

But there are various factors that complicate the effective interactions of the various elements. So complex organizations require specialization. In case of over specialization, individuals will be more concerned with protecting their own interest rather than that of the entire concern. Thus the general system theorists tried to encourage less sub-system competition and more protective interaction.

There are several types of systems. They are as follows:

1. Static System-do not undergo any change.
2. Dynamic system-undergoes changes, it grows or decays.
3. Open system-engages in interaction with people, things and forces in the environment.
4. Closed system-has no interaction with the environment.

Every system is a part of the larger system. The parts that make up the whole of a system are called "sub-system". Further each system in turn, may be sub-system of larger whole. Every system has a boundary. These boundaries indicate as to what is going on inside and outside an organization. In a closed system, such boundaries are tight and in an open system, the boundaries are more flexible.

System theory is important to management because it aims at the achievement of objectives and it views organization as an open system. Many pioneers like Kenneth Boulding, Ludwig von Bertalanffy, R. L. Ackoff, H. Simon, C. W. Churchman and Chester I. Barnard have made significant contributions towards the development of the systems approach.

Chester I. Barnard was the first to utilize the systems approach in the field of management. He says that the executive must steer through by balancing between conflicting forces and events. A high order of responsible leadership makes the executives effective. Simon viewed organization as a complex system of decision-making process.

The basic features of systems approach are as follows;

1. A system consists of interacting elements. It is a set of inter-related and interdependent parts arranged in a manner that produces a unified whole.
2. The various sub-systems should be studied in their-relationships rather than in isolation from each other.
3. An organizational system has a boundary that determines which parts are internal and which are external.

4. A system does not exist in a vacuum. It receives information, material and energy from other systems as inputs. These inputs undergo a transformation process with the system and leave the system as outputs to other systems
5. An organization is a dynamic system as it is responsive to its environment. It is vulnerable to changes in its environment.

2. 5 Contingency approach to Management

The contingency approach is the latest approach to the existing organizational approaches. According to the contingency approach, there is no one best way to manage. So managers must not consider management principles and techniques universal. They have to deal with different situations differently. The contingency view focuses on what is best for a particular concern, which has a particular technology group of employees and environment instead of talking about the one best design. Management is entirely situational and so the application and effectiveness of any technique is contingent on the particular situation. In order to be effective, the policies and practices of the management must to environment changes.

Contingency approach is an improvement over the systems approach. The interactions between the sub-systems of an organization have long been recognized by the systems approach. Contingency approach also recognizes that a unique organizational system is the product of the interaction of the sub-systems and the environment. Besides it seeks to identify the exact nature of interaction and inter-relationships. This approach calls for an identification of the internal and external variables that typically influence managerial activities and organizational performance. According to this approach, what constitutes effective management differs from the internal and external environment or the organization and the makeup of the organizational sub-systems. Thus the contingency approach provides a pragmatic method of analyzing organizational sub-systems and tries to integrate these with the environment. Contingency views are ultimately directed towards suggesting organizational designs and managerial actions suitable for specific situations. Therefore, this approach is also called as situational approach.

2. 6 Summary

Attribution is the cause and effect of one's own behavior and others behavior. Attribution process like distinctiveness, consistency and consensus make clear interpretation of attribution. Bias occurring in attribution is also common.

Impression management helps on to impress the perceiver. The impression management processes like impression motivation and construction are self explanatory and serve good. The ways to improve impression management is also suggested.

2. 7 Exercise and questions

1. Behaviour considered to be a function of the person and his environment. Describe the importance of each of these two factors relative to behavior and explain as to which one of these factors has more impact on behavior and why?
2. What do you mean by biological foundation of behavior? Is behavior really founded on biological manipulations? Explain your reasoning
3. Describe some of the inherited characteristics of human behavior. Do you believe that these characteristics can be changed or modified? Give reasons.

4. Define the concept of values and attitudes. Are these values absolute in nature or differ from person to person and situation? Explain your reasoning
5. Briefly describe the similarities and differences among individuals.

2. 8 Answer to check your progress

Organizational behavior after completing this chapter. This exercises will help you assess your baseline assumption, opinions and understanding about organizations. The exercise contains 10 pairs of sentences. Circle which sentence do you think is an apt sentence to organizational behavior. Give support to your answer by writing 1,2,3 in the blank given.

1. Very uncertain
2. Somewhat uncertain
3. Some what certain
4. Very certain

1. (a) Leaders are born, not made

(b) Leaders are made, not born_____

2. (a) Groups make better decisions than individuals

(b) Individuals make better decisions than groups_____

3. (a) people welcome change for better

(b) People resist change_____

4. (a) Satisfied workers are more productive

(b) Unsatisfied workers are not more productive_____

5. (a) A person's attitude cause his behavior

(b) A persons attitude is his primary rationalization_____

2. 9 Further Readings

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UNIT III

FOUNDATIONS OF INDIVIDUAL BEHAVIOUR

STRUCTURE

- 3. 0 Introduction
- 3. 1 Objectives
- 3. 2 Biological foundations of behavior
- 3. 3 Causes of Human Behavior
- 3. 4 Environmental effect on behavior
- 3. 5 Behavior as an input-output system
- 3. 6 Behavior and performance
- 3. 7 Summary
- 3. 8 Exercise and Questions
- 3. 9 Answer check your progress
- 3. 10 Further Readings



3. 0 Introduction

Organization is basically an association of human being and a major problem of today's organizations is to maximize the efforts and contributions of these human beings, Since human behavior decides these efforts and contributions, those responsible for management of organizations must understand the way human beings behave. Behavior is what a person does. More preciously, it can be defined as the observable and measurable activity of human beings. Activity of human beings that qualifies under this category shows great variety. It may include any thing like decision-making- a mental process: or handling a machine-a physical process.

3. 1 Objectives

- 1. To understand dynamics of behavior in the organization
- 2. To identify the assumptions managers make about people while dealing with
 - a. Them.
- 3. To understand why people behave differently.
- 4. To identify why people do not behave rationally.

3. 2 Biological foundations of behavior

There are many levels of systems, ranging from simple static system to dynamic complex system. The basic characteristics of a system are found in all such system are found in all such system. However all such system are not exactly alike, for example biological and social system-organizations-have many things in common, still they differ in several other aspects. Katz and Khan have made a comparison between biological and social systems.

There are certain similarities in both the systems but there are certain differences also. The major difference can be traced in the fact that social systems are characterized by greater variability than biological systems. This difference puts both the systems quite apart so far as their working is concerned. The major similarities and differences between the two systems are as follows:

Similarities

Both organizational and biological systems have following things in common:

1. Organization and biological systems have parts which are interrelated and interdependent. Both these systems have several subsystem is transmitted to other sub system. It implies that the change in one part cannot be introduced without understanding its implication to other parts.

2. Both the systems are open systems and interact with their environment. Out of these interactions, they try to adapt to the requirement of the situations. It is implication is that any system not adapting to the environment requirement is unable to survive.

3. Both these systems have tendency to grow provided they survive in the adaptation process.

Dissimilarities

Though both these systems share many common characteristics, they differ in many other respects. Following are the major differences between the two systems.

Unlike biological system the organizations are creations of living organisms, that is human beings. As such they are more contrive in nature, and hence imperfect. The contrive nature of a system implies that the system may have parts but interrelationships among these parts may not be precise and definite. For example

3. Causes of Human Behavior

The causes of human behavior need to be found out so that certain type of behavior can be predicted, and also be controlled. Normally, scientific thinkers and behaviorists show keen interest in finding out these causes. This is because science normally involves in paining a phenomenon by looking at its causes and then establishing a relationship between a cause and its effect. Likewise, the behavior scientists also are desirous of knowing why people behave in a certain way.

The study and prediction of behavior of people, physical structure of people etc. Superstitious beliefs are not supported by science but they are still prevalent in the society. Any conspicuous event, which coincides with some part of general human behavior, is likely to be seized upon as a cause. In most of the countries both under developed as well as developed countries, astrology is taken very seriously and is seriously consulted.

Then comes, numerology, which proposes another cause of behavior, which has to do with person's name. The numerologists believe and propose that the choice of a person's name associated with the person's behavior. Based upon this philosophy, certain patterns of behaving are identified and predicted by the number and types of letters in a person's name.

Another common practice is to explain behavior in terms of certain physical characteristics of a person, with the help of palmistry, which is many times explained as a science. The four major lines on the palm of the hand such as the lifeline, the heart line, the brain line or the line of education and intelligence and the fate line predict how long the person will live, whether he will be educated and intelligent and the fate line predicts how long the person will live whether he will be rich or poor as well as behavior traits as intelligence, patience, restlessness, trustworthiness etc.

Another common practice is to explain behavior in terms of the physical structure of the individual such as eyes, face, height, weight, color etc.

The theory of “Born” leader’s opinions that some people behave in a certain manner because they were born that way. It assumes that certain behavioral characteristics are genetic in nature and are inherited. If we know that a person has certain inherited qualities and limitations then we may be able to use our control techniques more intelligently.

The causes of human behavior can be detailed under the following heads.

1. Inherited characteristics, and
2. Learned characteristics.

1. Inherited characteristics

Inherited characteristics play a major role in forming the human behavior. People obtain them hereditarily. They are as follows:

1. Physical characteristics:

Certain characteristics, which relate to physical height, weight of the body, vision, dexterity and stamina come under this head. Certainly such physical characteristics have some bearing on the performance of the employees. For example, manual dexterity results in quality performance in such jobs that require artistic maneuvering. Similarly, tall and slim people are expected to dress well and behave in a sophisticated manner, and fat people are assumed to have a jovial nature.

2. Intelligence

Intelligence is no doubt an inherited trait. However, it is also a universally accepted one that intelligence can be enhanced by proper environment and motivation. Intelligence is also related to certain behaviors because it is very easy to convince intelligent people if the point is right. Further, they can also be expected to be much more stable and predictable.

3. Sex

Sex is another characteristic, which is obtained by inheritance. It is having a considerable impact on human behaviors. However, certain stereotype such as man is expected to be tough while a woman is expected to be gentle. Men are strong: they never cry: Women are highly emotional have no basis in genetic influences

Some work roles are assumed to be the exclusive domain of woman, such as nurses or airline stewardesses however these roles could also be modified to accommodate men in these positions. With regard to the administration of the management process is concerned, both men and women seem to be alike and they do not differ each other in their operative behaviors.

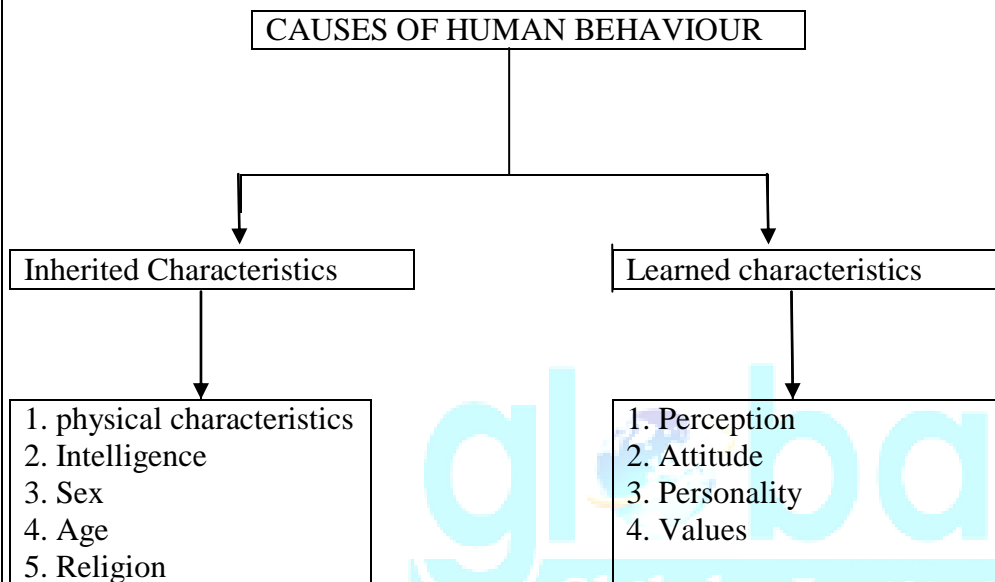
4. Age

Age is another inherited characteristic, which is determined by the date of birth. The age affects the behavior both in physiological as well as psychological ways. Psychologically, young people are expected to be more energetic, innovative, risk-taking and adventurous while old people are supposed to be conservative

and set in their way. Physiologically, with age, older people experience waning of some of their faculties such as memory, stamina, coordination etc. and consequently the related behaviors change accordingly. Lehman says the peak of creative ability among people is between the ages of 30 and 40.

5. Religion

Religion is yet another inherited characteristic. The religiously based cultures play an important role in determining some aspects of individual behavior. It is particularly so for those who concern morals, ethics and a code of conduct. Highly religious people have high moral standards. Normally they do not tell lies. They never talk ill of others. They are highly contented and thus trivet for the goal of achievement and self-fulfillment. Besides they also determine attitudes towards work as well as financial incentives.



Causes of Human Behavior

2. Leased characteristics

Some of the behavioral characteristics are acquired by people out of exposure to various situations and stimuli, both within the family and the outside environment. Such characteristics involve an individual's attitudes, values and perceptions about the environment around him. They are result of the parental values and expectations and the values and names of our cultures and sub-cultures. The physical environment itself has a profound effect on the individual behavior.

Inherited behavioral characteristics are more difficult to change or modify. Therefore the mangers want to study, predict and control the learned characteristics. We shall now discuss them briefly as shown below:

1. Perception

Perception refers to the process whereby information enters our minds and is interpreted so as to give some sensible meaning to the world around us. It is the result of a complex interaction of various senses such as feeling, seeing, hearing etc. Psychologists say that different people see and sense the same thing in different ways. That is why it is said" One man's meat is another man's poison".

Perception always plays an important role in human as well as organizational behavior. For example, if manger perceives a subordinates ability as limited, he will give him limited responsibility, even if the

subordinate, in fact, is an able person. Sometimes, we lose a lot of good friends due to our changed perceptions about them.

2. Attitude

Attitude more or less a stable tendency to feel think, perceive and in a certain manner towards an object or situation. It refers to a tendency to act in a certain way either favorably or unfavorably concerning objects, people or events. To expression can be said to be his attitude towards his job.

Attitude has three elements in it such as feelings, thoughts and behaviors. Of them, feelings and thoughts can be measured by Simply asking individual about their feelings and opinions whereas behaviors can be measured either by actual overt actions or simply by asking the person how he would act in a certain situation.

3. 4 Environmental effect on behavior

Organization is an open system interacting continuously with its environment. Therefore, to understand organization, it must be separated from its environment by prescribing its boundary. Boundary refers to the type of barrier conditions between the system and its environment. Boundary is the demarcation lines or regions for the definition of appropriate system activity for admission of members into the system and for other important. The environment may be defined as comprising all systems over which the decision maker has no control. The environment is the sum of factors that make it up such as war and peace, science and ethics, international economic and political attitudes and alliances, cultural and traditional patterns, national and political and economic conditions, unionization, community attitudes, and national interests of consumer groups, stockholders, and the general public.

Having defined system its boundary and the environment, one can separate the system from its environment, however in the case of organization, the separation is rarely obsolete, that is some of the element in the system typically interact with the systems environment. For human organization, the amount of interaction can be thought in terms of the permeability of the organizations boundary. This permeability refers to the organization to its environment. Sine people and information coming into the organization bring knowledge and values from the environment, the relative permeability of an organizations boundary affects the degree to which members of the organizations are exposed to the environmental influences.

The screening of such elements affects the functioning of the organization. If the boundary effects a tight screening and permits only those people and information which are consistent with the current internal values, the organization may facilitate internal agreement among its members. However, such a phenomenon may result into obsolescence in terms of process, structure, and technology. As such, managers in the organization should select the degree of boundary permeability which seems to best fit the needs of the organizing. However, managers are not the sole decides of the degree of boundary can easily penetrated. For example, in a domestic country, people may join or leave a political party largely on their own will. In such a case, boundary control of membership is minimal. In other extreme cases, a person may not have any choice either to enter or leave the organization, for example, prison. Business organizations tend to be in between two extreme cases. Here the entry and exit is largely voluntary because of the organization and the individual but because of the operation of certain laws in the environment, such exit may be restricted by the environment.

The interaction between organization and its environment determines the functioning of the farmer, as it depends heavily on its environment. Such dependence can be both in terms of taking inputs from the environment and giving outputs to the environment. This can be understood by analyzing the organization.

3. 5 Behavior as an input-output system

The input-output model was originally developed by Leontief in 1930's. It is a means to study overall economy providing an approach to analyzing relationship in large, complex system. In this model, the whole economy is broken down into sectors and industries and the amount of inputs to produce outputs is calculated. Input-output relationships are obtained which represent the flows of conversion process from one sector or another. Such a model can be applied to organization system as a whole or parts thereof. Organization, as input-output model, has three basic factors flow of inputs processes, outputs.

1. Flow inputs.

In an input-out system, flow is an important ingredient for the system to workflow refers to the uninterrupted supply of input, every open system imposes some sort of inputs from its environment. No social system is self contained but depends upon its environment for various inputs. There are three types of inputs which an organization takes from its inputs. There are three types of inputs which an organization takes from its materials which must be taken from the environment for further processing. There can be two types of material. Operational and product. Operational materials are those which are embodied in machine and plant used for conversion process. Product materials are those which are converted into outputs. Another type of input is energy which is used for the movement of the work piece, tool, assemble devices, etc. The third type of input is information. It is used in a broad sense to include shape, pattern, arrangement, instruction, or knowledge.

The degree of success of any organization system is determined by the quality of various inputs which, in turn, is determined by the success of the system. For example, the environment cannot keep providing its system the inputs which it is unable to make their proper use because environment expects something from the organization in exchange of inputs. Thus environment-organization relationship becomes quite complex.

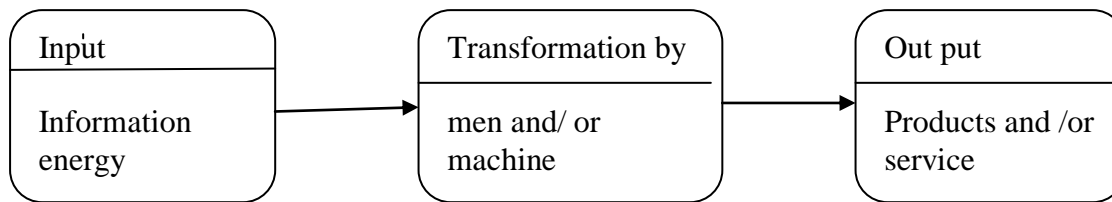
2. Process:

The inputs imported the organizations are processed by it. For this purpose. The organization devises various process. The concept of process is dynamic which implies a time dimension as well as space dimension in which action occurs in a continuously changing progression towards some goals. Thus various process in the organization system are meant to achieve organizational goals. The inputs are converted into outputs through men and process used.

Thus there can be two types of process in the organization. Process relating to conversion of inputs into outputs and process necessary for holding the various elements of the organization. Both these are important. The first type of processes are determined by the type of processes are determined by the type of technology being used by the organization and may vary from organization to organization. The second categories of process are found in all organizations. Some of these processes are: communication, decision, influence, control, and motivation. These processes provide flow throughout the system and help in achieving systems goals. However these can be helpful only if these are designed according to the needs of the system, its various elements and the environment.

3. Outputs.

The organization exports the outputs created through the process of conversion. These outputs are given back to the environment for importing further inputs. Thus this goes like a cycle. inputs are transformed into outputs which are exported to the environment. The environment furnishes certain sources of energy in exchange for the outputs for repetition of cyclical activities. Input output model can now be presented in the following figure.



Input-output system

The open system concept offers a basis for more effective management of the organization. The management has to deal with the problems of dynamic inter relationship of internal factor of the organization interacting with the environmental sources.

Thus to maintain equilibrium in the organization the management has to incorporate external forces affecting the organization. Such effect can be two levels. Choices of system goals, as discussed in the organization structure. These environmental factors force management to take a new approach in managing the organization. The origination can be understood better in terms of the suitable process of import, conversion and export rather than characteristics such as shape, functions or structure.

3. 6 Behavior and performance

It is considered that performance is a reflection of 3 characteristics namely,

1. Capacity of the individual to perform
2. Willingness of the individual to perform.
3. Organizational support to perform

Organizational support basically provides an individual with an “Opportunity” to perform which does affect behavior to some degree. On the other hand the capacity and the ‘willingness’ are directly associated with the human behavior

1. Capacity of the individual to perform:

The capacity of the individual to perform is an outcome of certain competency characteristics like ability and aptitude. They can be considered as inherited characteristics of behavior. Ability, which is partly a measure of intelligence, is the basic and important ingredient for effective performance and all the motivation and organizational efforts will not be of any help towards performance if the basic ability does not exist. Accordingly, job performance is facilitated when ability matches the requirements.

2. Willingness of the individual to perform:

Even when the ability fits the task requirements, it does not necessarily result in high performance. To achieve high levels of an performance, the individuals must show willingness to perform and put in adequate work effort. The effort or the degree of willingness to perform effectively would depend the degree of motivation of the individual. This motivation of the individual. This motivation, which is a behavioral concept, defines the forces within the individual that account for the direction and level of effort relating to a given task.

3. Organizational Support for performance:

Organizational supports and resources affect human availability of best tools to perform work, unclear guidance and instructions of item, inadequate budgets, inadequate tools, equipment, supplies, behavior significantly, which influences performance. Physical facilities and technology in the organizational structure, as well as advice and direction from the leaders are highly conducive includes rush jobs, unclear instruction which all influences in a negative way on behavior and performance.

The symptoms such as lack of time, inadequate budgets, inadequate tools, equipment, supplies, unclear instruction and ob related information, unfair levels of expected performance, lack of job-related authority, lack of required services and help from others, and inflexibility of procedures reveal inadequate organizational support. All these constraints intrude on work performance.

3. 7 Summary

The individual, environmental and social perspective of organizational is narrated. The incongruity of organizational expectations is elucidated. The various frameworks of OB like theoretical framework, cognitive framework, behaviouristic framework and social learning framework are explained. The models of OB are given importance and briefed. Finally the introduction ended with views shared on social systems, culture and individualization.

3. 8 Exercise and Questions

1. Briefly describe the similarities and differences among individuals
2. Explain the relationship between behavior and performance
3. Describe the process of human behavior
4. What are the causes of human behavior?
5. Is there any relationship between behavior and performance?

3. 9 Answer check your progress

Initial view of organizational behavior after completing this chapter. This exercises will help you assess your baseline assumption, opinions and understanding about organizations. The exercise contains 10 pairs of sentences. Circle which sentence do you think is an apt sentence to organizational behavior. Give support to your answer by writing 1, 2, 3 in the blank given.

1. Very uncertain
2. Somewhat uncertain
3. Some what certain
4. Very certain

- 1(a) Supervisor should treat all the members in his group in the same way
(b) A supervisor should treat members uniquely according to their character_____

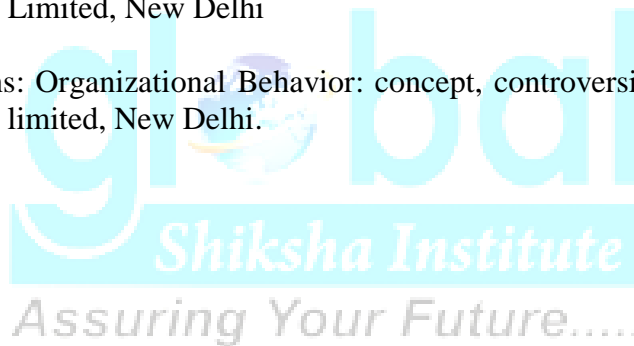
2. (a) Individual motivation is great when difficult goals are set to achieve
(b) Individual motivation is great when easy goals are set to achieve_____

3. (a) When People fall at something, they try harder the next time

- (b) When People fall at something, they quiet trying_____
4. (a) Performing well as a manager depends on education
(b) Performing well as a manager depends on experience_____
5. (a) It is very important for a leader to stick to his own thoughts and beliefs.
(b) It is not very important for a leader to stick to his won thoughts and beliefs_____

3. 10 Further Readings

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UNIT IV

PERCEPTION

STRUCTURE

- 4. 0 Introduction
- 4. 1 Objectives
- 4. 2 Perception: An overview
- 4. 3 Characteristics of the perceiver
- 4. 4 Characteristics of the perceived
- 4. 5 Characteristic of the situation
- 4. 6 Perceptual Organization
- 4. 7 Perceptual selectivity
- 4. 8 Barriers to perceptual Accuracy
- 4. 9 Perception and Attribution
- 4. 10 Summary
- 4. 11 Exercise and Question
- 4. 12 Answers to check your progress
- 4. 13 Further Reading

4. 0 Introduction

Individuals differ in the way of understanding and appreciating the environment, things and people around them. For example, one person may admire a piece of jewellery while another may consider the same as just average and still another person may find it unimpressive. What appears to be good to some may appear to be bad to others. This happens because of differences in 'Perception'.

This chapter deals with the important issues relating to the concept of perception.

4. 1 Objectives

- ❖ To understand perception as a psychological process affecting human behavior
 - ❖ To analyse the role of perception for managers
 - ❖ To analyse various problem involved in perception
 - ❖ To suggest techniques for developing perceptual skills
-

4. 2 Perception: An overview

'Perception' is the manner in which a person understands someone or something. It is a cognitive or knowing process. We can understand the meaning of the term perception better if we go through some of the definitions given by behavioral experts.

Definition

1. Perception can be defined as a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment-Stephen p. Robbins.
2. “perception can be defined as the process of receiving, selecting, organizing, interpreting, checking and reacting to sensory stimuli or data”-Udai pareek and others.

4.3 Characteristics of the perceiver

Determinants of perception

The various determinants of perception may be studied as follows:

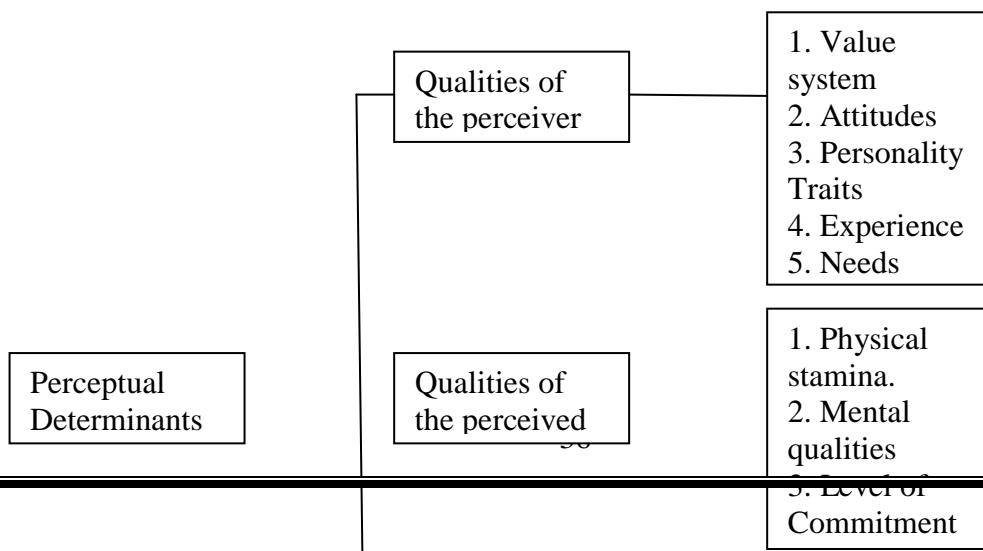
- (a) Characteristics of the perceiver
- (b) Characteristics of the perceived
- (c) Environmental conditions

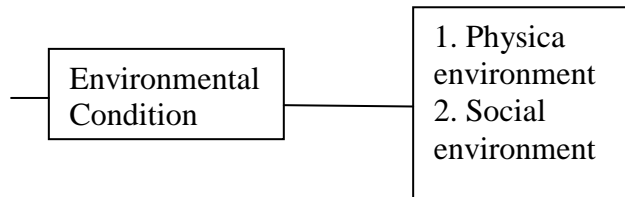
Let us now discuss these

Characteristics of the perceiver

What impact do the qualities of the perceiver have on his perception may be stated as follows:

1. Value System: What value system does the perceiver have influences his perception. For example, if the value system of an employee tells him that he should not waste time during working hours, he will perceive any such attempt by anyone to be an act of insincerity.
2. Attitude: The attitude of the perceiver is another factor. An employee who does not have a positive attitude towards work may perceive any work related change made by the management to be detrimental to his interest.
3. Personality Traits: If the perceiver is, by nature, meticulous, sincere and hard working he may perceive a work environment where in the personnel are like him. A perfectionist may expect the persons with whom he deals also to be perfectionists
4. Experience: Perception is certainly influenced by the perceiver's experience in personal and official life, for example if a manager has only come across subordinates, during his tenure, who are insincere and disinterested in work, his perception about every subordinate staff may be unfavorable.
5. Needs: The needs of the perceiver too determine perception. If for example, an employee gives utmost importance to monetary benefits derived out of a job, he may perceive the job that offers greater monetary benefits to be giving satisfaction. If on the other hand, another employee attaches greater importance to the nature of work; such a person may perceive jobs that are interesting to be giving satisfaction.





Various Determinants of perception

4.4 Characteristics of the perceived

Certain qualities of the 'perceived' also influence perception. These are:

1. Physical Stamina; If the perceived is a person with good physical stamina, he is deemed to be fit for any kind of physical work.
2. Mental Qualities: Obviously, a person with a good level of IQ is perceived to be fit to solve any organizational problem by his intellectual capacity.
3. Level of Commitment: If an employee is highly irregular for work, shirks duties and quarrels with superiors and fellow-workmen he will be perceived to be indiscipline.

4.5 Characteristics of Situation

1. Physical Environment: If the workplace not neat and tidy and lacks even basic facilities like lighting, ventilation, drinking water, toilet etc. , the employer will be perceived to have no regard for the physical and mental well being of his employees.
2. Social Environment: If there are always misunderstandings among employees and also between the employees and the employer, the perception will be that the inter-personal relationship in the organization is very poor.

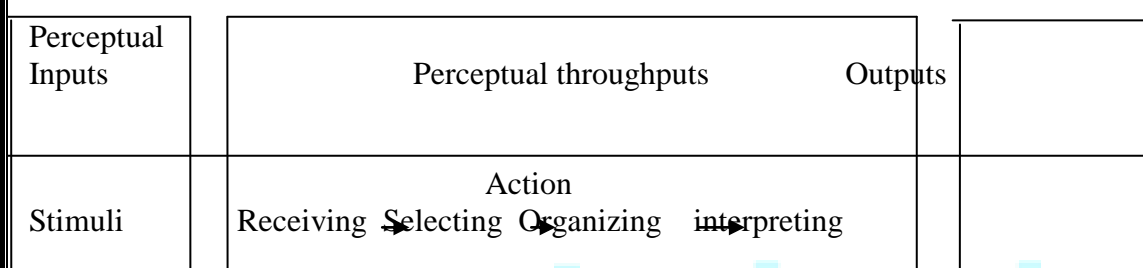
4.6 Perceptual Organization

Perception is process consisting of several sub-process. We can take an input-throughput-output approach to understand the dynamics of the perceptual process. This approach emphasis that there is input which is processed and gives output.

The stimuli in the environment-subjects, events, or people-can be considered as the perceptual inputs. The actual transformation of these inputs through the perceptual inputs. The actual transformation of these inputs through the perceptual mechanism of selection, organization, and interpretation

It can be treated as the throughputs, and the resultant opinions, feelings, attitudes, etc., which ultimately influence our behavior, can be viewed as the perceptual outputs. The whole perceptual process can be presented as follows:

1. Stumuli. The first process in the perception is the presence of stimuli or situation which confront the human beings. These may be in the form of people, objects, events, information, conversation, etc. , Thus everything in the setting where events occur or which contribution to the occurrence of events can be termed as perceptual inputs. Strictly speaking, the presence of stimulus though necessary for perception, is not actual process of perception. However, the perception process cannot start in the absence of stimuli.



Perceptual Organization

2. Receiving Stimuli: The actual perception process starts with the receipt of stimuli or data from various sources. Most data is received through the five organs. One sees things, hears them, smells, tastes, or touches them and learns other aspects of the things, Thus reception of stimuli is a physiological aspect of perception process.

3. Selection of Stimuli. After receiving the stimuli or data, some are selected for further processing while others are screened out because it is not possible for a person to select all stimuli for processing to attach meaning which he receives form the environment. Two types of factors affect the selection of stimuli for processing external factors or factors related to stimuli and internal factors or factors related to the perceiver more, important external factors are intensity of stimuli, its size, contrast, movement, repetition, familiarity, strange characteristics, etc. such features of the stimulus attracts the attention of perceiver more as compared to other stimuli, internal factors important to selection of stimuli are the perceiver influence his interest or indifference in the objects being received for perception. Normally, he will select the objects which interest him and will avoid that for which he is indifferent.

4. Organisation Stimuli. After the data have been selected, these are organized in some form of figure-ground, grouping, simplification, and closure.

(i) Figure-ground. People tend to organize information on what is known as the figure-ground principle. This involves that in perceiving stimuli or phenomena, the tendency is to keep certain phenomena in focus and other phenomena are in background. More attention is paid to phenomena which have been kept as figure and less attention to phenomena kept in background. For example, in certain organization, good performance. It may be taken background and maintaining good relations with boss of promotion may be taken as figure.

(ii) Grouping. In grouping the perceiver groups the various stimuli on the basis of their similarity or proximity. Thus all such stimuli which have been grouped together are likely to be perceived as having same characteristics. For example, all the workers may be perceived to have same opinions about the management because of grouping on the basis of similarity, or all the persons coming from the same place may be perceived as having same characteristics because of grouping on the basis of proximity.

(iii) Simplification. Whenever people are overloaded with information. They try to simplify it to make it more meaningful and understandable. In the process of simplification, the perceiver subtracts less salient information and concentrates on important one. Simplification makes the things more understandable because the perceiver has been able to reduce the complexity by eliminating some of the things which are less important.

(iv) Closure: When faced with incomplete information, people fill up the gaps themselves to make the information meaningful. This may be done on the basis of past experience, past data, or hunches. For example, in many advertisements, alphabets but broken lines. In such cases, people tend to fill up the gap among different bulbs to get meaning out of these.

5. Interpretation. The perceptual inputs that have been organized will have to be interpreted by the perceiver so that he can sense and extract some meaning of what is going on in the situation. People interpret the meaning of what they have selectively perceived and organized in terms of their own assumption of people, things and situations. They also become judgmental as well and tend to interpret the things as good/bad, beautiful/ugly, and so on which are quite relative terms. In such a process, there are chances of misinterpretation. Interpretation of stimuli is affected by characteristics of stimuli, situations under which perception takes place, and characteristics of the perceiver, as discussed earlier. The characteristics of stimuli affect their selection for perception. At the same time, these may affect the interpretation also. Similarly, the physical, social, and organizational settings in which an object is perceived also affect the interpretation.

6. Action. The last phase of the perceptual process is that of acting in relation to what has been perceived. This is the output aspect of the perceptual process. The action may be covert or overt. The covert action may be in the form of change in attitudes, opinions, feelings, values, and impression formation resulting from the perceptual inputs and throughputs. The overt action may be in the form of behavior easily visible.

4.7 Perceptual selectivity

Perception is a selective process. As the people can sense only a limited amount of information in the environment, they are characteristically selective. By selection, certain aspects of stimuli are screened out and others are admitted. Those which are admitted remain in the awareness of the people and those which are screened out fall below the threshold. There are a number of factors which affect this selectivity.

1. Self-concept.

The way a person views the world depends a great deal on the concept or image he has about himself. The concept plays an internal role in perceptual selectivity. It can be thought of as an internal form of attention getting and is largely based on the individual's complex psychological make-up. Knowing oneself makes it easier to see others accurately. People's own characteristics affect the characteristics which they are likely to see in others.

2. Beliefs.

A person's belief has profound influence on his perception. The individual normally censors stimulus inputs in to avoid disturbance of his existing beliefs. This is referred to as maintenance of cognitive consistency. Katz argues that (i) an individual self-censors his intake of communications so as to shield his beliefs and practices from attack. (ii) an individual seeks out communications which support his beliefs and practices (iii) the latter is particularly true when the beliefs and practices in question have undergone attack or the individual has otherwise been made of them.

3. Expectation.

Expectation affects what a person perceives. Expectations are related with the organizational setting, expectations affect people's perception. Thus a technical manager may expect ignorance about the technical features of a product from non-technical people, or union officials use rough language. Such expectations may affect their perception. Though such expectations may change because of direct contact and expectations may fall near actual but a mental set about beliefs, expectations, and values filters perception and may be lasting and difficult to change.

4. Inner Need.

People's perception is determined by their inner needs. The need is a feeling of tension or discomfort when one thinks he is missing something or when he feels he has not quite closed a gap in his knowledge. People with different needs usually experience different stimuli. Similarly people with different needs select different items to remember or respond to. When people are not able to satisfy their needs, they are engaged in wishful thinking which is a way to satisfy the need not in real world but in imaginary work, the day dreaming.

4.8 Barriers to perceptual Accuracy

Above factors relating to perceptual selectivity may hold true for any stimulus situations, person or otherwise, in person perception, there are many more factors which affect the correctness of perception. Thus perceptual distortion occurs. Perceptual distortion is a position where the person does not perceive the thing, particularly person as it may be. This is affected because of several factors. Such factors may be associated with person perceiving the person or subject being perceived or the situational factors in which perception process may take place. There may be many factors related with persons perceiving.

1. Personality:

Personality of the perceiver greatly influences the perception of the person. Researches suggest that 1. Secure people perceive others as warm individuals rather than cold and indifferent, 2. Self accepting people perceive others as linking and accepting people 3. People tend to perceive others more accurately when they are more like the one that they are perceiving than if they are different from those who are dealing perceived. These imply that insecure, thoughtless, or non self accepting person are less likely to perceive themselves. They will in all likelihood distrust misrepresent or in other ways defensively perceive situations. This will influence the result and behavior of the person concerned.

2. Mental set.

Mental set is the tendency one has to react in a certain way to a given situation. This has been illustrated by Massie and Douglas's such: 'Suppose you are a contestant in a track meet and are positioning yourself in your starting blocks as you hear the preparatory commands. 'Get ready, Get set'. When you hear the command, 'Go', you take off at once since you are already set and ready to this command. It is a very simple example of mental set. In organizational setting, people have tendency to perceive about others on the basis of this mental set which causes misperception.

3. Attribution.

Attribution refers to how a person tries to understand the behavior or events by interpreting them as caused by certain factors. Individuals perceive the information around them and learn to behave accordingly and think of their behavior and that of others as caused by some factors views about why they behave in particular ways. This may affect the resultant decisions. For example, if the failure of subordinate is perceived to be caused manager may treat him as capable and trustworthy as against the reason of failure is attributed to the subordinate. In the latter case the subordinate may be treated as ineffective and irresponsible. Similarly, persons may attribute the reasons of their failure to external factors to defend their ego. For example, if a person is bypassed in promotion, he may attribute the reason of his bypassing in terms that others have been promoted not because of their ability but because of their being close with high-ups.

4. First impression.

It is very common that people evaluate others on the basis of first impression. The evaluation based on first impression may be correct if it is based on adequate and significance evidence. However, since first impression evaluation is not based on adequate information, it may not to evaluate on the basis of first impression, though incorrect. This can be corrected by more frequent interaction, though erasing of first impression evaluation is not that easy.

5. Halo Effect.

The term halo effect was first used in 1920 to describe a process in which a general impression which is favorable or unfavorable is used by judges to evaluate several specific traits. The halo in such a case serves as a screen, keeping the perceiver away from actually seeing the trait he is judging. The halo errors is very similar to stereo typing except that in stereotyping the person is perceived according to a single category, whereas under the halo effect, the person is perceived on the basis of one trait or event. Halo effect is more reflected in performance appraisal where the distortion exists because the rater is influenced by rate's one or two outstandingly good performance and he evaluates the entire performance accordingly. Bruner and tangier note three conditions where the halo effect is marked: (i) When the traits to be perceived are unclear in behavioral expression; (ii) When the traits are not frequently used by the perceiver, and (iii) when the traits have moral implications

6. The word stereotype

It was first used by Walter Lipman in 1922 to describe bias in perceiving people. This means that the perceiver sees the person on the basis of a single class or category to which the person belongs. Besides this categorization, a stereo type also implies general agreement on the attributed traits and actual traits. Thus stereotype may attributes favorable or unfavourable traits to the person being perceived. There are certain stereotyped groups, such as managers, supervisors, workers union leaders etc. Intact, burners and per mutter have indicated that there is an international stereotyping for businessmen and teachers. There is a consensus about the traits which members of these categories possess. Thus a person belonging to these groups may be perceived having those traits, though actually he may not have those traits.

7. Person perceived.

The above factors are related basically to a perceiver. Apart from these, there are certain characteristics of person being perceived which also influence the perception is perceived not by his actual traits but by the status he has. Thus a person having high status may be perceived to have many desirable qualities. The second factor is the visibility of traits. There are many traits which are not visible on surface, such as honestly, loyalty, etc. In such cases, evaluation is closeness among people provides opportunities to perceive the traits correctly which however, are not always available.

8. Situational Factors.

Situational factors also affect the perception. There may be structural characteristics of the place indicating the characteristics of person occupying it. Thus a person is likely to be perceived by a place. For example, a person is perceived differently if he meets with other in a five star hotel as compared to an ordinary place. This may be the main reason for having lavishly furnished offices or showrooms. In many cases, these may not reflect the true value but may only distort people's perception who might be dealing with them.

4.9 Perception and Attribution

Perception is an approximation of reality. Human brain attempts to make sense out of a stimuli, to which one is exposed. This works well when one is about to perceive familiar facts. However, perception is sometimes “off” when one is not clear about concepts. Perception is a process by which an individual selects organizes and interprets stimuli in a meaningful picture of the world. Also one can describe as how one sees the world around them.

Attribution is the process of explaining the reasons for the events happened in the environment. It is an attempt is made to explain who such a perception is given and what connection it has in reality. To explain it in a much broader sense, perception is reality and why it is real to the perceiver is attribution. This why this behavior “plays a prominent role between perception and attribution.

4.10 Summary

Perception is cognition. It includes of sensation, attention, interpretation and retention. The interpretation errors or biases like halo effect and different forms will help individuals to perceive in a right manner with bias. The three factors that influence perception are internal, external and situational factors. With this backdrop perception adds meaning to the environment

Attribution is the cause and effect of one's own behavior and others behavior. Attribution process like distinctiveness, consistency and consensus make clear interpretation of attribution. Bias occurring in attribution is also common.

Impression management helps one to impress the perceiver. The impression management processes like impression motivation and construction are self explanatory and serve good. The ways to improve impression management is also suggested.

4.11 Exercise and Question

What are the elements of perception?

What is the difference between perception and sensation?

Explain the various factors that affect perception?
Explain the various attribution processes with illustrations.
How does impression management helps to shape behavior?

4. 12 Answers to check your progress

**Case
Study**

Perception and the effect of peer pressure

The first time Justine went to see Titanic, she was accompanied by her boyfriend. She noticed the dramatic effects of the sinking ship and commented on the lead character, played by Leonardo DiCaprio, as being fooling in his attempts to stay with his romantic partner the second time Justine saw Titanic, she was with a all female group of teenage peers. This time, she commented primarily on DiCaprio's appearance, and she found his actions not only less foolish, but perhaps even tragically romantic.

Justine saw the same film differently each time because her conditions of perception had changed. She enacted the roles based on whom she was with and noticed different aspects of the film based on her social environment. Justine's ideas about herself and what counted as romance might even have changed based on how she categorized her perceptions. This kind of accommodation goes on all the time, as we adjust our perceptions and behavior based on the people with whom we are talking, laying, or working.

Questions

1. How do conditions of viewing or listening affect how we understand messages?
2. What roles might peer pressure or uncertainty about the response of others have in the way we respond to others?

Self Assessment Exercise-1

See the picture and narrate a particular attention you perceive about the picture the image and the personality perception types are given below and an example for humanities perception is also given

Self Assessment Exercise

You perceive the world with particular attention to nature. You focus on the hidden treasures of life and how that fits into the larger picture. You are also particularly drawn towards the environment around you. Because of the value you place on nature, you tend to be comfortable with nature and find energy in solitude. You like to create ideas and imagine many possible of your life without worrying about the details. You are in tune with all that is around you and understand your life as part of a larger whole.

1. What do you understand from the picture?
2. Can you find any relationship between nature and life?
3. How does the perception about this picture influence your personality?

The perception personality image Test



It is an ascending staircase. A person is climbing the staircase step by step and this is the picture given to you for perceiving and visualizing. Take 3 minutes, think and answer the following questions.

1. What is your perception about this picture?
2. Do you find any relationship between climbing staircase and the individual's career growth?
3. What do you perceive about the individual's personality?

Self Assessment Exercise



Perpetually ascending stairs

It is an ascending staircase. A person is climbing the staircase step by step and his is the picture given to you for perceiving and visualizing. Take 3 minutes, think and answer the following questions.

1. What is your perception about the picture?
2. Do you find any relationship between climbing staircase and the individuals career growth?
3. What do you perceive about the individuals personality?

4. 13 Further Reading

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STRUCTURE

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Theories of learning.
- 5.3 Acquisition of Complex Behavior
- 5.4 The Learning curves
- 5.5 Transfer of Learning
- 5.6 Principle of Reinforcement
- 5.7 Schedules of Reinforcement
- 5.8 Organizational Behavior Modification
- 5.9 Summary
- 5.10 Exercise and Questions
- 5.11 Answers to Check your Progress
- 5.12 Further Reading



UNIT V

LEARNING AND BEHAVIOUR REINFORCEMENT

5.0 Introduction

Learning another important psychological process determining human behavior. The human species, unlike other animals, possess an extremely high proportion of unused mental capacity at birth. Human being has very few instincts or innate response tendencies relative to lower animals. While this may be detrimental to man in the sense that he has greater capacity for adaptation in response to changed survival conditions. This is because of his learning capacity. As such, learning becomes an important concept in the study of human behavior.

Learning is used in many contexts. According to the Dictionary of psychology learning means the process of acquiring the ability to respond adequately to a situation which may or may not have been previously encounter, the favorable modification of response tendencies consequent upon previous experience, particularly the building of a new series of complexity coordinated motor response. The fiction of items in memory so that they can be recalled or organized . the process of acquiring insight into a situation. Thus learning can be defined as a relatively enduring change in behavior due to experience. There are four important points in the definition of learning.

5.1 Objectives

- ❖ To understand learning as a factor affecting human behavior
- ❖ To understand implications of behavior modification.
- ❖ To understand reinforcement for inducing positive behavior.

5.2 Theories of learning.

The following are the important theories on learning:

1. Classical Conditioning Theory
2. Operant Conditioning Theory
3. Cognitive Theory
4. Social Learning Theory

Let us discuss these theories

Classical Conditioning Theory

The Credit for developing the classical conditioning theory is given to Ivan Pavlov, Russian psychologist.

The Classical conditioning theory is based on Pavlov's experiments teach a dog to salivate in response to the ringing of a bell. Pavlov offered the dog meat and noticed that the dog was salivating. Afterwards, without offering meat, be merely rang a bell. The dog had no salivation.

As the next step he rang the bell before giving the dog meat. This went on for sometime. Thereafter, Pavlov merely rang the bell thus, learnt to relate the ringing of the bell to the presentation of meat.

The classical conditioning theory has some relevance in understanding human behavior in workplaces. For example, the employees can link their pay hike to the better financial position of their employer. In other words they expect a hike in their pay when they know that the financial position of the organization is very sound.

The classical conditioning theory, however, has certain limitations. For example, it does not explain all aspects of human learning. The environment in the organization also makes understanding of human learning difficult.

Operant Conditioning Theory

B. F. Skinner, a Harvard psychologist, is given the credit for his contribution to parent conditioning. According to this approach behavior is a function of its consequences. A particular behavior is likely to be required if its consequences are favorable.

The operant conditioning theory, thus, focuses on the relationship between behavior and its consequences.

When an employee, who has performed his tasks well, is rewarded, he is likely to repeat his performance in future too. Whatever we do in our daily life is in anticipation of appreciating by others.

Distinction between Classical Conditioning and Operant Conditioning

The points of distinction between classical conditioning and operant conditioning may be tabulated as follows:

Classical conditioning	Operant conditioning
1. Behaviour is the result of stimulus	1. Behavior is not the result of stimulus. It occurs spontaneously.
2. Response to the stimulus is fixed.	2. Response may vary
3. The stimulus is presented every time for response to occur.	3. The stimulus is presented only if the desired response occurs.

Cognitive Theory

Cognition is the act of knowing. The cognitive theorists are of the view that the learner forms a cognitive structure in memory that preserves and organizes information about the various events that occur in a learning situation.

The conditioning theories) Classical conditioning as well as operant conditioning) explained learning through the ‘Stimulus –response, association. But these theories did not emphasize on the process of reviving, memorizing, retrieving, interpreting and reacting to stimuli, which is vital in learning. This limitation is overcome by the cognitive theory.

Knowledge of the cognitive theory is also useful in understanding the concept of motivation better.

Social Learning Theory

The social learning theory is based on the view that a person learns by observing others-parents, teachers, friends, film artists, superiors and fellow- workmen. Learning, thus, occurs due to the influence of the role model

The following processes determine the influence that a model will have on an individual:

- a. Attention process: A person learns from a model that has impressed him the most. It is not uncommon to find people taking certain film personalities and sports persons as their role models and trying to emulate their qualities.
- b. Retention process: The extent to which the individual remembers and retains the actions and traits of the model is yet another important determinant.
- c. Reproduction process: By this we mean the capacity of the individual to reproduce the action of the model.
- d. Reinforcement process: If the individual, reproducing the actions of the model, is rewarded by positive incentives, he will be motivated to repeat such actions often.

5.3 Acquisition of Complex Behavior

Acquisition of complex behavior is organized and can be communicated from one person to another. The information received through a lecture is an example of explicit knowledge because the instructor's knowledge is consciously and constantly transferred to the students by the lecture. Explicit knowledge can also be written down and given to others.

Rather, it is action oriented and known below the level of consciousness. It is acquired through observation and direct experience. For instance, take airline pilots; they learn to operate commercial jets more by watching experts and practicing on flight simulators than through lectures. So, knowledge is acquired by directly experiencing the complex interactions of behavior and response.

5.4 The Learning curves

A person receives a variety of stimulus inputs. When specific stimuli become associated with specific responses in a sufficiently permanent manner that the occurrence of the stimuli elicits or tends to elicit a particular response, learning has occurred. To understand this process, it is important to understand the role of various components of learning. These components are: drive, cue stimuli, response, reinforcement, and retention.

1. Drive

Learning frequently occurs in the presence of drive-any strong stimulus that impels action. Without drive, learning does not take place or, at least, is not discernible because drive arouses and individual keeps him ready to respond: thus it is the basis of motivation. A motive differs from drive mainly in that it is purposeful, or directed toward the specific goal, whereas drive refers to an increased probability of activity without specifying the nature of the activity. Drives are basically of two types-primary or physiological drives often interact. Individuals operate under many drives at the same time. To predict behavior, it is necessary to establish which drives are stimulating the most.

2. Cue stimuli

Cue stimuli are any objects existing in the environment as perceived by the individual. It is common to speak of cue stimuli simply as stimuli or to use the term cue and stimuli interchangeable. The idea here is to discover the conditions under which a stimulus will increase the probability of eliciting a specific response. There may be two types of stimuli so far as their results in terms of response are concerned: generalization and discrimination.

Generalization. It occurs when a response is elicited by a similar but new stimulus. If two stimuli are exactly alike, they will have the same probability of evoking a specified response, but the more dissimilar the stimuli become, the lower will be the probability of evoking the same response. The principle of generalization has important implications for human learning. It makes possible stability in man's actions across the time. Because of generalization, a person does not have to completely relearn each of the new tasks or objects which constantly confront him. It allows the organizational members to adapt to overall changing conditions and specific new or modified job assignment. The individual can borrow from past learning experiences to adjust more smoothly to new learning situations. However, there are certain negative implications of generalization for learning. A person may make false conclusion because of generalization. For example, stereotyping or halo effect in perception occurs because of generalization.

Discrimination: It is possible of generalization. This is process whereby an organism learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. For example, a rat may learn to respond to the white color but not to the black.

3. Responses.

The stimulus results in responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception, or other complex phenomena. Usually, however, learning psychologists attempt, measurement of learning in behavioral terms, that is responses must be operationally defined and preferably physically observable.

4. Reinforcement

It is a fundamental condition of learning. Without reinforcement, no measurable modification of behavior takes place. The term reinforcement is very closely related to the psychological process of motivation. However, motivation is a basic psychological process and therefore is broader and more complex than is implied by the learning principle of reinforce. Reinforcement may be defined as environmental events affecting the probability of occurrence of responses with which they are associated. The role of reinforcement in learning has been specified by Thorndike as follows of several responses made to the same situation, those which are accompanied or closely followed by satisfaction will be more likely to recur. Those which are accompanied or closely followed by discomfort will be less likely to occur.

5. Retention

The stability of learned behavior over time is defined as retention and the converse is forgetting. Some of the learning is retained over a period of time, while other may be forgotten. Extinction is a specific form of forgetting.

Extinction may be defined as a loss of memory. Extinction of a well learned response is usually difficult to achieve because once something is learned, it is never truly unlearned. Thus extinction merely means that the response in question has been repressed or it may be replaced by learning of incompatible response. Thus under repeated conditions of non reinforcement, there is a tendency for the conditioned response to decrease or disappear.

Spontaneous recovery. The return of response strength after extinction without intervening reinforcement, is called spontaneous recovery. Spontaneous recovery is not unusual among people when they are confused under stress or in other unusual states. In such situations, they sometimes will recover response tendencies that have been extinguished for many year. The original response strength of an extinguished behavior can also be recovered when a previously extinguished response is rewarded in a isolated instance.

5.5 Transfer of Learning

The important factors that determine the transfer of learning are follows.

Motive

1. Motives are the primary energizers of behavior.
2. It is ones inner drive which prompts people to action.
3. The motives are generally subjective by nature.
4. They are cognitive too.
5. They arise continuously and determine the general action of an individuals behavior.

Stimuli

Stimuli are objects that exist in environment. Stimuli increase the probability of eliciting a specific response form a person. Stimuli may be of two types, generalization and discrimination.

1. Generalization

- Generalization makes implications for human learning.
- It takes place when a similar new stimuli repeat in the environment.
- When two stimuli are alike, there is a probability of specific response
- It makes prediction of human behavior easier.
- Negative implication of generalization is that sometimes it may draw false inferences and conclusions.

2. Discrimination

- Response vary from stimuli to stimuli
- Prediction of human behavior is tough
- In simple language, what is not generalization is discrimination. Just.

3. Responses

- The stimulus results in response
- It may be in physical form
- It may be attitude, perception or any other phenomena.
- Responses need to be operationally defined.
- It should be physically observed.

4. Reinforcement

- It is a fundamental conditioning of learning.
- It increase the strength of the response and induces repetitions of behavior.
- No measurable modification of behavior can take place without reinforcement.

5. Retention

- It is remembrance of learned behavior over time.
- It helps to perfectly use learning in organizational behavior
- It is the potential of an individual to learn

6. Extinction

- It is the reverse of retention, that is, forgetting that is loss of memory
- Learning which is forgotten over time extinction
- Extinction is related to reinforcement.
- If response is not reinforced repeatedly, it eventually tends to disappear.

7. Spontaneous Recovery

- When the response strength returns after extinction without any intervening reinforce, its called spontaneous recover.
- The spontaneous recovery may have its origin from demonstration effect, ego satisfaction, or ones desire for equality with peers.

5. 6 Principle of Reinforcement

As discussed earlier, reinforcement is very important for learning because behavioral response is conditioned by reinforcement. Some learning theorists, however, consider that learning does not involve reinforcement. For example, Mendick comments that all that is necessary for association to develop between a stimulus and a response is that they occur together frequently.

Reward does not seem to be necessary. When reward is used, however, conditioning proceeds far more rapidly and with greater vigor. This suggests that though reinforcement is not necessary for learning its presence increases the learning. This is so because when a behavior is reinforced, a person tends to repeat the same response he was emitting at the time of reward.

This increases the probability of that response being emitted when rewards are presented agent. Over a period of time, the person may learn to associate the organizational response with the reward, reinforcement may be classified in many ways. Positive and negative, extrinsic and intrinsic primary and secondary.

Positive and Negative Reinforcement

A positive reinforcement is a stimulus which, when added to a situation, strengthens the probability of a response. The reason it strengthens the response may be explained by the simple fact that behavior which appears to lead to a negative consequence tends not to be repeated. A positive consequences is called reward. A negative reinforce is punishment which may be defined as presenting an aversive or noxious consequence contingent upon a response, or removing a positive consequence contingent upon a response. While reward strengthens behavior, punishment weakness it.

Extrinsic and intrinsic Reinforcement

Positive reinforcement is sometimes further broken into extrinsic or intrinsic rewards. An extrinsic reinforce has no direct relationship with the behavior itself. It is artificial and often arbitrary, such as, payment of money to the employees for new ideas. Intrinsic rewards, on the other hand, are natural consequence of behavior.

They create a psychologically expected relationship to the behavior itself, such as acquisition of new skill, work performance to the capacity, assuming more responsibility, etc. Extrinsic and intrinsic reinforces are closely related with motivation process. They are more applicable to learning areas, such as, training, and to more complex areas such as employee attitude.

Primary and Secondary Reinforcement

Positive reinforcers may also be classified as primary or unconditioned and secondary or conditioned. A primary reinforcer is innately satisfying to the person and directly reduces his primary motivational drive. Such reinforcers are independent of past experience. As such unconditioned stimulus is an unlearned reward for the person. Examples of primary reinforcement reinforcers are food, sex, etc., which satisfy physiological needs. Such rewards are used in simple learning situations. Secondary reinforcement, on the other hand, these are primarily learned ones. Examples of such reinforcers are praise, recognition, advancement, etc. Regardless of whether the positive reinforcer is primary or secondary in nature, once it has been determined that the consequence has reward values to the employees it can be used to increase their performance.

Administering Reinforcement.

As it has been established that reinforcement is necessary for learning, a manager must administer it in such a way that it has its maximum effects. If reinforcement is administered properly, it will increase the strength of desired organizational behavior and the probability of its being repeated. Costello and Zaldkind have summarized the nature of reinforcement as follows which is very important in its administering process.

1. Some type of reinforcement is necessary to produce change.
2. Some type of rewards are more effective for use in the organization than others
3. The speed with which learning takes place and also how lasting its effects will be is determined by the timing of reinforcement.

5.7 Schedules of Reinforcement

Following aspects must be taken into account in reinforcement schedule.

1. Selection of Reinforcement

The first step in the successful application of reinforcement procedure is to select reinforcement procedure is to select reinforcers that are sufficiently powerful to maintain responsiveness while complex patterns of behavior are being established and strengthened. Reinforcers, particularly conditioned ones, depend upon individuals. Thus what is rewarding to one person may not be rewarding to another. Thus managers should look for a reward system which has maximum reinforcing consequences to the group they are supervising.

2. Contingent Designing of Reinforcement.

Reinforcers should be designed in such a way that reinforcing events are made contingent upon the desired behavior. Rewards must result from performance, and greater the degree of performance of employee, greater should be his reward. Unless a manager discriminates between employees based on their performance, the effectiveness of his power over the employees is nil. It is important that reward administered be equal to performance input of the employee. Humans label this as the rule of distributive justice, and states that this reciprocal norm applies in both formal and informal relationships.

3. Reinforcement scheduling:

The reinforcement should be designed in such a way that a reliable procedure for eliciting or including the desired response pattern is established. If the behavior that manager wishes to strengthen is

already present, and occurs with some frequency, then reinforcement applications can from the outset, increase and maintain the desired performance patterns at a high level.

The effectiveness of reinforcement varies as a function of the schedule of its administration. Thus understanding of reinforcement administration schedule is important for managers. For administering positive and negative reinforcements, separate principles are followed.

5. 8 Organizational Behavior Modification

It's clear from the discussion we have had so far that organizational behavior is influenced by learning. The application of learning to organizational situations maybe modified as follows:

To Reduce Absenteeism

One of the problems faced in most organizations is the problem of absenteeism. Learning can help managers devise a method to reduce absenteeism. One way of doing this is by rewarding employees with good attendance.

Making the job more interesting (through job enrichment) provision of better physical amenities for employees, e. g. , library, rest room etc. and provision of greater decision making authority to subordinates are some of the other ways of reducing absenteeism.

To Prevent misuse of Sick-Leave Facility

One of the privileges enjoyed by employees in most workplaces is the provision of sick-leave facility. It provides scope for employees to avail leave on health grounds and also get full pay during the leave period.

To prevent misuse of the sick-leave facility, the employer can introduce a system of rewarding employees with regular attendance in the form of monetary benefits (more than what they would get along with sick leave), more challenging work and so on.

To Discipline Employees

Acts of indiscipline include among others the following;

- (a) Continuous late arrival for work
- (b) Coming for work in a drunken condition
- (c) Indulging in petty thefts in the workplace and
- (d) Frequent quarrelling with superiors and fellow-workmen

Managers usually respond to these acts of employee indiscipline in the form of such punishments as oral warnings, memos, suspensions etc. Continued use of punishment measures (rather positive reinforcement) may not actually help to solve the problem of employee indiscipline. Use of punishment measures may produce results in the short-run.

Positive reinforcement of desirable behavior (regular attendance, obedience, politeness etc.) can produce better results than awarding punishment for undesirable behavior.

To develop suitable training programmes: Learning also helps managers to devise suitable training programmes for their subordinates. Advancement in science and technology leaves anyone outdated. An individual with outdated knowledge would certainly find himself inadequate.

It is, therefore, necessary to develop suitable training programmes to enable the subordinates to refresh their knowledge and skill.

5.9 Summary

Learning is life long process. It is a relatively permanent change in behavior acquired through experience. Explicit and tacit knowledge help learning. There are various determinants of learning like motives, stimuli, responses, reinforcement, retention, extinction and spontaneous recovery. Different processes are involved in learning.

Classical conditioning involves pairing of neutral stimulus from the formation of a conditioned behavior. The operant conditioning says behavior is a function of its positive and negative consequences. Cognitive theory explains how cognition is perceived in mind. The social learning theory stresses on learning by observing role models such as parents, teachers, peers and others. Two learning principles are discussed. One is reinforcement which is continuous and intermittent. The other one is punishment. These two principles help learning.

5.10 Exercise and Questions

1. What are the issues and challenges in designing and implementing an e-learning program?
2. Discuss the Organizational modification?
3. How will you analyze the transfer of learning?
4. What are the principles of Learning process?

5.11 Answers to Check your Progress

Case study

Nike's E-Learning Initiative

By the early 2000s, Nike, Inc. (Nike), one of the world leading footwear and apparel companies, had become well-known for continuously churning out innovative products and building up traffic to stores through its advertising. However, the company realized that the customers' purchase decisions were influenced by the sales associates they interacted with in the stores. So training these employees was very necessary. But the fact that most of the sales associates were in their late teens or early 20s posed a challenge as this group brought their own unique characteristics to the workplace and was not very receptive to the traditional forms of training. Moreover, the turnover of the sales associates was very high.

This meant that the company always had new associates who needed to be trained on selling skills and product knowledge. But providing them with training through traditional means was not a viable option due to the high turnover rate.

To address these challenges, a team at Nike designed an e-learning program in 2003 called Nike Sports knowledge underground (SKU) for the thousands of sales associates stationed in its own stores and that of other retailers that kept Nike inventories. The interactive Web-based training program closely resembled a video game, and immediately caught the attention of industry observers.

Questions:

1. How will you analyze the Nike Sports knowledge underground programme and its effectiveness?
2. What are the issues and challenges in designing and implementing an e-learning program?

3. Discuss the pros and cons of using an e-learning program

Self Assessment Exercise

This exercise is given to make you realize how to evaluate the learning programmes. The scaling measure is given along with statements and you can tick the best suitable option.

1. To what extent have you learned about the course about your behavior skills?
(a) To great extent (b) to some extent (c) undecided (d) nothing
2. To what extent have you learned the course and your contribution to group discussion?
(a) To great extent (b) to some extent (c) undecided (d) nothing
3. To what extent have you learned in the course about non verbal communication?
(a) To great extent (b) to some extent (c) undecided (d) nothing
4. To what extent have you feel your personal learning objectives have been achieved?
(a) To great extent (b) to some extent (c) undecided (d) nothing
5. To what extent have you the objectives of the programme been achieved?
(a) To great extent (b) to some extent (c) undecided (d) nothing
6. How would you rate the programme overall?
(a) To great extent (b) to some extent (c) undecided (d) nothing
7. To what extent have the objectives of the programme been achieved?
(a) To great extent (b) to some extent (c) undecided (d) nothing
8. To what extent have you personal objectives been achieved for attending the programme?
(a) To great extent (b) to some extent (c) undecided (d) nothing
9. To what extent have your understanding of the subject improved or increased as a result of the programme?
(a) To great extent (b) to some extent (c) undecided (d) nothing
10. To what extent have you skills in the subject of the programme improved or increased as a result of the programme?
(a) To great extent (b) to some extent (c) undecided (d) nothing
11. To what extent has the programme helped to enhance your appreciation and understanding of your job as a whole?
(a) To great extent (b) to some extent (c) undecided (d) nothing
12. What is your overall rating of this programme?
(a) To great extent (b) to some extent (c) undecided (d) nothing

13. To what extent would you recommend others with needs similar to your own to attend this programme?
(a) To great extent (b) to some extent (c) undecided (d) nothing
14. How did you rate the balance between input sessions, activities, discussions and videos?
(a) To great extent (b) to some extent (c) undecided (d) nothing
15. How did you feel about the length of the programme?
(a) To great extent (b) to some extent (c) undecided (d) nothing
16. To what extent was the programme logically sequenced?
(a) To great extent (b) to some extent (c) undecided (d) nothing
17. How did you feel about the phasing of the programme?
(a) To great extent (b) to some extent (c) undecided (d) nothing
18. How effective were the practical activities?
(a) To great extent (b) to some extent (c) undecided (d) nothing
-

5.12 Further Reading

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UNIT VI

PERSONALITY

STRUCTURE

- 6. 0 Introduction
- 6. 1 Objectives
- 6. 2 Type A and Type B Personality
- 6. 3 Major contributing factors to personality
- 6. 4 Personality Dimension
- 6. 5 Introvert and extrovert personalities
- 6. 6 Personality Theories
- 6. 7 Summary
- 6. 8 Exercise and Question
- 6. 9 Answer to check your progress
- 6. 10 Further Reading



6. 0 Introduction

The word ‘personality’ is used by some to refer to the physical attributes of a person- body structure,, skin color, hairstyle etc. The physical characteristics of an individual, no doubt, are important. But there are a number of intellectual and psychological qualities that reveal the true personality of a person.

The intellectual qualities include, among others, communication skills, intelligence (IQ) capacity to judge, tactfulness and inquisitiveness. Important among the psychological qualities are a person’s attitude, level of motivation and capacity to overcome stress.

This chapter deals with the key issues relating to the concept of personality.

Definitions

Many behavioral scientists have defined the term personality. A few important definitions are given below

1. Personality can be described as how a person affects others, how he understands and views himself and his pattern of inner and outer measurable traits’ -Floyd L. Ruch.
2. Personality may be understood as the characteristic patterns of behavior and modes of thinking that determine a person’s adjustment to the environment”- E. R. Hilgard and others.
3. “Development results in a man acquiring distinctiveness or uniqueness which gives him identity and which enables him and us to recognize him apart from others. These distinguishing characteristics are summarized by the term personality”- Thompson and Houten.

It is clear from these definitions that the personality of a person is indicated by some of his unique qualities that differentiate him from others.

6. 1 Objectives

- ❖ To understand personality as a determinant of individual behavior
- ❖ To understand personality traits of Indian managers relevant for OB
- ❖ To understand theories of personality formation and development.

6. 2 Type A & Type B personality

Behavioral experts have grouped individuals into Type A and Type B based on their personality traits. Type A people are impatient. They act fast and are always achievement – oriented. In contrast Type B people are relaxed and easygoing. .

Personality Development

The process of personality development at different stages of a person’s life has been explained by many psychologists. Important among them are:

- (i) Freud
- (ii) Eriksson

Freudian approach to personality Development

Sigmund Freud has identified the following stages in the process of personality development of a person:

- (i) Oral stage

- (ii) Anal Stage
- (iii) Phallic Stage
- (iv) Latency stage and
- (v) Genital Stage

Each of these stages has been explained below.

The oral Stage

This stage covers the first year of one's life. Infants depend totally on others for their survival. The mouth is the body organ, through which the child satisfies its biological needs at this stage, e. g., Thumb sucking by the child.

When teeth erupt, the child begins to bite and derives pleasure out of it.

The mouth remains an important body zone to derive pleasure throughout one's life. Indulgence in nail biting, gum chewing, smoking kissing, over eating etc., by a person proves this point.

Freud is of the view that insufficient or excessive stimulation given to the infant may make him passive in his adulthood.

The Anal Stage

The Stage covers the second and third years in one's life. The anal is the body zone that influences stimulation during this period. Children at this age, It is believed, derive pleasure by delaying bowel movements.

The toilet habits of the children during this phase have a considerable influence on the development of personality at a later stage. The child withholds feces when its parents are harsh in the matter of toilet habits. Such a child, it seems, develops during adulthood personality traits like stinginess, punctuality and cleanliness.

If the parents advise the child on the need for regular bowel movements, the child may develop during its adulthood such personality traits as cruelty, destructiveness, disorderliness and hostility.

The phallic Stage

This stage is reached between the age three and four. The body zone responsible for stimulation at this phase is the child's sex organ. Children during this stage, derive, pleasure in examining and fondling their genital organs.

Sometimes the child may be prone to what is called 'Oedipus complex (subconscious sexual desire of a child for parent of the opposite sex especially mother)'. This causes anxiety and guilt feelings that may affect personality development.

The Latency Stage

This phase occurs between four to six years and lasts till adolescence. At this stage the focus shifts to satisfying one's social needs, e. g. , playing and talking with friends.

It is only during this phase the child acquires the knowledge and skill necessary to progress.

The Genital Stage

This phase occurs during adolescence to adulthood. The individual revives his sexual desire. The interest in the opposite sex increases

Freudian approach to personality development is mainly based on sexual instincts right from childhood. His ideas have been criticized by many psychologists.

6.3 Major contributing factors to personality

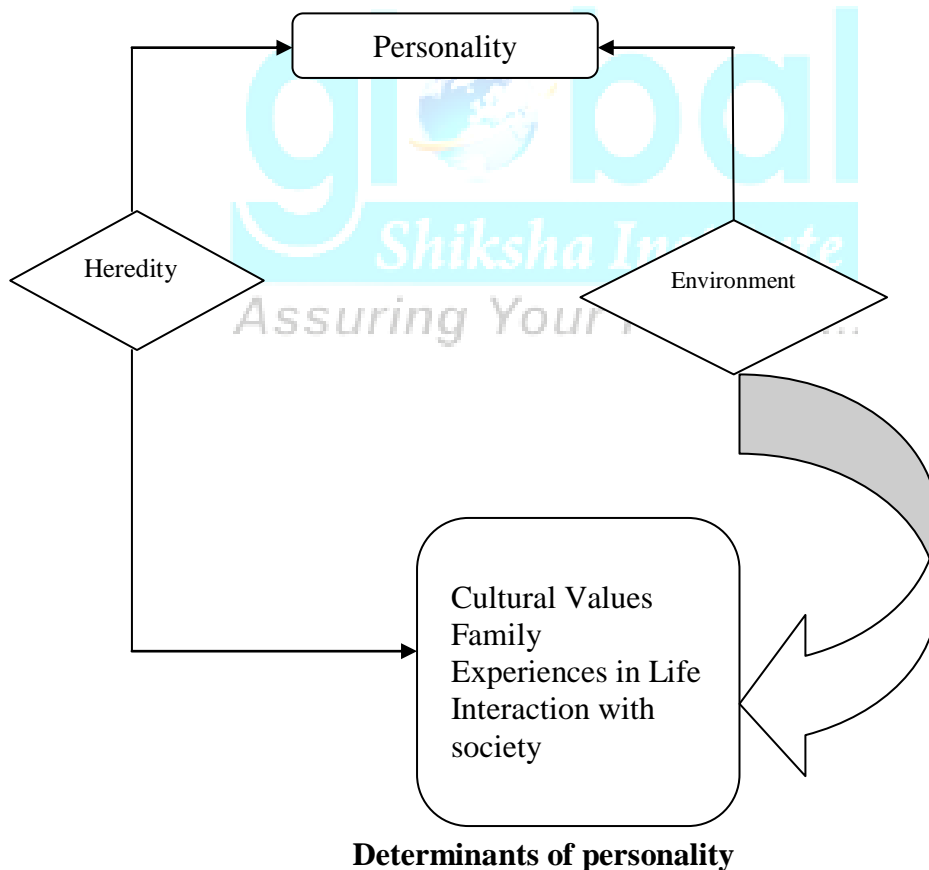
The various factors that determine the personality of a person may be grouped under three categories:

1. Hereditary/genetic factors
2. Social Factors
3. Situational factors

Each of these has been explained below.

Hereditary/Genetic Factors

A number of physical, mental and psychological qualities of a person are determined by his heredity.



Heredity is the biological transmission (through genes) of physical and mental characteristics from parents to children. A person generally inherits the following Characteristics:

- (i) The physical structure of a person-his height and weight
- (ii) Other physical features-color of skin, hair and eyes
- (iii) The capacity to learn and respond

- (iv) Temperament
- (v) Level of enthusiasm

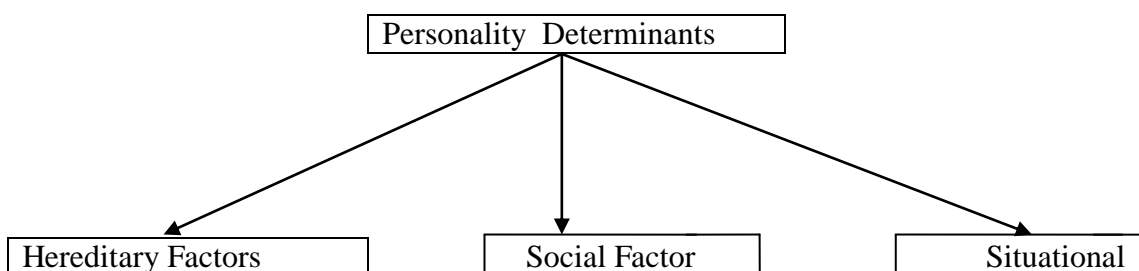
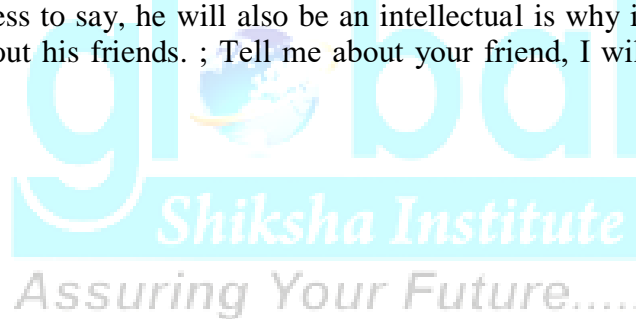
Social Factors

Apart from the biological or heredity factors mentioned above certain social factors also play a crucial role in shaping the personality of an individual. Important among these are the influence of family, teachers and the peer group.

Parents play a significant role in the personality development of a child. Home is the first school of every child. The child learns basic manners and also acquires certain habits from its parents. It is appropriate to mention here that if the parents themselves are not disciplined their children also may not be disciplined. Apart from parents the other members of the family, particularly, brothers and sisters also shape a person's personality.

Next to family teachers play a vital role in person's personality development. At school teachers give students certain assignments that require them to work independently. Students, who are asked to participate in debates and cultural programmes, are able to overcome shyness. They also acquire certain skills particularly, communication skills.

The influence of peer group in shaping a person's personality cannot be ignored. Peer group consists of persons who all have similar likes and dislikes. At different stages of life, i. e., right from school to workplace, a person is sure to be associated with several peer groups. If an individual is associated with a group of intellectuals, needless to say, he will also be an intellectual. It is why it is said that to know about a person one should know about his friends. ; Tell me about your friend, I will tell about you" is a famous quotation.



Situational Factors

The particular situation in which one is placed also puts pressure on him to behave in a particular fashion. A person who appears to be quiet may perform well in a crisis. On the other hand, there may be another person who may look aggressive always but may fail miserably in a critical situation. That is why it is often said, "appearance is always deceptive".

A Sales representative, who will be calling on customers, has to have patience, endurance and tolerance. Sales people do not normally get a warm reception wherever they go. Moreover, certain customers are more knowledgeable and may oppose intricate questions. The salesman, therefore, must be in a position to handle such customers effectively. People with a brilliant academic record may fumble when it comes to doing practical work. It is also possible that those who are good job performers may not be

academically brilliant. Some people develop work stress because they are unable to adapt themselves to the work environment. Those who have the adaptive capacity can successfully get rid of job stress. .

Thus its is clear that in addition to the hereditary and social factors several environmental factors also play an important role in shaping and individual's personality.

6. 4 Personality Dimension

The behavior of a person is considerably influenced by his personality traits. In the workplace the manner in which an employee responds to his superior and fellow-workmen reveals his personality factors influence behavior may be explained as follows:

1. Communication Skill	7. Introversion
2. Inquisitiveness	8. Extroversion
3. Tolerance	9. Conservatism and Dynamism
4. Self-Esteem	10. Locus of Control
5. Desire for Domination	11. Machiavellianism
6. Achievement Need	12. Type A and Type B Personality

1. **Communication skill:** People possessing good communication skills may show keen interest in such jobs that offer scope to talk. Public relations officers, salesmen and receptionist are chosen mainly on the basis of their communication skills. Those who are not so good communication skills will also be in a position to raise any issue in any forum. Such people have supreme self-Confidence.
2. **Inquisitiveness:** people who are inquisitive or curious are always eager to learn. They show keen interest in every matter and in particular that concerning their work. They are prepared to spare any amount of time and effort to learn.
3. **Tolerance:** Only people who have tolerance can be successful in such jobs as those of sales representatives and public relations officers. People who are intolerant may quarrel frequently with others.
4. **Self-Esteem:** The extent to which a person considers himself to be capable and important is what is known as self-esteem. An individual with a high level of self-esteem may not be interested in routine and mundane jobs. Such a person will only be interested in more interesting and challenging assignments.
5. **Desire for domination:** Some people always have the desire to dominate. They have the capacity to lead others. A person with a desire for domination wants others to accept his views. Such a quality is essential for executives.
6. **Achievement Need:** People with a desire to achieve show interest only in such assignments the completion of which will give them name and fame. Such people want to try out something different each time.

7. **Introversion:** People who are introverts are by nature, quiet. They may be intellectuals but may interact only with a few persons who are close to them. Such people can be successful in assignments where there is very little or no scope for interaction with others e. g. , research activities.
8. **Extroversion:** Extroverts are those who mingle freely with everyone. They always want to be in the company of a group. Such people can be successful in assignments where there is greater scope for interaction, e. g. , sales, liaison work etc.
9. **Conservatism and Dynamism:** Individuals who are conservatives cannot adapt themselves to changes. Such people are only fit for work of a routine and repetitive nature . On the other hand, a person has to be necessarily dynamic to undertake work involving the use of skill an technical knowledge.
10. **Locus of Control:** It refers to the beliefs of an individual that what happens is within his control. Individuals who think that events are determined by external forces are less satisfied with their jobs. On the other hand, those who think that events happening are with in their control have greater hob satisfaction. Such people also rely on their own judgment. They cannot be easily influenced.
11. **Machiavellianism:** It is a tem derived from the work on one Nicola Machiavelli. It refers to the tendency to influence others for the sake of achieving one's goals. A person high in Machiavellianism is pragmatic and logical. Machiavellians are good in jobs that require bargaining skills.
12. **Type A & Type B personality**

Behavioral experts have grouped individuals into Type A and Type B based on their personality traits. Type a people is impatient. They act fast and are always achievement – oriented. In contrast Type B people are relaxed and easygoing.

6. 5 Introvert and extrovert personalities

Introversion is the tendency in individuals which directs them to turn inward and experience and process feelings, thoughts and ideas within themselves. Extroversion refers to the tendency in individuals to turn outward of them searching for external stimuli with which they can interact. Introverts are quiet, reflective and intellectual people who prefer to interact with a small intimate circle of friends. They are more likely to be successful when they can work on highly abstract ideas such as research and development in relative quiet atmosphere.

Extroverts, on the other hand, are sociable lively, gregarious, and seek outward interaction. They are likely to be more successful working in the sale activities, publicity department, personal relations unit, and so on where they can interact face to face with others.

6. 6 PERSONALITY THEORIES

Behavioral science experts have developed different theories on the concept of personality. These are:

1. Type Theory
2. trait theory
3. Psychoanalytical Theory
4. Social Learning Theory
5. Self Theory

Let us now discuss these theories

Type Theory

The type theory classifies personalities based on

- (a) Body build/ structure and
- (b) Psychological factors

Psychologists have explained the concept of personality based on the body structure of individuals. Accordingly, people who are short and hefty are considered to be sociable, relaxed and even tempered.

Tall and thin persons are likely to be self-conscious and restrained. Those with heavy set muscular body build are noisy and insensitive and are fond of physical activity.

Classification of personalities according to body structure, however, is subjective.

Another approach, in type theory, to classify personalities is based on psychological factors. Accordingly personalities are classified into introverts and extroverts. Introverts are those who avoid social contacts and interaction with others. They are shy and quiet. Extroverts, on the other hand, more sociable and friendly

Typing personalities into introverts and extroverts may appear to be simple. But it does not help much in understanding Personalities as many people may fall in between the extremes.

The type theory provides a simple approach to understanding the concept of personality.

Trait Theory

The trait theory explains personality on the basis of the traits of a person. Traits are the distinguishing characteristics of an individual. . for example, every individual has intelligence. But some have a very high level of IQ. Likewise, everyone has the capacity to communicate but some are exceptionally good in their communication ability.

A person who does not mingle freely with others and is quiet always is considered to be an introvert. If a person has the capacity to raise any issue in any forum and is able to convince others, he is considered to be a dominating personality.

An individual who always wants to follow the conventional approach to work and who cannot accept changes will be called a conservative.

It is not uncommon to identify individuals as honest or dishonest generous or stingy, dependable or undependable, energetic or lethargic and so on.

Thus, according to the trait theory, it is possible to come to a conclusion about one's personality based on his peculiar traits.

Psychoanalytical Theory

The credit for developing the psychoanalytical theory is given to Sigmund Freud. The theory is based on the assumption that human behavior is influenced more by unseen or unconscious forces rather than conscious and rational thoughts.

The unconscious framework comprises of three elements. They are:

- (i) Id
- (ii) Ego and
- (iii) Super Ego

‘Id’ Refers to an individual’s inherited psychological impulse or drive. It is animalistic, unorganized and is present in the individual throughout his life. It forces the individual to satisfy certain urges, particularly, thirst hunger and sex. A person, who is starving, may even resort to stealing to satisfy his hunger. Id does not understand law and therefore it may, sometimes, be dangerous to the individual and to the society as well.

‘While id forces a person to satisfy certain urges at once “ego” makes him understand reality. It prevents him from doing anything for the sake of satisfying his urge. In other words, ego disciplines a person in the process of satisfying his needs and desires by telling him that there is an appropriate time and place for everything.

‘Super ego’ denotes a system of norms, values and ethics. It guides an individual in knowing whether his actions are in conformity with the norms of the society.

Social Learning Theory

A Person acquires certain behavior or modifies his behavior by learning. He learns to behave by observing the actions of others and the consequences of such actions.

The behavior of an individual is influenced by the situation sometimes he may also develop a situation to behave in a particular manner. This is what is termed as “reciprocal behavioral pattern’.

Self Theory

Carl Rogers is given credit for developing the self theory. It is based on what a person says about himself. It focuses on the following four factors:

- (a) Self- image: How one sees oneself.
- (b) Ideal-self: What one would like to be.
- (c) Looking glass-self: Perception of a person about how others perceive his qualities.
- (d) Real self: What one actually is.

6. 7 Summary

Personality is complete presentation of a man’s behavior. An individual’s interaction with environments of personality to find out the traits is a big deal for an individual. The personality, structure and traits are explained through external appearance and the inner awareness about a situation. Personality attributes help and individual to have a control over his behavior from infancy to maturity. Finally, the stages of personality give the shaping up. Values, attitudes, sources of attitudes, types and functions of attitudes and beliefs in turn add how it influences personality.

6. 8 Exercise and Question

1. What are the determinants of personality?
 2. Discuss the personality attributes in an organization
 3. What are the three types of attitude according to the structural view?
 4. Explain the concept of values in the study of OB
 5. Difference between values and beliefs.
-

6. 9 Answer to check your progress

Case Study

Study the following case study. Understand the issues. Then role play like Sunil for the situations given below in the case.

This case is about Sunil, an India based engineer and founder of Sunil appliances Ltd (SAL), best known as the inventor of the bagels vacuums cleaner. With a sales of over \$514. 7 million and a presence in 45 countries worldwide as of 2007, SAL had emerged as the market leader in the vacuum cleaner in India as well as in other countries.

Analysts noted that Sunil's journey from launching the award-winning wheel barrow (a Gardening tool) in the 1970s to building one of the most successful multinational brands (i. e Vacuum cleaners that are called Sunil's) in the 2000s had been anything but easy.

There was plenty of challenging moments that punctuated his career, be it in the initial struggles to get funding for his venture or the parent litigation involving a major rival, which came much later.

Despite all the problems, Sunil managed to build SAL into a leader in highly competitive industry dominated by multinational companies.

While analysts hailed him as a great entrepreneur and praised his business acumen and approach toward innovation. Sunil also earned many laurels including a knighthood for his services to the business world on December 2006. Experts felt that Sunil was not only a great inventor but had also shown sound business acumen which helped him build SAL, from the ground up to a global company. However, he was also criticized for shifting the company's production base to Malaysia in 2002. Union leaders alleged that this move had affected around 800 workers in an already waning manufacturing industry in India.

Solutions

- Understand the personality traits of an entrepreneur from the life and work of Sunil
- Identify the benefits and challenges faced in an entrepreneurial venture with regard to managing its business growth and sustaining its innovation.
- Understand the leadership and management style of Sunil and his contribution to the success of Sunil appliances Ltd.
- Appreciate the sources of inspiration for an entrepreneur in the consumer appliances industry.

Self Assessment exercise

This exercise is given to help you understand the additive personality of a person. Please read the following questions and answer it by ticking any one of the option.

Evaluating addicting personality

1. Do you continuously use a substance knowing fully its harmful effects?
(a) Yes (b) No
2. Do you hide your consumption or behavior, for example, covering up how much money you have spent?
(a) Yes (b) No
3. Do you tell your friends, colleagues, family or doctors to disguise your behavior?
(a) Yes (b) No
4. Have you had accidents or been in dangerous situations, due to your addictive behavior?
(a) Yes (b) No
5. Have you lost your job due to your work addictive behavior?
(a) Yes (b) No
6. Have any relationship with friends or loved ones broken because of your weakness?
(a) Yes (b) No
7. Do you minimize the use of the substance or your addictive behavior?
(a) Yes (b) No
8. Have you tried to stop your addictive behavior or have totally stopped?
(a) Yes (b) No
9. Do you have continuous feeling of shame or guilt?
(a) Yes (b) No
10. Do you always think about the next high, meal or bet?
(a) Yes (b) No

6. 10 Further Reading

1. Fred Luthans: Organizational Behavior, McGraw Hill, New York, 1995 (seventh edition)
2. Gray and F. A. Starke: Organizational Behavior-Concept and application, Merrill Publishing Co, Columbus, 1988.
3. Joseph Reitz: Behavior in Organizations, Richard D. Irwin, Illinois, 1977.
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UNIT VII MOTIVATION AND BEHAVIOUR

STRUCTURE

- 7. 0 Introduction
- 7. 1 Objectives
- 7. 2 Motivation: An over view
- 7. 3 Sources of Motivation
- 7. 4 Historical Development
- 7. 5 Theories of Motivation
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7. 0 Introduction

We know that in organizations individuals work together in groups and so a proper environment should be created and maintained to achieve the cherished goals of the organization. The personnel shall work up to the satisfaction and expectations of the management only when an interest in their job is created. Inspiring this interest in the minds of the workers is known as motivation. If the workers are adequately motivated, they will have high morale and this will be low if the level of motivation is low. Low morale is the basic cause for indiscipline. Hence, we shall study all these three topics in this chapter. In fact, discipline and morale are inseparably linked.

7. 1 Unit objectives

The important task before every manager is to secure optimum performance from each of his subordinates. The performance of the subordinate, in turn, is determined by his ability to work and the extent to which he is motivated. Motivation's main object is the process of inducing and instigating the subordinates to put in their best. Motivation is influenced significantly by the needs of a person and the extent to which these have been fulfilled. To motivate the subordinates, the manager must, therefore, understand their needs.

The term 'Motivation' has been derived from the word 'motive'. Motive is the urge, need, want or desire that induces a person to work.

7. 2 Motivation an Overview

From the very beginning, when human organizations were established people had tried to find out the answer to what motivated people maximum. The satisfactory and generalized answer is yet to be found out. Right from the very beginning when F. W. Taylor gave the concept of scientific management rate system for motivating workers, many researchers are being carried on motivation, however, they all emphasize that due to complex nature of human beings no generalization is possible. Moreover, the findings of research studies and theories are not universally applicable and these are affected by time, country, and circumstances. In this context it is imperative to have knowledge about various theories of motivation and how these affect the behavior of human beings.

Since the various people have been engaged in finding out the answer of the question relating to what motivates people, their approaches have differed resulting into a number of theories concerning motivation. Though all these theories try to focus attention on the basic issue, they differ considerably. The major ingredients of these theories are presented in brief in that order. The discussion will show the managerial action and what its limitations in predicting human behavior.

7. 3 Sources of Motivation

The results of the various studies on the motivational pattern of managers and workers are quite different and even contrasting. This situation may be because of differences in (i) research design used for the studies, (ii) organizational characteristics from where the samples have been drawn: and (iii) perhaps the timing of various studies. Therefore, definite conclusions cannot be drawn regarding the adoption of

motivational strategy based on the results of these studies. Notwithstanding, some broad conclusions may emerge and trends can be located in regard to relative importance of various job factors.

1. Financial benefits. Job security, and promotion are not motivating factors for management groups whereas these can be motivators for the workers.

2. Recording of work emerges as one of the most important factors for motivating people-both managers and workers. This fact, however, must be seen in the context of the first conclusion, that is, what is the outcome of the recognition of good work.

3. Factors contributing to dissatisfaction are the lack of explicit company policy and administration lack, of technically competent and sympathetic supervision and lack of opportunity for growth.

7. 4 Historical Development

Some of the ancient views about what motivates men are found in Greek writings and in the ideas of British philosophers such as J. S. Mill and Bentham. In Indian Philosophy, one finds such emphasis in 'Charvak'. The underlying view known as Hedonism asserts that an individual behaves in a manner, which maximizes his pleasure. However, this was empirically insignificant. Later developments in this respect concentrated on two issues viz. (i) Law of Effect, and (ii) Content Theories. Since a detailed discussion about these theories and historical evolution of the concept are beyond the scope of this book, we shall confine our study to the various methods and theories of motivation and also the type of needs.

Techniques of Motivation

Motivation is basically a psychological technique and is an impulse for action. By adopting the following techniques, basic instincts or emotions of the workers can be motivated.

1. By providing monetary incentives like cash emoluments, fringe benefits etc.
2. By creating a sense of security of job
3. By offering better conditions of work and thereby creating a feeling of job satisfaction.
4. By dealing fairly with them
5. By making adequate provision for progress and development.
6. By giving due recognition to the individual ability and skill of the workers.

7. 5 Theories of Motivation

Many experts have developed different theories on the concept of motivation. Popular ones are given below

1. Maslow's Need Hierarchy Theory
2. McGregor's X and Y Theories
3. Ouchy's Z Theory.
4. Herzberg's Two-Factors Theory
5. McClelland's Need Theory
6. Vroom Expectancy Theory

Maslow's Hierarchy of Needs

If motivation is driven by the existence of unsatisfied needs, then it is worthwhile for a manager to understand which needs are the more important for individual employees. In this regard, Abraham Maslow developed a model in which basic, low-level needs such as physiological requirements and safety must be satisfied before higher-level needs such as self-fulfillment are pursued.

In this hierarchical model, when a need is mostly satisfied it no longer motivates and the next higher need takes its place. Maslow's hierarchy of needs is shown in the following diagram:

Maslow's Hierarchy of Needs

Self-Actualization

Esteem Needs

Social Needs

Safety Needs

Physiological Needs

Physiological Needs

Physiological needs are those required to sustain life, such as:

- air
- water
- nourishment
- sleep

According to Maslow's theory, if such needs are not satisfied then one's motivation will arise from the quest to satisfy them. Higher needs such as social needs and esteem are not felt until one has met the needs basic to one's bodily functioning.

Safety

Once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by:

- Living in a safe area
- Medical insurance
- Job security
- Financial reserves

According to Maslow's hierarchy, if a person feels that he or she is in harm's way, higher needs will not receive much attention.

Social Needs

Once a person has met the lower level physiological and safety needs, higher level needs become important, the first of which are social needs. Social needs are those related to interaction with other people and may include:

- Need for friends
- Need for belonging
- Need to give and receive love

Esteem

Once a person feels a sense of "belonging", the need to feel important arises. Esteem needs may be classified as internal or external. Internal esteem needs are those related to self-esteem such as self respect and achievement. External esteem needs are those such as social status and recognition. Some esteem needs are:

- Self-respect
- Achievement
- Attention
- Recognition
- Reputation

Maslow later refined his model to include a level between esteem needs and self-actualization: the need for knowledge and aesthetics.

Self-Actualization

Self-actualization is the summit of Maslow's hierarchy of needs. It is the quest of reaching one's full potential as a person. Unlike lower level needs, this need is never fully satisfied; as one grows psychologically there are always new opportunities to continue to grow.

Self-actualized people tend to have needs such as:

- Truth
- Justice
- Wisdom
- Meaning

Self-actualized persons have frequent occurrences of *peak experiences*, which are energized moments of profound happiness and harmony. According to Maslow, only a small percentage of the population reaches the level of self-actualization.

Implications for Management

If Maslow's theory holds, there are some important implications for management. There are opportunities to motivate employees through management style, job design, company events, and compensation packages, some examples of which follow:

- Physiological needs: Provide lunch breaks, rest breaks, and wages that are sufficient to purchase the essentials of life.
- Safety Needs: Provide a safe working environment, retirement benefits, and job security.
- Social Needs: Create a sense of community via team-based projects and social events.

- Esteem Needs: Recognize achievements to make employees feel appreciated and valued. Offer job titles that convey the importance of the position.
- Self-Actualization: Provide employees a challenge and the opportunity to reach their full career potential.

However, not all people are driven by the same needs - at any time different people may be motivated by entirely different factors. It is important to understand the needs being pursued by each employee. To motivate an employee, the manager must be able to recognize the needs level at which the employee is operating, and use those needs as levers of motivation.

Limitations of Maslow's Hierarchy

While Maslow's hierarchy makes sense from an intuitive standpoint, there is little evidence to support its hierarchical aspect. In fact, there is evidence that contradicts the order of needs specified by the model. For example, some cultures appear to place social needs before any others. Maslow's hierarchy also has difficulty explaining cases such as the "starving artist" in which a person neglects lower needs in pursuit of higher ones. Finally, there is little evidence to suggest that people are motivated to satisfy only one need level at a time, except in situations where there is a conflict between needs.

Even though Maslow's hierarchy lacks scientific support, it is quite well-known and is the first theory of motivation to which many people they are exposed. To address some of the issues of Maslow's theory, Clayton Alderfer developed the *ERG theory*, a needs-based model that is more consistent with empirical findings.

7. 6 The content Theories of work motivation

Various research studies have been conducted to analyze the pattern of workers motivation. Such studies have been concerned with the understanding of (i) the characteristics of satisfied and dissatisfied workers. (ii) the relative importance of job factors (iii) the influence of supervisory style on the workers motivation. However, here only the relative importance of job factors relating to workers is analyzed which is directly related with the purpose.

A review of various research studies on how workers rank the various job factors in order of importance by Dixit disclosed that workers ranked various job factors as: adequate salary, job security, adequate personal benefits, opportunity for advancement, suitable work, good supervision opportunity for training and learning and comfortable working conditions in the order of importance. Only in one study, salary was ranked next to job security.

Ganguli conducted a study in an Indian railway workshop and found that the three most highly ranked motivational factors are adequate salary, job security, and opportunity for promotion. The exact nature of work done, the magnitude of responsibility assigned to workers, and appreciation of work done by others were found to be items of relatively low importance. The nature of supervision was ranked fifth whereas he incentive value of medical and health insurance, housing, subsidized canteen and other fringe benefit was difficult to evaluate. Sinha found that interesting work, social status and loss were crucial factors contributing to workers, satisfaction whereas inadequate salary and lack of security were regarded as important factors causing dissatisfaction.

A study of motivational pattern of highly skilled and skilled workers on the pattern of Herzberg's model by Rao and Ganpati found that motivation and hygiene factors contributed to the satisfaction and dissatisfaction of either of the occupational group. Kulkarni compared relative importance of ten job factors for white collar employees and found intrinsic job factors more important as compared to extrinsic nes. Rao

and Rao found that both motivation and hygiene factors are important in motivating worker. In a study by Prasad it was found that both motivation and hygiene factors are important in motivating workers. In a study by Prasad it was found that workers ranked good wages, job security, promotion and growth, appreciation of work and working conducting, interesting work, management loyalty to workers, sympathetic understanding to personal problem, feeling- on the things, and tactful discipline in that order skilled and semi-skilled and unskilled workers moved very closely in their ranking, in this study, it was found that workers showed certain specific characteristics of some job factors on the job. Their preference was that there should be at least minimum bonus and wages based on individual efficiency but with provision of wages adequate for maintenance, hard but interesting work, adequate pleasant working conditions, promotion on merit, appreciation of work in the form of prestige and cognition as well as in the form of monetary benefits, non interference of management in family and personal problems of workers and disciplinary action after proper investigation and consultation.

7.7 Mc Gregor's Theory X and Theory Y

Theory X and Theory Y

In his 1960 book, *The Human Side of Enterprise*, Douglas McGregor proposed two theories by which to view employee motivation. He avoided descriptive labels and simply called the theories **Theory X** and **Theory Y**. Both of these theories begin with the premise that management's role is to assemble the factors of production, including people, for the economic benefit of the firm. Beyond this point, the two theories of management diverge.

Theory X

Theory X assumes that the average person:

- Dislikes work and attempts to avoid it.
- Has no ambition, wants no responsibility, and would rather follow than lead.
- Is self-centered and therefore does not care about organizational goals.
- Resists change.
- Is gullible and not particularly intelligent.

Essentially, Theory X assumes that people work only for money and security.

Theory X - The Hard Approach and Soft Approach

Under Theory X, management approaches can range from a *hard approach* to a *soft approach*.

The hard approach relies on coercion, implicit threats, close supervision, and tight controls, essentially an environment of command and control. The soft approach is to be permissive and seek harmony with the hope that in return employees will cooperate when asked to do so. However, neither of these extremes is optimal. The hard approach results in hostility, purposely low-output, and hard-line union demands. The soft approach results in ever-increasing requests for more rewards in exchange for ever-decreasing work output.

The optimal management approach under Theory X probably would be somewhere between these extremes. However, McGregor asserts that neither approach is appropriate because the assumptions of Theory X are not correct.

The Problem with Theory X

Drawing on Maslow's hierarchy, McGregor argues that a satisfied need no longer motivates. Under Theory X the firm relies on money and benefits to satisfy employees' lower needs, and once those needs are satisfied the source of motivation is lost. Theory X management styles in fact hinder the satisfaction of higher-level needs. Consequently, the only way that employees can attempt to satisfy their higher level needs in their work is by seeking more compensation, so it is quite predictable that they will focus on monetary rewards. While money may not be the most effective way to self-fulfillment, in a Theory X environment it may be the only way. Under Theory X, people use work to satisfy their lower needs, and seek to satisfy their higher needs in their leisure time. But it is in satisfying their higher needs that employees can be most productive.

McGregor makes the point that a command and control environment is not effective because it relies on lower needs as levers of motivation, but in modern society those needs already are satisfied and thus no longer are motivators. In this situation, one would expect employees to dislike their work, avoid responsibility, have no interest in organizational goals, resist change, etc., thus making Theory X a self-fulfilling prophecy. From this reasoning, McGregor proposed an alternative: Theory Y.

Theory Y

The higher-level needs of esteem and self-actualization are continuing needs in that they are never completely satisfied. As such, it is these higher-level needs through which employees can best be motivated.

Theory Y makes the following general assumptions:

- Work can be as natural as play and rest.
- People will be self-directed to meet their work objectives if they are committed to them.
- People will be committed to their objectives if rewards are in places that address higher needs such as self-fulfillment.
- Under these conditions, people will seek responsibility.
- Most people can handle responsibility because creativity and ingenuity are common in the population.

Under these assumptions, there is an opportunity to align personal goals with organizational goals by using the employee's own quest for fulfillment as the motivator. McGregor stressed that Theory Y management does not imply a soft approach.

McGregor recognized that some people may not have reached the level of maturity assumed by Theory Y and therefore may need tighter controls that can be relaxed as the employee develops.

Theory Y Management Implications

If Theory Y holds, the firm can do many things to harness the motivational energy of its employees:

- **Decentralization and Delegation** - If firms decentralize control and reduce the number of levels of management; each manager will have more subordinates and consequently will be forced to delegate some responsibility and decision making to them.
- **Job Enlargement** - Broadening the scope of an employee's job adds variety and opportunities to satisfy ego needs.

- Participative Management - Consulting employees in the decision making process taps their creative capacity and provides them with some control over their work environment.
- Performance Appraisals - Having the employee set objectives and participate in the process of evaluating how well they were met.

If properly implemented, such an environment would result in a high level of motivation as employees work to satisfy their higher level personal needs through their jobs.

Douglas McGregor developed two theories on motivation that explain the positive and negative qualities of individuals. He gave the theories the names 'X' theory and 'Y' Theory. These theories have been discussed below:

'X' Theory

Theory 'X' is negative or pessimistic in approach. It is based on the following assumption:

1. People in general, dislike work. They shirk their duties and are basically lazy.
2. Most people are unambitious. They do not voluntarily accept any responsibility.
3. Most people lack creativity. They show no preference for learning anything new.
4. Satisfaction of physiological and safety needs alone is important for most people.
5. Workers in general are only bothered about their salary, job security and such other extrinsic factors
6. While at work, an employee needs to be closely supervised and watched.

Theory 'X' does not want managers to involve workers in the decision making process. It expects the workers to work as per the directions of the managers.

'Y' Theory

Theory 'Y' is positive or optimistic in its approach. It is based on the following assumption:

1. People are not averse to work, Given the proper working conditions the workers would do their work with the kind of enthusiasm they show for their other activities like playing and eating.
2. Workers are ambitious and they do come forward to accept responsibility.
3. Workers do have the potentials to be creative. If the management has a positive outlook, it will certainly encourage the workers to display their creative ideas and skills
4. It is not correct to assume that only satisfaction of physiological and safety needs is important for most workers. The workers do many things to have their ego satisfied. There are workers with tremendous potentials who want to work to their maximum capabilities.

DISTINCTION BETWEEN THEORY 'X' AND THEORY 'Y'

THEORY 'X'	THEORY 'Y'
1. People, in general, have an inherent dislike for work	1. People love to do their work provided they are given the proper environment
2. Most people are not ambitious and do	2. With the proper motivation, people can

not voluntarily accept any responsibility.

3. People, in general, lack creativity.

4. Satisfaction of physiological and safety needs alone is important.

5. Close supervision is necessary

certainly be made to accept responsibility.

3. If the management has a positive outlook, it can certainly encourage the workers to display the creative ideas and skills

4. Workers do many things to satisfy their ego and also to display their potentials.

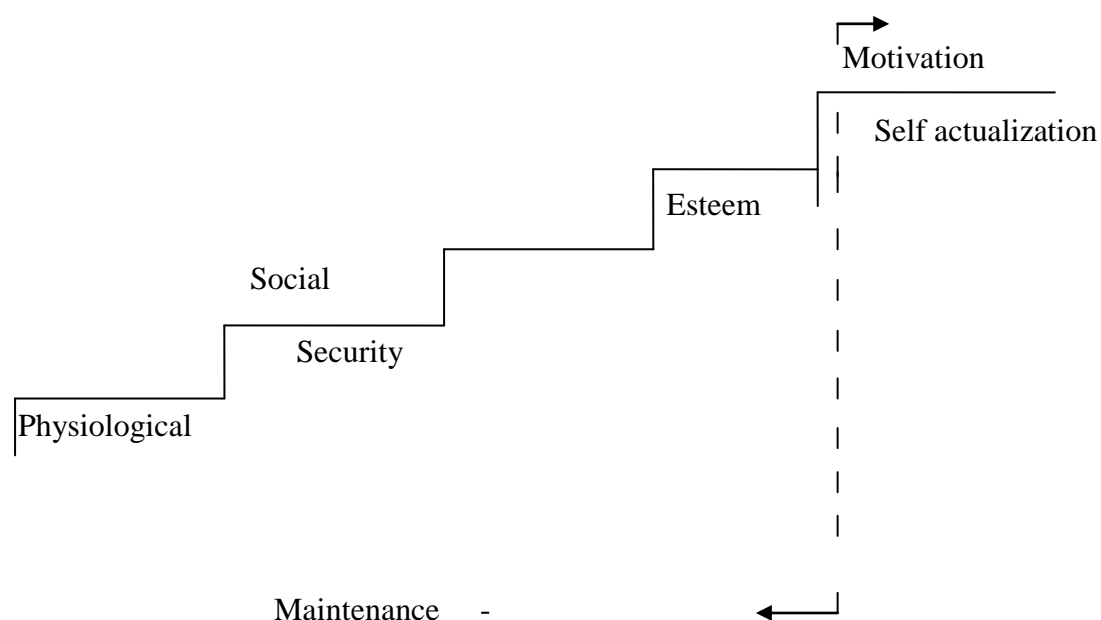
5. Workers are good at self- direction.

7. 8 Maslow's Model:

Abraham H. Maslow, a psychologist, developed a theory called the 'Need Hierarchy Theory' it is one of the oldest theories in motivation. Maslow was of the view that human behaviour is directed towards the satisfaction of certain needs. He classified human needs into five categories and arranged the same in a particular order as given below:

- (i) Physiological needs
- (ii) Safety Needs
- (iii) Social Needs
- (iv) Self- Actualization Needs and
- (v) Esteem Needs.

Maslow regarded the first three (Physiological, safety and Social Needs) as 'Lower order needs' and the remaining two (Self- actualization and Esteem needs as 'higher order needs'.



Maslow's Hierarchy of Needs

1. **Physiological needs:** These are the primary or the basic needs of a person that must be fulfilled. These include, among others, food, clothing and shelter that are vital for the survival of mankind. A person cannot think of recognition or status when he is not able to earn adequately to satisfy his basic needs.
2. **Safety needs:** Their safety or security needs emerge once the basic or physiological needs of a person are fulfilled. Job security is one such need. People, generally, prefer secured jobs. Similarly, every employee wants to contribute to provident fund, insurance and such other schemes that protect his interest's particular his old age when he cannot work and earn.
3. **Social needs:** at thesis stage, a person wants friendship, companionship, association,, love and affection of particularly those with whom he mingles often, in the work place he may long for the association of the fellow employees. In fact it is for this reason that informal groups are formed with a formal organization. In the living place he may desire to have the friendship of his neighbors. These days people live in flats and it is common to find an association in every apartment. These associations a formed by the owners to look after common amenities and for the sake of peaceful co-existence.
4. **Esteem needs:** These needs arise in view of a person's desire to have his ego satisfied. The satisfaction of these needs gives a person the feeling that hi is above others. It gives a person self-respect, self-confidence, independence, status, recognition and reputation. Some people show preference for luxury cars, expensive jewels and so on not just because thy can afford it but also due to the fact that possession of such goods satisfies their ego.
5. **Self- actualization needs-** According to Maslow, a person, who reaches this stage, wants to achieve all that one is capable of achieving. In other words, a person wants to person to his potentials. A professor may, for example, author books. A singer may compose music and so on. The desire to excel need not necessarily be in the field one is attached to. It can be in some other sphere also. For example, and actor or actress may excel in policies.

Key points of Maslow's Theory

1. Human needs arise in a particular sequential order and not at random
2. Safety needs are not important until the physiological needs are satisfied.
3. Once a need is satisfied, it ceases to be a motivating factor.
4. There can be a limit to physiological and safety needs but not to social esteem and self-actualization needs.

7.9ERG Theory

ERG Theory

To address some of the limitations of Maslow's hierarchy as a theory of motivation, Clayton Alerter proposed the **ERG theory**, which like Maslow's theory, describes needs as a hierarchy. The letters ERG stand for three levels of needs: *Existence*, *Relatedness*, and *Growth*. The ERG theory is based on the work of Maslow, so it has much in common with it but also differs in some important aspects.

Similarities to Maslow's Hierarchy

Studies had shown that the middle levels of Maslow's hierarchy have some overlap; Alerter addressed this issue by reducing the number of levels to three. The ERG needs can be mapped to those of Maslow's theory as follows:

- Existence: Physiological and safety needs
- Relatedness: Social and external esteem needs
- Growth: Self-actualization and internal esteem needs

Like Maslow's model, the ERG theory is hierarchical - existence needs have priority over relatedness needs, which have priority over growth.

Differences from Maslow's Hierarchy

In addition to the reduction in the number of levels, the ERG theory differs from Maslow's in the following three ways:

- Unlike Maslow's hierarchy, the ERG theory allows for different levels of needs to be pursued simultaneously.
- The ERG theory allows the order of the needs be different for different people.
- The ERG theory acknowledges that if a higher level need remains unfulfilled, the person may regress to lower level needs that appear easier to satisfy. This is known as the *frustration-regression* principle.

Thus, while the ERG theory presents a model of progressive needs, the hierarchical aspect is not rigid. This flexibility allows the ERG theory to account for a wider range of observed behaviors. For example, it can explain the "starving artist" who may place growth needs above existence ones.

Implications for Management

If the ERG theory holds, then unlike with Maslow's theory, managers must recognize that an employee has multiple needs to satisfy simultaneously. Furthermore, if growth opportunities are not provided to employees, they may regress to relatedness needs. If the manager is able to recognize this situation, then steps can be taken to concentrate on relatedness needs until the subordinate is able to pursue growth again.

Argyrols has examined industrial organizations to determine what effect management practices have on individual behavior and personal growth within the environment. According to him seven changes should take place in the personality of individuals if they are to develop into mature people over the years. These

changes reside on a continuation and the healthy personality develops along the continuum from immaturity to maturity.

Immaturity characteristics	Maturity characteristics
Passivity	Activity
Dependence	Independence
Capable of behaving in a few ways	Capable of behaving in many ways
Shallow interest	Deep interest
Short term perspective	Long term perspective
Subordinate position	Subordinate position
Lack of self-awareness	Self-awareness and control

These changes are follows:

1. Individual moves from a state of positivity as a child to one of increased acidity as an adult. A child is characteristically in the hand of his environment; his life is a series of events occurring without his choice. On the other hand, an adult knows how to control the environment and can control the occurring of events.
2. He develops from a state of dependence as a child to a state of relative independence as an adult. This process occurs un evenly making some people very independent and leaving others quite nestled close to protective people.
3. Individual, as child, behaves in only a few ways but, as adult, he is capable of behaving in many ways. The adult is both less predictable and more adaptable than the child.
4. Individual has erratic, casual, and shallow interests as child, but develops deeper and stronger interest as adult. Gradually he acquires a fairly well-defined set of interests, some of which can absorb him for hours and offer him a great deal of satisfaction.
5. Individual as a child is almost exclusively concerned with the present, his time perspective is very short. As a mature, his time perspective increases to include the pas and the future. His behavior is influenced by past events also. He is also very much concerned with what may or may not happen in future.
6. Individual, as a child, is subordinate to ever one. As an adult he moves to equal or superior position to others. Though he might be working as superior or subordinate depending upon the situation, he does not think himself as being inherently to be a follower.
7. Individual, as a child, does not have a habitual set of attitudes about himself and indeed does not have much of a self to have attitude about. As adult, he thinks about himself and is aware of the kind of person hi is. He has an ego and may go to some extent to protect it.

7. 10 McClelland's Theory of needs

McClelland developed a theory on motivation by identifying three needs that induce people to work. These are:

- (i) Achievement need
- (ii) Affiliation need and
- (iii) Power need

Let us now see each of these

Achievement Need

If any work place, only a few people will always have the desire to achieve these few people, according to McClelland, exhibit the following characteristics

1. They set goals that are neither impossible nor too easy to attain.
2. These people are indifferent to rewards. They do not work for money or recognition. They feel satisfied when they solve a certain problem achieve a certain goal
3. People with a desire for achievement always seek feedback information on their performance to assess themselves.
4. Further, these people will always be thinking of the task they have undertaken and the ways of accomplishing it successfully

Affiliation Need

People with affiliation need want to be in the company of others. It is for this reason that informal groups are formed within a formal organization. The needs for affiliating may be without any ulterior motive like financial help and such other obligations.

People with similar tastes beliefs and values often come together to form informal groups. The members of the informal group may discuss not just personal matters alone but may utilize their association to find solutions to some of the work-related problems.

Power Need

Power may be defined as the capacity of a person to influence others. Such capacity may accrue to a person by virtue of his personality traits- his knowledge, skill, intelligence and so on. The official of a person may also give him the capacity to command or influence others. For example, in the work place, the manager has the official right to influence his subordinates. The official right is what is known as 'authority'

McClelland's Theory of Needs

In his *acquired-needs* theory, David McClelland proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classed as either *achievement*, *affiliation*, or *power*. A person's motivation and effectiveness in certain job functions are influenced by these three needs. McClelland's theory sometimes is referred to as the *three need theory* or as the *learned needs theory*.

Achievement

People with a high need for achievement (nAch) seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. High nAch individuals prefer work that has a moderate probability of success, ideally a 50% chance.

Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers.

Affiliation

Those with a high need for affiliation (nAff) need harmonious relationships with other people and need to feel accepted by other people. They tend to conform to the norms of their work group. High nAff individuals prefer work that provides significant personal interaction. They perform well in customer service and client interaction situations.

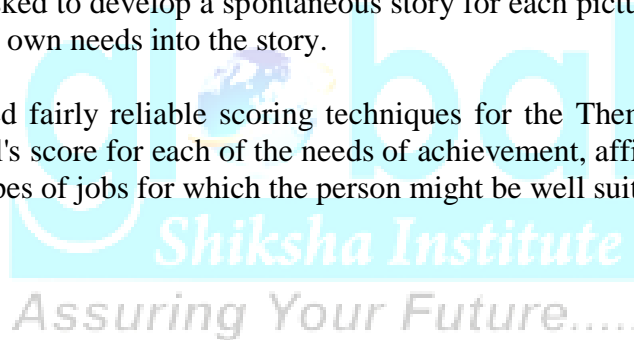
Power

A person's need for power (nPow) can be one of two types - personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. Managers with a high need for institutional power tend to be more effective than those with a high need for personal power.

Thematic Apperception Test

McClelland used the Thematic Apperception Test (TAT) as a tool to measure the individual needs of different people. The TAT is a test of imagination that presents the subject with a series of ambiguous pictures, and the subject is asked to develop a spontaneous story for each picture. The assumption is that the subject will project his or her own needs into the story.

Psychologists have developed fairly reliable scoring techniques for the Thematic Apperception Test. The test determines the individual's score for each of the needs of achievement, affiliation, and power. This score can be used to suggest the types of jobs for which the person might be well suited.



Implications for Management

People with different needs are motivated differently.

- *High need for achievement* - High achievers should be given challenging projects with reachable goals. They should be provided frequent feedback. While money is not an important motivator, it is an effective form of feedback.
- *High need for affiliation* - Employees with a high affiliation need perform best in a cooperative environment.
- *High need for power* - Management should provide power seekers the opportunity to manage others.

Note that McClelland's theory allows for the shaping of a person's needs; training programs can be used to modify one's need profile.

7. 11 Herzberg's two-factor Theory

Herzberg's Motivation-Hygiene Theory

(Two Factor Theory)

To better understand employee attitudes and motivation, Frederick Herzberg performed studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. He published his findings in the 1959 book *The Motivation to Work*.

The studies included interviews in which employees were asked what pleased and displeased them about their work. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the **motivation-hygiene** theory to explain these results. He called the satisfiers *motivators* and the dissatisfiers *hygiene factors*, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

Herzberg classified the factors influencing human needs into two categories they are:

Hygiene Factor
Motivational Factor

Hygiene Factors

According to Herzberg, hygiene factors do not actually motivate a person but their absence will lead to dissatisfaction. These factors are also known as extrinsic factors or maintenance factors. They help to maintain a reasonable level of job satisfaction among the employees.

There are:

Company policies and Administration
Type of supervision
Inter-personal relationships
Working conditions
Salary
Job security and
Status

The Maintenance factors are known as hygiene factors as they influence the mental framework of the employees

Motivational Factors

The Motivational factors are also known as intrinsic factors. According to Herzberg, the presence will not lead to dissatisfaction. These are:

1. Work itself
2. Achievement
3. Recognition
4. Advancement
5. Growth and
6. Responsibility
7. Herzberg calls upon managers to use motivational factors to induce the employees to perform to perform well

The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance.

Factors Affecting Job Attitudes

Leading to Dissatisfaction	Leading to Satisfaction
<ul style="list-style-type: none">• Company policy• Supervision• Relationship w/Boss• Work conditions• Salary• Relationship w/Peers	<ul style="list-style-type: none">• Achievement• Recognition• Work itself• Responsibility• Advancement• Growth

Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, *no* satisfaction. Similarly, the opposite of dissatisfaction is *no* dissatisfaction.

While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. First, there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Second, there is the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow.

From the above table of results, one observes that the factors that determine whether there is dissatisfaction or no dissatisfaction are not part of the work itself, but rather, are external factors. Herzberg often referred to these hygiene factors as "KITA" factors, where KITA is an acronym for Kick In The A. . . , the process of providing incentives or a threat of punishment to cause someone to do something. Herzberg argues that these provide only short-run success because the motivator factors that determine whether there is satisfaction or no satisfaction are intrinsic to the job itself, and do not result from carrot and stick incentives.

Implications for Management

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs.

Herzberg argued that *job enrichment* is required for intrinsic motivation, and that it is a continuous management process. According to Herzberg:

- The job should have sufficient challenge to utilize the full ability of the employee.
- Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility.
- If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. If a person cannot be fully utilized, then there will be a motivation problem.

Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity.

Herzberg's theory has been broadly read and despite its weaknesses its enduring value is that it recognizes that true motivation comes from within a person and not from KITA factors.

Criticisms of Herzberg's theory

1. The view of Herzberg that extrinsic factors such as salary, working conditions etc. , do not motivated employees has been criticized by many.
2. The critics also pointed out that there is no guarantee that satisfied workers would strive to increase productivity
3. The terms 'Satisfaction and dissatisfaction' cannot be used as absolute measures. It is possible that an employee who is satisfied with one aspect of work may not be happy with another. For Example, an employee who is happy with his hob feel dissatisfied when his work does not proper recognition.

7. 12 Evaluation of the theory

VROOM'S VALENCE EXPECTANCY THEORY

One of the important features of this theory is that it recognizes individual differences in work motivation and suggests that motivation is a complex process in work motivation and suggest that motivation is a complex process as compared to Maslow's or Herzberg's simplistic models. It also clarifies the relationship between individual and organizational goals. Hunt and will point out that instead of assuming that satisfaction of a specific need is likely to influence organizational objectives in certain way, we can find out how important to the employees are the various second level outcomes, the instrumentality of various first level outcomes for their attainment and the expectancies that are held with respect to the employees ability to influence the first level outcomes.

Thus, Vroom's theory is consistent with the idea that a manager's job is to design an environment for performance, necessarily taking into account the differences in various situations. Furthermore, this theory is also quite consistent with management by objectives. However, Vroom's theory is difficult to research and apply in practice. This evident by the fact that there have been only a few research studies designed specifically to test the Vroom theory. In fact, Vroom himself depended largely upon researches conducted prior to the formulation of his theory. Nevertheless, from a theoretical standpoint the Vroom model seems to be a step in the right direction but does not give the manager practical help in solving his motivational problem.

PORTER AND LAWLER MODEL OF MOTIVATION

Based on the results of the study, porter and Lawler point out that these variables presumed to affect performance turned out to show relations to performance and those variables presumed to result from performance also typically were related to performance. After the review of related research studies, they conclude that overall the evidence on the relationship between expectancy attitudes, importance attitudes, and performance provides rather impressive support for our model.

The model although more complex than other models of motivation, explains fully the different variables underlying in motivation. In practice, too, motivation is not a simple cause-effect relationship rather it is a complex phenomenon. The model suggests that managers should carefully assess their reward structures and that though careful planning and clear definition of role requirements, the effort performance-reward-satisfaction system should be integrated in to an entire system of managing.

IMMATURITY THEORY

These changes are only general tendencies, but they give some light to the matter of maturity. The tendency is to move towards the maturity end of the continuum will age, though norms of the individuals culture and personality inhibit and limit maximum expression and growth of the adult. Argyrols himself accept that very few persons develop to full maturity. He views that immaturity tends to exist in individuals not because of their nature of laziness, but because of organizational setting and management practices.

When individuals join the organizations they are given very little opportunity to control the environment. They are encouraged to be passive, dependent, and subordinate, and hence they behave immaturely. He feels that keeping people immature is built into the very nature of formal organization which is based on for principles of classical approach management. Task specification, chain of command, unity of direction, and span of management. Coupled with organization structure, directive leadership and management controls, such as, budgets time and motion study, and standard operative procedures restrict the initiative and creativity of the individuals.

Argris has suggested that a healthy organization is one which is realistic about both itself and its situation, flexible, and able to summon its best resources to meet whatever challenges. It may encounter. Since human resources are the best resources of any organization, there should be a proper integration between organizational and individual goals. Therefore, what is best for an individual is also for an organisation and vice-versa. He proposes a programme of gradually phasing form the existing pyramidal organization structure to humanistic system. From existing management system to the more flexible and participative management. Such situations provide individuals the opportunity to grow mature and keep them satisfy more than just physiological and safety needs, which in turn, motivate them and allow to use more of their potential in accomplishing organizational goal.

Herzberg's theory

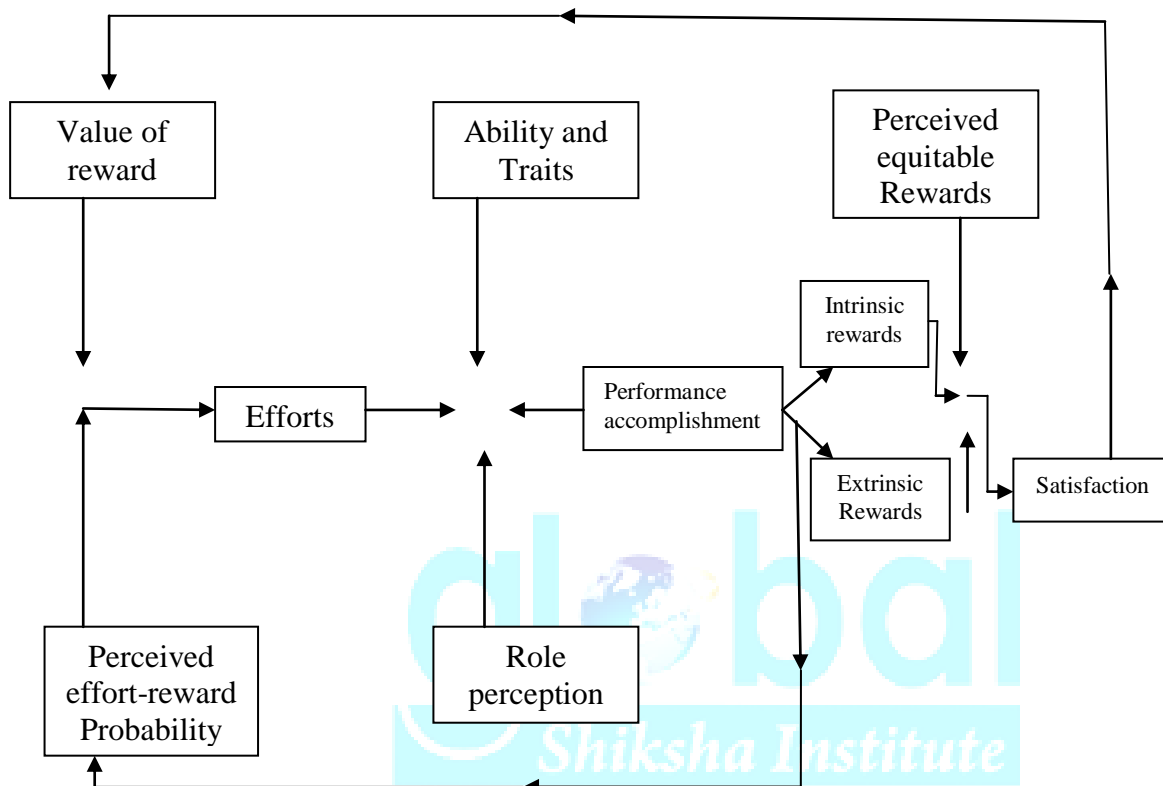
Besides the research studies confronting the two factors-satisfiers and dissatisfies-many writers and thinkers on the subject have argued against the theory of evaluation

1. In fact, job satisfaction and dissatisfaction are two opposite points on a single continuum. Individuals on the job are affected by any change either in the job environment or in the job content.
2. Herzberg's model is method bound, and a number of other methods used for similar study have shown different results. Not supporting his contentions. Thus the theory has limitation in general acceptability.
3. This theory does not attach much importance to pay status, or interpersonal relationships which are held generally as important contents of satisfaction.

7. 13 Porter Lawler Model

Built in large part on expectancy model, porter and Lawler have derived a substantially more complete model of motivation and have applied in their study primarily to managers. They propose a multi-variate model to explain the complex relationship that exists between job attitudes and job performance.

Their model encounters some of the simplistic traditional performance. Porter and Lawler explain their choice for the expectancy expectation seems to us to describe best the kinds of cognition that influence managerial performance. We assume that managers operate on the basis of some sort of expectancies which, although based upon previous experience, are forward-oriented in a way that does not seem to be as easily handled by the concept of habit strength. The various elements of this model are as follows



The porter and Lawler motivation model

Effort.

Effort refers to the amount energy exerted by an employee on a given task. Perceived reward probability refers the individual's perception of the probability that differential rewards depend upon differential amounts of effort. These two factors-values of reward and perception of effort-reward probability-determine the amount of effort that the employee will put in.

Performance.

Efforts leads to performance but both of these may not be equal; rather, performance is determined by the amount of effort and the ability and role perception of individual. Thus if an individual has little ability and or inaccurate role perception, his performance may be ineffective in spite of his putting in great efforts.

Rewards:

Performance is seen as leading to intrinsic rewards and extrinsic rewards. However, the intrinsic rewards are much performance. In addition, the perceived equitable rewards vitally affect the performance-satisfaction relationship. They reflect the fair level of rewards that the individual feels should be given for a given level of performance.

Satisfaction

Satisfaction is derived from the extent to which actual rewards fall short, meet or exceed the individuals perceived level of equitable rewards. If actual rewards meet or exceed perceived equitable rewards, he will be dissatisfied. Thus this provides two implications. First, satisfaction is only in part determined by actual rewards. Second, satisfaction is more dependent on performance than performance is on satisfaction. Only through the less direct feedback loops will satisfaction affect performance. This is a marked departure from the traditional analysis of the satisfaction-performance relationship.

7. 14 Vroom Expectancy Model

Vroom developed a theory on motivation called the expectancy theory. He tried to explain motivation through the following concepts

- (i) valence
- (ii) Expectancy and
- (iii) Instrumentality

According to Vroom's theory, motivation is the sum of the product of valence, expectancy and instrumentality. That is,

$$\text{Motivation} = \text{Valence} \times \text{Expectancy} \times \text{Instrumentality}$$

Valence

Valence refers to the strength of a person's desire for a particular outcome. For Example, a salesman who desires a good amount of commission from his company has to naturally achieve a high sales target. The first outcome desired by the salesman, therefore, is target attainment that leads to the second outcome namely, commission. Attainment of sales target thus acquires a positive value by reason of its relationship with the salesman's commission. The salesman, therefore, will be motivated to attain the sales target because of the valence for a good amount of commission.

Expectancy

The extent to which a person believes that his effort will lead to the desired performance is what is called expectancy. In the above example, attainment of high sales target requires greater efforts on the part of the salesman. However a person does not possess the necessary ability to accomplish a task, he will not be able to perform, even if he makes efforts

Instrumentality

The extent to which the first outcome will lead to the desired second outcome is what is called instrumentality. Expectancy, on the other hand, is the relationship between efforts made and the first outcome.

The expectancy theory has relevance for everyone in the work place. However the terms used in the theory may make it difficult for a person to understand its contents and also apply it practically.

7. 1 5 Summary.

Motivation is a matter of deep inspiration for an individual. It helps him to find his needs and to accomplish his desires. The needs and desires change according to time. The motivation factors are specialists which act as catalyst to find the expectation of an individual to satisfy him.

Various theories of motivation are discussed and the basis of previous studies and a strong literature survey. The human need and expectation are given importance throughout the chapter since they decide the behavior of an individual morale boosts up employees enthusiasm to show good outcomes in productivity.

7. 16 Exercises and Question

Compare and contrast Maslow's hierarchy of needs and Herzberg's theory

Explain the elements of expectancy theory

As a manager, how would you enhance employee motivation?

Distinguish between Herzberg's and McClelland's needs theory of motivation

7. 17 Answer to check your progress

Case Study

Employee Motivation

Mr. Sugumar joined Ajax computers (Ajax) in November after a successful stint at Zen Computers (Zen), where he had worked as an assistant programmer. Sugumar felt that Ajax offered better career prospects as it was growing much faster than Zen, which was a relatively small company. Although Sugumar had enjoyed working there, he realized that to grow further in his field, he would have to join a bigger company and preferably one that handled international projects. He was sure he would excel in his new position at Ajax, just as he had done in his old job at Zen.

Sugumar joined as a senior programmer at Ajax, with a handsome pay hike. Ajax had international operations and there was more than a slim chance that he would be sent to the USA or the UK on a project. Knowing that this would give him a lot of exposure, besides looking good on his resume, Sugumar was quite excited about his job.

Sugumar joined Ramya Mehta's five member team at Ajax. He had met Ramya during the orientation sessions and was looking forward working under her. His team members seemed warm and friendly and comfortable with their work. He introduced himself to the team members and got to know more about each of them.

Wanting to know more about his boss, he casually asked Kavitha, one of the team members about Ramya. Kavitha said, "Ramya does not interfere with our work. In fact, you could even say that she tries to ignore us as much as she can".

Sugumar was surprised by the comment but decided that Ramya was probably leaving them alone to do their work without any guidance, in order to allow them to realize their full potential.

At Zen, Sugumar had worked under Jacob and had looked up to him as a guide and mentor-always guiding, but never interfering. Jacob had let sugumar make his own mistakes and learn form them. He had always encouraged individual ideas and let the team discover flaws if any, through discussion and experience.

He rarely held and individual member of his team responsible if the team as a whole failed to deliver For him the responsibility for any failure was collective. Sugumar remembered telling his colleagues at Zen that an ideal boss would be someone who did not interfere with his/her subordinate’s work.

Sugumar wanted to believe that Ramya too was the non-interfering type. If that was the case, surely her non that interference would only help him to grow.

In his first week at work, Sugumar found the atmosphere at the office a bit dull. However he was quite excited.

His team had been assigned a new project and was facing a few glitches with the new software. He had thought about the problem till late in the night and had come up with several possible solutions.

He could not wait to discuss them with his team and Ramya. He smiled to himself when he thought of how Ramya would react when he told her that he had come up With several possible solutions to the problem. With several possible solution to the problem. He was sure she would be happy with his having put in so much efforts into the project, right from day one.

He was daydreaming about all the praise that he was going to get when Ramya walked into the office. Sugumar waited for her to go into her cabin and ager five minutes, called her up asking to see her.

Questions

1. Is Sugumar really motivated? Comment
2. How to motivate the employees at Ajax Computers?
3. How to find out the motivational needs of employees?

Self Assessment

This exercise is designed to help you study the motivation level of employees in the organization. You can select your response for the following statement by using 5 point scale and write the right answer on the right hand side of each statement

The five point rating scale is

Strongly agree	-5
Agree	-4
Undecided	-3
Disagree	-2
Strongly agree	-1

1. You find your job challenging
2. You are satisfied with the salary
3. You are satisfied with the job security

4. You are satisfied with the promotion policy
5. You are satisfied with the company
6. You are satisfied with the present job
7. You are satisfied with the working environment
8. You are satisfied with the relationship with supervisors
10. You are satisfied with the safety measures
11. You are satisfied with the grievance followed by management
12. You are satisfied with the recruitment and selection
13. You are satisfied with recreation facility and family benefits in the company
14. You are satisfied with the grievance reprisal followed by the management
15. You are satisfied with the present workload.
16. You influence the workers decision in formation of overall organizational policy and implementation
17. You influence the managements decision in expansion and diversification of business
18. You influence the managements decision in formulation of recruitment policy of workers
19. You influence the management decision in development of training program and promotional policy of workers.
20. The management considers employees suggestions and rewarding schemes.
21. You influence the management decision in the designing welfare program and facilities.

22. You influence the management decision in the way of maintaining good working condition
.....
23. You influence the management decision in the provision of safety measures.
.....
24. You influence the management decision in increasing the productivity
.....
25. You influence the management decision in wage rate determination
.....
26. You are satisfied with the employee motivation level in your organization
.....
-

7.18 Further Reading

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UNIT VIII

GROUP BEHAVIOUR

8. 0 Introduction

STRUCTURE

8 . 0 Introduction

8. 1 Objectives

8. 2 Definition of Group Dynamics

8. 3 Reasons for Group Formation

8. 4 Types of Groups

8. 5 Group cohesiveness

8. 6 Group Norms

8. 7 Group Roles

8. 8 Committee organization

8. 9 Group Development and facilitation

8. 10 Summary

8. 11 Exercise and Question

8. 12 Answer to check your progress

8. 13 Further reading

In any organization, the work of an individual is influenced by that of another. The employees, therefore, have to work together in a co-ordinated manner to complete any task. In other words, it is teamwork that makes goal attainment possible.

There are a number of groups that one can find in a workplace. These groups contribute either directly or indirectly to the success of the organisation. The behavior of an

individual is significantly influenced by the group to which the context of organizational behavior.

This chapter deals with the role of groups in influencing organizational behavior.

8. 1 Objectives

- To understand the nature of group dynamics
- To understand the operation of some formal groups
- To understand group behavior both in formal and informal groups
- To understand intergroup behavior

8. 2 Definition of Group Dynamics

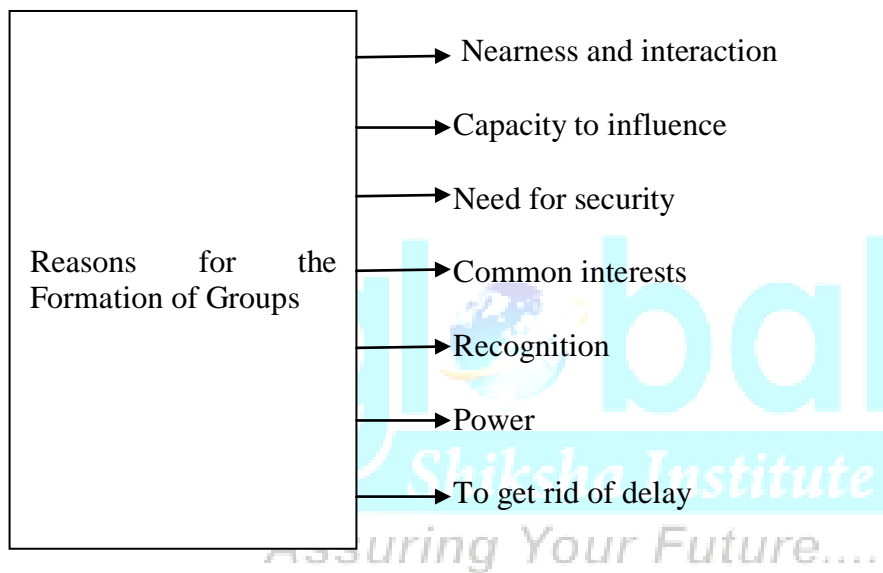
This definition may be expanded further to include qualification as identified by Shepherd. First the small group is a kind of social phenomenon which is more enduring and tighter than social relationship but is looser or less organized than a formal organization. Second, a group should be large enough so that the members feel a sense of common identify and mutual awareness.

8. 3 Reasons for Group Formation

People come together to join and form groups for a variety of reasons. Important among these are:

1. Nearness and interaction

In the workplace, the employees work close to each other. During the course of their work, they may have to interact with one another. Such an environment may induce them to form groups.



2. Capacity t influence

The capacity of each individual in the organization to influence another by reason of work or work related issues is another factor that results in the formation of groups.

3. Need for Security

One of the main reasons for the formation of groups in organizations is the need for security. If the employer creates and environment in which employees feel insecure, they have to come together as a group, namely the union to safeguard their interests.

4. Common interests:

People with common interests, likes and dislikes often come together this happens in an organization too. The subject matter of interest may be something connected with their work or it can be anything like politics sports, hobbies etc.

Recognition

The recognition that is not normally available to a person, when he is alone becomes available to him once he becomes a member of a certain group. A person who feels that all his endeavors must be recognized and appreciated will identify himself with some group in the organization.

Power

Employees derive much greater power collectively, i. e. , as members of union, than as individuals. In an organization where trade unions are absent or are not powerful, belonging to a small informal group gives an individual a feeling that the group will not let him down when he faces a crisis

Further a person who has no formal authority in the organization may be in a position to influence the members of an informal group by becoming its leader.

To get rid of delay

Formal organization promotes delay in view of hierarchy and longest channels of communication. To get rid of delay in the completion of certain specific tasks, executives, sometimes, may have to meet and interact with employees casually and informally.

An informal group of subordinates and superiors, thus, exists within a formal organization.

8. 4 Types of Groups

Groups may be classified into the following types:

1. Formal Groups
2. Informal Groups
3. Membership Groups
4. Reference Groups
5. In-Groups
6. Out-Groups
7. Open Groups
8. Closed Groups

Let us discuss these now.

Formal Groups

A group that is officially, deliberately and consciously created to perform certain tasks is known as a formal group. Such a group has a hierarchical structure. The members of a formal group are allotted definite tasks. They have to adhere to certain rules and regulation. A formal group is also known as a command group.

Every superior has subordinates to whom he delegates authority to enable them to carry out the tasks assigned. For the performance of the tasks by the subordinates, the superior is answerable to his own superior.

Formal groups can be permanent as well as temporary. Command groups and permanent committees are examples of permanent formal groups. A task force created for a specific purpose is an example of a temporary formal group.

Informal Groups

An informal group is one that is unofficially created. It arises owing to personal relationships between the individuals in an organization. Factors such as friendship language, religion, hobbies, personal likes and dislikes influence the formation of informal groups.

An informal group may sometimes perform a task that the formal group has failed to perform. Informal groups maintain and strengthen the values and beliefs of their members. They provide a feeling of security

to the members and help them interact with one another. They further strive to solve their work- related problems.

Membership Groups

A membership group is one to which an individual actually belongs whether or not he is satisfied with the norms, values, beliefs and practices of such a group.

Reference Groups

A reference group is one with which the individual actually identifies himself. In other words, he would like to be associated with such a group always. The reference group consists of members who all possess similar tastes, preferences, attitudes and so on.

In-Groups

An in-group is one to which we belong. The members of an in-group have certain values, beliefs, ideals and norms that act as a binding force

Out-Groups

The out-group is one to which we do not belong. It consists of member's who hold values, beliefs, ideals and norms that are quite opposed to those of the members of the in-group.

Open Groups

An open group is one that is in a constant state of change. Its membership keeps fluctuating, i. e., exiting members may leave and new embers may join. The group accepts the new members and may slowly give up certain old practices. In view of such a trend, the open group can have plans and proposals only for a shorter period of time.

Due to its peculiar characteristics, the open group faces conditions of imbalance and instability.

Closed Groups

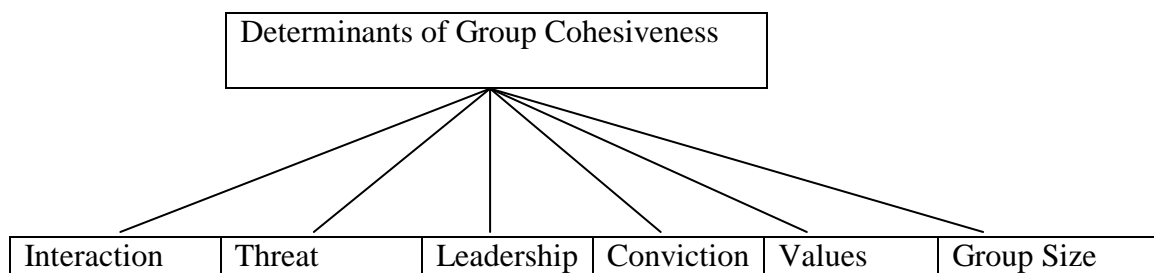
A closed group is one that is quite stable. It maintains stable membership and does not shed established practices. It therefore, can have proposals for a fairly longer period of time.

In view of the above stated characteristics of the closed group, it does not face conditions of imbalance and instability.

8. 5 Group cohesiveness

Group cohesiveness refers to the extent to which the members of a group are attached to each other and willing to remain within the group.

The following factors influence group cohesion:



Determination of Group cohesiveness

Interaction

The extent to which the members of the group interact with each other determines group cohesion. Differences of opinion are bound to arise in any workplace. Such differences have to be sorted out through discussions. The greater the interaction among the group members the better will be cohesiveness.

Threat

The kind of threat the members face both from the internal and external environments can influence group cohesion. The greater the threat the better will be group cohesiveness. This is so because, the members know very well that they have to stand initiated failing which they cannot survive.

Leadership

The Quality of leadership can be an important determinant. If the leader is capable, he will be able to secure cohesion easily among member.

Conviction

If there is always a sense of conviction among the group members on the decisions reached, it is an indication that cohesion is absolute. If a few members try to thrust their ideas on the group, such a conviction may not exist.

Values

The extent to which the group members share values and attitude is another determinant. If every member starts acting as per his value system, securing group cohesiveness will become difficult

Size of Group

The size of the group can be yet another important determining factor, when the size of the group increases, securing cohesion among members becomes difficult. This happens because there may not be consensus among members on certain issues owing to the large size of the group.

8. 6 Group Norms

Group norms are the rules and regulation prescribed for the group members. In other words, these are the dos and don'ts. These reflect the feelings, Beliefs, values and attitudes commonly shared by the group members.

Group norms provide the standard against which the behavior of a member is evaluated. A member violating norms may have to face disciplinary action. A member of a trade union, for example, who does not respond to a strike call given by the union, may be expelled.

8. 7 Group Roles

The following are the basic roles of a Group:

1. A group is always a conglomerating of persons.
2. The members know and interact with one another.
3. The members come together to pursue certain activities of common interest.
4. Each member perceives that he is part of the group.

8. 8 Committee organization

Committees have various contributions to make in the organization, but excessive use of committees or lack of proper utilization of committees may be dysfunctional because they have various drawbacks and limitations too. There are various remarks which reflect the uselessness of committees in the organization such as a committee is made up of the unfits selected by the unwilling to do the unnecessary, or a committee is a place. Where the loneliness of thought is replaced by the togetherness of nothingness. Though these may be excessive criticisms of committee system, these may prove to be correct if committees are not handled properly. In general following are the problems with committees.

1. High Cost.

Constitution of a committee may be costly both in terms of time and money. Committee meetings may take time of various managers which can be spent otherwise for the organization. If the decisions are arrived at very quickly, it shows mere formality of holding meeting without any contributions from the members. On the other hand, if unanimity or near unanimity is expected to arrive at decisions, much time is spent in lengthy deliberations many times, which may be useless. Similarly, committee meetings also involves costs, both direct and indirect.

Direct cost may be in the form of traveling and other expenses incurred on members if they come from far off places. Indirect cost may be in the form of regular salary and other financial benefits paid to the members for their jobs but they have to spend time in attending the meetings. This cost in time and money becomes all the more disadvantageous when the committee is assigned a problem that could be solved by a single individual or by an individual with the help of a smaller and lesser paid staff. Thus the advantages of the committee must be seen against the costs involved.

2. Slow Direction.

Committee decisions are essentially slow because of the basic nature of decision-making process in a committee. In a group decision-making, all members to consider a problem must be informed about it. This may take time.

Similarly, in the meeting, deliberations take lot of time. The net result is that it takes long time to get a decision from a committee than from an individual. Therefore, the matter which requires urgent action or which does not involve many functions should not be entrusted to the committee.

3. Indecision.

Many times, committee meetings result into indecision. The meetings may be adjourned because of lack of time for thorough deliberations so that agreement can be arrived at. Thus there can be deadlock on the matter and no action can be taken. Further agreement is reached on the basis of compromise. Most often this is not as strong and positive a course of action as that undertaken by an individual who has only to consider the facts as he sees them and reach a conclusion.

Thus there is leveling effect in committee deliberations in which high premium is placed on conformity and compromise. This tendency of bringing individual thinking in line with the average quality of the group thinking is called the leveling effect. Its impact is that a committee decision is not the best decision but merely an agreed decision which may not be better than individual decision.

4. Minority Tyranny.

Sometimes in committee meeting, the minority may put undue pressure on majority specially when the practice is to arrive at a decision through unanimity and not through agreement. Minority members are in a strong position in such a situation. By instance upon acceptance of their position, they can exercise an unwarranted tyranny over the majority. Had there not been a practice of unanimity, perhaps the same members cannot put that kind of pressure because they do not have the veto power. As against this, majority can also put pressure on minority to force it to arrive at the decision if it is through agreement. As minority needs to be heard and respected, so does the majority.

5. Spelling of Responsibility.

People work more efficiently when they have clear authority and responsibility. In taking a group decision, an individual member of the group feels a lower degree of responsibility than if the decision had to be taken by himself. A major drawback in committee decision is that it splits the responsibility and no member really feels responsible for group action. Committee decisions provide opportunity to individuals to shirk their responsibility. They hardly feel the same kind of responsibility that they would feel if they were charged personally with the same task. It is very true for the committee action that actions which are several bodies responsibility are no body responsibility.

6. Misuse of committees.

There are possibilities of committees being misused. This may happen in several ways.

(i) Some people may develop too much interest in group working and they virtually worship group. In such cases, too many committees are constituted even for small purposes. Such committees do not serve any purpose but waste organizations resources and time.

(ii) As discussed earlier, committees may be appointed to avoid action and aggrieved person remain aggrieved for a very long time. In such cases, persons cannot claim that no action has been taken over the matter of their grievance.

(iii) Many managers try to impose their own personal decisions through committees. They make their own decisions and only get the approval of the committees so that in the organization, decisions are supposed to be made by committees while in actual practice, decisions are their own. Such a practice creates adverse feelings in the organization which may be dysfunctional.

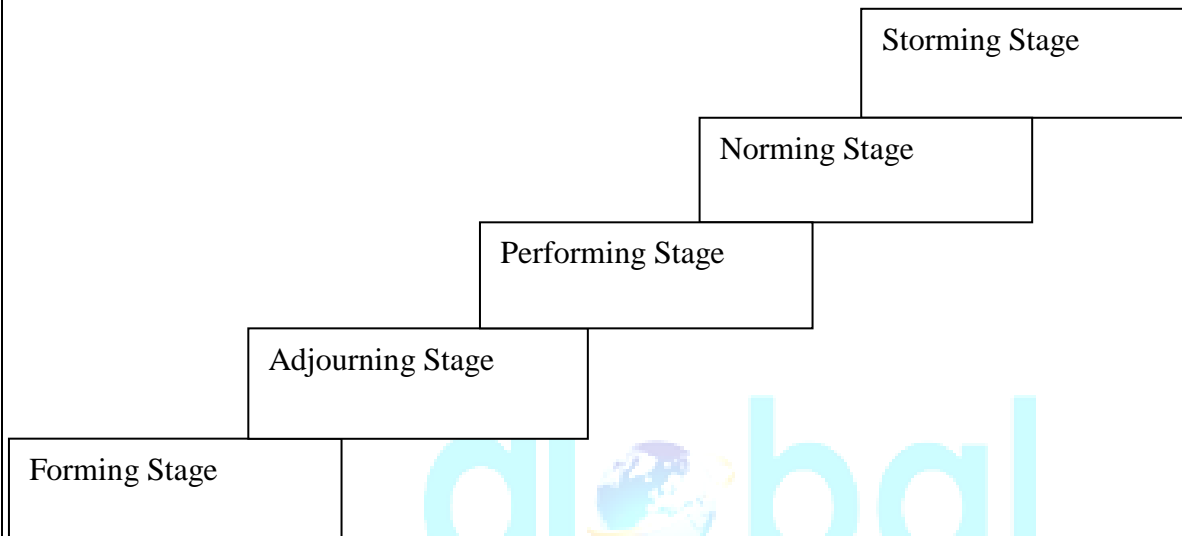
8. 9 Group Development and facilitation

The process of group development involves the following different stages:

1. Forming Stages
2. Storming stages
3. Norming Stage
4. Performing Stage
5. Adjourning Stage

What happens in each stage has been explained below.

Forming Stages



Stages of Group Development

The Forming stage is marked by a great deal of uncertainty over the purpose, structure and leadership of the group. At the end of this stage, inter-personal relationship are established and members begin to identify themselves with the group.

Storming stages

This stage is characterized by conflicts and confrontations among the group members. Such conflicts may arise due to differences in perception. A condition like this may sometimes lead to group split

Norming Stage

At this stage, one person emerges as a powerful leader, such a development paves way for what is called group cohesion.

Performing Stage

This stage is characterized by teamwork, role clarity and task accomplishment. It exhibits the highest level of group maturity. Conflicts among the members are resolved through group discussion.

Adjourning Stage

This stage is characterized by teams, task forces and such similar groups that have only a limited task to perform. As soon as the task is completed, the activities of the group are wrapped up.

8. 10 Summary

The work group is obviously a primary social entity for employees and nature of the group affects their performance at work. It also affects their relationship out side the organization. The propinquity theory dramatically explains why some people come together to form groups. Yet another popular theory called exchange theory explains that reward cost outcomes of interaction are the basis of group formation.

Groups can further be classified into formal and informal groups, task groups. Command groups, interest groups and friendship groups, two theories that the analyze the stages of group development are the five stage model and punctuated equilibrium model. Group structure gives shape to a group and makes it fall in specified categories such as formal leadership, roles, norms, status, size and composition.

Groups tasks are undertaken to moderate the impact of group processes on its performance and member satisfaction. Group process gains are maximized by training people for simple tasks in group, and for complex tasks in individual practice sessions.

8. 11 Exercise and Question

1. Explain the dynamics of group formation
2. What are the various types of groups? State and explain with illustrations.
3. Compare and contrast between the five stage model and unctuated equilibrium model.
4. Roles refer to a set behavior pattern. ?
5. Explain group tasks and process?

8. 12 Answer to check your progress

Case Study

HR problem in Hyundai Motor Company

Hyundai motor Co., formed in 1967, was a part of the large South Korean chebol the Hyundai group until the group split in September 2000. In the last four decades, Hyundai managed to establish itself all over the world as a company producing reliable, technically sound and stylish automobiles.

In the 90s, the company started aggressive overseas expansion programs. By the late 90s, when Southeast Asian crisis struck, the company likes all the other chaebols. Faced serious financial problems. To survive, it had to cut its labor force. The company offered various retirement schemes, unpaid leave for two years, etc, to workers and expressed its inability to support its entire workforce in the slack period.

The unions, refused to compromise and the management too held its ground finally the government interviewed to force a negotiated settlement between the union and the management.

Question:

4. Discuss the damage that unhappy management labor relations can cause to an organization.
5. Financial problems lead to HR problems in a company comment
6. How to negotiate with Trade unions?

Self Assessment

Circle the number that best reflects your position regarding each of these statements.

1. Does not describe me at all
2. Does not describe me very well
3. describes me somewhat
4. Describe me well

S. No	Aspects					
1	I take responsibility to make the group understand what the meeting should accomplish	5	4	3	2	1
2	I tend to summarize to other group members what the group has accomplished so far	5	4	3	2	1
3	I usually help other group members overcome their disagreements.	5	4	3	2	1
4	I try to ensure that everyone gets heard on issues	5	4	3	2	1
5	I usually help other group determine how to organize the discussion	5	4	3	2	1
6	I like to be the person who takes notes or minutes of the meeting.	5	4	3	2	1
7	People tend to rely on me to keep track of what has been said in the meetings	5	4	3	2	1
8	I tend to say things that make the group feel optimistic about its accomplishments	5	4	3	2	1
9.	Group members count on me to give everyone the chance to speak	5	4	3	2	1
10.	In most meetings, I am less likely than others to criticize the ideas of group mates	5	4	3	2	1

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8.13 Further readings

1. Ivancevich and M. T matteson: Stress and work, Scott Foresman, Glenview, III, 1980.
2. Kenneth E. Boulding: Conflict and Defence, Harper, New York, 1962
3. David J. Cherrington: Organizational Behaviour, Allyn and Bacon, Boston, 1994
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UNIT IX

GROUP DECISION MAKING

STRUCTURE

- 9. 0 Introduction
- 9. 1 Objectives
- 9. 2 Group: An over view
- 9. 3 Advantages of Group Decision- Making
- 9. 4 Disadvantages of Group Decision-Making
- 9. 5 Leadership Role, in Group Decision –Making
- 9. 6 Techniques of group Decision – Making
- 9. 7 Summary
- 9. 8 Exercises and questions
- 9. 9 Answer to check your progress
- 9. 10 Further Readings

9. 0 Introduction

The products of group interaction cannot be predicted from the behavior of individuals outside the group situation. This is because each member of the group affects the behavior of other members and in turn, gets affected by them. The group also determines the nature and patterns of reinforcement the members receive in the course of their interaction with one another. Therefore the behavioral of individual members in a group may be different than their behavior outside the group situation. Therefore the group as a whole should be studied. In understanding group behavior, the factors that should be analyzed are group norms, group cohesion, and group decision-making.

9. 1 Objectives

- To understand the nature of group decision making
- To understand the operation of groups techniques
- To understand group behavior both in formal and informal groups
- To understand group behavior-Decision etc. ,

9. 2 Group: An over view

A Group is a cluster of persons who have come together to pursue activities of common interest. A group may consist of any number of persons. But the group members must have continued interaction with and must be psychologically aware of one another.

Definition

According to Edgar Schein “A group is an aggregation of people who interact with each other, are aware of one another, have a common objective, and perceive themselves to be a group”.

9.3 Advantages of Group Decision- Making

1. Group decision made by a group will come out with his views on the problem considered. The problem, therefore, can be thoroughly discussed and the best solution can be found out. Such an advantage is not available in case of individual decisions.
2. The decision of a group, usually, will not be a biased one. This is because; every member of the group has his own ideals and values. No member can thrust his views on others. There is always chance for the bias element entering individual decisions.
3. The group usually consists of members who represent different segments of an organization. Therefore; each member will ensure that injustice is not done to the segment he represents.
4. The process of group decision-making also provides scope for proper co-ordination and co-operation among the members. Every member has to take the other members into confidence when he discusses any issue.
5. Group decision enjoys a greater sense of acceptability than individual decisions.

9.4 Disadvantages of Group Decision-Making

Group decisions; however suffer from the following drawbacks:

1. There may be delay in arriving at a decision as the group members may take longer time to discuss the issue.
2. There is no fixed responsibility on any member of the group for the quality of the decision made. It is, therefore, possible that a casual approach may be adopted throughout the decision-making process
3. Group decisions are often found to be compromise decisions. This happens because the members may give divergent views on the issue and a consensus has to be reached somehow at the end. The decision is finally made so as not to hurt anybody's sentiments. Such a decision can only be a compromise decision and not the best.
4. It is also possible that a few influential members of the group may try to put pressures on others and get their consent.
5. Group decisions are always expensive compared to individual decisions in terms of time, money and efforts required.

6. Conflicts may also arise between the members of the group. As a result, a decision may not be evolved at all and the entire process may be deferred indefinitely

9. 5 Leadership Role, in Group Decision –Making

The different stages involved in the process of decision-making have been explained below;

Identifying and understanding the problem

The first step in the process of decision-making is to identify and understand the actual problem. If you the actual problem is identified, it will be possible to provide a remedy by involve a suitable decision. Sometimes the symptom is misunderstood as the actual problem and an attempt is made to find solutions it.

Making an analysis of the problem

Once the actual problem is identified, the next step is to make a detailed analysis of the same. Analysis of the problem requires data that may be obtained from both the internal and external sources.

Identifying alternative solutions

After the problem has been analyzed in detail, the next step is to develop alternative solutions. Any organizational problem has many solution. It is therefore, necessary, that the decision-maker identifies the alternative solution.

Evaluating the alternative solutions.

After the alternative solutions have been identified, the next step is to make an evaluation of the same. Evaluation of alternatives is done by seeing the pros and cons of each.

Selecting the best solution

At this stage, the solution considered the best and the most viable one under the circumstances, is selected. In addition to the merits of each alternative solution, the following factors to influence the selection of the best alternative

- (i) Resource available
- (ii) The values and beliefs of the decision-maker
- (iii) Opinions of the staff.
- (iv) Past experience,etc.

Implementing the decision

After the final decision has been made, the next step is to implement the same. Implementing the decision is done by communicating the same to all concerned. The responsibility for carrying out the decision must be fixed on individuals. Necessary procedures should be laid down for executing the decision. Suitable provision must be made to watch the progress of the decision.

Review

Periodic review of the decision, during the period of its implementation, is necessary. This is done by comparing the actual results with the expected results. Deviations, in any, must be noticed and corrective action taken then and there. Certain modification or alterations in the decision may be made if necessary.

Individual and Group Decisions

In an organization certain decisions are made by individuals while others are made by groups.

Individual Decisions

These are decisions made by individuals over an organizational issue. The individual, by virtue of his position or knowledge or efficiency may be enjoying such a decision-making authority. For example, when there is a dispute between the workers and the management, the matter may be referred to a mediator who may conduct an enquiry and announce his decision. The decision of the mediator is binding on both the workers and the management.

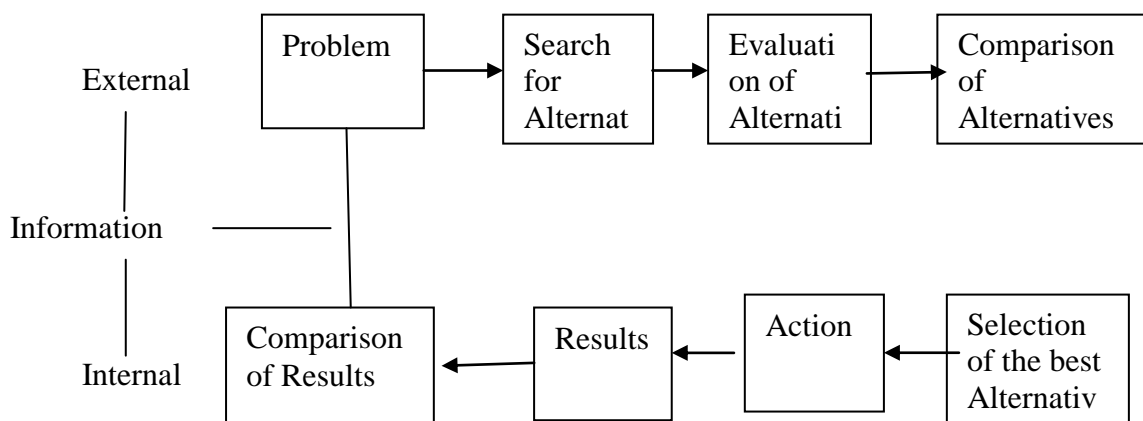
Group Decisions

These are decisions made by a group of persons. In an organization , there may exist a committee consisting of the representatives of both the workers and the management when there is any dispute between the workers and the managements, in matter will be referred to the committee. The committee may conduct an enquiry and announce its decision which is binding on both the workers and the management.

9. 6 Techniques of group Decision – Making

Decision-making involves the following phases:

1. Identifying the problem: The first step in the decision-making process is recognizing a problem. It involves defining and formulating the problem clearly and completely. In reactive, defining the problem is not an easy task. What seems to be a problem may actually be the symptoms of it. So the manger should dig further to identify the real problem. In the words of That “Definining the problem in most instances is a time consuming task, but it is time well spent”



THE DECISION-MAKING PROCESS

Definition the problem involves identifying the critical factors so that the manager can restrict such factors and finding out whether there are any limiting factors to solve the problem. For this purpose, manager should refer to the objectives, rules, policies etc. of business

2. Analysing the problem:

After the problem is defined, the next step in the process of decision making is analyzing the problem. It involves the collection and classification of as many facts as possible. The collected information should be classified on the basis of the nature of the decision and the impact of the decision. Collection of relevant and accurate data is essential because the quality of decision will depend upon the quality of data used.

3. Developing Alternative solution for the problem:

Majority course of action will have alternatives. A course of action does not become the best merely because it has been in use for a long time. Hence, the sound decision necessitates the consideration of all alternatives. This step involves the identification of limiting factors because it will enable the manager to search for those alternatives, which will overcome the limiting factors.

4. Evaluating the Alternatives:

After having developed the appropriate alternatives, the next step is evaluating them so as to choose the best one. While comparing the alternatives, various factors that are given under are to be considered.

1. Quantitative Factors-Factors, which can be measured, e. g. , fixed and operation costs.
2. Qualitative Factors or intangible factors-factors which cannot be measured i. e. , Labour relations, change in technology. While evaluating the qualitative factors, the planner should see whether these factors could be quantitatively measured. If they are found not to be quantitatively measurable, then he should assess the importance and influence and then come to a conclusion.

5. Deciding the best course of Action:

After the evaluation of various alternatives, the next step is deciding the best alternative. The manager should take into account the economy, risk factors, the limitation of resources and feasibility of its implementations etc. at the time of deciding the best one from the alternatives viz;

1. Past Experience
2. Experimentation, and
3. Research and Analysis

6. Conversion of Decision into Action:

If the decision taken remains in the paper, there is no meaning in taking decisions. Once a decision is made, it should be converted into action i. e., implemented. Implementation involves the following steps:

1. Communicating the decision to all the employees concerned.
2. Assigning the responsibility of carrying out the decision to certain employees
3. Developing the procedure for the purpose of executing the decision.
4. Developing feedback mechanism to check on the progress of the implementation.

7. Control:

Once the decision is implemented, the next step is controlling. The term controlling involves the following steps:

1. Comparing the actual with the expected result.
2. Finding out the deviation.
3. Analysing the deviations to analyze the reasons for such deviations.
4. Taking necessary steps to modify the decision if necessary.

9.7 Summary

The work group is obviously a primary social entity for employees and nature of the group affects their performance at work. It also affects their relationship outside the organization. The propinquity theory dramatically explains why some people come together to form groups. Yet another popular theory called exchange theory explains that reward cost outcomes of interaction are the basis of group formation.

Groups can further be classified into formal and informal groups, task groups. Command groups, interest groups and friendship groups, two theories that analyze the stages of group development are the five stage model and punctuated equilibrium model. Group structure gives shape to a group and makes it fall in specified categories such as formal leadership, roles, norms, status, size and composition.

Groups tasks are undertaken to moderate the impact of group processes on its performance and member satisfaction. Group process gains are maximized by training people for simple tasks in group, and for complex tasks in individual practice sessions.

9.8 Exercises and questions

1. Explain the dynamics of group formation
2. What are the various types of groups? State and explain with illustrations.
3. Compare and contrast between the five stage model and punctuated equilibrium model.
4. Roles refer to a set behavior pattern. ?
5. Explain group tasks and process?

9.9 Answer to check your progress

Circle the number that best reflects your position regarding each of these statements.

1. Does not describe me at all
2. Does not describe me very well
3. Describes me somewhat
4. Describe me well

S. No	Aspects					
1	I take responsibility to make the group understand what the meeting should accomplish	5	4	3	2	1

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8	I tend to say things that make the group feel optimistic about its accomplishments	5	4	3	2	1
9.	Group members count on me to give everyone the chance to speak	5	4	3	2	1
10.	In most meetings, I am less likely than others to criticize the ideas of group mates	5	4	3	2	1

9. 10 Further Readings

1. James M. Burns: Leadership, Harper & Row New York, 1978
2. David J. Cherrington: Organizational Behaviour, Allyn and Bacon, Boston, 1994
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UNIT X

LEADERSHIP ORGANISATION

STRUCTURE

- 10. 0 Introduction
 - 10. 1 Objectives
 - 10. 2 Leadership: An overview
 - 10. 3 Formal and informal Leadership
 - 10. 4 Leadership styles
 - 10. 5 Personal Characteristics of Leaders
 - 10. 6 Summary
 - 10. 7 Exercises and Questions
 - 10. 8 Answers to check your progress
 - 10. 9 Further readings.
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10. 0 Introduction

No doubt the behavior can be influenced by the exercise of power and authority but merely relying on these elements for desirable behavior in the organization may not bring result to the maximum efficiency. The exercise of power and authority may not be having long-term effect on the motivation of people and they may not be enthusiastic to contribute willingly for the achievement of organizational objectives. Such a willing co-operation can be achieved through right leadership which has a long-term effect on the people for positive behavior. Thus leadership is an essential ingredient for successful organization.

The successful organization has one major attribute that sets it apart from unsuccessful organization that is dynamic and effective leadership. However, the role of leadership can be fully realized in the organization only when appropriate leadership pattern is followed. This makes managers essential to understand and identify the various styles available. This chapter presents the various aspects of leadership so as managers can adopt a suitable leadership style in their organizations.

10. 1 Objectives

- ❖ To understand the basic content of leadership as a process of influence

- ❖ To understand the various leadership styles so that managers can adopt suitable style.
- ❖ To identify how leaders emerge.
- ❖ To identify the various leadership styles in Indian organization for understanding the style frame work.

10. 2 Leadership: An overview

Another important tool of directing is leading. Leading is an activity on the part of the managers to get something done by others, willingly and not by compulsion. Leadership is the process of influencing subordinates in the organization for the achievement of organizational objectives. It's the manager's ability to induce his employees to perform their job confidently and enthusiastically.

10. 3 Formal and informal Leadership

Leaders arise in many situations. Even informal social groups have leaders. When groups endure and become formal, the persons are elected leaders. Normally, the persons elected to offices are the ones who are the natural leaders of the groups. Their views get attention from the members even without formal election, but with election those natural leaders are consciously acknowledged. Researches on small groups show that those persons who emerge as informal leaders are perceived by other group members as being the best able to satisfy the group needs and that the leaders, therefore, are enabled to influence other members. A leader derives his influence from the members feeling or intuition that he can help to satisfy their guidance.

When a person, either, such informal leader or some one else, is appointed in a superior capacity, the natural leadership relationship relations change.

Such change occurs in two respects. First, when a person is appointed in superior capacity, he gets certain authority from the organization. This authority enables him to increase or decrease the satisfaction of his subordinates. Secondly, because of appointment, However, an appointed leader cannot solely rely upon the use of authority for getting desired results from his subordinates because, as discussed earlier, subordinates seldom put maximum effort under the pressure of authority. Thus a chief executive having more authority, but lacking leadership qualities, may be less effective as compared to a foreman with less authority but high degree of leadership qualities, regardless of these differences between formal and informal leaders, however, a leader is able to direct the action of his followers because they believe he can provide rewards that satisfy their needs.

10. 4 Leadership styles

Leadership styles are the patterns of behavior which a leader adopts in influencing the behavior of his followers in the organizational context. These patterns emerge in the leader as he begins to respond in the same fashion under similar conditions. He develops habits of actions that become somewhat predictable to those who work with him. There are many dimensions of authority. Orientation- or his subordinates either by giving a reward or by imposing a penalty.

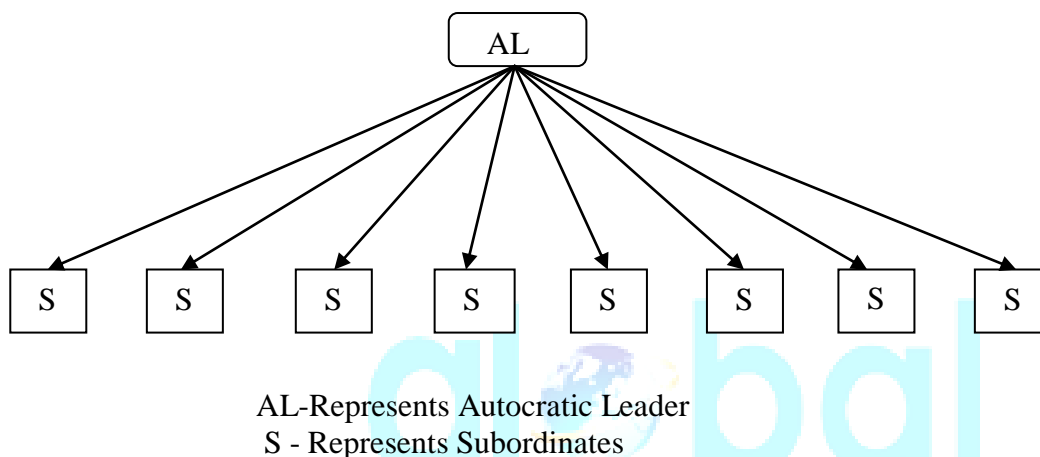
All these styles are leader or oriented. There may be situation and follower-oriented styles. However some elements of other classification may appear. The availability of the various styles suggests that there cannot be a single best style which can always be adopted.

Autocratic-participative-Free –rein Leadership

According to this dimension, there are three leadership styles:

1. Autocratic leadership
2. Participative leadership
3. Free-rein leadership

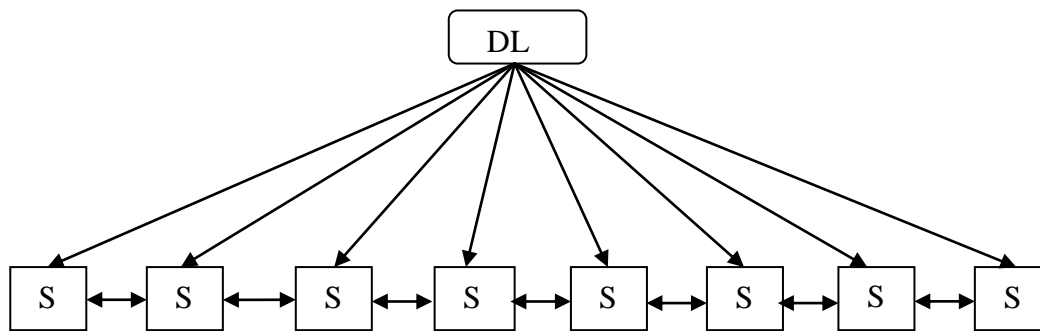
Autocratic Leadership. This is also known as authoritarian, directive Or homothetic style. In autocratic leadership style, a manager centralizes decision-making power in himself. He structures the complete work situation for his employees and they do what they are told. Here the leadership may be negative because followers are uninformed, insecure, and afraid of leaders authority. There are three categories of autocratic leaders.



- (a) Strict autocrat. He follows autocratic styles in a very strict sense. His method of influencing subordinates behavior is through negative motivation, that is by criticizing subordinates, imposing penalty, et.
- (b) Benevolent autocrat. He also centralizes decision-making power in him, but his motivation style is positive. He can be effective in getting efficiency in many situations. Some people like to work under strong authority structure and they derive satisfaction by this leadership
- (c) Incompetent autocrat. Some times superiors adopt autocratic leadership style just to hide their incompetency, because in other styles they may be exposed before their subordinates. However, this cannot be used for a long time.

Participative Leadership: This style is also called democratic, consultative or Ideographic. Participation is defined as mental and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in them. A participative manager decentralizes his decision-making process.

Instead of taking unilateral decision, he emphasizes consultation and participation of his subordinates. Subordinates are broadly informed about the conditions affecting them and their jobs. This process emerges from the suggestions and ideas on which decisions are based. The participation may be either real or pseudo. In the case of former, a superior gives credit to subordinates suggestions and ideas in taking the decisions while in the case of latter the superior preaches participation in theory, but really he does not prefer in it practice.

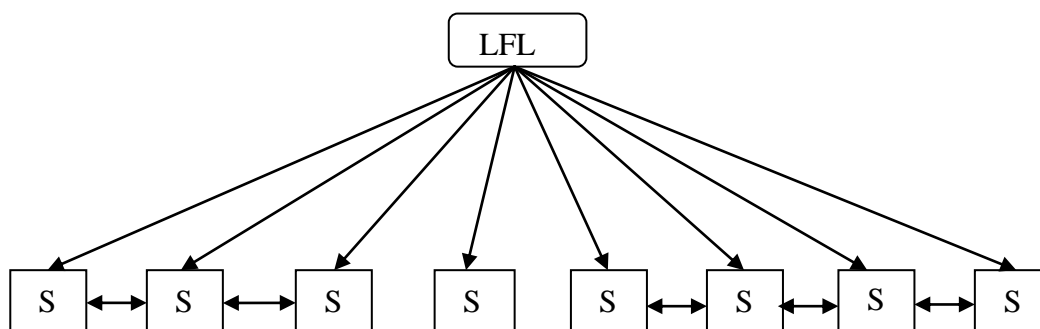


DL-Represents Democratic Leader
S - Represents Subordinates

There are various benefits in real participative management. These are as follows:

1. It is a highly motivating technique to employees as they feel elevated when their ideas and suggestions are given weight in decision-making.
2. The employee productivity is high because they are party to the decision. Thus, they implement the decisions whole-heartedly.
3. They share the responsibility with the superior and try to safeguard him also. As someone has remarked, "The fellow in the boat with you never bores a hole in it is quite applicable in this case too."
4. It provides organizational stability by raising morale and attitudes of employees high and favorable. Further, leaders are also prepared to take organizational positions.

Free Rein. Free rein or laissez-faire technique means giving complete freedom to subordinates. In this style, manager once determines policy programmes and limitation for action and the entire process is left to subordinates. Group members perform every thing and the manager usually maintains contacts with outside persons to bring the information and materials which the group needs.



LFL-Represents Laissez-Faire Leader
S - Represents Subordinate

This type of style is suitable to certain situations where the manager can leave a choice to his group. This helps subordinates to develop independent personality. However, the contribution of manager is almost

nil. It tends to permit different units of an organization to proceed at cross-purpose and can degenerate into chaos. Hence, this style is used very rarely in business organizations.

10. 5 Personal Characteristics of Leaders

1. It's a process of influence exercised by a leader.
2. Leadership is the personal quality of an executive.
3. It may differ from situation to situation.
4. It is concerned with laying down goals and policies for followers
5. A good leader takes initiatives.
6. Leadership is the ability to persuade others.

10. 6 Summary

Leadership is a process of influencing group activities towards the achievement of goals. Leadership differs from management in the sense that the former leads people and the latter manages people and things.

Power and authority show the leadership capabilities. The authority power and its types are discussed. The various types of power are reward power, coercive power, referent power, legitimate power and expert power.

The prominent theories of leadership are trait theory, behavioral theory, and situational theory. Liker's leadership style is diagrammatically represented. Some theories based on this leadership styles are fielders contingency theory. Hersey and Blanchard's situational theory, path-goal theory. And managerial grid theory. The transactional leadership is managing transactions between organizations transformation. Transformational leadership is changing the peoples attitudes.

Organizational politics is something that is inevitable whether one likes it or not. Understanding politics and handling it with tactics will make an individual reach places.

10. 7 Exercises and Questions

Questions

1. Illustrate Fiedler's contingency theory
2. Discuss the different theories of leadership
3. Describe authority power relationships
4. What is liker's system-4 management?
5. Briefly identify the major leadership styles from Blake and moutons managerial grid.
6. Distinguish between transactional and transformational leadership
7. A good leader is not necessarily a good manager Discuss
8. Examine the leadership styles followed by Indian managers.

10. 8 Answers to check you progress

Case study

Leadership-Indra Nooyi way

This case examines the importance of strategy and leadership in the transformation of a company. It highlights the strategic vision and leadership style of pepsi Co's CEO Indra K. Nooyi. Nooyi started her

career at pepsi co in 1994 as senior vice president (strategic planning). She rose to the post of CFO in 2001 and later became the CEO in 2006. During her tenure at pepsi co, she undertook a number of strategic initiatives. Nooyi recommended spin off taco Bell, KFC and pizza hut arguing that pepsi co couldn't bring enough value to the fast food industry with restaurant businesses as it required dedicated services Indus try management. Nooyi also led the acquisition of Tropicana in 1988 and merger with Quaker Oats Company in 2001

When Nooyi became the CEO of Pepsi Co. , the primary goal advocated by her was to achieve, performance with purpose. She implemented a number of measures to improve the sustainability of the company's operations and image by focusing on improvements in the health implications of Pepsi Co's products. She focusing on improvements in the health implications of pepsi Co's products. She expanded Pepsi Co's business into developing markets worldwide and focused on increasing the composition of healthy foods in pepsi Co's product portfolio.

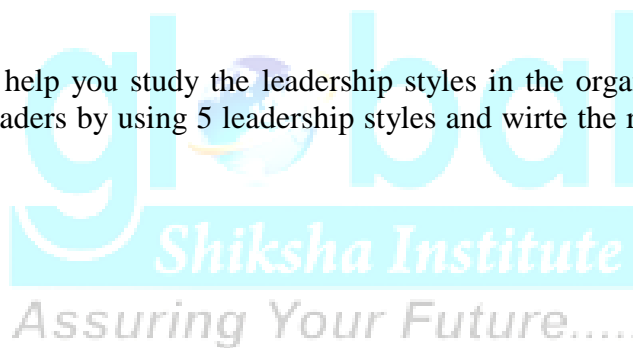
Questions

1. What is the role of strategic and transformational leadership in management?
2. Appreciate the strategic vision of Indra Nooyi
3. Comment on the leadership style of Indra Nooyi.

Self Assessment exercise

This exercise is designed to help you study the leadership styles in the organization. You can select your response for the following leaders by using 5 leadership styles and write the right answer on the right hand side of each statement

1. Autocratic
2. Benevolent autocrat
3. Democratic
4. Consultative
5. Participative



Leaders

- | | |
|------------------|-------|
| 1. Adolp Hitler | _____ |
| 2. Indira Gandhi | _____ |
| 3. Barack Obama | _____ |
| 4. Jayalalitha | _____ |
| 5. Mukesh Ambani | _____ |
| 6. Anil Ambani | _____ |
| 7. Rahul Bajaj | _____ |
| 8. Laxmi Mittal | _____ |

9. Sunil Bharati Mittal _____
10. Azim Premji _____
11. Narayanamurthy _____
12. Deepak parekh _____
13. Sonia Gandhi _____
14. Varun Gandhi _____
15. Osama bin Laden _____
16. Prabakaran _____
17. Advani _____
18. Tulsi Tanti _____
19. Malvinder Singh _____
20. Dhirubhai Ambani _____

10. 9 Further readings.

1. James M. Burns: Leadership, Harper & Row New York, 1978
2. David J. Cherrington: Organizational Behaviour, Allyn and Bacon, Boston, 1994
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UNIT XI

INTER GROUP RELATIONS AND CONFLICT MANAGEMENT

STRUCTURE

- 11. 0 Introduction
- 11. 1 Objectives
- 11. 2 Interdependence of Groups
- 11. 3 Nature of Conflict in organizations
- 11. 4 Changing view of conflict
- 11. 5 Types of conflict situations
- 11. 6 The causes of Conflict
- 11. 7 Conflict Management
- 11. 8 Transactional Analysis
- 11. 9 Negotiation
- 11. 10 Third party role in negotiations
- 11. 11 Summary
- 11. 12 Exercises and Questions
- 11. 13 Answer to check you progress
- 11. 14 Further Reading



11. 0 Introduction

Conflict in some form or extent is part and parcel of human life. Organizations are also not free from conflicts. They face different types of conflicts which have both positive and negative connotations and consequences. The differences are to be treated impersonally and discussed on a common platform in order to get the positive results. On the other hand, if the conflicts are personally taken and become ego, status and interest points of difference, only negative results can be observed in the organization. Hence hitting positive

or negative results due to the conflicts, which arouse in the organization, it is left to the management. If the management wants to get resolved? Conflicts arise when a person or group negatively affects or is about to negatively affect disagreement over a fact. Conflict is the incompatibility of goals and difference or be productive, cooperative and satisfying, does not fulfill the expectation. They must be looked into and managed for useful purposes. The management must analyze the situation and decide whether to stimulate it or resolve it. Thomas and Schmidt have found out that managers spend up to twenty per cent of their time in dealing with conflict situations. Hence, it is necessary that managers should understand the type of conflict that they have to deal with so that they can devise some standardized techniques to deal with common characteristics of conflicts in each type of category.

11.1 Objectives

Conflicts in organizations is seen as the outcome of organizational politics because individuals, groups, units and departments attempt to influence the decisions made towards their own interests. Normally, such influences are made at the expense of others interests. This perspective holds the causes of conflict to be rooted in difficult situations rather than difficult people, and also implies a conflict management strategy that changes the situation rather than the people.

11.2 Interdependence of Groups

In organizational set up, groups cannot remain independent. They have to depend on others for raw materials, resources, information, or assistance in performing a task. Higher the level of exchange of resources among groups, higher would be the degree of interdependence. The nature of such interdependence varies in different relationships, which can be classified into four categories namely, pooled interdependence, sequential interdependence, reciprocal interdependence, and team interdependence. We shall now discuss them briefly as shown below:

1. **Pooled Interdependence:** Pooled interdependence occurs where groups rely on each other only because they belong to the same parent organization. Manufacturing divisions in an organization having independent products have pooled interdependence only. Such groups may have limited interactions except that they compete for the allocation of limited resources.
2. **Sequential Interdependence:** Sequential interdependence occurs when one group's operations proceed and act as prerequisite for the second group's operations. Assembly line departments can be cited as examples here. In this relationship, the second group in sequence may experience difficulty in accomplishing its tasks if it does not interact effectively with its predecessor. Where collaborative relations do not exist between these groups, conflict and sabotage may occur.
3. **Reciprocal interdependence:** Groups where the operations of each precede and act as prerequisites to the functioning of the other have reciprocal relationship. The labour union and managements relation can be called reciprocal relationship because they both depend on each other. Here each group relies on the other to perform its own job effective any problems between the highest requirements of coordination and integration.
4. **Team interdependence:** Where multiple groups interact, reciprocal interdependencies may be multiplies. In this case, each groups operation precede and act as prerequisites for every other groups operations when their functioning is considered over time. Various departments like sales, advertising, market research in marketing division etc. are some of the examples of team

interdependence. Groups with team interdependence have the greatest potential for conflict and the highest requirements of coordination and integration.

11.3 Nature of Conflict in organizations

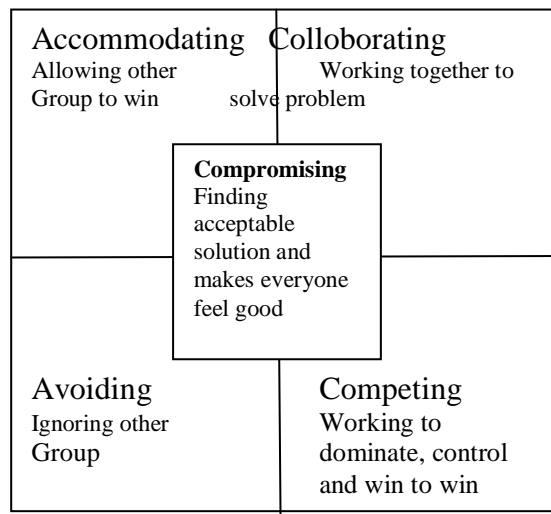
1. The decision may be reviewed –When there is disagreement between employees over a certain decision, the decision is reviewed. The pros and cons of the decision will be analyzed thread-bear. In the absence of a conflicting situation in the workplace, certain bad decision may also take and implemented to the detriment of the employees.
2. Communication relationships improve-Conflicts over any issue give scope for employees to discuss the same in a forum. This improves communication relationships among employees and paves way for a consensus on the issue.
3. There is scope for finding a better solution to the problem under consideration. -When solution to any problem in the workplace is accepted without any kind of resistance; there may be a tendency to thrust the views of a group on others. But when every individual is prepared to highlight the strong and weak points of an alternative course of action best solution can be found to any problem.
4. Stagnation is avoided- Contemporary organizations need people who are dynamic. A person who blindly accepts the views of others cannot be called dynamic. The merit and demerits of any proposal must be thoroughly discussed in order to derive optimum benefits out of it. Existence of disagreement among employees, thus, eliminated stagnation and makes the organization a progressive one.
5. Employees are relieved of their mental stress-When an employee is not satisfied with a particular decision of his employer or the fellow-employees he gets disturbed mentally. When he expresses his dissent or displeasure in a forum, he feels mentally relieved no matter whether his views are accepted or rejected.

11.4 Changing view of conflict

Conflict management consists of diagnostic process, interpersonal styles, negotiation strategies and other interventions that are designed by avoid unnecessary conflict and reduce it. The ability to understand and correctly diagnose conflict is essential to manage it. There are four basic varieties of conflict. Regardless of forms it takes. The essence of a conflict is incompatibility.

- **Avoiding**
Avoiding a low style on both assertiveness and cooperativeness. A person uses this style to stay away from conflict, ignore disagreements or to remain neutral. The avoidance approach is an aversion to tension and frustration and may involve in a decision to let a conflict work itself out. Because ignoring important issues often frustrates others, the consistent use of avoidance style usually results in un favorable evaluations by others.
- **Accommodating**
The accommodating style refers to cooperative and unassertive behaviours. Accommodation may represent an unselfish act, a long-term strategy to encourage cooperation by others, or a submission

to the wishes of others. Individuals using the accommodating style are typically evaluated favourably by others, but they will also be perceived as weak and submissive.



A style in which one is concerned that other party's goals be met but relatively unconcerned with getting one's way is called accommodating. In this style one party willing to sacrifice in the interest of the other party. Over reliance on accommodating has their danger too. If a manager constantly defers to others may lose respect for him. In addition, an accommodating manager lose his self-esteem.

- **Competing**

This type of style is characterized by high assertion and low cooperation and represents a win-lose approach to an interpersonal conflict. Those who use competing approach try to achieve their own goals without any concern for others. This style includes aspects of coercive power and dominance. It may help a person achieve individual goals, but will tend to result in unfavorable evaluations by others.

In this style, one tries to meet one's goals at the other parts expense. Much reliance on competing strategy may be dangerous because one who does so may become reluctant to admit even when he/she is wrong. He/she may find himself/herself surrounded by people who are afraid to disagree with him/her.

- **Compromising**

The comprising style is intermediate between both the assertive and co-operative dimensions. An individual using this style engages in give and take policy and may make a series of concessions. Compromising is commonly used and widely accepted as means of resolving conflicts.

- **Collaborating**

Collaborating style is marked by both assertiveness and cooperativeness. It is a win-win approach to interpersonal conflict handling. The person using collaboration desires to maximize joint result. An

individual who uses this style tends to see conflicts as natural, helpful and even leading to a more creative solution if handled properly.

Collaborating exhibits trusts and recognizes that when conflict is resolved to the satisfaction of all, commitment to the solution is likely. An individual who uses collaborating style, is often seen as dynamic and evaluated favorably by others, in this style, a creative solution usually emerges because of the joint efforts of both the parties who are keen on gaining from the situation without hurting the other.

11.5 Type of conflict situations

In organization conflicts exist at different levels as shown in table we shall now discuss them briefly

1. Individual Level conflict

It can be again divided into two namely, 1. Intra-individual level conflict and 2. Inter-individual Level Conflict

Intra-individual level conflict

Intra-individual conflict is one, which takes place within an individual itself. Such a conflict generally arises due to incompatibility between individual goals and organizational goals. Besides, widespread uncertainty and scarcity of acceptable alternative are the other situations where conflicts arise. Goal incompatibility arises only when the individual feels that all his personal goals can't be reconciled with the organizational goals.

Uncertainty in a situation occurs by complexity of the account of non-acceptance of organizational alternative to the individual. March and Simon say individual dissatisfaction is the outcome of disparity between aspiration levels and achievements, the higher is the probability of intra-individual conflict. There is a possibility that there are a number of competing goals and roles within every individual. There are three type of conflicts, which every individual normally experiences in him. They are as follows;

1. Frustration
2. Goal Conflict, and
3. Role Conflict

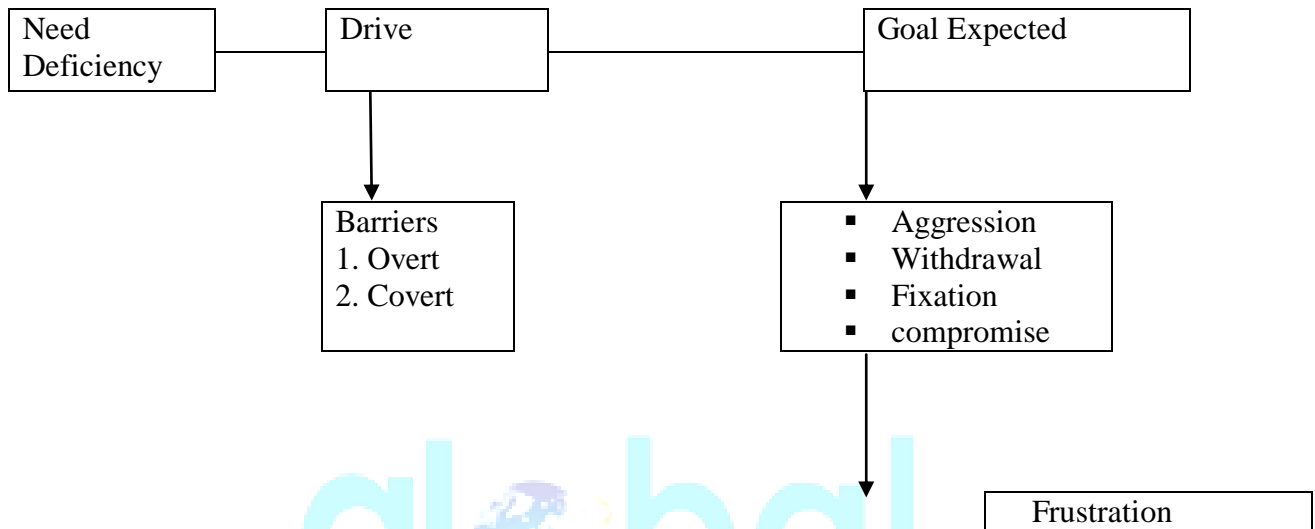
Conflict Level	Sub-types	Parties Involved
1. Individual	Intra-Individual Intra-Individual	Within an individual itself Line Manager and staff expert
2. Group	Intra-group Intra-group	Senior managers and middle managers. Union and management
3. Organizational	Intra-organizational Intra-organizational	Within an organization Between organization

CONFLICT DIFFERENT LEVELS

1. Frustration

Frustration occurs at the time when the expectations are not fulfilled. There are several barriers which stand in the way of achieving the desired goals. Such barriers create frustration among employees. Employees react to the barriers and resort to techniques like aggression, withdrawal, fixation and compromise. The expectation in a man arises out of a need deficiency. When employees feel the need, they develop drives to achieve the goal after overcoming the barriers.

The drive to achieve the goal is reduced by barriers such as overt and covert. Overt barriers are those, which are outward and physical. They influence the goal achievement process and create frustration. On the other hand covert barriers are inward and mental. Learning helps to reduce covert barriers.



FRUSTRATION AND BARRIERS

The employees resort to defense mechanisms for reducing the impacts of barriers. Some of such mechanisms are-

1. Aggression-Blaming the barriers and abusing them for non-achievement of the goal.
2. Withdrawal- Withdrawing from the barriers and become restless to achieve the goal.
3. Fixation-Fixing the goal and try again to attain the goal.
4. Compromise-Compromising with the situation if they are unable to achieve the goals, and satisfy themselves with whatever is achieved.

Frustration results in non-compliance of the job and non-achievement of the goal in the beginning. If employees are motivated to reduce the frustration, they try harder to overcome the barriers. They direct their functions towards achievement of the goals. Frustration is unhealthy for employees. It should develop the adjustment process. People should try harder to overcome frustration and the causes of frustration.

2. Goal Conflict

Goal conflict arises under any of the following situations

1. approach-approach conflict:

The approach-approach conflict is one, which arises when individuals are in a position to choose between two or more positive but mutually exclusive goals. It is a case of cognitive dissonance. It refers to a state of psychological discomfort.

Persons who are motivated with dissonance are highly motivated to reduce or eliminate it. In this situation, the individual is trying to decide upon one or another of two attractive goals, which are of mutually exclusive ones. It hardly seems to be a conflict as others because whichever the choice the individual makes, he will be to positively valued outcome. The problem arises when the desirability's are roughly are anxious to take corrective decisions. In qual. This type of conflicts has only least impact on organizational behavior.

2. Approach-Avoidance conflict:

The approach-avoidance conflict refers to a conflict where both positive and negative characteristics are motivated to achieve the goal. Other times they are motivated to avoid the goal. When this type of conflict takes place, the employees are anxious to take corrective decisions. In such cases internal conflict and stress are visible. Hence, this type of conflicts creates health problems to employees. To illustrate this type of conflict in organization behavior the following example is given. who are engaging in long-term planning formulate the plans with a greater confidence of implementing it in a successful manner.

3. Avoidance-Avoidance conflict:

The avoidance-Avoidance conflict is one, which reveals two or more negative but mutually exclusive goals. These goals are normally unattractive. This type of conflict is easily resolved. Many employees avoid the goal achievement approach in the case of goal incompatibility. People may leave the organization if they are not able to get an search for another job. This may produces quiet with the situation of continuing in the organization versus quitting the job and leaving the organization.

Goal conflicts are used to motivate people. When the realized conflicts resolved, people are motivated to achieve goal through the building up of compatibility. In order to integrated individual goals and organizational goals it is necessary that goal conflict is to be understood by the organizations. The management should try to resolve goal conflicts by way of building compatibility.

3. Role Conflicts

Role ambiguity is another cause of intra individual conflict. People play their respective roles in an organization as per their status and cadre. In organizations, each person is expected to behave in a particular manner while performing a specific role. Many a time, employees are unable to understand clearly their respective roles. They perform whatever they find convenient. Expectation from the employees to person their role also creates conflicts because expectations may not be fulfilled. There are four type of role conflicts there are

1. Intra sender role conflict-here the expectations from a single member of a role set may be incompatible. This occurs when a person is called upon to perform a work within specified limit but it cannot be possible to do the work within that limit.
2. Inter sender role conflict-here the expectations sent from one sender are in conflict with those from one or more other senders.

11. 6 The causes of Conflict

1. Change in work patterns-When the employees are asked to adopt a different pattern of work, conflicts may arise between them on whether or not to accept such a proposal and update themselves to be able to be able to discharge their responsibilities as per the new pattern of work. Such a problem arose in the past in most organizations when the employees were asked to learn computer operation.
2. Differences in perception- The perception of any issue by different individual will not be identical. One of the main reason why conflicts arise in the workplace is that the perception of employees of any organizational matter differs. If one person favors the management proposal to revise timings another person may oppose it.
3. Differences in values-Difference in the value system of individuals are yet another factor contributing to conflicts. For example, an employee, who has certain grievances, may want to show his protest to the management by striking work. On the other hand, another employee, who also has grievances, may show his protest by fastiong in the workplace. It is mainly because of the differences in the value systems of differences when a strike by certain employees when a strike call is given
4. Availability of options-Another reason why conflicts take place in the workplace is that often the employees have options, e. g. , day shift or night shift, time-wage or both, salary or commission or both, whether to take part in the strike or not in response to a strike call given by the trade union and so on. If there is only one option conflicts probably may not arise
5. Allocation of limited resources-Resources are always scare in relation to demand. For example, when the funds available are limited, the managed may find it difficult to meet the demands of different departments. In such a situation, if the production department wants new machinery may ask the two department t sort out the issue amongst themselves as the demand of one of them alone can be met. This may result in conflicts between the staff of the two departments.
6. Inter-dependence-Conflicts arise due to the problem of inter-dependence between individuals and departments. For example, marketing depends on production; production depends on purchase of raw-materials and availability of finance. When the production department has not adhered to its schedule, the sales people will not be able to meet their commitments. This provides scope for conflicts.
7. Unequal work-load- When there is disparity in the work-load of employees operating the same level, conflicts are sound to arise. This might have been done deliberately or inadvertently.
8. Biased assessment of subordinates-Some superiors shows favoritism while appraising the performance of their subordinates. Favoritism is shown based on caste, religion, sex etc. As a result, an employee who deserves a higher rating would have been given a very low rating and vice versa.
9. Unattainable targets-Some superiors set targets for their subordinates that are unattainable. It might have been done internationally or unintentionally. In case it provides scope for conflicts in the workplace.
10. Lack of trust and confidence-Lack of trust and confidence is yet another cause of conflicts. Some superiors have a feeling that their subordinates always shirk duties and are inefficient and incapable. As a result, they are always harsh in their approach. Similarly, some subordinates also have a feeling that their superiors are unreasonable. Such subordinates also have a feeling that their superiors are unreasonable. Such an atmosphere provides scope for conflicts to take place.
11. Threat to status quo-Any change taking place in the organization that disturbs the existing status pattern of the employees also gives rise to conflicts. For example, certain privileges enjoyed by the employees

may be withdrawn; additional responsibilities may be given to them. Their work-load may be increased. These changes affect status quo.

11. 7 Conflict Management

Conflict management techniques can be divided into two type's namely. 1. Conflict Resolving and 2. Conflict Stimulating.

1. Conflict Resolving

Conflict resolution refers to a process, which has as its objective the ending of the conflict between the disagreeing parties.

Conflict Resolution Approaches

The approaches of resolving conflict is dynamic in that, if you do something to me, I react and in respond to my reaction. Kenneth Thomas (1976) identifies five conflict-resolution approaches each of which was based on two dimensions namely.

1. How assertive or unassertive each party is in pursuing its own concerns?
2. How cooperative or uncooperative each is in satisfying the concerns of the other?

The five approaches to conflict resolution he labeled.

1. Competition (Assertive and Uncooperative)
2. Collaborative (Assertive and co-operative).
3. Avoidance (unassertive and uncooperative)
4. Accommodation (unassertive and co-operative)
5. Compromise (mid-range on both dimensions).

Thomas (1977) also identified the types of situations in which each conflict-resolution orientation was to be referred over another. Unless the manager was flexible and capable of switching between styles, their ability to resolve conflicts effectively would be limited. In practice all individuals, whether managers or not, habitually use only a limited number of styles to resolve all the conflicts in which they are involved. It is not surprising that their success is limited.

Another issue, which is important in conflict resolution, is the outcome of conflict resolution. This is important in the sense that a new conflict between the parties may depend on the conflict aftermath. Conflict resolution outcomes are presented.

Out of the four possible outcomes of conflict resolution, win-win situation is ideal, as both the parties feel satisfied. In lose-lose outcome both parties feel cheated. In other two alternatives only one party wins at the cost of the other, and the conflict becomes a zero-sum game. Such a situation may generate more conflicts in future.

Approach	Objective	Your posture	Supporting	Likely
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			Rationale	outcome
1. Forcing	Get your way	'I know what's right. Don't question my judgment or authority'.	It is better to risk causing a few hard feelings than to abandon the issue.	You feel vindicated, but the other party feels federated ad possible humiliated.
2. Avoiding	Avoid having to deal with conflict	'I'm neutral on that issue. Let me think about it. That's someone else's problem.'	Disagreements are inherently bad because they create tension.	Interpersonal problems don't get resolved, causing long-term frustration manifested in a variety of ways.
3. Compromising	Reach an agreement quickly	Lets search for a solution we can both live with so we can get on with our work	Prolonged conflicts distract people from their work and cause bitter feelings.	Participants go for the expedient, rather than effective, solutions.
4. Accommodating	Don't upset the other person	'How can I help you feel good about this? My position isn't so important that it is worth risking bad feelings between us'.	Maintaining harmonious relationships should be our top priority.	The other person is likely to take advantage.
5. Collaborating	Solve the problem together	'This is my position what is yours? I'm committed to finding the best possible solution. What do the facts suggest?'	Each position is important though not necessarily equally valid. Emphasis should be placed on the quality of the outcome and the fairness of the decision-making process	The problem is most likely to be resolved. Also, both parties are committed to the solution and satisfied that they have been treated fairly.

COMPARISION OF CONFLICT RESOLUTION APPROACHES

Win-win	Win-lose

Win	Lose-win	Lose -lose
Party A's outcomes		
Lose		
	Win	Lose
	Party B's Outcomes	

OUT COMES OF CONFLICT RESOLUTION

2. Conflict stimulation Devices

There are situations where what is needed is more and not less conflict. At the organizations level, Kottler (1996) discussed the dangers of complacency and the need to drive employees out of their comfort zones. Amongst the complacency smashing and potentially conflict- stimulating techniques used by senior management were the following:

1. Create a crisis by allowing a financial loss to occur or an error to blow up.
2. Eliminate obvious examples of excess like corporate jet fleets and gourmet dining rooms.
3. Set targets like income, productivity and cycle times so high that they can't be reached by doing business as usual.
4. Share more information about customer satisfaction and financial performance with employees.
5. Insist that people speak regularly to dissatisfied customers, unhappy suppliers and disgruntled shareholders.
6. Put more honest discussions of the firm's problem in company newspapers and management speeches. Stop senior management's "**Happy Talk**"

11.8 Transactional Analysis

Transactional analysis relates to people interactions with reference to social transactions. It helps in predicting the future patterns of behavior of an individual through an indicators position, which he has selected for himself. It is a method of analyzing and understanding behavior. It is the study of social transactions between people. It is a method of analyzing and understanding behavior. It is the technique used to help people better understand their own and others behavior, especially in interpersonal relationships. Courses in transactional analysis are given to managers to help them improve interpersonal communications and effectiveness. Eric Berne developed transactional analysis for psychotherapy in 1950. It was published in book form as "Games people play" in 1964. This analysis provides a better understanding of how people react with each other while communicating and behaving in society. Thomas Harries in his book known as "I am OK-you are OK" has popularized transactional analysis. Behaviorists have discussed transactional analysis under two main heads namely: 1. Ego states and 2. Life positions.

Ego States

Ego states refers to the psychological analysis of interaction. According to Freud, there are three sources within the human personality that stimulate, minor and control behavior such as ID, Ego and super ego. Freud has discussed ego for personality development. Transactional analysis seems to be an outgrowth of the Freudian concept of Id, Ego and super ego. Ego is the relatively in between the morality of Id and the more practical super ego. It keeps the impulsive Id and the conscience of the superego within control. Similar to Freudian concept, Eric Berne suggests that the people have though in different degrees-three-ego-state-Id, Ego and super ego and the behavior of a person shows which of these three ego states is operating at a particular moment. In other words his behavior is governed by a particular ego-state in a particular moment. Transactional analysis uses this theory for identifying these three important ego states.

Complementary Transaction

Complementary transactions help to increase a cordial relationship. They occur when the receiver and sender of the ego states are in reverse order. Here the communication continues along parallel lines between individuals. The complementary transactions include the following stages.

1. Description of behavior.
2. Expressing the feelings
3. Negotiating a change
4. Empathizing
5. Indicating consequences.

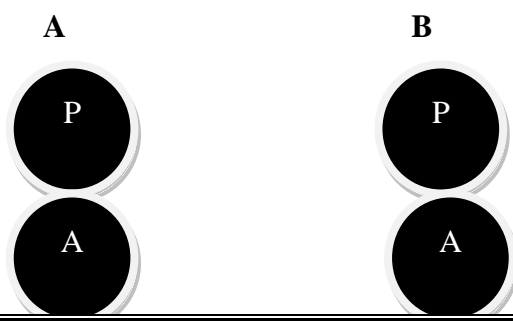
The manager asks the employees to obey his order but the employees deny this order for the time being although they perform it ultimately. If a manager transacts in a parent to child pattern, employees tend to behave from a child state. If a manager behaves in an adult to child pattern with employees are unwilling to oblige the manager. Adult to adult state helps the manager to sit together with employees to sort out the problem. Adult to adult transactions are more effective in an organization. Similarly parent child complementary transactions are also helpful for organizational performance.

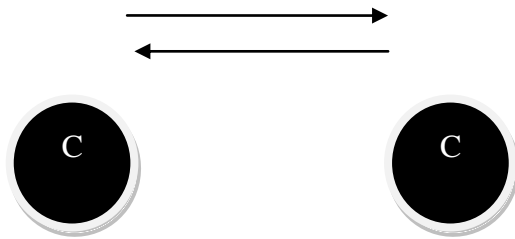
Examples of complementary transaction are as below:

I. Conversation between A and B

1. A -What is the time please? (Question comes from Adult A-A)
2. B - It is 2. 00 P. M (The response goes from the Adult A-A)

In this conversation, A and B are satisfied and communication is complete as both operate from their adult ego.





Here,

P represents -parent

A represents- Adult

C represents – Child

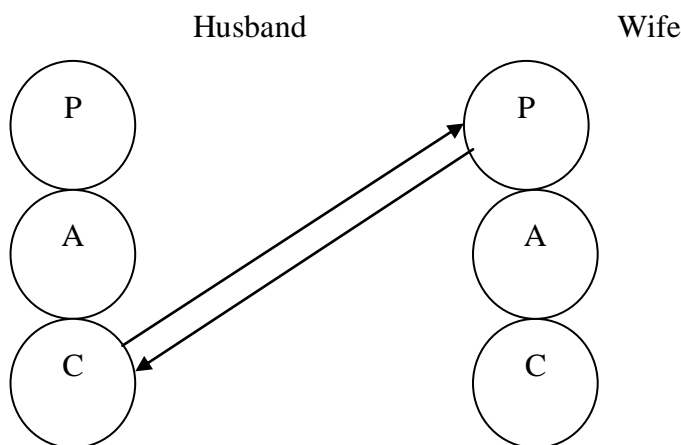
Complementary Transaction (A-A)

II. Conversation between supervisor and operator:

1. Supervisor -Have you finished your job? (A-A)
2. Operator -Yes sir, I finished it long back and it has already been delivered
To the assemble section (A-A)

III. Conversation between Husband and Wife:

1. Husband - I cannot take this medicine, it is bitter in taste. (C-P)
2. Wife -You should take this medicine. I will give you sugar
Afterwards (P-C)

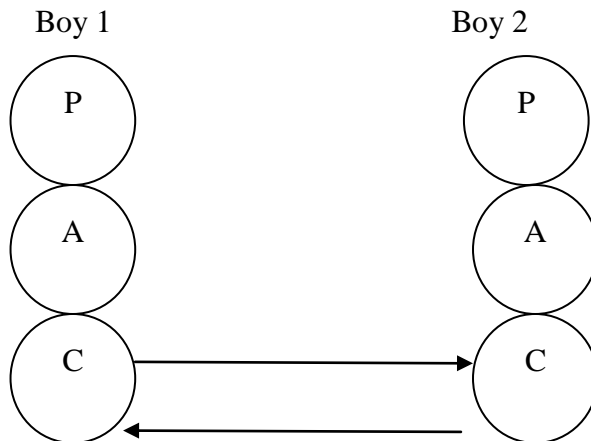


COMPLEMENTERY TRANSACTION (C-P)

2. Conversation between two small Boys:

Boy 1 -Let us play. You become Thief and I will be a police (C-C)

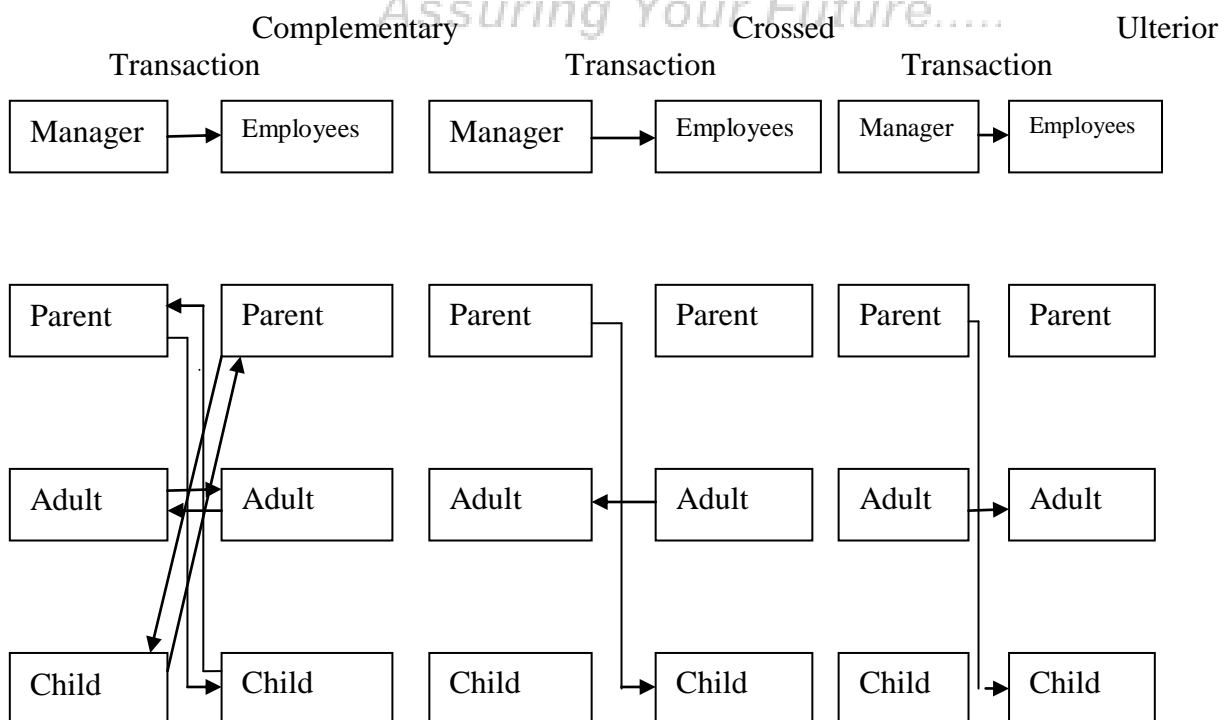
Boy 2 - No. Let me become a police, you play the role of Thief. (C-C)



COMPLEMENTARY TRANSACTION (C-C)

2. Crossed Transactions

Crossed transactions are non-parallel. Crossed transactions are also known as non complementary transactions. They occur when the message sent by one persons ego state is reacted to by an incompatible, unexpected ego state on the part of the other person. In this type of communication the vectors cross and communication ceases at that point of time. Crossed transactions inhibit creativity, free thinking and social interaction. For example, the manager behaves in the parent – to child ego state, while the employees react only in the adult to adult ego state. The employees are in another state, although the manager attempts to communicate from a basic ego state.



TRANSACTIONAL ANALYSIS

The manager explains the message and transactions in a parent ego state or adult-ego state, but employees receive it in a different ego state and behave differently. If the manager asks them to perform a job, the employees may not follow his orders. They may flatly refuse, saying that they are unconcerned about the job. Communication tends to block the accomplishment and conflicts follow soon after crossed transactions. If both the manager and employees transact at the same ego state the problem may not arise. However, in case of crossed transactions, conflicts are bound to occur. An example of complementary transaction is given below:

1. Supervisor-How many pieces of job have you made by now?(A-A)
2. Worker - Don't disturb me: When I complete, I will let you know about it. (P-C)

3. Ulterior Transactions

The transactions between employees and managers are influenced by factors other than the ego state, although the ego state is realized in the transaction. A misunderstanding is observed. This communication has double meaning. At the surface level, we have a clear adult message, whereas, there is a hidden message on the psychological level. In this type of transaction, one may be socially acceptable on the surface but at the interior level one may have different meaning. For example, one may show his hospitality on the surface but may pull the leg of other in the form of jokes. To take another example, Mr. X says on the face to Mr. Y, "You need not worry I am there to help you". But Mr. X's interior motive may be to make Mr. Y dependent on him. Another example is the manager says that the employees are free to reach him at any time, but the employees feel that the manager is unwilling to solve their problems. The manager is behaving apparently in a parental way, although the employees realize it in an adult ego state.

11. 9 Negotiation

Negotiation an important role in resolving conflict. Four of the most important behaviors are setting goals. Gathering information, communicating effectively and making concessions.

Goal setting

Research consistently reports that people have more favorable negotiation results when they prepare for a negotiation and set goals. In particular, negotiators should carefully think through their initial offer, target and resistance points. They need to consider alternative strategies. In case the negotiation fails negotiators also need to check their underlying assumptions, as well as goals and values. Equally important is the need to research what is the other's subject, and the fallback position.

Gathering information

Seek to understand before for seek to be understood. This popular philosophy from management guru Stephen Covey applies to effective negotiations. It means that we would spend more time listening closely to the other party and asking for details. One way to improve the information gathering process is to have at least one person participate in negotiations.

Communicating effectively

Effective negotiators communicate in a way that maintains effective relationships between the parties. Specifically they minimize socio-emotional conflict by using on issues rather people. Effective negotiators also avoid irritating statements such as "I think you'll agree that this is a generous offer. Third effective

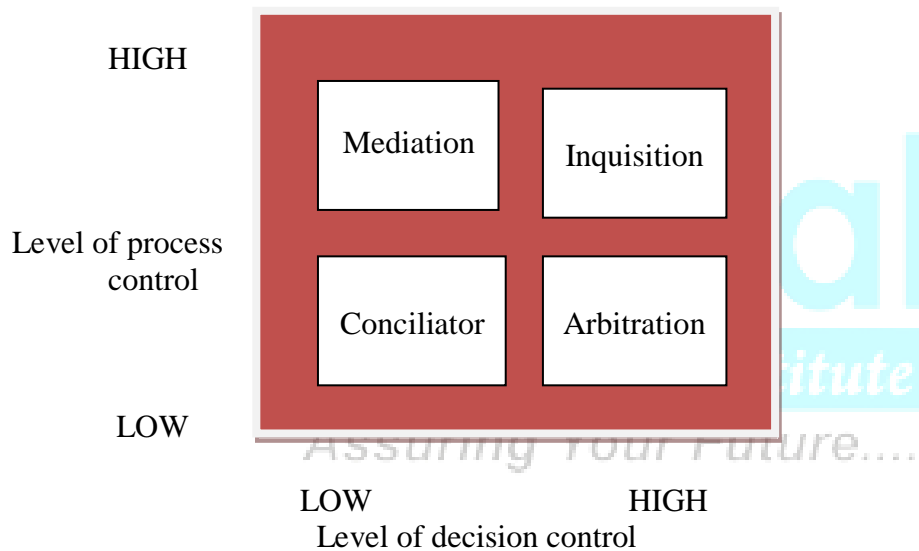
negotiators are masters of persuasion. They structure the content of their message so that it is accepted by others, and not merely understood.

11. 10 Third party role in negotiations

Sometimes, direct negotiations between the parties involved in a conflict fail to result in a satisfactory outcome. In such situations, the two parties turn to a third party to help them arrive at an agreement. The third party play different roles such as arbitrator , inquisitor, conciliator, and mediator to clear the differences between the conflicting parties and find a feasible solution.

Arbitration

Arbitrators have high control over the final decision but low control over the process. Executives engage in this strategy by following previously agreed rules of due process. Listening to arguments from the disputing employees and making a binding decision. Arbitration is applied as the final stage of grievances by unionized employees but it is also becoming more common in non-union conflicts.



Third party intervention

When a third party takes the role of an arbitrator, he has the authority to enforce his decision on the conflicting parties. The arbitration process may be chosen voluntarily by the parties or in some cases, it may be imposed upon them by law. The advantage of arbitration over mediation is that it always results in a settlement. But the settlement may not be mutually acceptable and may leave one or both the parties dissatisfied. Therefore the conflict may resurface later.

Inquisition

Inquisition control all discussion about the conflict. Like arbitrators, they have high decision control because they choose the form of conflict resolution. However, they also have high process control because they choose which information to examine and how to examine it, and they generally decide how the conflict resolution process will be handled.

Mediation.

Mediators have high control over the interaction process. In fact their main purpose is to manage the process and context of interaction between the disputing parties. However, the parties make the final decision about how to resolve their differences. Thus mediators have little or no control over the conflict resolution decision.

Conciliation

Conciliation have a low decision making control and also low process control. A conciliator serves as an informal communication link between the conflicting parties. He is trusted by both the parties and therefore able to persuade them to arrive at an agreement. He tries to find a solution that is acceptable to both the parties.

11. 11 Summary

Conflict arises due to tension, frustration and disagreement. Any incompatible goal leads to conflict between individuals or groups. Competition differs from conflict in the sense that in competition one party does not frustrate another and in conflict it does, the various sources of conflict will make the readers better understand the reasons that hinder a conflicting situation.

The level of conflict is explained in five different types. The aspects of conflicts are sub-divided into functional and dysfunctional conflicts.

The process of conflict involves a pondy's model of conflict with latent, perceived, felt, manifest and conflict aftermath. The conflict resolution is explained with conflict management grid. The varieties of conflict are also discussed.

11. 12 Exercises and Questions

1. Define conflict how does it differ from competition?
2. Discuss the difference between functional and dysfunctional conflicts.
3. Narrate the conflict process
4. Explain the conflict management styles with conflict management grid
5. Explain the varieties of conflict with examples?

11. 13 Answer to check you progress

Labour unrest at Toyota

On January 08, 2006, Toyota Kirloskar Motor private Limited (TKM) announced an indefinite lockout of its vehicle manufacturing plant at bidadi located near Bangalore, Karnataka. The decision was taken following a strike, which had entered its third day, by the Toyota Kirloskar Motor Employee union (Employee union), the only company recognised union. The lockout notice stated that the strike was illegal as the employee union did not give the mandatory 14 day notice period as per industrial Disputes Act, 1947.

It also stated that the workers were indulging in violence and destruction. TKM was a joint venture, established in 1997, between Toyota Motor Corporation (Toyota), Japan's largest car company and the second-largest car manufacture in the world, and the Kirloskar Group of India.

Toyota has an 89% equity stake while the Kirloskar Group holds the remaining 11%. Toyota has invested nearly US\$336 million (INR 15 billion) in the plant with a capacity of producing 60,000 units per year. Toyota manufactures its world famous cars like Corolla, Camry and Innova at the plant. The plant has a total workforce of 2,378 out of which around 1,550 employees belong to the Employee Union.

On January 06, 2006, the Employee Union went on strike with the demand to reinstate three dismissed employees, ten suspended employees, and improve the work conditions at the plant.

These employees had been dismissed and suspended by the company, on disciplinary grounds, for attacking a supervisor and misconduct. TKM declared that it would not rehire nor reinstate those employees culminating in the strike and lockout. TKM made several serious allegations against the Employee Union.

The company said that the striking works were threatening to blowup LPG gas cylinders in the company premises, obstructing the outward movement of manufactured vehicles, illegally stopping production, and manhandling other workers, who were not part of the Employee Union, and the strike

In response, the Employee Union said the three employees were dismissed they were actively participating in trade union activities and the company wanted to suppress the trade union. They further said that working conditions at the plant were inhuman and Slave like’.

They were often made to stretch their working hours without sufficient relaxation and compensation. The issue took a new turn when representatives forces the management at TKM refused to attend a meeting before the labour commissioner on January 09, 2006 for resolving the dispute with the union.

The employee union got support from various other trade unions and the mandated the intervention of the state government to help resolve the dispute in their favour.

TKM continued with partial production of vehicles with the help of non unionized workers and the management staff who were specially trained for these kinds of emergencies.

However, the company’s output had fallen from 92 vehicles per day to 30 vehicles with an estimated production loss of around INR 700 million.

The company lifted the lockout on January 21, 2006 stating that it was responding to the request from workers who were eager to return to work. The workers were required to sign a good conduct undertaking to maintain discipline and ensure full production.

Question

1. As a HR manager how do you solve the labor unrest at Toyota?
2. Is declaring lockout a right decision by the company?
3. How will you maintain good relationship with the trade union?

Self Assessment

This exercise helps you how to manage the differences among the people. Please read the following statements and select the best suitable option.

Choose from (a) or (b)- paired statements which best fits how you see your preferred way of handling differences between you and others.

1. (a) I am usually firm in pursuing my goals.
(d) I attempt to get all concerns and issues immediately out in the open
2. (a) I put all my cards on the table and invite the other person to do like wise.
(b) When conflicts arise I try to win my case
3. (a) Once I adopt a position I defend it strongly
(b) I prefer not to argue but to look for the solution possible
4. (a) I sometimes sacrifice my own wishes for the wishes of the other person
(b) I feel that differences are not always worth worrying about
5. (a) I accept the view of other than rocking the boat.
(b) I avoid people with strong views
6. (a) I like to co-operate with others and follow their ideas.
(b) I feel that most things are not worth arguing about. I stick to my own views
7. (a) I try to find some compromising situation
(b) I am usually firm in pursuing my goals
8. (a) When conflicts arise I try to win my case
(b) I purpose a middle ground
9. (a) I like to meet the other person half-way
(b) Once I adopt a position I defend it strongly
10. (a) I feel that differences are not always worth worrying about.
(b) I try to find a compromising solution
11. (a) I purpose a middle ground
(b) I avoid people with strong views
12. (a) I feel that most things are not worth arguing about. I stick to my own views.
(b) I like to meet the other person half-way
13. (a) I am usually firm in pursuing my goals.
(b) I sometimes sacrifice my own wishes for the wishes of the other person
14. (a) I accept the views of others, rather than rock the boat.
(b) When conflicts arise I try to win my case
15. (a) Once I adopt position I defend it strongly.
(b) I like to co-operate with others and follow their ideas
16. (a) I try to find a compromise solution
(b) I sometimes sacrifice my own wishes for the wishes of the other person
17. (a) I would accept the views of others rather rock the boat.

- (b)I purpose a middle ground
18. (a) I like to meet the other person half-way
(b)I like t co-operate with others and follow their ideas
19. (a) I feel that differences are not always worth worrying about.
(b)I am usually firm in pursuing my goals.
20. (a) when conflicts arise I try to win my case
(b)I avoid people with strong views
21. (a) I feel that most things are not worth arguing about. I stick to my own views
(b) Once I adopt a position I defend it strongly
22. (a) I attempt to get all concerns and issues immediately out the open
(b)I feel that those differences are not always worth worrying about.
23. (a) I avoid people with strong views
(b)I out my cards on the table and invite the other person to do likewise.
24. (a) I prefer not to argue but to look for the best solution possible.
(b)I feel that most things are not worth arguing about. I stick to my views
25. (a) I attempt to get all concerns and issues immediately out in the open
(b)I try to find a compromise solution
26. (a) I put my cards on the table and invite the other person to do likewise
(b)I propose a middle ground
27. (a) I prefer not to argue but I look for the best solution possible (b)i like to meet the other person half-way
28. (a) I sometimes sacrifice my own wishes for the wishes of the other person
(b) Attempt to get all concerns and issues immediately out in the open
29. (a) I put cards on the table and invite the other person to do likewise.
(b)I would accept the views of others, rather than rock the boat.
30. (a) I like to co-operate with others and follow their ideas
(b)I prefer not to argue but to look for the best possible solution

11. 14 Further Reading

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UNIT XII

STRESS AND BEHAVIOUR

STRUCTURE

- 12.0 Introduction
- 12.1 Objectives
- 12.2 The General Adaption syndrome
- 12.3 Stress Responses:
- 12.4 Basic Forms of Stress: Frustration and Anxiety
- 12.5 Sources of Stress
- 12.6 Consequences of job Stress
- 12.7 Stress and job performance
- 12.8 Job Burnout
- 12.9 Coping with stress
- 12.10 Summary
- 12.11 Exercise and Questions
- 12.12 Answers to check your progress
- 12. 13 Further Reading.



12. 0 Introduction

Modern life is full of stress. Stress on individuals ranges from personal day-to-day life to their organizational activities. Urbanization, industrialization and increase in scale of operations in the society are causing increasing stress. In this changing environment, participation, interaction transaction, planning, and regulation become key issues, each with its own frustration attached. People feel stress as they can no longer have complete control over what happens in life. Therefore, our attempt should be to understand stress, its causes and adopting strategies for minimizing the impact of stress.

12. 1 Objectives

- To understand the nature and causes of stress
- To manage stress effectively
- To understand the impact of stress on behavior

12. 2 The General Adaption syndrome

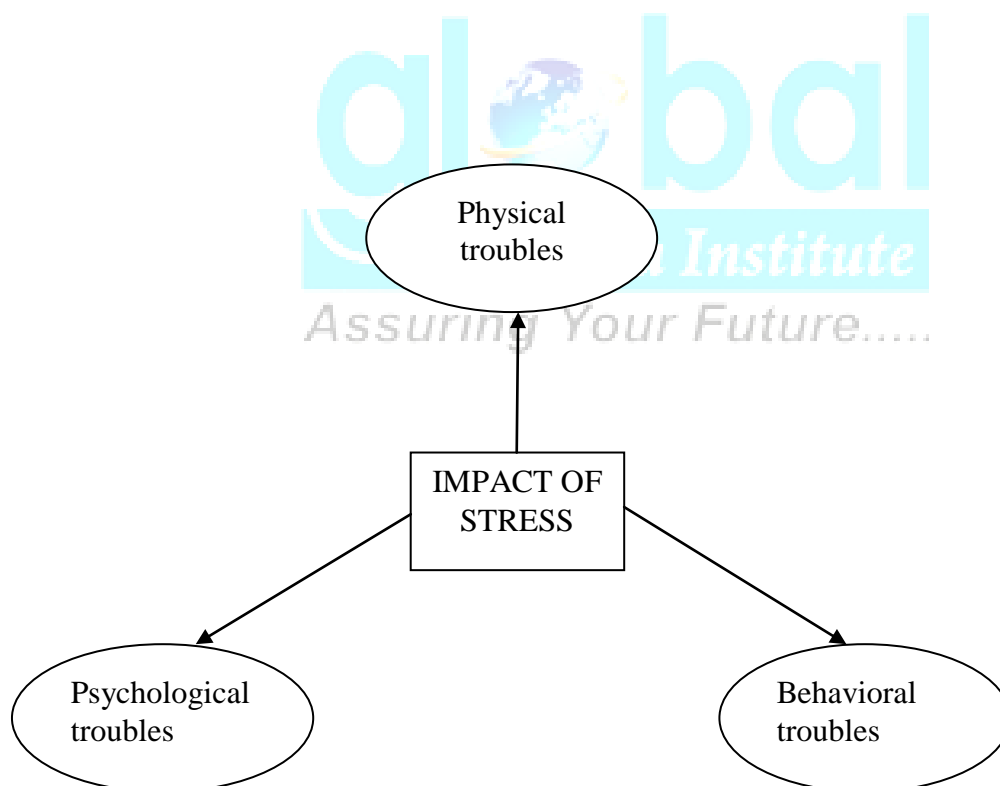
Stress is considered negative generally as it has negative results. But all stresses cannot be put in the negative category. In areas like creative work and sales, a mild stress will help in increasing the performance. Sometimes a mild stress will enhance productivity in an organization. If the stress level is very high, this will result in worst performance. Stress affects human beings physically, physiologically and behaviorally.

Physical Troubles

Stress causes physical problems like excitement of nerves, increased heart beat and a decrease in body temperature. Usually high level of stress is accompanied by higher blood pressure and cholesterol. This may result in heart disease, ulcer, arthritis and cancer also. These ailments have a radical effect on the individuals and organizations.

Psychological troubles.

Higher level of stress is accompanied by anger, depression, anxiety, tension and boredom depending on the nature of stress and the individuals capacity to bear them. This will result in lower self esteem, job dissatisfaction and poor concentration. The productivity of the organization will be affected by the psychological reactions.



Behavioral troubles

People with high level of stress may be prone to alcoholism, drug addiction, smoking and sleeplessness, etc., when an individual is not able to bear the stress. He may commit suicide also. At he work place, individuals will show behavior like absenteeism and turnover and in such cases too organization will suffer.

12. 3 Stress Responses:

There are several terms that are used synonymously with similar in meaning as stress. Four such terms are: stress, strain, conflict and pressure. These words are used to denote the effect of stress on the individual, though there may be thin differences in these terms. Stress is a term basically used in engineering which means pressure of an object on another. This term was introduced into the social sciences by Hans Selye in 1936. He views stress as the non specifically induced changes within a biological system. It is non specific because any adaptation to a problem faced by the body, irrespective of the nature of the problem, is included. Vancevich and Mattson define stress as an adaptive response, mediated by individual characteristics and or psychological processes, that is consequence of any external action, situation, or event that places special physical and or psychological demands upon a person. In a simplified way stress can be defined as an adaptive response to an external factor that results in physical, psychological or behavioral deviations in an individual. Based on this definition, following features of stress can be identified.

1. Stress may result in any kind of deviation-physical, psychological, or behavioral-in the person, this deviation is from the usual state of affairs. From this point of view, stress is different than anxiety which operates solely in the emotional and psychological sphere. Thus, stress may be accompanied by anxiety but it is more comprehensive than the latter.
2. Stress may be results of individual interaction with environmental stimuli. Such stimuli may be in any form, interpersonal interaction, event and so on. The impact of the stimuli produces deviation in the individual.
3. It is not necessary that stress is always dysfunctional. On the contrary, there may be some stresses called eustress, like stress for creative work, entrepreneurial activities, keen competition, etc. , which stimulate better productivity. It is only the dysfunctional stress, called distress, which is bad and must be overcome.
4. Stress can be either temporary or long term, mild or severe, depending mostly on how long its causes continue, how powerful they are , and how strong the individuals powers are. If stress is temporary and mild, most people can handle it or at least recover from its effects rather quickly. Similarly persons who have strong power for tolerating stress can cope with stress more quickly.

12. 4 Basic Forms of Stress: Frustration and Anxiety

There are several reasons for stress and the conditions that lead to stress are called as stressors. They may be different classification of stress but all the stressors will cause stress to the individuals only. Let us discuss the different reasons for stress.

1. Change in life and career.

Research studies show that every change in life and career produces stress. Individuals in the cities experience more stress than the people who live in the rural areas. In the case of life, there may be a sudden death of spouse which may cause severe strain on one's life. There may be changes in career like promotion, demotion, separation or retrenchment which may also result in stress.

2. Individuals personality

Personality as a factor influences stress. People who work hard highly ethical eat rapidly and walk rapidly experience more stress than others.

3. Role conflict and Role ambiguity

Role conflict arises because of incompatibility of two or more roles. When an individual becomes member of different systems like family, voluntary organization and work organization and he can not perform all the obligations to his satisfaction. This may result in role conflict. Role ambiguity arises when people are not clear about the actual expectations from a role.

4. No group cohesiveness

When there is no group cohesiveness between the members of a group in an organization, this will result in severe stress.

5. No social support

If individuals get social support from the members of a group they can satisfy their social needs. When there is no social support, they will suffer stress.

6. Stress

The interpersonal conflict and intergroup conflict may result in stress to individuals.

7. Improper organizational policies

Organizational policies provide guidelines and direction to the employees. If the policies designed are unfavorable and ambiguous, this may result in job dissatisfaction. Hence unfair policy, inflexible rules and inequality in salary and incentives will lead to stress among the employees in an organization.

8. Defective organization structure

Defects in the organizational structure, like lack of opportunity in decision making no advancement, excessive interdependence of various departments and line and staff conflict

9. Ineffective organizational processes.

It also affects individual behavior at work. Improper communication, conflicting roles, unfair control system and inadequate information flow act as stressors.

10. Poor physical conditions.

It affects the work performance of the employees the stressors here are poor physical conditions, no privacy, excessive heat or cold, radiation, pollution and poor lighting.

In some cases events happening outside the organization also act as stressors and they are

- (a) Socio – technical changes
- (b) Financial and economic conditions
- (c) Social conflicts
- (d) Community environment

12. 5 Sources of Stress

Generally stress is considered to be negative, thereby meaning that it has negative consequences, however, not all stress can be put in the negative category. In fact low level stress contributes positively to the work performance. Mild stress such as working under new supervisor, transfer from one place to another may result in an increased search for information in the job. This may lead employees to new and better ways of doing their jobs. In certain jobs such as sales or creativity, a mild level of stress contributes positively to productivity. However, it is the dysfunctional aspect of stress which has received greater attention. If the level of stress is high performance drops off sharply. Stress affects human beings physically, psychologically, and behaviorally, and they face problems on these three levels.

Physical problem

Stress sources physical reaction, including autonomic, excitability of nerves, increased heart rate, and a decrease in body temperature. A research finding suggests that high level stress is accompanied by high blood pressure and high level of cholesterol and can result in heart disease, ulcer, and arthritis. There may even be link between stress and cancer. Such serious ailments, however, are not caused exclusively by stress alone; Physical characteristics of the individuals have their own contributions. These ailments have a drastic effect on the individuals, their families and organizations.

Psychological problem

High level of stress may stress may be accompanied by psychological reactions such as anger, anxiety, depression, nervousness, irritability, tension, and boredom depending upon the nature of stress and the capacity of individuals to bear stress. . The effects of psychological reactions of individuals may be changes in mood and other emotional states, lowered self-esteem, resentment of supervision, inability to concentrate and make decisions, and job dissatisfaction. These affect productivity in the organization adversely.

Behavioral Problem

People show dysfunctional behavior because of stress of high level. Such behavior may be in the form of alcoholism, drug addiction, increased smoking, sleeplessness, under overeating, etc. , In extreme cases , when the individual is not able to bear stress, it may result into suicide. At the workplace, people may show behavior like tardiness, absenteeism, and turnover. In all these cases, organization is going to suffer.

12. 6 Consequences of job Stress

Any higher amount of stress affects an individual directly and his family and the organization. Hence efforts should be made at individual level and at organization level the stress effectively.

Consequences on the individual stress

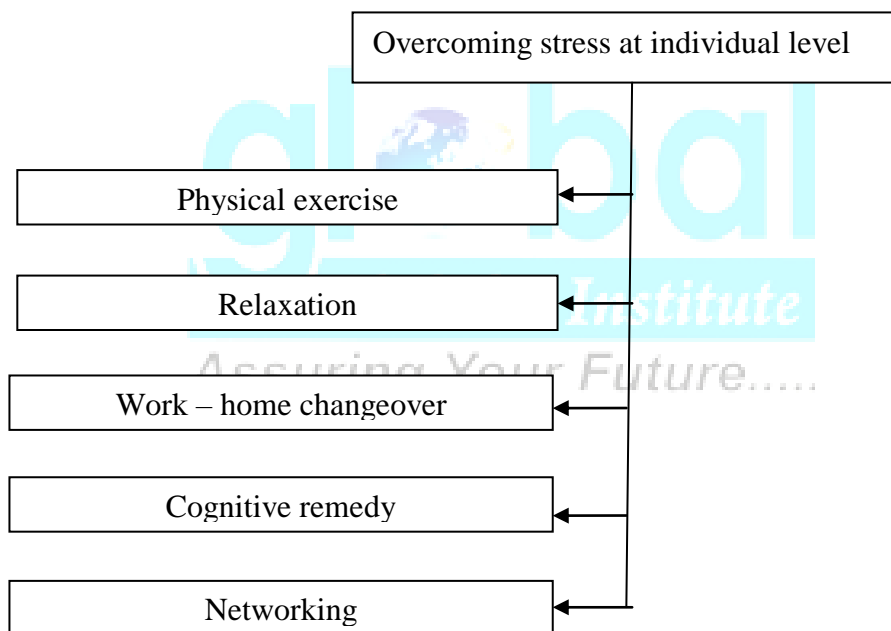
There are stress management strategies at individual level like physical exercise, relaxation, cognitive therapy and networking which help individuals to reduce the stress. Let us discuss the above mentioned strategies in detail.

1. Physical exercise

Its good strategy to keep the body fit and energetic. Different types of physical exercise are walking, jogging, swimming and playing. The role of young in reducing the stress is of immense importance and is well appreciated through out the world.

2. Relaxation

The relaxation techniques are bio feed back and meditation. In bio feed. Back the individual learns the rhythmic movements of the body through electronic signals fed back that is wired to the body area. Meditation is recognized as powerful technique to reduce the stress. In meditation. The individual concentrates on a particular thing for 10 to 15 minutes and tries to repeat it 2 or 3 times a day. This will relax the body and the mind and help the individual to improve his concentration.



Overcoming stress at individual level

3. Work Home changeover

Its also a relaxation technique. Here the individual attends the jobs which involve less stress during the last 30-60 minutes of work time. For example, he can review the day's work and plan for tomorrow's work.

4. Cognitive remedy

To reduce stress, special cognitive therapy is developed by psychologists. By using these techniques, lectures and interactive sessions are arranged to help participants overcome self-defeating cognitions that unnecessarily cause strain.

5. Networking

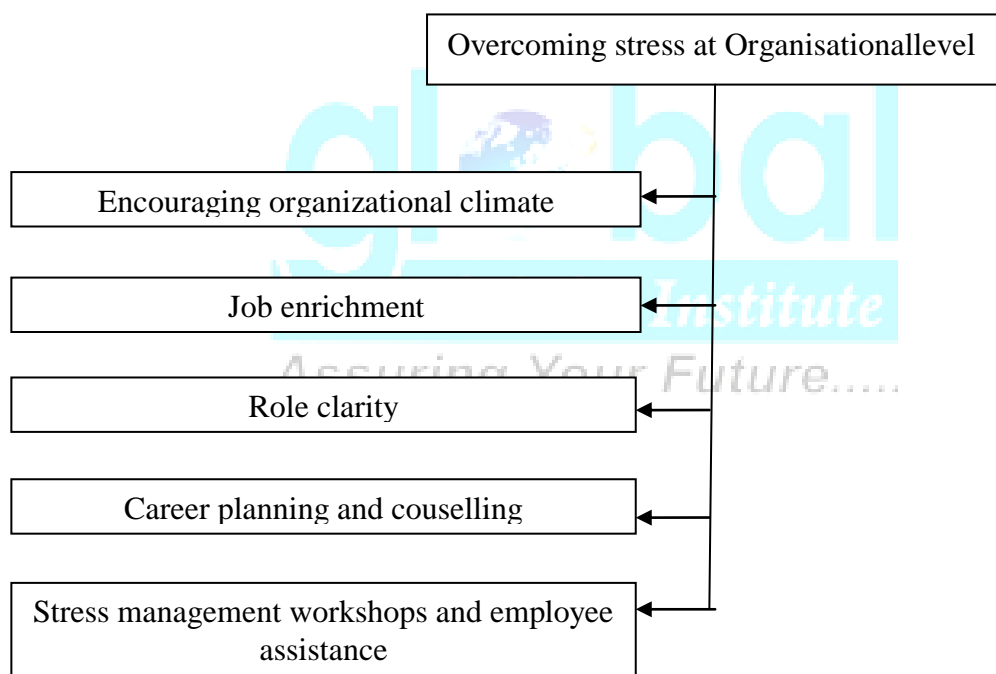
It is a strategy of forming close association with trusted colleagues, co-workers who are confidence builders. They provide moral support to the individuals who have high amount of stress.

Overcoming stress at the organizational level

Strategies are devised to overcome potential stressors in an organization. Following are the strategies to overcome stress.

1. Encouraging organizational climate

The stressors emerge in an organization because of the faulty organization processes and procedures. Effective organizational climate depends more on the managerial leadership than on power and authority. The leadership should focus more on participation in decision making by the employees. This will remove stressors in the organization to a great extent.



Overcoming stress at organizational level

2. Job enrichment

A major reason for stress is the monotonous and the uninteresting jobs provided by the organization. The existing job can be enriched by adding more content, responsibility, variety, recognition and by improving job characterizes. This will increase motivation and will create a sense of characteristics. This will increase motivation and will create a sense of responsibility among the employees of an organization.

3. Role clarity

Individuals experience stress when they are not clear about what they are expected to do in the organization. This will happen because of ambiguity in the role or there is role conflict. This could be

overcome with the help of role analysis by using which the managers can easily analyze the roles of the employees. The role analysis helps the managers to overcome role conflict, role ambiguity and role overload.

4. Career planning and counseling

Both career planning and counseling help the employees to chart their career paths which help them to achieve personal goals. This helps the individuals to go a long way in shaping their career goals and bring satisfaction.

5. Stress management workshops and employee assistance programmes.

The organization can arrange stress control workshop to help the employees to reduce stress. It will help the individuals to know about the dynamics of stress and methods of overcoming it. The employees can also be assisted to overcome their personal and family problems by arranging various workshop.

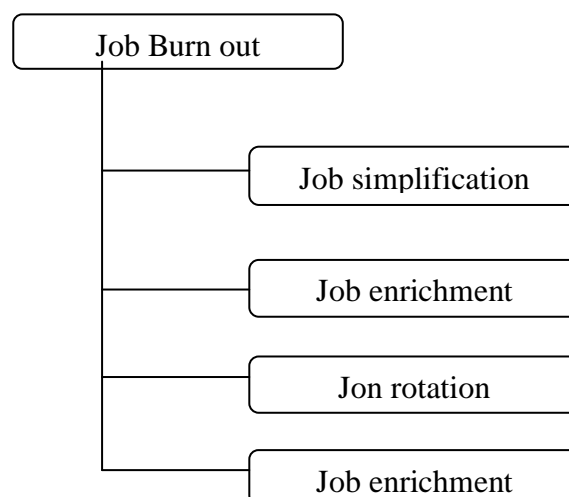
Hence both types of managing stress will help the individuals and the organization to overcome the stress and help them create a stress-free environment.

12.7 Stress and job performance

Higher level of stress is accompanied by anger, depression, anxiety, tension and boredom depending on the nature of stress and the individual's capacity to bear them. This will result in lower self-esteem, job dissatisfaction and poor concentration. The productivity of the organization will be affected by the psychological reactions.

12.8 Job Burnout

It involves studying the components of jobs with certain objectives like efficiency, simplification, motivation, etc. Jobs could be designed from simple to complex based on the utilization of an employee's skills. Job design strategies include job simplification, job enlargement, job rotation and job enrichment.



Job Simplification

The jobs are broken into different parts as in assembly line operations where small tasks are repeated again and again. This involves the standardization of operations where employees perform their jobs repetitively and it will become routine and boring. The speed and efficiency of a worker will be high as he performs the work repetitively and the productivity is also becoming higher. This will be beneficial to the organization in reducing costs and wages. Sometimes because of too much simplification, the quality and quantity of output will suffer and this will lead to boredom and frustration of the workers.

Job enlargement

It adds more tasks of similar quality to the job. The advantage is that it adds more variety. Employees will like doing simple jobs than repetitive jobs. The problem with job enlargement is that it will be boring after some time and employees may be dissatisfied.

Job rotation

It involves moving employees among different jobs over some period of time. The worker may not be bored and he will be engaged in different types of work during the time. The benefits of job rotation specialization of workforce and workers trained in multiple jobs.

Job enrichment

It is defined as an attempt to build into jobs a higher sense of challenge and achievement. Enriched jobs encourage participation and interaction between workers. This also gives workers a feeling of personal responsibility and freedom in deciding about work methods. In some cases, the workers want job security and pay and not more interesting jobs. This will hinder enriching the jobs by the management.

12. 9 Coping with stress

Any high level stress affects the individual directly and through him, his family and organization. Therefore, efforts should be made to overcome the negative consequences. Such efforts can be made at two levels: individual level and organizational level.

Individual coping:

Stress may cause within organizational context and outside as discussed earlier. Therefore, coping strategies may be adopted by individuals without reference to the organization. Individual coping strategies tend to be more reactive in nature. That is, they tend to be ways of coping with stress that have already occurred. Some individual strategies, such as physical exercises, can be both reactive and proactive, but most are geared towards helping the person who is already suffering from stress. Following are the major individual coping strategies.

1. **Physical Exercise.** Physical exercise is a good strategy to get body fit and to overcome stress. Physical exercises of different types such as walking, jogging, swimming, playing, etc., are good methods of overcoming stress. The role of yoga, a scientific technique, of physical exercise to keep body fit and to overcome stress, has been recognized Physical most part of the world. Physical exercise helps people to better come to terms with stress generally as a side effect, such as relaxation, enhanced self-esteem, and simply getting one's mind off work for a while.

2. Relaxation: Impact of stress can be overcome by relaxation. The relaxation can be a simple one or some specific techniques of relaxation such as biofeedback and meditation. In biofeedback, the individual learns the internal rhythms of a particular body process through electronic signals fed back that is wired to the body area for example, skin, brain, heart. From this feedback, the person can learn to control body process in question. Meditation involves quite concentrated inner thought in order to rest the body physically and emotionally. Transcendental meditation is one of the more popular practices of meditation. In this practice, the mediator tries to meditate for two periods of fifteen to twenty minutes a day, concentrating on the repetition of some mantra. Any meditation essentially involves a relatively quiet environment, a comfortable position, a repetitive mental stimulus, and a passive attitude. Meditation has been recognized as a powerful technique for reducing stress. Whether a person takes easy one or specific relaxation technique, the intent is to eliminate the immediately stressful situation or manage a prolonged stressful situation more effectively.

3. Work-Home Transition: Work-home transition is also like a relaxation technique. In this technique, a person may attend to less pressure inducing type or routine work during the last 30 to 60 minutes of work time. For instance, during the last hour of work, the person can review the day's activities, list the priorities of the activities that need to be attended to the next day. Thus, he can finish his days work and come back home in more realized manner.

4. Cognitive Therapy. Because of increasing stress, special cognitive therapy techniques have been developed by psychologists. . In these techniques, lectures and interactive discussion sessions are arranged to help participants (i) recognize events at work and what cognitions they elicit (ii) become aware of the effects of such cognitions on their physiological and emotional responses. (iii) Systematically evaluate the objective consequences of events at work: and (iv) replace self-defeating cognitions that unnecessarily arouse strain.

5. Networking: Networking is the formation of close association with trusted. Empathetic coworkers and colleagues who are good listeners and confidence builders. Such persons provide mental support to get the person through stressful situation.

12. 10 Summary

Stress is caused due to irritating and routine work environment. The features of stress are physical, psychological and behavioral. Sometimes it is caused through environmental stimulus also. It may be temporary or long-term. Sources of stress are changes in life and career, individuals personality, role conflict and role ambiguity, no group cohesiveness and so on. The impact of stress causes physical trouble, psychological trouble and behavior trouble. The strategies overcome stresses are discussed in two perspective factors. They are discussed at overcoming stress at individual level and organizational level.

12. 11 Exercise and Questions

1. How is the stress defined? It always bad for the individuals? Explain.
2. "Job stress can have physiological, psychological, and behavioral effects," Explain. Give the examples of such effects.

3. “Copying strategies for stress can be adopted at individual level as well as at organizational level” Explain these strategies and evaluate their role for preventing and or more effectively managing stresses

12. 12 Answers to check your progress

Case Study

Stress management at the workplace

The work place had become a high stress environment in many organizations cutting across industries. Employees were experiencing high level of stress due to various factors such as high workload, tight deadlines, high targets, type of work lack of job satisfaction. Long working hours pressure to perform, etc.

Interpersonal conflicts at the work place, such as boss-subordinate relationships and relationships with peers, were are a source of stress.

Experts believe that the dysfunctional aspects of stress could directly impact an organization's performance and also affect the well being of its employees. Stress at the workplace was linked to absenteeism, higher attrition, and decreased productivity. Stress led to fatigue, irritability, poor communication, a quality problems / errors.

High stress levels also affect the morale and motivation of the employees prolonged exposure to stress without effective coping mechanisms could lead to a host of physical and mental problem. For instance, stress could lead to stress induced gastrointestinal problems, irritable bowel syndrome, acidity, acid reflux insomnia depression, heart disease, etc.,

Organizations cutting across industries are gearing up to provide employees with a stress –free healthy environment. The efforts to address this issue are more pronounced in some industries than others.

For instance, surveys conducted in 2006 and 2007 in the UK and the US respectively, found that employees in information technology industry were the most stress. Accordingly, these organizations had started implementing various unconventional methods to decrease stress at the workplace.

Even in India, organizations had woken up to this menace and are resorting to novel methods including teaching the employees dancing and music, trekking etc, to reduce stress at the workplace, for instance, Tata consultancy services Ltd. Had started different clubs like theatre club, bibliophile club, adventure & Trekking club, fitness club, music club and community services club etc.

Infosys technologies Ltd focused on increasing self-awareness and provided the employees with guidance on how to cope with stress through a series of work shops by experts.

Questions

1. How to cope with the stress in the workplace?
2. What are the recent techniques in stress management?
3. Discuss the role of family in managing and employees Stress?

Self Assessment exercise

The exercise will help you to find out the job stress faced by the employees in an organization. You can read the following statements and tick any of the suitable options for it.

Work load

		Strongly Agree	agree	Neutral	Disagree	Strongly Disagree
1.	I have to work very fast on the job					
2.	I do not have enough done on the job					
3.	The workload on my job is too heavy.					

Role ambiguity

		Strongly Agree	agree	Neutral	Disagree	Strongly Disagree
1.	I do not know what my responsibilities are in performing the job					
2.	I know exactly what is expected of me in my job					
3.	I know how to get my job done.					

Assuring Your Future.....

Role conflict

		Strongly Agree	agree	Neutral	Disagree	Strongly Disagree
1.	I get conflicting job requests from my co workers					
2.	Job requests from my administrator and coworkers are often conflicting					

12. 13 Further Reading.

1. Ivancevich and M. T. Matteson: Stress and work, scot foresman, Glenview III, 1980
2. Pestonjee: Stress and coping, the stage publications, New Delhi, second Edition, 1999.