ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਪੰਜਾਬ ਸਟੇਟ ਓਪਨ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ

JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA

The Motto of the University

(SEWA)

SKILL ENHANCEMENT EMPLOYABILITY WISDOM ACCESSIBILITY



CERTIFICATE COURSE IN BUSINESS ETIQUETTE AND PROFESSIONALISM

ORGANISATIONAL BEHAVIOUR AND PROFESSIONALISM (CBEP3)

ADDRESS: C/28, THE LOWER MALL, PATIALA-147001

WEBSITE: www.psou.ac.in

SELF-INSTRUCTIONAL STUDY MATERIAL FOR JGND PSOU, ALL COPYRIGHTS WITH JGND PSOU,

JAGAT GURU NANAK DEV

PUNJAB STATE OPEN UNIVERSITY PATIALA

(Established by Act No.19 of 2019 of Legislature of the State of Punjab)

PROGRAMME COORDINATOR:

Dr. Sulakshna (Associate Professor)

School of Business Management and Commerce JGND PSOU, Patiala

COURSE COORDINATOR:

Dr. Balpreet Singh Chauhan

(Assistant Professor)

School of Business Management and Commerce JGND PSOU, Patiala

JAGAT GURU NANAK DEV

PUNJAB STATE OPEN UNIVERSITY PATIALA

(Established by Act No.19 of 2019 of Legislature of the State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open Universit of the State, entrusted with the responsibility of making higher education accessible to all especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The Learner Support Centres/Study Centres are located in the Government and Government aided colleges of Punjab, to enable students to make use of reading facilities, and for curriculum-based counseling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Dean Academic Affairs

Content

Unit 1- Organisational Behaviour 5

Unit 2- Personality and Emotions 35

Unit 3 Foundations of Individual Behaviour 57

Unit 4- Motivation 119

Unit 5-Leadership 162

Unit 6- Organisational Climate 194

UNIT 1- ORGANISATIONAL BEHAVIOUR

STRUCTURE

1.0 Objectives
1.1 Introduction
1.2 Definition and Scope
1.3 Approaches to Orgnisational Behaviour
1.4 Elements of Organisational Behaviour
1.5 Human Relations Movement and Behaviouralism
1.6 Summary
1.7 Questions for Practice
1.8 References

1.0 OBJECTIVES

After completing this Students will be able to:

- Define the meaning of Organisational behaviour
- Understand the concept of Human behaviour
- Define different elements of organisational behaviour
- Explain approaches to organisational behaviour

1.1 INTRODUCTION

In this unit, we have explained the in and out of the Organizational Behavior. Here you will learn about the concept of Organizational Behavior, different elements and approaches. The chapter has also covered goal setting theory in detail along with covering the topic of job satisfaction.

Evolution of organizational behavior

The organizational behavior known early this century in 1913 through psychological science, where researchers Modern Brain research, examining individual contrasts among people working in associations and impacts physiological (physical) surrounding them, depending on the strategy or the investigative technique to take care of such issues, and was centered on concerning on individual just.

Then seemed school of human relations in the years 1924 - 1927, on account of Elton Mayo and his associates, as received researchers and scientists on the investigation of human relations between distinctive working gatherings to perceive how they interface with one another.

What's more the effect on success and job satisfaction?

What's more the circumstance proceeds like this, where developed human relations school development in the forties and consequent years, thus on hands Makjd and Likert and Ergerz, and most studies have concentrated on representatives inspired and administrative leadership.

Studies and research took place in the field of human relations and organizational interest and additionally the communication of workers in associations working with the work itself, in the late sixties and early seventies has opened this turn the way to show school authoritative conduct, to build up this science and takes a recipe genuine To be a fruitful ground.

1.2 DEFINITION AND SCOPE

The introduction of Organizational Behavior (OB) is extremely intriguing and testing as well. It is identified with people, gathering of individuals cooperating in groups. The study gets to be more testing when situational elements associate. The investigation of authoritative conduct relates to the normal conduct of a single person in the organization. No two people are prone to carry on in the same way in a specific work circumstance. It is the consistency of an administrator about the normal conduct of a single person. There are no absolutes in human conduct. It is the human variable that is contributory to the benefit thus the investigation of human conduct is essential. Awesome criticalness accordingly must be appended to the study. Analysts, administration experts, clinicians, and social researchers must comprehend the very qualifications of an individual, his experience, social system, instructive redesign, and effect of social gatherings and other situational variables on conduct.

Supervisors under whom an individual is working ought to have the capacity to clarify, anticipate, assess and also alter human conduct which relies to a great extent on learning, ability and experience of the supervisor in taking care of huge gathering of individuals in differing circumstances. Preemptive moves need to be made for human conduct determining. The quality system, passionate discernment, hierarchical society, occupation outline and the workplace are vital causal specialists in deciding human conduct. Circumstances and end result relationships assume a vital part in how an individual is prone to carry on in a specific circumstance, furthermore its effect on benefit. A suitable authoritative society can alter single person conduct. Late patterns exist in laying more noteworthy weight on authoritative advancement what's more assimilating a great behavior culture in every person. It additionally includes cultivating a solidarity and inspiration so that the authoritative targets are attained to.

Meaning

The study of, the way individuals cooperate inside organization. Regularly this study is connected trying to make more proficient business associations.

The central thought of the study of organizational behavior is that an experimental methodology can be connected to the administration of specialists. Authoritative behavior hypotheses are utilized for human asset purposes to expand the yield from individual gathering individuals.

OBJECTIVES

There are numerous objectives about organizational behavior:

- To build a social system in the organization.
- To focus the inspiration level of workers.
- To energize the individuals, to work excitedly in the organization.
- To make a situation for the improvement of viable administration.
- To create successful groups among the representatives.
- To recognize the purposes behind clash and to determine the contention.
- To discover the purposes behind disappointment and diminish or take out the reasons.
- To expand the lesson of representatives of the organization.
- To keep up the authoritative environment positive for the work.
- To discover the courses for powerful authoritative advancement.

ORGANIZATIONAL BEHAVIOR – CONCEPTS

Individual Differences:

All individuals are not the same as one another and act distinctively under comparable conditions. Along these lines, individuals must be dealt with contrast and managers ought to understand this and eliminate any generalizations they hold for workers.

Whole Person:

Organizations ought to think of it as' representatives as the entire individual, not simply a couple of hands. Workers ought to be dealt with as individuals with wants and needs, who ought to be tended to appropriately. It ought to be noticed that representatives cooperate with one another, and the conduct of one worker may impact the conduct of others, and the whole group.

Motivation:

If managers regard their workers, they'll receive regard consequently.

1.3 APPROACHES TO ORGNISATIONAL BEHAVIOUR

The basic approaches of organizational behavior are discussed below:

1. An Interdisciplinary Approach: This approach integrates many disciplines as well as social sciences with some other disciplines which have contributed to the organization behavior. This approach helps us in drawing the methods which will enhance the relationship between people and the organization.

2. The techniques applied in medicine i.e. physical, biological and social aspects of science into a workable medical practice are similarly used in this interdisciplinary approach. Organizations should have people and vice-versa so that the desire of both should be fulfilled.

3. Scientific Management Approach: The impetus for this approach came from first industrial revolution. Its main concern was to increase the efficiency of the workers by providing them with better job design and appropriate training to them. This approach was given by F W Taylor, who is said to be the father of the scientific management theory and gave the idea to increase the working efficiency in the organization. This approach implies the application of science to the management of the business concern. He showed the proper training methods, job design, worker selection, incentives, productivity can be increased. The scientific management school gave the views by giving right methods of getting jobs done by the specialization in their field and for that planning and scheduling can be done and proper selection and recruitment of the personnel by giving them a proper pay structure and incentives. The scientific management is based on five principles: i) replacement of old rule to thumb rule. ii) Technical selection and training of workers. iii) Cooperation between labor and management. iv) Maximum output. v) Equal division of responsibility.

4. A Human Resources (Supportive) Approach: This approach is concerned with the growth and development of manpower in the organization towards the achievement of their goals. It helps to built self-control and responsibility among themselves and then creates an atmosphere in which the employees are contributing with their improved abilities to the organization. The capabilities and opportunity in the internal environment can help them develop the efficiency to do the work. Work satisfaction is the direct result where the employees use their capacity and capability. It simply means that better people give better results.

5. The Contingency Approach: This approach is relied on the traditional methods. This method is also known as "Situational Approach". The situational effect will be ignored in this because situation is more complex than first perceived, which means different environment requires different behavior for effectiveness. Certain quantitative techniques worked in some situations and not in others. The idea of contingency approach is that the internal functioning of the environment must be consistent with the organization task, technology or external environment and the needs of the members if the organization is to be effective.

6. A Systems Approach: A system is a set of things connected or interdependent as to form a complex unity, a whole composed of parts in orderly arrangement according to some plan. This approach defines the organization as a complex whole consisting of mutually interdependent parts and interacting with environment of which it is a part. The system theorists' contribution to management thought is based on the recognition of organization as

open adaptive systems subject to all pressure and conflicts.
System Approach to management enables us to see the critical variable and constants and their interaction with one another.

1.4 ELEMENTS OF ORGANISATIONAL BEHAVIOUR

Key Elements of Organizational Behaviour

The different key elements in organizational behavior are the following. There is always an infrastructure required for an organization when people join together to attain a goal. Technology is used by the people to get their jobs done. External environment influences these elements.

People

"PEOPLE" are one of the most integral and important part of the organization. This includes individuals, groups, large and small ones too. They are the reason for the existence of the organization that is living, thinking and feeling beings. Objectives are achieved by them for the welfare of the organization. Organizations exist to serve people, not people exist to serve the organizations. People also called workforce is one of the main and fragile resource which has to be managed. These resources are managed by the human resource manager in the organization. They have to deal with certain things to manage them:

Employees are expected to do their task which is allotted to them individually.

The relationship and interaction between superiors and subordinates should be managed.

The groups who work as teams have the responsibility to get their jobs done.

They also have to deal with the external environment of the organization like customers, government.

Structure

It is defined as the official relationship among people in the management. There are different jobs which are required to attain all the activities carried out in the organization. The people have to relate among themselves structurally to present an effective work. For example, the top level has the authority to make decisions which affect the work of the middle and lower level.

Some of the key aspects of the organizations are given below:

- **Hierarchy of Authority:** It is referred to as the distribution of authority within the organization's position and authority allows them to have certain rights to deliver, plan and give directions to the lower authority, as well have the right to punish or reward them.
- **Division of Labor:** This depicts the division of responsibility and a way in which tasks are divided and delegated to the different members of an organization which is considered to be an important part of the social structure.
- **Span of Control:** This is referred to as the number of subordinates a manager can handle in his authority.
- **Specialization:** It states the number of specialties performed in the organization.

- **Standardization:** It is the regular procedure and standard which is used for recurring events and activities.
- **Formalization:** It is referred to as the extent of policies and procedures, rules and regulations, communications to be penned down.
- **Centralization:** It is referred to as the tendency to withhold a large part of formal authority.
- **Complexity:** This refers to the vertical and horizontal differentiation within the organization i.e. hierarchical level and departmental level.

Organizations can be structured into two ways i.e. formal and informal systems where both complexity or rigidity and flexibility exist.

Mechanics Form of Organization

It is characterized by the complexity which highly levels the formalization and centralization. This mechanics form of organization is characterized by the centralized decision which is done by the top level of the organization but it is narrowed by the job responsibilities on the lower levels that have the extensive level of rules and regulations to perform these activities. In mechanistic organization, the labor is divided and sub-divided into highly completed and specialized tasks. Workers are controlled in performing their tasks and responsibilities very carefully. They cannot take part in decision making and are restricted to follow the command by the higher level of management.

Organic Form of Organization

This form of organization is characterized by decentralized decision making in which the employees are directly involved to make their own decisions. There are a few levels in the organization that have the authority to make decisions and have very loosely defined responsibilities regarding their jobs. They don't have the specified rules and regulations. It is quite simple, informal and decentralized. Comparisons with mechanistic organization, employees are more generalized in their orientation.

Jobs and Tasks

Job is said to as the individual's assignment at his/her workplace whereas tasks are referred to as the number of events that need to be performed to get their jobs done. The kind of tasks, its executives by different persons, nature of interdependence and interrelated group activities are implicated for organization effectiveness. Hence, jobs and tasks are designed and managed carefully.

Job characteristics can be categorized into five different categories which are focused to provide motivation to employees. They are:

1. **Task Variety:** It can be particularly described as the range of skills and talents of the employees in performing the tasks.
2. **Task Identity:** This indicates the amount of work an employee does and identifies the kind of work they do in that particular task.
3. **Task Significance:** This is referred to as a meaningful impact of the job done by the employee.
4. **Autonomy:** It is a state when the employee is provided the freedom, independence

and has the right to make his own decision.

5. Feedback from the Job Itself: In this the employee analyses the kind of work he has done and gives the feedback.

Job design- Sees whether the jobs are designed according to the range of tasks or not. Some of the job designs are as follows:

- Job Simplification
- Job Rotation
- Job Enlargement
- Job Enrichment

Technology

"TECHNOLOGY" is one of the vital parts of the organization which transforms inputs and outputs. It consists of physical objects, activities and processes, knowledge which is brought together on raw materials, labor and capital inputs during the transformation process. Technology is used for the purpose of production of the merchandise in the manufacturing firm. It provides physical and economic resources with which people work. Technologies are used in making the machines and create work progress and assemble resources.

Technology has been divided in three different categories:

- **Long Linked Technology:** Here tasks are broken in to number of sequential and interdependent steps, where the outputs of unit become the inputs for the next.
- **Mediating Technology:** It links direct and indirect ways together.
- **Intensive Technology:** In this the group is brought together to solve a particular and complex problem.

Environment

All organizations interact with internal and external environment where it interacts with a larger system that has millions of other items in it. All these elements are mutually inclusive as well as exclusive which has become the lifestyle of the people. It influences the attitude, working conditions, provides competition for resources and power.

Interacting with different organizations and external environment provides you to acquire raw material, employees, knowledge, analyzing the competition, facilities and equipments etc. and most importantly its customers who are the consumers of their products. There are different people involved from the manufacturing to the selling of the product like the distributors, channel members, intermediaries, advertising agencies, trade associations, government, and retailers etc, who are present in the external environment of the organization.

The two distinct sets of environments are:

- **Specific environment:** It combines the suppliers, customers, competitors, governments, agencies, unions, employees, political parties etc.

General environment: It includes cultural and social factors.

1.5 HUMAN RELATIONS MOVEMENT AND BEHAVIOURALISM

What is the Human Relations Movement?

Human relations in organizations are essentially the interactions or relationships that exist between people who work in a particular organization. These interactions and relationships are vital for creating a win-win environment by first satisfying the employees in order to achieve organizational goals and objectives. A company can have a comprehensive vision, but success is not guaranteed without employees to execute that vision. The happier an employee is, the more successful the company will be. The human relations movement demonstrates this point perfectly. The **human relations movement** is when an organization decides to study the behavioral characteristics of workers, particularly in groups in their workplace and focuses on what motivates each employee to be more productive in the office setting. The term "human relations movement" is often used interchangeably with **human relations approach.**

History of the Human Relations Movement

George Elton Mayo, an organizational psychologist, is considered the father of the human relations movement. Together with Fritz Roethlisberger, they founded the human relations movement in the 1920s - 1930s after experiments known as the **Hawthorne Studies.** This experiment was created to study the relationship between employee morale and efficiency by studying whether increasing or decreasing light received by workers would affect productivity. The study helped to bring the employees of an organization closer by considering their interests.

Mayo and Fritz concluded that productivity increases when working conditions are favorable. The experiments also found that when workers are organized into teams they communicate with their leaders more effectively. The 1927 Hawthorne experiment led to a significant step in understanding human behavior; furthermore, this led to the start of the human relations school of management. Additionally, it created a theory that has been used since as the key foundation of the relations approach to management and in comprehending the aspects of organizational behavior. The term **Hawthorne effect** describes the outcome when increased attention makes workers feel important and results in better output.

Elements of the Human Relations Approach

The following are the six main elements of the human relations approach:

- **Teams**: Elton Mayo emphasized the importance of natural groups where social aspects take precedence over functional company structures.
- **Excellent upward communication**: Mayo also stressed the need for reciprocal communication. He stated that communication is a two-way street, from subordinates to top-level executives and vice versa.
- **Dynamic leadership**: Mayo also emphasized the importance of developing high-quality leadership to ensure employees understand company goals and managers can make informed decisions.

- **Working conditions:** A significant element of the human relations approach is that the company must create conducive working conditions for employees to increase productivity. The company must ensure that physical working conditions are safe and that social and other related conditions are conducive to employee performance.
- **Rewards:** Mayo also found that non-economic incentives effectively motivate employees to be more productive.
- **Individualism of employees:** Mayo found it essential to determine what motivates each employee in order to increase productivity.

Human relations are defined as the relationship between people, especially in a professional context. It is an integral part of career success and relates to the treatment of people in a workplace setting.

The Human relations theory is considered a systematic process whose objective is to help the people in an organization in behaving correctly so that both the employees and the organization are clear winners at the end of the day.

The employer and employee relationship are significant for an organization if it wants to succeed in this competitive world. The company is represented by its management, which prefers to develop a good and strong relationship with the employees.

Improving relations is all about addressing the needs of every employee, offering them training opportunities, and resolving conflicts to boost employee morale and foster workplace culture.

Developing skills relevant to relations is essential for an organization as it helps it in achieving further efficiency and productivity. Self-esteem, attitude, and traits are all interlinked with individual skills. In business terms the human relations skills include

1. Conceptual skills
2. Counseling skills
3. Negotiation skills
4. Decision-making skills
5. Communication skills
6. Leadership skills
7. Organizational skills
8. Multi-tasking skills
9. Conflict management skills
10. Problem-solving skills

Importance of human relations in the workplace

Importance of human relations in the workplace

The importance of fostering a good relationship between employees and management in an organization are as follows-

1. Improving employee creativity

The importance of good relations in the workplace is that it will help in improving employee

creativity. The entire organization's success is dependent upon coming up with new and innovative ideas.

When you have a relaxed atmosphere in the workplace, employees can easily share ideas and come up with something inventive and resourceful.

2. Motivated employees

The workplace is made up of an innumerable number of workers belonging to different cultures. It becomes imperative to link them together to a single work culture so that they can rise above personal beliefs and adapt to the needs of the organization.

Most of the employees need more than a paycheck. They cannot work in a place where the relations with co-workers or managers are strained. This hurts their level of efficiency and ultimately has a direct impact on the productivity level of the organization.

The concept of improving human relationships becomes doubly important as it helps to motivate employees to do better. When the relation between everyone is smooth and fine, the atmosphere in the workplace will also be upbeat and optimistic. This will keep the employees happy and motivated.

3. Employee engagement

It is a fact that when the management is supportive and conscious of employee's needs and requirements, the employees will take pride in their work and try to appease the management by working with more efficiency.

If the management is oppressive, then they will try to work for the sake of a salary, and then it will just be a nine-to-five job where there is no need to give their best. The quality of human relationships in an organization has an impact on how the employees view their jobs.

Improving and maintaining healthy relations in the workplace will result in employee engagement. It is a proven fact that organizations with a high level of employee engagement have managed to grow at a faster rate than their competitors in the market.

4. Healthy relationships

The general atmosphere of an organization, the behavior of the numerous social groups inside the company, and the attitude of the seniors have a direct impact on the employees of an organization.

It is a sad day when colleagues are unable to communicate at work, and team members' are unable to trust each other to have their back. The importance of improving relations in the workplace is that it will build healthy relationships where the employees will stand united, communicate freely, and feel connected.

There will be a common purpose that will help every stakeholder to give their best. Healthy human relationships in a professional environment help the organization to work at its functional best.

5. Improved productivity

Relations in the workplace has a direct impact on the level of productivity. It is essential to have a cordial and amicable human relationship in the workplace on both a personal and professional level.

The factor that influences efficiency and productivity is good relations between the various

people present in the workplace. Employees are likely to be more productive if their contribution and efforts are recognized.

This is why organizations that reward their employees for good performances and acknowledge their efforts with praise and awards have managed to create a special place for themselves in the industry.

6. Increased loyalty

If you are looking for the importance of good human relationships in the workplace, then the most obvious one is increased loyalty. Healthy relations have a way of building trust through interactions and bonding with each other.

There is an increased chance of management listening to the woes of the employees and working towards their betterment. When management is employee-friendly, it will offer ample opportunities to the worker to enhance their skills and know-how through proper training and learning methods.

The employees are more likely to work for an organization that offers them an opportunity to improve their skills and learn through training. Better understanding will lead to increased loyalty because employees want to stick around in the organization that will help them to enhance their skills and assist in professional growth

7. Mutual support

If you are looking for the importance of good relations in the workplace, then look no further than mutual support. When supervisors are sympathetic and considerate, then it will automatically lead to healthy relations in the workplace.

Mutual support and understanding will be the usual norm. Individuals will be in sync with fellow employees and offer help when needed. The positive attitude will rub on the whole organization and encourage the best possible outcomes

Advantages of Human relations

The numerous advantages are described below-

The human relations approach is considered advantageous for an organization as it boosts workplace as well as employee morale

The program increases employee participation in the decision-making process

An essential advantage of the program is to improve communication in the workplace

The advantage of this program in the organization is to create less impersonal working conditions

The program is considered advantageous for an organization as it helps to boost job satisfaction

It assists in improving customer satisfaction because the relationship between the employees and customers tends to be healthy and forthcoming

The program encourages employee empowerment, and this is why it proves beneficial for an organization

The objective of the program is to eliminate employee dissatisfaction and absenteeism in the

workplace. It is considered advantageous as it results in a lower rate of employee turnover and a higher rate of employee retention

The program works towards providing training and development opportunities

Conclusion

Developing relationship skills in humans is a necessity in these modern times for a productive business relationship. It leads to sincere communication, better understanding, and a positive working condition.

It is an integral process whose purpose is to satisfy personal needs and organizational goals.

Goal Setting Theory

This theory was given by Edwin Locke in 1960's towards motivation. This theory states that the goal setting is directly connected to performance of the task. It tells that challenging goals and specific tasks along with a proper feedback results in higher and better task performance. In simple words, an employee should be motivated to do the task in order to achieve the goal of the organization.

The important features of goal setting theory are:

The willingness to do the work in order to attain the goal is the main function of motivation.

The goals should be specific and clear so as to get a better output with better input. Misunderstanding and avoidance should be avoided while doing the task.

Goals should be realistic and challenging. This gives the real feeling of doing the task. It provides pride and a hope of triumph in achieving the goal. The more challenging the work the greater rewards you get.

The better and appropriate feedback of the result is very necessary because it gives the rate of the performance you did while doing the task.

Goal Setting Theory also has some eventualities like: Self- efficiency & Goal Commitment.

Management by Objectives (MBO)

It was given by Peter F. Ducker. It is a process of defining objectives within an organization so that management and employees agree to the objectives and understand what they need to do in the organization in order to achieve the goal of the organization. Management and employees sit together and see what we need to fulfill in the objective. They go through the key result areas i.e. working under the specific standards of the company and then take the decisions.

Features:

It is a system in which each member of the organization effectively participates and involves himself.

It motivates the manager into action before anyone tells him to do something.

It emphasizes not only towards the goals but also towards the performance.

It tries to relate the organization goals with individual goals.

Benefits:

This helps the manger to understand their role in the organization.

It gives criteria for performance. It helps to take corrective actions.

Managers are involved in objective setting at various levels of management and this commitment ensures hard work to achieve them.

Decision is taken by the management quickly because each worker knows a purpose of taking a decision and does not oppose the decision.

The panels of experts are required to make the decision which ensures the best decision to do the job.

Comparison of Goal Setting Theory & MBO

In goal setting theory, there are specific and difficult tasks which are self-generated with a proper feedback. There are difficult goals which focus on direct attention, energize the person to work hard, difficult in increasing persistence and force to be more effective and efficient. The relationship between goals and performance depends upon goal commitment, task characteristics and culture.

Whereas, in MBO the work is in systematic manner which utilizes goal setting in which goals must be tangible, verifiable, measurable, and the corporate goals are broken down into specific goals. The main elements in it are goal specificity, participative decision making, time period and feedback.

Human behaviour, a complex phenomenon as it is, is most difficult to define in absolute

terms. It is primarily a combination of responses to external and internal stimuli. These responses would reflect psychological structure of the person and may be a result of combination of biological and psychological processes, interprets them, responds to them in an appropriate manner and learns from the result of these responses.

Psychologist Kurt Levin has conducted considerable research into the human behaviour and its causes. He believes that people are influenced by a number of diversified factors, both genetic and environmental, and the influence of these factors determines the pattern of behaviour.

Whenever people buy something, for example, a car, both the buyer and the seller sign a contract that specifies the terms of the sales agreement. Similarly, most people, when they begin a working relationship with an organisation formulate a psychological contract with their employer. A psychological contract is the overall set of expectations that an individual hold with respect to his/her contributions to the organisation and the organisation's response to those contributions. A psychological contract is not written down like a legal contract.

The individual makes a variety of contributions to the organisation - effort, skills, ability,

time, loyalty and so forth. These contributions presumably satisfy various needs and requirements of the organisation.

In return for contributions, the organisation provides inducements such as pay, promotion, job security, etc. to the individual. Just as the contributions available from the individual must satisfy the organisation's needs, the inducements must serve the individual's needs.

If both the individual and the organisation consider the psychological contract fair and equitable, they will be satisfied with the relationship and will likely to continue it. If either

party perceives an imbalance or inequity in the contract, it may initiate a change. A major challenge faced by an organisation, thus, is to manage psychological contracts.

One specific aspect of managing psychological contracts is managing the person-job fit.

The 'person-job fit' is the extent to which the contributions made by the individual match the inducements offered by the organisation. In theory, each employee has a specific set of needs to fulfill and a set of job related behaviours and abilities to contribute. If the organisation can take complete advantage of those behaviours and abilities and exactly fulfill the employee's needs, it will have achieved a perfect person-job fit. Of course, such a precise level of person-job fit is seldom achieved due to various reasons such as imperfect selection procedures, differences in individual skills, constant change in the needs and requirements of people and organisation, etc.

Thus, the behaviour of individuals in organisation is the primary concern of management and it is essential that managers have an understanding of the factors influencing the behaviour of the individuals they manage. The following figure identifies five sets of factors that have an impact

upon individual behaviour in organisation.

The Nature of Individual Differences

Individual differences are personal attributes that vary from one person to another.

Individual differences may be physical and psychological.

Psychological Differences

- Personality
- Attitudes
- Perception
- Motivation
- Learning

Physical Differences

- Height
- Weight
- Body shape
- Appearance

as they attempt to establish effective psychological contracts with their employees and achieve optimal fits between people and jobs.

Individual differences make the manager's job endlessly, challenging. In fact, according

to recent research, "variability among workers is substantial at all levels but increases dramatically with job complexity. Due to these reasons, growing work force diversity compels managers to view individual differences in a fresh way. Leaders now talk frequently about "valuing differences" and learning to "manage diversity". So rather than limiting diversity, as in the past, today's managers need to better understand and

accommodate employee diversity and individual differences.

As the environment both within and outside the organization keeps on changing with time, an organization also needs to change according to the condition and time. Owing to globalization, markets and opportunities have increased tremendously and the chances for growth and development also increased. But the needs and expectations of diverse markets are very important to understand for smooth functioning of an organization. Development of technologies like mobile media and social media has also a vital effect on the organization. The openness of all-important information has forced organizations to bring changes in their working functions. Government interference is also one of the main reasons for organizational changes. The government policies like releasing of all accounting information by organizations in media has forced organizations to bring changes in their policies and procedures for meeting with the government policies.

Organizational change

It refers to the changes which occur due to alteration of business strategies and sections of an organization. Organizational change is also called reorganizing. It is an activity which is done for improving the functioning of parts of an organization or the whole organization.

Certain enterprises change much more rapidly than others. The rate of changes is an important determinant of the degree to which policies can be formulated and the stability of policies maintained. It may explain the organization structure of companies-railroad, banking, and public utility companies, for example – operating with wide spans of management or, on the other hand, the very narrow span of management used by General Eisen Hower during World War II.

The effect of slow change on policy formulation and on subordinate training is dramatically shown in the organization of the Roman Catholic Church. This organization, in terms of durability and stability, can probably be regarded as the most successful in the history of western civilization. Yet the organization levels are few: in most cases bishops report directly to the pope and parish pastors to bishops, although in some instances bishops report to archbishops. Thus, there are generally very few levels in this worldwide organization and a consequent wide span of management at each level. Even though it is probably too broad, this extraordinary wide span is apparently tolerable, partly because the bishop’s posses a high degree of training and, even more, because the rate of change in the church has been slow.

Changes in procedures or policies are developments of decades, and major objectives have remained the same for almost 2000 years.

Objectives

The objectives of organizational changes are as below:

Establishing a culture for change

Employees resist changes in an organization therefore it becomes very important to build such an atmosphere where employees do not resist. They take changes in positive and creative way. Therefore a culture where everybody is ready for change must be developed.

For development of innovative strategies

Change management is a game of strategy as for implementing the changes in an organization various new strategies are to be formed and implemented. Therefore innovative ways are formed which results in innovative strategies.

Prepare leaders for future

Changes in an organization include each employee, which gives them ability and knowledge and also enhances their skills for becoming leaders of tomorrow. Without changes it becomes very autocratic environment for employees to enhance their skills.

Coping with the dynamic environment

Organizational changes are very important for an organization to meet the changes going on in internal and external environment. The environment of an organization is very dynamic, which keeps on changing rapidly. Meeting changes is very much essential e for sustaining and surviving in this rapidly changing environment.

Organizational Change Process

Change process refers to the process which results in a change or a change in the state. Change process in an organization refers to the process of changing policies and procedures for the benefit of the organization.

Step 1: Create a Sense of Urgency

This step involves in helping individuals in an organization to understand the need for change in the organization and the significance of immediate actions by all..

Step 2: Pull Together the Guiding Team

This step involves putting together of a team or group in which individuals have sufficient skills and power which are essential for guiding change.

Step 3: Develop the Change Vision and Strategy

This step involves the shaping of a future vision, where we want to be and what will it take to bring that change. Various steps are to be developed for achieving the change wanted by the organization.

Step 4: Communicate for Understanding and Buy-in

This step involves making a large number of people understand and accept the vision and the strategy of change gathering people who are willingly ready for a change.

Step 5: Empower Others to Act

It involves removing of obstacles and barriers to change, making it easy for people to bring the change

Step 6: Produce Short-Term Wins

It is Creation of visible volumes of accomplishments whether small or large. It involves accomplishments of short term targets and tasks.

Step 7: Don’t Let Up

Press harder and faster after the first successes. Be relentless with instituting change after change until the vision becomes a reality.

Step 8: Create a New Culture

It involves creating a culture in an organization where new behavior is motivated and a connection is made between their behavior and the success of organizational.

Forces for Change

Forces for change that contains the following phases:

Competitive Forces: Competitive forces play an important role in bringing new changes in an organization. Increasing competition in market forces organizations to change according to the demand of the customers. For example sales of a company increases by bringing a new type of product than other companies in market are forced to develop that kind of product.

Economic Forces: Economic forces like unemployment level, inflation rate, fiscal policies determine the volume of demand and it's strategies for marketing and production.

Political Forces: Political forces like the govt. policies, the political violence, and stability of government all affect the working of an organization. If there is political instability and riots than it becomes very difficult for an organization to function.

Global Forces: Global phenomenon like globalization has caused a fierce competition in the market. Now domestic companies have to face tough competition from technologically advance foreign companies. Because of which technologically backward companies either have to develop their technology for sustaining or they have to close down.

Social Forces: Social concerns like the safety of women or the dangers of tobacco, affect the functioning of an organization. An organization works in a society and for the society. Therefore it has to maintain and change its policies and functions according to the changes in society. For example, for the health concern of society the tobacco companies have to print the ill effects and the statutory warnings on the products. This happened by the change in the society's mentality towards health consciousness.

RESISTANCE TO CHANGE.

Implementing new changes in an organization is always a hectic task as it is the general tendency of people that they resist new things, they don't want to change their usual way of working. They fear about new changes as they possess it as their personal threat. There are two types of sources of resistance:

Individual Source of Resistance

There are various reasons for the negative reaction of employees:

Uncertainty and insecurity: Person in organization thinks, if new changes take place they may lose their job, as they regard themselves inappropriate for hi-tech changes. Employees of banks first resisted the use of computers in banks even they went on strikes at that time.

Freedom: Employees in an organization are always in a fear of losing their freedom because they think that a new boss may be too strict or any changes in communication pattern may resist them from talking to their colleagues freely.

Biases: Employees generally think, if any new person becomes the boss, he may not give any responsibility to them. They think that boss may bias with him by giving promotion to a person who is less experienced but more qualified.

Authority: People generally resist recognition as they think if performance appraisal takes place according to recognition of employee's qualification; their authority may be taken back.

Organizational Resistance

Poor communication: Poor communication of news of a change through the hierarchy results in the processing of inaccurate or wrong information related to that change which may result in resistance from employees towards that change.

Self-interest: Employees in an organization want their status to be high. They have their own agendas for everything. They react according to their self-interest and ego but not in the interest of organization which results in resistance.

Feeling excluded: If employees are not given opportunity to give their opinions and ideas regarding a change, they may feel excluded and therefore resist the change.

Skills and training required: If a change in organization requires a person to have a particular skill or training, employees resist. This happens in case of technological advancement.

Overcoming Resistance to Change

Traditionally resistance was regarded as something which has to be overcome, it was regarded as dangerous but now resistance to change is regarded as a feedback for the change itself. This can really help in managing change process. Resistance for a change should be planned in advance and strategies for using it as feedback should be prepared. Three main strategies which are helpful in managing resistance are:

Communication: For adjusting employees effectively proper communication regarding a proposed change is required. The need and importance of that change should be communicated to employees so that, they willingly accept the change. They should be given opportunity to give their opinions and ideas regarding the change process and its implementation. They should not feel excluded and should also be informed about the exact consequences of that change. So they already know what will happen.

Participation: It is a general notion that if a person creates something by himself then he supports that thing. Therefore employees should be included in all activities of change process.

Approaches to Managing Organization Change

Phase I: Planning and Initiation: The purpose of the program is considered, goals are clarified, activities are selected, and resources needed are taken into consideration. Interest mounts as individuals involved sense the relationships between the program and its goals and their needs.

Phase II: Momentum: Goal-directed activities get underway. Resources begin to be used. Interest continues to be high. Individual's Feelings of involvement and personal worth grow. The activities are recognized as potentially satisfying. Leading and organizing processes are most heavily employed in this phase.

Phase III: Problems: Activities lead to unexpected problems. The plans become increasingly complex. Initial activities lead to a proliferation of still more activities. Certain resources are

not available readily. Differences in goal perception become apparent among group members. The demands of other responsibilities produce conflicts. The goal seems more remote and more difficult to attain than before. Some participants fail to live up to expectations of the process. Interest levels out and begins a steep decline. A leadership investment is crucial during this phase.

Phase IV: Turning Point: The problem trends described in the previous phase either continues to grow or are overcome and minimized. The momentum of the programmers the effectiveness of individuals in the operation and initial planning are all very important during this phase. Above all, the amount and quality of leadership continues to be crucial.

Phase V: Termination: Unexpected problems can arise, such as: the task is too complex; there is a lack of resources; there is pressure of other responsibilities; interest is waning, and lack of goal consensus persists. This will result in termination of efforts because goal-directed activities will rapidly deteriorate and come to a halt. If, on the other hand, problems are dealt with promptly; the task is analyzed and simplified; new resources are made available; and goals are clarified again, because of which interest gradually mounts again and goal-directed activities proceed at an increasing speed. Now Interest is based on a sense of anticipated accomplishment and personal worth.

Emotional Responses to Change

During transition period an employee faces many emotional responses towards changes. Some of them are:

Fear: Employees are afraid of their job satisfaction and security because of new changes. They think that their pay scale may be reduced or their authority may be taken. They may think themselves as incapable for bringing new changes and implementing them.

Anger: Changes which lead to change in status can lead to frustrations and anger in employees. They may be provoked for violence or they may leave the job without saying anything.

Ambivalence: Some employees may react in a positive or neutral manner towards a change. If a manager manages changes effectively, these employees may get motivated for participation in new procedures and policies willingly.

Enthusiasm: Some people are always motivated and enthusiastic for new changes as they see changes as the natural process for their development. They feel enthusiastic towards new changes.

Implementing Successful Change

For implementing changes in an organization, the way of managing that change is very important for the success or failure of that change. Changes occur in an organization on a regular basis, changes are small and large both. There are three stages of implementing a change:

Communication of rationale behind the need for change: The need and importance of the change should be communicated to employees so that, they willingly accept the change. They should be given opportunity to give their opinions and ideas regarding the change process and its implementation.

Implementing change in phases: Changes should be implemented in various phases, so that if there is any fault it can be improved. Employees take changes in phases as normal and do not react vigorously towards a change.

Evaluate, review and report on change: Entire change process should be monitored carefully, for measuring its impact and evaluation of its success or failure. Regular analysis of the change should be done in order to know whether the change program is working right. Change should be regarded as review for the change process.

THE CHANGE PROCESS

The Change management process that contains the following phases:

Problem Recognition

The first step in change process is to identify the problem with the policies, procedures or the organization. To make necessary changes it is very important to recognize the problem. A problem is the gap between present and desired state of affairs on the subject-matter of decision.

Identifying the Cause of Problem

Next step is to identify the cause of problem. It is very important to know the exact cause of problem for which change is required. It is just like the diagnosis of patient by the doctor.

Implementing the Change

The change which is required for solving the problem should be implemented. It should be implemented in phases for best results.

Generating Motivation for Change

Employees should be motivated in such a manner that they willingly accept the change. Motivation helps employees in gaining a positive perspective and creating power to change.

Managing the Transition State

Transition refers to the period of changing of a condition from one to another. People may feel uncomfortable during this period, therefore it becomes very important for management to understand the feelings of people during change process for guiding them in a positive way and they accept the change positively. There are three stages of transition:

Ending, losing, and letting go: This is the first stage of transition when people are offered for change. At this stage people resist and show emotions like: fear, anger, denial, sadness, uncertainty, and frustration. It is important for a manager to understand these emotions and resistance by employees when new changes are brought.

The neutral zone: At this stage employees are confused regarding whether to go for new change or old one. They may feel resentment for the initiative of change and have low morale due to increased work load.

New beginning: This is the last stage where people start accepting the change and start working for accomplishment of change. They start learning the skills required for the change initiative. At this stage where employees are filled with energy management should keep on giving rewards to employees to maintain their energy.

Supporting the Change

Management should bring a change in such a manner that people in organization know the rationale behind the change, because if they don't know the need of change they will not support it. A manager should communicate with other management heads about the importance of that change so that other leaders support the change. It is very important that every individual in an organization understands the importance of change and supports it. So, that change can take place in the best effective manner.

Evaluating the Change

Management implements change through a comprehensive way because a single approach is not adequate for meeting the requirements of change. Management should evaluate and analyze the change program, the outcomes of it and the benefit of it. The success or failure of a change plan depends on the acceptance of employees. The change should be timely evaluated to know in advance if further new changes are required in an organization. Organization should keep on learning new ways of working and increasing the effectiveness.

The word "organizational effectiveness" means enhancing the effectiveness in the organization which increases the potential for success. Personal assessment is the first step to increase the effectiveness of the organization. This can be done by highlighting the areas in which we are already effective and can become our asset with little effort and also the liabilities which can hold us back. These two elements i.e. assets and liabilities play a vital role in the assessment of the organization and for that we have to identify them first.

Target areas in the organization for its assessment and growth include the following features:

- **Working habits:** Is everyone punctual? Do they have good attendance? Do they turn out well for success?
- **One's position in the company**: Where do you stand in the organizational structure? What is the chain of command? How do the structures impact effectiveness?
- **One's communication skills**: How do you share your ideas and information within the organization? How easily and confidently you handle the questions and confrontation in your organization? How do you adapt to the audience?
- **One's written communication skills**: How do you express your ideas in writing? Does the writing represent the quality which is needed for the organization?
- **Ability to do work with others**: How do you behave with your boss? How well you cooperate with your co-workers? Are you are a good team member?

After evaluating the assets and liabilities and focusing on the key components of organizational effectiveness, we will talk about the goal-setting process. This process helps in developing the effectiveness within the organization. It also addresses the information which helps in understanding the importance of each area which also helps in the process of behavioral change and executing personal change.

OBJECTIVES

The concept of organizational effectiveness tells how much effective an organization is in

achieving the goal of the organization.

The organization should have all the practices and qualities mentioned above which do the following roles:

- It examines the positions between these areas and try to work on them.
- It improves the situation of compromise between the speed, quality and reliability.
- Formulating the strategy rates in these areas.

There are many elements within social sciences that enhance organizational effectiveness to be successful:

- Decision Making: This means choosing the right alternative among the choices which leads to effectiveness in the organization.
- Change and Learning: It leads to change in behavior of the employees in the organization which is affected by the dynamics in the organization.
- Group Effectiveness: This helps in bringing employees together with their ideas and innovation and working as a team in the organization.
- Self-Organizing: This system helps in organizing a highly strong network and learning from them.

SIGNIFICANT PROBLEMS IN MANAGEMENT

Management is a process of maintaining and designing the environment in which the employees work together in groups efficiently and effectively to achieve a common goal, but these sometimes come up with many problems regarding the human resource in the organization. And for that problem management has been evolved to solve the problems of management which occur usually in the organization. Problems in management can be described as a gap or the difference between two states i.e. current and a future desired state. This gap can be minimized by analyzing and diagnosing the situation and measuring performance against goals.

Hence, there are different types of problems faced by different levels of the organization.

- At the lower level: This level comprises of the clerks or workers who are assigned to do the job as ordered by the middle level of the organization.
- At the middle level: This level consists of the people who are the managers or the executives and do the jobs assigned by the top level of the organization.
- At the top level: This level comprises of the people who are the board members of the organization and set the policies and standards for the organization.
- Departmental loyalty
- New management
- Confusion
- Company Goals
- Employee issues
- Team issues

- Organization problems
- Organization problem solving steps

IMPROVING PEOPLE SKILLS

"People" in an organization are addressed by the Human Resource which is one of the most important assets for any organization to grow in the market. For that the manager needs to groom them by improving their skills within the organization.

These skills can be classified in to two categories i.e. HARD SKILLS and SOFT SKILLS.

- Hard skills: These skills are easy to understand because they are used at a very specified level only for the specific functions like computer programming, database management etc.
- Soft skills: These skills modify the interpersonal relationships, informational and decisional skills within the organization.

These skills play a vital role for the manpower to adapt the internal and external environment of the organization. The human resource manager should manage his manpower by enhancing them in technical, conceptual, human, diagnostic skills and for those employees "TRAINING & DEVELOPMENT" is done where they are imparted with the technical knowledge and skill for a specific job. It focuses improvement on the ability of the employee to do a specific task or operation more effectively and efficiently.

Training and development programs are designed for the personnel to improvise them in terms of insights, attitude, adaptability, leaderships & human relations.

- They are also taught to be honest, open, consistent, approachable and non-resistant to the task given to them.
- Different training programs like class room lectures, conferences, group discussions, case studies, role plays, programmed instructions etc. are done.
- Workshops, management games, fun activities which are conducted also raise the morale of the employees.
- They learn to communicate effectively in the organization.
- These programs lead to the feedback which can either be positive or negative and so both are important for their development.
- These make the employees good listeners and help them relate to people and most importantly they are motivated to do their jobs.

Benefits:

This method helps in improving the quality and capacity of the workforce. It increases the knowledge and improvises the skills in them.

- It prevents obsolescence of the workforce.
- It improves the job satisfaction and morale of the manpower.
- It results in delegation and decentralization of authority.
- This helps employees in accepting the new and challenging atmosphere.
- It ensures long-term survival growth of the organization.

IMPROVING QUALITY AND PRODUCTIVITY

Quality and productivity in any organization play a very important role in its success. All over the world, quality control is ensured through various tests and inspections. In an organization each and every department contributes in making the best quality of its product. Quality is the key factor in determining the long term success to the organization. High quality products generate satisfied customers who in future become their loyal consumers and do the word of mouth advertising.

Quality management is done for the rapid growth of the service sector because these days, quality of goods and services can be taken for granted and due to these high competitive markets consumer demands have been increasing day-by-day. As discussed above the skills of the personnel also affect the quality of their product and services provided. Now-a-days consumers have become more aware of the products they are taking and they desire the better of the best in the market.

This is the reason why there have been the quality control boards in many countries, so that the consumer is satisfied with the best they are consuming. For example, the European Economic Community jointly established the common set of standards known as ISO 9000 Standards.

Quality is nothing without productivity. Hence, productivity is an attitude of mind which includes motivating one's workers and providing the best to perform their jobs.

There are four reasons why productivity should be measured:

1. One should identify the efficiency of their organization.
2. How to make investment decisions.
3. It helps to identify that in which area the company has to make interventions
4. Lastly, one should identify their competitors in the market.

There are a few key questions which tell, why the performance of the company is increasing or decreasing:

- What are the features of organizational productivity?
- What are the obstacles to achieve productivity?
- What can we gain from organizations who have achieved productivity improvements?

The answers to these questions have developed a detailed understanding of the organizational productivity.

- Productivity is the core of growth. The companies with high growth rate tend to have a high and defined productivity which results them in profitable growth, and a good trade in the markets.
- The barriers to the productivity are that it is not being measured effectively. There also may be a reason that they don't understand their productivity, but the lack of effective measurement also efforts them to improve their productivity.
- Innovation is one of the most important aspects in organizational productivity.

- It has been recorded that the companies who innovate forty times more are likely to have more productivity in comparison to the rest.

MANAGING WORKFORCE DIVERSITY

Diversity in an organization is of more important because we deal with different types of people sitting and working under one roof. These people are of different ethnic backgrounds, religions, age groups, sex etc. into a cohesive and productive atmosphere. These days we have become advanced in communication with the use of cell phones, internet etc. and this have made us globally available. If a company has to survive in market and make a good position then it should be able to manage the workforce effectively and efficiently. It should be adopted as a culture in every organization.

It can be done through various steps:

First of all we need to see that the workforce we have hired are eligible for working in the environment or not. We should appraise them with the quality of the work they do in the organization. Promotions or raises should be according to the performance of employees. Managing a familiar workplace means that we are having the strong policies of equality which is a very integral part of the management.

We should always rate an employee, based on his qualifications and the experience which he/she is carrying but not on the basis of age, or category. When we hire a diverse workforce it means we are getting people from every area and field in which they have excelled and qualified.

One should always encourage diversity when they are teaming or creating new groups within the company. The manager should make the team of a qualified group of people not the unqualified one.

Favoritism or discrimination is restricted in an organization. The employees should be free to report all instances of these kinds of behavior and have a definite process in investigating these types of issues.

Always hold monthly or quarterly trainings for the staff so that they don’t feel alienated within the organization. Try to discuss these things during these meetings so that they feel comfortable to share their views.

RESPONDING TO GLOBALISATION

Globalization played a crucial role in shaping the economics of the world. It redefined national cultures, influenced the flow of capital and labor and changed the ways of doing business. Communication and information technology drove globalization. Opening markets to globalization has become a national policy to build and finance infrastructure to support it.

- Globalization also has some of its negative impacts in the global market.
- It leads to environmental degradation, exporting of jobs, minimizing self-determination, and diminishing authority of the state.

EMPOWERING PEOPLE

In the workplace, the word “empower” is often used for those who equip their people with an ability to do the work effectively and efficiently. This is usually done by the human

resource manager and for that we need a comprehensive approach to management.

This is not only the function of managers but it is a two way process. Managers too need training in this field so that they become the mentors and allies for the employees rather than just bosses. They help the employees work towards the goal of an organization and also help them in overcoming the challenges and obstacles. This can be done by using the COACH APPROACH METHOD by which the employees get motivated. This gives them the feel of support and can take the advantage of the opportunities. Continuous development of the employees will not show the result but coaching theory helps in assessment on what a person requires at that position.

Communication is also a functional key to meet the goals and expectations of the organization. Coach training helps in developing the communication skills that they impart mission –critical knowledge. Feedback is one of the very important aspects and a manager should give both positive and negative feedback.

There are four ways to empower people in the organization:

- There are many organizations who expect a lot from their workers. A few years ago they were expected to perform both the functions which were carried away by the supervisors and middle managers.
- They should provide the necessary skills and elements to do their job. Training, education, and development activities should be provided to reduce the gap.
- They should have the sufficient authority to do the job. This is a straight forward method of empowering workers by giving them power to complete their assigned jobs.
- Articulating the vision of the completed job. This is a third way to empower an employee, which tells them the end results of their work and this is how they get to know their own skills.

COPING WITH "TEMPORARINESS"

Temporariness comes with change in the environment which can also come with globalization and its expanded capacity. Advances in technology have combined in recent years to make the organization fast and flexible. This is the result that most of the managers and employees work in the same climate together. Temporaries are present everywhere in the organization. Jobs are being redesigned and tasks are done by flexible teams except a few individuals. Companies rely more on temporary workers.

Employees should update their knowledge and skills to perform well in the organization. Work groups are also constantly changing. Earlier, the employees were assigned for a specific work group and were relatively permanent. Team members belonging to different departments also work as group.

These days, organizations themselves are constantly changing and are reorganizing their divisions and performing sell-off poor business.

Today managers and employees have to learn to cope with temporaries. They should learn flexibility, spontaneity, and unpredictability.

STIMULATING INNOVATION AND CHANGE

Innovation is the key factor for the survival of any business. Every organization has to put

forward its uniqueness in order to stay ahead from its competitors.

As a result, organizations are following innovative approaches to stay connected with their clients. Many organizations are relying on leading edge techniques drawn from psychology in order to offer unique packages to its clients and these packages focuses on:

- Create a culture that supports innovation in various approaches.
- Support those employees who have innovative thinking and wish to go with the flow.

The focus is on harnessing their creativity and innovation in order to deliver something better and different to the clients.

- Incorporate leading edge techniques, so that people can come up with utmost creativity.

Here the role of the managers is highly crucial, it is up to them on how they motivate their employees to experiment with creativity and be tolerant towards the new changes. It is these innovations and creativity that helps the organizations in realizing the goals.

Emergence of E-Organisation:

Before talking about E-Organization we will discuss some topics related to this. First is E-Commerce, which is referred to as the business operations through electronic mode of transactions. This is done by using internet in business where the marketing and selling of goods and services is carried out like on-line shopping which has become viral on the globe. In e-commerce these activities often take place and a tremendous number of people are buying and selling their products through this. There have been drastic changes in the market after its birth. At present this e-commerce is exploding in the world.

Secondly, we would like to refer to the E-Business which is also emerging these days rapidly. Like e-commerce, e-business is also done using internet; in fact, e-commerce is a part of e-business. It includes developing strategies for running their internet-based companies. It creates an accumulated supply chain by collaborating with its partners. It is considered a virtual business which is run by skilled people. E-Business also includes the formation of new markets and customers. A large number of multinational companies use this type of strategy.

The growth rate of e-commerce & e-business is increasing day by day. Its popular applications are attracting the consumers who are now becoming their regular buyers. There are a million of firms who are now engrossed with internet buying and selling of goods and services. They put their maximum effort in improving their efficiency and providing good support to remote dealers.

E-Organization embraces e-commerce & e-business. A different level of government is also using e-organization for extending the public utility services which are accessible to one and all.

IMPROVING ETHICAL BEHAVIOUR:

The term "EHTICS" which is derived from the Greek term "ethos" refers to the custom or behavior which is accepted within the organization. It means the rules or principles that tell what is right or what is wrong. Business ethics refers to the 'code of conduct' of any organization which is a set of principles or standards which a person in the organization is

bound to follow. The alternate names for code of conduct are ‘code of ethics’ or ‘code of practices’. The strong ethical culture of the organization is represented through the attitude of its employees and behavior and pattern of decision-making.

Elements of Business Ethics:

- A strong code of Ethics
- Ethics training
- Ethics coach
- System of confidential reporting.

Features of Business Ethics:

1 it guides in decision making

2 It is a universal application

3 It is a relative norm which differs from business to business.

4 It is associated with highly accepted moral and social values.

5 It requires a formal education program, training guidance in order to motivate the businessman to follow ethical practices.

6 It is a far-reaching concept.

Ethical problems and phenomenon arise across all functional areas and at all levels of the organization:

- Ethics in compliance
- Ethics in finance
- Ethics in human resources
- Ethics in marketing
- Ethics in production

1.6 SUMMARY

- The industrial revolution led to significant social and cultural change, including new forms of organization.
- Analyzing these new organizational forms, sociologist Max Weber described bureaucracy as an ideal type of organization that rested on rational-legal principles and maximized technical efficiency.
- In the 1890s, with the arrival of scientific management and Taylorism, Organizational Behavior Studies was forming it as an academic discipline.
- Failure of scientific management gave birth to the human relations movement characterized by a heavy emphasis on employee cooperation and morale.
- Human Relations Movement from the 1930s to 1950s contributed to shaping Organizational Behavior studies.

- Organizational behavior is directly concerned with the understanding, prediction, and control of human behavior in organizations. Organizational behavior is the study of both group and individual performance and activity within an organization.
- This area of study examines human behavior in a work environment and determines its impact on job structure, performance, communication, motivation, leadership, etc.
- It is the systematic study and application of knowledge about how individuals and groups act within their work organizations. OB draws from other disciplines to create a unique field.
- For example, when we review topics such as personality and motivation, we will again review studies from the field of psychology. The topic of team processes relies heavily on the field of sociology.
- Even medical science contributes to the organizational behavior field, particularly in studying stress and its effects on individuals.
- There is increasing agreement as to the components or topics that constitute the subject area of OB.
- Although there is still considerable debate as to the relative importance of change, there appears to be general agreement that OB includes the core topics of motivation, leader behavior and power, interpersonal communication, group structure and processes, learning, attitude development, and perception, change processes, conflict, work design, and work stress.

1.7 QUESTIONS FOR PRACTICE

Long Answer Questions

1. What is organizational behavior? Explain it with its key elements.
2. What are the basic approaches to organization behavior?
3. What is the evolution of organizational behavior?
4. How do human relationships evolve?
5. Define Human Relation movement.

Short Answer Questions

1. Determine some Elements of the Human Relations Approach.
2. State some advantages of human relation at workplace
3. Explain organisational behaviour in detail.
4. Enumerate job satisfaction, its factors and its effects on the employee performance.
5. Give numerous objectives about organisational behaviour.

MCQs

1. Technology has been divided in …… categories.
   a. Two
   b. Three

c. **Four**
d. Five

2. Two distinct sets of environments are –
   a. Scientific and specific
   b. General and scientific
   c. Specific and general
   d. None of these
3. The Management By Objectives (MBO) was given by –
   a. Peter F. Ducker
   b. Darwin
   c. Robert Owen
   d. Fredrick W. Taylor
4. The Goal Setting Theory was given in –
   a. 1980's
   b. 1970's
   c. **1960's**
   d. 1990's

5. A _____ is a set of things connected or interdependent as to form a complex unity, a whole composed of parts in orderly arrangement according to some plan.

   a. **System**
   b. Organisation
   c. Management
   d. Board

Answer

1- c, 2-c , 3-a , 4-c , 5-a

1.8 REFERENCE BOOKS

- Business Organization and Management; Kitab Mahal, Allahabad, by Singh & Chabra.
- Management – Theory and Practices, by J.P Mahajan.
- Luthans, Fred, Organisational Behaviour McGraw-Hill Inc., New Delhi: 1992
- Mc. Cormic J. Earnest and Ilgen, Daniel, Industrial Psychology, Prentice-Hall of India Pvt. Ltd., New Delhi: 1999.

UNIT 2- PERSONALITY AND EMOTIONS

Structure

2.0 Objective

2.1 Introduction

2.2 Definition of Personality

2.3 Determinants of Personality

2.4 Personality Traits and Types

2.5 Personality Theories

2.6 Models of Men

2.7 Personality Attributes Influencing Organisational Behaviour

2.8 Definition of Emotion

2.9 Applications of Emotion

2.10 Let Us Sum Up

2.11 Check your knowledge

2.12 Reference Books

2.0 OBJECTIVES

After completing this, students will be able to:

Learn essential determinants of personality

Understand the theories of personality

Define different elements of personality influencing organisational behaviour

Elaborate various elements of emotion.

2.1 INTRODUCTION

Personality is the multifaceted set of various factors. The broad meaning of personality is the outside appearance. Though, sheer external appearance does not decide the personality of a person. There are number of factors determines individuals' personality. Interestingly personality is not developed of your own volition. It is shaped over a period of time. A man is born with certain corporeal and intellectual trait and the environment further shapes his or her personality. Several personality theories have been developed over a period of time to provide an understanding of the personality of an individual. In this unit, the definition and determinants of personality, the personality traits and types, theories of personality and the nature of man have been discussed. It also explains the attributes that influence personality. Further the concept and the applications of emotions in the organisation has been explained.

2.2 DEFINITION OF PERSONALITY

Personality is a key aspect in understanding the human beings that are the most vital resources of an organisation. They provide existence to other resources for the achievement of goals and objectives. Human energy makes all the difference in organisations. Personality determines the human energy. It provides a chance to recognize the individuals and properly direct their energy and motivate them in a proper manner. Personality is the study of the attribute's traits of a human being, the inter associations between them and the way in which a person responds and adjust to other people and situations. Gordon Allport defined personality as the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustments to his environment. Kolasa defined personality as a broad, amorphous designation relating to fundamental approaches of persons to others and themselves. It is the study of the characteristic traits of an individual, relationships between these traits, and the way in which a person adjust to other people and situations. Stephen P. Robbins has defined personality as the sum total of ways in which an individual reacts and interacts with others.

These definitions divulge that the personality has the following characteristics.

- Personality refers to both physical and psychological qualities of an individual.
- It is only one of its kind in the sense that no two persons are same in terms of their personality.
- Personality is the way of adjustment of individual to the organisation, environment and the group.
- It is a qualitative feature. Certain techniques exist to quantify it indirectly.
- Personality is dynamic. It changes with the time and situation.
- Personality is a system. It has input, processing and output mechanisms.
- Personality influence's goal accomplishment and performance of an individual.

2.3 DETERMINANTS OF PERSONALITY

Personality is an intangible concept. It is multifaceted as it is linked to the cognitive and psychological process. It is believed that a man is born with certain physical and mental qualities but the environment in which he is brought up shapes his personality. A number of factors determine the personality of individual i.e., biological factors, family factors, environmental factors and situational factors. Let us learn them in detail.

a. Biological Factors: Biological factors are related to human body. Three factors: heredity, brain and physical features are considered as relevant.

They are explained below.

i) **Heredity**: Heredity refers to those innate traits transmitted by the parents to the next generation. These factors are determined at conception. Certain factors of personality inherited are: physical stature, facial good looks, gender, colour of skin, hair and eye balls, temperament, muscle composition, sensitivity, skills and abilities, intelligence, energy level and biological rhythms.

ii) **Brain:** Brain is influenced by biological factors. Configuration and composition of brain plays a significant role in shaping personality. There are few empirical findings to state that the brain influences the personality.

iii) **Physical Features**: The physical features and level of maturation influence personality. The speed of maturity is related to the physical stature. It is thought that an individual's exterior look has a incredible effect on personality. For instance, height, colour, facial attraction, muscle strength influences ones' self-concept.

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

i) **Socialisation Process**: Socialisation is a progression of acquiring extensive variety of behaviour by a newborn from the extremely wide range of behavioural potentialities that are open to him at birth. Those behaviour patterns are normal and acceptable as per the principles of his family and social groups. Members of the family induce the toddler to conform to certain acceptable behaviour.

ii) **Identification Process**: Shaping of personality begins from the time, the identification process commences. Identification Process occurs when a person tries to recognize himself with some person whom he feels model in the family. Normally a child tries to behave as his father or mother.

iii) **Birth Order**: Birth order is an additional noteworthy variable influencing the personality of an individual. For example, first born are likely to be more dependent, more balanced, ambitious, hardworking, supportive, and more prone to guilt, anxiety and are less aggressive.

c. **Environmental Factors**: Environmental factors are those that exist in and around the person. They are social and cultural factors. Culture determines human decision-making capabilities, attitudes, independence: dependence, soberness: aggression, competition, co-operation and nervousness. There are two fundamental aspects of culture. Firstly, conformity by the individual and secondly, acceptance by the larger group. Culture establishes norms, morals and attitudes, which are imposed by diverse social groups.

d. Persons are obligated to behave in agreement to the culture established by the social order. Thus, culture and society put forth larger weight in shaping the

personality of an individual.

e. Situational Factors: In recent time, the influence of situational factors on personality is ever more recognised. Normally, an individual's qualities is steady and consistent, it changes in diverse situations. An investigation done by Milgram, recommended that actions of a person are determined by the state of affairs. The author states that situation exerts an vital influence on the individual. It exercises constraints and may provide push to the individual.

Consequently, it is obvious from the above argument that number of factors put influence in shaping the personality of an individual. Therefore, one has to appreciate personality as a holistic system.

2.4 PERSONALITY TRAITS AND TYPES

Identification of personality is intimately connected with the recognition of person's traits. It is based on the notion that personality is a conclusion of whole person. Traits are blend of actions and reactions of an individual. It can be understood as relatively noticeable personality that describes behaviour. Below mentioned are the personality traits and its type.

2.4.1Personality **Traits**

a) **Allport's Trait Theory**: Gordon Allport has recognized a number of traits to describe intricate behaviour of human personality. The author classified traits into two categories. Common traits and Personal dispositions. As common traits are used to compare people, personal dispositions are exclusive to a person and the mainly pervasive attributes telling the intricacy of human personality. For doing assessment, six distinguishing trait orientations are used. They are social, political, economical, aesthetic, religious and theoretical. For example, social traits describe love and affection, care and interest on others and expression of kindness. Political trait is linked to power awareness.

While economic traits put weight on practical approach and cost and benefits of situation, aesthetic trait is concerned with innovative and imaginative aspects. While,

religious trait is linked to unity and honesty. Lastly, theoretical trait consists of use of prudence and experimental approach. A person possessing theoretical trait is characterised by the inventor of critical truth.

b) Cattell's Trait Theory: Cattells' theory has based his theory on a new approach. The traits are recognized into two categories. Surface traits and Source traits. Surface traits are noticeable outside and become visible on the face of personality. They are determined largely by fundamental source traits. While source trait is a cause, surface trait is effect. Surface trait is indication of source trait. Trait theories have recognised the continuity of personality. The theories have shown the usefulness of quantitative application in behavioural sciences. They have great deal of intuitive appeal.

2.4.2 Personality **Types**

Personality traits provide a perceptive of the personality types. Certain personality types identified are described below:

i) **The Myers-Briggs Type Indicator**: This is called MBTI structure. Sixteen personality types are recognized with the help of answers to 100 questions provided in the test. A number of them are Extroverted vs. introverted, sensing vs. intuitive, thinking vs. feeling, and perceiving vs. judging etc. Qualities of a personality type 'introverted, instinctive, thinking and judging' possess certain qualities. They are:

- Have vision,
- Thinks with innovative mind,
- Have innovative thoughts,
- Have great drive,
- Skeptical, critical, self-determining, strong-minded and stubborn.

ii) **The Big Five Personality Types:** Personality dimension is recognized in terms of the big five factors. The types of personality are:

- Extraversion: Giving value to relations.
- Agreeableness: Thinking in a diverse manner.
- Conscientiousness: Possession of reliability.
- Emotional stability: Capability to survive stress.

- Openness to experience: Interested and fascinated by novelty.

iii) iii) **Physiognomy Personality Types**: William Sheldon has introduced three types of **personality** based on the human anatomical or physical structure of persons and psychological uniqueness. Physical size of the body has an impact on the human behaviour and temperaments. The personality types are.

a) **Endomorph:** Certain uniqueness of personality and behaviour linked with the body type are friendly, concern to people, helping others in difficulty, very measured reaction to stimuli. They seek comfort; have intense leaning to delicious food, etc. The persons who is having these personality distinctiveness, are liked by all. Psychologically, the endomorph is:

- Sociable
- Fun loving
- Love of food
- Tolerant
- Even tempered
- Good humored
- Relaxed
- With a love of comfort
- And has a need for affection

b) **Mesomorph**: Persons having reasonable physical uniqueness are known as Mesomorph. The body is well-built and strong. Some of the personality characteristics of this type are: seeks physical adventure, enjoys body building, feels restless, shows high aggression and self-assertiveness, likes to take risk and develops competitive spirit. The person is liked by virtue of his physique. Psychologically, they are:

- Adventurous
- Courageous
- Indifferent to what others think or want
- Assertive/bold

- Zest for physical activity
- Competitive
- With a desire for power/dominance
- And a love of risk/chance

c) **Ectomorph:** Ectomorph body type is characterised by a thin and flat chest. The person is intellectual, feels shy and avoids social contacts. However, he is typically anxious, ambitious, and dedicated to his work. He is quick to react and hypersensitive to pain and pleasure. Psychologically they are:

- Self-conscious
- Private
- Introverted
- Inhibited
- Socially anxious
- Artistic
- Intense
- Emotionally restrained
- Thoughtful

d) **Extrovert-Introvert Personality Types**: Carl Jung is the advocate of the theory. The theory used logical psychology approach. According to the theory, personality trait is developed as a process of creativity. It comprised of four phases: thinking, feeling, sensation and intuition. Human being personality is a blend of these 4 factors. The theory projected two personality uniqueness on two extreme ends. They are extrovert and introvert type personality. While extrovert persons are friendlier, introvert people are more self-dependent and they are focused by their own individual thinking.

Introverts are more comfortable living alone and being by themselves. Extroverts are sociable and reality-oriented persons they are socially active and more aware of what is going on around them. They are performers. On the other hand, introverts have less risk-taking capacity and directive oriented. They need robust motivation and precise

instructions. Whereas extroverts have thinking in terms of objective and interactive associations, the own viewpoint and thought guide the thinking of introverts.

This theory is very helpful in the management of organisational behaviour. Job design, motivation, leadership styles, career development, training, organisational change, organisational development and organisational efficiency are based on the personality characteristics. Introvert is more expected to do better in repetitive jobs. Extrovert performs better in lively and environmental centered tasks. Likewise, extrovert desires self-governing style of leadership and introvert wants more instruction-oriented leadership. Therefore, the theory is used in developing organisational strategies to deal with individual workers for increasing organisational efficacy.

e) **Type A and Type B Personality**: Type A personality is defined by Friedman and Rosenman as aggressively involved in a chronic, never-ending effort to attain more and more in less and less time, and, if necessary to do so, against the opposing efforts of other things or other persons. They have defined Type B personality as infrequently agitated by the want to obtain a wildly increasing number of things or partake in a never-ending growing series of events in an ever-decreasing amount of time.

2.5 PERSONALITY THEORIES

Personality theories have been developed to give an understanding of the personality of an individual. They help in appreciating the basics that shape out personality. Interestingly civilizations also have a major role in building the personality of an individual. Personality theories were developed in three streams of thought. They are psychoanalytic theory, self-theory and social learning theory.

While psychoanalytic theory states that specific elements in the person's brain are answerable for shaping the personality, self-theory demonstrates the impact of surroundings on the individual personality. Similarly, social learning theory provides that circumstances determine the personality. Let us study them in detail.

2.5.1 Psychoanalytic Theory

i) **Sigmund Freud developed psychoanalytic theory**. According to the author human brain consists of three elements that are responsible for shaping the

personality. They are preconscious, conscious and unconscious elements. The unconscious state of mind is controlled by hedonistic code. Unconscious mind activity determines behaviour. Conscious element is guided by logical reality principle. Freud developed a organization of human mind in order to explain personality. It consists of three elements known as: Id, Ego and Super ego.

Consciousness is directed by principle of logical reality and unconsciousness is ruled by hedonistic principle of pleasure. According to this approach, personality determines the behavior.

The personality systems of human mental activity are: The Id, The Ego, The Super Ego, and The Libido. They are described below:

i) **The Id:** Id is the totality of instincts leaning towards rising happiness, avoiding sufferings and motivating for instant contentment of desires. The personality individuality of an individual are built on the base of the Id.

ii) **The Ego:** Ego is the executive part of the personality. It selects the features of the surroundings and stores them. It is balanced and logical. It is the conscious intermediary between realities of world and the id's demands.

iii) **The Super Ego**: Super ego is a moralistic section of person personality consisting of noblest view, ideals, outlook developed in the course of absorption of cultural values and attitudes.

iv) **The Libido:** It is a psychic energy. It makes any system to function. It is dynamic. According to this theory, desires are generated by the Id. It enforces instant satisfaction of these desires. Otherwise, pressure is generated for their fulfillment. It tries to satisfy them by main process and reflex action.

v) For instance, if a worker is negative, the manager scolds him for under performance of the given task. He is upset by the language of the superior. As he cannot be unkind with the superior, he tries to tolerate uneasiness by withstanding his feeling. He does this by grinding his tooth and bears it. If he fails to withstand his feeling he tries to share the emotions with his close acquaintances. This is called as main process of overcoming the stress. If the primary process fails, energy flows to ego, which provides perception, thinking, judgment and memory. Then person decides a particular action. On the other hand, while applying secondary process super ego acts as a judge. Hence, desires are contented by ego according to the

morals established by super ego. If ego is able to integrate id and super ego individual gets satisfaction, otherwise it results into irritation because super ego tries to punish the ego. To carry on the illustration, the worker tries to introspect himself and learns to work to avoid any uneasiness in future. The theory is helpful in understanding the personality of an individual.

2.5.2 Self-Theory

Carl Rogers contributed the self-theory. It is also known as Organism theory or Field theory. The theory highlights human being as an initiating, creating, and influencing the determinant of behaviour within the environmental framework. Elements of self-theory are explained below:

a) **Organism**: Organism is the individual. It is the storage of all knowledge. Therefore, forms locus of reference. It is guided by conscious and unconscious elements. As a result, individual behaviour is caused by self-evaluation and by experiences.

b) **Phenomenal field**: Phenomenal field depicts totality of all experiences assembled by environmental interface. According to the theory accomplishment of self-actualization need is the fundamental motivator. It is restricted by surroundings in which individual lives.

c) **Self-concept**: Self-concept is a result, which forms foundation for person behaviour and personality. Self is a blend of perceptions, attitudes, beliefs, values and traits.

d) It characterizes the notion of 'I' and "Me". In this background, 'I' indicates one's own psychological process. Therefore, it is known as personal self. 'Me' is connected to the thinking of an individual as to how he appears to others. So, it is called social self. Thus, both personal self and social self-decide about individual behaviour. Self-theory provides important guide in understanding behaviour. The theory is organised around individual and not around environment, which is out of control.

2.5.3 Social Learning Theory

Albert Bandura explained social learning theory. It states that personality is determined by the circumstances in which a person interacts. The following are the

assumptions of the theory.

According to the theory, a person's behaviour is determined by the modelling and observational learning from the environment. A person connects with the surroundings. He studies and copies the stimuli in the environment. He experiences certain cognition. This cognition is retained. When the same situations are reinforced, he shows actions. These actions are called behaviour.

Bandura described that: It is mainly through their dealings that people produce the environmental conditions that affect their behaviour in a give-and-take fashion. The experiences generated by behaviour also partly determine what a person becomes? In addition, what he can do? Which in turn affects subsequent behaviour? Social learning theory provides important insights into understanding of personality. The theory acknowledges environment as determinant of behaviour, rather than an unconscious element, which is considered as determining behaviour. Thus, it suggests that by regulating environment, behaviour can be customized suitable to organisational process.

2.6 MODELS OF MEN

Persons are imperative assets in any organisational activity. Thus, their behaviour significantly influences the performance of an organisation. Assumptions made about group to larger degree help the working manager to understand, forecast and manage the behaviour.

Edgar Schein has identified four model of man. They are: Rational Economic man model, Organisational Man Model, Social man model, Self-actualising man model, and Complex man model. William Whyte used organisation man model. Let us learn them in detail.

i. **Rational Economic Man Model:** Traditional theories have conceptualized the rational economic man model. It is the oldest model. It is based on the belief of maximisation of selfishness According to this model; an individual strikes a balance among costs and benefits of his actions. He is more anxious about making estimate of worth for his effort in terms of monetary rewards and maximising it. Financial rewards control the behaviour. Rational Economic model assumes that man is forced by economic rewards and his behaviour can be regulated by variation in financial

rewards. Thus, it is pertinent in devising suitable strategies of motivation and control. It is useful in forming reward systems. It suggests that individual energy is extracted by providing more economic rewards. As enlarged financial rewards stimulate production, there is no differences between management and staff. This helps in to creation of good quality industrial relations system. This model well thought-out as a realistic description of human behaviour. Even today, this model is appropriate for understanding man.

ii. Organisational Man Model: William Whyte stated the concept of organisational man. An organisational man sacrifices for the sake of organisations' interest. A person having a conviction that collective contentment is potent tool to achieve objectives as a substitute of competitive struggle falls under this class. Organisational man model suggests that person behaviour is oriented towards faithfulness, belongingness, conformity and sacrifice of personal interest in the realisation of organisational goals. So person's approach is developed towards resolving differences. Organisational man model is useful in creation of an organisational structure to provide contentment to persons. Therefore, organisational strategies take care of people's interest. Management is highly democratic. Communication is open and controls are based on self-controls rather than fact controls. Motivation is positive and commitment is ensured.

iii. **Social Man Model:** Social man model is a result of empirical behavioural research and development of human relations movement. Elton Mayo, Kurt Lewin, McGregor have promoted and used this model. It is based on the notion of social relationships. According to this model group pressures, norms and sanctions direct individual actions. Person is motivated by social rewards and his contentment is considered in terms of his standing amongst group members. As a result, workers acknowledge management instructions as long as they are harmonious with group benchmarks. Social man model is ready to lend a hand in designing the organisation structure, communication techniques, motivation systems, and rewards. It recommended an organisational structure based on workers concern and autonomy oriented rather than strict division of labour as suggested by the rational economic model. The leader should be a catalyst, supporter and originator. His outlook is supposed to be democratic or advice-giving in order to inspire people. The

communication should be two ways. The behaviour is analysed with reference to groups. Hence, as per this model larger output can be achieved by giving more consideration to employee's welfare and diverting the system to workers concern than structure.

iv. **Self-Actualizing Man Model**: Concept used in organisation man model and social man model gave rise to the development of self-actualizing man model. Self-actualizing means to utilize the capability of becoming what a person is capable of becoming. Therefore, it recommended that men take on in innovations, creations, and dynamism. Individual works with his full potential force to attain his final goal. Self-actualizing model suggested that the organisation structure is to be designed based on autonomy. The reward and incentive scheme is based on intrinsic factors rather than physical energy. The leadership approach practiced is democratic or participation oriented in order to use creativeness of people to the greatest possible degree.

v. **Complex Man Model**: Complex man model is of modern origin. It assumes that a person is impulsive in his behaviour. According to the model human being is complex blend of needs, goals, aspirations, perceptions, attitudes, learning, values and beliefs. A host of multifaceted and erratic variables pressure human behaviour.

vi. A man is complex because of lack of cause-and-effect relationship in his behaviour and due to individual difference. Complex man model is appropriate in the present-day context as it recommended that there is no general way of understanding behaviour and managing the individuals. Management is required to adopt unforeseen event in organisational design and situational management approach. Manager should be competent of distinguishing among persons and analyze their behaviour in order to take up proper leadership style, motivation pattern, and communication techniques and control strategy. Hence, organisational design and management viewpoint is to be altered to suit to situational demands.

2.7 PERSONALITY ATTRIBUTES INFLUENCING ORGANISATIONAL BEHAVIOUR

Personality attributes of workers are used in understanding the behaviour of employees and plan appropriate strategies to deal with their behaviour. Some of the traits that influence the behaviour in organisations are described below:

i) **Authoritarianism**: Authoritarianism is an attribute used to portray the persons having certain negative beliefs about the work and workers. Taking this concept, behaviour of employees in organisation is explained by using the following traits.

• believes in the formal authority.

• compels compliance to the authority.

• adheres to the conventional principles and does not offer preference to the fresh ideas.

• conforms to the set of laws and regulations.

• believes in directing the subordinates than listening to them.

• tries to be inflexible and prefers structured environment.

Taking these above characteristic traits, a leadership style of superiors was developed, known as authoritarian.

Employees possessing the authoritarian attributes will dominate respect and achieve manufacturing targets in the short run. In the end, these people cannot maintain the level of motivation and satisfaction.

ii) **Locus of Control**: Locus of control is the belief concerning the outcome of their actions. Certain people believe that their skills and abilities influence the outcome of the action. Others believe that some exterior factors like fortune or chance influence their result. According to Robbins, persons who believe that they control what happens to them are called Internals and individuals who believe that what happens to them is controlled by outside forces such as luck or chance are called Externals. Certain implications of locus of control behaviour of the individuals in organisations are described below:

a) **Absenteeism**: People having internal locus of control have a conviction that the health is under their control. They instill good quality health practice and take appropriate care of their health. Therefore, they have lesser rate of illness. Therefore, non-attendance is less in these people.

b**) Turnover**: With respect to turnover, internals tend to take action and thus might be likely to quit the jobs more willingly, but they tend to be more successful on the job and more contented.

c) **Decision-Making**: People having external locus of control are more leaning towards intuitive decision making. On the other hand, internals think about more information before taking decisions. They are motivated by the achievements. They would like to control the outcome of the decisions.

d) **Motivation:** Internals possess achievement motivation than externals that are just satisfied with the available rewards.

e) **Job Satisfaction**: People having external locus of control are more discontented on the jobs. This is because of the conviction that the result is not under their control. In the case of internals, job satisfaction is more due to the belief that outcomes are the results of their actions.

f) **Psychological Commitment**: Externals are less involved in the jobs. Internals possess dedication that is more psychological.

g) **Social interactions**: People having internal locus of control are more friendly and thrilled to have social relationships to keep their identification and esteem.

The locus of control influences the job selection also. People having internal locus of control are victorious in the complicated jobs. Jobs having specialized and decision-making nature require multifaceted information processing capability, needs swift learning, initiative and independence of actions are fitting to the people having internal locus of control. On the other hand, people having external locus of control are appropriate for well-structured and routine jobs. They are also successful in those jobs that require complying the directions.

iii) **Machiavellianism:** Niccolo Machiavelli has introduced the concept. The term refers to the extent of individual effort to get control over organisational tasks. According to Robbins, Machiavellianism is the extent to which an individual is realistic, maintains emotional distance, and believes that ends can justify means. The characteristics of Machiavellianism personality attributes are:

- They are energetic to participate in organisational politics.
- They manipulate more, win more and persuade less.
- They are expert at interpersonal game playing, power tactics and identifying influence system in organisations.
- They consider ethics.

iv) **Self-esteem**: Self-esteem is a sentiment of liking or disliking of one self. It is connected to the individual wish for success. An individual having a larger craving for success is rated as high self-esteem person. He believes that he possesses requisite abilities to do well on the jobs. People with high esteem are risk takers. They tend to opt risky and demanding jobs. They have internal locus of control. They give preference to pride, acknowledgment, stylishness, achievement, self-sufficiency, and are contented with higher order needs than simple economic motivation. On the other hand, people having low self-esteem are influenced by the external factors. They offer more admiration and significance to the opinions of others. They do not want to face distasteful situation. Thus, they try to please others.

v) **Self-monitoring**: Self-monitoring is the capability to become accustomed to the situational demands. Individuals possessing a high score on self-monitoring watch the actions of others from a close angle in order to correct their behaviour. They prefer mobility in their profession. They are more thriving in discharging conflicting roles. Simply, they can wear a mask appropriate to the circumstances. Consequently, there is a high level of behavioural contradiction in high self-monitoring people. Therefore, self-monitoring quality helps managers to understand the personality and behaviour of their subordinates in order to direct, communicate, motivate and regulate them on the jobs.

vi**) Risk taking Attitude**: Risk taking is an approach. People differ in the outlook towards assuming the risk. The tendency to take risk influences the decision-making. High-risk takers are expected to take quick decisions. Risk taking is also related to the job demands. High-risk taking is found in certain caste, religion, nationality and gender. In organisations, risk-taking behaviour is connected to the capability of workers to take up challenging tasks and possess high achievement motivation. Therefore, a number of personality attributes influence the behaviour of person in the organisational behaviour.

2.8 DEFINITION OF EMOTION

Emotions are related to psychology of an individual. They are connected to the inside feelings articulated in a situation. When a person experiences stimuli, he is likely to

develop an inner feeling. Facial expressions, verbal sounds and body actions are used to express inner feelings. Emotion can be described as an expression of a feeling of fear, anger, joy, love, hate, grief, frustration, satisfaction or any other similar feelings. Emotions are significant in understanding employees' behaviour in an organisation. Stephen P. Robbins defined emotions as intense feelings that are directed at someone or something. Understanding emotions requires knowledge of two components. One is affected: it is a broad range of feelings that people experience. Second are moods: they are feelings that tend to be less intense than emotions and that lack a contextual stimulus.

2.9 APPLICATIONS OF EMOTION

Emotions are important determinants of employee behaviour in organisations. Superiors use the information of emotions for directing their subordinates in an efficient way and achieve organisational objectives. Let us study the applications of emotions in organisations.

i) **Employee Selection**: Organisations normally look for the people who possess the capability to cope up with others. Functioning with the group and inter personal attraction is becoming accepted in organisations. The skill to fine-tune with job stress, environmental pressures and go along with other personnel is an absolute prerequisite for the success in any job. Emotional strength implies controlling violent behavior. Workers habitually hide their real emotions and exhibit emotions suitable to the demands of the environment. Organisations select those employees who possess this quality. It is also known as emotional intelligence. According to Robbins, Emotional Intelligence is an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressure. It is composed of five elements: Self-awareness, self-management, self-motivation, empathy and social skills.

ii) **Decision-Making**: Decision-making is an essential part of every worker in organisation. Decision making must be based on reason, if it has to yield the desired results. However, while taking decisions such emotions as fear, anxiety, frustration, doubt, excitement, angry, stress, coolness etc., govern the rationality. Managers overlooking the significance of negative emotions in the decision-making process are expected to overlook number of alternatives also. They also ignore information

processing rather use more intuitiveness in the decision making. Likewise, positive emotions increase the capacity to resolve complex problems and deal with the complex persons. In the process of group decision-making emotional firmness is necessary to develop a sentiment in the worker that their suggestions are considered for arriving at a final decision. Manager who can strike a equilibrium between rationality, intuition and emotions is likely to make firm decisions suitable to subordinates.

Psychological commitment is more to those decisions, which are arrived by considering the feelings of employees.

iii) **Leadership:** Leadership is concerned with communication of instructions, motivation of subordinates and resolving inter personal conflicts. Emotions play a vital role in all these aspects. Let us explain them.

a) **Communication**: Communication is the course of making others to comprehend the message in an intended manner. Simply to use suitable words, medium, language, technology and environment do not convey the message. Appropriate use of facial expressions, body moments and tone of the communication conveys meaning as intended. This is linked to the emotions of the sender. In fact, leaders will be able to communicate sense of efficiency, capability, optimism, and satisfaction and energise their subordinates by their excitement, enthusiasm and communication of emotional attachment.

b) **Motivation:** Motivation is the sense of an inner drive and keenness to act in a predetermined way in the hope of certain desired outcomes. Emotions influence the desired outcomes. Managers use emotional content to motivate their subordinates in a proper direction.

c) **Inter personal conflicts**: Misunderstanding of communication in the situations of emotion leads to conflicts. So, emotions are interwoven in conflicts. Though, these emotions do not appear outer surface in a situation of conflict. Manager has to tackle the emotional factor in order to resolve the conflict and increase accord among the subordinates. On the other hand, addressing to the task and structural aspects of the conflict alone does not rectify the conflict. A successful manager learns to consider the emotions in the resolution of inter personal conflicts.

iv) **Management of Change**: Change is a common phenomenon. Employees refuse to accept change due to ambiguity in the goals. Thus, emotional attachment to the goals elicits positive attitude towards change. Managers extract positive response to change by the evocation, framing and mobilisation of emotions. Thus, proper linking of emotions with the change is necessary for bringing down the opposition to change.

v) **Deviant Workplace Behaviour**: Emotions influence the moods and as a result employees take on unintentional actions of deviations of norms, rules, authority and cause damage to the property of the organisation. Ignoring the presence of the boss is also one of the ways of employee deviation. Certain observed deviations are slow working, damage, politicking, complaint, harassment, aggressions etc. Another negative emotion that causes stress and anxiety in the individual behaviour is enviousness. It is bitterness for not possessing something, which is strongly desired. Promotion of positive emotions controls enviousness.

2.10 SUMMARY

- Personality is an essential facet influencing the worker behaviour in organisational settings. Understanding of personality arises as human beings provide life to all other resources in organisations. Proper motivation and direction of these resources are more important for realisation of the goals of an enterprise.

- A number of descriptions exist to describe the personality. They believe that the temperament is distinctive, qualitative and dynamic physio-psychological system in the individuals. Personality is formed from the child hood days. It also thought that it subsists even at the time of birth. Heredity, composition of brain and physical features determine the personality. Shaping of personality is elucidated by the theories of personality. Sigmund Freud propounded psychoanalytic theory, which focuses on the Id, the Ego, the Super Ego and the Libido.

- Carl Rogers explained the self-concept to explain the personality. Social learning theory affirms that the personality is determined by the situational interface. Rational economic model, Organisational man model, social man model, Self-actualizing man model and Complex man model made different assumptions and propositions to understand the nature of a man.

- Personality qualities of employees are significant in comprehending the behaviour of organisational member and design appropriate approaches to direct their effort towards accomplishment of organisational goals. Emotions are related to the mindset of persons. They are manifestation of inner feelings of fear, anger, joy, love, hate or grief.

- Emotions are motivated by cognition, arise a feeling in the persons and stated through facial or body gestures. In organisations understanding emotions are beneficial in decision making, leadership, communication, motivation, inter personal conflict, management of change and understanding deviations in the work place behaviour.

2.11 QUESTIONS FOR PRACTICE

LONG ANSWER QUESTIONS

1. Define the term personality.
2. What are the Determinants of the personality? Explain in details.
3. Explain Allport's Trait Theory.
4. Write about Physiognomy Personality Types in details.
5. Define Self-Theory of Carl Rogers and its components.

SHORT ANSWER QUESTIONS

1. Explain the term Rational Economic Man Model.
2. What is Locus of Control? Explain in detail.
3. What is the meaning of Machiavellianism?
4. Define self-esteem in relation to personality attributes.
5. Briefly explain the application of emotions.

MCQs:

1. What aspect(s) of personality are believed to have evolved in humans?

A. overeating

B. quick response to danger

C. aggression in men

D. all of the above

2. The idea that you can assess someone's personality by studying their face is called:

A. phrenology

B. physiology

C. somatology

D. Physiognomy

3. Humanistic psychologists explained

A. human traits

B. humanity

C. sociology

D. can't say

4. Extraverts have _____ participation

A. mental

B. social

C. physical

D. none of these

5. The influence of parents on the personality of their children is:

A. non-existent

B. weakest in early childhood

C. strongest in early childhood

D. consistent across the lifespan

Answer:

1-d ,2-b ,3-a ,4-b ,5-c

2.12 REFERENCE BOOKS

- Calming the Emotional Storm by Sheri Van Dijk
- Rising Strong by Brené Brown
- Healing Your Emotional Self by Beverly Engel
- Mind and Emotions by Matthew McKay, Patrick Fanning, and Patricia Zurita Ona
- Mind Over Mood by Dennis Greenberger and Christine Padesky
- Don't Let Your Emotions Run Your Life by Scott E. Spradlin

UNIT 3 FOUNDATIONS OF INDIVIDUAL BEHAVIOUR

STRUCTURE

3.0 Objectives

3.1 Introduction

3.2 Definition and Scope

3.3 Personality, Learning, Attitudes, Stress

3.4 Job Satisfaction

3.5 Foundations of Group Behaviour

3.6 Conflicts

3.7 Defence Mechanism

3.8 Transactional Analysis

3.9 Johari Window

3.10 Force Field Analysis

3.11 Summary

3.12 Questions for Practice

3.13 References

3.0 OBJECTIVES

After completing this students will be able to

- Understand concepts of Personality, Learning, Attitudes, Stress
- Explain foundation of group behaviour
- Define defence mechanism
- Discuss Transactional and Force field Analysis

3.1 INTRODUCTION

Individual behaviour refers to the way in which an individual reacts or behaves at his place of work. It can be defined as a combination of reactions to internal and external stimuli. Individual behaviour defines how a person will respond under distinct conditions and will express different emotions such as happiness, rudeness, love, anger etc. It refers to some concrete action by an individual. Study of individual behaviour reveals the behaviour of human at the working environment. Behaviour of an individual have a great influence on the performance of organization. Positive behaviour will lead to enhance the productivity. Whereas on another hand, negative behaviour will cause damages and bring heavy losses for company.

3.2 DEFINITION AND SCOPE

Individual behavior refers to the actions, responses, reactions, and behaving ways of the individual in a particular position. It is the combination of responses to internal and external stimuli.

Each Individual/human behavior is different from others. Understanding human behavior helps to know how particularly people respond to some situations and express themselves.

By birth people, behavior is affected by different factors both genetic and environmental. The influence of these factors greatly determines the patterns of human behavior. In fact, by Kurt Lewin, behavior is the function of the person and the environment around him.

In an organizational setting, there seems great influence of individual behavior on organizational performance. It is important to understand how a person behaves, reacts, and expresses which let to come up with a solution and what types of duties handling capabilities he/she holds.

Positive behavior of people greatly and positively influences the performance of the company whereas the negative one adversely affects even creates losses. A manager should appreciate the positive behavior of his people and ask, force, or even punish those who show unhealthy behavior for the organization.

Factors Influencing Individual Behaviour

Various factors affecting the individual behaviour is classified into following categories: –

Personal Factors

Environmental Factors

Organizational Factors

Personal Factors

Personal factors are of 2 types: Biographic and Learned Characteristics

Biographic Characteristics: Biographic characteristics are genetic nature and are inherited by individual by their parents or forefathers. These are gifted features that an individual possesses by birth. All of these biographic characteristics are listed below: –

Psychical Characteristics- Personal characteristics relates to skin, complexion, vision, height, weight, size of nose etc. which influence the performance of individual. A person with good physical characteristics have an attractive personality, they dress well and behave gently in an organization.

Age- Age is an individual inherited characteristic that is determined by date of birth. Young people are expected to be more efficient, energetic, risk-taking, innovative and ambitious.

Gender- Gender is an inherited characteristic as being a men or women is genetic in nature. Woman are expected to be more emotional than men and generates high turnover rates. It is due to more likeness of woman quitting their job citing personal reasons.

Religion- Religious values of individual influence distinct aspects of his/her behaviour in organization. Highly religious person is stricter towards following moral values, ethics and code of conduct while performing their roles.

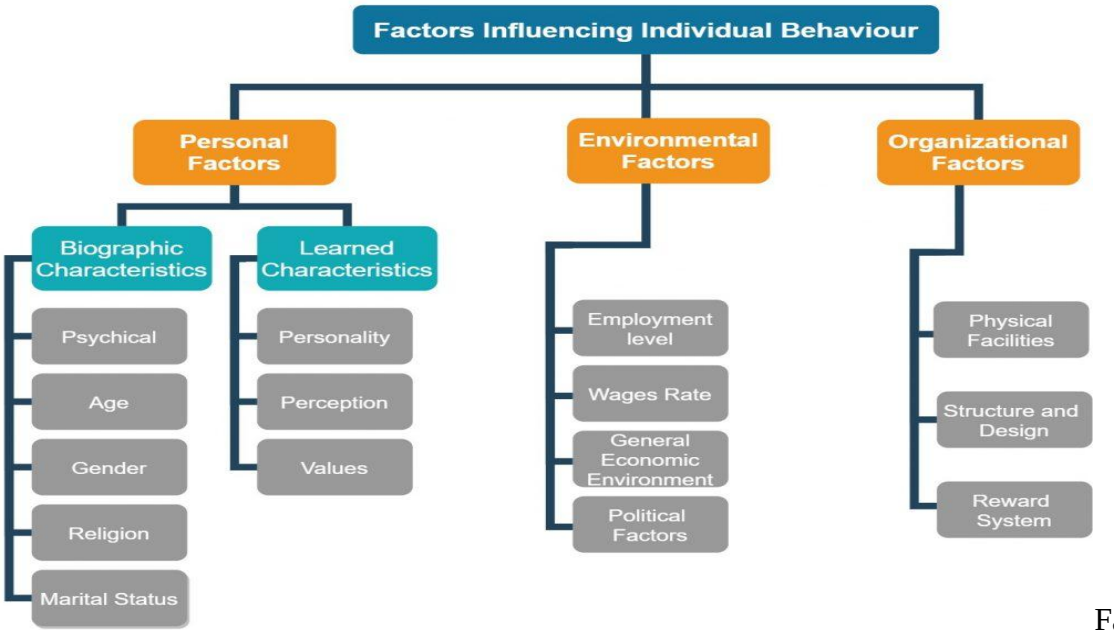
Marital Status- Researcher indicated that with marital status, responsibilities of individual get inclined and for them having steady proper job becomes more important. Such employees have less absences, low turnovers and more job satisfaction.

Learned Characteristics: Learned characteristics refers to the changes in persons behaviour that comes from his/her interactions with environment.

Personality- Personality solely do not refer to physical characteristics of person but indicates the growth of individual's psychological system. These are the personal traits of persons that comprises of patience, extrovertness, dominance, aggressiveness etc.

Perception- It is a viewpoint of individual through which it interprets a particular situation. Perception is defined as a process via which information enters mind and an interpretation takes place for providing some sensible meaning to world.

Values- These are global beliefs that guides distinct actions and judgements in several situations. It comprises of idea of an individual that is based on good, right and desirable opinions.



Fact

ors Influencing Individual Behaviour

Environmental Factors

The external environment has an effective role in influencing the individual behaviour.

Employment level- Employment opportunities available within the country act as a major determinant of individual behaviour. In case of less employment opportunities, he/she will remain stick to same job level irrespective of how much satisfaction is attained. However, if there are more employment opportunities available then employees will shift to other jobs.

Wages Rate- Monetary compensation is a major factor that every employee considers before joining any organization. Therefore, a decision whether to stay in a particular company or shift anywhere else is taken on the basis of wages he/she is getting.

General Economic Environment- Economic cycle in a country greatly influences the behaviour of individual in an organization. They are subject to retrenchment and layoffs. Job security and a stable income are the most relevant factors of motivation for these type of employees. Whereas, employees of public sector undertakings are not affected by economic position within the country as they receive their fixed salaries irrespective of economic conditions.

Political Factors- Political factors indirectly influences the behaviour of an individual. In a politically stable environment, there will be large opportunities of steady job positions. It will provide better freedom to individual which will influence their career choice, performance and jib design.

Organizational Factors

Wide range of organizational factors influence behaviour of individual which are listed below:

Physical Facilities- Physical environment at work place have a great influence on behaviour of individual. It comprises of factors like lighting, cleanliness, heat, noise level, office furnishing, strength of workers etc.

Structure and Design- It is concerned with set-up design of departments within an organization. Individual behaviour is influenced by where an individual perfectly fits in a hierarchy of organization.

Reward System- Fair reward system adopted by company for compensating its employees enhances the overall performance and behaviour of individual.

3.3 PERSONALITY, LEARNING, ATTITUDES, STRESS

Personality is a very important aspect of organizational behavior. It plays a vital role in organizational behavior because the way people think, feel, act or behave affects all the aspects and spheres of the workplace. An individual's behavior in groups, their attitudes, and the way of making decisions is influenced by their personality. The way people act and react to the things during work is hugely affected by their interpersonal skills.

Personality also affects motivation; a person with good personality is generally highly

motivated. He never hesitates to step up. Personality also affects leadership as a person with good personality is highly motivated and therefore can lead others, as people are affected generally with a good personality.

OBJECTIVES

The more that manager understands how personality works in organizational behavior, the better they are equipped to be effective and accomplish their goals.

Primary objective

In an organization different positions and roles require different aptitudes and skills, which are tied to personality. An individual cannot perform every role, even an entry level position also requires some skills and traits. This is where personality is really helpful. It helps in understanding and finding compatibility of a person's personality, with the personality needed for the position.

Secondary objective

1) **Understanding the employees better:** Through organizational behavior studies, we can understand why employees behave the way they do and predict their future behavior. Their personality helps to understand them better such as; how they communicate, work, and listen to others.

2) **Understanding how to develop good leaders:** Through organizational behavior patterns it becomes easy to predict which employee has the potential of becoming a leader. They are also helpful in molding employees to utilize their leadership potential to its fullest.

3) **Developing a good team:** A single person cannot lead an organization to the peak of success. It needs employees to work together in groups. By knowing the behavior and personality of individuals, employees can easily form good groups which will be helpful in accomplishing organizational objectives.

4) **Higher productivity:** All these objectives lead us to achieve highest productivity with increased performance. A person with good personality is highly motivated and because of which his performance is increased. He also influences and stimulates others with his good personality further by increasing their performance which results in increased productivity.

Definition – personality is the totality of traits and qualities of character or behavior, which are peculiar to a specific person. It is the collection of distinctive qualities of a person.

Personality of each individual differs because each individual has different mental, physical, emotional, and social characteristics. It is the visible aspect of individual's character which impresses others. It does not change from day to day. It is relatively stable over a short period. However, personality is not rigid or unchangeable. It can change in a long time, for example; the height and weight of an individual changes by time. Thus a person can learn new skills and can change his personality. But it takes time and effort.

Personality determinants

There are several factors which influence the shaping of our personality. Some are:-

1. Physical feature

2. Heredity
3. Culture
4. Experiences in life
5. People we interact with
6. Family background

Details of factors are as below:

1. **Physical feature:** It is the biological factor which determines the personality of a person with his external appearance and rate of maturation. External appearance is very important. Physical features like height, weight, body color, facial features, and muscular features etc. are very crucial forms of determining a good personality. Physical features help in influencing others and affect self-concept.

2. **Heredity:** Genetic factors are also very eminent in determining the personality of an individual personality. Whether we are tall or short, healthy or ill, fair or dark, athletic or non-athletic, irritable or patient are the characteristics which may come from our parents or can be traced to heredity.

3. **Culture:** The cultural values which we get from the culture in which we live affect our personality in a wide way. People born in different cultures tend to develop as different types of personalities. It also affects their lifestyle and way of communication. For example, India has different states with different cultures. People in Punjab are more hard working. People of Bengal are more creative and people of Gujarat are more business minded than other states. The language and appearance differ from state to state.

4) **Experiences in life:** A person learns certain things from his experience in the past. Certain personality characteristics are developed by positive and negative experiences which occur frequently. Like a child learns to walk by falling many times.

5) **People we interact with:** A person is known by the company of friends with whom he lives with. This is because a person is persuaded by the actions and values of others. From childhood we learn new things from different people with whom we interact or meet. From friends to teachers everyone teaches us a new thing. They have certain qualities which influence us and we tend to have those qualities in us also. If we like a group, our desire to become a part of that group will compel us to change certain aspects of our personality to become like all. This is how we change our personality gradually.

6) **Family background**: The status of family influences ones personality. The number of family members, background, and education of parents influence the shaping of personality of a person. If the family of a child is rich, he will have different lifestyle than the child of a middle class family. If the family of a child has criminal background, the child may also have some criminal or bossy aspect in his personality.

Measurements of self-concept

Self-concept is an individual’s view about his or her self. Self-concept refers to how a person perceives and thinks about oneself.

Baumeister (1999) give the **self concept** definition: "the individual's belief about himself or

herself, including the person's attributes and who and what the self is".

Personality types

1) **The Duty Fulfiller:** This type of person is serious and quiet, is interested in peaceful and secured life. He is thorough, dependable and responsible kind of a person. They are organized and hard working. They work towards a set goal and can accomplish it once they set their mind.

2) **The Mechanic:** They are quiet and reserved, generally interested in knowing how things work. They are risk takers and are interested in extreme sports. They live for the moment and are loyal to their people. They have excellent skills with machines. They are excellent in finding solutions to practical problems.

3) **The Nurturer:** They are Kind, quiet, and conscientious. They put needs of others ahead and then their own and value traditions. They are practical and stable. They observe others and are interested in serving others.

4) **The Artist:** They are serious, quiet, sensitive and kind. They are peace loving, hate conflicts and are neither likely to do things which generate conflicts, nor interested in becoming a leader and have aesthetic appreciation for beauty. They are flexible, creative, and open-minded.

5) **The Protector:** They are forceful, sensitive and original. They stick to one thing unless they finish it. They are concerned about other's feelings and are likely to be individualistic.

6) **The Scientist:** They are independent, analytical, original and determined. Have high standards of performance for self and others. Are natural leaders, and are long-range thinkers.

7) **The Thinker:** They are original, logical, and creative thinkers. Get excited about ideas quickly. Are quiet and reserved and are hard to get to know. They don't have any interest in leading others think about themselves only.

8) **The Doer:** They are action oriented, friendly, and adaptable. Are focused on immediate results and are risk takers. They live fast-paced lifestyles and are impatient.

9) **The Guardian:** They are practical, organized, and traditional. Are athletic and have clear vision of the way things should be. They are loyal and hardworking and are good citizens.

10) **The Performer:** They are fun loving and make things more fun for others by their enjoyment. Live for the moment and love new experiences. They don't have likings towards theory and are interested in serving others. They are generally center of attention and have good common sense.

11) **The Caregiver:** They are popular, warm-hearted and conscientious. They have strong sense of responsibility and duty and see others' needs first. They know how to behave with others.

12) **The Inspirer:** They are enthusiastic, creative, and idealistic. Live their life with their inner values. Get excited by new ideas and are open minded with a broad range of interests

and abilities.

13) **The Giver:** They are very caring, popular and sensitive. Usually like to live in crowd and see everything from human angle and are effective at managing issues of others and lead others.

14) **The Visionary:** They are resourceful, creative, and intellectually quick. Enjoy to debate on issues and get very excited about new projects and ideas. They are logical in approach.

15) **The Executive:** They are assertive and outspoken. They have the ability to understand difficult organizational problems and solve them. They are excellent in speaking publically and are well- informed. They don't have patience and value knowledge.

16) **The Idealist:** They are reflective and idealistic. They are loyal and interested in serving others and are generous. Are adaptable, mentally quick and are good at writing. Can see possibilities and can understand people.

KEY PERSONALITY TRAITS RELEVANT TO WORK

1) **Self-monitoring:** It is the extent to which a person can adjust his or her external behavior factors. High self-monitoring people are capable of exhibiting contrast between public and personal. People with high self-monitoring are more sensitive and notice changes which occur in the environment and can adapt by changing their behavior.

2) **Self-esteem:** It refers to the self-evaluation of an individual and how much they think themselves as capable, important, and worthy. Generally people with self-esteem have high levels of self-respect and people like this, always produce good results. They think themselves as liable to the organization. They take up more challenging projects and complete it. They try to get success at every work. They tend to prove themselves as highly valuable for the organization.

3) **Locus of control:** It refers to the level of control which people have over their own life. There are two types of locus of control

The internal locus of control – refers to those who believe on what happens to their life is controlled by them only.

The external locus of control – refers to those who believe on what happens to their life is controlled by external factors such as luck or chance.

The internals put more efforts and rely on their own abilities.

4) **Emotional Intelligence:** It refers to the ability of an individual to be aware of their feelings and emotions and how to manage them while dealing with challenging jobs.

Personality Characteristics

1) **Openness:** Openness refers to the traits of a person to how much he is inclined towards societal norms. It's about how a person thinks or how much he is open to new things or resistive to changes. A creative person who is always looking for doing things in a better way would likely score high on measures of openness. It refers to the range of one's fascination and creativity.

2) **Extraversion:** It refers to the characteristics of an individual of how much social a

person is. They are assertive and sociable. They are opposite to introvert people, unlike they like to go out on parties with friends and have fun with everyone. It's about how much a person is comfortable with different relations.

3) **Agreeableness:** It refers to how much a person is kind and cooperative. People who are highly agreeable are affectionate, cooperative and trustworthy. They are the people who are always ready to agree to do anything. It refers to their tendency to defer from things.

4) **Conscientiousness:** It refers to how much a person is reliable. It's about being attentive and organized. A person with high level of conscientiousness is dependable, responsible and persistent. He will not hesitate to take a risk.

5) **Neuroticism:** It refers to the personality characteristic of an individual whether how much confidence he is. It's about how much nervous or anxious a person tends to be. People who are high at neuroticism are preoccupied with things which are not in control of them and they are worried about things. People like them are generally depressed, anxious, and nervous.

Learning is the process by which we acquire new skills, and knowledge either through studies or by our experiences. It refers to any change in our behavior over a period of time brought through experience or practice. A person learns something every day. His brain records whatever he is learning. It is concerned with the process of acquiring knowledge, values, attitudes, emotional responses, and technical/motor skills. The behavior of individuals in an organization is definitely affected by learning. There are many things in an organization which are learned. For example a manager's attitude and work, an employee's skills, the dress code, and the professionalism all are learned. It is very important for an employee to know what his role is, what his goal is, how he has to acquire it, and in which way. An organization wants an employee to know the above points and behave in such a manner because organizations are preoccupied. They just want an employee to work towards achieving the organizational goal. This is why individuals in an organization need to learn the art of being professionals, which is called professionalism.

This is the reason that learning theories have influenced organizational practices like:

- New recruit's induction.
- Payment system's design.
- Job training's design and delivery.
- Evaluation of performance and the feedback given by the supervisor.

Theories of learning have impacted organizations significantly. This is why the concept of learning organizations became popular during the 1990s. Learning organization is a concept where structures and policies are configured and framed to encourage an individual's learning which is beneficial for both, the organization and individual. An organization is also an entity which has capabilities of learning independently.

OBJECTIVES

The objective of this unit is to make you understand the following:

- Nature of learning process
- Its importance for employees in an organization

- Importance of learning organization
- Approaches to learning
- Social learning

LEARNING PROCESS

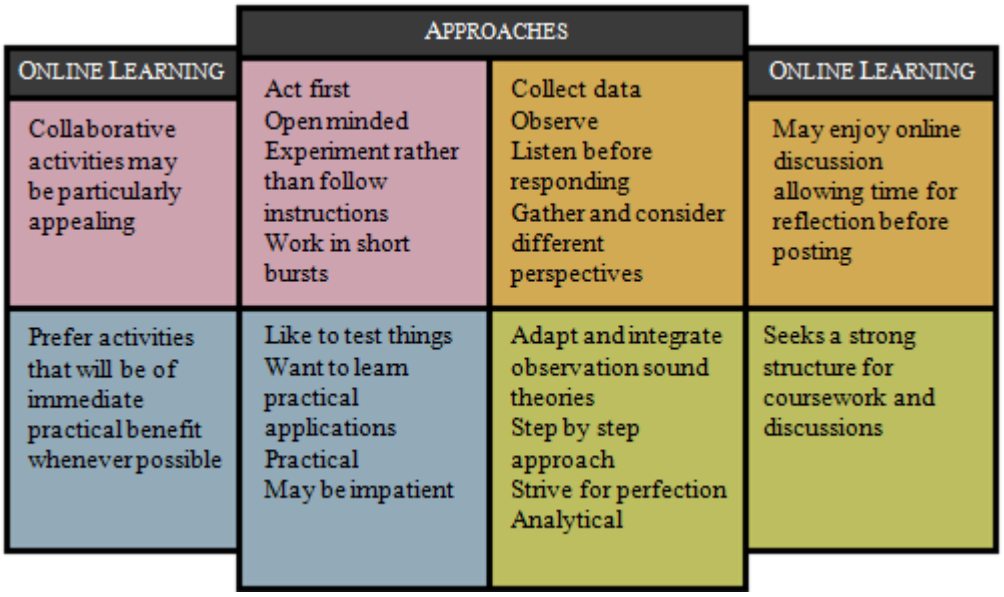


Figure 2: Learning process in context

Learning process starts by:

- Doing something (concrete experimentation)
- Think about it (reflection)
- Doing research for it
- Talk with others about something and application of what we know already about it (abstract conceptualization)
- Doing new things or doing same old things in a new and more sophisticated manner which is based on our learning (active experimentation)

There are two separate learning activities in the learning cycle:

- **Perception:** It is the way of taking information
- **Processing:** It is the way of dealing with the information

There are different processes of learning which are:

1) Converging – This process is related with bringing number of perspectives for finding a single answer, whether it is right or wrong. A person may think using this way in scientific context.

2) Diverging – It is related to the generation of various numbers of accounts of different experiences. It is more a creative process.

3) Assimilating – It is the process of taking new things or new knowledge.

4) Accommodating – It is about relating our new knowledge with our experiences and prior beliefs.

CLASSICAL CONDITIONING

The theory of classical conditioning is given by Ivan Pavlov.

It is considered as the simplest form of learning, but it has a significant effect on our attitudes, liking and disliking, and our emotional responses. According to him it is the modification of behavior done so that a stimulus which is conditioned gets paired up with a stimulus which is unconditional and elicits an unconditional behavior. It is the introduction of a simple relationship of cause and effect between one stimulus and response.

Elements in classical conditioning

Reflex – It is an involuntary response for a particular stimulus. It is made of both response and stimulus, it is of two types:-

1) Conditional reflex: This is a reflex which is not a naturally occurring rather it is learned.

2) Unconditional reflex: This is a reflex which is natural in occurrence. It is not learned. For example, salivation in response to food

Example of unconditional reflexes:

Food – salivation

Touching a hot thing – hand withdrawal

Onion juice – tears.

Limitations of classical conditioning:-

1) This is the result of experiments over a dog, which is not a much complex being than the humans.

2) In an organization, behavioral environment is also complex.

3) Human decision making process is very complex, which makes it possible that it may override simple conditioning.

OPERANT CONDITIONING

This theory is given by B.F skinner. According to this theory behavior is a function of its consequences. People behave according to their want, they learn how to behave according to what they want and what they don't want. It is learned behavior which is influenced by the consequences of the behavior. It is also known as reinforcement theory. The behavior resulting in positive rewards tends to be repeated and behavior with negative consequences which are not to be repeated.

Therefore behavior can be manipulated by the consequences of it. It can be controlled and predicted.

SOCIAL LEARNING

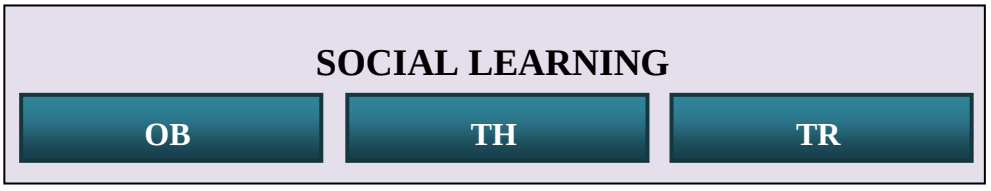


Figure 3: Social Learning

This theory is given by Albert Bandura, he contends that a lot of behavior or responses are acquired by observational learning. Observational behavior is when we see and observe others and the consequences of their behavior and then learn that behavior. We learn new behavior by imitating others like imitating actors because we see consequence of that behavior to be very popular. It is learning from our social circle.

Perception is a person's ability to see and interpret something through his senses. It is the way in which a person observes something and how he understands it. Every person has a different perception about different things, some has wide perception and some have narrow perception. An individual's behavior is influenced by his perception.

Perception is a very important part of studying organizational behavior, as it is responsible for an employee's behavior in an organization. His perception will decide how he organizes, filters and interprets sensory information. If an employee has an accurate perception he will interpret effectively what he sees and hears in the workplace, which helps in making decisions, completing tasks and act in an ethical manner. Wrong perceptions lead to problems in an organization.

OBJECTIVES

An individual's actions are based on interpretation of events. For an effective behavior management understanding individual's perception becomes necessary. Perception plays a major role in solving problems and in decision making. Perception helps us understand how we judge others.

Understanding barriers of perception help managers to minimize the negative effects and increase subordinate performance.

PERCEPTION

The word Perception has come from Latin word "Percipio". Perception is the process of receiving information of the world around us and making sense of it. It involves deciding which information around us is to be noticed. Perception is dependent on the complex functions of our nervous system. Signals in the nervous system, which results from physical or chemical stimulation of sense organs are involved in all perception. For example, for visibility, light should strike the retina of the eye, for hearing pressure waves are required, and for smelling odor molecules are required. Perception is not just the result of these signals but it is shaped by our memory, learning, and attention.

According to Jerome Brunner's model of perception people go through the following process to form opinions about something:

1. When an unfamiliar target is encountered, different informational cues are open to us and we want to learn more about the target.

2. Then we try to collect more and more information about the target. Then more familiar clues are encountered gradually, which are helpful in categorizing the target.

3. At the last stage, the old cues become less meaningful and we try to search more cues for confirming the category of the target. We ignore cues that violate the initial

perceptions. Our initial perceptions become more selective for us and we finally make a consistent perception about a target.

Factors influencing perception

There are many factors affecting perceiver, situation and target. These three factors are mainly responsible for affecting perception:

- Perceiver

1) **Attitudes:** Evaluate statements or judgments concerning objects, people or value.

It reflects how we feel about something.

2) **Expectations:** State the anticipation of a particular behavior from an individual. Our perception is influenced by what and how we expect to see a thing. Expectation helps perceiver in focusing attention towards a particular aspect of a thing and helps in classifying and understanding it.

3) **Experience:** Experience and knowledge serves as basis for perception. Successful experiences help in enhancing a person's perceptive ability. A person learns from his experiences. For example if we had an accident in the past while driving fast, then in future we drive slowly. From our experience, we learnt that driving fast is dangerous.

4) **Motivation:** Motivation affects the way of our perception. It influences a person's mind to perceive something on basis of that motivational factor. For example, when we are hungry food articles seem to be more colorful and bright, but in reality it's not. It is the hunger which influences us to see food articles brighter as we need them more than anything at that time.

- Situation

1) Time: Time perception is our brain's construction, like the passing of time is mainly determined by level of fatigue, level of concentration, depression and happiness. If we start feeling dizzy in the evening we may think that it's time for our routine night sleeps.

2) Work and social setting: Work setting influences a person's perception in a wide way. Generally employees hesitate or fear to give their opinions in front of a top level officer because they perceive that giving their personal opinion in front of him will be like challenging his authority as he is senior.

- Target

1) Motion: Generally more importance is given by people to a moving object in comparison to a stationary object.

2) Sounds: Sound stimulates the mind of a person in many ways. In a party we perceive having loud sound and in a library low sound. Sound produces hearing sensations in the listener.

3) Size: Size of an object stimulates brain. A larger object is more likely to be noticed than a smaller object, because we perceive that if anything is written in small letter, it won't be legible so we want the letters bigger.

Characteristics of Target

Characteristics of the target which are being observed can affect what is perceived.

Following are some characteristics of target:

1) **Physical appearance:** It plays a large role in our perception of others. The perceiver notices the physical features of the target like height, weight, estimated age, and gender. Perceiver notices physical characteristics which are in contrast with the norm, which are intense, new or unusual. Physical attractiveness of a person generally feeds our impressions about him. It is really normal information that a singular's initial introduction about whatever other individual is made by the dress he wears.

This basic learning is the thing that this qualities discusses - however this time it's not simply the attire, it's the stature, weight, age... what's more, some more. To truly comprehend this, we just need to reflect and think about a circumstance where in we had the capacity distinguish a newcomer or a minority in the association no sweat!

2) **Verbal communication:** Verbal communication of the target also affects our perception regarding them. We listen to their speeches, topics, intonation, and the accent and make judgments based on them. It includes the theme of dialog, as well as the volume, the tone, the accent and so forth - All these make a mental impression which influences our view of the person.

3) **Non-verbal communication:** It conveys a lot of information about the target. The target's eye contact, facial expressions, body movements, and posture all help the perceiver to depict an impression of the target. Non verbal communication incorporates the eye contact we make with individuals, the body developments stances and so on - all these too make an impression in the perceivers mind. Again these would likewise be influenced by the social setting of the exchange.

4) **Intentions of the target:** Perceiver who observes his target's behavior predicts his intentions in advance in his mind. If a senior comes to a junior, junior assumes that he will give some work to him. The intentions of the target could also affect the way we interpret the target - the impressions made when we have a boss walking into the room indicates the affect of the intentions of the target has on our social perception!

5) **Similarity:** Generally targets having similarity are grouped in one group. We assume a thing to be same to the other object if it has some similarity in between.

People, objects or events that are similar to each other also tend to be grouped together. The greater the similarity, the greater the probability we will tend to perceive them as a group.

Characteristics of situation

The interaction's situation of the perceiver and the target influences perceiver's impression regarding target. Having a meeting with a manager in a restaurant affects the impressions formed by a person in a certain way which may be in contrast with the impressions formed of a manager meeting you in his office. Main factors affecting situation are:

1) **Time:** Time of meeting a person or target affects the situation. For example, we are late in office than we perceive to get scolded by our boss.

2) **Location:** The location of the target also affects situation. If we want to go on a vacation to Simla or Mussoorie, firstly we have perceived these locations good for

vacations.

3) **Light:** The lightening effect plays a vital role in perception process. It is this reason because of which products in a mall placed with decorative lamps are believed to be better in quality.

Perception: Making Judgment regarding others

Perception is the process of observing others and making judgments about them. Whenever a new person joins an organization he starts observing everyone and their behavior. He/she then starts developing explanation about the people's behavior in a certain manner. This is the perception of that person on the environment around him.

Interpretation of a person is of following types:

1) **Distinctiveness:** It refers to the different behavior shown by an individual in different situations. If an individual shows same behavior in all situations, then this type of behavior is caused internally. And if he shows different or unusual behavior then it is caused externally.

2) **Consensus:** It refers to a situation when everyone agrees to the same thing. It's about whether everyone responses in the same manner in a similar situation. If all respond in the same manner, then consensus is believed to be high, which means behavior is caused by external factors. And if consensus is low it means behavior is caused by internal factors.

3) **Consistency:** Consistency refers to the behavior of an individual over a time. It refers to whether he responds in the same manner over a time repeatedly. If he responds in the same manner every time, then his behavior is caused internally and vice-versa.

IMPACT OF PERCEPTION

As the diversity in the workplace is increasing it also increases challenges for organizations. It is very important for an organization to manage diversity for increasing productivity and rate of retention. It is a challenging task for an organization to manage diversity in an effective manner by fair policies and appropriate managerial behaviors and with that organization also has to pay attention towards employee's perception regarding discrimination. When judging others we may face following types of biases:

1) **Selective perception** – It is the situation when our attention is focused on issues which are relating to our interests, attitudes, and experiences not just in time of judgment regarding others but in any situation.

We receive a vast amount of information. Therefore, it is impossible for us to assimilate everything we see; only certain stimuli can be taken note of. That is why; the boss may reprimand some employees for doing something that when done by other employees goes unnoticed. Since we can't observe everything we engage in selective perception.

It is also our tendency to choose information that supports our viewpoints. Individuals often ignore information that makes them feel uncomfortable or threatens their viewpoints. It allows us to speed read others but not without the risk of drawing an inaccurate picture. Because we see what we want to see. We can draw unwarranted conclusions from ambiguous situation. Our perception lends to be influenced more by an individual's attitudes, interest, and background than by the stimulus itself.

2) **The halo effect** – It happens when we tend to draw a general impression about a person on the basis of specific or single characteristic.

On the other hand an employee with multiple body piercings may be considered wild and not reliable. Both of these judgments made by a manager utilize the halo effect and may be erroneous. Attractiveness increased the evaluations, pay raises, and promotion for women in no managerial positions .However, attractive women in management received lower performance reviews and pay raises, as well as a decreased number of promotion opportunities. Both of these outcomes stem from the halo effect.

3) **Stereotyping** – It is the situation when we draw reference or judge a person on our perception of group which he belongs to or has an association with. A stereotype is a generation about a group of people.

When we judge someone on the basis of our perception of the group to which he or she belongs. We are using the short cut called stereotyping. Stereotype reduce information about other people to workable level, and they are efficient for compiling and using information. It is a means of simplifying a complex world and it permits us to maintain consistency. It is less difficult to deal with an unmanageable number of stimuli if we use stereotype. It can be accurate and they are accurate they can be useful perceptual guidelines. Attractiveness is a powerful stereotype. We assume that attractive individuals are also warm, kind, sensitive, poised, sociable, outgoing, independent and strong.

4) **The contrast effect** – It is the situation when we evaluate a person's characteristics by comparing other person's characteristics with him. We rank both of them on the basis of attributes. Earlier, when discussing the perceived, we mentioned how a red sports car would stand out from others because of its contrast. Here, we show the perceptual distortion that can occur when, say, a person gives a talk following a strong speaker or is interviewed for a job following a series of mediocre applicants. We can expect a contrast effect to occur when an individual's characteristics are contrasted with those of others recently encountered who rank higher or lower on the same characteristics. Clearly, both managers and employees need to be aware of the possible perceptual distortion the contrast effect may create in many work settings.

Impact of perception on decision making power

Decision making is a huge process which involves evaluating alternatives and selecting the best alternative on the basis of final choice. Perception influences decision making. It acts as a thumb rule for making judgments about other people and all kinds of situations. Perception can bias the decision. Cognitive bias is a patterned deviation in the judgment, where we draw inferences about others and situations in an illogical manner. Following are the cognitive biases that impact decision making:

1. **Confirmation bias –** It is the situation when we tend to seek information which can reaffirm our past choices. We try to discard information which is in contradiction with them. We tend to selectively seek out information that reaffirms our past choices and we discount information that contradicts our past judgments. This could happen even if we are not sure that this is the optimal choice.

2. **Overconfidence bias –** It is a situation when we show excessive confidence in our

answers pretending to be damn sure about the answers of a given question. We tend to be overly optimistic especially when our intellect and interpersonal abilities are low. This wrong perception will lead to wrong decisions.

3. **Availability bias –** It is a situation when our judgments are tended to be based on the recent information. The tendency of people to base their judgments on information readily available to them whatever this information is enough to make the best decisions or not.

4. **Escalation of commitment –** It is a situation when we are committed to a decision even when it's wrong and we have clear evidences about it. An increased commitment to a previous decision in spite of negative information which is often creeps into decision making process.

Impact of perception on performances valued

Perception impacts an individual's performance a lot. People think that a bigger target can be hit more easily. They feel more confident in hitting a big target. In the same way individuals in an organization perceive to accomplish tasks which seem big. Perception also impacts a manager in deciding the performance of an employee. If a manager has perceived an employee to be less productive, no matter how much hard work he does, the manager will judge his performance on his own perception. An employee's perception is also very essential for an organization. His perception is shaped by-

1. **Work environment:** If working environment of an employee is exciting and energetic, it influences the employee's perception on the organization. He perceives organization to be perfect for him.

The work environment can include the social connections at the working environment, incorporating communications with companions, subordinates, and supervisors. By and large, and inside cutoff points, workers are qualified for a workplace that is free from provocation. An unfriendly workplace exists when unwelcome sexual behavior meddles with a worker's employment execution, or makes a threatening, scaring, or hostile work environment.

The term work environment can likewise be connected with the physical state of the building. Sound workplaces will be free from issues connected with debilitated building disorder, which is frequently because of poor ventilation or off-gassing of chemicals utilized amid development. The amassing of molds and buildup might likewise prompt debilitated building disorder.

2. **Performance appraisal:** A performance appraisal criterion such as skill and knowledge affects an employee's perception regarding pay. If his performance is appraised as shortage of skills, he will regard pay as unfair. Performance appraisal is a formal system that evaluates the quality of an employee's performance. An appraisal should not be viewed as an end in itself, but rather as an important process within a broader performance management system that links: Organizational objectives

- Day to day performance
- Professional development

- Rewards and incentives

In simple terms, appraisal may be understood as the assessment of an individual's performance in a systematic way, the performance being measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, cooperation, judgment, versatility, health and the like. Assessment should not be confirmed to past performance alone. Potentials of the employee for future performance must also be assessed

3. **Job incentives**: Job incentives like bonus motivate an employee to perceive an organization to be good. An incentive is an object, item of value, or desired action or event that spurs an employee to do more of whatever was encouraged by the employer through the chosen incentive. Reward and recognition activities that are transparent work to build trust with employees.

If criteria or the recognition process are secret, if they appear to only recognize pet employees, or if they are arbitrary, you risk alienating and demoralizing employees. Consequently, for successful use of incentives, employers need to:

- Make sure that all employees understand the objectives the employer has in offering incentives.
- Ensure that the criteria for obtaining the incentives are clearly spelled out.
- Communicate the specific criteria to all employees. Provide examples so employees understand what you are seeking.
- State the timeline and allow a certain amount of time for employees to accomplish the actions that you'd like to see, when you communicate the incentives criteria.
- Reward every employee who achieves the expectations.
- Tell the employees exactly why their contribution made them eligible to receive the incentive.
- You can magnify the power of the incentives you provide by writing a letter to the employee that thanks him or her for their contribution. You can also announce recipients at a company meeting and personally thank each recipient.

ATTITUDES

Attitude is generally a person's view about place, person, thing, or event. It is the way of thinking about something. It is a certain stage of mind of a person at a time. It is the inner thought and feeling of a person. Attitude of an employee is very crucial in an organization, what he feels about the organization; how he takes his work and the way he works. An employee with a positive attitude takes his work seriously and he dedicates all his efforts to complete the work in the best way. Attitude can be described as a tendency to react positively or negatively to a person or circumstances. Thus the two main elements of attitude are this tendency or predisposition and the direction of this predisposition. It has been defined as a mental state of readiness; organize to through experience which exerts a directive or dynamic influence on the responses on a individual to all objects and situations with which the individual is related. The encyclopedia of social sciences described attitude

as a comparatively enduring organization of interrelated beliefs which describe and evaluate the action with respect to an object or a situation, with each belief having cognitive effect and behavioral components. Each of these beliefs is a predisposition that results in some preferential response towards the object or the situation. The concept of an attitude originated in the United States of America.

What Are Attitudes?

- A way of valuing life; a paradigm of thought
- A viewpoint
- A guide to choices throughout life
- A way of judging
- A mindset
- Beliefs
- A determinant of purpose and direction
- Relatively constant
- Played or acted out through behavioral style
- Interactive with one another
- A combination of different agendas

Components of attitudes

An attitude has three components termed as ABC components:

1. **Affective component –** It involves an individual's emotion or feelings regarding attitude object. For example, a person is scared of heights. This is a piece of attitude is identified with the announcement which influences someone else. For instance, in an association an individual report is given to the general director. In report he bring up that the deal staff is not performing their due obligations. The general administrator advances a composed notification to the showcasing director to arrange with the deal staff to the behavioral piece of state of mind. In the event that we have an uplifting state of mind for a specific article, it is liable to be deciphered into a specific sort of conduct, for example, purchasing or acquiring that protest.

2. **Behavioral component –** It is about the way our attitude influences our behavior. For example if a person is scared of heights, he will never climb a tall building or will scream while on top. The behavioral component refers to that part of attitude which reflects the intension of a person in short or in long run.

For example, before the production and launching process the product. Report is prepared by the production department which consists of their intention in near future and long run and this report is handed over to top management for the decision. This is perhaps the most often referred part of attitude and decides mostly the desirable or undesirable aspect attitude.

3. **Cognitive component –** It's about what thoughts we have about an attitude. For example a person justifying why he is scared of heights, believing it to be dangerous. It refers that's part of attitude which is related in general know how of a person, for example, he says smoking is injurious to health. Such type of idea of a person is called

cognitive component of attitude.

Sources of attitudes:

1. **Social learning –** Social learning refers to process of learning or acquiring attitudes from others. There are three processes of acquisition of attitudes through social learning:

a) **Classical conditioning:** It's the basic form of learning where one stimulus precedes another regularly. It plays an important role in developing attitude. Classical conditioning creates prejudices and preferences. It is the process of learning which is based on association. After the first stimulus, the second follows.

b) **Instrumental conditioning:** It is learning to express the views which are right. It is created by discouraging undesirable behavior and rewarding desirable behavior. Through instrumental conditioning a particular type of attitude is created for a particular action.

c) **Modeling:** It is a form of learning where individuals acquire new behavior by observing actions of others.

2. **Direct experience –** It refers to the process of learning through real life experiences. The attitudes acquired by direct experience are strong in strength. Attitudes are held more confidently.

Types of attitudes

1. **Job satisfaction –** It is the collection of feelings hold by an individual towards his organization, whether positive or negative. In a summed up manner, job satisfaction has been characterized as a pleasurable passionate state coming about because of the examination of one's employment or occupation encounters (Locke, 1976). His positive feeling results from the view of one's job as satisfying or permitting the satisfaction of one's vital employment qualities, if these qualities are perfect with one's necessities (Locke, 1976). Given that values allude to what one longing or tries to achieve (Locke, 1976), job satisfaction can be considered as mirroring a man's worth judgment in regards to business related prizes. Locke and Henne (1986) characterized job satisfaction as the pleasurable enthusiastic state coming about because of the accomplishment of one's employment values in the work circumstance. As indicated by Mottaz (1987), fulfillment with one's employment mirrors a man's emotional reaction coming about because of an assessment of the aggregate occupation circumstance. In aggregate, the employment fulfillment develop can be thought to be a component of business related compensates and qualities. Taking into account the audit of writing, the accompanying system can be proposed for the comprehension of job satisfaction.

JOB SATISFACTION with Pay Satisfaction with Promotion Satisfaction with Work Satisfaction with Supervision Satisfaction with Co-workers,

2. **Job involvement –** It involves identifying with the job, participating actively in it, and consideration of an individual's performance important to him. Job involvement (Employee engagement, or Work engagement, is a concept that is generally viewed as managing discretionary effort, that is, when employees have choices, they will act in a way that furthers their organization's interests. An engaged employee is a person who is fully involved in, and enthusiastic about, his or her work. ob involvement is the degree to which employees actively participate in the job while organizational commitment refers to

the degree to which employees identify with an organization's goals and want to maintain their membership with it

Organizational commitment – It's about identifying an organization and its goal and selecting it and wish to remain its member or employee. Refer to the extrinsic rewards provided by the organization for the purpose of facilitating or motivating task performance and maintaining membership (Katz & Van Maanan, 1977; Mottaz, 1988). They represent tangible rewards that are visible to others and include such factors like pay, promotions, fringe benefits, security, and comfortable working conditions. Organizational commitment is split into three categories:

1. Affective Commitment- the emotional commitment to the organization
2. Continuance Commitment- the commitment that stems from high costs in changing to another organization (financial or social)
3. Normative Commitment- the commitment that stems from persons feeling that they should stay (for example staying because they "owe" it to their employer who has been responsible for their wellbeing)

Attitudes and consistency

A person's attitude is said to be consistent when he shows similar behavior in all situations. An individual seeks to align and reconcile their attitudes so that he appears to be rational and consistent. When an individual has inconsistency in his attitude he has to return to state of equilibrium, where what he feels is what he expresses. Consistency in attitude helps people understand and interpret each other more nicely and easily. In an organization consistency in attitude and behavior of employees is very important for achieving organizational goals.

Research has for the most part reasoned that individuals look for consistency among their disposition and between their mentality and their conduct. This implies that people try to accommodate unique mentality and adjust their state of mind and conduct so they seem judicious and predictable. At the point when there is an irregularity, powers are started to give back the person to a harmony state in which mentality and conduct are again steady. This should be possible by modifying either the demeanor or the conduct, or by building up a legitimization for the error.

Tobacco administrators give a case. How, you may ponder, do these individuals adapt to the progressing blast of information connecting cigarette smoking and negative wellbeing results? They can deny that any unmistakable causation in the middle of smoking and growth, for example, has been set up. They can indoctrinate themselves by consistently articulating the advantages of tobacco. They can recognize the pessimistic outcomes of smoking yet legitimize that individuals are going to smoke and that tobacco organizations only advance flexibility of decision. They can acknowledge the examination prove and start effectively attempting to make more sound cigarettes or if nothing else diminish their accessibility to more powerless gatherings, for example, youngsters.

Alternately they can leave their place of employment on the grounds that the irregularity is excessively awesome.

Individuals change what they say as much in the event that it doesn't negate what they do. A companion of our own has reliably contended that the nature of ABC nation autos is not up

to that of the import brands and that he will never own anything other than a foreign made auto. Yet, his father gives him a most recent model of ABC nation auto. All of a sudden our companion has changed position saying ABC autos are not all that terrible. Another first year recruit accepts that sororities are great and that promising a sorority is vital.

Cognitive dissonance theory

Cognitive dissonance refers to the situation where conflicts in attitudes, beliefs or behaviors involve.

Leon Fistinger gave the theory of cognitive dissonance, which focuses on how internal consistency is strived in humans. When an individual experiences inconsistency (dissonance) he tends to become uncomfortable psychologically and they attempt to dissonance and situations which increase it.

There are various ways in which attitudes can be adjusted:

1. **Consonant relationship** – When 2 actions are consistent with one another: You can drink cold beverage if you do not want to drink alcohol. A consonant relationship exists between two elements when they are in equilibrium with one another. (For example, a person who believes in fitness decides to work out three times a week or a person who believe in sharing with those less fortunate who volunteers at charitable events or donates money and materials.)
2. **Irrelevant relationship** – 2 actions are not relevant to each other or are un-related. An irrelevant relationship exists when elements imply nothing about one another; two elements that have no meaningful relation to one another. (For example, you think cats make great pets and women should be able to wear whatever clothing makes them feel comfortable. These two ideas have nothing to do with each other, so no contradiction is possible; there is no imbalance.)
3. **Dissonant relationship** – It arises when 2 actions are inconsistent to each other. A dissonant relationship means that elements are in disequilibrium with one another.(For example, a dissonant relationship between elements would be you are a part of a religion that discourages the use of alcohol, yet you lobby for a person's right to drink or your religion tells you that abortion is wrong, but you support a woman's right to choose.

Like motivation stress is a very individual experience. One person can feel extreme pressure and anxiety over a task that is looming, and another might look at the same task and see it as an exciting challenge. In spite of that, we've seen an overall jump in the number of people that report stress on the job, and we can see how it's taking its toll.

Stress is a dynamic condition, and it exists when an individual is confronted with an opportunity, constraint or demand related to what he or she desires, and for which the outcome is perceived to be both uncertain and important.

Stress isn't necessarily bad, even though it's usually discussed in a negative context. There's opportunity in stress, and that's a good thing because it offers potential gain. For instance, consider Luke Skywalker, piloting his X-Wing fighter, trying to blast his torpedo into that

small, little space that was the Death Star's only weakness. There was plenty of stress, provided by stormtroopers and Darth Vader himself via bullets and explosions, but Luke concentrated, used stress to his advantage, and shot that torpedo right into the exhaust port.

Okay, maybe it was the Force, too. Athletes and performers use stress positively in "clutch" situations, using it to push themselves to their performance maximums. Even ordinary workers in an organization will use an increased workload and responsibilities as a challenge that increases the quality and quantity of their outputs.



Stress is negative when it's associated with constraints and demands. Constraints are forces that prevent a person from doing what he or she wants. Demands represent the loss of something desired. They're the two conditions that are necessary for potential stress to become actual stress. Again, there must be uncertainty over the outcome and the outcome must be important.

Kevin, a student, may feel stress when he is taking a test because he's facing an opportunity (a passing grade) that includes constraints and demands (in the form of a timed test that features tricky questions). Salomé, a full-time employee, may feel stress when she is confronted with a project because she's facing an opportunity (a chance to achieve something, make extra money and receive recognition) that includes constraints and demands (long hours, time away from family, a chance that his knowledge and skills aren't enough to complete the project correctly).

Stress is highest for those who don't know if they will win or lose and lowest for those that feel that winning (or losing) is an inevitability. Even so, the individual can perceive the winning (or losing) as an inevitability, but if it's important, the individual is still likely to experience a level of stress.

What does stress feel like? The symptoms of stress for a person are as individual as the conditions that cause it. Typically, when presented with stress, the body responds with a surge of hormones and chemicals that results in a fight-or-flight response. As the name would indicate, this response allows you to either fight the stressor or run away from it.

The general adaptation syndrome (GAS) describes the three stages that individuals experience when they encounter stressors, respond and try to adapt:

- **Alarm.** The physical reaction one experiences when a stressor first presents itself. This could include an elevation of blood pressure, dilated pupils, tensing muscles.
- **Resistance.** If the stressor continues to be present, the person fights the threat by preparing to resist, physiologically and psychologically.
- At first, the stressor will be met with plenty of energy, but if the stressor persists, the individual will start to experience fatigue in fighting it and resistance will wear down.
- **Exhaustion.** Continuous, unsuccessful resistance eventually leads to the collapse of physical and mental defenses.

When stress is chronically present, it begins to do damage to a person's body and his mental state. High blood pressure, higher risk of heart attack and stroke are just some of the physical ramifications. Anxiety and depression are the hallmarks of psychological symptoms of stress, but can also include cognitive symptoms like forgetfulness and indecisiveness. Behaviorally, a person suffering from stress may be prone to sudden verbal outbursts, hostility, drug and alcohol abuse and even violence.

Another result of chronic stress and overwork is burnout. The term "burnout" is tossed out by people quite a bit to describe the symptoms of their stress response, but burnout is an authentic condition marked by feelings of exhaustion and powerlessness, leading to apathy, cynicism and complete withdrawal. Burnout is a common condition among those who have chosen careers that serve others or interact heavily with other people—healthcare and teaching among them.

Stress is a significant issue for businesses. Now that we know what it is and what it looks like, let's take a look at the most common causes.

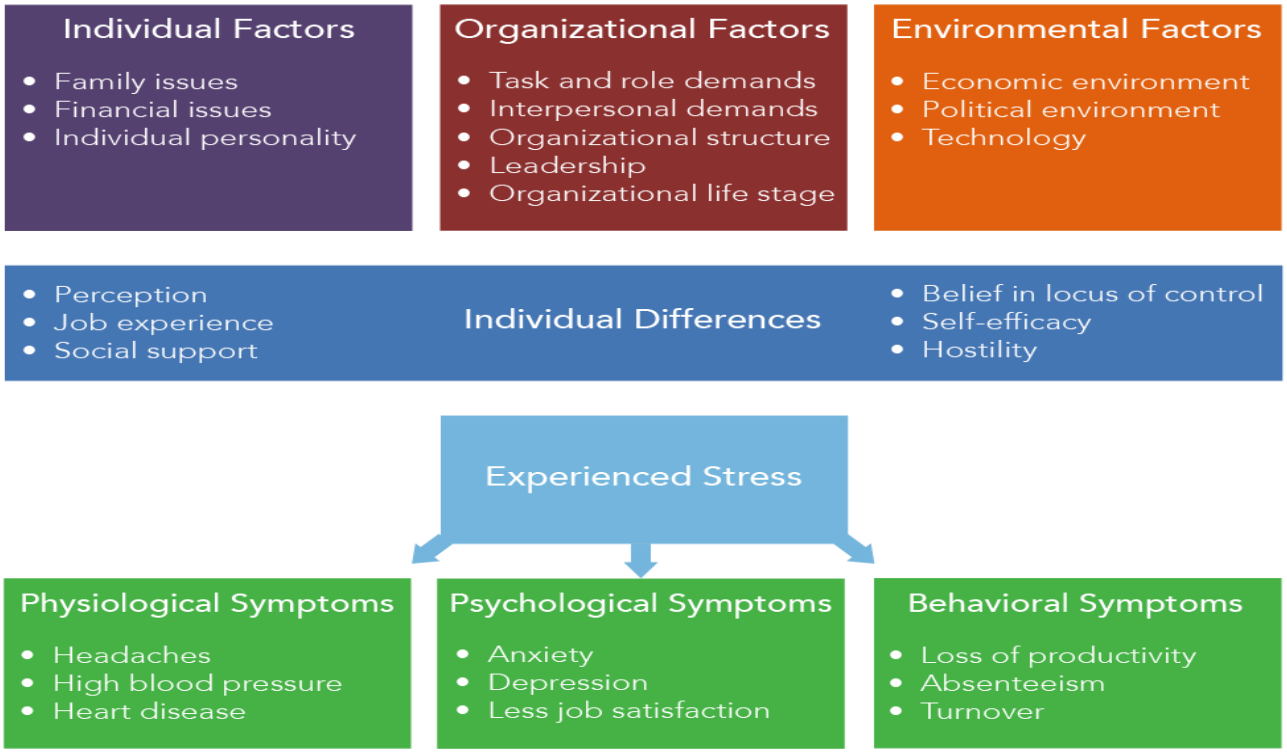
Sources of Stress

If you poll a group of individuals about what their biggest stressors are, they're likely to give you these four answers:

- Money
- Work
- Family responsibilities
- Health concerns

In most surveys on stress and its causes, these four responses have been at the top of the list for quite a long time, and I'm sure you weren't surprised to read them. But managers should take pause when they realize that all four of these are either directly or indirectly impacted by the workplace.

Still, there are so many differences among individuals and their stressors. Why is one person's mind-crippling stress another person's biggest motivation and challenge? We're going to attempt to answer this by looking at the three sources of stress—individual, organizational, and environmental—and then add in the concept of human perception in an attempt to understand this conundrum.



Individual Factors

The first of three sources of stress are individual. Individuals may experience stressful commutes to work, or a stressful couple of weeks helping at a work event, but those kinds of temporary, individual stresses are not what we're looking at here. We're looking for a deeper, longer-term stress. Family stress—marriages that are ending, issues with children, an ailing parent—these are stressful situations that an employee really can't leave at home when he or she comes to work. Financial stress, like the inability to pay bills or an unexpected new demand on a person's cash flow might also be an issue that disturbs an employee's time at work. Finally, an individual's own personality might actually contribute to his or her stress. People's dispositions—how they perceive things as negative or positive—can be a factor in each person's stress as well.

Organizational Factors

There's a plethora of organizational sources of stress.

- **Task or role demands:** these are factors related to a person's role at work, including the design of a person's job or working conditions. A stressful task demand might be a

detailed, weekly presentation to the company's senior team. A stressful role demand might be where a person is expected to achieve more in a set amount of time than is possible.

- **Interpersonal demands:** these are stressors created by co-workers. Perhaps an employee is experiencing ongoing conflict with a co-worker he or she is expected to collaborate closely with. Or maybe employees are experiencing a lack of social support in their roles.
- **Organizational structure:** this refers to the level of differentiation within an organization, the degree of rules and regulations, and where decisions are made. If employees are unable to participate in decisions that affect them, they may experience stress.
- **Organizational leadership:** this refers to the organization's style of leadership, particularly the managerial style of its senior executives. Leaders can create an environment of tension, fear and anxiety and can exert unrealistic pressure and control. If employees are afraid they'll be fired for not living up to leadership's standards, this can definitely be a source of stress.
- **Organizational life stage:** an organization goes through a cycle of stages (birth, growth, maturity, decline). For employees, the birth and decline of an organization can be particularly stressful, as those stages tend to be filled with heavy workloads and a level of uncertainty about the future.

Environmental Factors

Finally, there are environmental sources of stress. The economy may be in a downturn, creating uncertainty for job futures and bank accounts. There may be political unrest or change creating stress. Finally, technology can cause stress, as new developments are constantly making employee skills obsolete, and workers fear they'll be replaced by a machine that can do the same. Employee are also often expected to stay connected to the workplace 24/7 because technology allows it.

As a side note, it's important to understand that these stressors are additive. In other words, stress builds up, and new elements add to a person's stress level. So a single element of stress might not seem important in itself, but when added to other stresses the worker is experiencing, it can, as the old adage says, be the straw that broke the camel's back.

Individual Differences

Those are the sources of stress, but differences within an individual determine whether that stress will be positive or negative. Those individual differences include

- **Perception.** This is what moderates the individual's relationship to the stressor. For instance, one person might see a potential layoff as a stressful situation, while another

person might see that same layoff as an opportunity for a nice severance package and the opportunity to start a new business.

- **Job Experience.** Because stress is associated with turnover, it would stand to reason that those employees with a long tenure are the most stress-resistant of the bunch.
- **Social Support.** Co-workers, especially those who are caring or considered to be friends, can help protect a fellow employee against the effects of stress.
- **Belief in the locus of control.** Those who have a high internal locus of control (those that believe they are in control of their own fate) are, unsurprisingly, not as affected by stress as those who feel they are not in control.
- **Self-efficacy.** Self-efficacy is an individual's belief that he or she can complete a task. Research shows that employees who have strong levels of self-efficacy are more resistant to the effects of stress.
- **Hostility.** Some employees carry around a high level of hostility as a part of their personalities, and they're often suspicious and distrustful of their co-workers. These personality traits make a person more susceptible to stress.

If those potential sources of stress sneak through the individual difference filters and manifest themselves as stress, they will appear in a variety of physiological, psychological and behavioral symptoms. We reviewed the physiological symptoms when we talked about the definition of stress. Add to that psychological symptoms, like tension and anxiety, but also job dissatisfaction and boredom, and behavioral symptoms, like turnover and absenteeism, and you can see how stress can become an organizational problem.

How much of an organizational problem is stress? Well, stress can cost an organization a lot more than money. We'll take a look at that next.

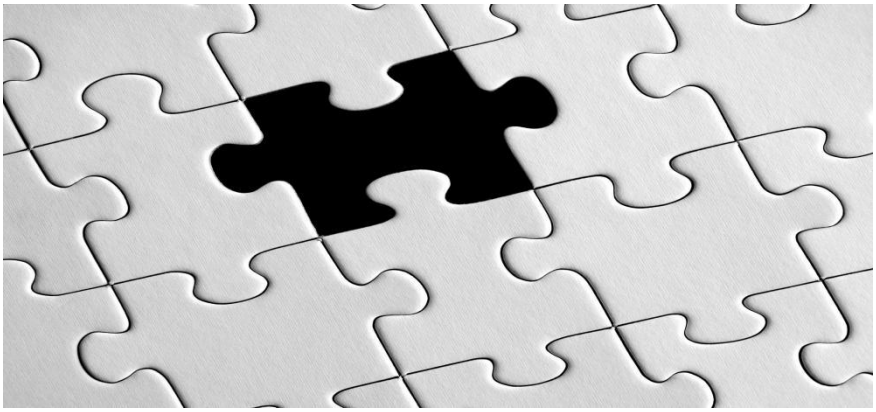
Consequences and Costs of Stress

Today's typical workplace expects quite a bit from its employees. In a climate of layoffs and downsizing, employees are typically expected to do "more with less"—that is, additional work for the same pay, often without updated resources and in a short amount of time. Demands for increased efficiency, quality and innovation can come at quite the cost, and employees are caving under the pressure.

A study conducted by Mental Health America (formerly the National Mental Health Association) suggests that stress costs US employers an estimated $500 billion dollars in lost productivity annually.

What does lost productivity mean? Let's take a look at how employees responded to that 2017 survey, and talk about how it can directly (and indirectly) impact a company's bottom line.

Absenteeism



What employees say according to Hellebuyck, Michele, et al. "Mind the Workplace." Mental Health America, 2017,

- A third of employees surveyed reported staying away from work at least two or more days a month because their work environments were so stressful
- Of those that responded that they missed two or more days of work

  - 35% said they missed between three and five days a month
  - 38% said they missed six days or more

According to the US Centers for Disease Control and Prevention (CDC), absenteeism alone costs US employers $225.8 billion annually, or about $1,685 per employee. This cost, they say, comes from "Worker Illness and Injury Costs U.S. Employers $225.8 Billion Annually." CDC Foundation, 28 Jan. 2015

- Wages associated with unreportedment
- Two-thirds said they didn't often trust their coworkers to support them at work
- Two-thirds said their supervisor was unsupportive
- More than eight in 10 said the stress at work directly caused stress with family and friend relationships
- More than seven in 10 admitted they bad-mouth their employer outside of work

It's easy to see why, considering these sentiments, that nearly three quarters of the employees surveyed are either actively seeking new employment or thinking of doing so.

The Work Institute's 2017 Retention Report suggested that replacing an employee costs about 33% of that employee's salary, meaning that the average worker making $45,000 a year will cost about $15,000 to replace, when you consider advertising, screening and testing applicants, training, and onboarding costs (among others). For some harder-to-fill positions, this cost could increase to 50% of the worker's salary. Sears, Lindsay, et al. *2017 Retention Report*. Work Institute, 2017

Turnover also lowers productivity in that there is a shift of work while the position is empty and even after when the new employee is learning her position, and the employee leaving takes with him knowledge of the company that may not be recaptured.

Sadly, the Work Institute's 2017 Retention Report also captured data that led them to determine that roughly 75% of all turnover could be avoided. When surveying their 34,000 respondents, the top reasons for turnover were cited as career development, compensation and benefits…and then three that are directly related to stress: work-life balance, manager's behavior and well-being.

3.4 JOB SATISFACTION

This is one of the most important variables in the organization which shows the amount of satisfaction an employee gains from his job. Two of the most common definition for job satisfaction is "The pleasurable emotional state resulting from appraisal of one's job as achieving or facilitating the achievement of one's job values" and the other one is "The extent to which the people satisfy or dissatisfy their jobs".

In general, the extent to which an employee gives outcome of his work to meet the expectations may determine the level of job satisfaction. It also includes the surroundings like colleagues, pay structure, working conditions, infrastructure, atmosphere, location, brand, incentives etc. The study of job satisfaction shows the amount of enjoyment of work an employee has while doing the job. It is the relationship besides enjoyment, which he contributes to how satisfied he feels at work.

Factors that lead to Job Satisfaction

As discussed above, job satisfaction is just not related to earning money but there are a few factors which affect job satisfaction:

Salary: There are only 50.7% of people who are satisfied with jobs and rest of them are unsatisfied due to their salary.

Benefits: Until and unless you are not provided with the extra benefits like health insurance, retirement savings, you are not satisfied.

Ability to influence Decisions

Job Security

Workload

Flexibility: Currently there are 53% of people who are flexibly working. Therefore, the employee needs flexible environment to work so that they can work more efficiently.

Physical work environment

Advancement and New Opportunities: Are there opportunities for growth or promotion? Can you work with different responsibilities?

Interesting Projects

Training Education: Does the company provide training? Do they support education?

Interpersonal relationships: Good relationships are main ingredients for doing a good job.

Challenges

Recognition: An employee is only satisfied when he is rewarded and recognized in front of the whole staff.

Technology

Effect of Job Satisfaction on Employee Performance

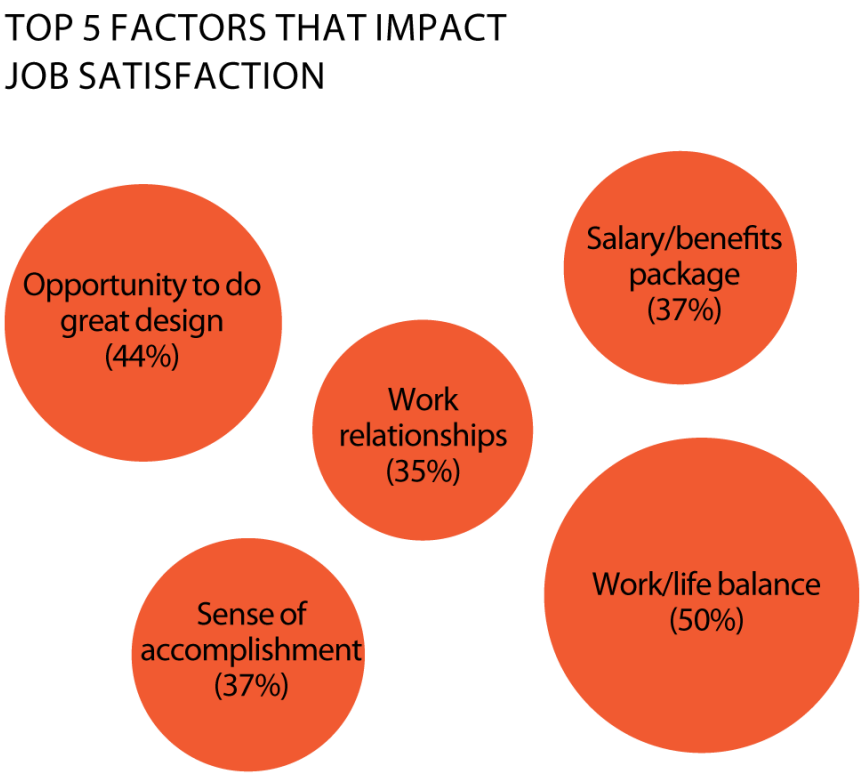


Figure 1: Factors Impacting Job Satisfaction

The effect of job satisfaction on employee's performance may lead to;

High productivity

Reduced turnover

Improved attendance

Lower unionization

Less miss-chances

It is always said that a happy worker is a productive worker. Work satisfaction leads to the boom in the organization because at that time each and every worker is satisfied with what they are getting and what they are doing. A less satisfied worker gives less output than a satisfied worker. Employees who feel that their work is important tend to clock in regular attendance. Work experience is countable in making the employee satisfied.

There are not only positive impacts but there are negative effects of job satisfaction on the employees. The impact of low occupation fulfillment could be extensive and the sympathy towards them creates a negative impact.

3.5 FOUNDATIONS OF GROUP BEHAVIOUR

There is a positive relationship between role perception and an employee's performance evaluation. The degree of congruence that exists between an employee and the boss in the perception of the employee's job influences the degree to which that employee will be judged as an effective performer by the boss. To the extent that the employee's role perception fulfills the boss's role expectations, the employees will receive a higher performance evaluation.

Norms control group member behavior by establishing standards of right and wrong. The norms of a given group can help to explain the behaviors of its members for managers. When norms support high output, managers can expect individual performance to be markedly higher than when group norms aim to restrict output. Similarly, norms that support antisocial behavior increase the likelihood that individuals will engage in deviant workplace activities.

Status inequities create frustrations and can adversely influence productivity and the willingness to remain with an organization. Among individuals who are equity-sensitive, incongruence is likely to lead to reduced motivation and an increased search for ways to bring about fairness (that is, taking another job). In addition, because lower status differences among members are likely to inhibit input from the lower status members and to under perform their potential.

The impact of size on a group's performance depends on the type of task in which the group is engaged. Larger groups are more effective to fact finding activities. Smaller groups are more effective at action taking tasks. Our knowledge of social loafing suggests that if management uses larger groups, efforts should be made to provide measures of individual performances within the group.

We found that cohesiveness can play an important function in influencing a group's level of productivity. Whether or not it does depends on the group's performance related norms.

Satisfaction: As with the role perception-performance relationship, high congruence between a boss and employee as to the perception of the employee's job shows a significant association with high employee satisfaction. Similarly, role conflict is associated with job induced tension and job dissatisfaction.

Most people prefer to communicate with others at their own status level or a higher one rather than with those below tem. As a result we should expect satisfaction to be greater among employees whose job minimizes interaction with individuals who are lower in status than themselves.

The group size satisfaction relationship is what one would intuitively expect; larger groups are associated with lower satisfaction. As size increases, opportunities for participation and social interaction decrease, as does the ability of members to identify with the group's accomplishments. At the same time having more members also prompts dissension, conflict, and the formation of subgroups, which all act to make the group a less pleasant entity of which to be a part.

Groups generally pass through standardized sequence in their evolution. We call this sequence five-stage model of group development.

Recent studies, however, indicate that temporary groups with task-specific deadlines follow a very different pattern. In this article, we describe the five-stage general model and an alternative model for temporary groups with deadlines.

The five-stage group development model characterizes groups as proceeding through five distinct stages:

Forming, Storming, Norming, Performing and Adjouring.

Forming

This is the initial stage of putting the team together where individuals learn about each other and the team requirements as well as the challenges, expectations, and the organizational structure of the team. This is also the information gathering and exploratory stage. If you have ever been put into a team or have been asked to form one then you are most definitely familiar with this phase and should be able to relate to it.

Storming

This is probably the more tumultuous phase during which the members of the team all have their own ideas and directions that they want to go in. Oftentimes team members debate, critique, and confront each other to decide on the best course of action. I'm sure my business partner can attest to the fact that we have definitely gone through our storming phase (or a few of them!). Bruce explains that this phase can be a bit uncomfortable and/or unpleasant but it's still quite necessarily for the growth and development of the team. Usually companies go through serious problems when they cannot leave this phase thus making the entire relationship very tense and difficult for everyone.

Norming

This is the phase where the team really starts to function and work together as a team. Individuals start to understand each others work habits and ethic and everything seems much more natural. Responsibility and roles are much more clearly defined, expectations are set, and collaboration is in full swing. Most people are familiar with this and oftentimes we refer to this as being in the "zone."

Performing

According to Bruce not all teams will reach this phase but those that too are the high-performing teams which have grown to become both knowledgeable and efficient at what they do. Supervision goes down as individuals are now capable of making appropriate decisions. This is essentially where your team really starts shining and delivering superior results.

Adjourning and Transforming

These are two additional phases that Bruce later added to his team development. Adjourning refers to the team breaking up after the task has been completed. Transforming involves the team not breaking up but instead moving onto other tasks and objectives (from what I understand).

3.6.1 PROCESS OF GROUP FORMATION

Making a team or group is exactly like maintaining a healthy relationship. Just like a relationship, every member of the group has to be patient, give relentless efforts, and also requires support and understanding from the other members of the group. These key factors make the group recognizable as a group. Every member changes from being a collection of strangers to a united group with a common goal.

A group is an assemblage of many people. In simple words, it can be understood as a collection of two or more two individuals coming together to interact with each other; so that they can achieve the same goals and objectives of an organization or a company. This lays the foundation of a company.

Introduction

Our discussion so far has focused on the group as an organization, not on individuals within the group. This is similar to describing a car by its type and colour without looking at what is under the lid. External factors are what we see and experience, but internal factors are what make it word. In groups, internal factors are people in a group and how they interact with each other. For teams to function effectively, people in the team must be able to work together to contribute to team outcomes.

But this does not happen automatically: it progresses as the team works together. You have likely had some experience in being assigned a group to work on a school project or project. When your group starts to meet, you probably look at each other, not knowing how to start. At first, you are not a group; you are just individuals assigned to work together.

Characteristics of a Group

1) Size-

A group is formed with at least two members. Usually, the number of group members in a group ranges from 15 to 20 members. It becomes difficult to manage a large group. Therefore it is said that the more members in a group the more complex it is to manage.

2) Goals-

The reason behind the existence of a group is having certain goals to achieve among the group members. A group cannot exist without a goal.

3) Norms-

A group must have certain norms for effective interaction with the group members.

4) Structure-

Based on the roles as well as the positions held by the members, the group has to have a structure.

5) Roles-

The group leader assigns a certain role to every group member which they have to achieve in a given time.

6) Interaction-

Interacting with the members is very crucial for the group as it increases the bond and motivation to work efficiently. The interaction among the members can occur in various ways. It can be a face to face interaction or a telephonic interaction, in writing form or any other manner.

7) Collective Identity-

A group is an aggregation of individuals. The individuals are separately called the members and collectively called a group.

Types of Groups

There are two types of group as follows:

1) Formal Groups-

Formal groups are those groups that are formed by the management of an organization or a company to achieve certain goals and objectives. It is further classified as:

a) Self-directed Teams-

The group of employees who are authorized to make their own decisions are called self-directing teams. It is independent and also self-governing in nature.

b) Quality Circles-

Several employees who meet every week for an hour to talk about their problems and are classed together to the same fields come under the category of quantity circles. They also identify the causes of a problem and find out the solution to take necessary steps in this regard.

c) Committees-

A committee is formed by the management of an organization for different matters to identify and discuss the issues of the company and arrive at a conclusion. It can be a standing committee, or an advisory committee, or an audit committee, or a grievance committee, or can be an Adhoc committee.

d) Task Force-

Taskforce is a temporary committee where the people belonging from different fields are grouped for the performance of the task.

2) Informal Groups-

Informal groups are formed by the social and psychological variables operating in the workplace. The creation of such types of groups is very spontaneous due to the common interest, social needs, physical proximity, and mutual understanding among the members.

Five Stages of Group Development

1) Forming Stage-

The very first stage of group development is the forming stage. This stage presents the time where a group is just formed and the members are starting to come together as a team. In this stage, the members are learning what to do.

2) Storming Stage-

The storming stage is the second stage of group development. In this stage, the group members have understood the work and therefore the dispute and the competition are at a high level.

3) Norming Stage-

This is the stage where the group becomes fun and enjoyable because the interaction among the members is easier, productive, and cooperative.

4) Performing Stage-

At this stage, a sense of belongingness is established because the talents, skills, and experience of each group member are acknowledged. The work becomes more flexible.

5) Adjourning Stage-

This stage is very crucial in group development. This stage shows that the project has come to an end.

Tuckman's Five Stages of Group Development

Psychologist Bruce Tuckman developed his team development model in 1965 to explain how healthy groups come together over time. The Tuckman model identifies five stages in which teams develop: build, whirl, adapt, perform, and reverse. Each of the five stages of team development represents a step towards team building. As team members climb the ladder, they move from a group of strangers into a well-functioning group that can work toward a common goal.

Here are five stages of Tuckman team development that are described in detail:

Structural phase development team: The stage for making the first phase in the Tuckman team development stages and is the same as your first day at a new job or new school. At this stage, most members of the group are extremely polite and are still very happy about their future. Since team flexibility and team roles have not yet been established, a team leader will often take over the reins of individual members.

Storm development group: The storming stage is like when you reach that point with a new roommate where you start noticing their little idiosyncrasies that reach your nerves. In groups, conflicts often arise as a result of conflicting working styles between team members. Some people may even begin to question the group's goals discussed at the outset and then stop altogether. This has a negative and depressing effect on those who continue to work hard as the previously established group processes no longer work well.

The general phase of group development: Tuckman's next phase is the general phase. This is when the team overcomes its previous conflicts and begins to see and appreciate the strength of its team colleagues. At this stage, team members are increasingly respecting those in leadership positions. Now that everyone has started to get acquainted with the team's processes, team members feel more comfortable as they work to accomplish new tasks.

Phase development team play: The playing phase is the most exciting of all stages of development. At this stage, your team's performance is excellent. This high level of performance means that all team members are self-sufficient and confident enough with their problem-solving skills to be able to work without supervision by leaders. Everyone works like a well-equipped, non-confrontational machine and moves in sync toward the same ultimate goal.

Phase development team development: The fifth phase of the Tuckman development sequence is the retreat phase. This last phase was actually not added to the Tuckman model until 1977 and is the most tragic of all stages of team formation. The postponement phase assumes that project teams are only available for a set period of time; once the task of the group is completed, the group itself disintegrates. You can compare this category with separation as group members often find it difficult to separate from people and build close relationships with them. In fact, this stage is sometimes called the “mourning period” because it is common for team members to feel lost when a group is disbanded.

3.6.2 TYPES OF GROUPS:

A group is the arrangement of the individuals who have something in common, i.e., either they possess a similar trait or falls into the same situation. This association becomes a temporary identity of the individuals who form it. Also, every group has its norms, goals, composition and criteria.

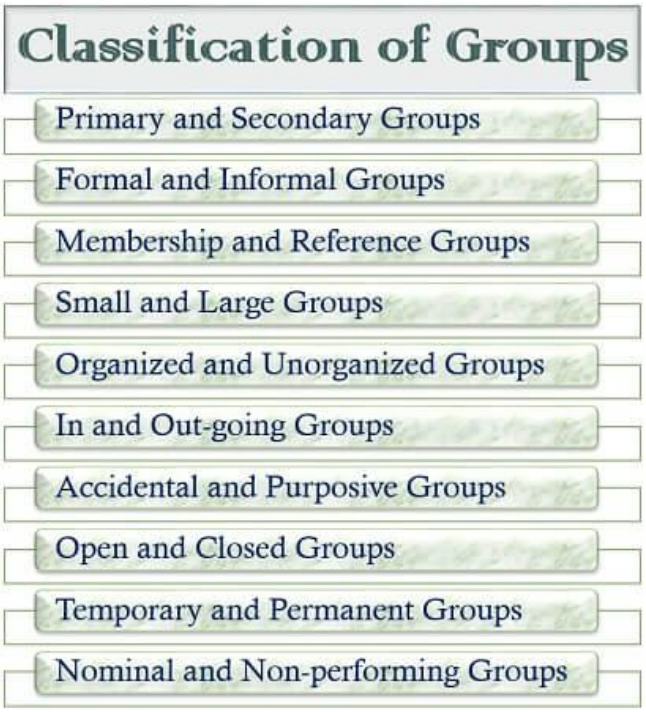
There are numerous types of groups which differ from each other because of their size, purpose, membership criteria, formation, functioning, arrangement, etc. In our daily lives, we come across this word ‘group’ indefinite times.

However, selecting a particular group may or may not be in the hands of its members; each one of us belongs to one or the other group in some manner.

1. **Classification of Groups**
    1. **Primary and Secondary Groups**
    2. **Formal and Informal Groups**
    3. **Membership and Reference Groups**
    4. **Small and Large Groups**
    5. **Organized and Unorganized Groups**
    6. **In and Out-going Groups**
    7. **Accidental and Purposive Groups**
    8. **Open and Closed Groups**
    9. **Temporary and Permanent Groups**
    10. **Nominal and Non-performing Groups**
2. **Conclusion**

Classification of Groups

A person becomes a part of a group, knowingly or unknowingly; for a purpose or as a choice; and for short-term or long-term. Groups can be differentiated into the following nine major categories:



Primary and Secondary Groups

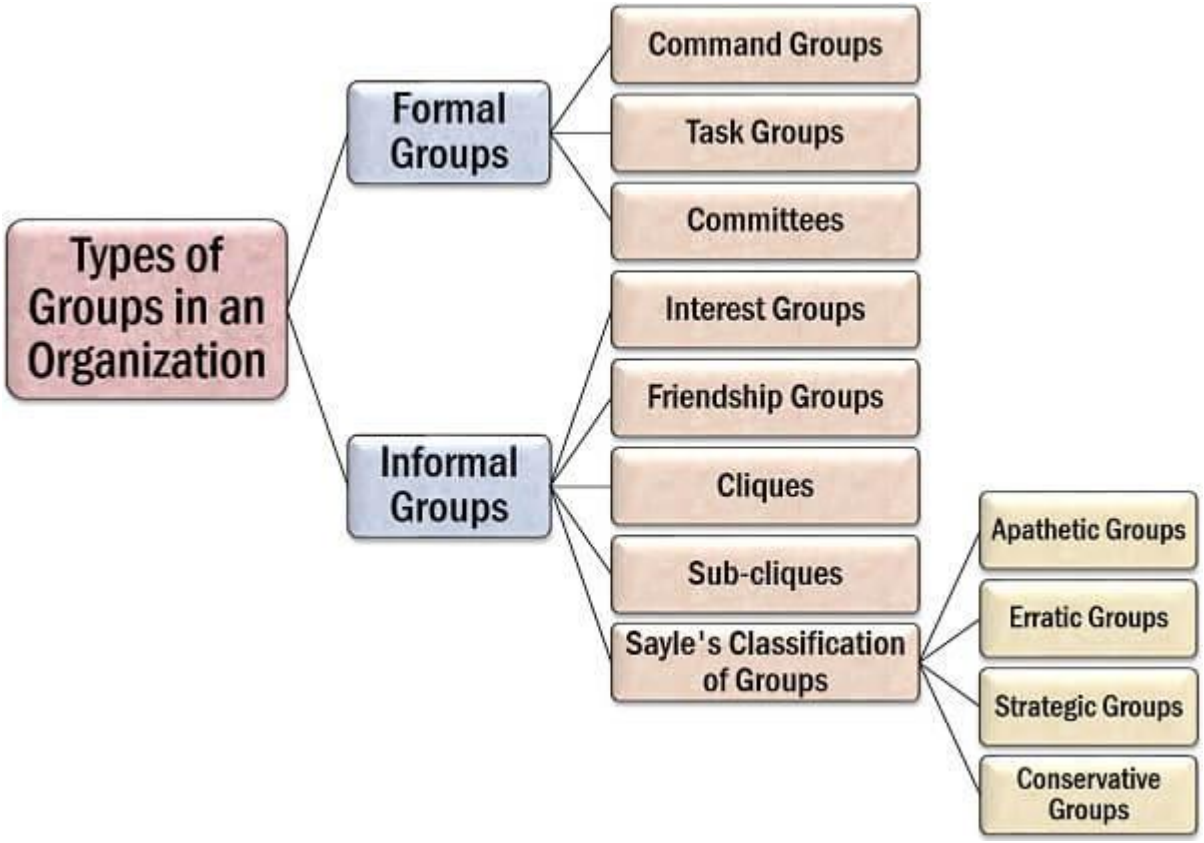
In terms of face to face or indirect interaction between the parties, groups can be bifurcated as follows:

Primary Group: The group where an individual directly interacts with other members is termed as the primary group. It is responsible for the initial learning and social behaviour of an individual.
Secondary Group: When a person in a group is indirectly associated with or influenced by other members, he/she is said to be in a secondary group.

Formal and Informal Groups

We can categorize the groups into two major classes according to the purpose it serves. Whether it is for fulfilling an organizational objective or for meeting the self-interest of the members.

Following are the related categories and sub-categories of groups:



Formal Groups

When people collaborate to attain the organizational goals or objectives, they are said to form a formal group.

Following are the three major types of formal groups existing in an organization:

Command Group: As a result of hierarchical arrangement in an organization, a command group is made of the superiors and their subordinates representing the flow of command or orders from top to bottom level.

Task Group: A group which includes individuals with different skills and knowledge, to successfully carry out the assigned project, is called as a task group.

Committees: For the special assignments or projects, a group is formed by appointing the specialists or people with superior knowledge; which is termed as a committee. After the project responsibilities are executed successfully, the members can disassociate from the committee.

Informal Groups

When the individuals associate with one another to serve their common interest or for self-satisfaction, they are known to form an informal group. Some of the most common informal groups are:

Interest Groups: The individuals who join hands for a common purpose (related to self-interest) create an interest group.

Friendship Groups: The group which is formed as a result of personal choice by the individuals who are already familiar and feel comfortable with one another, is called a friendship group.

Cliques: In a workplace, few colleagues join hands to form a small group (usually with two to six members) to share ideas and thoughts on their mutual interest.

Sub-cliques: When a clique comprises of few organizational employees along with some non-employees (who are associated with the other members in either way), it termed as a sub-clique.

Sayles' Classification of Groups: L.R. Sayles categorized the groups into the following types depending upon the degree of pressure prevalent in each:

1. **Apathetic Groups**: The group in which the leader does not pressurize the members; moreover, leadership is hardly widespread; it is termed as an apathetic group. Usually, it is formed by the lower-level workers who are unskilled and work on low wages.
2. **Erratic Groups**: When the people belonging to a group gets enraged quickly and similarly calms down, they are said to be in an erratic group. Such a group comprises of semi-skilled workers who perform task desiring **communication** between them.
3. **Strategic Groups**: Such a group includes skilled workers, who hold various job positions to execute the independent technological task. These members have the skills of systematically applying pressure on the management and the other groups, by framing a suitable strategy.

4. **Conservative Groups**: The group which comprises of the stable and highly skilled individuals or professional, who have extreme powers to regulate the functioning of the organization, is called as a conservative group.

Membership and Reference Groups

We can also distinguish between the different groups by the need for official registration of the members, into the following two categories:

Membership Group: A group in which the members must get themselves registered and acquire a membership card or certificate for becoming a part of it, is termed as a membership group.

Reference Group: It may not be a real association of individuals, an illusionary group to which an individual relates himself/herself due to the same profession or other similar attributes is called a reference group.

Small and Large Groups

Based on the number of members involved in a group, we can classify it as follows:

Small Group: Small groups consist of as little as three to ten members. Such groups are usually well managed and organized.

Large Group: The groups made up of more than ten members are considered to be large groups. These massive groups are challenging to handle and unsystematic at times.

Organized and Unorganized Groups

Given below is the categorization of the groups in terms of its structure and bonding among the group members:

Organized Group: When the individuals belonging to a particular discipline work together systematically as a **team** by supporting each other, they are said to be in an organized group.

Unorganized Group: The disorganized group is not formed purposefully. Instead, the individuals just happened to fall into a single group where they neither have any attachment to one another nor have any belongingness.

In and Out-going Groups

We can also distinguish among groups according to the belongingness and involvement of the individuals, as below:

In-Group: A group where an individual is socially active and adopts strong values from the other members is termed as an in-group.

Out-going Group: The other groups, except the prevalent in-group, where no inter-group exchange of values is facilitated is termed as out-going groups.

Accidental and Purposive Groups

The purpose of the group formation provides a basis for its classification into the following two categories:

Accidental Group: When a group is formed coincidently or unknowingly, that too without any purpose, it is known as an accidental group.

Purposive Group: The group which is made for a definite reason or aim of task fulfilment is termed as a purposive group.

Open and Closed Groups

Based on the scope for entry and exit of the members in a group, it can be distinguished as follows:

Open Group: The group where the new individuals can freely enter and old members can exit anytime, is known as an open group.

Closed Group: The restricted group where no further entries are entertained, is called as a closed group.

Temporary and Permanent Groups

A group can be formed for a short period or a long duration. Let us now discuss the two categories of groups based on these criteria:

Temporary Group: When the individuals come together for a particular project or task accomplishment, they are known to be in a temporary group. Such a group disintegrates after the successful performance of the task.

Permanent Group: Such groups represent a long-term association of the group members. Here, people belonging to a particular organization are known to be in a single group.

Nominal and Non-performing Groups

Based on the need for action, groups can also be bifurcated into the following types:

Nominal Group: The group in which the members are involved in problem-solving, take up challenges and carry out operations, is termed as a nominal group.

Non-performing Group: Whenever the individuals are put together in a single group, just on a sheet of paper; however, they need not carry out any task, they tend to be in a non-performing group.

3.6 CONFLICTS

The topic of conflict in organizational behavior is very important for the management students as the adept handling of conflicts is very imperative for the sound functioning and growth of any organization. This article discusses the concept of conflict and throws light on various types of conflicts along with the sources or elements of conflicts.

The word **conflict**, in general, has got many meanings ranging from simple disagreement to argument and even quarrel. But, when we talk about conflict in the perspective of **organizational behavior**, its definition changes completely. It incorporates broader meaning.

Concept of conflict

According to Robbins, Conflict is a process that begins when one party perceives that another party has negatively affected, or is about to negatively affects, something that the 1st party cares about.

Similarly, Greenberg and Baron define conflict as a process in which one party perceives that another party has taken or will take actions that are incompatible with one's own interests.

Conflict is, in general, perceived as something negative and detrimental to any organization. This is true to a large extent but is not the absolute truth. To understand conflict in organizational behavior, first of all we need to understand various approaches or point of views towards conflict.

There are three different point of view, or we can say approaches, as far as conflict is concerned. They are as follows:-

1. The traditional view: It suggests that any type of conflict is bad and so must be avoided. This term had a negative connotation in the traditional view. It was largely seen as an outcome of lack of good communication and trust between people as well as inability of the managers to comprehend and respond to the need of the employees under them.

2. The human relations view: As per this approach, conflict is a natural inevitable phenomenon and, so can't be eliminated completely from any organization. Here, conflict was seen in a positive light as it was suggested that conflict may lead to an improvement in a group's performance.

3. Interactionist view: The most recent approach i.e. the interactionist view says that some level of conflict is very much necessary for a group to perform effectively. A harmonious and cooperative group can be rendered static, indifferent and nonresponsive to the needs for change and innovation. As per this view, conflicts can be divided into two categories:-

a) Functional form of conflict – This is also called constructive form of conflict as it supports the goals and objectives of the group.

b) Dysfunctional form of conflict – It is also called destructive form of conflict as this kind of conflict negatively affects a group's performance, which in turn impacts the organization in a direct or indirect way.

Functional form of conflict can be differentiated from dysfunctional form of conflict on the

basis of following three:
1. Task conflict – It is related to the content and goals of the work.
2. Relationship conflict – It is related to interpersonal relations.
3. Process conflict – It is related to how the work gets done
The various studies have revealed that:
a) Low-to-moderate levels of task conflict are healthy for the group and organization as it stimulates discussion of ideas which leads to better participation and outcome.
b) Low level of process conflict is also beneficial in getting the things done effectively.
c) In general, relationship conflicts have been found to be destructive. The ego clashes and rivalries between employees often do a lot of harm to the group as well as organization.

Levels of conflict

The level of conflict in organizational behavior varies between micro and macro level. At the micro level lies the intraindividual conflict i.e. conflict occurring within an individual due to various reasons. This is the most basic kind of conflict where an individual confronts no one but himself/herself.
Intraindividual conflict can arise due to following factors –
a) Due to frustration – Any sort of physical or mental obstruction in the path of a person's goals leads to frustration inside him/her. That frustration, if arising out of the job, may lead to aggression and violence at the workplace.

The reasons may vary from an abusive supervisor to dead-end job with no growth opportunities.
The frustration may lead to positive results as well sometimes as the person may put in more efforts to reach his goals or bring changes to his goals as per the situation. But in most of the cases, frustration is not good and so organization should try to eliminate it.
b) Goal conflict – It results due to two or motives of an individual blocking one another. It happens when a person has –
• A goal with both positive and negative aspects
• Two or more positive, but mutually exclusive goals
• Two or more negative, but mutually exclusive goals that one tends to avoid
As per psychology, the positive features of an organizational goal are more dominant than the negative ones in the very beginning. But as the goal comes nearer, negative aspects begin to become more prominent for the person. The point, where approach equal avoidance, is where stress, indecision, depression or unwillingness and other such mixed feelings develop in the person which is damaging for him/her as well as organization.
c) Role conflict and ambiguity – Role is defined as a position that has expectations evolving from established norms. Different roles have different expectations and demands associated with them which sometimes lead to role conflict. There are three types of role conflict –
• Between person and the role – It refers to the differences between a person's personality attributes and expectations attached with the role.
• Intrarole – Due to contradictory expectations about how a given role should be played, an ambiguous situation arises for the person.
• Interrole – Due to differing requirements of 2 or more roles that must be played at the same

time, interrole conflicts arise. This mostly happens in the case of work and non work roles. For example, a working mother has to play two separate roles at home and office.

Interactive conflict (macro level) – It includes conflict between individuals as well as groups.

1. Interpersonal conflict – the most common form of conflict in any organization is the one between two persons. There are four major reasons of interpersonal conflict

a) The differences between persons arising out of different cultural and family background, education, and values.

b) The communication breakdown in the organization.

c) The incompatible roles of the managers, in contrast to their functions and task which are interdependent.

d) An environment marred by work stress, downsizing, market competition, uncertainties also leads to conflict.

2. Intergroup behavior and conflict – It refers to the conflict between members of one group with those of the other groups. The reasons leading to these can be :-

a) Competition for organization's scarce resources like funds, space, work force etc.

b) Difference in their objectives and priorities.

c) Ambiguity on the part of the responsibility and authority of a group.

d) Envy between groups or unfair treatment of one group in terms of rewards, job assignments, working conditions, privileges etc.

3.7 DEFENCE MECHANISM

Defense mechanisms are methods people use to cope with feelings of stress or anxiety. These methods can vary widely in their degree of helping or potentially causing further harm. For most people, defense mechanisms re unconscious behaviors.

Identifying and recognizing adaptive and maladaptive defense mechanisms, as well as their root causes or triggers, can help you understand and care for yourself better.

Sigmund Freud, the renowned psychoanalyst, was the first person to propose the idea of defense mechanisms. Freud believed people unconsciously used defense mechanisms to help protect themselves from difficult or uncomfortable thoughts, feelings, or situations.

This article breaks down the most frequently used defense mechanisms and why people use them. It also looks at situations where you might need help and what kind of help would be available to you.

Types of Defense Mechanisms

Defense mechanisms are sometimes classified into either primitive defenses or mature defenses. Primitive defense mechanisms are the first to occur developmentally and

include regression, denial, splitting, projection, fixation, fantasy, identification, passive aggression, rationalization, reaction formation, idealization, and acting out.

Mature defense mechanisms may be more helpful and inflict less harm upon yourself and others. The mature defenses involve accepting reality even if it is disliked. Uncomfortable thoughts, feelings, and situations are interpreted and addressed in less threatening forms instead of being denied.

People can practice choosing to use mature defense mechanisms as they may not happen naturally. They often require intention, practice, and effort. Mature defense mechanisms include altruism, anticipation, humor, sublimation, and suppression.

In the early twentieth century, Anna Freud, the daughter of Sigmund Freud, highlighted ten of the most common defense mechanisms people use. Psychoanalysts are constantly expanding on this number. Here's a breakdown of the most common types of defense mechanisms people use.[1]

Avoidance

Avoidance is a defense mechanism people use to avoid handling a problem at hand. With avoidance, you'll dismiss any uncomfortable or negative thoughts or feelings without trying to understand them.

You might also avoid people or places that make you uncomfortable to the extent that it disrupts your personal life.

In the long run, avoidance may not be a sustainable solution and can compound a stressful situation. If it is safe and possible to do so, addressing and resolving a stressful situation directly can be more helpful. Using drugs or alcohol to circumvent dealing with your feelings or a difficult situation is also a form of avoidance.[2]

Denial

Denial is used to avoid dealing with a stressful or overwhelming situation. When a person is in denial, they refuse to accept the reality of their situation.

For instance, if you are going through a rough divorce, you might stay in denial about the fact that your partner is about to leave you until it happens. The problem with denial is that it stops you from dealing with a situation when you should.

If you've just received shocking or life-changing news, denial can give you some time to come to terms with your new reality. However, if you remain in a state of denial, it could disrupt your life by keeping you disconnected from reality.[3]

Projection

Projection is an unconscious act of taking unwanted emotions or traits you don't like or refuse to accept about yourself and attributing them to someone else. For instance, a person who is cheating might suspect or accuse their partner of cheating.

Distortion

Distortion is the misinterpretation of your environment to see what you want to see, the way you want to see it. Your unconscious brain may seek out data that supports your beliefs and ignores evidence against it to protect your ego so you can perceive yourself as right or good instead of having made a mistake.

A delusion is a type of distortion. It may arise in response to feelings such as loneliness or inadequacy.[4]

Delusions, like most defense mechanisms, show up in ways that range from adaptive to maladaptive. A person might have an adaptive delusion when they read and believe in horoscopes, picking out only what's true for them, and being amazed that they are so accurate—while ignoring or dismissing anything from the horoscope that does not resonate with them.

An example of a maladaptive delusion could be a person denying COVID-19 exists and refusing to wear a mask to prevent the spread of the illness. They may find information to support their belief, and ignore all evidence that suggests otherwise—even to the detriment to their own or a loved one's health.

Repression

With repression, a person will block out painful or overwhelming feelings and emotions in situations where they experience them. You often have no control over the thoughts and emotions you repress.

Repressed memories or feelings don’t just disappear, however. During therapy, or in certain unsuspecting moments you might find yourself uncovering them. A person who was abused by their parents as a child, for instance, may repress the memories and be unaware of them as an adult, insisting their parents were wonderful and never hurt them.

Suppression, on the other hand, is a conscious and intentional form of repression where you choose not to interact with or talk about distressing thoughts, feelings, or situations. You are aware of them, but you may put off addressing them until a later time. The ways suppression

may be used can range from maladaptive to adaptive.

Identification

Identification involves a person adopting the thoughts and behaviors of a person who has power over them. In many identification cases, the person using it as a coping mechanism is being abused.

A great example of identification is in people who have Stockholm Syndrome. In such cases, they form an emotional bond with their captor or abuser and adapt their negative traits and behaviors.[5]

Intellectualization

With intellectualization, people use reason, logic, and facts to avoid uncomfortable feelings or situations. Many times, people use intellectualization to avoid dealing with their emotions. For instance, they might justify cheating on a test because they needed the grade to graduate.

Regression

Regression involves an individual coping with a traumatic, stressful, or anxiety-provoking situation by returning to an earlier developmental stage, or going psychologically back to a period in time.

For instance, a child who was abused and has been potty trained might start bedwetting again. It's possible for regression to occur at any stage of your life.[6]

Sublimation

Sublimation, in many cases, is a positive defense mechanism. People who use it as a defense mechanism will substitute their more aggressive or problematic impulses with healthier and more positive alternatives.

For instance, a person who has been feeling a lot of pent-up anger and frustration might start playing a contact sport like football to channel these emotions healthily.[7]

Dissociation

Dissociation involves disconnecting from yourself and your own thoughts, feelings, memories, or sense of identity. It often happens in response to a traumatic situation, like when a person is being abused. Like all defense mechanisms, forms of dissociation can range from mild to extreme.

Symptoms of dissociation may include having an out-of-body experience (which may happen during extreme physical violence such as rape or assault), feeling like you're a different person, feeling emotionally or physically numb or detached, and not feeling any pain. "Zoning out" is a very mild form of dissociation.

A person who frequently uses dissociation as a defense mechanism might develop a dissociative disorder. If you have a dissociative disorder, you'll have no control over the situations and scenarios you dissociate from. Dissociation often happens unconsciously.

Displacement

Displacement involves taking out difficult feelings, frustrations, and impulses on a less threatening person or object. For example, someone who is yelled at by their boss and has a bad day at work might not say anything directly to their boss. However, they may come home and yell at or take their frustrations out on their child.

Why People Use Defense Mechanisms

Many defense mechanisms happen unconsciously as attempts to protect your ego and to avoid uncomfortable feelings, thoughts, or impulses. They can range from mild to extreme and maladaptive to adaptive.

It can be helpful to work with a therapist to help identify and understand how defense mechanisms show up in your life, psyche, and reactions so you can deepen your awareness and expand your choice about how to react when stressful situations or feelings arise.

People who have been abused and have mental health conditions like anxiety and depression often use defense mechanisms to cope in their day-to-day lives. While using defense mechanisms in the short term might make you feel good, you should avoid them as often as you can.

3.8 TRANSACTIONAL ANALYSIS

Transactional Analysis (TA) is a psychological method and initially reminds many people of bank transactions. But the technical-sounding word says exactly what it's all about: Transactional Analysis focuses on transactions of communication units. **It's about conversation transactions when two people talk.** Already after reading this text, you might get an idea of why communication sometimes goes wrong and how you can change that.

when you engage in contact with a human being, the smallest communication components (transactions) are transferred back and forth. Those who can analyze these transactions can draw conclusions about psychological processes in humans, namely:

1. about the personality of other

2. about your own personality

3. about the dynamics of your relationship

You meet me - I react to that - this is a transaction. These transactions can be analyzed: Transactional Analysis!

Summary: Transactional Analysis Explained in Short

- TA was developed in the mid 20th century by Eric Berne

- I (Steffen) describe TA as follows: "Transactional Analysis (TA) makes human connections describable, understandable and shapable. It becomes clear what is going on 1. in one self, 2. in others, and 3. in communication, and how one can develop each of these three areas. It gives orientation with its clear objective for human development (autonomy). In this way, it becomes clear what your development status is and where your potential can still be raised. Through its positive image of humanity, it promotes honest cooperation and motivating development.

- Find Eric Berne's definition on Transactional Analysis here

- Key concepts: Ego stated, transactions

- Other concepts: Psychological games, life scripts, emotions, psychological needs, drivers, passivity concept and many more

- TA is mainly used in the following four areas:

1. Psychotherapy

2. Counselling

3. Adult/further education

4. Organisation

Here is a general overview of the most important Transactional Analysis concepts. The Transactional Analysis is constantly evolving. That's why it's almost impossible to list all the concepts. In addition, each area of application has its own TA concepts.

What is a Transaction? Finally Understand Communication

Transactions are a core concept of TA. Its name is also derived from them. They can help you understand communication better.
But first let's give you an example: A friend comes into the room and asks you, "What time is it?" You answer: "It's just after seven o'clock." (As the words are spoken, there are other

levels of perception to exchange - posture, facial expressions, gestures, voice modulation, voice coloring ...)

There is a back and forth of communication.

At that moment, you have completed a transaction. It takes place when a person exchanges information and perceptions with another person. These can be interpreted in different ways depending on the condition in which the person is. Often there is a difference between the wording and the non-linguistic perceptions. When communicating, the non-linguistic parts (psychological effectiveness) create the most impact. A wink or a searching look are more effective than many words. Simply put: "The tone makes the music."
Eric Berne, the founder of Transactional Analysis, saw in this back and forth of communication the basic units of all social interaction.

To analyze transactions, the **ego-states-model** is used as the basis:

The ego-states-model of Transactional Analysis consists of three ego states.
As a matter of fact one same person can be in very different states depending on various circumstances. We all know these changes in states from our own experience:

- “Why are you so irritated?”
- “Oh, now I am positively surprised!”
- “This information makes me sad.”
- “Now that I see you, I feel a lot better.”

Sometimes we change our state in an instant: most of the time this happens unconsciously. Can you understand how a particular song could change your mood from one moment to another? Your condition is changing - you are not the same as before. Transactional Analysis says that you have changed your "ego-state".
Memories and experiences (and the combination of both) invoke the most different ego states in you. You constantly change your states. Transactional Analysis describes how your perception is altered by the different ego states. Likewise conclusions on the mental processes and on the relationship design are possible.

In order to make the many states of a person reasonably manageable, they were summarized in **three superordinate forms of state**.

1. Parent ego state
2. Adult ego state

3. Child ego state

To analyze transactions, the ego-states-model is used. It shows three circles. These symbolize the three states from which a person can act.

Each person can act from three different ego states: parent, adult and child ego state.
To analyze communications we need a counterpart. Therefore, a so-called transaction diagram consists of two ego state models. One for each person.

The two ego state models face each other. Each embodies one person.
By using arrows to represent the back and forth, you can see what is happening when communicating. With this, it becomes possible to psychologically classify communication in the form of transactions (back and forth) between the three ego states. There are several ways in which transactions can proceed. There are:

1. Complementary transactions (also called parallel transactions)

2. Not-complementary transactions (or crossed transaction)

3. Hidden transactions (or duplex transactions)

Example for the three kinds of transactions

The 5 Basic Beliefs and 8 Concepts of Transactional Analysis

Basic beliefs in Transactional Analysis:

These are attitudes/beliefs with which Transactional Analysts look at a situation.

1. **People are okay**: This represents the belief that all people are good persons. This is true from birth. It is about the effort to meet at eye level. First of all, there is the value of perceiving a person as a human being and not seeing him/her as his/her behavior, achievements or abilities. Surprisingly, many people understand this principle better when it comes to animals. A puppy does not have to do anything to be seen as okay. It's good by nature, the way it is. Transactional Analysts train this attitude of the so-called unconditional "okay" also in humans.

2. **Communication is free and open:** TA promotes direct and respectful communication. For example, when expressing needs. Talking about the bush is not a typical trait of TA. Simple words, clear and direct statements with appreciation - that is lived TA.

3. **Every human being has the ability to think**: TA promotes self-determined thinking and action. Self-determined thinking is the opposite of accepted and adapted thinking from the pool of unconscious memories. It is rather validated thinking. But you can only check what has actually entered your consciousness. Therefore, it is important to be aware of the influence of the unconscious. Independent and unconsious thoughts are those that we simply adopt in childhood. For example: "He who works hard will succeed." The ability to think describes questioning such an accepted idea and aligning it with one's own truth: one might conclude that construction workers and garbage workers work hard, but certainly do not belong to the upper income classes. A resulting own thought could be: "Hard work alone is not necessarily enough to be successful ...".

4. **The model is decision-oriented:** Deciding is one thing you can learn and constantly improve. We can make decisions, think them over, and make new decisions at any time. Transactional Analysis helps you learn from past decisions and make smarter decisions in the future.

5. **Every work is based on a contract / agreement:** This does not necessarily mean a written contract. Transactional Analysis uses accords to create clarity and avoid misunderstandings. Contract work can be a simple arrangement. For example, to meet at a certain time at a certain place. But it can also be the agreement on what you expect from each other in a working relationship or how you want to spend your holidays together. This belief is particularly helpful because people tend to make too few arrangements and sometimes wonder why things go wrong.

These attitudes are the invisible centerpiece behind Transactional Analysis concepts. Long-term Transactional Analysts are no longer just dealing with concrete concepts. Rather, they work to integrate these basic beliefs into their daily lives.

Concepts of Transactional Analysis:

They are the concrete tool Transactional Analysts work with.

Ego states: Are a central component of the Transactional Analysis. With their help, you can understand why you are the way you are. They consist of the combination of thinking, feeling and behavior. TA distinguishes three states:

1. Parent ego state: Here you think, feel, and behave the way your loved ones have done in your childhood (from the past and passed on). In the parent-ego, assessments, norms and values are stored.

2. Adult ego state: Here you think, feel and behave adequately to the situation, logically, reflectively and in the here and now. In this state, you have good access to your resources and therefore many options for action.

3. Child ego state: Here you think, feel, and behave the way you did as a child (in the past and self developed). The child-ego is also the seat of feelings, creativity and spontaneity.

Knowing which ego state you and your opponent are in at a certain moment here and now can help you respond appropriately to a situation. Or, in order to take measures yourself, to decide to communicate from another state.

Transactions: Make it clear what happens when communicating. A transaction consists of the "back and forth" of the words and the mimic and vocal "accompanying music" involving the ego states.

For example, during a non-complementary transaction (or crossed transaction):

A person puts on a dog puppy look and says to a Transactional Analyst, "I cannot do that." The Transactional Analyst assesses the situation and decides to reject the invitation to help. She does not answer helpfully from the parent-self. Instead, she encourages the person to use her adult self by asking, "What do you need to do to do it yourself?"

In addition to the non-complementary transactions, there are complementary and hidden transactions (see above).

With your knowledge of transactions, you can actively design conversations.

Psychological needs: They show what vital psychological needs each person has and how to satisfy them in a good way. For example, the need for recognition. Everyone needs recognition. Only how it is achieved can be very different: behavioral problems in children, show off with big cars, high performance or just calling a friend. All this can be the expression of the need for attention.

Life Script: This is a kind of screenplay of your life. It remains hidden to most people. It's a concept that makes your unconscious life plan that you created in your childhood visible. It may be that as an adult, you live just after this unconscious screenplay. But you can make it conscious and change it with new decisions. The Transactional Analysis shows you how to do that. An example of an expression of the life script could be: "I will die lonely."

Psychological Games: Are patterns in conversations that are controlled by unconscious motives. They always run according to certain rules and always end in at least bad feelings, in conflict or in the courtroom. People who play games make it difficult to develop their

relationships positively. Some couples and some working relationships suffer from psychological games for years. Although they always run in the same way and the participants suffer, they usually remain unconscious. For relationships, it is a real benefit to uncover these unconscious patterns and get out of psychological games.

Feelings: Are for many people like a maze. Transactional Analysis can offer you a map for the maze so you can understand and clarify your feelings. For example, it can happen that you pile up feelings or develop so-called substitute feelings instead of the original one. For example, that it was not well accepted when you were angry as a child. Then you may start crying as an adult instead.

The concept of emotions helps you to understand, clarify and develop your own emotional world.

Passivity concept: This concept shows what it going on inside people and what they do unconsciously, so that they do not reach a target. People should act solution-oriented to achieve goals. The passivity concept reveals blockages that prevent solutions and how you can solve these blockages.

Drivers: Inner drivers are harmful behaviors that rob you of energy and put you under stress. The Transactional Analysis knows five: Be perfect! Hurry up! Be strong! Give your best! Please others!

The trickiest thing about the drivers is that they are linked to an inner compulsion that limits our personal freedom. Using Transactional Analysis, you can identify your inner drivers and dissolve their harmful effects.

3.9 JOHARI WINDOW

Johari Window is a technique for improving self-awareness within an individual. It helps in understanding your relationship with yourself and others. Johari Window model can be a useful tool if you want to improve your communication skills.

It was developed by American psychologists Joseph Luft and Harry Ingham in 1955, hence the name Johari. Johari Window is generally used in Self-help groups in exercises which help a person to learn and discover things about themselves, like heuristic exercise.

Johari Window is a method used for self-discovery.

What is Johari Window?

Generally, it is believed that we have in a group based on our perception of others. And that is why to improve communication in a group it is important to develop the perception of an individual in the group.

Johari window model is based upon two things – to acquire the trust of others by revealing your information to them and by learning about yourself through feedback by others.

Johari Window Model Description

There are four questions in the model just like panes in a window and each person fits into one of this pane. Each window in Johari window model signifies feelings, personal information, and motivation.

Also, the important point to know here is that through window panes one must determine whether one is known or unknown to oneself as well as the others.

	Known to Self	Not Known to Self
Known to Others	Arena "Open Self"	Blindspot "Blind Self"
Not Known to Others	Facade "Hidden Self"	Unknown Self

Johari Window

Here as you can see in the photo there are four different panes and each signifies one crucial idea behind it. Further, the panes are in the horizontal axis as well as the vertical axis. So, you have to determine in which window you fall and based on that your personality can be known.

In this model, the main focus is on feedback. Accepting of feedback and conveying of this feedback is done through this model. The panes given in the vertical direction represents part

that is known and unknown to others. While the horizontal part represents the known and unknown part to your self.

That is two windows represent your true self while the other two windows represent the part that is known to others but unknown to self.

This information which is known to self and unknown to others can be transferred through socializing with others. While the part that is known to others but unknown to self is conveyed through feedback that you get through other members in the group.

This model works on the basis of communication happening in the group and how to improve yourself. The model is very simple to understand and as a result, it is used in various organizations.

Now, we have divided the panes into 4 different panes to make you understand further about how compromises in these panes.

Johari Window Quadrant 1: Open Area or Arena

This area or pane is called open area because the information in this pane about the behavior, feelings, emotions about the person is known to that person itself as well as the other members in this group.

In this arena, all the communication occurs through a two-way process. Such that the person socializes about himself with others and constantly receives feedback from the other members of the group. As a result, the group becomes more effective and the relationship in this group is very dynamic.

In this group, the process of feedback solicitation is very common. This process occurs in the group that has an understanding and the feedbacks of the other person are heard.

So, the open area through this group can be increased horizontally such that the blindspot area is reduced and vertically it is increased so that the hidden and unknown areas of a person are reduced when that person reveals about his feeling to the other person.

Johari Window Quadrant 2: Blindspot or BlindSelf

Blindspot is the area in which the certain information on your personality is known to others but that information is not known to you.

In simple terms, other people may interpret your personality different than you might have expected. For efficient communication, this area must be reduced.

One way to do it is through feedback that you get from other members in the group.

Johari Window Quadrant 3: Hidden Area or Hidden Self

Hidden area is the information that you hide from others. Here, the information is known to you but the others are unknown to this information.

The reason for this may be the information might be personal to you so that you are reluctant to share it with others. This includes secrets, past experiences, feelings, etc. Many people keep their information private and do not share it with others.

Johari Window Quadrant 4: Unknown Areas or Unknown Self

In this area, the information is unknown to you as well as the others. Generally, certain feelings, talents, information, etc fall in this area.

The reason for this might be some traumatic experience in the past about a particular event or experiences which might be unknown for your ever.

The person, as well as the group, is unaware about this till he or she discovers it. One way to reduce this area is through open communication

3.10 FORCE FIELD ANALYSIS

The force field analysis is a widely-used change management model; it works as a diagnostic tool and a powerful decision-making tool during change planning.

You can use it to identify – by visually mapping – the driving forces and restraining forces for and against the initiative and thus work on leveraging the factors in favor while reducing the unfavorable ones to ensure the successful implementation of the change plan.

The force field analysis tool was developed as a change management model in 1951 by the German-American psychologist, Kurt Lewin who is also known for being a founder of modern psychology. Today, the tool is even widely used to inform business decision-making.

The basis of the tool

The basic idea behind the force field analysis is that a certain given situation remains the way it is because of counterbalancing forces, or because of the state of equilibrium between forces that drive change and oppose change.

In order to promote change, either the driving forces should be strengthened or the resisting forces should be weakened.

And it integrates with Lewin's 3-stage theory of change.

When to use the tool

The force field analysis is ideally used for diagnosing a problem. You can use it to

- Analyze the balance of power
- Identify the key roles involved in decision-making
- Identify who supports and opposes change within the organization
- Explore ways to influence those who are against change
- Decide whether to go ahead with a proposed change or not

How to Conduct a Force Field Analysis

The analysis is best carried out in small groups of 5 to 9 people who are directly involved in the change implementation process.

It's important that everyone else who is also likely to be affected by the change is kept in the loop. To gain their commitment and support for the deployment of the project, they should be kept informed about and involved in planning, development and decision-making from the very beginning.

For a more productive discussion, have a force field analysis worksheet ready at the beginning of the meeting.

The worksheet can be paper-based, or you can use the following Creately template to start right away. Simply add the email addresses of the other group members to the document to give them edit/ review access. This way everyone can collaborate on populating the worksheet.

Step 1: Assess the current situation

You need to start the session by discussing the current situation of the organization in terms of the issue at hand with the key stakeholders.

This may include determining where you are at, the challenges you are facing due to the issue you are trying to solve, the reaction of the employees, etc.

It's also important to clarify where you want to go or the desired state you want to achieve with the initiative. At the same time, consider what will take place if you fail to take action to change the current situation.

Here you can do a quick SWOT analysis to understand what strengths you can use to overcome the existing threats and see how you can work on overcoming weaknesses and take advantage of the presented opportunities.

SWOT Analysis (Click on the template to edit it online)

Step 2: Define the objective

The next step is to identify the expected outcome of the change initiative. Once you have clearly defined the goal(s), write them inside the box in the middle of the template provided above.

Step 3: Identify the driving forces

Driving forces are the factors that are in favor of the proposed change or the ones that support the achievement of the defined goal.

These are considered positive and usually includes factors like advancing technology, changing industry trends, increasing competition, opinions of customers or shareholders, incentives, etc.

In this step, your task is to brainstorm as many driving forces as possible with the team and list them in the relevant field of the worksheet.

Of course, you can turn to people outside the team (interview them), people who are specialized in the subject area to find the information you need during this step.

Step 4: Identify the restraining forces

These are the factors that will block your path to achieving your goal. They tend to restrict the impact of the driving forces. For example, these may include the fear of the individuals, organizational structures and negative attitudes of employees, etc.

The list of forces that are against change should be listed on the right-hand field of the worksheet.

One thing you need to keep in mind is not to be subjective when deciding which forces to add to the force field analysis and which ones to leave out.

Step 5: Evaluate the forces

You can evaluate the influence of each force by assigning them scores.

Using a numerical scale (10 being extremely strong and 1 being extremely weak), assign each force a score based on the impact they have on the change initiative.

You can also assess the forces by focusing on the impact each of them may have. This way you can ditch assigning each force a score.

Based on the effect they have, you can decide whether the proposed change is viable. Accordingly, you can discuss how you can influence the forces in favor of change: you can weaken the restricting forces by strengthening the driving forces.

Step 6: Create an action plan

Based on how you want to go about strengthening driving forces and weakening restraining forces, you can create a quick action plan.

This can help you clarify what needs to be done, who is responsible, the resources needed, and the due dates you need to be concerned about, etc.

3.11 SUMMARY

- Individual behavior is actions of people. The focus and goals of individual behavior within organizations vary from one person to another. Generally this individual behavior is guided by attitude, values, emotions, perception, creativity, informal interactions, group norms, interpersonal and inter group conflicts, artificial boundaries, defense mechanisms, splitting, projections and interjections.

- These underpinned aspects guide the way relational phenomena add to individual dynamics to have an additional impact on group, organization and institutional dynamics. Thus, when an individual enters into relationships with another individual or group, further beneath the surface phenomena are evoked that, unless they are exposed and understood, may create the unhelpful formation of firm boundaries that prevent progression.
- This behavior needs to be analyses at individual, group and firm level. At the individual level of analysis, organizational behavior includes the study of learning, perception, creativity, motivation, and personality. In addition, it also includes the study of turnover, task performance and evaluation, coordinated behavior, deviant work behavior, ethics, and cognition.
- The behavior of individuals within an organization can either mar the organization or aid in its overall improvement. For instance, certain employees may be compassionate and helpful towards their co workers which helps to create a supportive work culture.
- This selfless attitude can be a result of the employee's faith in the management and their satisfaction and commitment towards the organization.
- Organization behavior to study the actions of people at work. Organizational

behavior (OB) is a field of study that investigates the impact individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. It is a field of study, meaning that it is a distinct area of expertise with a common body of knowledge.

- It studies three determinants of behavior in organizations : individuals, groups, and structure. Moreover, OB applies the knowledge gained about individuals, groups, and the effect of structure on behavior in order to make organizations work more effectively.
- To sum it up, OB is the study of what people do in an organization and the way their behavior affects the organization's performance. Because OB is concerned specifically with employment–related situations, it examines behavior in the context of job satisfaction, absenteeism, employment turnover, productivity, human performance, and management.

3.12 QUESTIONS FOR PRACTICE

LONG ANSWER QUESTIONS

1. What is learning and state its importance?
2. What is the process of learning?
3. What is social learning?
4. Explain 5 Basic Beliefs of Transactional Analysis
5. Explain 8 concepts of Transactional Analysis

SHORT ANSWER QUESTIONS

1. How many types of personality are there?
2. Define various personality types?
3. What is personality?
4. What are the objectives of individual behavior?
5. Describe Johari Window Model

MCQs:

1. Personality is the totality of traits and …… of character or behaviour

A. Quantities
B. Qualities
C. Background
D. All of these

2.How many learning activities are there in learning process?

A.3

B.2

C.4

D.5

3.Perception is the way of

A.Talking

B.Thinking

C.Working

D.None of these

4.The unknown quadrant in Johari window _____ when you disclose information and learn.

A. **Shrinks**

B. Increases

C. Unaffected

D. None of the above

5.The information that is known to you but unknown to others. Which quadrant is this?

A. Unknown

B. Hidden

C. Blindspot

D. Open

Answer;

1-d ,2-d ,3-d ,4-a, 5-b

3.13 REFERENCES

- - Business modeling with UML by H.E Eriksson and M. Penker
- Cognitive dissonance: fifty years of a classical theory *by Cooper, J*
- A fundamental principle in social cognition *by Gawronski and Strack F*
- Good to great, by James c. Collins
- Execution, by Larry Bossidy

UNIT 4- MOTIVATION

STRUCTURE

4.0 Objectives

4.1 Introduction

4.2 Definition and Scope

4.3 Types of Motives

4.4 Theories of Maslow

4.5 Theories of Herzberg

4.6 Theories of McGregor

4.7 Job enlargement

4.8 Job enrichment

4.9 Summary

4.10 Questions for Practice

4.11 References

4.0 OBJECTIVES

After completing this students will be able to:

- Understand the meaning of Motivation
- Learn about different types of Motives
- Explain different theories of motivation
- Define the terms job enrichment and enlargement

4.1 INTRODUCTION

Motivation is one of the prime components of human personality and it plays a crucial role in our day to day life. Motivation is needed to lead a successful personal, social and professional life. Here we have explained the relationship among motivation, individual and organization. In short, we can say, here we have explained the motivation in context of organizational behavior. The unit is designed to cover the topic Motivation. Here you will learn about classification of motives, theories related to motivation coined by various scholars and researchers and process theories of motivation.

The word motivation is derived from the Latin word “Movere” which means to “move”.

According to Joe Kelly motivation means as the one “has to do with the forces that maintain and after the direction, quality and intensity of the behavior”. Motivation is a very complex process because the exact cause or motive of a person has a particular action which only can be inferred. According to Koontz O’ Donnell motivation means “a general term applying to the entire class of drives, desires, needs, wishes & similar forces that induce an individual or a group of people at work”. It can also be defined as

“PERFORMANCE = ABILITY * MOTIVATION”

Motivation is an unending process which keeps on changing and increasing day by day. It is a psychological concept which deals with the mind of the humans. This also leads to job satisfaction and is considered as a goal-oriented process which leads to the fulfillment of the goal.

Motivation helps people to get encouraged while doing their work for the benefit of the organization and here we will be classifying motives among three parts where we will learn about different kinds of motives which describes the different kinds of behavior in motivation.

Primary Motives

Before discussing the primary motive, let’s have a look over what is motive. It is defined as an inner state of the person which energizes, activates or directs the behavior towards the goal of the organization. The Primary Motive is also known as physiological, biological, unlearned motive. There are only two possibilities that the primary motive should be unlearned and physiological. This type of motive helps in reducing the tension and stimulation.

The examples for primary motives are:

Hunger

Thirst

Sleep

Avoidance of pain

Sex and material concern

General Motives

This type of motive is not physiologically based but is unlearned with people. They help in inducing the amount of stimulation in a human being. This is also known as stimulus motives which are neither perfectly primary nor secondary.

This type of motive releases tension within a human being. The examples of this type of motives are:

Curiosity

Manipulation and activity motives

Affection or love motive

Secondary Motives:

This motive is considered as one of the most important of the three motives. A motive should always be learned in order to be the secondary motive. The drives are knotted to learning the different concepts such as, motives for power, achievement, and affiliation. Security and status are also secondary motives.

The distinct concepts are:

Power motive

Achievement motive, which is, considered as moderate degree of risk taking, prompt and accurate feedback, satisfaction by winning rewards. Dedication towards task.

4.2 DEFINITION AND SCOPE

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what helps you lose extra weight, for instance, or pushes you to get that promotion at work. In short, motivation causes you to act in a way that gets you closer to your goals.

In everyday usage, the term "motivation" is frequently used to describe why a person does something. It is the driving force behind human actions. Motivation includes the biological, emotional, social, and cognitive forces that activate human behavior.

Motivation also involves factors that direct and maintain goal-directed actions. Although, such motives are rarely directly observable. As a result, we must often infer the reasons why people do the things that they do based on observable behaviors.[1]

Learn the types of motivation that exist and how we use them in our everyday lives. And if it feels like you've lost your motivation, do not worry. We also share a few ways to develop or improve your self-motivation levels.

Types of Motivation

The two main types of motivation are frequently described as being either extrinsic or intrinsic.

- Extrinsic motivation arises from outside of the individual and often involves external rewards such as trophies, money, social recognition, or praise.
- Intrinsic motivation is internal and arises from within the individual, such as doing a complicated crossword puzzle purely for the gratification of solving a problem.[2]

A Third Type of Motivation?

Some research suggests that there is a third type of motivation: family motivation.[3] An example of this type is going to work when you are not motivated to do so internally (no intrinsic motivation), but because it is a means to support your family financially.

Why Motivation Is Important

Motivation serves as a guiding force for all human behavior. So, understanding how motivation works and the factors that may impact it can be important for several reasons.

Understanding motivation can:

- Increase your efficiency as you work toward your goals
- Drive you to take action
- Encourage you to engage in health-oriented behaviors
- Help you avoid unhealthy or maladaptive behaviors, such as risk-taking and addiction
- Help you feel more in control of your life
- Improve your overall well-being and happiness

Components of Motivation

If you've ever had a goal (like wanting to lose 20 pounds or run a marathon), you probably already know that simply having the desire to accomplish these things is not enough. You must also be able to persist through obstacles and have the endurance to keep going in spite of difficulties faced.

These different elements or components are needed to get and stay motivated. Researchers have identified three major components of motivation: activation, persistence, and intensity.[4]

- Activation is the decision to initiate a behavior. An example of activation would be enrolling in psychology courses in order to earn your degree.
- Persistence is the continued effort toward a goal even though obstacles may exist. An example of persistence would be showing up for your psychology class even though you are tired from staying up late the night before.
- Intensity is the concentration and vigor that goes into pursuing a goal.[5] For example, one student might coast by without much effort (minimal intensity) while another student studies regularly, participates in classroom discussions, and takes advantage of research opportunities outside of class (greater intensity).

The degree of each of these components of motivation can impact whether you achieve your goal. Strong activation, for example, means that you are more likely to start pursuing a goal. Persistence and intensity will determine if you keep working toward that goal and how much effort you devote to reaching it.

Tips for Improving Your Motivation

All people experience fluctuations in their motivation and willpower. Sometimes you feel fired up and highly driven to reach your goals. Other times, you might feel listless or unsure of what you want or how to achieve it.

If you're feeling low on motivation, there are steps you can take to help increase your drive. Some things you can do to develop or improve your motivation include:

- Adjust your goals to focus on things that really matter to you. Focusing on things that are highly important to you will help push you through your challenges more than goals based on things that are low in importance.
- If you're tackling something that feels too big or too overwhelming, break it up into smaller, more manageable steps. Then, set your sights on achieving only the first step. Instead of trying to lose 50 pounds, for example, break this goal down into five-pound increments.
- Improve your confidence. Research suggests that there is a connection between confidence and motivation.[6] So, gaining more confidence in yourself and your skills can impact your ability to achieve your goals.
- Remind yourself about what you've achieved in the past and where your strengths lie. This helps keep self-doubts from limiting your motivation.
- If there are things you feel insecure about, try working on making improvements in those areas so you feel more skilled and capable.

What to Do When You Have No Motivation

Causes of Low Motivation

There are a few things you should watch for that might hurt or inhibit your motivation levels. These include:

- All-or-nothing thinking: If you think that you must be absolutely perfect when trying to reach your goal or there is no point in trying, one small slip-up or relapse can zap your motivation to keep pushing forward.
- Believing in quick fixes: It's easy to feel unmotivated if you can't reach your goal immediately but reaching goals often takes time.
- Thinking that one size fits all: Just because an approach or method worked for someone else does not mean that it will work for you. If you don't feel motivated to pursue your goals, look for other things that will work better for you.

Theories of Motivation

Throughout history, psychologists have proposed different theories to explain what motivates human behavior. The following are some of the major theories of motivation.

Instincts

The instinct theory of motivation suggests that behaviors are motivated by instincts, which are fixed and inborn patterns of behavior.[7] Psychologists such as William James, Sigmund Freud, and William McDougal have proposed several basic human drives that motivate behavior. They include biological instincts that are important for an organism's survival—such as fear, cleanliness, and love.

Drives and Needs

Many behaviors such as eating, drinking, and sleeping are motivated by biology. We have a biological need for food, water, and sleep.

Therefore, we are motivated to eat, drink, and sleep. The drive reduction theory of motivation suggests that people have these basic biological drives, and our behaviors are motivated by the need to fulfill these drives.[8]

Abraham Maslow's hierarchy of needs is another motivation theory based on a desire to fulfill basic physiological needs. Once those needs are met, it expands to our other needs, such as those related to safety and security, social needs, self-esteem, and self-actualization.

Arousal Levels

The arousal theory of motivation suggests that people are motivated to engage in behaviors that help them maintain their optimal level of arousal.[4] A person with low arousal needs might pursue relaxing activities such as reading a book, while those with high arousal needs might be motivated to engage in exciting, thrill-seeking behaviors such as motorcycle racing.

4.3 TYPES OF MOTIVES

Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way (Reeve, 2015).

The essence of motivation is energized and persistent goal-directed behavior. When we are motivated, we move and take action.

Motivation is influenced by the satisfaction of needs that are either necessary for sustaining life or essential for wellbeing and growth. Physiological needs for food, water, and sex (yes sex) serve the organism to maintain life and also provide satisfaction from doing so.

Psychological needs for autonomy, mastery, and belonging direct our behavior in much the same way. As do the needs for achievement, power, closure, meaning, and self-esteem. Some of these needs will become motives as will all the intrinsic activities we engage in.

Our environment and social context will play a significant role in terms of extrinsic motivation. We will also be motivated by goals, values, and desires to experience specific emotions associated with certain end-states

The best way to explain motivation is to show what it looks like in everyday life. Here is an example of possible motivational reasons a person could have to engage in exercise.

For a more in-depth discussion of the many mechanisms of motivation, see our article

Reasons to Exercise	Type of Motivation	Real-Life Examples
Fun, enjoyment	Intrinsic motivation	Children run, jump, and chase simply for the sheer fun of it.
Personal challenge	Flow	Performers get “in the zone” when their pursuits optimally challenge their skills.
Forced to do so	External regulation	Athletes exercise because their coach tells them to do so.
Accomplish a goal	Goal	Runners strive to run a mile in six minutes or less.
Health benefits	Value	Patients exercise to lose weight or to strengthen the heart.
Inspiration	Possible self	People watch others exercise and become inspired to do the same.
Pursuit of a standard of excellence	Achievement strivings	Snow skiers race to the bottom of the mountain, trying to beat their previous best time.
Satisfaction from a job well done	Competence	As exercisers make progress, they feel more competent, more effective.
An emotional kick	Opponent process	Vigorous jogging can produce a runner’s high, a euphoric rebound to the pain.
Good mood	Positive affect	Being in nature can induce a good mood such that people exercise spontaneously, skipping along without even knowing why.
Alleviate guilt	Introjection	People exercise because they think that is what they should or ought to do to please others or to relieve their sense of guilt.
Relieve stress and anxiety	Personal control	After a stressful day, people go to the gym, which they see as a structured and controllable environment.
Spend time with friends	Relatedness	Exercise is often a social event, a time to enjoy hanging out with friends.

on Motivation and

What Really Drives Human Behavior.

Motivation Definition in Psychology

The study of motivation in psychology revolves around providing the best possible answers to two fundamental questions: what causes behavior, and why does behavior vary in its intensity?

Motivational science is a behavioral science that seeks to construct theories about what constitutes human motivation and how motivational processes work.

Motivation, when seen in the real world, and when measured by science, becomes visible and detectable through behavior, level of engagement, neural activation, and psychophysiology. Some would also include self-report in this list, but studies show that self-reports have proven to be highly unreliable sources of information (Reeve, 2015).

Behavior

So how does motivation behave? With presence, intensity, and quality. Motivation is visible through gestures and facial expressions, intense effort, immediacy (or as psychologists like to call it short latency).

The presence of motivation can also be inferred from the levels of persistence and decisiveness in choosing one goal over another, which taken together make for a high probability of occurrence (Atkinson & Birch, 1970; 1978; Bolles, 1975; Ekman & Friesen, 1975).

Engagement

Motivation can also be inferred from the level of engagement.

For example, in a coaching scenario or a motivational interview, a competent practitioner will enthusiastically and generously contribute to the flow of conversation (agentic engagement), express interest and enjoyment (emotional engagement), process deeply and pay attention (cognitive engagement), and persist in these efforts as if time and the outside world didn't exist (behavioral engagement). And yes, for many of us, we don't have those kinds of conversations often.

Psychophysiology

Psychophysiological Expressions	
Hormonal activity	Chemicals in saliva or blood, such as cortisol (stress) or catecholamines (fight-or-flight reaction).
Cardiovascular activity	Contraction and relaxation of the heart and blood vessels (as in response to an attractive incentive or a difficult/challenging task).

Ocular activity	Eye behavior—pupil size (extent of mental activity), eye blinks (changing cognitive states), and eye movements (reflective thought).
Electrodermal activity	Electrical changes on the surface of the skin (as in response to a significant or threatening event).
Skeletal activity	The activity of the musculature, as with facial expressions (specific emotion), bodily gestures, or shifting one's weight from side to side during a boring hallway conversation (desire to leave).

There are five psychophysiological expressions of motivation:

Brain Activations

Just like changes in behavior, engagement, and psychophysiology, brain activations mark the rise and fall and maintenance of motivational states. A different pattern of neural activity is present with each motivation and emotion. For example, the hypothalamus is active when we are thirsty, and when we feel disgusted, there is a rise in insular activity.

Researchers use sophisticated equipment like electroencephalography (EEG) and functional magnetic resonance imaging (fMRI) to observe, detect, monitor, and measure brain-based neural activity.

See our blog post on Motivation Science for more information on the neuroscience of motivation.

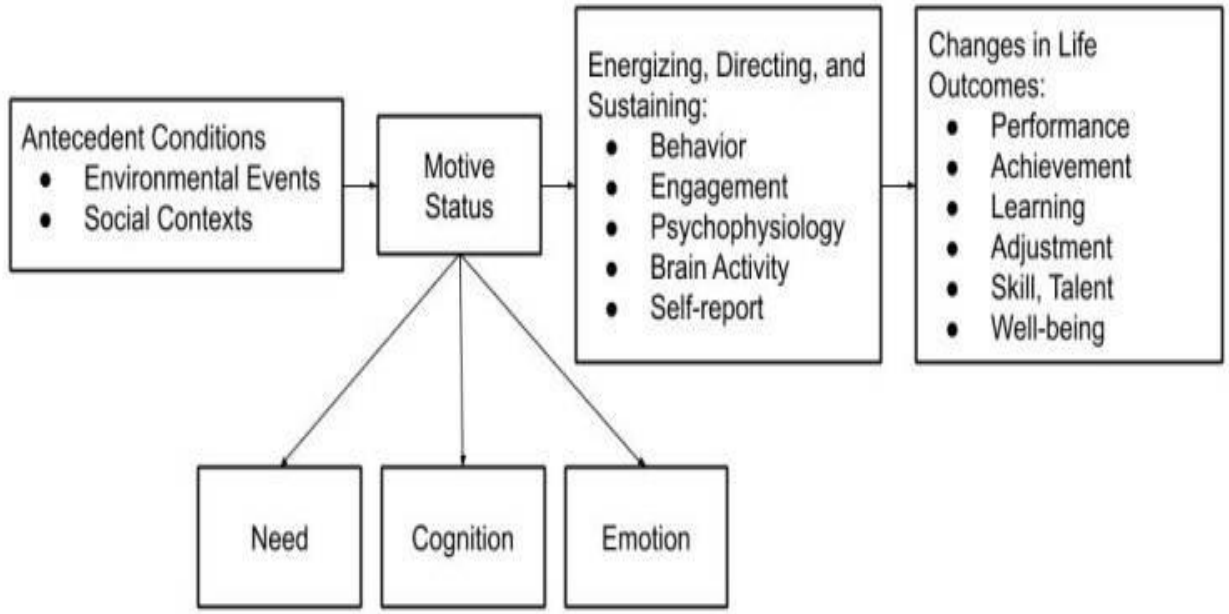
Putting all this together to answer the perennial question of what motivation is, but most importantly what it does, we define motivation as rising and falling of needs, cognition, and emotions expressed through patterns of behavior, levels of engagement and neural and psychophysiological activity directed toward realizing essential life outcomes.

Motivation Model

In a nutshell, motives are internal experiences in the form of needs, cognitions, and emotions and are the direct and proximal causes of motivated action. Social contexts and external events act as antecedents to motives that cause or trigger motivational states. Our motives express themselves through behavior, engagement, psychophysiology, brain activations, and self-report.

The model below illustrates the framework for how motivational psychologists study the process of motivation and its elements and try to find the answer to the questions about what causes motivation.

It also shows why the study of motivation is so relevant to people's lives and how motivation contributes positively to significant life outcomes like achievement, performance, and wellbeing, to name a few (Reeve, 2015).



Motivation Process

Our motivation, when it originates from internal motives, as categorized into needs, cognitions, and emotions, is often experienced as more immediate and potent than extrinsic motivation.

Since we don't exist in a vacuum, however, these inner experiences cannot take place without some degree of the external influence, be it in the form of consequences, incentives, or other forms of pressure arising out of the social context of our environment.

Our physiological and psychological needs drive us, our cognitions direct us, and emotions land intensity and energy to our pursuits. When the combination of antecedent conditions and the internal motives align, they create a ripe environment for engagement, which propels the action behavior.

When these behaviors, in turn, create more positive motivational and emotional states, they reinforce the behavior through a positive feedback loop and increase the likelihood of repetition (Reeve, 2015).

The greatest thief this world has ever produced is procrastination, and he is still at large.
Josh Billings

Consider a motivational problem like procrastination or avoidance

Our needs, cognitions, emotions, environments, and relationships can play a crucial role in procrastination or avoidance.

All needs are born either out of deficiency or need for growth. Physiological needs are a particularly strong force in determining behavior. Our bodies will signal our brain if our

wellbeing is threatened, and this can lead to avoidance and procrastination when we are suffering from hunger, thirst, or lack of sleep, for example.

Psychological needs are also significant drivers of motives as they represent inborn needs for the development of a sense of autonomy, competence, and relatedness. When we try to force ourselves to do something that contradicts those needs, these innate forces can be tough to overcome.

The conflict between chosen behavior and the need for satisfaction of psychological needs like autonomy can create dissonance, which can lead to avoidance or procrastination. While the fulfillment of physiological needs is about preserving wellbeing, satisfying psychological needs is about thriving and growing as a person (Reeve, 2015).

When we are no longer able to change a situation, we are challenged to change ourselves.
Viktor E. Frankl

There are also implicit needs which are acquired from our environment through socioemotional development. They vary from person to person as our experiences vary, and unlike inborn psychological needs, implicit motives are acquired.

Implicit here means unconscious. These needs occur without conscious awareness and are trait-like and enduring. Implicit needs motivate us toward the pursuit and attainment of specific social incentives (Schultheiss & Brunstein, 2010).

An implicit motive is a psychological need that arises from situational cues that cause emotional reactions, which then predict, guide, and explain people's behavior and lifestyle. They can be inferred from the person's characteristic thoughts, emotions, and behaviors. What a person "needs" within an implicit motive is to experience a particular pattern of affect or emotion.

For example, if we have little or no need for achievement, we may experience negative affect, such as anxiety, shame, and embarrassment while engaging in that challenging task and will avoid or procrastinate as a result. Implicit motives predict our behavior far more accurately than do explicit motives, which are basically what we tell others about what motives us (McClelland, Koestner, & Weinberger, 1989).

Our cognitions can also influence our tendency to avoid or procrastinate. Cognitions are mental constructs like goals, mindset, expectations, beliefs, and self-concept, to name a few that influence our motivation. If we have conflicting goals, for example, we may be more likely to avoid or procrastinate.

Change the way you look at things and the things you look at change.
Wayne W. Dyer

Emotions, although closely linked to cognitions and psychological needs, in and of themselves can motivate or demotivate. They can signal the importance of particular behavior. We may feel joy or pride at the possibility of goal attainment through engagement in particular behavior, or we can be afraid of failure and choose to avoid or procrastinate.

Our environment can also be either ideal and supportive or an obstacle to staying motivated and achieving our goals (Reeve, 2015). It can be full of distractions or lack optimal conditions that allow for sustained motivation.

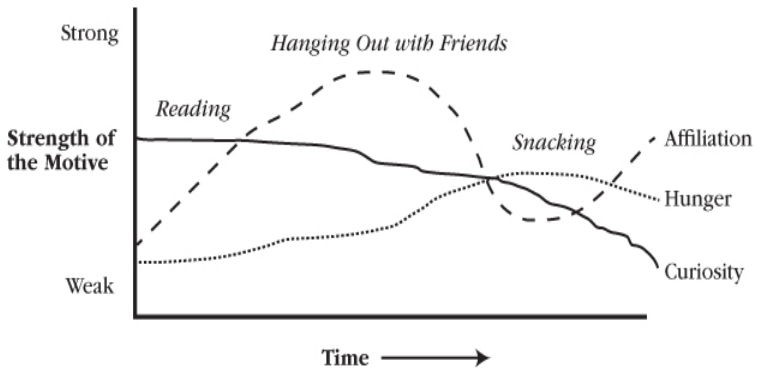
Finally, our relationships can be supportive and empowering when it comes to change. This can be explained through a concept like the Michelangelo phenomenon, where our relationships support our potential. They can also be demotivating as in the Blueberry phenomenon, where the relationship brings out the worst in us and can contribute to procrastination and avoidance.

Motivation Cycle

Motivation is a dynamic process, and our motives vary over time. Raising and falling as circumstances change, and as time passes, motives contribute to the ongoing stream of behavior. To further complicate matters, we are driven by a multitude of different motives at any one point in time.

One motive, usually the one most situationally appropriate, will be strongest and dominate our attention while other motives will be subordinate and lie relatively dormant. Although typically the strongest motive will have the most considerable influence on our behavior, as circumstances change, each subordinate motive can become dominant.

The below example shows how a student's motivation to read varies over time in strength, starting relatively strong then weakening when compared to the need to hang out with friends or to eat a snack (Reeve, 2015).



The awareness of how motivation varies over time is particularly important when it comes to goal setting.

When we differentiate the motivational and the performance-based advantages versus disadvantages for those who adopt a short-term goal, as in eating less than 2000 calories today, versus performers who adopt a long-term goal, as in losing 20 pounds this year, we must consider the type of activity they are engaging in before making recommendations.

Short term goals work better for uninteresting activities as they boost commitment by providing feedback on progress more often, which further reinforces the effort to persist (Reeve, 2015).

Motivation to perform routine or boring activities can be improved; however, by providing clarity of goals and choice in how to perform a task. Clarity and choice can fuel a sense of mastery and autonomy, and both, in combination, can increase overall motivation as they satisfy basic psychological needs.

When it comes to interesting tasks, or as Mihaly Csíkszentmihályi (1990) calls them autotelic activities, long-term goals work better as they often provide for greater flexibility and more autonomy in how to pursue them. Short terms milestones can feel intrusive for interesting activities. Autotelic activities are already engaging, and we are often intrinsically motivated to perform them because they produce enjoyment. But most importantly, we are motivated to pursue them in the absence of external rewards or incentives.

Motivation is a force that makes people act, set goals, and achieve them. It is a psychophysiological process that controls human behavior, as well as sets its direction, actions, and constancy.

Motivation is heavily influenced by culture, society, and lifestyle. Different cultures have their own motivation drivers. Education, social environment, and lifestyle affect it even more.

You may not realize it, but the culture and values you were brought up with also determine your motivation. For instance, if you were born in a family that places high importance on giving to charity, you may be motivated to take on a role that helps others reach their own professional goals.

On the other hand, if your social group contains many people that place a high priority on achieving professional success, you might strive to get a promotion because of your lifestyle and surroundings.

According to incentive theories of motivation, all types of motivation can be divided into two major groups: intrinsic and extrinsic.

Intrinsic and Extrinsic types of motivation

A rewarding future sponsors both types of motivation, but what makes them different is where the reward is coming from. For the intrinsic, it is an internal reward, while the extrinsic comes from outside of the individual - it can be other people or something else.

What is intrinsic motivation?

Intrinsic motivation is most easily defined as those things that motivate a person with the aim of being rewarded internally.

This is any activity based on personal gratification or just for the fun of it without expecting external praise.

There are so many activities that are done daily and are dictated by intrinsic motivation. It could be going to the gym, learning new skills, playing games or sports, or helping someone cross the road because it gives you pleasure or a sense of purpose.

Anything at all that makes you feel good within yourself is fueled by intrinsic motivation.

Intrinsic motivation examples

Example 1:

Peter is a young footballer who loves what he does but isn't good enough. Everybody trains for two hours a day at the stadium, but Peter takes an extra one hour after the training to do some more practice. He wants to be good at his passion, not for applause, but himself. This is a typical example of intrinsic motivation. In the end, he will get better because he is self-motivated to do so.

Example 2:

Sharon has struggled with health issues throughout her life. Other people have tried to encourage her to maintain her health. However, for most of her life, that encouragement hasn’t been enough to make a change. Over time, Sharon becomes tired of feeling bad, and knowing she isn’t at her best. One day, she makes the resolution to eat healthier and joins a gym. At first, it’s difficult, but she keeps trying. As she continues her healthy routine, she begins feeling better about herself, and notices she has more energy. Because she can tell how much better she feels when she’s healthy, she continues her routine and even starts counseling some of her peers to help them do the same.

Example 3:

James has always wanted to travel the world, and get to know people from other cultures. While his friends and family don’t travel much, he’s determined to make his dream come true. However, James also knows that to travel and be able to talk to locals, he’ll need a better way to communicate. He decides that his goal is to take an extended vacation to Italy and live with locals. James starts taking Italian classes after work, and within a couple of years, he’s able to travel to Italy and communicate with his new neighbors.

Example 4:

Brenda loves animals, and has since she was young. She sometimes volunteers at the local animal shelter, but she isn’t quite fulfilled. Homeless animals are what really make her sad, and she wishes she could do more to help them. Brenda starts to set up programs to rehabilitate homeless animals and find foster homes for them. She doesn’t make any money doing it, but she feels good knowing that she’s helping animals in need find a good home.

What is extrinsic motivation?

Extrinsic motivation stands for all the things that serve as an external drive, which is classified into two categories: compensation and punishment.

For compensation, it can be salary, bonuses, goods, money, and an appraisal.

Punishment might include fines, blame, judgment, and many others. This side of extrinsic motivation is usually mistaken to be negative, but it has quite a lot of positivity.

Extrinsic motivation is shown when an employee does his job well and gets fairly paid. At the same time, he comes to work on time because he knows if he comes late, he will lose money or even be fired. Also, he will be able to get a bonus from the supervisor if he achieves the goals set for him.

Either way, extrinsic motivation comes from someone or something else outside of the person being motivated.

Extrinsic motivation example

Example 1:

The sales department wasn't performing as expected. The department head decided to motivate them and promised to give a team bonus if they achieve the month's target goal. The monetary reward was inspiring. The team has reached the goal even earlier. This is the most common example of extrinsic motivation in the workplace.

Example 2:

John has trouble waking up on time, and frequently sleeps through his alarm. As a result, he's often late to work. He's received plenty of warnings from his boss, but he still comes in late. One day, John's boss is tired of giving him warnings and tells him that the next time he's late, he'll be fired. John knows he needs the job, and the money, and resolves to be on time from then on.

Example 3:

Trisha is a social person, and she wants to stay up to date with the latest trends and technology. While her iPhone works perfectly well, it isn't the newest one, and she feels left behind. A lot of her friends already have the newest iPhone, and she knows having one gives people the idea that she's more successful and on top of trends. Because of societal expectations, she feels the need to buy the new iPhone.

Differences between Intrinsic and Extrinsic motivations

Let's look closer into the main differences between these two groups of motivation.

Intrinsic Motivation	Extrinsic Motivation
Can be positive and negative.	Can be positive and negative.
Comes from inside.	Comes from external (outside) subjects.
Hard to stimulate or foster.	The reward is an automatic booster.
Sustained for a longer time.	Limited hold on the individual.
Hard to apply to a group or individual.	Easy to apply to a group.

In other words, both intrinsic and extrinsic types of motivation have pros and cons.

Types of Intrinsic motivation

The next six types can be classified as intrinsic motivation. A careful look into each of them will give you a broad insight into how they all stand out in their various forms.

1. Competence Motivation

Basically, competence motivation is driven by curiosity, willingness to know more or have some skills.

This kind of motivation is also known as learning motivation as it involves building more expertise on a subject matter and is not a competition among peers. So, if a promotion happens because of the skills garnered, it is a plus, but was not the primary goal.

You can see a practical example of competence motivation when an employee spares his free time to learn something, like a new skill. It can be a salesperson who is learning new sales techniques, or a designer learning a new framework.

Both of them are motivated by learning, because they want to know something new and improve their work. And they don't directly expect to get an external reward.

Another example is the curiosity of explorers. They want to know what is there under the surface of the ocean, or deep in space.

2. Creative Motivation

Creative motivation is often known to be prompted by a sense of wanting to say or express something.

It could be in the form of words, art, song, business, or production, but it always starts from trying to express oneself.

Because of the initial self-drive, creative motivation is never mistaken to be an extrinsic motivation.

So, even if just one person is benefiting from the creative expression, the motivation is still sustained.

An example of this type of motivation is the urge to write a book or a poem. Even if it doesn't get to the ends of the earth, or doesn't get published, there is always the fulfillment of penning those sentiments into words.

The reward in this case is not in bonuses or incentives, but in intangible assets that are gratifying.

3. Achievement Motivation

The achievement motivation is somewhat like competence motivation in that it aims to achieve a goal just for personal development.

If the goal is to pursue a remarkable feat just because of the feeling of attaining that height, then it is a practical illustration of achievement motivation.

It could be a particular title in a company or position in society, and as long as it is not focused on being rewarded monetarily, then achievement motivation is the drive.

Most often, the process of getting that accomplishment with this type of motivation is not burdensome, even with any fluctuations that come along the way. Whether it yields

recognition by an external party or not, the result is always the goal.

Also, this motivation propels the motivated person to feel worthy when the feat is achieved.

The best example of achievement motivation is found in sports. Just look at the Olympic records. These are the greatest athletes in the world and all of them are passionate about what they do. They want to be the best and write their names in history.

In an organization, it can be a desire to be the best in the department. It is often used in sales departments, like a leaderboard or the wall of fame. Also, a fair bonus is usually included.

Another common example is certification. An employee wants to get a certificate to prove their skills.

4. Attitude motivation

This type of motivation is based on the willingness to change the world, make something good, or help people.

It doesn't matter what people will say, how they feel, or what vibes seep from within.

The main thing is that a person sees something that is wrong and wants to fix it, help, or change it.

Of course, it also comes from culture, his education, and other aspects of his personality.

An example of this is helping an older woman to carry her shop bags way back home regardless of the day's stress and tiredness. There is no tangible reward to it, but an attitude motivation sponsors the feeling of helping someone.

Another good example of such motivation is when people are cleaning the ocean beach from discarded plastics. Or helping homeless animals to find a new home.

5. Affiliate Motivation

The feeling of belonging to a group or society and being accepted is ignited by affiliate motivation.

For example, Theresa needs to make money, but she also wants to do meaningful things with her life. She’s been interviewing at different jobs, and now two different employers are offering her a job.

Company A is a well-known company, and they make good money. Company B can pay her decent money, but the company mission also includes supporting the community and group volunteering.

Theresa likes the ethics of Company B, and chooses to work there instead. That is just what affiliate motivation is all about.

A more intimate example is that of David who works as an HR intern in a big organization. Aside from the work hours, David and some other colleagues were to discuss fashion trends and anything not relating to work just to socialize. David has the choice to either join or not but he did because he was motivated by affiliation motivation.

Affiliate motivation is the bedrock of this drive as that desire makes people seek openings where they will be accepted and wanted.

6. Physiological Motivation

Physiological motivation focuses on satisfying basic physiological needs: air, food, water, sleep, warmth, sex.

Therefore, as the primary needs of life, the main goal for them is to survive.

In physiological motivation, the reward might not be always tangible but it is always felt.

No doubt, basic human needs are not negotiable. The desire to be healthy, sleep more - all of these are driven by this type of motivation.

Of course, it is not a motivation you can use in your company. However, it reminds us that what is important, is to consider employees' health, both physical and mental.

TIP: If you notice someone is trying hard, but has some issues and he looks tired and sleepy, he may be having other issues and you need to help him to allow him to work at his best.

Types of Extrinsic motivation

There are three motivation types that can be classified as extrinsic, and they all show the very common aspects that stimulate many daily actions.

1. Reward-Based Motivation

This is probably the only motivational type that many are aware of, because of its popularity and that it is the easiest way to get a fast motivational boost.

Promise employees a bonus in their salary or set a bonus for a specific result, and people will start working harder.

The issues with this type of motivation are that it doesn't last long; people get used to it.

It is just as the title says, and it involves the reward attached to it more than just a mere internal feeling. If there is no incentive, this type of motivation is not seen to be a drive.

The reward is always external and substantial as opposed to intrinsic motivation.

A good example is a competition between sales in the workplace to sell a certain amount of goods. If the reward is money instead of just selling to help the company make more sales, it is reward-based.

Regardless of this fact, reward motivation is not totally wrong even though the drive is incentive-based.

A reward-based motivation can work hand in hand with achievement-driven motivation, as the reward can also give a fulfilling sensation of achievement. With both motivation types, you will be rewarded externally and be gratified with doing what the company wants.

2. Power-Based Motivation

Just as the name already states, this is based on the human desire to have power over other people. Or, change the situation around their lives.

It can be said that controlling other people is not always bad, even if it has some negative connotations.

It doesn't always mean control; sometimes, it means they are motivated to lead.

A good example of power-based motivation is Leadership. A leader is a person motivated to lead people.

"With great power comes great responsibility." - It is not just a fancy quote from Spiderman. A great leader will inspire people to overcome challenges and will help them organize their work. He will take this responsibility for them and will lead.

At the same time, like anything in bad hands, it can bring bad outcomes. An incompetent manager can ruin the atmosphere in the team, decrease productivity, or even increase employee turnover.

HRs should pay close attention to this type of motivation, the individuals that respond to it, and how the company uses reward based motivation.

3. Fear-Based Motivation

It is a motivational type that drives people to achieve something they otherwise won't have been able to. It is not based on any monetary reward, but on the fear of pain or awkward feeling.

Fear-based motivation is always tagged to be negative, but it isn't.

Though fear-based motivation could involve a negative result to motivate, it usually ends up producing positive results.

A good example is trying to be at work on time because your manager has promised to fine latecomers. The new rule by the manager clearly states that anybody that comes late more than once will not just be fined but fired. To avoid this, you wake up early every morning to beat traffic and be at work. This sudden change to work resumption will be fear-based, not because of the love of the work.

So, if the motivation has to do with producing more for the company, with fear of consequences used as a baseline condition, then fear motivation is being used.

Of course, you shouldn't rely heavily on it, because the negative aspects of this type of motivation can overcome any positive results. And instead of increasing productivity, it may lead to demotivation, lower job satisfaction, stress, and as a result, a rise in turnover.

Best types of motivation for different activities

Having looked through the major types and their subtypes, it is also relevant to know which types of motivation are best in various scenarios.

1. Best types of motivation for employees

As an employee in the business world, there is a need to be both internally and externally motivated.

In fact, there is also a need to be the reason someone else is motivated. Hence, some selected types of employee motivation will yield this positivity and also help those around you.

Reward-based motivation

Attitude motivation

Fear-based motivation

Creative motivation

Achievement motivation

Competence motivation

Power motivation

2. Best types of motivation for managers

Whether it is a group of five or a thousand, managers surely need some specific types of motivation in management to function.

They are always meeting different people, and one thing that keeps them around is being motivated positively.

Here are the best forms of motivation managers need to manage effectively.

Reward-based motivation

Power motivation

Achievement motivation

Attitude motivation

Competence motivation.

3. Best types of motivation in education

In the educational platform, types of motivation for learners are usually not practical, but theoretical.

The best motivational types selected for education are the following.

Achievement motivation

Reward-based motivation

Fear-based motivation

4.4 THEORIES OF MASLOW

Maslow's hierarchy of needs is a motivation theory that includes five key steps of needs. This theory follows the structure of basic needs being placed at the bottom and higher needs at the top: 1) Psychological needs 2) Safety 3) Love and belonging 4) Esteem 5) Self-actualisation.

These needs fall into three categories that are: Basic needs - Physiological and safety needs. Psychological needs - Love and belonging and esteem needs. Self-fulfilment - Self-actualisation.

The main principle of the Maslow's hierarchy of needs theory is that the bottom needs should be fulfilled first before a human can seek to attain needs at the higher level.

The key strengths of Maslow's theory are that theory is simple to understand, acknowledges human nature and is relevant in all fields.

The main weaknesses of Maslow's theory are that it fails to acknowledge that humans come from different cultural and social backgrounds and that people can be motivated by intrinsic rewards. Additionally, achievement of needs can not be measured empirically.

The key differences between Herzberg's and Maslow's motivation theories are: That Maslow's theory focuses on achieving human needs while Herzberg's focuses on reward, recognition and employment conditions. Moreover, Maslow's theory is organised from basic to higher needs. While Herzberg's theory does not have a specific structure and only focuses on the higher needs. Maslow's theory believes that satisfaction comes from the fulfilment of

needs while Herzberg's theory acknowledges factors that cause satisfaction and dissatisfaction.

If the only tool you have is a hammer you tend to see every problem as a nail."

- Abraham Maslow

Abraham Maslow was a key theorist behind motivation theory. He developed the hierarchy of needs theory which explains humans' five key needs. This hierarchy of needs can also be applied in the business contex.t

Maslow's Hierarchy of Needs Theory

Abraham Maslow's hierarchy of needs theory is a motivation theory. This theory consists of a hierarchy involving five key steps, following the structure from the bottom to the top.

The five key steps are:

Psychological needs (bottom)

Safety

Love and belonging

Esteem

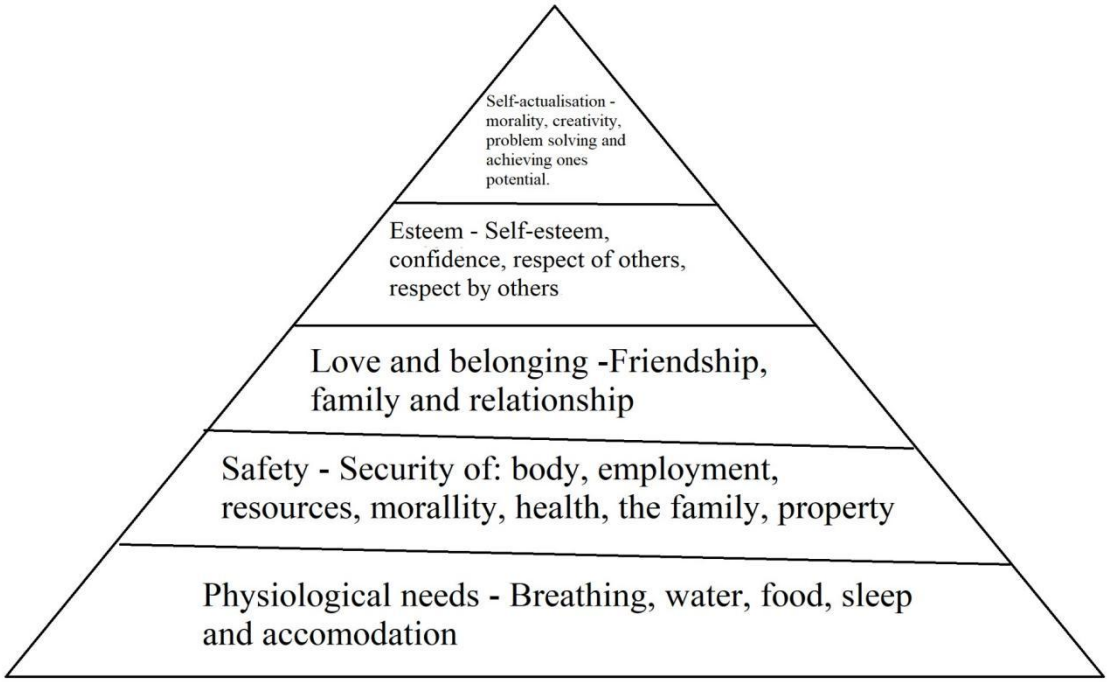
Self-actualisation (Top)

These steps symbolise employees' needs. Firstly, the needs at the bottom are the basic and necessary needs that are required to be fulfilled before an individual can aim to achieve needs that are placed at the higher step of the hierarchy.

These five layers of needs are grouped into three categories.

The bottom needs fall into the basic needs category which includes needs essential for human survival. Basic needs include Physiological needs, Safety needs. The psychological needs include Love and belonging and Esteem needs, these are the social needs and sense of belonging in the community. Lastly, the Self-fulfilment category covers the final step of needs called self-actualisation. These needs are not as necessary to fulfil as the basic or psychological needs but once they are fulfilled it will make the individual happier.

In business, context managers can use this theory to motivate employees by aiming to achieve their needs in hierarchical order. For example, employers first should make sure basic needs are attained before they can seek to satisfy employees' needs at a higher level.



Maslow's Theory of Human Needs

Maslow's theory of human needs is represented by the hierarchy system that displays a person's needs that are required to be met for a human to live a fulfilling life. Human needs include four steps:

physiological needs

Safety

Love and belonging

Esteem

Maslow's theory of human needs excludes the last step which is self-actualisation. As the final step represents humans reaching their full potential. This step is not achieved by all human beings as achievement of this step is equal to achieving their ideal self. Therefore, it is excluded from the theory of human needs.

Maslow's Theory of Self-Actualization

Self-actualisation is the final and highest level of Maslow's hierarchy of needs theory. The final stage can only be achieved if all the previous four steps are achieved.

As the final stage represents when humans realise their potential and once this step is achieved people can achieve their 'ideal self'.

Strengths and Weaknesses of Maslow's Motivation Theory

Maslow's motivation theory encounters both strengths and weaknesses. The key strengths and weaknesses will be identified in this section.

Strengths

Simple to understand - Theory is simply presented and very easy to understand. The majority of individuals will be able to emphasise Maslow's theory. For example, the low-

skilled labour's concern will be to achieve basic needs such as food, shelter and being safe. While the company executive will be mostly focused on achieving the self-actualisation ladder to attain their true potential.

Acknowledges human nature - Maslow's theory represents true human nature. As it is human nature that people are always demanding more in terms of seeking to achieve higher needs once the bottom ones are achieved. For example, once basic needs are satisfied such as food, shelter and job security. Humans demand more such as having social relationships, respect and fulfilment of their potential.

Relevant in all fields - This theory is relevant to the majority of fields. Humans' priority is to find a way how they can make enough money to buy food. After that comes safety, job security and social needs to meet friends and family.

Weaknesses

Maslow's theory ignores humans' different cultural and social backgrounds - Therefore, priorities can differ from person to person. For example, some people may value socialising with friends and family more than safety. As well as people may prioritise being respected by society than safety. For example, the family may buy expensive cars and houses to show off to society and gain respect from others than buying insurance safety plans for the family.

Fails to take into account that individuals may be motivated by intrinsic rewards - Maslow's theory fails to acknowledge that humans may be motivated by intrinsic rewards such as reaching monetary accomplishments rather than self-actualisation.

Cannot be measured empirically - There is no quantitive measure to calculate to what extent individuals are satisfied with each level before they can aim to attain the next level.

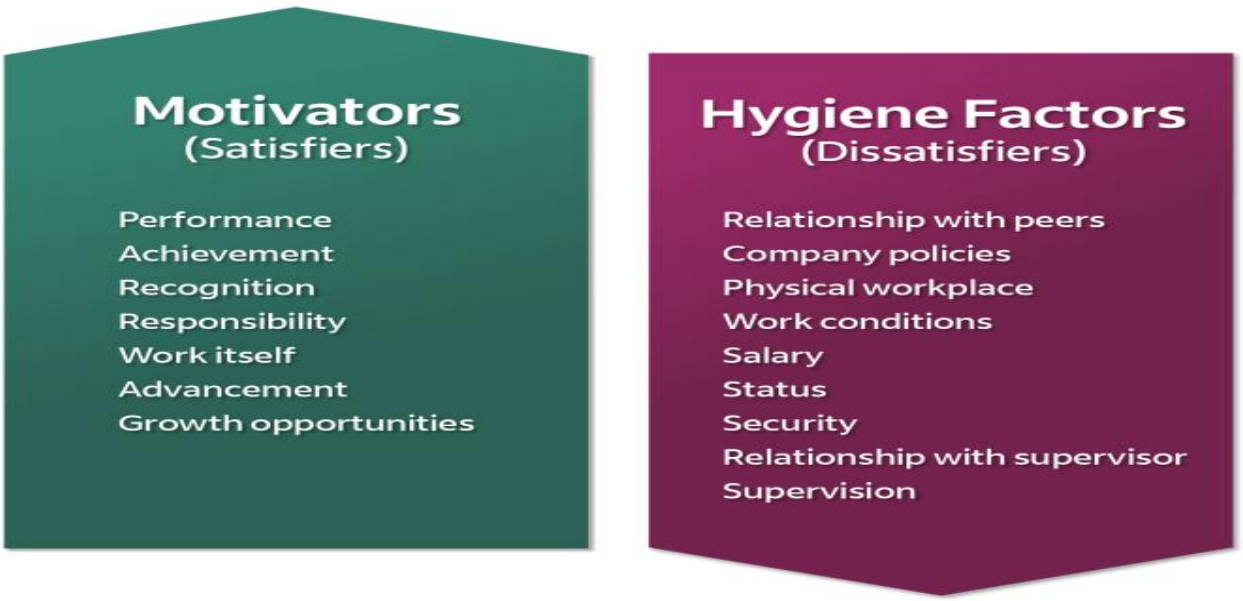
4.5 THEORIES OF HERZBERG

Motivating employees can help create a pleasant and productive workplace and increase job satisfaction. Herzberg's two-factor motivation theory identifies factors that inspire professionals to complete high-quality work. Understanding and implementing the two-factor theory can help you deliver supportive management to members of your team.

What is the Herzberg theory?

Also known as Herzberg's motivation-hygiene theory, the two-factor theory or the dual-factor theory, the Herzberg theory states that certain elements within a workplace lead to job satisfaction, while others lead to dissatisfaction. Herzberg developed the theory to understand an employee's attitude better and drive toward the job.

He interviewed employees about what pleased and displeased them at work, studying both their good and bad experiences. He theorized that an individual's job satisfaction depends on two types of factors: motivators and hygiene factors.



Motivating factors

Here's a list of factors that can cause satisfaction:

Achievement: Individuals who have a strong drive to set and accomplish goals, enjoy working alone, are willing to take calculated risks and want to receive regular feedback on their accomplishments and progress have a desire for achievement. This motivates them to succeed in the workplace.

Recognition: Offering recognition not only makes employees feel accomplished and appreciated, but it also reinforces good performance and encourages employees to continue repeating the actions that led to the high performance. The more a workplace positively recognizes an employee's behavior, the more likely they are to repeat these behaviors and remain motivated.

The work itself: Employees who believe that their work is important and that their tasks are meaningful are more likely to be motivated to do well.

Job advancement opportunities: Ensuring employees understand a clear plan of progression within their position in the workplace can instill motivation to work toward a promotion, which can ultimately increase employee productivity.

Growth opportunities: Employees often feel more motivated at work when there are ample opportunities for growth and professional development.

Giving employees opportunities to increase their skills and become more efficient in their positions instills a sense of accomplishment and pride that acts as a strong motivator for employees.

Hygiene factors

Here's a list of factors that can cause dissatisfaction:

Relationship with peers: Encouraging camaraderie among team members can contribute to greater job satisfaction.

Company policies: This can cover initiatives to promote a healthy workplace, such as mask wearing and social distancing.

Physical workspace: Some aspects of a physical working environment include its size and facilities, such as an on-site gym and updated furniture.

Working conditions: This element includes the formal terms that the company hires its staff members, such as the rate of pay, contract of employment and length of the workday.

Salary: Companies can offer competitive salaries and benefits to maintain high employee satisfaction.

Status: As an employee, performing meaningful work can provide a sense of status.

Job security: Employees may also feel more satisfied with their jobs when they feel secure in their positions.

Supervision: Autonomy enables employees to perform their tasks as they deem fit.

How to use the Herzberg theory

Follow these steps to implement the two-factor Herzberg theory:

1. Evaluate the workplace

Evaluate morale in your work environment to help you identify motivating and hygiene factors. Observe how employees interact with one another and find a correlation between their attitudes and the quality of work they produce.

For example, if you noticed the option to telecommute increased productivity, then you can conclude that company policy is a hygiene factor. Pinpointing what influences your team's motivation can help you customize an improvement plan to best benefit the company you represent.

2. Address hygiene factors

Create a plan to address hygiene factors that impact the workplace. For example, you can revisit company policies and contemplate how you can change them to meet employees' needs.

Consider implementing training programs for managers to learn how to supervise team members effectively and support them during projects. You can also assess the organizational budget to see if increasing salaries are possible. Review your communication patterns with the workforce to better assure them about the security of their jobs.

3. Reinforce motivators

Make the motivating factors more prevalent in the workplace to boost satisfaction among employees.

For example, you can promote training and development opportunities to show employees the company is committed to their professional growth.

Consider offering internal employees the chance to seek higher-level positions before expanding the job search externally. You can also design a protocol for acknowledging an individual's achievements publicly.

What are some criticisms of the Herzberg theory?

While the Herzberg theory can help you create greater job satisfaction in the workplace, it has limitations. It's subject to bias, since employees may focus on aspects of their jobs they like when the work environment is pleasant, and external factors can have a greater impact when challenges arise. Each employee may perceive the workplace in a unique way, so the application of the theory may be most effective on an individual level.

4.6 THEORIES OF MCGREGOR

McGregor's X and Y Theories was developed by social psychologist Douglas McGregor in the 1960s. He established the two contrasting theories to understand a manager's beliefs regarding employee motivation and its effect on management style.

What Is The McGregor X and Y Theories?

McGregor's X and Y Theories are contrasting theories that depict two different aspects of human behavior at work.

Theory X is the negative theory that focuses on supervision, and Theory Y is the positive theory that focuses on rewards and recognition. Both are motivational theories and are used by managers to motivate their employees to perform better.

What is Theory X?

Theory X is an authoritative approach to motivating employees where the manager has a pessimistic opinion about their team members. Managers believe employees are not motivated because they dislike the work.

Therefore, they have to motivate their employees with a carrot and stick approach. The approach focuses on persuading employees to complete work by motivating them with incentives and punishing them if they cannot complete the task.

Managers follow their team members until they complete the task.

Assumptions of Theory X

Most human beings are not very fond of working and will avoid completing a task. Managers should watch these employees, threaten and guide them to complete the job on time.

Necessary rewards upon task completion can be given to keep employees motivated.

Average employees always seek direction as they are lazy. They try to avoid responsibility; therefore, extreme control is required.

Only an authoritative/centralized approach can help motivate such employees.

Characteristics of Workers in Theory X

Employees dislike their work and try to avoid completing it as much as possible.

Employees delay work until the deadline.

Employees in lack ambition and responsibility towards their work.

Employees demand high centralization and control from their managers.

Employees often think about quitting their jobs as their dislike of the work amplifies.

Limitations of Theory X

Not all employees can work in strict and controlled environments; it can decrease productivity.

An authoritative management style can hamper employee learning, building, and development.

Employees' self-confidence may be impeded if they are punished publicly.

This theory creates a negative environment that instills fear, underconfidence, and insecurity.

The financial incentive does not motivate all employees. Therefore, it often cannot push employees to perform better.

The theory assumes that employees are lazy and cannot make decisions. This is an incorrect collective assumption.

Theory X provides high power to the superiors; it is biased as it does not consider employee recognition and development.

Example of Theory X

Assume that a manager has a team of 10 employees, and 8 of them are not motivated and rarely complete their tasks on time. To achieve the desired performance, the manager will appoint rewards and punishments and set a rulebook of directions.

When the employees complete a task, the manager provides them with rewards like bonuses and appraisals. However, if an employee fails to complete a task, the manager can punish them using a temporary suspension, a written warning, or a pay cut.

What is Theory Y?

Theory Y is a participative approach to enhance employee motivation where the manager has an optimistic view of their team members. Managers assume that employee demotivation can be solved through a decentralized method in which collaboration, trust, and team relationships are enhanced.

This theory contradicts Theory X; in this approach, managers believe that control does not motivate employees. Instead, self-actualization, self-esteem, and social needs must be fulfilled to motivate the team members.

Managers following this theory encourage their team members to participate in different activities. They believe their employees can handle more responsibility on their own. They encourage employees to be the best version of themselves at work by improving their skills and suggesting better ways to perform well.

Open communication and regular incentives are the foundation of this theory, as managers believe in not controlling the staff but collaborating with them.

Assumptions of Theory Y

Employees are motivated by self-control and not external control.

Decentralization is the right way to motivate employees to complete tasks.

The commitment to complete a task is based on the rewards.

Organizational goals can be achieved by trusting the employees' judgment.

Physical and mental tiredness during work is a natural phenomenon.

An average employee seeks responsibility to become more motivated.

Characteristics of Workers in Theory Y

Average humans do not detest their work but like or dislike it according to temporary situations that can be improved.

Employees under this theory seek responsibility as motivational drivers.

Employees prefer making decisions themselves and also solving problems creatively.

Employees under this theory are self-motivated and enjoy ownership of work.

Employees only need a little direction.

Limitations of Theory Y

Some employees require guidance and are not comfortable with undefined working boundaries.

Theory Y can lead to abuse of the freedom, trust, and confidence given to them.

Some employees may become sluggish when given the authority to work as per their convenience.

Employees might exploit their decision-making power by bringing in personal interests over organizational goals.

Since quantitative metrics are not a focus in this theory, it becomes hard to measure employee growth and success.

The theory overgeneralizes how an employee behaves in a work environment.

The theory can lead to managers becoming lazy, as they can delegate and decentralize all work to their subordinates in the name of transferring authority.

Example of Theory Y

Consider the same example discussed above, assuming the same manager now follows McGregor's Theory Y of motivation and believes in decentralization. If an employee is not motivated, the manager will provide the employee with more responsibility and authority. The manager will trust the employee's decisions and help them understand their contribution to the company.

Instead of punishing the employee or associating a reward with work, the manager will allow them to collaborate with others and find solutions that fulfill the team member's self-actualization, self-esteem, and social needs. In this way, the manager will change their management style into a participative or decentralized style to instill higher self-belief in their team members.

How To Apply McGregor's Theory X and Y as a Manager

Using either theory is an extreme style of management. Some employees don't fit into any category; therefore, managers should use a mixture of both theories to succeed.

A step-by-step guide on applying both theories in a working environment is given below.

Step 1: Identify the Work Issue

Issue identification is the first step.

Does the team not understand the work? Is the team demotivated because of a lack of incentives? Is there an internal conflict between team members?

Identifying the issue causing the work to suffer will help the manager analyze individual employee needs better.

Step 2: Analyze Employees' Needs and Wants

After identifying the issue, analyze the employees' needs and wants. Since every employee is unique, following generic Theory X or Theory Y will not work. Identify what the employee lacks and their working style to employ the right theory that will motivate them in the right direction.

Step 3: Monitor Results After Employing the Theories

After employing a particular theory, monitor its performance. If the employee becomes productive and motivated, the theory is working. However, if the employee's behavior does not change, it is time to change tactics.

Step 4: Change the Management Style if the Previous One Doesn't Work

If the previous management style is not working out, it is best to change it for better results. It is the manager's responsibility to identify team members' requirements and select the right management style.

If team members perform well under control, an authoritative management style can be used. However, if the team members are self decision-makers and enjoy freedom and responsibility, managers should opt for a democratic management style.

The Ideal Time to Use Theory X and Theory Y

Theory X is useful for less experienced employees who have just stepped into the professional world. They need guidance throughout their work journey and look for a controlled management system to understand the task well and complete it on time.

This theory cannot be used with experienced professionals. Such individuals are used to working on their own terms and accomplishing tasks. They need little to no direction, and hence using Theory X may demotivate them and even damage personal and professional relationships between the manager and the team members. Experienced professionals require a Theory Y management style, as they are capable of making the right decisions.

SOME ADDITIONAL THEORIES OF MOTIVATION:

Alderfer's ERG Theory

This theory was given by Clayton P. Alderfer who condensed the Maslow's theory into three parts that is, Existence, Relatedness, and Growth.

Existence Needs: This includes all the material and physiological desires like food, air, shelter, clothes, safety, security, love and affection needs. This has combined Maslow's first two needs i.e. physiological and security needs.

Relatedness Needs: This combines the social and external esteem, relationship between

one's family and friends, co-workers & employees. This means that the employees have to be recognized and feel secured within the family group members. This is the third and fourth level of Maslow theory.

Growth Needs: This includes internal esteem and self actualization which impels a person to be creative or productive effects on him-self. This includes fourth and fifth level of the Maslow theory. Hence, he shortens the Maslow theory and divided into three sections.

McClelland's Needs Theory

David C. McClelland also gave his theory of motivation by understanding the three basic type of motivating needs. Considerable research made by testing people with respect to three categories. Any organized enterprise and every department in it represents the group of individuals working together to achieve goals. They are divided in to three drivers' like-power, affiliation, and achievement.

Need For Achievement:

People having high need of achievement have a intense desire for success and an equally intense fear of failure. Employees want to get challenged and set the moderate effect. They tend to be restless and want to work more and more and to show their capability and personal responsibility to get their jobs done.

Need For Affiliation:

This need of affiliation usually desires pleasure from being loved and wants to avoid the neglect ion from the social group. They want to get concerned with the pleasant atmosphere among the social relationships and enjoy the sense of intimacy. They are friendly and help others in their needs.

Need For Power:

The employees with high need of power have a great concern of influencing and control. Such individuals are usually good in conversation with others and often argumentative. They are forceful, outspoken and demanding and enjoy public speaking.

PROCESS THEORIES OF MOTIVATION

There were many theories given by different philosophers who were related to management and helped the managers in understanding the concept of motivation. Here we will discuss a few more theories related to motivation.

Equity Theory of Motivation

Equity theory was given by J. Stacy Adams who addressed the issue of motivation and an important factor in motivation is whether individuals perceive the reward structure as being fair. It states that people are not concerned merely with the reward they get for their contributions; rather they compare their efforts and reward with those of others. It includes factors like effort, education & experience. The essential aspects of the equity theory may be shown as:

Inputs by a person/output of a person = outcome by other person / inputs of person

There should be a balance of the outcomes inputs relationship for one person in comparison with that for another person.

Vroom's Expectancy Model

This theory was given by Victor H. Vroom who told that people will be motivated to do things to reach a goal if they believe in the worth of that goal. Vroom's theory is that the people's motivation towards doing anything will be determinate b the value they place on the outcome of their effort. For example: a person wants to work hard to get a product for a valence in the form of pay. Or the manager might be willing to work hard to achieve company's goal in the work he is doing.

It is written as:

Motivation = Expectancy * Instrumentality * Valence

Where, Expectancy is the belief that working hard results in the desired level of performance.

Instrumentality is the belief that successful performance will be followed by reward.

Valence is the value of the person assigned to reward and other work related outcomes either.

If any of these is low then motivation automatically gets low.

The Porter and Lawler Model

This model was given by Lyman W. Porter & Edward E. Lawler III derived as substantially more complete model of motivation. This model is primarily used for managers. This model tells the amount of effort i.e. the strength of motivation and energy exerted depends on the value of reward and the energy of a person required. It is said to be the probability of rewards + the actual performance in the job. Hence, the performance in turn leading to the intrinsic rewards (such as a sense of accomplishment or self actualization) and extrinsic rewards (such as working conditions and status). Hence, the actual value of rewards will be influenced by satisfaction.

4.7 JOB ENLARGEMENT

Job enlargement, also known as job expansion, is a tool many companies use to increase employee engagement in the workplace. As companies grow their business, more tasks are required to meet consumer demands, which is when job enlargement becomes a viable tool for managing employees. Allocating the right tasks to individual employees requires a fluid process of creativity and flexibility. In this article, we define job enlargement and explain the benefits and disadvantages of job enlargement for both companies and their employees.

What is job enlargement?

Job enlargement is the combining of job tasks across the same level within a company. The implementation of job enlargement widens the scope of individual employees to include more tasks and responsibilities.

Through combining tasks, employers increase the interest and engagement in work among staff. Effective job enlargement practices result in benefits for both employers and their

staff, such as higher levels of productivity and morale. Using a job enlargement model increases the number of duties assigned to an individual, and this method gradually redefines the job by also increasing employee responsibilities and expectations.

How does job enlargement occur?

Job enlargement occurs when industries reevaluate job-related tasks within their organizations and determine how job tasks can be added to certain roles to increase productivity while minimizing monotonous tasks in other roles. Combating boredom to increase employee satisfaction and retention are reasons why companies implement models for job enlargement.

Employers use job enlargement to help employees stay motivated in their careers. When employees get to grow and adapt to new responsibilities in their jobs, it's easier to incorporate the company's innovations into its short-term and long-term goals. As a company changes over time, develops new technologies and looks to design new systems and ways of work, it is important to find an effective way to introduce those processes into the work culture. This is why job enlargement can be so helpful. It creates pathways for employers to enrich the work environment and enhance their employees' capacity over time.

Examples of job enlargement

To understand job enlargement more effectively, it helps to look at some examples that could happen in the workplace. Below are three examples of job enlargement in the workplace:

Example 1: Adding smaller tasks to help an employee improve their skills

Sometimes managers need to determine the best task combinations to enlarge the skill sets of existing employees and help them become more versatile. For example, an employee who works on an assembly line may be tasked with assembling more parts of the whole product before passing their work along to the next phase for development. Over time, the employee becomes more efficient in their role and develops stronger time management skills.

Example 2: Horizontal job enlargement

Managers or team leaders may also make use of horizontal job enlargement to help their employees reach their full potential. Horizontal job enlargement occurs when management increases the number of tasks assigned to an employee. For example, an agent processes 20 claims a day, and the company decides to increase output to 40 claims a day. The quantity of work increases, but the position level and type of task remain the same. If the employee shows that they can consistently handle this increase in tasks, they may be eligible for benefits such as promotions or raises in the future.

Example 3: Training

Employers sometimes provide in-house or hired training professionals to help employees gain a full understanding of their roles. After training, companies may assign more experienced staff members as mentors or coaches to other staff. Coaching or mentoring is an effective method of job enlargement because collaborative leadership helps the employees who take on such responsibilities develop skills they can use in higher-level positions.

Advantages of job enlargement

Job enlargement comes with some notable benefits for both managers and employees. Some of the biggest advantages include:

Increased employee engagement

When those in your team get to work on a variety of tasks, it often leads to more job satisfaction and longevity. The return on investment for companies improves when employees stay longer and enjoy their jobs. Variety in jobs makes it easier for employees to stay focused on their current tasks.

Work flexibility

When job enlargement is implemented successfully, work flexibility increases because employees can perform more tasks than before. The flexibility of tasks can lead to job enhancement, more satisfaction and higher productivity.

Positive challenges

The additional challenges presented by new tasks and projects engage employees in their tasks with newfound excitement. Work variety gives employees the chance to use different skill sets and be creative in ways they may not have been able to use before the expansion.

Training opportunities

Many employees who experience job enlargement will not need additional training will not be necessary. However, the need for training depends on each company's approach to horizontal methods for job enlargement. If a company chooses to combine job tasks that are unrelated to one another, then managers may provide additional training that allows employees to learn and cultivate important new skills.

Individual growth

Job enlargement helps individuals to develop stamina and the ability to work under pressure more effectively. If a company wants to promote someone to a supervisory role, they may determine the best candidates based on who is willing to take on additional tasks and complete them easily. Employees who demonstrate essential leadership skills when working well under pressure can demonstrate that they're ready for future promotions.

Development of soft skills

The opportunity to develop soft skills such as self-discipline is another positive outcome of job enlargement practices. Using new skills to allow for innovative work methods and systems is a challenge worth pursuing. Additional examples of soft skills an employee could gain from job enlargement include time management, organization, communication and innovation.

Disadvantages of job enlargement

Job enlargement does have some disadvantages, so it's important to have a plan in place in case these situations do occur. Some disadvantages of job enlargement include:

Possibility of lower morale

Employees who become tasked with more and more responsibilities for the same rate of pay and while maintaining the same position may lose motivation over time. To offset this

effect, consider offering your team incentive programs and pay raises as job responsibilities increase.

Temporarily slower production

Job enlargement comes with the cost of training and the impact on production during the transition period. However, to better manage the cost of training, consider in-house training that focuses specifically on teaching employees how to implement effective coaching and support. Creating a system like this can also reduce the time spent preparing your employees for the expansion of their work.

Job creep

One common disadvantage is an incident known as job creep or the constant increase in job-related tasks without the means to balance them effectively. Over time, job creep can lead to job dissatisfaction for some people. To avoid job creep, you can design systems of support to pace job tasking practices and encourage collaboration among teammates who perform similar roles.

Increased stress

Too many tasks can sometimes make work overwhelming and stressful for staff. To decrease work-related stress, managers can schedule a time for staff to socialize or simply relax. Team-building strategies can help boost morale, creating a positive work culture that unifies employees as a team.

4.8 JOB ENRICHMENT

Job enrichment refers to structuring of jobs to involve higher level conceptual thinking and responsibility so that employees can take decisions that were formerly the prerogative of superior managers. According to Keith Davis, "Job enrichment means additional motivators added to the job so that it (job) is more rewarding, although the term has come to be applied to any effort to humanize jobs."

Paul Robertson and Herzberg in 1969 have observed, "It seeks to improve both efficiency and human satisfaction by means of building into people's job quite specifically a greater scope of personal achievement and recognition, more challenging and responsible work and more opportunity for individual advancement and growth."

According to R. S. DAVAR, the expression job enrichment refers to providing opportunity for the employees psychological and mental growth.

Thus in brief, we can say that, job enrichment encourage growth and self-actualization. It increases motivation and improves performance and thus provides more productive and more lively jobs. The worker or employee has greater job satisfaction.

In Job enrichment programme, an employee decides how the job is performed, planned and controlled and makes more decision concerning the entire process.

Employees decide how the job will be performed and receive less direct supervision. They are given greater autonomy and responsibility and jobs are restructured in such a way that

they become more meaningful, interesting and challenging.

Job enrichment is based on the assumption that the job itself must provide opportunities for achievement, recognition, responsibility, advancement and growth to motivate the workers.

Thus, job enrichment consists of a vertical loading of the job so that the job holder himself controls the planning and execution of his job. For example a lecturer in the college or University is given freedom to make his lecture more meaningful, attractive and interesting by following his own method without violating the basic rule of teaching and institution.

Most of us want interesting, challenging, jobs where we feel that we can make a real difference to other people live. As it is for us, it is for the people who work with or for us. So why are we so many jobs so boring and monotonous? And what can you do to make the jobs you offer more satisfying? By reducing recruitment costs, increasing retention of experienced staff and motivating them to perform at a high level; you can have a real impact on the bottom line.

One of the key factors in good job design is job enrichment, most notably promoted by psychological Fredrick Herzberg in his 1968 article "One More Time- How Do You motivate Employees"? This is the practice of enhancing individual jobs to make the responsibilities more rewarding and inspiring for the people who do them.

Job enrichment involves providing an employee with more responsibility for a job and challenges the individual's skill at work. Enrichment involves increasing the decision-making authority and encouraging the employee with their tasks. Providing employees with meaningful tasks will increase their performance compared to just "piling" on a lot of work and increasing the same type of work-load.

Job enrichment directly relates to motivation factor and employee satisfaction. The concept of job enrichment was developed by Fredrick Herzberg in the 1950s. Previous studies have shown that job enrichment causes significant increases in employee job satisfaction, job involvement and increased internal motivation. Decreases in absenteeism were also found to be a result of increased job enrichment.

Job enrichment is a type of job redesign intended to reverse the effects of tasks that are boredom, lack of flexibility, and employee dissatisfaction. The underlying principle is to expand the scope of the job with the greater variety of tasks, vertical in nature, that require self-sufficiency.

Since the goal is to give the individual exposure to tasks normally reserved for differently focused or higher positions, merely adding more of the same responsibilities related to an employee's current position are not considered job enrichment.

The basis for job enrichment practices is the work done by Fredrick Herzberg in the 1950's and 60's, which was further refined in 1975 by Hackman and Oldham using what they called the Job Characteristics Model. This model assumes that if five core job characteristics are present, three psychological states critical to motivation are produced, resulting in positive outcomes.

Job Enrichment – Concept

Work is one of the primary means of achieving economic, political and cultural goals. People spend a considerable amount of time in working and earning livelihood. People are working year after year. Therefore work / job have become an issue for many workers because it is losing its intrinsic (internal) value and there is no motivation among the employees.

Some of the workers are dissatisfied with their work which adversely effect on efficiency, productivity and on motivation, efforts have been made to use job for motivating employees in organization, job enrichment and job rotation are the examples in that direction.

HERZBERG is the first in this direction. In his famous research on motivators and maintenance factors focus on job enrichment also, and now, job enrichment has become a popular concept.

Job enrichment means changing or improving a job so that a worker is likely to be more motivated. It simply adding a few more motivators to a job to make it more rewarding. It provides the employee with an opportunity for greater recognition, advancement, growth, and responsibility.

To be specific, a job is enriched when the nature of the job is exciting, challenging and creative or gives the job holder more decision making, planning and controlling powers. It would make the job more interesting and challenging. It is designed to be less specialized and more enriched.

More autonomy will be given to the workers, allowing him to plan inspect and keep the control on his own job, It means upgrading of responsibility, scope and challenge. It does not mean to make the work more varied but to make every employee a manager.

An employee will perform the functions of management such as planning controlling etc. It provides an opportunity for the employee's psychological growth. In every enriched job, an employee knows the overall deadlines and quality standards to the work.

Within that framework of the plans and controls and holds himself responsible for meeting the deadlines and the quality standards. Job enrichment is more successful in improving quality of the work than its quantity and keeps the employee morale high. He gets satisfaction of doing the job well. Job enrichment removes job monotony, boredom and dissatisfaction on the part of the employee.

Job Enrichment – Objectives

Job enrichment involves vertical loading, addition giving more challenge, it applies to improvement of job in such a way that it has more motivators than before and at the same time maintaining the degree of maintenance factors. It is based on the assumption that in order to motivate personnel, the job itself must provide opportunities for achievement, recognition, advancement, responsibility and growth.

As per opinions of Sirota and Wolfrom job enrichment as "the design of a job to provide a worker with greater responsibility more autonomy in carrying out the responsibility, complete job, and more timely feedback about his performance".

The basic objectives of a job enrichment programme are to motivate people to work to their highest level of capacity and ability improve employee relations, attract and retain quality employees, reduce absenteeism, improve quality and productivity, and increase return on

investment.

In the process of job enrichment jobs are redesigned to take account of the higher-order needs of individuals. Much of the impetus for job enrichment has come from the work of Herzberg (1966), who sees the intrinsic aspects of the job as vital to increased satisfaction and production.

Educators and Psychologists say that jobs must be enriched in order to get satisfaction and a sense of achievement from the work of workers.

The good part is that both the workers and management derive benefit from adopting them. The job enrichment programme as an ongoing phenomenon of managing people has become very essential and the need has been felt by many progressive organizations to introduce it.

Job Enrichment – 8 Main Characteristics

Herzberg Focused on Eight Characteristics of Job Enrichment:

(1) Direct Feedback- An employee can easily get the feedback of what he has achieved? What is the result of his work done?

(2) Client Relationship- In an enriched job, an employee develops direct relationship with his client or customer. Such client may be either inside or outside the organization.

(3) New Learning- An enriched job allows an employee to feel that he is growing mentally. Such employee always learns something new on the job.

(4) Scheduling Own Work- Full freedom is given to the employee to schedule for his own work, contributes to enrichment of job. In case of employees who perform creative or some outstanding work, opportunity should be given to them to schedule their assignment then to the employees performing routine jobs.

(5) Unique Experience- An enriched job has some unique qualities and features which ultimately results in unique in doing a job.

(6) Control over Resources- Every employee have to control his resources and expenses, contributes to job enrichment. He is having authority to order whatever supplies he required for performing a job.

(7) Direct Communication Authority- Job enrichment allows the worker to contact directly with the people or customers who are the user of his product. Therefore he is able to get the feedback of the users about his output / product.

(8) Personal Accountability- An enriched job holds the employee responsible for the work done or for the results. He will be praised for good work and would be blamed for bad /poor work.

In Herzberg, two factors, motivational theory, job enrichment is a valuable motivational technique.

An Outline of Herzberg's Job Enrichment:

Specific Changes:

Aims at job enrichment:

1. Removing control and retaining accountability.

2. Increasing the accountability.

3. Assignment of complete natural work / unit

4. Granting additional authority.

5. Making periodic reports which directly available to worker rather than the supervisor.

6. Introduction of new and more difficult challenging tasks not previously handled.

7. Assigning specific or specialized task for expertise.

Motivators:

Aims at increasing the following:

1. Responsibility and personal achievement.

2. Responsibility and recognition.

3. Responsibility, achievement and recognition.

4. Responsibility, achievement and recognition.

5. Internal recognition.

6. Growth and learning.

7. Responsibility, growth and advancement.

Job enrichment is a relative term, developed recently. It increases workers motivation. But it is not a substitute for good supervisory practices, wages and company policies

Job Enrichment – Purpose

1. Increasing the responsibility of the job by adding different tasks.

2. Giving a natural unit of work to an employee.

3. Allowing employees to set their own standards.

4. Providing the freedom of work by minimizing control.

5. Introducing new, innovative, tough and creative tasks to the employees.

6. Encouraging employee participation in planning and decision making process.

7. Making or holding an employee directly responsible for his performance in the organization.

Job Enrichment – Steps in Job Enrichment (With Some Action Steps)

The process of job enrichment has the following steps:

(i) Selection of a job which is convenient for job enrichment.

(ii) Identification of change that will enrich the job.

(iii) Making a change in the content of the job to make the job more attractive and also to make the employees more responsible.

(iv) Providing training, guidance & encouragement to employees.

(v) Identifying motivational factors like achievement, recognition, responsibility etc.

(vi) Introducing the job enrichment programme in to the daily work routine of the organization.

Action Steps for Job Enrichment:

Job enrichment makes the job more challenging and enhances the worker’s responsibility,

motivation and enthusiasm. Dale S. Beach has suggested specific action steps for designing enriched jobs.

They are as follows:

1. Creation of natural or logical work units.

2. Combining several duties which require various skills into each job.

3. Allowing the employees to have direct contact (if possible), and knowledge about the people for whom his products are required.

4. Providing vertical job loading to incorporate some planning and controlling duties into the job.

5. Providing feedback information to the employees to correct and improve their performances.

Job Enrichment – 5 Main Core Dimensions of Job Enrichment

Lawler and Hachman have identified three core dimensions that especially provide enrichment for job. It is desirable that all the five dimensions be provided.

(1) Skill Variety:

The employees who are performing different operations using several procedures and may be using different equipment. The jobs which are having a lot of variety, employees feel that, such jobs are more challenging simply because they required a range of skills while performing it. These jobs also relieve monotony that develops from any repetitive function. Variety gives employees a greater sense of competence, because they can perform different kinds of work in different ways.

(2) Task Identity:

Task identity is the second core job dimension, which allows employees to perform complete piece of the work. Many job enrichment efforts have been focused on this dimension. In the earlier days due to over specialization of routine jobs, individual employees worked on a small part of the whole work/job that they were unable to identify any product with their efforts.

The employees could not feel any sense of completion or feel any responsibility for the whole product. When tasks are broadened to produce a whole product or an identifiable part of it, then task identity has been established.

(3) Task Significance:

"Task significance" is third core dimension of job enrichment. It refers to the amount of impact that the work has on other people, which is done by the worker. This impact may be on others in the organization or may be on others outside the organization. Because of task workers believe that they are also having something unique and important in their organization or in the society in which they live.

(4) Autonomy:

The fourth core dimension of job is "autonomy". It controls over the affairs of the employee. Autonomy builds a sense of responsibility in workers. It is a fundamental characteristic which must be developed among all the employees. The workers have to work within the

broad constraints of an organization, they also insist on a degree of freedom.

(5) Feedback:

A fifth core dimension is feedback. Feedback refers to information that tells workers how well they are performing. Since they are investing substantial part of their lives in their work, they want to know how well they are doing. If their performance is not satisfactory they must try to improve the same, watch such workers and inform them how they are doing now. Weekly and daily reports are much better for feedback.

The model is self-explanatory that what is the relationship between the job dimension and emerging psychological states and results of personnel and work outcomes.

Hackman and Oldman in 1976 have developed a questionnaire called the Job Diagnostic Survey which provides an objectives and quantitative measure of five core dimension the responses to it will reveal how much each core dimension is present in a job.

If a job is high on all five dimensions, the job enrichment is not needed even if employees are unproductive or unhappy. It means that such job is already enriched but the cause for employees unhappiness or poor performance are unrelated with the design of the work.

There are five core dimensions that provide enrichment of jobs:

1. Task Variety:

The optimum variety of tasks within the job variety which provides enlargement and enrichment of job and allows employees to perform different operations that require different skills. Jobs that are high in variety are seen by employees as more challenging because of the range of skills involved.

2. Task Identity:

Task identity allows employees to perform a complete piece of work. The work flow from start to finish. Many job enrichment efforts have been focused on this dimension.

3. Task Significance:

The third dimension refers to the amount of impact the work has on the workers and on other people. The impact can be on others in the organization as and when the worker performs a key job in the work process, or it may be on those outside the or fahisation, viz., a worker helps to manufacture a lifesaving drug.

4. Autonomy:

Autonomy is the job characteristics that gives employees some control over their own affairs, and it appear to be fundamental in building a sense of responsibility in workers. Maslow hierarchy of needs also mentions autonomy as a possible additional step on the need scale since it is so important to many people. Flexible working time and some scope in standard setting is an important way of giving workers more autonomy.

5. Feedback:

Feedback refers to information conveyed to workers how well they are performing. It comes from both the job and management. The idea of feedback is a simple one but it is of much significance to people at work.

Job Enrichment – Merits and Demerits

The following are the merits or benefits of job enrichment:

(1) It improves and enhances the basis relation between the person and his work.

(2) It attempts to change one's behaviour positively while maintaining the change.

(3) It helps to convert monotonous work into a source of motivation.

(4) It offers a change to initiate and allow other organizational changes and alter the management style.

(5) It helps organization in the long run in rehumanizing than dehumanizing their manpower.

(6) Job enrichment enables the employees and the organisation to be more flexible.

(7) It enables the employees to be more committed to their organisation.

(8) It checks the organisation from over staffing.

(9) It enables the organisation to get more competitive advantage from its employees.

(10) It becomes a powerful tool to create a learning organisation.

The following are the demerits or drawbacks of job-enrichment:

1. Job enrichment may initially reduce productivity.
2. The management may not involve in supporting functions.
3. It may make attrition rates higher.
4. It requires large investment in terms of time and money,
5. Managing people becomes difficult due to high empowerments.

4.9 SUMMARY

- Motivation theories can help management teams determine the best way to achieve a business goal or work toward a desired outcome. Successfully applying motivation theories also can help managers support their employees more efficiently. This can help businesses enhance their productivity, which can improve workplace morale and increase profits.
- In this article, we explore motivational theories for management teams, offer five examples of them and provide three tips for using them effectively.
- Motivation theory is the study of how to learn and understand what inspires a person to pursue a specific result. This theory has many uses, including in psychology and sociology, but it's also important for businesses, especially in relation to management. By studying this, you can learn what actions can motivate people to work harder or care more about something, whether through a reward or another factor.

- In management, professionals use motivation theories to increase production, profits, employee retention rates and employee satisfaction levels. As a manager, you may aim to increase employee motivation to help your company achieve its business goals. Using motivation theories can include offering incentives, addressing needs or providing rewards to motivate your team to meet a specific goal.
- As a manager or supervisor, having a team that trusts you is vital for workplace motivation.
- For example, if you promise your team cookies as a reward for exceeding their daily quotas, fulfilling your promise can develop employee trust. It also may motivate your team to respond positively to future rewards or incentives, which may increase their overall productivity.
- Depending on the department you work with or the types of employees on your team, you may consider using customized awards.
- For example, if you're a sales manager, you might offer a large salary bonus to an employee who exceeds their monthly sales goal. If you're a marketing manager, you could provide an extra day of paid vacation to an employee who consistently surpasses their quota.

4.10 QUESTIONS FOR PRACTICE

LONG ANSWER QUESTIONS:

1. Enumerate between the difference between Maslow's theory and Alderfer's theory.
2. Define all the process theories of motivation.
3. Define Herzberg's two factor model.
4. Explain Maslow's Hierarchy theory.
5. What are the different types of motives?

SHORT ANSWER QUESTIONS:

1. Describe Alderfer's theory?
2. What is the process of motivation?
3. Differentiate between Maslows and Herzberg theort of Motivation
4. Explain the term Motivation in detail
5. State merits and demerits of Job enrichment and enlargement.

MCQs:

1. Motivation is the prime component of _____

A. Human personality

B. Perception

C. Illusion

D. None of these

2. The word 'motivation' is derived from a…… word "movere"

A. Greek

B. Latin

C. French

D. German

3. Performance is the product between _____

A. Ability and work

B. Personality and work

C. Motivation and personality

D. Ability and motivation

4. Process of motivation involves_____

A. Environment

B. Opportunity

C. Goal

D. All of these

5. Maslow's theory was given by- _____

A. Lymen W. Porter

B. Abraham Maslow

C. Edward E. Lawler

D. Alderfer

Answer ;

1-a ,2-b ,3-d,4-d ,5-b

4.11 REFERENCES

- Business management by Dinkar Pagare
- Principle of management by L.M Prasad
- Finite and Infinite Games by James P. Carse The goal is to keep playing with boundaries.
- Talent is Overrated: What Really Separates World-Class Performers from Everyone Else by Geoff Colvin

- Flow: The Psychology of Optimal Experience by Mihaly Csíkszentmihályi
- Why We Do What We Do: Understanding Self-Motivation by Edward L. Deci
  Motivation is something people do, not something that is done to them.
- Mindset: The New Psychology of Success By Carol Dweck
  Keep finding opportunities to improve.
- Then We Came to the End by Joshua Ferris

UNIT 5-LEADERSHIP

STRUCTURE

5.0 Objectives

5.1 Introduction

5.2 Meaning and Concept

5.3 Classical studies on leadership

5.4 Theories of leadership

5.5 Leadership styles

5.6 Summary

5.7 Questions for Practice

5.8 References

5.0 OBJECTIVES

After completing this students will be able to:

- Understand the concept of Leadership
- Explain classical studies of leadership
- Learn about different styles of leadership
- Gain knowledge about leadership theories

5.1 INTRODUCTION

A common misconception about leadership is that it's something you're born with – that the world's greatest leaders were born with some innate magical quality that allows them to lead better than others. But that's not true.

So, what is leadership? Leadership isn't a position that you're appointed to – it's a skill and

a tool you can continually cultivate and use to create lasting change. Leadership is also not something you're born with or without – it's a creative muscle you can strengthen and develop over time. Whether you're a CEO of a Fortune 500 company or a college student attempting to manage a pile of homework, leadership is about creating and sustaining positive, lasting change in your life and the lives of the people around you.

Developing incredible leadership skills takes commitment. Setting goals is vital, and practice makes perfect. Work your leadership muscles every day and you'll find your influence growing.

An idea is only an idea, one that will ultimately die, unless you can become a person of influence – a person who can influence and lead your team toward that idea's fruition.

In developing a grasp of true leadership meaning, you must ask yourself not only what is leadership, but also, what is great leadership? Great leadership – quality leadership – is servant leadership. Servant leadership refers to someone who wants to influence others to serve the greater good. They don't just want to get from Point A to Point B, and they're not searching for an outcome that only benefits themselves; a great leader always has the big picture in mind. They're searching for ways to not just help themselves, but to help other people and the community at large. They're figuring out ways to influence their community and culture in such a way that everyone who's part of it benefits. Serving the greater good is their driving force, also known as their purpose.

The best leaders in the world all have a distinct purpose in mind before they take action. Purpose makes us resilient and strong. Without that purpose, you're much more susceptible to failure, prolonged ruts and depression. That's because purpose is what sustains us when things get tough – and things will always get tough.

When you want to develop effective leadership skills, turn toward the purpose that drives you. Your purpose is the juice that will drive you to keep going when you face the obstacles and challenges that are so inevitable of any worthwhile journey. It's what will pick you up and uplift others around you whenever setbacks present themselves. It's your energy. It's Kryptonite for defeat and discouragement, and it's what will give you focus and direction amid the chaos. In other words, your purpose is the North Star of leadership.

5.2 MEANING AND CONCEPT

Leadership is the process of influencing people's behavior and making them strive voluntarily towards achievement of organizational goals. It is the process of directing, communicating, and motivating employees in such manner that they accomplish organizational objectives willingly and enthusiastically. A leader motivates members of the group. He also represents the group to the outside world and the outside world to the group.

Features:

1) Leadership indicates an individual's ability to influence others.
2) Leadership tries to change behavior
3) It indicates interpersonal relations between leaders and followers.

4) It is exercised for achieving common organizational goals.

5) It is a continuous process.

Importance:

1) It influences behavior of people and makes them contribute positively towards organizational goals.

2) Needs of followers like confidence or support are fulfilled by maintaining personal relations.

3) Leader plays an important role in introduction of changes in the organization.

He also helps in overcoming resistance of employees to change.

4) A leader is a good conflict handler and works so that adverse effect resulting from conflicts does not affect the organization.

5) Leader provides training to sub-ordinates and helps in building up successors for smooth succession process.

Important elements:

Important elements in the process of leading are:

1) One who leads is a part of the group, and yet he must maintain his separate identity if he is to continue to lead.

2) Leadership contemplates interpersonal influence and close man-to-man relationship. It is rooted in feelings and attitudes that have grown out of reactions of individual personalities to each other.

3) It is a dynamic and ever-evolving process; a manager must lead continuously.

4) It involves directing, guiding and influencing the behavior of individuals and groups so that future actions and behavior are modified in the right direction.

OBJECTIVES

1) Organizing employees

Employees are of different groups and backgrounds with different purposes and agendas. But an effective leader will try to bring them together and work as a team not individuals.

2) Pursuing a common goal

An effective leader tries to accomplish both the immediate goal and the big goal. An immediate goal is like sales of goods and big goals are the growth of organization. He helps other employees and team leaders in understanding the big picture of the organization.

3) Organizational cohesiveness

A good leader will always try to make an organization into a cohesive whole. For making these objectives clear to employees, effective leader evaluates organization's policies for ensuring that they effectively accomplish its mission and messages.

4) Motivating employees

An effective leader will know his workers and the way to bring out best of them. He will guide them and help in acquiring new skills.

TRAITS OF EFFECTIVE LEADERS

1) Physical qualities: A good learner must possess good physical features like height, weights etc.

2) Knowledge: A good level of knowledge and competence of a leader can help in instructing and guiding followers properly.

3) Integrity: A leader must be a role model to others because of his high levels of integrity and honesty.

4) Initiative: A leader must possess initiative and courage to make best use of opportunities available to an organization.

5) Communication skills: A good leader is a good communicator and must possess ability to clarify ideas and make people listen to him.

6) Listening skills: A good leader should be a good listener; he should listen to grievances and problems of each person.

7) Motivational skills: A leader must be an effective motivator. He must understand needs of people and motivate them through satisfaction of their needs.

8) Self confidence: A leader must possess high levels of self-confidence. He must also provide confidence to his followers.

9) Decisiveness: A leader should be decisive in managing his work. He should be firm and not change opinions frequently.

10) Social skills: A leader must be social and friendly with his colleagues and followers. He must maintain good human relations.

LEADERSHIP BEHAVIOR VS TRAITS

According to behaviorist school of thought to become a leader an individual needs proper training and guidance, while according to trait theory a person who can be a leader should have certain inherent and innate qualities, which are called traits.

Leadership traits – It describes the qualities that a leader must possess from his birth. It's about specific virtues that a leader must carry. It tells that to handle certain situations a leader should have these inborn qualities and these traits are necessary, they can't be learned.

Leadership behavior - It is the expected behavior of a person in a given situation in an organization. It is related to the set of actions that a leader should take in a situation. Leaders are not born leaders. The traits required for becoming a leader can be acquired by training and development.

LEADERSHIP SKILLS

1) Organizing skills: A leader should know how to organize individuals in organization, as they are from different backgrounds and have different mentality. Organizing is the combination of self-motivation and time management.

2) Action planning skills: A leader should know what exactly he needs to do to achieve what he wants to do. He should be able to turn his strategy and goals into action. An effective leader is who knows what things are to be done in advance to achieve the goals.

3) Communication skills: A leader should be sound and profound while speaking, His message and speech should reach to every audience and they should be able to understand what he is speaking. Communication is not just about speaking only so, a leader should also be a good listener.

4) Disturbance handler: A leader should have the skill of handling disturbances or disputes which arises in an organization. He should be able to solve the fights between employees and help them understand the importance of unity and cooperation.

5) Problem solving: It is also a key leadership skill. A leader should have positive attitude towards problems, with a positive attitude he can change problems into opportunities and a learning experience for solving future problems.

5.3 CLASSICAL STUDIES ON LEADERSHIP

Leadership simply means a process or activity of a person to influence a group of people to work or think in a particular way. Leaders are valuable assets of an organization, because they can make or break the organization through their positive or negative influence. Again, it is a process or activity in which large numbers of employees in the organization are involved that is driven by a change.

So, top management of an organization needs to focus on the leadership style that is critical to the work culture of the organization. On an individual level, developing the leadership capacity of an employee is important as it helps him or her to be more effective individual, and group member, one who is able to think creatively and initiate required essential changes in the organization.

Classical and Contemporary Leadership Styles

Among various leadership styles, classical and contemporary leadership styles are mostly in discussion over the centuries. In fact, in the majority of organizations today, either of these two styles of leadership could be found active.

1. Classical Leadership style: It is almost an autocratic leadership style. In this style, the leader takes the leading role and works from the front. It was the most prevalent leadership style during the 1960s to 1980s. The leader is motivated by his own ego and determines a future plan of action himself. He takes less advice from the peers or juniors, and tries to influence the employees through motivational speech, and providing fringe benefits. In this leadership style, the leader keeps little confidence on the subordinates and only likes to direct them as per his own plan.

2. Contemporary Leadership style: It is the most sought after leadership style these days. There are many organizations that value their employees' goals and prefer to align the organizational goal with the goals of the employees. This helps the management to motivate their employees more easily, and leaders don't have to work hard and micromanage day-to-day organizational activities.

There are several theories are in use in the workplace. Leadership is much like parenting the children at home or teaching the students in a school. No particular style of leadership is superior or inferior than another. In fact, the nature of leadership style that perfectly fits in a company or organization is reliant on the organizational culture, the method in which employees and leaders in an organization interact with one another, and the functional aspects of the organization.

5.4 THEORIES OF LEADERSHIP

What is **leadership theory** and what is it used for? The purpose of leadership theory is to explore and analyze why and how some people become leaders. While there are different theories that exist, the goal is to analyze and compare different types of leaders and the subsequent qualities or traits these leaders possess. In addition, leadership theory can help some people recognize the behaviors and actions needed to improve their own leadership abilities. Being a leader is an excellent quality to possess, and while some people are naturally born leaders, good leaders can be made with a little effort and intention. Being a leader is an important life skill, but leadership theory is particularly important for anyone who is pursuing a career in business, politics, public service, or education.

There are different styles of leadership that describe how a person acts when they are in a leadership role:

1. **Authoritarian Style** - very strong command and control; gives clear and precise directives about what needs to be done, when it should be done, and how it should be done; best used in situations when there is little time to collaborate or complete a task

2. **Democratic Style** - most effective; there is guidance and support for task completion, but input and collaboration are valued and encouraged; leader might make the final decision

3. **Delegative Style** - least effective; there is little or no clear direction; members are left to figure things out on their own

Remember, the best leaders use a combination of these approaches as dictated by the situation and circumstances.

Types of Leadership Theories

There are a wide range of different leadership theories to investigate, but some of the most common are:

1. **Great Man Theories** - the belief that good leaders are born, not made, and possess certain inherent qualities

2. **Trait Theories** - the belief that certain inherent qualities and characteristics make people predestined or better suited for leadership (similar to Great Man Theories)

3. **Contingency Theories** - the belief that leadership is fluid and evolves as a result of factors in a particular environment or situation, which dictate a particular style

4. **Situational Theories** - the belief that certain circumstances dictate which leadership style is most appropriate in a given situation (similar to Contingency Theories)

5. **Behavioral Theories** - the belief that great leaders can be made, not necessarily born, through an analysis of specific behaviors/actions and not inherent traits (contrary to Great Man Theories)

6. **Participative Theories** - the belief that leadership is a collaborative process and is most successful when it incorporates input from those involved

7. **Management Theories** - the belief that leadership involves supervision and an evaluation of performance through rewards and punishments (AKA Transactional Theories)

8. **Relationship Theories** - the belief that leadership is enhanced and successful based on the connections between leaders and followers (AKA Transformational Theories)

The concept of leadership dates back to the sixth century and is evidenced in myths, tales, philosophies, and religions, which focused on the hero. While the word "leader" as we know it did not become part of our language until the 19th century, the Great Man Theory was the first leadership theory to take root in 1840. A few of these types of leadership theories will be discussed in more detail below.

Trait Theories

This is a belief that effective leaders are born with a set of **innate traits** that predispose them to becoming a leader. The research on this theory has indicated that certain traits or qualities are consistent with patterns of behavior that natural-born leaders possess, which leads to these traits often being factors in hiring decisions. The most commonly agreed upon traits are:

- achievement drive - high desire for ambition and success
- leadership motivation - strong desire to lead others
- honesty and integrity - trustworthy, consistent, and reliable
- self-confidence - strong belief in one's own abilities
- cognitive ability - ability to use sound judgement
- knowledge - strong understanding of profession/industry and people
- emotional stability - well-adjusted and adapted

Other traits that can describe effective leaders include:

- flexible and adaptable as situations/circumstances change
- assertive without being aggressive
- inspiring and motivating to others in that they lead by example
- courageous and decisive in that they tackle challenges and make clear decisions without wavering
- creative, outside-the-box thinking
- responsible when things succeed or fail
- take initiative and don't wait to be told what to do
- perseverant and never give up
- competent and can model tasks and provide clear direction to others
- people oriented by understanding what other people need

- good communicators by clearly guiding others to be successful

While this theory has a great deal of merit, it is important to note that leaders likely possess many of these qualities but not all of them and that it is usually a combination of these traits and the specific circumstances of a situation in which effective leaders emerge. Effective leaders are not only successful by virtue of these traits alone, but this list of common traits and attributes is a good indicator of what makes an effective leader.

However, some controversy exists because opinions about what defines good and successful qualities differ and can be subjective, especially with such an extensive list. Trait theories are also criticized for being too simplistic. In addition, there seems to be some disagreement over which qualities are most important, frequent, and evident.

Regardless, this theory is still important because it is universal and can be applied to any field and to all people at all levels. It is also a good way for individuals in leadership positions to evaluate and reflect on themselves to grow, change, and improve their leadership qualities.

Behavior Theories

These theories are based on the belief that effective leaders emerge by **demonstrating specific actions** and that good leaders can be made, not developed, by learning some effective behaviors. In essence, one's behavior is more important in being a good leader than the individual traits one may possess.

According to this theory, there are a few key behavioral styles that may be more or less effective:

- People-oriented leaders - focus on interpersonal relationships, communication, and the needs of others
- Task-oriented leaders - focus on goal setting, structure, and team results to get the job done
- Participative leaders - focus on engaging everyone and soliciting collaboration and feedback; delegation of tasks based on individual strengths and weaknesses
- Status-quo leaders - focus on productivity and participant satisfaction to ensure tasks are completed in a timely manner while offering support and encouragement
- Indifferent leaders - focus on "hands-off" approach offering little or no guidance or support; more focused on individual success and advancement
- Dictatorial leaders - focus on being very strict and stringent and using pressure to ensure tasks are completed but at the expense of participant burn out
- Country-club leaders - focus exclusively on the participant experience and ensuring everyone on the team is satisfied, happy, content, and that their needs are met
- Sound leaders - focus on balance between productivity and team morale
- Opportunistic leaders - pick and choose different styles of leadership based on the current circumstances and situations, adapting as needed
- Paternalistic leaders - focus on "parenting" the group and using rewards and consequences to motivate the group to get the job done

Behavior theory is very different from trait theory in that traits are something inherent in a person, but behaviors can be learned, conditioned, and developed. Behavior theory also focuses on actions that are directly observable, making this theory more objective. This theory is more focused on collaborating with others and acknowledging how specific actions a leader uses can impact those being led. Therefore, one's behaviors or actions as a leader are directly related to how motivated and engaged those being led will be, and the focus is on the outcomes that result from one's intentional choices about how to act or behave.

While this theory has many benefits, it falls under criticism because usually one leadership style is not effective in all situations and there is no guidance as to which styles are best in certain situations.

The Contingency Theory emphasizes different variables in a specific setting that determine the style of leadership best suited for the said situation. It is founded on the principle that no one leadership style is applicable to all situations.

Renowned leadership researchers Hodgson and White believe that the best form of leadership is one that finds the perfect balance between behaviors, needs, and context. Good leaders not only possess the right qualities but they're also able to evaluate the needs of their followers and the situation at hand. In summary, the contingency theory suggests that great leadership is a combination of many key variables.

Situational Theory

The Situational Theory is similar to the Contingency Theory as it also proposes that no one leadership style supersedes others. As its name suggests, the theory implies that leadership depends on the situation at hand. Put simply, leaders should always correspond their leadership to the respective situation by assessing certain variables such as the type of task, nature of followers, and more.

As proposed by US professor Paul Hersey and leadership guru Ken Blanchard, the situational theory blends two key elements: the leadership style and the followers' maturity levels. Hersey and Blanchard classified maturity into four different degrees:

M1 – Team members do not possess the motivation or tactical skills to complete necessary jobs.

M2 – Team members are willing and ambitious to achieve something, but they lack the necessary ability.

M3 – Team members possess the skills and capacity to accomplish tasks, but they're not willing to take accountability.

M4 – Team members possess all the right talents and are motivated to complete projects.

According to situational theory, a leader exercises a particular form of leadership based on the maturity level of his or her team.

5.5 LEADERSHIP STYLES

Leadership styles refer to the behavioral approach employed by leaders to influence, motivate, and direct their followers. A leadership style determines how leaders implement plans and strategies to accomplish given objectives while accounting for stakeholder expectations and the wellbeing and soundness of their team.

Leadership styles have been studied in various fora to establish the appropriate or most effective leadership style that motivates and influences others to accomplish set goals. The major tenet of effective leadership style is the degree to which it builds follower trust.

Studies carried out indicate that followers who trust in their leader are more likely to follow through with the leader's instructions over and above the expected. In turn, they will accomplish set goals while being allowed to speak freely to air their ideas and suggestions on the direction of the projects at hand.

The leadership styles discussed in this article are based on studies and findings by several accomplished leadership researchers, which include Robert K. Greenleaf, Karl Lewis, Daniel Goleman, Bruce Avolio, and Bernard M. Bass.

Why Do Leadership Styles Matter?

A leadership style adopted by any leader is usually a combination of their personality, life experiences, level of emotional intelligence, family dynamics, and way of thinking. Thus, leaders should be able to understand their leadership style in relation to a combination of traits listed above and determine how best they can be more effective.

Effective leadership has more to do with leadership style. Hence, a leader's ability to take charge and know whether a situation requires an executive decision or a more consultative one is vital. Furthermore, a leader needs to have the ability to know the most effective leadership style that is suitable for an organization or situation to succeed. Understanding one's leadership style allows a leader to take ownership, control, and responsibility for the size and scope of the tasks ahead.

A study by Daniel Coleman in a Harvard Business Review article, Leadership That Gets Results, reviewed and analyzed more than 3,000 middle-level managers to find out specific leadership behaviors and their effect on profitability. The results revealed that a manager's leadership style was responsible for 30% of the company's bottom-line profitability.

An understanding of one's leadership style and the ability to be flexible based on changing circumstances will likely result in the additional benefits below:

- Improvement in communication and collaboration
- Increase in employee engagement

- Strengthening of team effectiveness
- Leadership effectiveness becomes conspicuous in the organization leading to recognition

Below are the most common leadership styles.

Common Leadership Styles



1. Democratic Leadership

A democratic leadership style is where a leader makes decisions based on the input received from team members. It is a collaborative and consultative leadership style where each team member has an opportunity to contribute to the direction of ongoing projects. However, the leader holds the final responsibility to make the decision.

Democratic leadership is one of the most popular and effective leadership styles because of its ability to provide lower-level employees a voice making it equally important in the organization. It is a style that resembles how decisions are made in company boardrooms. Democratic leadership can culminate in a vote to make decisions.

Democratic leadership also involves delegation of authority to other people who determine work assignments. It utilizes the skills and experiences of team members in carrying out tasks.

The democratic leadership style encourages creativity and engagement of team members, which often leads to high job satisfaction and high productivity. However, establishing a consensus among team members can be time-consuming and costly, especially in cases where decisions need to be made swiftly.

2. Autocratic Leadership

Autocratic leadership is the direct opposite of democratic leadership. In this case, the leader makes all decisions on behalf of the team without taking any input or suggestions from them. The leader holds all authority and responsibility. They have absolute power and dictate all tasks to be undertaken. There is no consultation with employees before a decision is made. After the decision is made, everyone is expected to support the decision made by the leader. There is often some level of fear of the leader by the team.

The autocratic type of leadership style can be very retrogressive as it fuels employee disgruntlement since most decisions would not be in the employees' interests. An example can be a unilateral increase in working hours or a change in other working conditions unfavorable to employees but made by leadership to increase production. Without employee consultation, the manager may not be fully aware of why production is not increasing, thereby resorting to a forced increase in working hours. It can lead to persistent absenteeism and high employee turnover.

However, autocratic leadership can be an effective approach in cases where the leader is experienced and knowledgeable about the circumstances surrounding the decision in question and where the decision needs to be made swiftly. There are other instances where it is also ideal such as when a decision does not require team input or an agreement to ensure a successful outcome.

3. Laissez-Faire Leadership

Laissez-faire leadership is accurately defined as a hands-off or passive approach to leadership. Instead, leaders provide their team members with the necessary tools, information, and resources to carry out their work tasks. The "let them be" style of leadership entails that a leader steps back and lets team members work without supervision and free to plan, organize, make decisions, tackle problems, and complete the assigned projects.

The laissez-faire leadership approach is empowering to employees who are creative, skilled, and self-motivated. The level of trust and independence given to the team can prove to be uplifting and productive and can lead to job satisfaction.

At the same time, it is important to keep such a type of leadership in check as chaos and confusion can quickly ensue if the team is not organized. The team can end up doing completely different things contrary to what the leader expects.

According to research, laissez-faire leadership is the least satisfying and least effective.

4. Transformational Leadership

Transformational leadership is all about transforming the business or groups by inspiring team members to keep increasing their bar and achieve what they never thought they were capable of. Transformational leaders expect the best out of their team and push them consistently until their work, lives, and businesses go through a transformation or considerable improvement.

Transformational leadership is about cultivating change in organizations and people. The transformation is done through motivating team members to go beyond their comfort zone and achieve much more than their perceived capabilities. To be effective, transformational leaders should possess high levels of integrity, emotional intelligence, a shared vision of the future, empathy, and good communication skills.

Such a style of leadership is often associated with high growth-oriented organizations that push boundaries in innovation and productivity. Practically, such leaders tend to give employees tasks that grow in difficulty and deadlines that keep getting tighter as time progresses.

However, transformational leaders risk losing track of individual learning curves as some team members may not receive appropriate coaching and guidance to get through challenging tasks. At the same time, transformational leaders can lead to high productivity and engagement through shared trust and vision between the leader and employees.

5. Transactional Leadership

Transactional leadership is more short-term and can best be described as a “give and take” kind of transaction. Team members agree to follow their leader on job acceptance; therefore, it’s a transaction involving payment for services rendered. Employees are rewarded for exactly the work they would’ve performed. If you meet a certain target, you receive the bonus that you’ve been promised. It is especially so in sales and marketing jobs.

Transactional leadership establishes roles and responsibilities for each team member and encourages the work to be completed as scheduled. There are instances where incentive programs can be employed over and above regular pay. In addition to incentives, there are penalties imposed to regulate how work should be done.

Transactional leadership is a more direct way of leadership that eliminates confusion between leader and subordinate, and tasks are clearly spelled out by the leader. However, due to its rigid environment and direct expectations, it may curb creativity and innovation. It can also lead to lower job satisfaction and high employee turnover.

6. Bureaucratic Leadership

Bureaucratic leadership is a "go by the book" type of leadership. Processes and regulations are followed according to policy with no room for flexibility. Rules are set on how work should be done, and bureaucratic leaders ensure that team members follow these procedures meticulously. Input from employees is considered by the leader; however, it is rejected if it does not conform to organizational policy. New ideas flow in a trickle, and a lot of red tape is present. Another characteristic is a hierarchical authority structure implying that power flows from top to bottom and is assigned to formal titles.

Bureaucratic leadership is often associated with large, "century-old" organizations where success has come through the employment of traditional practices. Hence, proposing a new strategy at these organizations is met with fierce resistance, especially if it is new and innovative. New ideas are viewed as wasteful and ineffective, or even downright risky.

Although there is less control and more freedom than an autocratic leadership style, there is still no motivation to be innovative or go the extra mile. It is, therefore, not suitable for young, ambitious organizations on a growth path.

Bureaucratic leadership is suitable for jobs involving safety risks or managing valuable items such as large amounts of money or gold. It is also ideal for managing employees who perform routine work.

7. Servant Leadership

Servant leadership involves a leader being a servant to the team first before being a leader. A servant leader strives to serve the needs of their team above their own. It is also a form of leading by example. Servant leaders try to find ways to develop, elevate and inspire people following their lead to achieve the best results.

Servant leadership requires leaders with high integrity and munificence. It creates a positive organizational culture and high morale among team members. It also creates an ethical environment characterized by strong values and ideals.

However, other scholars believe servant leadership may not be suitable for competitive situations where other leaders compete with servant leaders. Servant leaders can easily fall behind more ambitious leaders. The servant leadership style is also criticized for not being agile enough to respond to tight deadlines and high-velocity organizations or situations.

Other Leadership Styles

1. Coach-style Leadership

Coach-style leadership involves identifying and nurturing individual strengths and formulating strategies for the team to blend and work well together, cohesively and successfully.

2. Charismatic Leadership

Charismatic leadership employs charisma to motivate and inspire followers. Leaders use eloquent communication skills to unite a team towards a shared vision. However, due to the charismatic leaders' overwhelming disposition, they can see themselves as bigger than the team and lose track of the important tasks.

3. Strategic Leadership

Strategic leadership leads the company's main operations and coordinates its growth opportunities. The leader can support multiple employee layers at the same time.

Which Leadership Style is the Best?

No one leadership style fits all organizations or situations. In addition, there is no one right way to lead, and there may be a need to switch between different leadership styles. It is therefore important to know all leadership styles and their pros and cons. The right leadership approach is often determined by the following factors:

- The type of organization, i.e., mature or growth-oriented
- The type of work involved, i.e., routine or creative
- The level of experience and skill of the team
- The personality of the leader

A consideration of the above factors will likely determine the appropriate leadership style to adopt or an appropriate combination of certain leadership styles.

SOURCES OF POWER

Power is the ability of getting work done. It is the ability of influencing people in such a manner that whether they resist or not it doesn't matters. Power comes with the authority and flows downwards in an organization.

The sources of power are:

1) Legitimate power: It is also called positional power, which comes from status and role of an individual in an organization. It involves formal authority which is delegated to the position holder.

2) Referent power: It comes from an individual's ability to attract other people and build their loyalty. This power is based on the interpersonal skills and the personality of the person holding the power.

3) Expert power: This power comes from the skills and knowledge of an individual. This power is generally narrower in scope as it is applicable to a specific area of expertise.

4) Reward power: It comes from an individual's ability of conferring material rewards that are valuable. It refers to the degree to which external motivation can be provided as benefits and gifts to others.

5) Coercive power: It comes from the ability of complying employees with the order by threats of punishment and withholding of rewards or resources.

WHO IS MANAGER?

Managers are the people who stir an organization towards meeting its objective. Management is described as the "process of planning, organizing, leading, and controlling the efforts of organization members and of using all the organizational resources to achieve stated goal." The job of the manager is to control and maintain the organization and to lead, inspire and direct the people at the same time. Every manager in an organization is given an area of responsibility to target and achieve the objective of an organization.

The things for which a manager will be responsible in an organization are:

- People
- Finances
- Material
- Machinery and equipment
- Time
- Buildings
- Information.

CHARACTERISTICS OF AN EFFECTIVE MANAGER

Specialization in every field, technological advancement, globalization of business results into appointment of qualified managers. These qualified mangers are the effective managers who do the work efficiently and effectively. The different characteristics of the effective managers are:

- **Providing Direction to the firm:** The first task, envisioning goals, is one of the tasks that should never be delegated. This is the ability to define overarching goals that serve to unify people and focus energies.

- **Managing Survival and Growth:** Ensuring survival of the firm is a critical task of a manager. The manager must also seek growth.

- **Maintaining Firm's Efficiency:** A manager has not only to perform and produce results, but to do so in the most efficient manner. The more output a manager can produce with the same input, the greater will be the profit.

- **Meeting the Competition Challenge:** A manager must anticipate and prepare for the increasing competition. Competition is increasing in terms of more producers, products, better quality.
- **Innovation:** To plan and manage for innovation is an ongoing task of a manager. The manager must maintain close contact and relation with customers.
- **Renewal**: Managers are responsible for fostering the process of renewal. Renewing has to do with providing new processes and resources**.**
- **Building Human Organization:** Man is by far the most critical resource of an organization. A good worker is a valuable asset to the company.
- **Leadership:** Leadership involves the interpersonal characteristic of the manager that includes communication and close contact with team members.
- **Change Management:** A manager has to perform the task of a change agent. It is the manager's task to ensure the change is introduced and incorporated in a smooth manner.

A good manager is an asset for any organization. They can bring positivity in the environment. A team managed by skilled manager shows better performance and the team mate also show better bonding with each other. This is the reason, the post of manager holds crucial position in any organization and selecting a right person for this post can bring better benefits for the organization.

MANAGEMENT FUNCTIONS:

Functions relating to activities such as producing, purchasing, selling, advertising, accounting & engineering differ from one enterprise to other. However, the functions of management are common to all business and even for NPO's. However, these functions are categorized with different names and are used in the same activities mentioned above.

Thus the economic condition might force a firm to lay more emphasis on control for the time being, while growing concern may have to devote more time to organizational problems. Likewise, top level managers are generally require to spend more time in planning, the middle level on organizing and the lower level on directing. But here we will study about the most important functions of a manager.

Planning

Planning is deciding in advance what is to be done, how and when it is to be done. It involves projecting the future course of action for the business as a whole and also for different sections in it. Planning is thus the preparatory step for actions and helps in bridging the gap between the present and the future.

In more realistic sense, planning process compromises determination and lying down of:

i. Objectives
ii. Policies
iii. Procedures
iv. Rules
v. Programs

vi. Budgets

vii. Strategies

Management might plan for a short period and also for also a long run. For improved efficiency and better results and short range plans should be properly coordinated with long range plans.

Planning is fundamental functions of management of all the other functions of management are greatly influenced by planning process. Importance of planning amply manifested by increasing interest evinced in planning in business, government and other organizations. Very often planning process is erroneously described to be the prerogative of the management. But the fact is that planning permeates all levels of the organization.

Organizing

Organizing is concerned with both the orderly assemblage of human and material resources as well as the process of development of the structure of formally identified and distinguished tasks, roles & relationships that may be attributable to various members so that they may effectively work as a group. It consists of following steps:

- Determination of activities of the enterprise keeping in view of its objectives.
- Classification of activities in convenient group for the purpose of division.
- Assignment of these groups of activities to individuals.
- Delegation of authority and fixing of responsibility for carrying out the assigned duties.
- Coordination of these activities and authority relation throughout the organization.

Thus, the division of work among people and coordination of their efforts to achieve the specific objective of the organization. It needs no mention that the problem of organizing arises only when group efforts are involved. One man activities cannot possibly be organized in the sense in which we use this term.

Commanding

Commanding means to set the organization going on the right path. The objective of commanding is to get the optimum result from the employees and the personal qualities and knowledge of great principle of management is the art of the function commanding. Fayol mentioned to the managers as “making unity, energy, initiative and loyalty prevail among the personnel”. This function of management is concerned with motivation, leadership, and empowerment. This functions in which giving orders and clear working instructions. Successful managers have integrity, communicate clearly and base their decisions on regular audits. Commanding function is done with the knowledge of personnel by elimination of incompetent by balancing the interest of the organization and its employees through strong interest of duty and of equity.

Controlling

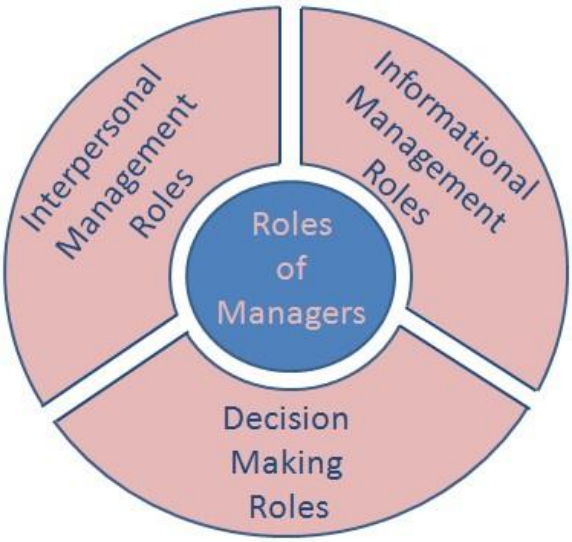
While directing, the manager explains to subordinate the work expected of each of them and also helps them to do their respective jobs so that enterprise objectives can be achieved according to best of their abilities, but even then there is no guarantee that work will always

proceed according to the plans, and this possibility of drifting away from plans calls for constant observation of actual performance so that appropriate steps may be taken to cause the events conform to plans. The important steps to be initiated in this regard are as follows:

- Measurement of actual performance against the standard and recording deviations.
- Analyzing and probing the reasons for such deviations.
- Fixing of responsibility in terms of persons responsible for negative deviations
- Correction of employee's performance so that group goals and plans devised to attain them is accomplished.

Control is thus closely related to the planning job of the manager. But it should not be viewed merely as a postmortem of past achievements and performance. In fact a good control system should suggest corrective measures so that negative deviation may not reoccur in future.

MANAGEMENT ROLES:



Roles of Managers

All the three levels of management i.e. top, middle, lower management have obligations towards three social groups i.e. a) who have appointed them b) those whom they manage, c) the general community.

While managing, a manager plays many roles. According to Henry Mintzberg, a manager's work role has three phases.

Interpersonal roles

It relates to his contacts and dealings with other people. There are three main roles present in it.

- **Figurehead Role:** It represents the company legally and socially to those outside of the organization.
- **The Leader role:** It defines the relationship between the manager and the employees. It guides and motivates as well as communicates.
- **The Liaison Role:** it communicates with the outsiders of the organization.

Informational Roles

Because of the interpersonal role the managers is in a unique position to get information. He contacts with outside world and his leadership position make him a focal point of information. In this role, a manager has to receive and transmit information so that he can develop a thorough understanding of his organization. It has three sub roles in it:

- **The Monitor Role:** It receives the information about the information.
- **The Disseminator Role:** It possesses the information to the subordinates in the organization.
- **The Spokesperson Role:** It transmits the information to those whose are outside the organization.

Decisional Roles

There are four decisional roles that a manger has to perform:

- He has to perform the entrepreneur's role by initiating change and taking risk which is involved in introducing change.
- He has to assume the role of a disturbance handler by taking charge whenever the organization is threatened whether due to external and internal reasons.
- He performs the role of an allocator of resources.
- He performs the negotiator's role in which he deals with those situations where he has to enter into negotiations on behalf of the organization.

Assuming that a manager is one who directs the activities of other persons and undertakes the responsibility for achievement of objectives through efforts, successful management seems to rest on three basic developable skills: technical, human, conceptual. The relative importance of these three skills varies from the level of managerial responsibility. These essential skills which every manager needs for doing better management are called managerial skills.

Technical Skills

A technical skill is the ability to perform the given job. Technical skills are those who help the managers to use different machines and tools. It also helps them to use various procedures and techniques. The low level managers require more technical skills. This is because they are the in charge of the actual operations.

It refers to the ability & knowledge in using the equipment technique and procedure involved in performing specific task.

Human Skills

Human skills are also called interpersonal skills. It is an ability to work with people. It helps the manager to understand, communicate and work with others. It also helps managers to lead, motivate, and develop team spirit. Human relations are required by all the managers at all the levels of management. This is so, since all the managers have to interact and work with people. It consists of the ability to work efficiently and effectively with other people both as individual and as members of a group.

Conceptual Skills

Conceptual skill is the ability to visualize the organization as a whole. It includes analytical, creative and initiative skills. It helps the manager to identify the causes of the problems and not the symptoms. It helps him to solve the problem for the benefit of the entire organization. It helps the manager to fix the goals for the whole organization and to plan for situation. According to Prof. Katz, conceptual skills are more required by the top level management because they spend more time in planning, organizing and problem solving. It comprises the ability to see the whole organization & the relationship between its parts.

THEORITICAL FRAMEWORK

A theoretical frame work comprises of ideas and together with their definitions and reference to important insightful writing existing hypothesis that is utilized for your specific study. The hypothetical structure must exhibit a comprehension of speculations and ideas that are applicable to the subject of your examination paper and that identify with the more extensive zones of learning being considered. The theoretical structure is frequently not something promptly found inside the writing. You must audit course readings and applicable exploration studies for speculations and logical models that are significant to the examination issue you are examining. The choice of a hypothesis ought to rely on upon its propriety, simplicity of use, and logical force.

The theoretical frame work reinforces the study in the accompanying ways:

- An unequivocal proclamation of hypothetical suspicions allows the pursuer to assess them basically.
- The theoretical frame work interfaces the specialist to existing learning. Guided by a pertinent hypothesis, you are given a premise for your speculations and decision of exploration techniques.
- Articulating the hypothetical presumptions of examination study strengths you to address inquiries of why and how. It allows you to cannily move from just portraying a marvel you have seen to making speculations regarding different parts of that wonder.
- Having a hypothesis helps you distinguish the cutoff points to those speculations. A hypothetical structure tags which key variables impact a marvel of investment and highlights the need to inspect how those key variables may contrast and under what circumstances.

Cognitive Framework

This approach includes many sources of input. It is said that cognitive approach gives more credit to people than any other approaches. This cognitive approach emphasizes on the positive aspect of human behavior. It uses the concepts like expectancy, intention and demand. An item of information is said to be the basic unit of this approach under cognitive approach. In this approach the cognition precedes behavior and constitutes the input in the mind of the people. The basic thinking, perception, information, problem solving, processing is involved. To visualize or to show, the cognition maps are used to comprehend a person to understand a particular element of thought of an individual, group or organization. Dolman, who believed to be appropriate unit of analysis, he felt it as a purpose that is directed towards goals of the organization.

Behaviorist Framework

This approach's root can be traced. These approaches give the value of trade with obvious behavior instead of the elusive mind that had preoccupied earlier psychologists. This approach was given by Ivan Pavlov and Jon B. Watson and gave the study of the human behavior of the human being which is visible than studying the mind which elusive in nature.

It helps the stimulus and responds. This approach means that a human can project different behavior for the same stimulus and he exhibit a response depending on environmental consequences.

Social Learning Framework

This theory was given by Bandura which is a learning process or a cognitive process that takes place in a social context and that occur purely through the observation or direct instruction and even monitors the reinforcement among people.

As per this model, observing and watching other's behavior and action greatly influence individual's behavior and they imitate and learn by proxy. This can be easily explained in terms of child's learning behavior, who imitate their role models and gradually their attitude and behavior starts reflecting the way their role model behaves. The child follows both cognitive as well as behavioral aspect of the people they observe. This theory is the merger of cognitive theories and behavioral theories.

According to social learning framework, the two-way communication between people is the outcome of environmental influence, observed cognitive and thinking patterns and behavioral examples. Bandura (1995) used the term mimicking to explain it in simple term, and call it **"reciprocal causation"**

Bandura (1995) explained the reciprocal causation in his paper, "the interplay between social and developmental trajectories has much to do with four distinctive features of the life course paradigm".

Decision making signifies actual selection of a course of action from among a number of alternatives. It has such importance for the job of managing that management is sometimes described as consisting essentiality of the decision-making process. Decision-making permeates planning, organizing, controlling and all other functions of management. Because of limitations in time, money etc., management is forced to discover a number of alternatives and choose that alternative which is expected to contribute more with less costs and other unsought consequences to the accomplishment of some goal. Since decision-making involves selection from among alternatives the course of action to be followed, it is better regarded as part of the planning process.

Management has to take decisions on all types of problems and matters. Generally, decisions relating to routine matters are decentralized so that top-management can concentrate on vital and strategic decisions and laying down broad policies. It also adds to efficiency of management if decisions relating to distance future are made in advance. However, it needs to be emphasized that decision-making as a rational process should be based on systematic analysis of all pertinent facts and not guided by institution or hunch.

DEFINITION AND NATURE OF DECISION MAKING

Definition

Decision making is the act of choosing the best alternative amongst the various available alternatives, it involves a cut of alternatives between those that are desirable and those that are not.

Decision making involves searching of various alternative actions, evaluating and selecting the best options.

Nature

1) Goal oriented: Decisions are made to achieve some goals.

2) Alternatives: Decision making involves two activities

Search & Choice

3) Dynamic process: Decision making is a process:

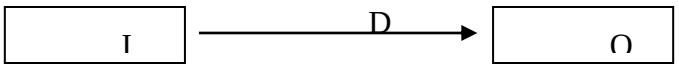


Figure 1: Decision making

4) Pervasive activity: Decision making covers every part of an enterprise that is why it is a pervasive activity.

5) Continuous activity: It is a continuous activity as it is required in every activity of an organization again and again.

6) Integral part of planning: Decision making is core of planning. It is based on forecasts and assumptions which are all part of planning.

7) Commitment of time, effort and money: It involves time, and effort to chose, evaluate and select between various alternatives. Money is required for arranging for meetings for selecting alternative and taking final decisions.

8) Human and social process: Decision making uses: intellectual abilities, intuition and judgment.

DECISION RATIONALITY

Decision rationality refers to the process of making choices between alternatives. The process favors objectivity, logic, and analysis. It does not consider factors which can't be quantified. The process of rational decision making is as follows:

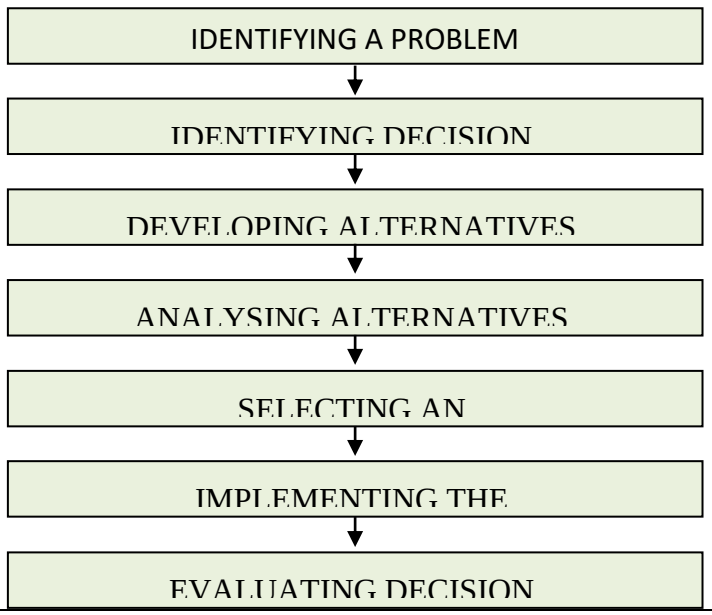


Figure : Process of Rational Decision Making

1) Identifying a problem

- A manager detects a gap between existing and desired performance.
- He compares the current state of affairs against the desired.

2) Identifying decision criteria and allocating weights

- Managers must determine what is relevant in making a decision
- The impact of various factors may not be equal; managers must assign a weight to each criterion. For example: when a manger wants to hire a sales person, he will examine him on the basis of following criteria:
  - Interpersonal skills (30%)
  - Motivation (30%)
  - Product knowledge (20%)
  - Understanding of selling process (20%)

3) Developing alternatives

- List the alternatives that could resolve problem
- Different solutions are used for different problems

4) Analyzing alternatives

- After the alternatives have been identified, the decision maker critically analyses each one.
- The strength and weakness of each alternative is brought out
- Non-feasible alternative are eliminated
- Remaining alternatives are compared again

5) Selecting an alternative

- All the decision criteria are weighted, identified, and analyzed.
- The option should be the one that can be implemented.

6) Implementing the alternative

- Putting the right decision into action
- If the people who would carry out a decision participate in the process; they are likely to support the outcome if they are just told what to do.

7) Evaluating decision effectiveness

- Evaluating the outcome of the decision
- Carefully assessing what went wrong
- Go back to earlier steps
- Analyze which alternative is the best
- Start the decision making process again

TYPES OF DECISIONS

An organization for carrying out business has to take decisions at all levels. To maintain high profile position of the brand, managers have to make many decisions regularly. The following are the two types of decisions:

Programmed decision

Programmed decisions are routine and repetitive and are made within the framework of organizational policies and rules. This type of decision typically does not require much discussion or consideration. They are based on factors that can be easily recognized and identified. This type of decisions have been taken by managers in past so manager is not new to the condition and the decision to be taken in the situation.

Non-programmed decisions

Non-programmed decisions are relevant for solving unique unusual problem in which various alternatives cannot be decided in advance. These types of decision require consideration and are non-recurring. These decisions are taken in situations which are new and require special and creative solutions.

MODELS OF BEHAVIORAL DECISION MAKING

Sometimes decision making must reflect subjective considerations (tastes, etc.) other behavioral aspects include: political forces, intuition, and escalation of commitment, risk propensity and ethics. Decision makers tend to search only until they identify an alternative that meets some minimum standard of sufficiency.

Economic rationality model

- Perspective focuses on how decisions ought to be made.
- Assumes the decision maker is completely rational (i.e., seeks to maximize the payoff and utilizes a search process that proceeds in a planned, orderly and consistent fashion) and is unbiased.
- Assumes that the decision maker has all available information needed to make a decision and that all possible alternatives are considered
- The decision maker selects the optimum or best choice
- Decision making proceeds through the following sequence of steps: problem identification, development of criteria against which alternative solutions can be evaluated, identification of alternative courses of action, evaluation of alternatives, selection of the best alternative, and implementation.

Simon’s bounded rationality model

This theory is given by Herbert. A.Simon. Rationality denotes a style of behavior that is appropriate to the achievement of organizational goals, which are within the limits imposed by given conditions and constraints. Theories of rational behavior may normative or descriptive- that is, they may prescribe how people or organizations should behave in order to achieve certain goals under certain conditions or they may purport to describe in fact how people or organizations behave.

This theory was proposed as an alternative to the mathematical modeling of decision making, which is used in economics, political science and other disciplines.

It refers to the rational principles underlying non-optimizing adaptive behavior of real people. Bounded rationality cannot be defined precisely. It is a problem which needs to be explored. However, to some extent it is possible to say what it is not. Bounded rationality is not irrational behavior. A sharp distinction should be made here. The theory of bounded rationality does not try to explain trust in lucky numbers or abnormal behavior of mentally ill people. In such cases one may speak of irrationality. However, behavior should not be called irrational simply because it fails to conform to norms of full rationality. A decision maker who is guided by aspiration adaptation rather than utility maximization may be perfectly rational in the sense of everyday language use.

Bounded rational decision making necessarily involves non-optimizing procedures. This is the central feature of the concept of bounded rationality proposed.

The judgmental heuristics and biases model

During late 1960s and 70s, a series of papers written by Amos Tversky and Daniel Kahneman revolutionized academic research regarding judgments taken by humans... The main idea of the "heuristic and biases" program is that the judgment under uncertainty often rests on a limited number of simplifying heuristics rather than extensive algorithmic processing. This soon spread beyond academic psychology and affected theory and research across a range of disciplines including economics, law, medicine, and political science. The message was revolutionary in that it simultaneously questioned the descriptive adequacy of ideal models of judgment and offered a cognitive alternative that explained human error without invoking motivated irrationality.

Heuristics are simple and efficient rules which are used by people in forming judgments and decision making. They involve focusing on the problem which is complex and leaving others. The judgmental heuristic and biases model studies the reason of real-world judgments taken by people and the conditions where these judgments prove to be unreliable. Understanding heuristics can help marketers in influencing decisions like the prices paid by people for the goods or the quantity they buy.

Some types of heuristics are:

1) Representativeness

Representativeness refers to make an uncertainty judgment on the basis of the degree to which -

- It has similarity in essential properties to its parent population
- It reflects the process's salient features by which it is generated

Supporting evidence has come from the reports that shows that people ignore base rates, neglect sample size, overlook regression toward the mean, and misestimate conjunctive probabilities.

2) Availability

Availability is used to estimate "frequency or probability by the ease with which instances

or associations flash in our mind".

With contrast to representativeness which involves assessments of similarity or concoctive distance, availability reflects assessment of associative distance. Availability has been reported to be influenced by familiarity, imagination, and vividness, and has been supported by evidence of stereotypic and scenario thinking.

3) Adjustment and anchoring

Anchor is the value which is taken as a starting point and is adjusted until we reach an acceptable value. The adjustments are insufficient usually and therefore influence future assessments.

The social model

Sigmund Freud suggested human beings as bundles of emotions, feelings, and instincts. He further suggested that behavior of humans is guided by their own desires that are not conscious (unconscious). It is just extreme opposite of the economic rationality model. It has an international impact as they provide basic rules which are useful for protocol.

BEHAVIORALLY ORIENTED DECISION-MAKING TECHNIQUES

Decision making techniques which are behaviorally oriented emphasizes the importance participation of employee in the decision making process. Increased participation of employees leads in understanding decision making situations in a better way and helps in identifying more alternatives for a problem. It also helps in increasing productivity of employees, their job satisfaction and reducing turnover ratio of employees.

There two types of techniques;

Traditional participative techniques

- In un-programmed decisions:

Traditionally managers bank on institution, judgment for making up such decisions. Judgments are based on past experience and intuition about the future. It is an economic technique though the decision taken may be wrong at times.

- In programmed decisions:

- They are of routine and repetitive nature.
- Standard procedures of operations and organizational structure are used.
- SOPs are routine work procedures already jotted down. Can be altered with due course of time.

In organized structure, responsibility is assigned and adequate authority is delegated to each manager for performing his responsibilities. Managerial positions which are necessary are created for solving problems of varying nature.

Modern participative techniques

- Marginal analysis: Marginal analysis denotes additional revenue which arises from additional costs. According to principle of economics profits can be made till additional revenue is equal to additional cost. Anything which is earlier than this stage is profit.
- Cost benefit analysis: It seeks the best possible ratio between cost and benefit. Different scales of incurring costs and the advantage which a person can gain in term of

benefits are analyzed here.

- Evaluations of alternatives are done and selection of best is done.
- Risk analysis: Amount of risk involved in a course of action is very important. Traditional techniques are just estimates, which are based on probabilities. This analysis helps a manger in assessing risks involved in a decision.
- Pareto analysis: This principle is based on the 20 to 80 ideas, that is a person can by doing only 20% work generate 80% advantage of completing the job. It is useful when there are too many alternatives and the best is to be selected.
- Experimentation: Experimentation is the process of simulating similar conditions and conducting experiments. It requires time and costs but it is important for big projects which require too much costs.
- Paired comparison analysis: In this analysis, the importance of various alternatives is worked out. It is very good way of finding out the problem that needs solution.
- Operation research or specialized models of decisions: All the alternatives according to their importance are arrayed.
- PMI: Plus Minus Implications are analyses of action by making a table in which all the positive outcomes are jotted in plus column, negative outcomes in negative column and all implications/outcomes in the implication column. It helps in determining the choice of decision.
- Decision tree: In this method visualization of all the alternatives of an action is done as if it is the branches of the tree, with the series of steps involved and the risk involved at same time.
- Preference theory: This method describes that different people have different preference regarding taking risks. Some take fewer risks and some prefer risk as positive challenge. Preference curves are used to know the relative risk at positions of an alternative.

CREATIVITY AND DECISION MAKING, GROUP DECISION MAKING

- Creativity and decision making: Creativity is the process of forming new, unique and unusual ideas or alternatives for doing something. Business environment is very dynamic and competitive because of which organizations have to develop creativity and produce new and unique ideas. Same decisions cannot be helpful for always, as environment keeps on changing the trend, fashion, and market demand also changes. Therefore organizations need to include and develop creativity in its all decisions for be able to develop and grow with the fast paced environment around it. Some problems are faced by organizations which are very unique and new for solving these problems a manager needs to be creative while thinking for the alternatives for that problem.
- Group decision making: Decision-making by groups is not a rare thing to observe in business operations. Board meetings, committees, staff-meetings, conferences, provide examples of decisions-making by groups. Thus, directors at the top of an organization make decisions in their board meetings. Similarly, departmental managers or executives solve number of problems jointly.

In what type of problems, at what level, and how, decision-making by groups may be used

in the organization is a policy matter and rests with higher ups.

But wherever it is resorted to, the appointing authority should lay down in explicit terms the scope and exact functions expected of the group.

If properly handled, decision-making by groups or committees offers following-

Advantages:

- It improves quality of the decision since different viewpoints and opinions are reflected in it.
- Co-ordination of departmental activities through meetings of their respective heads becomes easier.
- Group decision-making provides opportunity for participation by individual representing different interests and thus improves their morale and motivates them for whole-hearted co-operation in carrying out the decisions.
- It provides opportunity for training of employees and their development as future decision makers.

Limitations:

- It is costly as well as time consuming affair and as such cannot be recommended particularly in situations where prompt decisions are required.
- More often differences in opinion and compromises lead to indecision.
- It is also observed that group decisions helps members evade their individual responsibilities
- If an individual member is able to dominate discussions in the meetings, a decision so made does not represent synthesis of viewpoints of different interests.

GROUP POLARIZATION

It is the phenomenon where decisions of group become more extreme and risky. Polarization refers to the reaction and thought process of people over two different views which are like two opposite poles of a magnet. This situation arises as individuals working in a group constantly analyze behavior of other members and attempt to act in more wisely way, which should prove more advantageous to them in comparison to rest. These results in behavior which is not average behavior required for situation, and results in extreme decisions.

Group thinking and group problem solving

- Group thinking: It is a phenomenon of striving consensus by people of a group. It is a situation when people keep their thoughts aside and go for the general opinion within the group. People who are not in support of a opinion maintain silence, no disruption occurs. Group thinking results in making decisions quickly, completing tasks without any conflicts, and finishing the project efficiently.
- Group problem solving: Group problem solving is the process of solving problems by all the members of a group with common acceptance. All group members along with leader should be present and follow each step of decision making. They should solve all problems as a whole, conflict arises, but members should sort out conflicts and act in favor of group’s goal.

5.6 SUMMARY

- Leadership styles are classifications of how a person behaves while directing, motivating, guiding, and managing groups of people. There are many leadership styles. Some of the most widely discussed include: authoritarian (autocratic), participative (democratic), delegative (laissez-faire), transformational, transactional, and situational.
- Great leaders can inspire political movements and social change. They can also motivate others to perform, create, and innovate. As you start to consider some of the people who you think of as great leaders, you can immediately see that there are often vast differences in how each person leads.
- Fortunately, researchers have developed different theories and frameworks that allow us to better identify and understand these different leadership styles.
- In 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership.1 While further research has identified more distinct types of leadership, this early study was very influential and established three major leadership styles that have provided a springboard for more defined leadership theories.
- In Lewin's study, schoolchildren were assigned to one of three groups with an authoritarian, democratic, or laissez-faire leader. The children were then led in an arts and crafts project while researchers observed the behavior of children in response to the different styles of leadership. The researchers found that democratic leadership tended to be the most effective at inspiring followers to perform well.
- Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strongly focused on both command by the leader and control of the followers. There is also a clear division between the leader and the members. Authoritarian leaders make decisions independently, with little or no input from the rest of the group.
- Researchers found that decision-making was less creative under authoritarian leadership.1 Lewin also concluded that it is harder to move from an authoritarian style to a democratic style than vice versa. Abuse of this method is usually viewed as controlling, bossy, and dictatorial.

5.7 QUESTIONS FOR PRACTICE

LONG ANSWER QUESTIONS:

1. What is leadership?
2. What are the sources of power of a leader?
3. What is trait theory? Explain in brief.
4. What do you understand by transformational leadership?
5. Explain transformational leadership.

SHORT ANSWER QUESTIONS:

1. What do you understand by trait theory?
2. What are the essential leadership skills?
3. Explain different styles of leadership
4. Which leadership style is best?
5. Which are the different types of leadership theories?

MCQs:

1. Leader ……. the group of members.

A. Motivates

B. Guides

C. Leads

D. All of above

2. Behavior Theory focuses the …… of leader.

A. Motivation

B. Work

C. **Behavior**

D. Personality

3. Leadership is often more associative with

A. Consistency

B. Planning

C. Paperwork

D. Change

4. Which of the following statement concerning the rational and emotional aspects of leadership is false?

A. A leader can use rational techniques and /or emotional appeals in order to influence followers.

B. Leadership includes actions and influences based only on reason and logic.

C. Aroused feelings can be used either positively or negatively.

D. Good leadership involves touching others' feelings.

5. Participative leadership has which of the following characteristic?

A. Seeks to pick up the mood of the audience.

B. Seeks to involve staff in the decision making process.

C. Takes the view that rewards and punishment motivate staff.

D. Employs a clear change of command.

Answer;

1-d ,2-c ,3-a ,4-a ,5-b

5.8 REFERENCES

- **Secrets of Effective Leadership** by Fred A. Manske.(available on amozon.com)
- **The One Minute Manager** by Ken Blanchard.(available on amozon.com)
- Leaders Eat Last by Simon Sinek
- The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You by John C. Maxwell

UNIT 6- ORGANISATIONAL CLIMATE

STRUCTURE

6.0 Objectives

6.1 Introduction

6.2 Meaning and Concept

6.3 Determinants of Organisational climate

6.4 Organisational culture

6.5 Summary

6.6 Questions for Practice

6.7 References

6.0 OBJECTIVES

After completing this, students will be able to:

- Learn the concept of Organisational climate
- Understand the determinants of organisational climate
- Define the term Organisational culture

6.1 INTRODUCTION

The concept of organisational climate was formally introduced by the human relationists in the late 1940s. Now it has become a very useful metaphor for thinking about and describing the social system. Organisational climate is also referred to as the "situational determinants" or "Environmental determinants" which affect the human behaviour.

Some people have used organisational culture and organisational climate interchangeably. But there are some basic differences between these two terms. According to Bowditch and Buono, "Organisational culture is connected with the nature of beliefs and expectations about organisational life, while climate is an indicator of whether these beliefs and expectations are being fulfilled."

6.2 MEANING AND CONCEPT

Climate of an organisation is somewhat like the personality of a person. Just as every

individual has a personality that makes him unique and different from other persons. Each organisation has an organisational climate that clearly distinguishes it from other organisations.

Basically, the organisational climate reflects a person's perception of the organisation to which he belongs. It is a set of unique characteristics and features that are perceived by the employees about their organisations which serves as a major force in influencing their behaviour. Thus, organisational climate in a broad sense, can be understood as the social setting of the organisation.

Meaning and Definition:

Before understanding the meaning of organisational climate, we must first understand the concept of climate.

"Climate in natural sense is referred to as the average course or condition of the weather at a place over a period of years as exhibited by temperature, wind, velocity and precipitation."

However, it is quite difficult to define organisational climate incorporating the characteristics of natural climate. This is so because the most frustrating feature of an attempt to deal with situational variables in a model of management performance is the enormous complexity of the management itself. People have defined organisational climate on the basis of its potential properties. A few important definitions are as given below.

According to Forehand and Gilmer, "Climate consists of a set of characteristics that describe an organisation, distinguish it from other organisations are relatively enduring over time and influence the behaviour of people in it."

According to Campbell, "Organisational climate can be defined as a set of attributes specific to a particular organisation that may be induced from the way that organisation deals with its members and its environment. For the individual members within the organisation, climate takes the form of a set of attitudes and experiences which describe the organisation in terms of both static characteristics (such as degree of autonomy) and behaviour outcome and outcome- outcome contingencies."

Thus, organisational climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the value of a particular set of characteristics of the organisation. It may be possible to have as many climates as there are people in the organisation when considered collectively, the actions of the individuals become more meaningful for viewing the total impact upon the climate and determining the stability of the work environment. The climate should be viewed from a total system perspective. While there may be differences in climates within departments these will be integrated to a certain extent to denote overall organisational climate.

Characteristics of Organisational Climate:

The nature of organisational climate will be clear from the following characteristics:

1. General Perception:

Organisational climate is a general expression of what the organisation is. It is the summary perception which people have about the organisation. It conveys the impressions people

have of the organisational internal environment within which they work.

2. Abstract and Intangible Concept:

Organisational climate is a qualitative concept. It is very difficult to explain the components of organisational climate in quantitative or measurable units.

3. Unique and District Identity:

Organisational climate gives a distinct identity to the organisation. It explains how one organisation is different from other organisations.

4. Enduring Quality:

Organisational climate built up over a period of time. It represents a relatively enduring quality of the internal environment that is experienced by the organisational members.

5. Multi-Dimensional Concept:

Organisational climate is a multi- dimensional concept. The various dimensions of the organisational climate are individual autonomy, authority structure, leadership style, pattern of communication, degree of conflicts and cooperation etc.

Factors Influencing Organisational Climate:

Organisational climate is a manifestation of the attitudes of organisational members towards the organisation. Researchers have used the data relating to individual perception of organisational properties in identifying organisational climate. Even in this context, there is a great amount of diversity.

Litwin and Stringer have included six factors which affect organisational climate. These factors are:

(i) Organisational Structure: Perceptions of the extent of organisational constraints, rules, regulations, red tape,

(ii) Individual Responsibility: Feeling of autonomy of being one's own boss,

(iii) Rewards: Feelings related to being confident of adequate and appropriate rewards,

(iv) Risk and Risk Taking: Perceptions of the degree of challenge and risk in the work situation,

(v) Warmth and Support: Feeling of general good fellowship and helpfulness prevailing in the work setting.

(vi) Tolerance and Conflict: Degree of confidence that the climate can tolerate, differing opinions.

Schneider AND Barlett give a broader and systematic study of climate dimensions.

They include the following factors:

(i) Management Support,

(ii) Management Structure.

(iii) Concern for new employees

(iv) Inter-agency conflict,

(v) Agent dependence and

(vi) General Satisfaction

Taguiri has identified five factors influencing the organizational climate on the basis of information provided by managers.

These are:

(i) Practices relating to providing a sense of direction or purpose to their jobs-setting of objectives, planning and feedback,

(ii) Opportunities for exercising individual initiative,

(iii) Working with a superior who is highly competitive and competent.

(iv) Working with cooperative and pleasant people,

(v) Being with a profit oriented and sales oriented company. KATZ et. al. have identified five factors which affect individual performance in organisation;

(i) Rules orientation,

(ii) The nurturance of subordinates,

(iii) Closeness of Supervision,

(iv) Universalism,

(v) Promotion-achievement orientation.

Lawrence James and Allan Jones have classified the following factors that influence organisational climate:

(i) Organisational Context: Mission, goals and objectives, function etc.

(ii) Organisational Structure: Size, degree of centralisation and operating procedures.

(iii) Leadership Process: Leadership styles, communication, decision making and related processes.

(iv) Physical Environment: Employee safety, environmental stresses and physical space characteristics.

(v) Organisational Values and Norms: Conformity, loyalty, impersonality and reciprocity.

Richard M. Hodgetts has classified organisational climate into two major categories. He has given an analogy with an iceberg where there is a part of the iceberg that can be seen from the surface and another part that is under the water and cannot be seen. The factors in the visible part that can be observed and measured are called OVERT factors and the factors that are not visible and quantifiable are called covert factors.

Both these factors are shown in the following figure in the form of an iceberg:

The results of the above studies show that it is very difficult to generalise the basic contents of organisational climate, based on these studies. However, some broad generalisations can be drawn and it can be concluded that four basic factors are somewhat common to the findings of most studies.

These factors are:

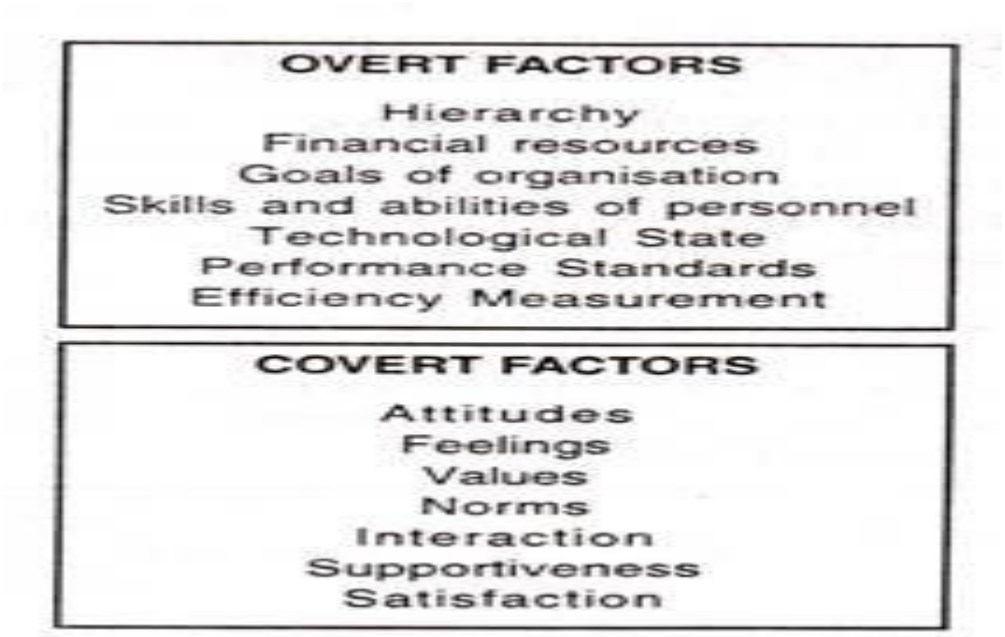
(i) Individual autonomy.

(ii) The degree of structure imposed upon the position.

(iii) Reward Orientation.

(iv) Consideration, warmth and support.

Another common factor can be in respect of conflict and cooperation. But this factor is used in different perspectives by different people.



Impact of Organisational Climate:

Organisational climate influences to a great extent the performance of the employees because it has a major impact on motivation and job satisfaction of individual employees. Organisational climate determines the work environment in which the employee feels satisfied or dissatisfied. Since satisfaction determines or influences the efficiency of the employees, we can say that organisational climate is directly related to the efficiency and performance of the employees.

The organisational climate can affect the human behaviour in the organisation through an impact on their performance, satisfaction and attitudes. There are four mechanisms by which climate affects the behaviour of the employees.

1. Constraint System:

Organisational climate can operate as a constraint system in both the positive and negative sense. This can be done by providing information to the employees about what kind of behaviour will be rewarded, punished or ignored. Thus, behaviour can be influenced by varying degrees of rewards and punishments. Such a constraint system would influence the behaviour of those people who are most interested in those specific values which are assigned to different behavioural outcomes.

2. Evaluation of Self and Others:

Organisational variables may affect behaviour through evaluation of self and others. In this evaluation process both the physiological and psychological variables will be associated. Such evaluation will affect the human behaviour.

3. By Acting as Stimuli:

Organisational factors can influence human behaviour by acting as stimuli. As stimuli they influence individual's arousal level, which is a motivational variable directing human behaviour. The level of arousal will directly affect the level of activation and hence

performance.

4. By Helping the Individual to Form a Perception:

Organisational factors influence the behaviour by helping the individual in forming a perception of the organisation. The perception then influences behaviour. Thus, good organisational climate is instrumental to higher employee satisfaction, better human relations and higher productivity, the role of climate can be explained with the help of the following figure.

The factors indicated in the figure represent major determinants of climate in an organisation and as such represent important areas of management concern. If employees satisfaction and job performance are to be improved, the management must modify these factors so that the employees view climate as favourable to them. Various research studies also confirm the positive relationship between organisational climate and employee performance.

Frederiksen on the basis of laboratory studies involving 260 middle level managers concludes that different organisational climate has different impact on human performance. He summarizes his findings in the following statement.

"It appears that the amount of administrative work in the stimulated job is more predictable in a climate that encourages innovation .than in one that encourages standard procedures and that in an innovative climate, greater productivity can be expected of people with skills and attitudes that are associated with independence of thought and action and the ability to be productive in free unstructured situations."

This study suggests that the performance was more predictable for subjects who worked in a consistent climate than those who had to work in an inconsistent environmental climate. Inconsistent climate was having indirect impact on productivity. Another laboratory study shows that significant differences were found in performance and satisfaction of people in varying organisational climates.

For example, in this study, three types of organisational climates were created:

(i) Authoritarian structured.

(ii) Democratic friendly and

(iii) Achieving business.

It was found that the achieving organisation produced the most in terms of money volumes, numbers of new products and cost saving innovations. People in democratic friendly environment expressed maximum satisfaction with their jobs. However, people in the authoritarian structured organisation produced goods of highest quality because of right specifications put by government orders. Other studies have shown the similar results.

6.3 DETERMINANTS OF ORGANISATIONAL CLIMATE

The important dimensions or components which collectively represent the climate of an organisation are as discussed below:

1. Dominant Orientation:

Dominant orientation of the organisation is an important determinant of climate and it is the major concern of its members. If the dominant orientation is to adhere to established rules and regulations, the climate is characterised by control. If the orientation is to produce excellence the climate will be characterised by achievement.

2. Inter-Personal Relationships:

The interpersonal relationships in the organisations are reflected in the way informal groups are formed and operated. The informal groups may benefit the organisation also, but in some cases it may displace the goals of the organisation.

3. Conflict Management:

In the organisation, there can always be inter-group as well as intra group conflicts. The organisational climate will depend upon how effectively these conflicts are managed. If they are managed effectively, there will be an atmosphere of cooperation in the organisation. If they are not managed properly there will be an atmosphere of distrust and non-cooperation.

4. Individual Autonomy:

If the individual employees are given sufficient freedom to work and exercises authority, it will result in efficiency in operations. The autonomy will lighten the burden of higher level executives.

5. Organisational Control System:

The control system of the organisation can be either rigid or flexible. Rigid control will lead to impersonal or bureaucratic atmosphere in the organisation. There will be minimum scope for self regulation.

6. Organisational Structure:

The organisational structure serves the basis of inter personal relations between superiors and subordinates. It clarifies as to who is responsible to whom and who is to direct whom. If there is centralisation of authority, the participation in decision making by the subordinates will be very less. On the other hand, if there is decentralisation of authority, there will be an atmosphere of participative decision making.

7. Task Oriented or Relations Oriented Management:

The dominant style of managers will also affect the organisational climate. Task oriented approach means that the leadership style will be autocratic. The employees will have to show results or face the punishment. The employee morale will be low in the long run.

If the managers are relations oriented, the climate will be considerate and supportive. There will be team spirit in the organisation because the needs and aspirations of the workers will be given due importance.

8. Rewards and Punishments:

The system of rewards and punishments is also an important component of organisational climate if the reward system is directly related to performance and productivity, there will be an atmosphere of competition among the employees. Everybody will like to work hard and earn more reward in the form of promotions and pay rise. If there is biasedness in the distribution of rewards, the meritorious employees will be discouraged.

9. Communication:

The communication system of the organisation will also affect the organisational climate. The flow of information, its direction, its dispersement and its type are all important determinants. Proper communication system means that the subordinates are in a position to express their ideas, suggestions and reactions, otherwise they will feel frustrated.

10. Risk Taking:

How members respond to risks and whose help is sought in situations involving risks are important in any organisation. If individuals feel free to try out new ideas without any fear they will not hesitate in taking risks. Such an atmosphere will be conducive to innovative ideas.

The above dimensions or components are not mutually exclusive, they often overlap each other. The way in which these different dimensions operate an organisation indicates the underlying philosophy of the management.

Developing a Sound Organisational Climate:

To develop a sound organisational climate is a long term proposition. Organisational climate depends upon the organisational behaviour system. The organisational climate should represent the goals and philosophies of those who join together to create the organisation. The type of climate that an organisation seeks is contingent upon the type of people it has, the type of technology, level of education and expect actions of people in it.

The following techniques are generally helpful in improving the climate of the organisation:

1. Effective Communication System:

There should be a two way communication in the organisation so that the employees know what is going on and react to it. The manager can modify his decision on the basis of feedback received.

2. Concern for People:

The management should be interested in the human resource development. It should work for the welfare of employees and an improvement in their working conditions. For developing a sound organisational climate, the management should have show concern for the people.

3. Participative Decision Making:

The management should involve the employees in decision making process, particularly those decisions which are related to goal setting and affect them. Participative decision making will make the employees committed to the organisation and more cooperative also.

4. Change in Policies, Procedures and Rules:

The organisational climate can also be changed by making changes in the policies, procedures and rules. It is a time consuming process but the changes will also be long lasting if the workers see the changes in policies, procedures and rules as favourable to them.

5. Technological Changes:

Generally, the workers and employees resist any innovative changes. But where

technological changes improve the working conditions of the employees, the change will be easily accepted. Better climate will be there if the management adopts innovative changes in consultation with the employees.

But all the above factors are contingent upon the assumptions of the nature of people in general. For example, the ECONOMIC MAN is basically motivated by money and economic security and hence, economic factors may be used to attract and motivate him. For a SOCIAL MAN positive social relations and interactions are a must. Thus, the creation of a climate where happy family atmosphere prevails is appropriate for him. The self actuating man seeks achievement, accomplishment and meaning in what he does. The organisational climate with a certain degree of freedom is appropriate for him.

Thus, in order to build up a sound organisational climate, management must understand the people in the organisation. The importance must be given to what motivates people's performance in general and building an overall climate conducive to motivation, a keen insight into the individual in particular and tailoring a personal approach to leadership and job design to which the man will respond with commitment. The different types of people suggest that there cannot be any all purpose organisational climate.

Participation and Organisational Climate:

As we have emphasised earlier also, participation is a very effective tool to develop sound organisational climate. Thus, every organisation can make an attempt to develop organisational climate based on participation. Participation is based on democratic value of organisational life.

Bennis has given some basic features of democracy as applied to organisational life. According to him, democracy is basically a system of values.

These values include:

(i) Full and free communication regardless of rank and power.

(ii) A reliance on consensus rather than on the more customary forms of coercion or compromise to manage conflict.

(iii) The idea that influence is based on technical competence and knowledge than on the vagaries of personal whims or prerogative of power.

(iv) An atmosphere that permits and even encourages emotional expression as well as task oriented acts.

(v) A basically human bias, one which accepts the inevitability of conflict between the organisation and the individual but which is willing to cope with and mediate in this conflict on rational grounds.

To summarise, we can say that there are three important ideas in this concept of participation:

1. Mental and Emotional Involvement:

The basic feature of participative system is that there should be mental and emotional involvement of the employees in the administration of the organisation. This involvement is psychological rather than physical. A person who participates is ego involved rather than merely task involved. If there is no psychological involvement of the employees, the

participation is no participation but just a manipulation. In such a situation, the manager tries to make people think that they are participating and having an influence, while in reality they are not.

2. Acceptance of Responsibility:

A second important characteristic of participation is that people are encouraged to accept responsibility. Since people are mentally and emotionally involved in decision making, they have to undertake responsibilities also. Thus, they become both decision makers and executors.

This is a social process by which people become involved in an organisation and want it to work successfully. When people want to do something, they will find a way. Under participative conditions people perceive managers as supportive contributors to the team. Employees are ready to work actively with managers, rather reactively against them.

3. Motivation to Contribute:

Participation motivates people to contribute to the situation. They are given opportunities to use their initiative and creativity towards the objectives of the organisation. Participation uses the creativity of all persons, thereby all of them contribute something in decision making. Contribution is different from consent because in consent the person only confirms what has already been decided. A consent or does not contribute to decision making rather he merely approves what has been decided by others.

6.4 ORGANISATIONAL CULTURE

Organizational culture is said to be one of the most important and vital parts of an organization as it helps us understand the culture within the organization and what kind of culture is followed in different types of organizations. Organizational culture is the basic pattern of shared assumptions, values, beliefs which are considered to be the correct way of thinking and acting in a particular problem. It defines and tells us what is important and what is unimportant. Organizational culture is considered as an important element for managing the change in the organization. Culture can be both input as well as output. Here we will study about the different characteristics of the organizational culture which helps the people in the organization to live in uniformity.

Dominant Culture

This type of culture in a society is referred to as the language, religion, values, rituals and social customs which were established and were set in the society as a whole and were often used as the norms and standards of the organization.

This dominant culture is usually used in those social institutions like communication, educational institutions, artistic expressions, law, political process and business but not always in the majority but to achieve the dominance in these fields. Sociology, anthropology, cultural studies are the major academic discourse fields in which the dominant culture is used and in a multi cultural society the different kinds of culture are celebrated and respected. This type of culture can be promoted by deliberation and suppression of the different cultures or sub cultures.

According to a study in the United States, there is a difference between the indigenous culture of Native Americans and the dominant culture of them. The dominant culture is usually described as “Anglo”, “white” etc. There are some of the Native Americans who are a part of the culture consisting of their own tribe, community or their family while participating in the culture of the Americans which is usually considered as dominant.

There are other American groups which are the ethnic groups are also said to be of dominant culture generally who speak British English and believe in the Christian faith or some of them are Asian Americans, African Americans etc are usually opposed alongside to each other under the dominant culture.

Sub-cultures

While discussing the organizational structure we have already discussed the dominant cultures which are shared mostly by the members of the organization. . But organizations not only consist of dominant culture but also the subculture which is located through various divisions, geographic regions and the occupational groups. There are some countercultures like assumptions, values, beliefs because they are directly opposed by the core values of the organization.

These cultures create the conflict and the dissensions which are particularly the counter cultures. These have two main important functions:

- They maintain the organization standards and the ethical behavior and also prevent the employees who sometimes blindly believe in the set of rules.
- The spawning grounds for emerging values that keep the firm aligned with the needs of the customers, suppliers, society.

STRONG Vs WEAK CULTURES

There are many organizations which have different cultures. There are some stronger and some deeply rooted cultures in most of the organizations. The strong culture has the concept of coherent set of beliefs, values, assumptions and the practices are formalized by the different members of the organization. The strong culture organization has laid emphasis on certain criteria:

- The degree of beliefs, values, assumptions and the practices of the different organizational behavior.
- The number of consistent practices, beliefs, values etc.

There are many proponents of organizational culture which help us in the assumption of the strong, the pervasive function which is beneficial to all the organizations as it helps in promoting motivation.

This helps in facilitating integration and coordination in an organization.

Shareness

This is one of the most important features where people share their feelings in the organization. The semantic knowledge in dementia seem to progress from the loss of specifications of the information to more general and broad concepts.

Intensity

The organization follows various norms. Some of these norms are accepted by all the member of the organization wholeheartedly. Norms that are intensely followed by the bigger section of the people shows the central inclination of the organization. The basic characteristic feature of the intensity norm is, when one member fails to follow the core belief and value of the organization, the other member can clearly tell other that they are living up to the organization's beliefs. Intense norms are predictable and consistent. Thus, norm intensity can be described in terms of how willingly and intensely embrace a particular norm. For example, an organization can be described as intensely emphasizing adaptability or cooperation.

TYPES OF CULTURE

There are different types of organizational culture in an organization. They are as follows:

1. **Collaborate (clan) culture:** This type of culture includes a friendly and an open place to work in and try to share a lot among them. Leaders are the mentors for the employees. Group loyalty and sense of tradition is strong in them and try to lay emphasis on the long-term benefits of human resource development and there is a great importance for a group in cohesion. People are strongly concerned. The organization focuses on teamwork, participation, etc.

2. **Create (Adhocracy) culture:** This is a dynamic, creative, entrepreneurial and a creative place to work. Risk -taking and innovation are motivated by employees and leaders here. The experimentation and uniqueness is always motivated and helps in unifying the organization altogether. They strive to be on the edge of leading. They mostly emphasize on growth and acquiring new resources. Here success for people is gaining uniqueness in new products and services. Individual freedom is encouraged.

3. **Control (hierarchy) Culture:** This type of culture includes a highly structured and a formal place to work. The behavior among employees is governed by the rules and procedures in the organization. Leaders possess the quality of good coordinators and are efficiency minded. Maintaining a smooth running organization is more critical. Formal policies are responsible to bind the group together. The long term goals of an organization are stability, performance and efficient operations. Success is dependable delivery and smooth functioning of the organization. Management wants security and predictability.

4. **Compete (market) Culture:** This type of culture focuses on job completion. People are goal oriented and competitive. There are demanding, hard driving & productive leaders. Wining factor helps in unifying the organization. Reputation and success are common concerns. They focus on the long term competitive actions and help in the measurement of goals and targets. Success means market share and penetration. The important feature in an organization in competitive pricing and market leadership.

5. **Academy Culture:** These are highly skilled and tend to stay in the organization. They include hospitals, large corporation, universities etc.

6. **Baseball team Culture:** They are free agents who have highly prized skills, high demands like advertising, investment banking.

7. **Club Culture:** They are the requirements for the employees, if this culture is to fit in

the groups like: military, some laws firms.

8. **Fortress Culture:** E.g. Savings, loans, large car companies.

CULTURE AND FORMALIZATION

- Formalization is the extent to which rules and regulations and policies and procedures are followed in an organization.
- Hence, culture leads to formalization of behavior.
- And strong culture increases the behavioral consistency.
- Behavioral consistency results in the predictability of how employees perform jobs.
- Opponents say that the behavioral consistency leads to inflexibility where employees may resist changes.

FUNCTIONS OF CULTURE

- Culture provides a sense of identity to members and increases their commitment to the organization.
- Culture is a sense making device for the members of the organization
- Culture reinforces the organization.
- Culture serves as a control mechanism for shaping behavior.
- Mission and strategy shared understanding of primary task.
- Goals are derived from the mission.
- They create a common language and conceptual categories.
- They define the group boundaries and criteria for inclusion and exclusion.
- It means and shows how the goals are achieved.
- It measures in determining how well the group is doing/going.
- It repairs the remedial strategies.
- Distributes the power and status.
- It helps in developing the norms of intimacy love and friendship.
- Defines in allocating rewards and punishment.
- Explaining the ideology and religion.

BEGINNING OF CULTURE IN AN ORGANIZATION

Culture as a root representation sees the association as its way of life, made through correspondence and images, or contending analogies. Society is essential with individual experience creating a mixture of perspectives.

The authoritative correspondence point of view on society, perspectives culture in separate ways:

Selection

- Explicit goal means identifying ideas and hiring individuals who have knowledge, skills and abilities to perform the jobs successfully. The individuals have the consistent values with those of the organization are selected as per the decision maker’s judgments.

- Selection becomes a two-way street as it provides information about the organization to the applicants.
- The result of hiring people who have values consistent with those of the organization.
- Example- applicants for entry level position in brand management at P&G. each encounter seeks the information of the traits that the firm believes highly with what counts.

Top Management

- The action of top management establishes the standards for the organizations. It involves the risk which is desirable.
- The amount of freedom managers should give to their subordinates.
- What actions will pay off in terms of pay rises, promotions, rewards etc?
- It is the action of top management, what they say and how they behave with each other.

Socialization

- Here the new employees are not fully satisfied with the organization's culture. They are unfamiliar with the culture and are potentially likely to disturb the beliefs and customs that are in place.
- Socialization is the organization, helping new employees adapt to its culture.
- It is the process through which the employees are alienated by the customs and traditions of the organization is known as **Socialization.**
- It is the process of adaptation by which new employees are to understand the basic values and norms for becoming accepted members of the organization.

LEARNING CULTURE

A learning culture in organization is the term given to an organization that encourages the learning of its individuals and persistently changes itself.

Learning cultures in organization grows as a consequence of the weights confronting present day associations and empowers them to stay focused in the business environment.

Stories

- During the days when Henry Ford II was the chairman of the Ford Motor Co., the message was Henry Ford II ran company.
- Depicting the past events of the organization actually try to manage this element of culture learning.
- Stories such as these typically contain a narrative events about the organization founders, rule breaking, rags to riches successes, reduction in the workforce, relocation of employees, reactions to past mistakes and organization coping.
- They anchor the present in the past and provide explanations and legitimacy for the current practices.

Rituals and Ceremonies

- Rituals are repetitive sequences of activities that express and reinforce the key values

of the organization, what goals are most important and which are expendable.

- College faculty members undergo a lengthy ritual in their quest for permanent employment tenure.
- One of the best known corporate rituals is Wal-Mart company chant.
- It is the repetitive sequential activity reinforcing the values of the organization.

Material Symbols

- The head quarters of Alcoa does not look like your typical head office operation: they are the few individual offices and the informal corporate headquarters conveys to employees that Alcoa values openness, equality etc.
- The corporations provide their top management with a variety of expensive perks. Others provide fewer and less elaborate perks.
- The layouts of the corporate headquarter types of auto mobiles top management that are given.
- Conveying social equality, desired organizational behavior etc. by top management.

Language

- Many organizations and units use language as a way to identify members of a culture or subculture. By learning this language, members attest to their acceptance of the culture and help to preserve it.
- Organizations over time develop unique terms to describe equipments, offices, key personnel, suppliers, customers.
- New employees are frequently are overwhelmed with the job within a short period of time.

CHANGING ORGANIZATIONAL CULTURE

Since stories help characterize an organization's way of life, it’s simple to utilize them to change that culture. Essentially get individuals to tell stories that intensify the best parts of the association. More vital advice, positive stories regularly to muffle the sound of contending stories.

Regularly, organizations attempt to epitomize their stories by utilizing a typical vision and statement of purpose. Vision gives the goals. Mission gives the course. Lamentably, vision and statements of purpose regularly are poor stories. They either need show, or contain excessively acting. They are unique and neglect to identify with day-today parts and obligations. They don't captivate specialists. Yet, changing an organization's way of life does rely on upon having a typical system. The structure can be utilized as a part of different approaches to get individuals to impart stories about how individuals over the association convey remarkable execution.

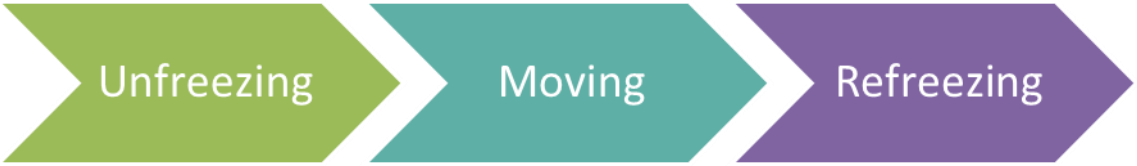
As of late, association have been creating competency systems, which are sets of words and expressions that layout the abilities, information, mentality, and practices that the organizations regards and that representative need to perform their occupations well. Competency structures not just give a strong establishment for ability administration,

additionally are appropriate for society change activities. They give an agreeable setting for making inquiries and captivating specialists to tell stories about what they do well. Utilizing a competency structure is the most ideal approach to produce various stories that represent the best parts of the organization and, all the while, to viably change the way of life to improve things. This is an issue of volume. The trap is to counter the negative stories with genuine stories about positive encounters in the association with no embellishments or altering

The Change Process

This process was given by **KURT LEWIN.** He gave a three step model for cultural change. It includes three steps:

Figure 1: Three step model for cultural change



Unfreezing: it means getting ready for change. It includes following activities:

- Arouse dissatisfaction with the current state.
- Activate and strengthen top management.
- Use participation in decision making
- Build in rewards.
- This stage is about getting ready to change. It involves to a point of understanding that change is necessary and getting ready to move away from our current comfort zone.

Moving: It means making the change. It includes the following activities:

- Establish goals.
- Institute smaller, acceptable changes that reinforce and support the change.
- Develop management structures for change.
- Maintain open, two way communication.

Refreezing: It means stabilizing the change. It include following steps:

- Build success experience.
- Reward desired behavior.
- Develop structures to institutionalize the change.
- Make the change work.

PROFESSIONALISM

An individual's hard-working attitude is a portrayal of his person. A solid hardworking attitude recommends that the individual places a high worth on working effectively, just as regarding others and working with respectability. Professionalism is a part of the idea of a

hard-working attitude, which portrays how an individual comes to function and acts at work. There are multiple ways an individual can represent demonstrable skills at work. Let's know What is Professionalism?

What is Professionalism?

Professionalism is usually perceived as a singular's adherence to a bunch of norms, implicit rules, or an assortment of characteristics that portray acknowledged practice inside a specific space of action. It is the ability, practical insight, and pleasant conduct that is normal for a prepared individual to do a task competently.

Things to Keep in Mind to Reflect Professionalism

Being Punctual

Being on time is one of the most basic characteristics of polished skills. An expert individual comes to work before his shift, gets comfortable, and is prepared to work for the span. He is dependable at meetings with customers and gatherings with staff and the board. His work is finished on schedule and he fulfills record-breaking constraints given to him.

Assuming Liability and Providing Accountability

Another expert quality is being responsible for your activities. Somebody with a serious level of polished methodology assumes liability for his tasks, his activities, and any issues that emerge coming about because of his work. If an issue happens where a customer didn't get the item in time because the colleague neglected to communicate it to the activity's place, the expert individual will assume liability and make a move to determine the issue. There is no shifting responsibility elsewhere with an expert representative.

Being Well-Organized and maintaining standards

An expert representative is efficient. This assists him with tackling his work productively and adequately. His work area is all together with just the fundamental documents perfectly situated for him to chip away at. His work area has records for structures, pamphlets, and supplies he needs to tackle his work appropriately. This keeps him from expecting to go around to search for staples while in a show.

Maintaining Professional Image and Good Hygiene

The worker who comes to work with his garments squeezed, shirt wrapped up, and coordinating with socks has set aside the effort to guarantee his appearance satisfies the guidelines for his work. His garments are perfect, his hair is brushed and he has tried to clean his teeth and use antiperspirant. He'll utilize mints after lunch or clean his teeth once more. He needs to ensure his initial feeling in any circumstance is a good one. Individuals have more confidence in somebody who has set aside the effort to guarantee an expert appearance.

Being Consistent and Proficient

At the point when somebody has a solid hard working attitude, they are determined in ensuring work finishes and is done appropriately.

This implies that work is reliably progressed nicely and proficiently executed. Business pioneers need this degree of polished skill in all representatives since mistakes and defer cost cash and make different issues.

Having a Modest and Kind Behaviour

An expert representative is certain yet doesn't stroll around the workplace haughtily promoting his achievements. He is modest and kind and will present to help other people. He is a cooperative person who comprehends his commitment as one piece of a greater condition. Thus, he works with others to ensure that everybody is accomplishing all that they can.

Characteristics of Professionalism

What are the qualities that will stamp you out as an expert? How about we see eight key attributes:

1. Capability

As an expert, you take care of business – and progress admirably. Your capacities match the prerequisites of your job, and you regularly produce results that surpass assumptions.

Yet, you never furrow on just to look good. All things considered, your demonstrable skill permits you to deal with your own and others' assumptions and to request support when fundamental.

2. Information

Demonstrable skill includes creating itemized, exceptional information, which is regularly profoundly specific. At each phase of your profession, you can endeavor to dominate your job – and continue to add to what you know.

Set your insight in motion. Being proficient means feeling sure to show what you know – not intended for self-advancement, but rather to help yourself as well as other people to succeed.

3. Reliability

Demonstrable skill includes being solid, setting your exclusive expectations, and showing that you care about each part of your work. It's tied in with being innovative and coordinated, and considering yourself responsible for your considerations, words, and activities.

Yet, don't mistake scruples for working longer hours than every other person, or fixating on subtleties. Genuine experts design and focus on their work to monitor it, and they don't allow compulsiveness to keep them down.

4. Respectability

Respectability is the thing that keeps proficient individuals consistent with their promise. It likewise stops them from undermining their qualities, regardless of whether that implies taking a harder street.

Respectability is bound up with being straightforward – to yourself, and to individuals you meet. Your convictions and practices are adjusted, and everybody can see that you're certifiable.

5. Regard

Demonstrable skill implies being a good example for neighborliness and great habits – to everybody, not simply those you need to dazzle.

Additionally, you show that you regard others by considering their requirements, and by assisting with maintaining their privileges.

6. Passionate Intelligence

To be a genuine expert you need to remain proficient significantly under tension. This takes procedures for dealing with your feelings, in addition to an unmistakable consciousness of others' sentiments. So, passionate insight is fundamental.

Once in a while, polished methodology implies holding your feelings within proper limits. However, on different occasions express your sentiments, have significant discussions, or go to bat for what you trust in.

7. Aptness

A major piece of being proficient is knowing what's fitting in various circumstances. It stays away from ponderousness or upset, supports your believability, and assists you with having a sense of safety in your job.

Suitability identifies with visible presentations, for example, dress, individual preparation, and non-verbal communication.

Be that as it may, it likewise covers how you talk and compose, the subjects you decide to examine, and how you act with others.

8. Certainty

Very much established certainty consoles and propels others, boosting your capacity to impact and lead. It additionally pushes you to take on new difficulties, since you don't fear harming your expert standing if things turn out badly.

9. Confidence

Be amenable and articulate whether you're collaborating with clients, bosses, or collaborators. You need to keep yourself calm, in any event, during tense circumstances. Your non-verbal communication and looks impart volumes, so be certain they are passing on the message you need others to hear.

10. Maintaining Proper Telephone Protocols

Your telephone manners are likewise a significant part of expert conduct. This implies recognizing yourself by your complete name, organization, and title when you place a call. Be sure not to overpower the conversation and listen energetically to the other party. Return brings on time and circles back to any activities you consent to during a discussion.

11. Moral conduct

Epitomizing demonstrable skills additionally intend to be focused on making the best decision. Trustworthiness, open revelation, and truthfulness are the whole attributes of moral conduct. Numerous associations remember a guarantee to moral conduct for their set of accepted rules. Experts can take on an individual set of accepted rules and make a similar responsibility on a singular premise.

12. Isolates individual and expert

Experts comprehend the significance of isolating their day-to-day routines from their expert lives. While experts might encounter similar difficulties in their own lives as others, they

keep a reasonable distance between their expert lives and working environment attitude.

13. Enthusiastic control

Enthusiastic control is one more key quality of polished skill. Experts comprehend the significance of keeping up with their self-control and remaining quiet in all circumstances. By resisting the urge to panic, in any event, during testing minutes, others can depend on them to be judicious and of savvy instinct.

14. Soft abilities

Delicate abilities are close to home ascribes that permit somebody to interface successfully with others. Delicate abilities incorporate things like administration, basic reasoning, cooperation, and relationship-building abilities. Delicate abilities assist experts with acting obligingly while tending to partners and directors, utilize the right language when imparting, intend the and regard the assessments of others.

15. Admit That You Made a Mistake

Experts are responsible for their activities consistently. On the off chance that you commit an error, own ready and attempt to fix it if conceivable. Try not to attempt to find fault with an associate. If your association submitted with some mistakes, accept obligation and work to decide the issue.

Intend the Professionalism makes you sure with regards to what you're doing now, yet consistently anxious to improve and accomplish more.

The significance of Professionalism

The specialists concur that demonstrable skill is probably the greatest factor in your degree of vocation achievement. This quality influences each part of how you take care of your work. An absence of demonstrable skill can cost you a task or advancement, and it can even place your preferred choice for a cutback. This is the reason with time, one should keep in mind their expert turn of events. Your level of evident expertise can address the choosing snapshot of your profession, without it, you will not at any point be seen genuinely and you may even be researched when it comes time to be considered for headway.

It's a sign of dedication, steadiness, and commitment. A shortfall of a clean approach proposes a shortfall of respect towards a business, which can influence your ability to discover some work. One explanation of demonstrable skill is so significant on the grounds that it's an outward showcase of your mentality toward your work and your organization.

What Is The Most Effective Method To Work On Your Professionalism?

Regardless of whether you don't have a lot of involvement in polished methodology yet, there are many advances you can take to improve as you plan to enter the labor force. Graduates can look over their demonstrable skills by discovering a tutor who will show others how it is done.

Occasions and meetings are one more extraordinary spot to rehearse polished skill. You can utilize organizing occasions to acquire significant experience doing your absolute best. They're likewise a chance to see how others act in an expert setting.

Go to employment occasions for work on showing your demonstrable skill one-on-one. In case you're feeling brave, you can even ask the associations you make whether they thought

you acted in an expert way or regardless of whether there's something you could do to improve.

Benefits of Professionalism

Professional development is essential for your growth in the industry you work in. Attending informative seminars is probably the biggest supporter of new data in particular callings. It can likewise help representative maintenance since it develops and protects the best ability. There is consistently space for the development and improvement of expert abilities. Going to a meeting or course can give representatives better approaches to hone abilities inside their callings. The more information a singular increases in a particular range of abilities, the more certainty they will have when playing out these abilities. The following are the main benefits of professional development.

Proficient improvement assists workers with remaining intrigued and fascinating.

Proficient improvement frees us up to additional opportunities, procedures, information, and ability regions.

Proficient improvement guarantees that information and abilities stay important and exceptional.

It additionally permits workers to be more mindful of altering patterns and bearings in an industry.

It assists workers with continuing to not exclusively be skilled in their calling, yet in addition, dominate in it. It ought to be a continuous interaction that proceeds all through a person's profession.

Representatives can get groundbreaking thoughts and give them to customers through improved administrations and expanded execution.

Increments procuring potential and employment opportunities.

Can make the way for future vocation changes.

Can give organizing openings.

Professionalism isn't the work you do, it means how you do the work. It includes reliably accomplishing exclusive expectations, both noticeably and "in the background" – whatever your job or calling. Proficient attributes allude to the characteristics an individual represents in a business climate. Demonstrable skill incorporates norms for conduct and the representative's capacity to epitomize the organization's qualities and do what their boss expects of them. Polished skill is important for the drawn-out accomplishment of any business, enormous or little. It guarantees that client connections are kept up with, worker cooperatives are positive, and that an organization meets its objectives and targets.

How to show professionalism in the workplace

Professionalism in the workplace is something that must be practiced daily if you want to increase your level of respectability and trust.

Here are some ways you can show professionalism at work on a daily basis:

1. First, arrive on time

Arriving on time shows how serious and committed you are. Whether you have a scheduled

appointment or are simply arriving for work in the morning, getting there at the agreed-upon or expected time portrays your dedication to being professional. It also shows that you are able to manage time well and managers can trust in your punctuality.

2. Second, dress appropriately

If your company has a dress code, be sure to follow this at all times. For example, if your organization asks that employees dress in a business casual way, strive to wear nice pants or a skirt and an appropriate top that has been ironed every day. Even if other employees do not maintain the dress code, you should be considerate of your company's wishes and abide by the rules to demonstrate professionalism.

3. Third, become an expert at your job

In order to serve clients and your company as a whole, you should be as knowledgeable as possible in your field. Make a decision to study hard and learn anything that you have not had the chance to learn. Knowing how to perform your job efficiently, effectively and in an expert manner portrays your dedication to not only your position but also your overall professionalism.

4. Fourth, practice basic manners

As simple as it may seem, using basic manners such as saying 'please,' 'thank you' and 'excuse me' can show professionalism at work. If you are not used to using these terms, begin practicing them in your day-to-day life so that they become a normal part of your working vocabulary.

5. Last, commit yourself to workplace ethics

Ethics are unwritten rules that help you decide between right and wrong in the workplace. Abiding by workplace ethics can show that you are dedicated to remaining professional in all situations and that you are able to make important and sometimes challenging ethical decisions. An example of practicing workplace ethics includes asking for help when you don't know how to complete a task rather than risking completing it in a subpar way. Another example is reporting instances of ethical violations when you witness these situations in the workplace.

Examples of professional behavior at work:

The following are a few specific examples of professionalism in the workplace:

Example: You have a disagreement with a coworker on how to best complete a project. The coworker has upset you and refuses to hear your ideas as to how the project should be done. Rather than gossiping about your coworker to others or sending your coworker an unprofessional email, you ask to speak with your manager in private about the best way to address the situation.

Example: You have a meeting with your manager that is set to begin at 9 a.m. Rather than arriving exactly at 9 a.m., you arrive no later than 8:45 a.m. to prepare for the meeting and go over your notes.

Example: You have made a mistake on a project that will impact when the project is able to be turned in. Instead of trying to place the blame on other members of your team who are also working on the project, you approach your manager and let them know that you have

made a mistake. You then ask your manager what you can do to fix the mistake and let them know that you will strive to ensure it doesn't happen again.

Example: In a meeting, you raise your hand to share an educated opinion on what is being discussed. You keep your share to a few minutes so that others in the meeting will also have the opportunity to provide input.

6.5 SUMMARY

- Organizational climate is a barometer for judging the employee sentiment about their employers' policies and practices. By measuring the readings of this barometer, organizational policies and practices can be made more aligned with organizational goals and strategy.
- Unlike organizational culture, which is a more fuzzy concept, organizational climate can be easily segregated into concrete categories with a direct relation to the measured outcomes (Parker et al., 2003). This flexibility makes it a vital variable for those in leadership positions, who can then measure the anticipated response for a new policy or change or even employee's responses to an existing policy's measures.
- Organizational climate is an construct referring to the shared meaning attached to an organization's policies, practices, and measures that are associated with the employee experience (Schneider et al., 2013). The term has a lot in common with organizational culture, which denotes the shared meaning attached to the beliefs, assumptions, and values associated with how work is done and the norms that guide behaviour within the organization (Carvalho et al., 2019; Schein, 1991).
- Organizational climate helps measure employee perceptions
- However, unlike organizational culture, which is a combined response and understanding of "how things work around here", the idea of organizational climate can capture the slice of response towards a specific policy, measure, change, or even a leader. This is why researchers usually focus on different levels of the organization when estimating climate.
- Organizational climate helps assess safety
- A good example are the studies into organizational safety climate affecting the way supervisors communicate and monitor safety behaviour which, in turn, affects the

priorities set by the employees, their attitudes, and compliance (Curcuruto et al., 2018).

- The measurement of organizational climate depends on its intended use. It can be assessed through surveys which measure inter-rater agreement for the construct when measured as a whole (James et al., 2008). However, it is suggested that it is better to restrict the construct's measurement to a specific area which can be related to its direct outcomes (Svyantek & Bott, 2004).
- One such example is measuring how strong organizational climate is in the domain of customer service, which yields a score through a longitudinal lens. This links positive customer service climate to higher customer satisfaction and higher financial performance for the organization (Schneider et al., 2009).

6.6 QUESTIONS FOR PRACTICE

LONG ANSWER QUESTIONS:

1. What are the various determinants of organisational culture?
2. State the important benefits of professionalism
3. Explain organisational climate in detail
4. How to show professionalism at workplace? Explain along with two examples
5. List some features of professionalism.

SHORT ANSWER QUESTIONS:

1. Define professionalism
2. Give the meaning of Organisational culture
3. Explain the term organisational culture
4. State some features of organisational climate
5. Differentiate between strong v/s weak cultures.

MCQs:

1. The concept of organisational climate was formally introduced by the human relationists in the late _____.

A. 1940s

B. 1950s

C. 1960s

D. 1970s

2. _____ is connected with the nature of beliefs and expectations about organisational life.

A. Organisational climate

B. Organisational culture

C. Human Behaviour

D. Regular activities

3. A second important characteristic of participation is that people are encouraged to accept _____ .

A. Bribe

B. Undue Advantage

C. **Responsibility**

D. Duty

4. The _____relationships in the organisations are reflected in the way informal groups are formed and operated.

A. Personal

B. Social'

C. Illegal

D. **interpersonal**

5. _____ is usually perceived as a singular's adherence to a bunch of norms, implicit rules, or an assortment of characteristics that portray acknowledged practice inside a specific space of action.

A. Professionalism

B. Unprofessionalism

C. Personalism

D. Behaviour

Answer;

1-a ,2-b ,3-c ,4-d ,5-a

6.7 REFERENCES

- Business organization by – S Chand & Co.
- Management and its principles by Y. C Keshav.
- The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey, Jim Collins
- The Power of Professionalism by Bill Wiersma.