



ORGANIZATIONAL BEHAVIOR

UNIT-01 -INTRODUCTION TO ORGANIZATION

meaning, nature, scope of ob.conceptual Models Organizational Behavior,factors affecting organizational behavior

MEANING OF ORGANIZATION

An organization is a **group of people with a defined relationship in which they work together to achieve the goals of that organization**. This relationship does not come to end after completing each task.

DEFINATION-“Organisation is the process of identifying and grouping the works to be performed, defining and delegating responsibility and authority and establishing relationship for the purpose of enabling people to work more effectively together in accomplishing objectives.”

NATURE OF ORGANISATION:

There are some common features of organisation through which a clear idea about its nature can be obtained. These are indicated below:

1. Process:

Organisation is a process of defining, arranging and grouping the activities of an enterprise and establishing the authority relationships among the persons performing these activities. It is the framework within which people associate for the attainment of an objective. The framework provides the means for assigning activities to various parts and identifying the relative authorities and responsibilities of those parts. In simple term, organisation is the process by which the chief executive, as a leader, groups his men in order to get the work done.

2. Structure:

The function of organising is the creation of a structural framework of duties and responsibilities to be performed by a group of people for the attainment of the objectives of the concern. The organisation structure consists of a series of relationships at all levels of authority.

An organisation as a structure contains an **“identifiable group of people contributing their efforts towards the attainment of goals.”** It is an important function of management to organise the enterprise by grouping the activities necessary to carry out the plans into administrative units, and defining the relationships among the executives and workers in such units.

3. Dividing and Grouping the Activities:

Organising means the way in which the parts of an enterprise are put into working order. In doing such, it calls for the determination of parts and integration of one complete whole on the other. In fact, organisation is a process of dividing and combining the activities of an enterprise. Activities of an enterprise are required to be distributed between the departments, units or sections as well as between the persons for securing the benefits of division of labour and specialisation, and are to be integrated or combined for giving them a commonness of purpose.

4. Accomplishment of Goals or Objectives:

An organisation structure has no meaning or purpose unless it is built around certain clear-cut goals or objectives. In fact, an organisation structure is built-up precisely because it is the ideal way of making a rational pursuit of objectives. Haney defines organisation as: **“a harmonious adjustment of specialised parts for the accomplishment of some common purpose or purposes”**.

5. Authority-Responsibility Relationship:

An organisation structure consists of various positions arranged in a hierarchy with a clear definition of the authority and responsibility associated with each of these. An enterprise cannot serve the specific purposes or goals unless some positions are placed above others and given authority to bind them by their decisions. In fact, organisation is quite often defined as a structure of authority-responsibility relationships.

6. Human and Material Aspects:

Organisation deals with the human and material factors in business. Human element is the most important element in an organisation. To accomplish the task of building up a sound organisation, it is essential to prepare an outline of the organisation which is logical and simple. The manager should then try to fit in suitable men. Henry Fayol says in this connection: **“see that human and material organisations are suitable”** and **“ensure material and human order”**.

From these features of organisation, it emerges that, an organisation is essentially an administrative ‘process’ of determining what activities are necessary to be performed for the achievement of objectives of an enterprise, dividing and grouping the work into individual jobs and, a ‘structure’ of positions arranged in a hierarchy with defined relationships of authority and responsibility among the executives and workers performing these tasks for the most effective pursuit of common goals of the enterprise.

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

ORGANIZATIONAL BEHAVIOUR

It is **concerned with the understanding, prediction and control of human behaviour in organizations**. It focuses on the individuals, the groups and the organization and also on their interactional relationships. It is the study and application of knowledge about how people act with organizations.

Features of Organizational Behavior (Characteristics or Nature of OB)

- A Separate Field of Study and not a Discipline Only.
- An Interdisciplinary Approach.
- Applied Science.
- Normative Science.
- A Humanistic and Optimistic Approach.
- A Total System Approach.

a.A Separate Field of Study and not a Discipline Only

By definition, a discipline is an accepted science that is based on a theoretical foundation. But, OB has a multi-interdisciplinary orientation and is, thus, not based on a specific theoretical background. Therefore, it is better to reason to call OB a separate field of study rather than a discipline only.

b.An Interdisciplinary Approach

Organizational behavior is essentially an interdisciplinary approach to study human behavior at work. OB tries to integrate the relevant knowledge drawn from related disciplines like psychology, sociology, and anthropology to make them applicable for studying and analyzing organizational behavior.

c.An Applied Science

The very nature of OB is applied. What OB basically does is the application of various research to solve the organizational problems related to human behavior. The basic line of difference between pure science and OB is that while the former concentrates on fundamental research, the latter concentrates on applied research. OB involves both applied research and its application in organizational analysis. Hence, OB can be called both science as well as art.

d.A Normative Science

Organizational Behavior is a normative science also. While positive science discusses the only cause-effect relationship, OB prescribes how the findings of applied research can be applied to socially accepted organizational goals. Thus, OB deals with what is accepted by individuals and society engaged in an organization. Yes, it is not that OB is not normative at all. In fact, OB is normative as well which is well underscored by the proliferation of management theories.

e.A Humanistic and Optimistic Approach

Organizational Behavior applies a humanistic approach towards people working in the organization. It deals with the thinking and feeling of human beings. OB is based on the belief that people have an innate desire to be independent, creative and productive. It also realizes that people working in the organization can and will actualize these potentials if they are given proper conditions and environments. The environment affects performance of workers working in an organization.

f.A Total System Approach

The system approach is one that integrates all the variables, affecting organizational functioning. The systems approach has been developed by behavioral scientists to analyze human behavior in view of his/her socio-psychological framework. Man's socio-psychological framework makes the man a complex one and the systems approach tries to study his/her complexity and find a solution to it.

OBJECTIVES OF ORGANIZATIONAL BEHAVIOUR.

- Improving Employee Behaviour
- Enhances Leadership Skills
- Increases the Motivation of Employees
- Assists in Organisational Change
- Creating a Desirable Workplace Culture

Improving Employee Behaviour

With the help of organizational behaviour, it is easy to understand employees' behaviour and access their workplace situation. It also helps in analyzing how employees' positive and negative behaviour while working can impact the workflow. And through all these necessary steps can be taken to handle any situation that may arise.

For example, we can analyze why a particular employee's deadlines are not being met by observing their organizational behaviour.

Enhances Leadership Skills

To become an effective leader, it is necessary to understand organizational behaviour. When one is in a higher position, it is essential to look into the factors that affect employees' or subordinates' behaviour in the workplace. Once the reasons are understood, effective steps can be taken immediately. Leadership skills ensure to handle the employees work effectively and efficiently.

Increases the Motivation of Employees

When they look through the employees' perspective, they will always find it motivating that their problems are being understood and reasons for their behaviour, in a certain

way, are taken into consideration. When effective feedback is taken, the employees feel valued and satisfied. It motivates them to work in a better way, which will, in turn, increase productivity.

Assists in Organisational Change

When working in an organization, the employees have to undergo several changes like technological changes, customer tastes, etc. And any difficulty that arises can be solved without having any significant effect on the working by looking into it prior.

Creating a Desirable Workplace Culture

By taking steps to understand organizational behaviour, desirable workplace culture is created. The employees feel satisfied and vital. It helps understand what leadership style must be used, hiring strategies, compensation, etc.

SCOPE/IMPORTANCE /NATURE OF OB

1. A Separate Field of Study and not a Discipline Only By definition, a discipline is an accepted science that is based on a theoretical foundation. But, O.B. has a multi-interdisciplinary orientation and is, thus, not based on a specific theoretical background. Therefore, it is better reasonable to call O.B. a separate field of study rather than a discipline only.

2. An Interdisciplinary Approach Organizational behaviour is essentially an interdisciplinary approach to study human behaviour at work. It tries to integrate the relevant knowledge drawn from related disciplines like **psychology, sociology and anthropology** to make them applicable for studying and analysing organizational behaviour.

3. An Applied Science The very nature of O.B. is applied. What O.B. basically does is the application of various researches to solve the **organizational problems related to human behaviour**. The basic line of difference between pure science and O.B. is that while the former concentrates on fundamental researches, the latter concentrates on applied researches. O.B. involves both applied research and its application in organizational analysis. Hence, O.B. can be called both science as well as art.

4. A Normative Science Organizational Behaviour is a normative science also. While the positive science discusses only cause effect relationship, O.B. prescribes how the findings of **applied researches can be applied to socially accepted organizational goals**. Thus, O.B. deals with what is accepted by individuals and society engaged in an organization. Yes, it is not that O.B. is not normative at all. In fact, O.B. is normative as well that is well underscored by the proliferation of management theories.

5. A Humanistic and Optimistic Approach Organizational Behaviour applies humanistic approach towards people working in the organization. It, deals with the thinking and feeling of human beings. O.B. is based on the belief that people have an innate **desire to be independent, creative and productive**. It also realizes that people working in the organization can and will actualize these potentials if they are

given proper conditions and environment. Environment affects performance of workers working in an organization.

6. A Total System Approach The system approach is one that integrates all the variables, affecting organizational functioning. The systems approach has been developed by the behavioural scientists to analyse human behaviour in view of his/her **socio-psychological framework**. Man's socio-psychological framework makes man a complex one and the systems approach tries to study his/her **complexity and find solution to it**.

SCOPE OF OB

“OB is a field of study that investigates the impact that individuals, groups, and structure have on behaviour within organizations, for the purpose of applying such knowledge towards improving an organisation's effectiveness”. The scope of OB involves three levels of behaviour in organizations: individuals, groups and structure

. 1. Individual Behaviour

(i) Personality (ii) Perception (iii) Values and Attitudes (iv) Learning (v) Motivation

2. Group Behaviour (i) Work groups and group dynamics (ii) Dynamics of conflict (iii) Communication (iv) Leadership (v) Morale

3. Organization: Structure, Process and Application

(i) Organizational Climate (ii) Organizational Culture (iii) Organizational Change (iv) Organizational Effectiveness (v) Organizational Development

FACTORS AFFECTING ORGANIZATIONAL BEHAVIOR





People

People make up the internal social system of the organization. That system consists of individuals and groups and groups may be large and small, formal and informal

Groups are dynamic.

Group form, change and disband. Since the organization is a combination of a group of people, managers must handle the people in the right direction. This is very challenging to guide people or employees who have different educational backgrounds, talent, and perspectives. So managers must understand predict and control the people. They build up a relationship among the employees and motivate themselves.

Structure

The structure defines the formal relationship and use of people in the organization. There are managers and employees, accounts assemblers to accomplish different kinds of activities. They are related structurally so that their work can be effectively coordinated. Because there is no organization can be successful without proper coordination.

Many organizational structures have become flatter. This downsizing and restructuring have occurred as a result of the pressure to lower costs while remaining competitive. Other structures have grown more complex as a result of mergers,

acquisitions, and new ventures. Several organizations have experimented with hiring contingent workforces (temporary, part-time, or contract employees).

Technology

Technology provides the resources with which people work and affects the tasks that they perform. They cannot accomplish work with their bare hands. The technology used has a significant influence on working relationships. The great benefit of technology is that it allows people to do more and better work, but it also restricts people in various ways. It has cost as well as benefits.

Examples of the impact of technology include the increasing use of robots and automated control systems in an assembly line.

The dramatic shift from a manufacturing to a service economy, the impressive advances in computer hardware and software capabilities, the rapid move toward the widespread use of the information highway (internet).

And the need to respond to societal demands for improved quality of goods and services at acceptable prices. If any person has a lack of technological knowledge he/she cannot work. Moreover, technology decreases per unit cost and improves the quality of the products and services.

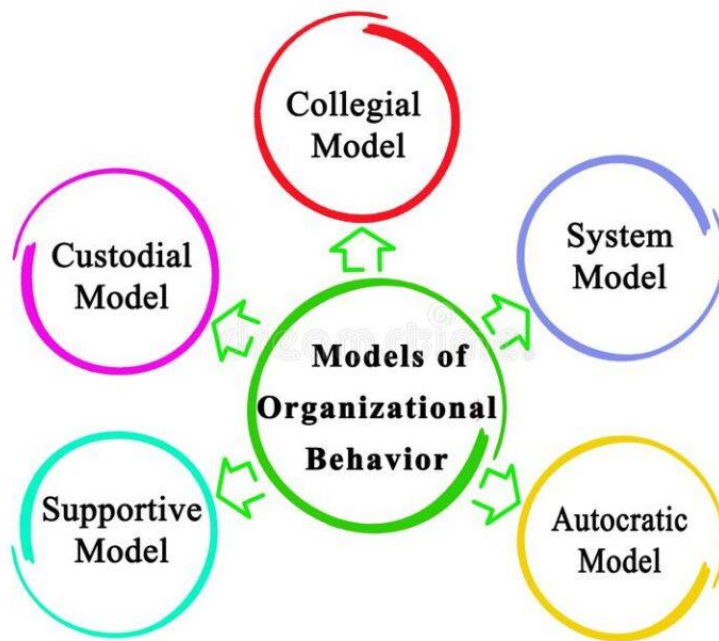
Environment

All organizations operate within an internal and external environment. A single organization does not exist alone. An organization is a part of a larger system that contains many other elements, such as the government, the family, and other organizations. Numerous changes in the environment create demands on organizations.

ORGANIZATIONAL BEHAVIOR MODEL

Meaning of Organizational Behavior Model: – Organizational behavior model is a basic structure that shows the relations between employees at different levels in the organization. Organizational behavior model reflects the behavior of the people and management all together, it is considered as field study not just a discipline. Organizations analyze behavior of employees into three basic levels known as OB Model, they are: – Individual level, Group level and Organizational system level.

ORGANIZATIONAL BEHAVIOR MODEL



Autocratic Model: –

The autocratic model is the model that relies on **strength, power and formal authority**. The autocratic model depends on power. **Managers see authority as the only means to get the things done and employees are expected to follow orders.** So it results in the higher dependence on the boss.

In an autocratic organization, the people (management/owners) managing the functions in an organization have formal authority to control the employees working under them. These lower-level employees have little control over the job assignments. His ideas and innovations are generally not welcomed, as major decisions are made at the top management level.

The guiding principle behind this model is that management/owners have extensive business expertise, and the average employee has a relatively low level of skill and needs to be thoroughly directed. This type of autocratic management system was common in factories during the Industrial Revolution era.

One of the more significant problems associated with the autocratic model is that the management team needs to micro-manage the employees – where they have to look at all the details and make every single decision. Clearly, in a more modern-day organization, where highly paid specialists are hired, an autocratic system becomes impractical and highly inefficient.

The autocratic model also opposes job satisfaction and employee morale. This is because employees do not feel valued and part of the overall team. This leads to low level of performance. While the Autocratic model may be suitable for some very automated factory situations, it is out of date for most modern outfits.

Custodial Model: –

Workers being managed under the autocratic model often feel insecure and disappointed. They may also show aggression towards their boss and their family and neighbours. So progressive managers felt that something must happen ways to develop better employee relations so that insecurities and frustrations could be removed. The custodial approach induces employees now to show their dependency and **loyalty towards the company and not to the boss or managers, or supervisors. The employees in this environment are more psychologically contented and preoccupied with their rewards, but it is not necessary they would be strongly motivated to give the performance.**

To overcome the shortcomings of autocratic model, it came into existence. This model is reward based. **More emphasis is on economic rewards and benefits to motivate employees.**

The custodial model is based on the concept of providing economic security for employees – through pay and other benefits that will create employee loyalty and motivation. In some countries, many professional companies offer health benefits, corporate cars, financial packaging of salaries, etc. – these are incentives designed to attract and retain quality employees.

Supportive Model: –

The basic idea behind this theory is that leadership drives people to work not the power of money as in the custodial model. Through leadership Management provides an environment to help employees develop and fulfil the interests of the organization, rather than the only things to support employee benefit payment as per custodial approach.

It works in the public sector organization which is dependent on effective leadership. Here, it is assumed that workers are self directed and creative. Importance in this model is given to psychological needs, self esteem, **job satisfaction and friendly relations between superior-subordinate.**

Under the supportive model, workers feel a sense of participation and work participation in the organization. The role of the manager is to help the employee and solve their problems and get their work done. This model has been found to be effective in prosperous countries where workers are more concerned about their higher levels need affiliation and esteem.

The supportive model is widely accepted chiefly in the developed nations where the needs of the employees are different as it fulfills many of the employees emerging needs. This approach is less successful in the developing nations where the social and economic need of the working class is different. In short, in the supportive model, money is not which retain the satisfaction of the employees, but it is a part of the organization's life that has been put to the use and makes other people feel wanted.

Collegial Model: –

A useful extension of the supportive model is the collegial model. This **word collegial means a body of individuals with a common purpose.** The collegial model, which embodies a term concept, first achieved widespread applications in research laboratories and similar work environments. This is a best model based on **the partnership between workers and management in which both work together as a**

team and respect each other. Workers are satisfied by their job and they are committed to the organisation.

The collegial model is quite effective in organizations that need to find new approaches – marketing teams, research and development, technology/software – virtually anywhere the competitive landscape is constantly changing and ideas and innovation are key competitive success factors.

System Model: –

The final organizational model is known as the system model. It is the most contemporary model of the five models discussed in this article. In the system model, the organization looks at the overall structure and team environment, and assumes that individuals have different goals, talents, and abilities. **The system model aims to try to balance the goals of the individual with the goals of the organisation.**

Individuals obviously want good remuneration, job security, but also want to work in a positive work environment where the organization adds value to the community and/or its customers. The model system should be a holistic partnership of managers and employees with a common goal, and where everyone feels they have a stake in the organization.

(Autocratic Model)

The root level of this model is power with a managerial orientation of authority. The employees in this model are oriented towards obedience and discipline. They are dependent on their boss. The employee requirement that is met is subsistence. The performance result is less.

The major drawbacks of this model are people are easily frustrated, insecurity, dependency on the superiors, minimum performance because of minimum wage.

Custodial Model

The root level of this model is economic resources with a managerial orientation of money. The employees in this model are oriented towards security and benefits provided to them. They are dependent on the organization. The employee requirement that is met is security.

This model is adapted by firms having high resources as the name suggest. It is dependent on economic resources. This approach directs to depend on firm rather than on manager or boss. They give passive cooperation as they are satisfied but not strongly encouraged.

Supportive Model

The root level of this model is leadership with a managerial orientation of support. The employees in this model are oriented towards their job performance and participation. The employee requirement that is met is status and recognition. The performance result is awakened drives.

This model is dependent on leadership strive. It gives a climate to help employees grow and accomplish the job in the interest of the organization. Management job is to assist the employee's job performance. Employees feel a sense of participation.

Collegial Model

The root level of this model is partnership with a managerial orientation of teamwork. The employees in this model are oriented towards responsible behavior and self-discipline. The employee requirement that is met is self-actualization. The performance result is moderate zeal.

This is an extension of supportive model. The team work approach is adapted for this model. Self-discipline is maintained. Workers feel an obligation to uphold quality standard for the better image of the company. A sense of “accept” and “respect” is seen.)

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UNIT-02 INDIVIDUAL BEHAVIOR-

individual Behavior, reasons for understanding individual behavior. Personality, types, Determinants and Traits of Personality, Theories, -Learning- types of learners The learning process Attitude- characteristics, components, formation of attitude, -perception-importance, factors influencing perception, interpersonal perception, interpersonal perception, impression management.

WHAT IS INDIVIDUAL BEHAVIOUR

It is **what a person does to make something happen, to make something change or to keep things the same**. Behaviour is a response to things that are happening: internally - thoughts and feelings. externally - the environment, including other people.

It helps us develop an understanding of the aspects that can motivate employees, increase their performance, and help organizations establish a strong and trusting relationship with their employees. Every individual is unique based on their experiences and knowledge.

How does individual behavior influence organizational behavior

It determines its effect on job structure, performance, communication, motivation, leadership, decision making abilities etc. The way an individual behaves and behavior as a group have two perspectives – internal and external.

WHAT IS PERSONALITY IN ORGANISATIONAL BEHAVIOUR

In the field of organizational behavior, personality is **the aggregate of a person's feelings, thinking, behaviors and responses to different situations and people**.

It **signifies the role which a person plays in public**. Every individual has a unique, personal and major determinant of his behavior that defines his/her personality. Personality trait is basically influenced by two major features – Inherited characteristics. Learned characteristics.

TYPES OF PERSONALITY

➤ **EXTROVERT PERSONALITY**

The extrovert is a friendly person who is quick to establish relationships with others. Extroverts are gregarious and display a high level of social engagement. They enjoy being with people and like to be in the company of large groups. Extroverts are active and tend to get involved in many activities. At the opposite end of the spectrum, people with low levels of extroversion feel a greater desire for privacy, avoid large group situations and generally live a more leisurely life.

➤ **AGREEABLE PERSONALITY**

The agreeable person can cooperate well with other people by putting aside personal needs while getting along with peers. These people trust others and rely on their integrity,

character and abilities. Often the agreeable personality feels the need to help other people, and can derive fulfillment by offering support.

➤ **CONSCIENTIOUS PERSONALITY**

Conscientious people exude confidence and feel capable of accomplishing goals. They may be overachievers who want to be viewed as successful.

➤ **CAUTIOUS PERSONALITY**

Cautious people will look at problems from every angle before acting or making a decision, while those who are not cautious often act or speak before they think things through.

➤ **SELF-CONSCIOUS PERSONALITY**

Self-conscious people are highly sensitive to what others think and say about them. They dislike criticism and are sensitive to rejection, while those who are not all that self-conscious are not bothered by being judged by other people.

➤ **ADVENTUROUS PERSONALITY**

People with an adventurous personality seek out new experiences and dislike routine. They may be unafraid to challenge authority and conventions, while those who are less adventurous may have traditional values and prefer security over adventurousness. Those with an adventurous personality enjoy having power and may be more amenable to taking risks.

THEORIES OF PERSONALITY ARE;

1. Type Theory.
2. Trait Theory.
3. Social Learning Theory.
4. Humanistic Theory.
5. Psychoanalytic Theory.

1. TYPE THEORY

Type theory places personalities into clearly identifiable categories.

Classification into type is the beginning of most sciences- types of rocks, types of clouds, kinds of plants and so on.

Kretschmer and Sheldon are credited with this classification. In type, theories relationship was sought to be established between features of face or body and personality.

Thus, a short plumb person was said to be sociable, relaxed, and even-tempered; a tall, thin person was characterized as reserved, self-conscious, and fond of isolation, a heavy Set muscular individual was described as noisy, callous, and fond of physical activity. The second basis to type personalities is psychological factors.

One of Freud's pupils, the Swiss psychologist Carl Jung, divided all personalities into introverts and extroverts. Introverts are described as people who have characteristics such as shyness, social withdrawal, and tendency to talk less. Because of these characteristics, these people appear to be self-centered, unable to adjust easily in social situations.

Extraverts share a tendency to be outgoing, friendly, talkative, and social in nature. They prefer social contacts, generous, supportive, and courageous.

2. TRAIT THEORY

A trait differentiates one from another in a relatively permanent or consistent way. A trait of an individual is abstracted from his behavior and serves a useful "unit of analysis" to understand personality. In many ways, the trait theory is multiple models of type theory

are concerned with determining the basic traits and provide a meaningful description of personality and finding some way to measure them. There are two ways of assessing personality traits:

- 1. The person describes himself by answering questions about his attitudes, feelings, and behaviors.**
- 2. Someone else evaluates the person's traits either from what he knows about the individual or from direct observation of behavior.**

A personality inventory is essentially a questionnaire in which the person reports reactions or feelings in certain situations.

A personality inventory asks the same questions of each person, and the answers are usually given in the form that can be easily scored. A personality inventory may be designed to measure a single dimension of personality or it may measure several personality traits simultaneously.

There are different contributors to trait theory. They are-

- **Cardinal Traits:** These are traits that dominate an individual's whole life, often to the point that the person becomes known specifically for these traits. People with such personalities often become so known for these traits that their names are often synonymous with these qualities. Allport suggested that cardinal traits are rare and tend to develop later in life.

- **Central traits:** These traits come next in the hierarchy. These are general characteristics found in varying degrees in every person such as loyalty, kindness, agreeableness, friendliness, intelligence, honesty, shyness, anxious etc. are considered as central traits. They are the basic building blocks that shape most of our behavior.
- **Secondary Traits:** These are the traits that are sometimes related to attitudes or preferences and often appear only in certain situations or under specific circumstances. For example, a friendly person gets angry when people try to tickle him; another is not an anxious person but always feels nervous speaking publicly.

Allport hypothesized that internal and external forces influence an individual's behavior and personality, and he referred to these forces as genotypes and phenotypes.

Genotypes are internal forces that relate to how a person retains information and uses it to interact with the world. Phenotypes are external forces that relate to the way an individual accepts his or her surroundings and how others influence his or her behavior.

Raymond Cattell

In 1965, trait theorist Raymond Cattell reduced the number of main personality traits from Allport's initial list of over 4,000 down to 171, mostly by eliminating uncommon traits and combining common characteristics.

Then, using a statistical technique known as factor analysis, he identified closely related terms and eventually reduced his list to just 16 key personality traits.

Cattell argued that it is necessary to look at a much larger number of traits in order to get a complete picture of someone's personality. Cattell collected data from a range of people through three different sources of data.

Hans Eysenck

Hans Eysenck was a personality theorist who focused on temperament—innate, genetically based personality differences.

He believed personality is largely governed by biology, and he viewed people as having two specific personality dimensions: extroversion vs. introversion and neuroticism vs. stability.

After collaborating with his wife and fellow personality theorist Sybil Eysenck, he added a third dimension to this model: psychoticism vs. socialization.

- **Introversion/Extraversion**

Introversion involves directing attention on inner experiences, while extraversion relates to focusing attention outward on other people and the environment. So, a person high in introversion might be quiet and reserved, while an individual high in extraversion might be sociable and outgoing.

- **Neuroticism/Emotional Stability**

In this case, people high on neuroticism tend to be anxious; they tend to have an overactive sympathetic nervous system and even with low stress, their bodies and emotional state tend to go into a flight-or-fight reaction. In contrast, people high on stability tend to need more stimulation to activate their flight-or-fight reaction and are therefore considered more emotionally stable.

- **Psychoticism/Socialization**

In this dimension, it is said that individuals who are high on this trait tend to have difficulty dealing with reality and may be antisocial, hostile, non-empathetic and manipulative. People who are high on socialization tend to have high impulse control—they are more altruistic, empathetic, cooperative, and conventional.

The major strength of Eysenck's model is that he was one of the first to make his approach more quantifiable; it was therefore perceived to be more justifiable. Unlike Allport's and Cattell's models, however, Eysenck's has been criticized for being too narrow.

3. SOCIAL LEARNING THEORY

Through learning one can acquire knowledge, language, attitudes, values, manual skills, fears, personality traits, and self-insight.

Therefore, a study of the process of learning throws more light on **understanding human's activity**. There are two ways of learning, one is **reinforcement that is direct experience**, and another is **observing others**. **The social learning theory focuses on behavior patterns and cognitive activities** in relation to the specific conditions that evoke, maintain, or modify them.

The emphasis is on what an individual does in a given situation. Some of the personal variables that determine what an individual will do in a particular situation include the following:

Competencies

Intellectual abilities, social skills, and other abilities.

Cognitive strategies

Habitual ways of selectively attending to information and organizing it into meaningful units.

Outcome expectations

Expectations about the consequences of different behaviors and the meaning of certain stimuli.

Subjective value outcome

Even if individuals have similar expectancies, they may choose to behave differently because of differences in the subjective values of the outcomes they expect.

Self-regulatory systems and plans

Individual differences in self-imposed goals, rules guiding behavior, self-imposed rewards for success or punishment for failure, and the ability to plan and execute steps leading to a goal will lead to differences in behavior.

4.HUMANISTIC THEORY

Though there were so many psychologists developed so many theories of personality, some psychologists felt that these theories ignored the qualities that make humans **unique among animals, such as striving for self-determination and self-realization.**

In the 1950s, some of these psychologists began a school of psychology called humanism. They tend to have an optimistic perspective on human nature.

They focus on the ability of human beings to think consciously and rationally, to control their biological urges, and to achieve their full potential. In the humanistic view, people are responsible for their lives and actions.

Abraham Maslow, Carl Rogers, and George Kelly became well known for their humanistic theories.

Abraham Maslow

One of the most common models used in psychology, the Hierarchy of Needs was the result of Abraham Maslow's research. Abraham Maslow is regarded as the spiritual father of humanism in American psychology.

Maslow explained the human needs in a pyramid-like figure.

At the bottom of the pyramid are the physiological needs like air, food, water, etc.

Next to it is the safety and security needs for example-shelter, protection, etc. Love and belongingness need come next i.e. acceptance, affection, friendship, etc.

The fourth portion includes the self-esteem needs like-sense of mastery, power, appreciation, etc.

And at the top of Abraham Maslow's ladder of human motives is the need for self-actualization, he said that human beings strive for self-actualization, or realization of their full potential. It involves realizing one's potentialities for continued self-development and for being creative.

In this stage, a person wants to do something, which is challenging and since this challenge gives him enough satisfaction and motivates to work. This type of work is beneficial for that person in particular and to the society in general.

Maslow believed that our ultimate life goal is self-actualization. Some characteristics of a self-actualized person are:

- Autonomous and independent.
- Have accurate perceptions of reality.
- Is able to accept himself, others and society.
- Often feels as one with nature.
- Democratic and Appreciative.

5. PSYCHOANALYTIC THEORY

Sigmund Freud is credited with the psychoanalytic theory. In his 40 years of writing and clinical practice.

Freud acknowledged one of the intellectual giants in the history of modern thought, developed the first comprehensive personality theory. It is an extensive body of

clinical observations based on his therapeutic experience and self-analysis. Freud proposed a three-part personality structure consisting of **the id, the ego, and the superego**.

It operates on the pleasure principle which is the idea that every wishful impulse should be satisfied immediately, regardless of the consequences.

The id, the largest part of the mind, is related to desires and impulses and is the main source of **basic biological needs**. The ego is related to reasoning and is the conscious, rational part of the personality; it monitors behavior in order to **satisfy basic desires without suffering negative consequences**.

The superego, or conscience, develops through **interactions with others to conform to the norms of society**. Freud suggested that the three structures, i.e. id, ego, and superego can be depicted diagrammatically to show how they are related to the conscious and unconscious.

Freud's psychoanalytic theory has been criticized by someone.

One criticism against the theory is that the approach is not based on empirically verifiable facts. The psychoanalytic elements are largely hypothetical constructs and are not measurable, observable items susceptible to scientific analysis and verification.

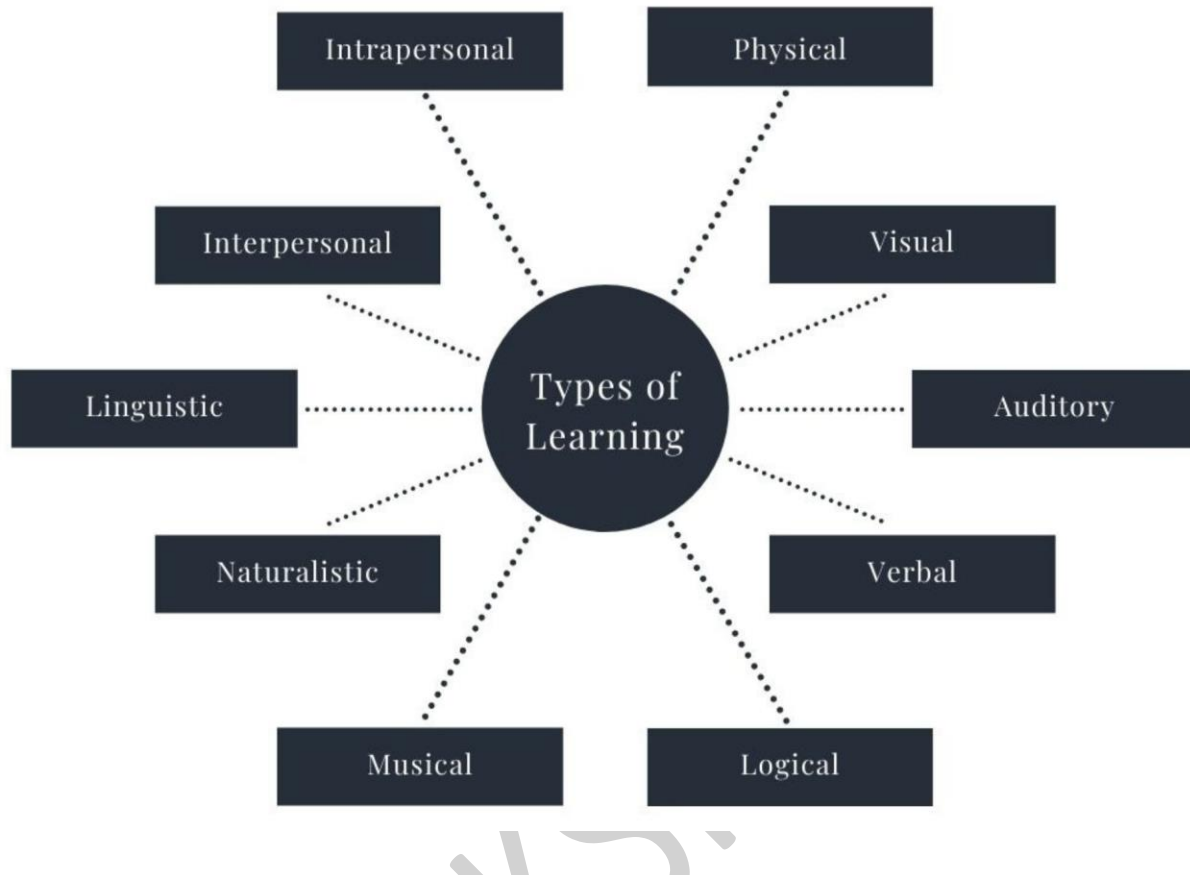
Another criticism is that it is based almost entirely upon his observations of emotionally disturbed individuals. It may not represent an appropriate description of the normal, healthy personality.

LEARNING

can be defined as **the permanent change in behavior due to direct and indirect experience**. It means change in behavior, attitude due to education and training, practice and experience. It is completed by acquisition of knowledge and skills, which are relatively permanent.

It means **change in behaviour, attitude, practice and experience due to education and training**. This is accomplished by the acquisition of knowledge and skills, which are relatively permanent. There are two primary elements to the meaning of learning in Organisational Behaviour:

TYPES OF LEARNERS



1. Physical (Kinesthetic) Learning

Physical or kinesthetic learners prefer a hands-on experience rather than listening to lectures or sitting in a class. They like interacting physically with things that are tangible in nature. These learners could see the idea of studying for hours as a daunting experience but are better with actually doing things themselves. They possess qualities like being restless, preferring to get their hands “dirty”, outgoing and energetic.

Ways to engage physical learners:

- Encourage movement within lessons. Example: role play
- Give them well-spaced breaks between lessons to move around
- Use props and interactive models
- Declutter desks to promote better focus

2. Visual (Spatial) Learning

Visual or spatial learners learn best with the help of visual cues like charts, images, diagrams, graphs, etc. These learners respond best to colours and mind maps. They use their visual memory to retain information for longer periods of time. Many visual learners possess characteristics like frequent planning and doodling, they have a good attention span and are extremely observant, and they prefer visual directions.

Ways to engage visual learners:

- Use maps, diagrams, imagery
- Include technology like projectors
- Use colour coding techniques
- Encourage mind maps and flowcharts

3. Auditory Learning

People who tend to understand and retain information by hearing it or saying it out loud (oral) are called auditory learners. These types of learners can quickly notice the change in someone's pitch, tone, and other voice qualities. They usually prefer discussing topics, participating in debates, and conversing about things to remember them. Most auditory learners are easy to distract and might even hum, sing, or talk to self frequently.

Ways to engage auditory learners:

- Try using different pitches and tones while reading the material
- Record voice lessons
- Encourage class presentations, group discussions, debates
- Ask them to teach others verbally

4. Verbal (Read/Write) Learning

These types of learners prefer traditional methods like using multiple written resources for learning. Verbal learners learn best through written material or by writing the material themselves. They usually possess a broad vocabulary and might even like using tools like acronyms, rhymes, tongue twisters, among others. Verbal learners are known to be bookworms.

Ways to engage verbal learners:

- Make use of mnemonics while teaching (song, rhyme, acronym, phrase)
- Inculcate scripts
- Encourage students to jot down and voice their ideas
- Include word games like crossword

5. Logical (Mathematical) Learning

Logical or mathematical learners tend to categorize information into groups to learn them better. They have a knack for quickly recognizing patterns and sequences; and understand equations, numbers, and relationships easily. These learners love structure and logic to things. Naturally, mathematics comes easy to them.

Ways to engage logical learners:

- Create an easy to navigate system to your lessons
- Try and inculcate statistics to subjects other than mathematics
- Classify concepts into groups or categories
- Generate cause-effect relationships between variables throughout all subject areas

6. Musical Learning

Where music or background noise is a distraction to most of us, musical learners prefer them. They tend to learn better with music, beats, and rhythm. Like logical learners, they too find patterns and relationships, but between different sounds. Some sources say they even think in sounds and rhythms instead of words and pictures.

Clearly, these learners often grow up to be musicians or instrumentalists. More often than never, some people are a combination of auditory and musical learners. This is why strategies to engage these two kinds aren't too different.

Ways to engage musical learners:

- Encourage listening to soft background music
- Promote podcasts

7. Naturalist Learners

Naturalist learners learn best through experimentation and practical experiences. They like making observations of the world around them. Just like the name suggests, naturalistic learners are also said to be one with nature. They retain information best when they are outdoors, around plants, animals, among others.

These types can also be somewhat related to kinesthetic learners since they appreciate tactile sensations. All-in-all, they apply scientific reasoning to the world around them and are highly interested in nature, as well as the things created by man.

Ways to engage naturalistic learners:

- Take students out for a field trip
- Give lessons in outdoor spaces
- Promote journaling, drawing, sketching, photographing or natural phenomena
- Encourage work that involves getting into nature (especially in subjects like biology)
-

8. Linguistic Learners

Linguistic learners are the combination of auditory and verbal learners. They absorb knowledge best by writing, reading, and sounding the material out. These learners can use the traditional methods of learning just like verbal learners and also prefer listening to the information. Linguistic learners also make their own notes while studying.

Ways to engage linguistic learners:

- Read out to them and have them read it back to you
- Include written projects and assignments
- Avoid using too many diagrams; use verbal methods of engaging them
- Avoid using a monotonous voice; use different pitches, voices, and characters

9. Interpersonal (Social) Learners

Social or interpersonal learners learn best while working in groups or with other people. They often make good leaders and others even come for advice to them. Social learners learn by relating their ideas and thoughts to the lives of other people. These learners are usually empathic and possess qualities like sensitivity to others, excellent communication, leadership skills, and problem-solving skills. This type of learning can fall adjacent to one or more types mentioned above.

Ways to engage social learners:

- Figure out their adjacent learning style and inculcate those strategies
- Encourage role-playing
- Assign group activities and projects

10. Intrapersonal (Solitary) Learners

In a complete contrast to interpersonal or social learners, intrapersonal or solitary learners prefer solitude while studying. They are more independent and introspective by nature and prefer to be with their own thoughts and ideas without too much external interference. Usually, you can find these types sitting at the back of the class or you might refer to them as the “quiet kid” but they may end up acing the exam. Solitary learning too can fall adjacent with other learning styles.

LEARNING PROCESS

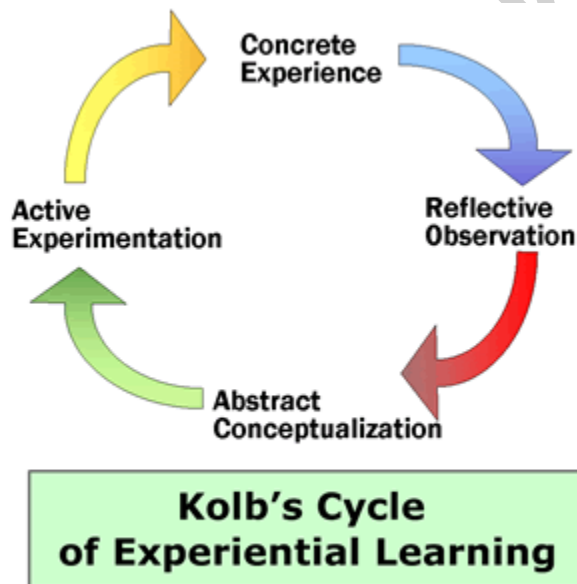


image by Karin Kirk

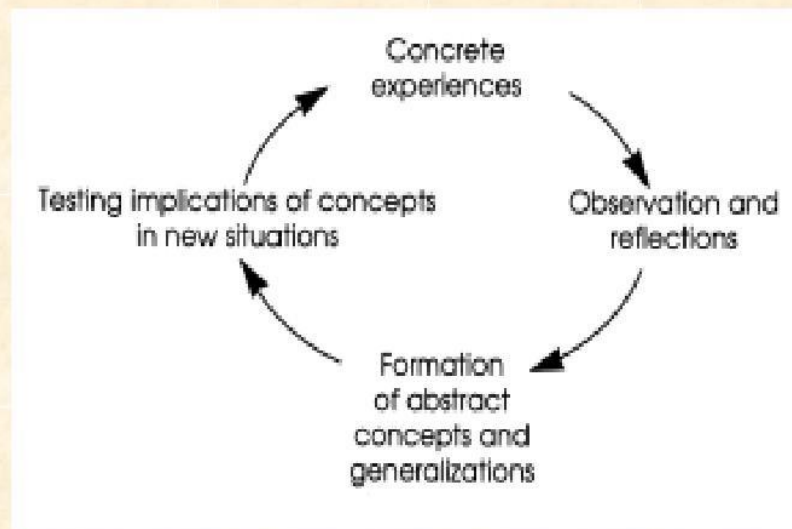
1. Concrete Experience
2. Reflective Observation

3. Abstract Conceptualization

4. Active Experimentation

The cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the cycle anew as students have new experiences based on their experimentation (Oxendine, Robinson and Willson, 2004) . Although this continuum is presented as a cycle, the steps may occur in nearly any order. This learning cycle involves both concrete components (steps 1 and 4) and conceptual components (steps 2 and 3), which require a variety of cognitive and affective behaviors.

The Learning Process



Organizational Behavior: An Experiential Approach 8/E
Joyce S. Osland, David A. Kolb, Irwin M. Rubin and Marlene E. Turner

3 -6

WHAT IS THE MAIN MEANING OF ATTITUDE

a feeling or opinion about something or someone, or a way of behaving that is caused by this: It's often very difficult to change people's attitudes. [+ that] She takes the attitude that children should be allowed to learn at their own pace. He has a very bad attitude to/towards work.

An attitude can be defined as **a predisposition to respond in a favorable or unfavorable way to objects or persons in one's environment**. When we like or dislike something, we are, in effect, expressing our attitude toward the person or object.

NATURE OF ATTITUDE

- Attitude are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations.
- An attitude exists in every person's mind. It helps to define our identity, guide our actions, and influence how we judge people.
- Although the feeling and belief components of attitude are internal to a person, we can view a person's attitude from his or her resulting behavior.
- Attitude helps us define how we see situations, as well as define how we behave toward the situation or object.
- Attitude provides us with internal cognitions or beliefs and thoughts about people and objects.
- Attitude cause us to behave in a particular way toward an object or person.
-

CHARACTERISTICS OF ATTITUDES

- **Affective Cognitive consistency:** The degree of consistency between the affective and cognitive components influences the attitude—behavior relationship. That is, the greater the consistency between cognition and evaluation, the greater the strength of the attitude-behavior relation.
- **Strength:** Attitudes based on direct experience with the object may be held with greater certainty. Certainty is also influenced by whether affect or cognition was involved in the creation of the attitude. Attitudes formed based on affect are more certain than attitudes based on cognition
- **Valence:** It refers to the degree or grade of likeliness or unlikeliness toward the entity/incident. If a person is fairly unconcerned toward an object then his attitude has low valence.
- **Direct Experience:**An attitude is a summary of a person's past experience; thus, an attitude is grounded in direct experience predicts future behavior more accurately. Moreover, direct experience makes more information available about the object itself.
- **Multiplicity:** It refers to the amount of features creating the attitude. For example, one may show interest in becoming a doctor, but another not only shows interest, but also works hard, is sincere, and serious.
- **Relation to Needs:** Attitudes vary in relative to requirements they serve. Attitudes of an individual toward the pictures serve only entertainment needs, but attitudes of an employee toward task may serve strong needs for security, achievement, recognition, and satisfaction.

COMPONENTS OF ATTITUDES IN ORGANISATIONAL BEHAVIOUR

1. Cognitive component;
2. Affective component; and

3. Behavioural component.

Cognitive Component

This component includes the beliefs an individual has about a certain person, object, or situation. The belief that "discrimination is wrong" is a value statement. Such an opinion is the cognitive component of an attitude. Learned beliefs, such as "you need to work long hours to get a head in this job", lead to attitudes that have an impact on behaviour in the work place. The cognition component of an attitude, reflects a persons perceptions or beliefs. Cognitive elements are evaluative beliefs and are measured by attitude scales or by asking about thoughts. The statement "I believe Japanese workers are industrious, "reflect the cognitive component of an attitude. The cognitive component sets the stage for the more critical part of attitude - its affective component.

Affective Component

This component refers to the person's feelings that result from his or her beliefs about a person, object or situation. A person who believes hard work earns promotions may feel anger or frustration when he or she works hard but is not promoted. The affective component becomes stronger as an individual has more frequent and direct experience with a focal object, person or situation. Affect is the emotional component of an attitude.

It refers to an individual's feeling about something or someone. Statements such as "I like this" or "I prefer that" reflect the affective component of an attitude. Affect is measured by physiological indicators such as galvanic skin response (changes in electrical resistance of skin which indicate emotional arousal) and blood pressure. These indicators show changes in emotions by measuring physiological arousal. If an individual is trying to hide his or her feelings, this might be shown by a change in arousal.

Behavioural Component

This component refers to the individual's behaviour that occurs as a result of his or her feeling about the focal person, object or situation. An individual may complain, request a transfer, or be less productive because he or she feels dissatisfied with work. The behavioural component of an attitude refers to an intention to behave in a certain way toward someone or something.

For example, our attitudes towards women in management may be inferred from an observation of the way we behave toward a female supervisor. We may be supportive, passive or hostile depending on our attitude. The behavioural component of an attitude is measured by observing behaviour or by asking a person about behaviour or intentions.

These three components are described below:

1. Informational or Cognitive Component:

The informational component consists of beliefs, values, ideas and other information a person has about the object. It makes no difference whether or not this information is empirically correct or real. For example, a person seeking a job may learn from his own sources and other employees working in the company that in a particular company the promotion chances are very favourable. In reality, it may or may not be correct. Yet the information that person is using is the key to his attitude about that job and about that company.

2. Emotional or Affective Component:

ADVERTISEMENTS:

The informational component sets the stage for the more critical part of an attitude, its affective component. The emotional components involve the person's feeling or affect-positive, neutral or negative-about an object. This component can be explained by this statement." I like this job because the future prospects in this company are very good".

3. Behavioural Component:

The behavioural component consists of the tendency of a person to behave in a particular manner towards an object. For example, the concerned individual in the above case may decide to take up the job because of good future prospects. Out of the three components of attitudes, only the behavioural component can be directly observed. One cannot see another person's beliefs (the informational component) and his feelings (the emotional component). These two components

can only be inferred. But still understanding these two components is essential in the study of organisational behaviour or the behavioural component of attitudes.

FORMATION/SOURCES OF ATTITUDES:

Attitudes refer to the feelings and beliefs of “individuals or groups of individuals. But the question is how these feelings and beliefs developed? The point which has been stressed by many people are that attitudes are acquired, but not inherited. A person acquires these attitudes from several sources

1. Direct Personal Experience:

A person's direct experience with the attitude object determines his attitude towards it. The personal experience of an individual, whether it is favourable or unfavourable, will affect his attitude deeply. These attitudes which are based on personal experience are difficult to change.

For example, an individual joins a new job, which is recommended to him by his friend. But when he joins the job, he finds his work repetitive, supervisors too tough and co-workers not so co-operative, he would develop a negative attitude towards his job, because the quality of his direct experience with the job is negative.

2. Association:

Sometimes an individual comes across a new attitude object which may be associated with an old attitude object. In such a case, the attitude towards the old attitude object may be transferred towards the new attitude object. For example, if a new worker remains most of the time in the company of a worker, who is in the good books of the supervisor, and towards whom the supervisor has a positive attitude, the supervisor is likely to develop a favourable attitude towards the new worker also. Hence the positive attitude for the old worker has been transferred towards the new worker because of the association between the old and the new worker.

3. Family and Peer Groups:

Attitudes like values are acquired from parents, teachers and peer group members. In our early years, we begin modeling our attitudes after those we admire, respect or may be even fear. We observe the way our family and friends behave and we shape our attitudes and behaviour to align with theirs. We do so even without being told to do so and even without having direct experience. Similarly, attitudes are acquired from peer groups in colleges and organisations. For example, if the right thing is to visit “Hot Millions”, or the “Domino’s”, you are likely to hold that attitude. If your parents support one political party, without being told to do so, you automatically start favouring that party.

4. Neighbourhood:

The neighbourhood in which we live has certain cultural facilities, religious groupings and ethnic differences. Further, it has people, who are neighbours. These people may be Northerners, Southerners etc. The people belonging to different cultures have different attitudes and behaviours. Some of these we accept and some of these we deny and possibly rebel. The conformity or rebellion in some respects is the evidence of the attitudes we hold.

5. Economic Status and Occupations:

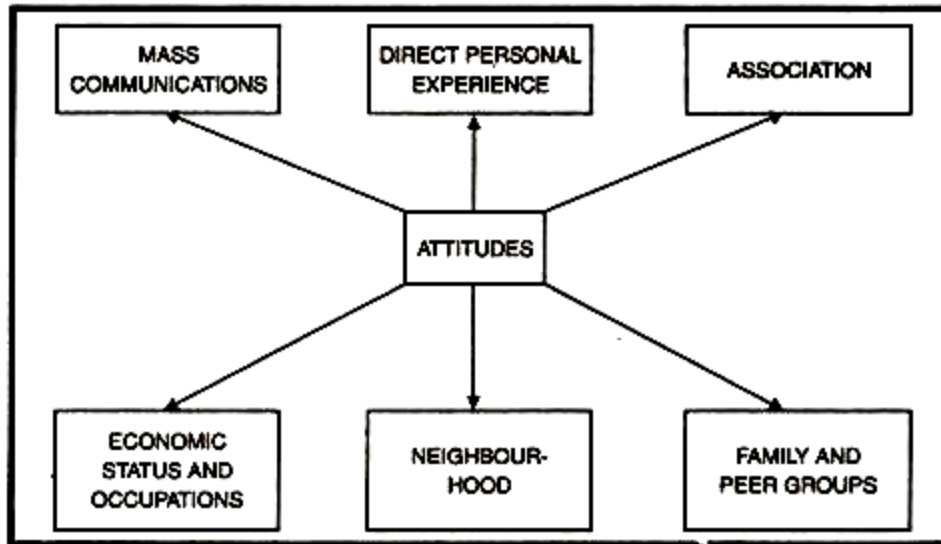
The economic status and occupational position of the individual also affect his attitude formation. Our socio-economic background influences our present and future attitudes. Research findings have shown that unemployment disturbs former religious and economic values. Children of professional class tend to be conservatives. Respect for the laws of the country is associated with increased years of higher education.

6. Mass Communications:

Attitudes are generally less stable as compared to values. Advertising messages for example, attempt to alter the attitude of the people toward a certain product or service. For example, if the

people at Hyundai Santro can get you to hold a favourable feeling toward their cars, that attitude may lead to a desirable behaviour (for them)-your purchase of a Santro car.

All these sources can be illustrated with the help of the following figure:



PERCEPTION

Perception is **an intellectual process of transforming sensory stimuli to meaningful information**. It is the process of interpreting something that we see or hear in our mind and use it later to judge and give a verdict on a situation, person, group etc.

IMPORTANCE OF PERCEPTION

1. Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently. Whatever we see or feel is not necessarily the same as it really is. When we buy something, it is not because it is the best, but because we take it to be the best.
2. If people behave on the basis of their perception, we can predict their behavior in the changed circumstances by understanding their present perception of the environment. One person may be viewing the facts in one way which may be different from the facts as seen by another viewer.
3. With the help of perception, the needs of various people can be determined, because people's perception is influenced by their needs.
4. Perception is very important for the manager who wants to avoid making errors when dealing with people and events in the work setting. This problem is made more complicated by the fact that different people perceive the same situation differently. In

order to deal with the subordinates effectively, the managers must understand their perceptions properly.

5. Perception can be important because it offers more than objective output; it ingests an observation and manufactures an altered reality enriched with previous experiences.
6. Perception builds character (not necessarily good or bad character) that defines different roles individuals fall into the clown, the hypocrite, the self-righteous, the victim, etc..
7. It is vitally important if we want to get along with others to try to see things from their perspective or walk in their shoes for a while. If we walk in their shoes we will gain a new perspective about things and in that understand the other and also can love and help the other more appropriately

FACTORS INFLUENCING PERCEPTION IN ORGANIZATIONAL BEHAVIOUR

Attitudes: The perceiver's attitudes affect perception. For example, suppose Mr. X is interviewing candidates for a very important position in his organization –a position that requires negotiating contracts with suppliers, most of whom are male. Mr X may feel that women are not capable of holding their own in tough negotiations. This attitude will doubtless affect his perceptions of the female candidates he interviews.

Moods: Moods can have a strong influence on the way we perceive someone. We think differently when we are happy than we do when we are depressed. In addition, we remember information that is consistent with our mood state better than information that is inconsistent with our mood state. When in a positive mood, we form more positive impression of others. When in a negative mood, we tend to evaluate others unfavourably.

Motives: Unsatisfied needs or motives stimulate individuals and may exert a strong influence on their perceptions. For example, in an organizational context, a boss who is insecure perceives a subordinate's efforts to do an outstanding job as a threat to his or her own position. Personal insecurity can be transferred into the perception that others are out to "get my job", regardless of the intention of the subordinates.

Self-Concept: Another factor that can affect social perception is the perceivers' self-concept. An individual with a positive self-concept tends to notice positive attributes in another person. In contrast, a negative self-concept can lead a perceiver to pick out negative traits in another person. Greater understanding of self allows us to have more accurate perceptions of others.

Interest: The focus of our attention appears to be influenced by our interests. Because our individual interests differ considerably, what one person notices in a situation can differ from what others perceive. For example, the supervisor who has just been reprimanded by his boss for coming late is more likely to notice his colleagues coming late tomorrow than he did last week. If you are preoccupied with a personal problem, you may find it hard to be attentive in class.

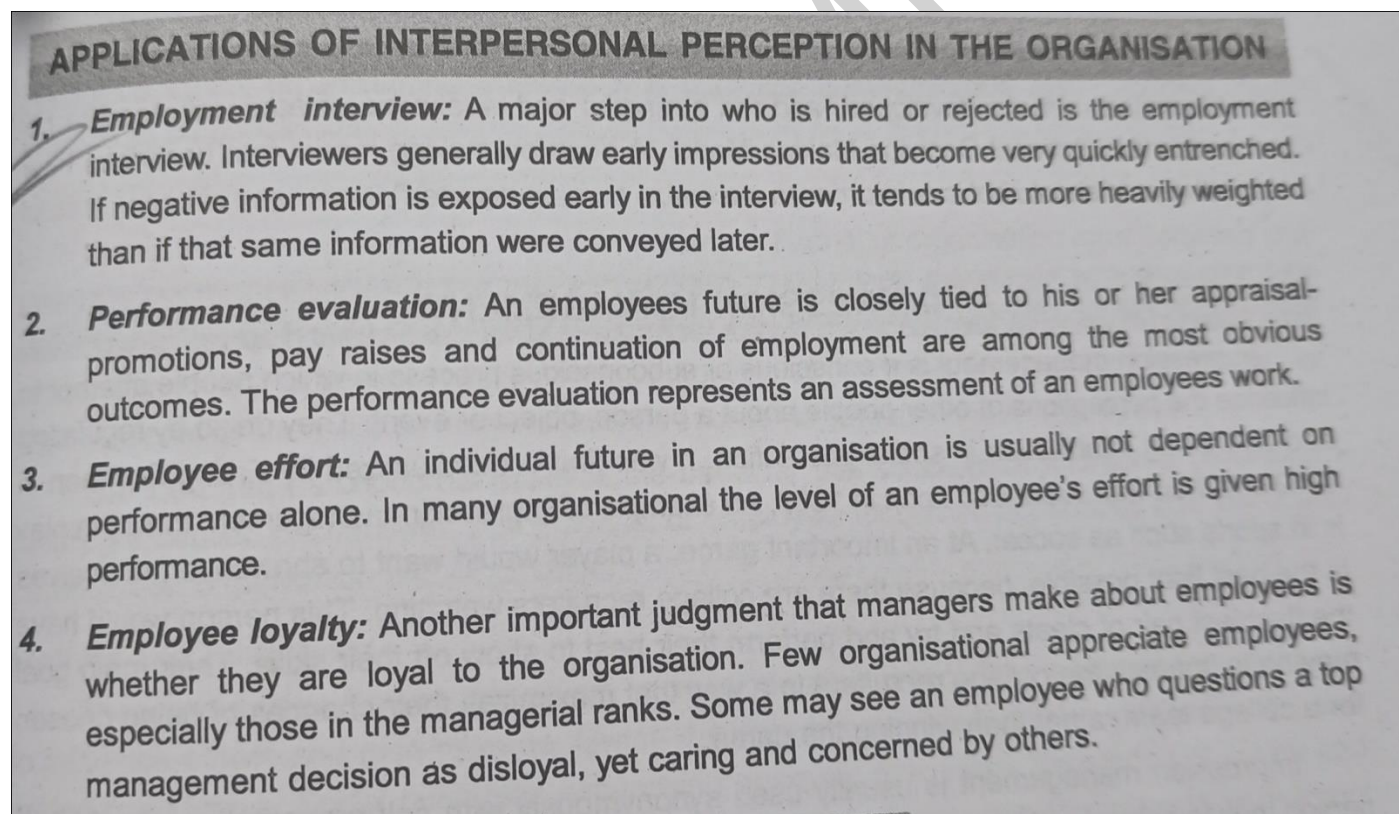
Cognitive Structure: Cognitive structure, an individual's pattern of thinking, also affects perception. Some people have a tendency to perceive physical traits, such as height, weight, and appearance, more readily. Others tend to focus more on central traits, or personality dispositions. Cognitive complexity allows a person to perceive multiple characteristics of another person rather than attending to just a few traits.

Expectations: Finally, expectations can distort your perceptions in that you will see what you expect to see. The research findings of the study conducted by Sheldon S Zalkind and Timothy W Costello on some specific characteristics of the perceiver reveal

INTERPERSONAL PERCEPTION

Interpersonal perception is **an area of research in social psychology which examines the beliefs that interacting people have about each other**. This area differs from social cognition and person perception by being interpersonal rather than intrapersonal, and thus requiring the interaction of at least two actual people.

APPLICATIONS OF INTERPERSONAL PERCEPTION



APPLICATIONS OF INTERPERSONAL PERCEPTION IN THE ORGANISATION

1. **Employment interview:** A major step into who is hired or rejected is the employment interview. Interviewers generally draw early impressions that become very quickly entrenched. If negative information is exposed early in the interview, it tends to be more heavily weighted than if that same information were conveyed later.
2. **Performance evaluation:** An employee's future is closely tied to his or her appraisal—promotions, pay raises and continuation of employment are among the most obvious outcomes. The performance evaluation represents an assessment of an employee's work.
3. **Employee effort:** An individual's future in an organisation is usually not dependent on performance alone. In many organisations the level of an employee's effort is given high performance.
4. **Employee loyalty:** Another important judgment that managers make about employees is whether they are loyal to the organisation. Few organisations appreciate employees, especially those in the managerial ranks. Some may see an employee who questions a top management decision as disloyal, yet caring and concerned by others.

MEANING OF IMPRESSION MANAGEMENT

Impression management is a conscious or unconscious effort towards influencing the perceptions, decisions and opinions of other people. In simpler words, it is a process of controlling or managing impressions of others in social interactions. Let's look at some of the types and examples of impression management to understand the concept.

There are two primary types of impression management.**1. Constructive: One That Helps In The Formation Of Self-Identity.**

We see the success of constructive impression management in the advertising world. Take Starbucks, for example. It's considered 'cool and hip' when you purchase a chai tea latte.

2. Strategic: One That Helps In Achieving Interpersonal Goals.

We see maximum instances of strategic impression management in our professional lives. Whether you're attending a job interview, interacting with a client or attending a conference—you dress appropriately and regulate your tone and language accordingly.

Strategies Of Impression Management

No matter what anybody says, first impressions in business environments matter to a great extent. Not only do impressions help you maintain professionalism but also contribute to business growth and development. You'll see two basic types of strategies of impression management in workplaces:

1. Demotion-Preventive

If someone is trying to stay out of trouble or lessen the impact of a damaging event, they'll use the demotion-preventive strategy. Many will justify their action(s) or find excuses to prove themselves right. Many will offer their apologies so that they can repair the damage to some extent.

2. Promotion-Enhancing

If someone is trying to project an ideal version of themselves, they'll use a promotion-enhancing strategy. Some will work towards identifying personal or professional obstacles that interrupt their career growth. Some will work harder with stricter deadlines or more workload, therefore stepping outside their comfort zone. Some will even voice their concern(s) about their efforts not going.

Impression Management Techniques

Impression management is a valuable tool that helps you engage in strategic behavior, but it can get tricky. Learn to differentiate between constructive and destructive impression techniques before you engage with people. Here's a list of seven common techniques that we use in everyday life.

1. Conformity:

It's the act of matching your behavior with the group or environmental norms and attitudes. For example, students need to conform to a set of rules while they're present on school grounds or in the classroom.

2. Excuses:

They generally refer to an explanation that cushions the consequences of a negative or unacceptable event. For example, we may make excuses when we're late to work.

3. Acclaim:

It means to proudly and openly acknowledge somebody when they do their work properly or correctly. For example, in team feedback sessions, managers give employees who are doing a good job a pat on the back.

4. Flattery:

To excessively compliment someone to appear likable or perceptive is to flatter them. For example, if you want an extra serving of food, you may compliment and flatter the chef.

5. Self-Promotion:

To emphasize your best characteristics or downplay your weaknesses are some of the effective ways of promoting or advertising yourself. Social media influencers are widely known for self-promotion.

6. Favors:

To do something nice for others to receive approval or acceptance is to do a favor. For example, you may take on some extra work so that your coworker can attend their child's school play.

7. Association:

Sometimes we associate with certain people to protect or promote our self-image. For example, people network at conferences so that they can reach out to more people in the industry later.

UNIT-03-GROUP AND TEAM DYNAMICS

Group and Team Dynamics- meaning, types of groups functions of groups, stages of group development- Stages of group development, strategies for improving group dynamics, Determinants of Group Behavior Team Dynamics-meaning-Types of team, team Building, Effective Team Management, stages of Professional, interpersonal Relations, -Difference b/w groups and Teams. Conflict-meaning, sources of conflict, conflict Resolving strategies

MEANING OF GROUP

A group is a collection of individuals who interact with each other such that one person's actions have an impact on the others. In other words, a group is defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.

WHAT IS A GROUP

Groups where people get along, feel the desire to contribute to the team, and are capable of coordinating their efforts may have high-performance levels. Group can be defined as a collection of individuals who have regular contact and frequent interaction, mutual influence, the common feeling of camaraderie, and who work together to achieve a common set of goals.

TYPES OF GROUPS

Groups may be classified according to many dimensions, including function, personal involvement, and organization.

Types of Groups are;

- Formal Group.
- Informal Group.
- Managed Group.
- Process Group.
- Semi-Formal Groups.
- Goal Group.
- Learning Group.
- Problem-Solving Group
- Friendship Group.
- Interest Group.

Let's look at the

Formal Groups

Formal groups are created to achieve specific organizational objectives. Usually, they are concerned with the coordination of work activities.

People are brought together based on different roles within the structure of the organization. The nature of the task to be undertaken is a predominant feature of the formal groups.

Goals are identified by management and short and rules relationships and norms of behavior established. Formal groups have to be related to permanent although there may be changes in actual membership.

However temporary formal groups may also be created by management, such as project teams in a matrix organization.

Informal Groups

Within the formal structure of the organization, there will always be an informal structure.

The formal structure of the organization and system of role relationship, rule, and procedures, will be augmented by interpretation and development at the informal level.

Informal groups are based more on personal relationships and agreement of group's members than on defined role relationships. They serve to satisfy psychological and social needs not related necessarily to the tasks to be undertaken.

Groups may devise ways of attempting to satisfy members' affiliations and other social motivations that are lacking in the work situation, especially in industrial organizations.

Managed Group

Groups may be formed under a named manager, even though they may not necessarily work together with a great deal. They have the main thing in common, at least the manager and perhaps a similar type of work.

Process Group

The process group acts together to enact a process, going through a relatively fixed set of instructions. The classic environment is a manufacturing production line, where every movement is prescribed.

There may either be little interaction within process groups or else it's largely prescribed, for example where one person hands something over to another.

Semi-Formal Groups

Many groups act with less formality, in particular where power is distributed across the group, forcing a more collaborative approach that includes- negotiation rather than command and control.

Families, communities and tribal groups often act as semi-formal ways as they both have nominal leaders yet members can have a high degree of autonomy.

Goal Group

The goal group acts together to achieve a shared objective or desired outcome. Unlike the process groups, there is no clear instruction on how they should achieve this, although they may use some processes and methods along the way.

As there is no detailed instruction, the members of the goal group need to bring more intelligence, knowledge, and experience to the task.

Learning Group

The learning group comes together to increase their net knowledge. They may act collaboratively with discussion and exploration, or they may be taught with a teacher and a syllabus.

Problem-Solving Group

Problem-solving groups come together to address issues that have arisen. They have a common purpose in understanding and resolving their issue, although their different perspectives can lead to particular disagreements.

Problem-solving may range along a spectrum from highly logical and deterministic, to uncertain and dynamic situations there creativity and instinct may be better ways of resolving the situation.

Friendship Group

Groups often develop because individual members have one or more common characteristics. We call these formations of friendship groups.

Social alliances, which frequently extend outside the work situation, can be based on similar age or ethnic heritage, support for Kolkata Knight Riders cricket, or the holding of similar political views, to name just a few such characteristics.

Interest Group

People who may or may not be aligned into a common command or task groups may affiliate to attain a specific objective with which each is concerned. This is an interest group.

Employees who band together to alter their vacation schedules, support a peer who has been fired, or seek improved working conditions represent the formation of a united body to further their common interest.

Differences between Formal Group and Informal Group

Basis for Comparison	Formal Group	Informal Group
Meaning	Groups created by the organization, to accomplish a specific task, are known as Formal Groups.	Groups created by the employees themselves, for their own sake are known as Informal Groups.
Formation	Deliberately.	Voluntarily

Size	Large.	Comparatively small.
Life	It depends on the type of group.	It depends on the members.
Structure	Well Defined.	Not well defined.
The importance is given to	Position.	Person.
Relationship	Professional.	Personal.
Communication	Moves in a defined direction.	Stretches in all the directions.

SKILLS FOR A HEALTHY GROUP CLIMATE

To work together successfully, group members must demonstrate a sense of cohesion. Cohesion emerges as group members exhibit the following skills:

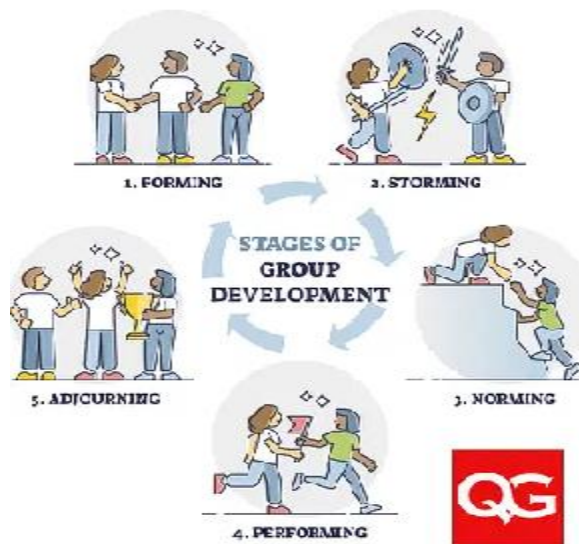
- Openness.
- Trust and Self-Disclosure.
- Support.
- Respect.
- Individual Responsibility and Accountability.
- Constructive Feedback.

STAGES OF GROUP DEVELOPMENT

According to Bruce Tuckman's Model for Team Development, any team goes through these five stages: Forming, Storming, Normalizing, Performing and Adjourning.

These stages are used to describe how teams develop and perform. This is particularly useful for sports teams and applies to other groups such as businesses, families and even friendships.

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



Five Stages of Team Development

Stage 1: Forming Stage

The forming stage is where a new team starts off. When everyone gets together for the first time, they start to figure out what they are doing. This is also known as 'getting to know each other' or 'getting comfortable with one another'. The most crucial thing in this stage is that people feel safe enough to be themselves. They don't have to worry about being judged or criticized by others.

The purpose of forming is to establish trust between team members and ensure that they have similar goals and values.

Stage 2: Storming Stage

Once things start to settle down, the team begins to experience conflict and competition. The storming stage is the most critical and challenging stage to pass through - a period marked by conflict and competitiveness when individuals begin to assert themselves. Storming is about asserting yourself, having opinions, being passionate and being competitive. During storming, you may experience tension as well as frustration because there are disagreements within the group. However, if you allow these feelings to fester, then they will eventually turn into resentment and anger. If you're not careful, storming could lead to arguments, power struggles, gossip and even sabotage. To avoid all this, take steps to manage your emotions and maintain good relationships.

Stage 3: Norming Stage

With maturity comes stability. Teams should be able to work together without constant conflict and disagreement. Members of the team start to see each other more frequently and begin to develop a closer relationship. They learn to trust one another and become comfortable around one another.

The third stage of team development occurs when everyone on the team has developed a strong sense of belonging and trust. During this stage, teams also start to establish rules and procedures to guide decision-making and behaviour.

Stage 4: Performing Stage

The fourth stage of team development and occurs once the team has established itself as a cohesive unit. Once the team has reached the performing stage, its members begin to feel confident enough to perform at their peak level.

Members of the team are comfortable sharing information and discussing problems openly. This is when the team starts to deliver results.

Stage 5: Adjourning Stage

In the initial model proposed by Bruce Tuckman, he proposed the first four stages. This stage (Adjourning) was added later on in the model. Once the project for which the team was assembled, gets completed the team is disbanded.

When a team reaches this stage, it has achieved its goals and objectives. It has learned what works and doesn't, and now it is time to disband and move on.

Group dynamics

Group dynamics deals with the attitudes and behavioral patterns of a group. It can be used as a means for problem-solving, teamwork, and to become more innovative and productive as an organization.

The concept of group dynamics will also provide you with the strengths, success factors and measures along with other professional tools.

The term 'group dynamics' means the study of forces within a group. Since human beings have an innate desire for belonging to a group, group dynamism is bound to occur. In an organization or in a society, we can see groups, small or large, working for the well-being.

The social process by which people interact with one another in small groups can be called group dynamism. A group has certain common objectives & goals. Because of which members are bound together with certain values and culture.

Strategies for Improving Team Dynamics

Know Your Team

As a leader, you need to guide the development of your group. So, start by learning about the phases that a group goes through as it develops. When you understand these, you'll be able to preempt problems that could arise, including issues with poor group dynamics.

Next, use Benne and Sheats' Group Roles to identify positive and negative group roles, and to understand how they could affect the group as a whole. This will also help you plan how to deal with potential problems.

Tackle Problems Quickly

If you notice that one member of your team has adopted a behavior that's affecting the group unhelpfully, act quickly to challenge it.

Provide feedback that shows your team member the impact of her actions, and encourage her to reflect on how she can change her behavior.

Define Roles and Responsibilities

Teams that lack focus or direction can quickly develop poor dynamics, as people struggle to understand their role in the group.

Create a team charter – defining the group's mission and objective, and everyone's responsibilities – as soon as you form the team. Make sure that everyone has a copy of the document, and remind people of it regularly.

Break Down Barriers

Use team-building exercises to help everyone get to know one another, particularly when new members join the group. These exercises ease new colleagues into the group gently, and also help to combat the "black sheep effect," which happens when group members turn against people they consider different.

Also, explain the idea of the Johari Window to help people open up. Lead by example: share what you hope the group will achieve, along with "safe" personal information about yourself, such as valuable lessons that you've learned.

Focus on Communication

Open communication is central to good team dynamics, so make sure that everyone is communicating clearly. Include all of the forms of communication that your group uses – emails, meetings, and shared documents, for example – to avoid any ambiguity.

If the status of a project changes, or if you have an announcement to make, let people know as soon as possible. That way, you can ensure that everyone has the same information.

Opinionated team members can overwhelm their quieter colleagues in meetings. Where this happens, use techniques such as Crawford's Slip Writing Method, and make sure that you develop strong facilitation skills.

Pay Attention

Watch out for the warning signs of poor group dynamics.

Pay particular attention to frequent unanimous decisions, as these can be a sign of groupthink, bullying, or free riding. If there are frequent unanimous decisions in your group, consider exploring new ways to encourage people to discuss their views, or to share them anonymously.

DETERMINANTS OF GROUP BEHAVIOUR



These key forces are;

1. People.
2. Structure.
3. Technology.
4. Environment.

There is an interaction of people, structure, and technology and these elements are influenced by the environment.

People

People make up the internal social system of the organization. That system consists of individuals and groups and groups may be large and small, formal and informal. Groups are dynamic.

Group form, change and disband. Since the organization is a combination of a group of people, managers must handle the people in the right direction.

This is very challenging to guide people or employees who have different educational backgrounds, talent, and perspectives. So managers must understand predict and control the people.

They build up a relationship among the employees and motivate themselves.

Structure

The structure defines the formal relationship and use of people in the organization. There are managers and employees, accounts assemblers to accomplish different kinds of activities.

They are related structurally so that their work can be effectively coordinated. Because there is no organization can be successful without proper coordination.

Many organizational structures have become flatter. This downsizing and restructuring have occurred as a result of the pressure to lower costs while remaining competitive.

Other structures have grown more complex as a result of mergers, acquisitions, and new ventures. Several organizations have experimented with hiring contingent workforces (temporary, part-time, or contract employees).

Finally, many firms have moved from a traditional structure to a team-based one.

Technology

Technology provides the resources with which people work and affects the tasks that they perform. They cannot accomplish work with their bare hands.

The technology used has a significant influence on working relationships.

The great benefit of technology is that it allows people to do more and better work, but it also restricts people in various ways' It has cost as well as benefits. If any person has a lack of technological knowledge he/she cannot work. Moreover, technology decrease per unit cost and improve the quality of the products and services.

Environment

All organizations operate within an internal and external environment. A single organization does not exist alone.

An organization is a part of a larger system that contains many other elements, such as the government, the family, and other organizations. Numerous changes in the environment create demands on organizations.

WHAT IS THE MEANING OF TEAM DYNAMICS

Team dynamics are **the behavioral relationships between members of any given team**. How a team interacts, communicates, and works together has a dramatic impact on how successful a team is in meeting its goals.

MEANING OF TEAM

A team is defined as **a group of people who perform interdependent tasks to work toward accomplishing a common mission or specific objective**. Some teams have a limited life: for example, a design team developing a new product, or a continuous process improvement team organized to solve a particular problem.

TYPES OF TEAM

1. Functional teams

Functional teams include members of the same department. When working within these teams, you share different responsibilities than other members. Functional teams have leaders or supervisors to whom members report and who designate responsibilities. Organizations commonly use functional teams, which require communication and trust. This type of team may be beneficial to contribute to and prioritize workplace culture.

Example: An organization establishes a team within the marketing department to determine which campaigns are most effective. The members of this functional team have a strong understanding of their campaigns and already have the information to make decisions. Team members then use analytics to determine the most effective campaigns and discuss how to write their reports.

2. Cross-functional teams

Cross-functional teams share similarities with functional teams, with the primary difference being that team members come from various departments. These teams are useful for jobs and projects that require different expertise and viewpoints. These teams function best when supervisors and team leaders prioritize communication. Leaders typically delegate responsibilities to members depending on their individual skill sets.

Example: A company wants to reallocate funding to develop a new sales department. This company creates a cross-functional team with members from every department. The members of this team analyze their departments to determine how to reallocate funding.

Related: How to Develop Cross-Functional Teams for Your Company

3. Self-managed teams

In self-managed teams, employees working within the same organization collaborate to accomplish a common goal. These teams are autonomous and don't need the same supervision as other types of teams. Self-managed teams share both leadership and responsibilities. Startup companies and small businesses often use self-managed teams. When engaging in a self-managed team, you may find it helpful to provide constructive feedback to team members.

Example: A sales team wants to redesign their sales pitch. A self-managed team helps members succeed because all members can collaborate to determine a solution.

4. Troubleshooting teams

When issues arise within an organization, troubleshooting teams find solutions for those issues. Their goal is to improve processes for organizations. These teams require strong communication skills to discover solutions for complex obstacles. These teams make recommendations to affected departments, who then implement their recommendations.

Example: A company wants to know how to increase the efficiency of its computer systems. It establishes a troubleshooting team from people in the IT department, so experienced staff members apply their specialized skills to the situation. The employer can then decide which changes to make based on what the team finds during their troubleshooting.

5. Project team

Project teams work on specific projects for their employers. Members of project teams typically come from several departments and perform tasks depending on their abilities. These teams have project leaders who assign responsibilities and monitor work.

Example: A team needs to create a new company website. Members from the marketing and web development departments collaborate to create the website. Everyone on the team continues to work together on this project until its completion.

6. Task-force teams

Organizations need task force teams when emergencies arise. These teams comprise the most efficient employees within an organization. In task-force teams, employees work exclusively on their tasks within the team. This differs from other teams, which frequently combine an employee's regular caseload with that of the team. The goal of the task force is to complete projects quickly and efficiently.

Example: A recent update to an organization's network corrupts its sensitive computer files. The employer establishes a task-force team to determine whether they can save these files.

What is Team Building?

Team building is the process of bringing individuals together to build a team. Team building is required for making a strong cohesive team which works together for a common goal. Team building consists of different activities and techniques that are used by organizations, sports teams and schools so that the students and employees view each other as a part of teams who can coordinate and work together to improve overall performance.

Team Building Process & Strategy



Depending upon the goals, resources available, time at disposal, budget etc team building is done. It is similar in principle but varies from company to situation to other requirements. The important steps and strategies in the team building process are as follows:

1. **Define Objectives:** The first step in the team building process is to identify the final objective or goal which needs to be achieved. Based on this, other criteria like team members, tasks, budget etc are decided.

2. Evaluate Current Output: The second step in the team building process is to understand the current output and the gap which is there in meeting the final objectives. This shows the extra efforts needed to achieve the final goal.
3. Design Activities & Tasks: The next step involves designing tasks and activities which would help in reaching the final goals.
4. Identify Individuals: The fourth step in the team building process is to identify individuals or employees based on their skills, experience, education etc who would be able to execute these tasks.
5. Training of Members: Once the individuals are identified, training and development of these people are done with a clear understanding of each one's roles and responsibilities.
6. Monitor Team Effort: The next step in the team building process is to closely monitor the team effort, their behaviour etc.
7. Evaluate Team Output: The final step in the team building process is to evaluate and see the overall output of the team and compare it with the original objective which was set.

Team building is a reiterative and continuous process which requires time, patience, resources, efforts etc until an effective team is created or built.

Importance of Team Building

Any group of individuals comprises of people of different skills, values, beliefs, experience, background etc. A group of people will not be able to give high efficiency in their collective output unless they work as a team. The main objective of these team building exercises is to understand and improve team dynamics, increase communication and flexibility amongst the different members. Team building is an important aspect of team management which is important for the success for any business or organization. Team building helps to develop a bond among individuals, helps understand each other's strengths & weaknesses, improve skills like leadership, time management, decision making etc. Team building is thus the process of making a team

What is Team Management?

Team management is a series of steps and coordinated activities performed by leaders or managers along with a group of individuals referred as team to perform given tasks in stipulated time period. Team management is an important concept in every field where individuals with different skills work together to achieve a common goal. In business, team management is the collective and orchestrated effort of all employees to achieve

Importance of Team Management

Every organization comprises of many employees who are assigned a particular role in their job. Each individual performs their job and tasks as per the requirement. But the collective effort of everyone is what companies want to achieve their business goals. This is where team management and team work are essential.

Team management is essentially managing a team. Team building exercise, any issues among team members have to be resolved, the best skills have to be used and the business goals have to

be met as a part of team management. The concept is closely interwoven with other skills like leadership, time management, decision making, good governance, communication making etc.

Team management is essential in managing any team. Depending upon the business requirement, there are different types of teams:

1. Cross Functional Team
2. Self Directed Work Team
3. Special Purpose Team
4. Shamrock Team

Whatever the team output required, the basic principles and strategies of team management are similar.

8 Tips for Effective Team Management and Strategy

Team management is an important skill which is required by any manager. Companies have to identify leaders who can control, direct and maximize the output of their team. Some tips and strategies for effective team management are:

1. Communication

A good stream-lined and honest discussion with team members is essential for effective team management. The team members have to be constantly communicated business ideas and company strategies which the leadership is thinking about so that employees are aware of what the company's vision is.

2. Motivation

Effective team management requires constant motivation of employees.

A strong team requires that all the members are motivated and full of positive energy to complete their tasks.

3. Feedback

Feedback of employees by seniors as well as peers is important for effective team management.

Companies evaluate employees using techniques like 360 degree feedback and help employees improve.

4. Transparency

Having a transparent organizational structure is critical for time management.

Subordinates and team members should have easy access to top management, discuss new ideas, revolt certain wrong practices, employee voice should be heard etc.

5. Delegation

Effective team management ensures a team leader uses delegation of authority while giving work to members. This helps in employee's confidence who feel that the manager trusts their work skills and abilities.

6. Flexibility

Team members who have flexibility at work using methods like work life balance help in their business output, which is important for effective team management.

7. Reward

Recognizing the efforts of team members through rewards, awards, prizes, promotions etc. are essential for good team management as this helps in employee confidence.

8. Training.

Updating employee skills with regular training and development helps in strong team management. New skills, tools, learning methodologies, training sessions etc. help sharpen employee skills and thereby improve team output.

Key Advantages of Team Management

There are a lot of advantages of a properly managed team.

The 4 main advantages are:

1. Team Enablement

With proper team management, the leaders can find the gaps in the teams' skills and help them fill them through group trainings and discussions. Team members can help each other in leaning and understanding of the overall objectives and get enabled.

2. Increase in overall employee job satisfaction

Effective team management can lead to better understanding of the team members, managers and leaders. This leads to increase in overall job satisfaction among the team members. Teams work in synergy and understand each other better.

3. Effective collaboration

Proper team management leads to working collaboration among the group. Teams can divide work effectively as per the skills of individual team members and individuals. This can lead to overall improvement of the output

4. Improved Results

If the team works effectively through proper management, then the overall synergy makes sure that the output is improved and better results are seen from the team. Effective teams can achieve much more as compared to disengaged and unmanaged teams.

INTERPERSONAL RELATIONSHIP

Interpersonal relationship refers to a strong association among individuals working together in the same organization. Employees working together ought to share a special bond for them to deliver their level best. It is essential for individuals to be honest with each other for a healthy interpersonal relationship and eventually positive ambience at the workplace.

STAGES IN INTERPERSONAL RELATIONSHIPS

1. First Stage – Acquaintance

Acquaintance refers to knowing each other. To start relationship individuals need to know each other well.

Two individuals might meet at some place and instantly hit it off. People feel attracted to each other and decide to enter into a relationship.

Common friends, social gatherings, same organizations also help people meet, break the ice, get acquainted with each other and start a relationship.

2. Second Stage – The Build up Stage

This is the stage when the relationship actually grows. Individuals are no longer strangers and start trusting each other.

Individuals must be compatible with each other for the relationship to continue for a longer period of time. Individuals with similar interests and backgrounds tend to gel with each other more as compared to individuals from diverse backgrounds and different objectives.

The build up stage in a relationship is often characterized by two individuals coming close, being passionate and feeling for each other.

3. Third Stage – Continuation Stage

This is the stage when relationship blossoms into lasting commitments. It is when people after knowing each other well decide to be in each other's company and tie the knot.

Trust and transparency is essential for the charm to stay in relationship forever.

4. Fourth Stage – Deterioration

Not all relationships pass through this stage. Lack of compatibility, trust, love and care often lead to misunderstandings and serious troubles in relationship.

Individuals sometimes find it extremely difficult to adjust with each other and eventually decide to bring their relationship to an end.

Compromise is an integral part of every relationship. Individuals failing to compromise with each other find it difficult to take the relationship to the next level.

5. Fifth Stage – The Termination Stage

The fifth and the last stage is the end of a relationship.

Relationship terminates due to any of the following reasons

1. Death of any one partner
2. Divorce
3. Separation

An ideal relationship results in lasting commitments and marriages whereas there are some relationships which do start on a positive note but end abruptly.

DIFFERENCE BETWEEN GROUP AND TEAM

GROUP VERSUS TEAM

Group refers to a number of people who are connected by some shared activity, interest, or quality	Team refers to a number of persons associated together in work or activity
May not share a common goal	Share a common cause or goal
Specific roles and duties are not assigned to individuals	Specific tasks are assigned to each individual
Members are independent	Members are interdependent
Members may not know each other	Members are aware of each other's weaknesses

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WHAT ARE CONFLICTS?

Conflict is defined as **a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions.** A conflict results in heated arguments, physical abuses and definitely loss of peace and harmony.

Organizational conflict is **an internal misunderstanding or disagreement that can occur between colleagues or leaders**. These kinds of disagreements can lead to a lack of cohesion and collaboration in the workplace.

What causes workplace conflict?

Conflict in the workplace could be the result of:

- poor management
- unfair treatment
- unclear job roles
- inadequate training
- poor communication
- poor work environment
- lack of equal opportunities
- bullying and harassment
- significant changes to products, organisational charts, appraisals or pay systems

Major causes of workplace conflict

Other major causes of conflict in the workplace include:

Personality clashes

The 'personality mix' within a team can be upset when a new member of staff joins or if two colleagues suddenly fall out. Individuals may also respond to difficult or challenging situations in an unhelpful or unproductive way.

Unrealistic needs and expectations

Conflict at work can often be caused when employers ignore the needs of employees or set unrealistic expectations. For example, arranging hours that make it difficult for employees to carry out childcare responsibilities.

Business values

Most people have very clear ideas about what they think is fair, and your organisation's procedures and policies must reflect this. For example, giving someone a fair hearing or explaining the reasoning behind a decision.

Unresolved workplace issues

For example, an employee might ask to be moved to another team because of their manager's 'aggressive' leadership style. However, the employee may have other reasons - for example, they may blame their manager for a lack of training or career progression.

Increase in workload

Sometimes workplace conflict is caused because people feel they are being pushed too hard and resentment sets in if they feel their workload is unmanageable.

CONFLICT RESOLVING STRATEGIES**1. Talk with the other person.**

- Ask the other person to name a time when it would be convenient to meet.
- Arrange to meet in a place where you won't be interrupted.

2. Focus on behavior and events, not on personalities.

- Say “When this happens ...” instead of “When you do ...”
- Describe a specific instance or event instead of generalizing.

3. Listen carefully.

- Listen to what the other person is saying instead of getting ready to react.
- Avoid interrupting the other person.
- After the other person finishes speaking, rephrase what was said to make sure you understand it.
- Ask questions to clarify your understanding.

4. Identify points of agreement and disagreement.

- Summarize the areas of agreement and disagreement.
- Ask the other person if he or she agrees with your assessment.
- Modify your assessment until both of you agree on the areas of conflict.

5. Prioritize the areas of conflict.

- Discuss which areas of conflict are most important to each of you to resolve.

6. Develop a plan to work on each conflict.

- Start with the most important conflict.
- Focus on the future.
- Set up future meeting times to continue your discussions.

7. Follow through on your plan.

- Stick with the discussions until you've worked through each area of conflict.
- Maintain a collaborative, “let's-work-out-a-solution” attitude.

8. Build on your success.

- Look for opportunities to point out progress.
- Compliment the other person's insights and achievements.
- Congratulate each other when you make progress, even if it's just a small step. Your hard work will pay off when scheduled discussions eventually give way to ongoing, friendly communication.

UNIT-04 MOTIVATION AND LEADERSHIP

Motivation and Leadership : nature, and importance of motivation, motivation Theories- Maslows Need Hierarchy Theory, Herzberg Two factory theory, -Mc, Gregor Theory X and Theory y, leadership – nature and importance-Quality of good leader, types, theories of Leadership(contemporary leadership)

MOTIVATION

Motivation in management refers to the steps managers can take to inspire their teams to achieve more and to support their workplace experience. When a company has managers who motivate their teams, they may find an overall increase in productivity and achievement.

NATURE OF MOTIVATION

Motivation is a psychological phenomenon that occurs within a person. A person lacks some needs, which makes him satisfied that he works more. The need to satisfy the ego motivates a person to do better in general.

The following conclusions can be drawn from the definitions given earlier: –

- Motivation is an inner feeling that makes a person excited to do more work.
- A person's feelings or desires motivate him to perform a particular task.
- A person has unsatisfying needs that impair his balance.
- A person proceeds to fulfill his dissatisfied needs by conditioning his energies.
- A person has passive energies that are activated by channeling in actions.
-

IMPORTANCE OF MOTIVATION IN AN ORGANISATION.

The process of motivation plays a very important role in any organization, profit, or non-profit. The managerial process of direction is driven primarily by the process of motivation as it creates within the mind of an employee the desire to work in the direction determined by the manager. The following aspects may be considered under this head:

1. Increases Productivity

Motivation is a process that leads to an increase in the productivity of the employee. Motivation meets the needs of the employee and thereby creates the drive to work to the best of his abilities. A well-employee will be willing to put in more effort towards the betterment of the organization than another disheartened employee.

2. Ensures Organisational Efficiency

Motivation plays an important role in changing the attitudes of the employees in the organization. An Indifferent attitude is extinguished most efficiently by motivation. The presence of such a favorable attitude allows the organization to thrive and be successful.

3. Ensures Loyal Workforce

A well-motivated workforce is a loyal workforce. Motivated employees have high levels of morale and commitment towards the organization and its goals and objectives. Motivation thus reduces employee turnover and reduces the need for constant induction of new employees.

4. Ensures a Reactive Workforce

Adapting to changing business environments is an important feature of any successful business. In order to react to changes easily and to continue smooth functioning, an organization requires extensive loyalty and commitment of its employees. This reduces resistance to the changes that the organization intends to make. This in effect makes the organization efficient in adapting to changing needs.

5. Facilitates Direction

Direction is an important managerial function and forms one of its core functions. Motivation as already mentioned is a vital part of the direction. The direction is a process that involves directing or initiating action according to a plan drawn up requires the employees to work wholeheartedly with commitment and loyalty. The process of direction is thus possible only when the employees proceed in the direction that the manager determines and this requires a motivated workforce.

THEORIES OF MOTIVATION

Maslow's Need Hierarchy Theory of Motivation!

Abraham Maslow's motivation theory is based on the human needs. These needs are classified into a sequential hierarchy from the lower to higher order as five need clusters as shown in the following Figure

Maslow's Need Hierarchy Theory



Maslow's Hierarchy of Needs

The above five need-clusters are now discussed in seriatim:

1. Physiological Needs:

These needs are of the lowest-order and most basic needs of human beings. These involve satisfying fundamental biological drives, such as the need for food, air, water, cloth, and shelter generally expressed in the names of roti, kapada aur makan. These needs exert tremendous influence on human behaviour.

Entrepreneur also being a human being has to meet his physiological needs for survival. Hence, he / she is motivated to work in the enterprise to have economic rewards to meet his / her basic needs.

2. Safety and Security Needs:

The second level of need in Maslow's hierarchy is emerged once physiological needs are met. Safety needs involve the need for a secure environment, free from threats of physical and psychological harm. These needs find expression in such desires as economic security and protection from physical dangers. Meeting these needs requires more money and, hence, the entrepreneur is prompted to work more in his/ her entrepreneurial pursuit. Like physical needs, these become inactive once they are also satisfied.

3. Social Needs:

Man is social animal. These needs, therefore, refer to belongingness or affiliation. All individuals want to be recognized and accepted by others. Likewise, an entrepreneur is motivated to interact with fellow entrepreneurs, his employees, and others.

4. Esteem Needs:

These needs refer to self-esteem and self-respect. These include such needs that indicate self-confidence, achievement, competence, knowledge, and independence. In case of entrepreneurs, the ownership and self- control over enterprise satisfies their esteem needs by providing them status, respect, reputation, and independence.

5. Self-Actualization:

The final step under the need hierarchy model is the need for self-actualization. This refers to self- fulfillment. The term 'self- actualization' was coined by Kurt Goldstein and means to become actualized in what one is potentially good. An entrepreneur may achieve self-actualization in being a successful entrepreneur.

In Maslow's above need hierarchy theory, human needs are arranged in a lowest to the highest order. The second need does not dominate unless the first is reasonably satisfied and the third need does not dominate until the first two needs have been reasonably satisfied. This process goes on till the last need.

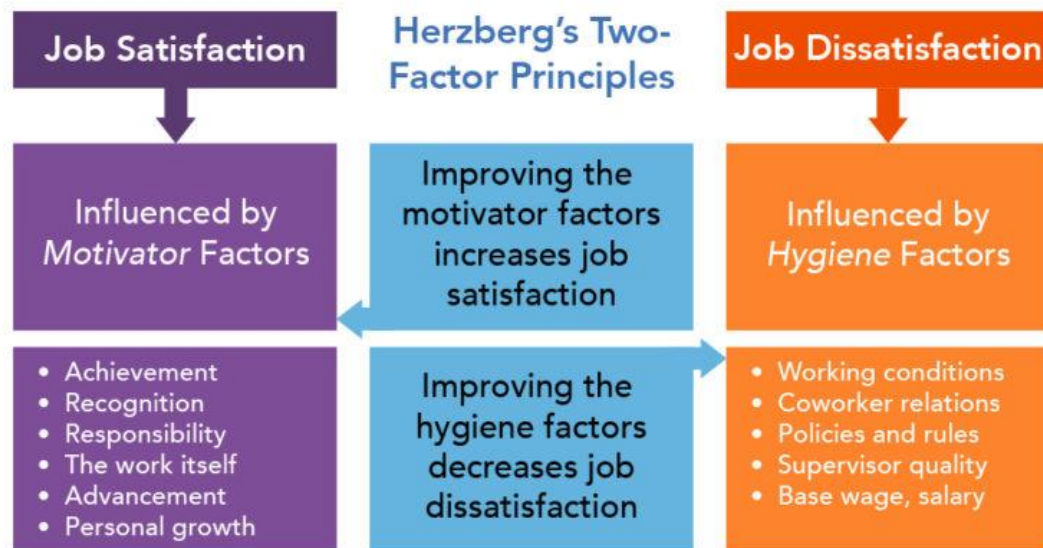
This is because man is never satisfied. If one need is satisfied, another need arises. Once a need is satisfied, it ceases to be a motivating factor. For entrepreneurs, it is mainly social, esteem, and self-actualization needs which motivate them to work more and more for satisfying them.

Herzberg's Theory of Motivation (Two-Factor Theory)

Herzberg's Two-Factor Theory of Motivation explains the effect of attitude on motivation. What do the employees want? Are they looking for growth opportunities, solid workplace relationships, higher salary, or job satisfaction are some important questions that are considered the root of motivation?

The Two-Factor Theory of Motivation was written by American psychologist Frederick Herzberg and published in his article "One More Time: How Do You Motivate Employees". Herzberg asked people to describe situations when they felt very good and also very bad in terms of their job. He came to some extraordinary conclusions that became the basis of his Theory of Motivation.

What are the two factors in Herzberg's Two-Factor Theory of Motivation?



Herzberg's Theory of Motivation states employees do not work only for a salary. There are job factors that result in satisfaction and some factors that prevent dissatisfaction.

Factors for Satisfaction

- Achievement
- Recognition
- Growth
- Responsibility
- Advancement
- The work itself
- Factors for Dissatisfaction
- Security
- Status
- Salary
- Supervision
- Organizational policies
- Work environment
- Relationship with peers and supervisor

According to the findings of Frederick Herzberg, the opposite of Satisfaction is No Satisfaction and not dissatisfaction whereas the opposite of Dissatisfaction is No Dissatisfaction and not satisfaction.

The factors leading to job satisfaction and job dissatisfaction are different from each other. Eliminating one factor will not automatically enhance the other factor or vice versa. Instead, you have to address each factor separately to achieve the desired results.

According to Herzberg, there are two types of job factors

Hygiene factors

Motivating factors

1. Hygiene Factors

Hygiene factors, also known as maintenance factors or dissatisfiers, refer to the elements that are necessary for the presence of motivation levels in the workplace. It does not result in long-term positive satisfaction but if absent will lead to dissatisfaction.

Herzberg in simple words states that the Hygiene factors are those which when present in a reasonable number will keep the employees pacified and will not make them dissatisfied. The hygiene factors explain the job environment and are a reflection of the psychological needs which employees want and expect to be fulfilled.

Some of the important Hygiene factors are

a. Pay

The pay structure must be reasonable, equal, competitive, and appropriate to those in the same domain and same industry.

b. Company policies and administrative policies

Too much rigidity can cause innumerable problems so the company and administrative policies should be fair, reasonable and clear for instance regular breaks, flexible working hours and vacation time.

c. Fringe benefits

Every organization must offer fringe benefits to its employees like health care plans, employee help programs, etc.

d. Status

The status of the employee within the organization must be familiar

e. Physical working conditions

Physical working conditions are an important Hygiene factor and include a hygienic, safe, and clean workplace where the pieces of equipment are maintained and up-to-date

f. Job security

It is the responsibility of the organization to provide job security to its employees

g. Interpersonal relations

The employee's relationship with subordinates, peers, and superiors should be appropriate without any presence of conflict or embarrassment

2. Motivating Factors

Herzberg's Motivation Hygiene Theory categorically states that hygiene factors are not motivators. The motivating factors are inherent to work and offer positive satisfaction and motivation. These factors also known as satisfiers are related to the job and motivates people to give a better performance. Unlike Hygiene Factors, Motivating I factors prove very rewarding for an employee.

Some of them are as follows-

a. Recognition

The management needs to recognize the work of the employees within the organization and offer verbal praise

b. Responsibility

The management needs to give the employees ownership of the work and hold them accountable for it.

c. Growth and Promotional Opportunities

An organization with growth and promotional opportunities will motivate employees to do better.

d. Sense of achievement

The people in a company must feel a sense of achievement in the job.

e. Meaningfulness of the work

If the work in itself is challenging and interesting it automatically becomes meaningful. Job enrichment has the power to motivate employees

➤ Mc Gregor Theory of X and Y

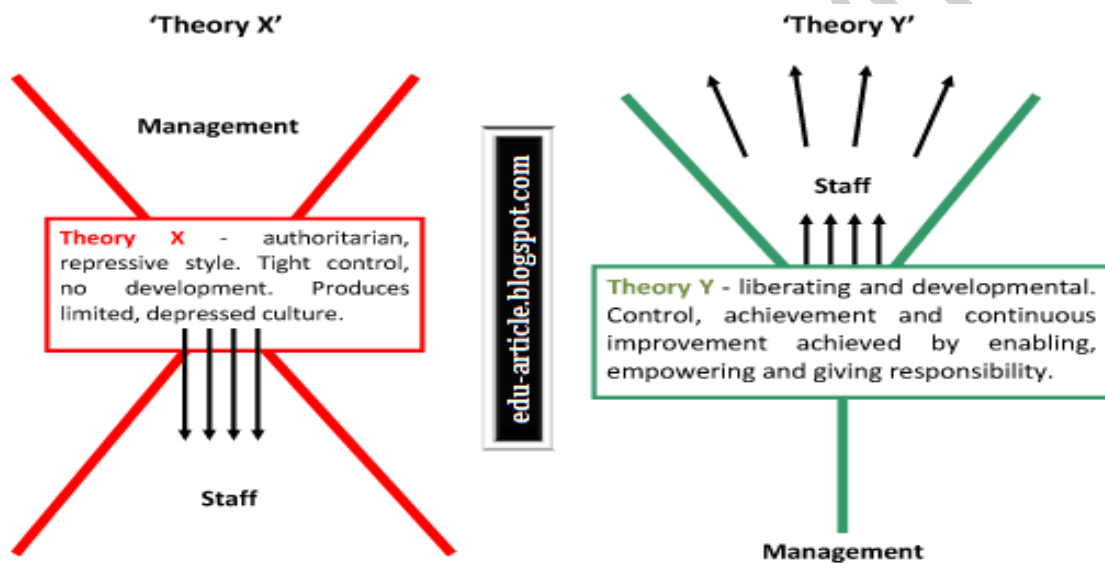
Theory of X and Y is a theory on human work and motivation developed by McGregor. He explained this concept in his book “The Human side of Enterprise”.

Theory X and Theory Y are two contrasting models of how your work force can be motivated.

According to the Theory of X and Y, there are 2 categories of managers, based on what the managers think of their team members.

Theory X Managers

Theory Y Managers



McGregor Theory of X and Y

Theory X Manager beliefs	Theory Y Manager beliefs
<ul style="list-style-type: none">• Employees dislike work, avoid responsibility.• Emphasis on continuous monitoring and supervision• Rewards or Punishments are used for motivating employees. Management believes employees work is based on their own self-interest.• "We vs They" relation between management and employees.	<ul style="list-style-type: none">• Employees are self motivated, enjoys their work, and ready to take more responsibility.• Believes that employees can work without supervision.• Giving more responsibility, and empowering to take decisions are used for motivating employees.• Collaborative and cordial relations between management and employees.

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Theory X

Managers believe that a typical worker dislike work, avoids responsibility, less ambitious and is individual goal-oriented.

They believe that team members need continuous monitoring and Supervision to get things done.

They are Most likely use rewards or punishments for motivation.

There are 2 approaches Theory X managers may take in motivating their teams

1) Hard approach

2) Soft approach

Hard Approach – There is close supervision, intimidation, and immediate punishment. Managers are looking for mistakes from employees. Managers do not trust employee work. This approach results in minimal, hostile relationship between employees and management.

Soft Approach – There is leniency and less strict rules for creating cooperative employees. If the employees are avoiding responsibility whenever possible, this approach results in low-output work force.

McGregor says that both the approaches are extremes, and an approach in the middle can be the most effective implementation of Theory X.

Theory Y

- Theory Y Managers believe that employees are internally motivated, enjoy their work, and can work without supervision.
- They have a collaborative relationship with team members.
- They believe that team members are motivated by giving them more responsibility, empowering them to take decisions, and allowing them to work on their own initiative.
- Theory Y Managers have cordial and even personal relations with employees. He acts as a mentor and guide.
- Healthier work place, more or less democratic environment compared to Theory X work environment.

LEADERSHIP

MEANING:

Leadership is **the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.** ... In business, individuals who exhibit these leadership qualities can ascend to executive management or C-level positions, such as CEO, CIO or president

Leadership, both as a research area and as a practical skill, encompasses the ability of an individual, group or organization to "lead", influence or guide other individuals, teams, or entire organizations. The word "leadership" often gets viewed as a contested term.

Formal Leadership comes from structure, authority, and power and usually comes in the form of orders or commands. ... An informal leader may not, or may, have official authority in the organization. They often create influence by connecting with others and building relationships

Informal Leadership comes from relationships, influence, and connections and usually comes in the form of favors. Informal leadership is valuable at building coalitions and enhancing collaborative efforts.

informal leader may not, or may, have official authority in the organization. They often create influence by connecting with others and building relationships. Typically, informal leaders are the ones in your organization that you would go to with questions or concerns because of their vast knowledge and accomplished experience. These leaders aren't always public with their contributions either, but their impact translates throughout the entire organization.

LEADERSHIP CHARACTERISTICS:



1 High-level personal integrity

Integrity is the quality of having strong ethical or moral principles and following them at all times, no matter who's watching. A person with integrity acts with honesty, honor, and truthfulness. You must have high-level integrity whether you are anyone. But if you are a leader, it is one of the most essential characteristics you should have. You should not always keep changing your decision. You have to be fixed on one. Always have a high level of personal integrity.

2 Work on your priorities

As a leader, you should always work on your priorities. This is one of the top leadership characteristics. You can't do everything yourself. So you should work on your priorities first. You should make the habit of delegating as a leader. Without the habit of delegating, you can never succeed. Delegating means to entrust (a task or responsibility) to another person. And you have to do that. You have to make the habit of delegating. If you don't have skill in something, then just DELEGATE DELEGATE DELEGATE that works to an expert. Don't waste your time learning that. Whether do the work in which you are perfect. You can't do and everything so you should always make your priorities list. As a leader, you should never do something which is not your priority. Always work on your priorities first.

3 Work with commitment and dedication

As a leader, you should work with your commitment and full dedication. But as a leader we expect our followers to be committed towards their work and work with dedication. But do we?. Followers do what leaders do. If a leader will sleep all day, then followers will also sleep all day and not do any work. So as a leader you must induce this quality inside you, then you can expect from your followers. Commitment is to commit to doing any work with full dedication. Dedication means to leave procrastination and do yours with full focus and with a committed attitude.

4 Have vision and goal

The fourth leadership characteristic is to have your vision and goal. Everyone should have their vision and goal. And for leaders, it's one of the most important things. A man who does not have a vision and a goal, then for what will he work for. A leader should know why he is doing anything. He should have his vision and goal towards which he will work with his team. The vision and goal could be anything. It could be to generate sales to you would have a turnover target. Vision is the ability to think about or plan the future with imagination or wisdom. And the goal is a target that you have to reach. So to fulfill your dream or your expectation, you should have a vision and goal with your team. Without vision and goal, you would be a ship without a rudder. Sooner or later, you would land on rocks. If you don't have any vision or goal, then you would be walking without knowing where to go. It's like you went out of the home to go somewhere but you don't know where. So as a leader, you and your team both should have the same vision and goal as it will let you and them achieve their goal. You should share your vision and goal with your team so that all can work towards its attainment.

5 A lifelong learner

Without learning you can't grow. A good leader is a lifelong learner. Learning is the ability to know what to do when you don't know what to do. If you're a "quick study" or can excel in unfamiliar circumstances, you might already be a learner. But anybody can foster learning ability through practice, experience, and effort. Explore how great leaders are great learners, with strong learning agility to get started. Leaders make the best response to organizational change and uncertainty. Today we need leaders who are quicker in decision-making and who can take immediate action in crisis times. We live in a fast-paced world, and work trends are evolving in no time. Therefore there is little time for all to take calculated decisions. Also, the strategies and policies that worked well in the past can be obsolete today.

6 Self Motivated

"The great leaders of business, industry, and finance, and the great artists, poets, musicians and writers all became great because they developed the power of self-motivation. One of the most essential characteristics of a leader is they are self-motivated. A leader's job is to keep others motivated. Leaders motivate their employees to do work and also boost their energy up. So as a leader you should not need any motivation as in tough conditions if you are self-motivated, you will set an example for your followers. The follower's best motivation is their leader and if you do not have the power of self-motivation. As a leader, you have to motivate your followers and if you can't do that and also you are not self-motivated, then definitely your leadership will not endure long.

7 Strong Communicator

Good communication skills are a key part of leadership as this can crush your leadership. As a leader, if you are not a good communicator, then a simple conversation can also crush your leadership. A good leader knows at what time, at what place, and especially whom he should use what kind of words. Great leaders are never harsh and they also know how to put their words in front of anyone who is harsh. He knows how to put his message in front of anyone. They know how to express their thoughts and messages. You may notice that when you talk with a leader, they reply very consciously but they can do this because they practice it. A leader is not harsh because he plans and he knows his next move. He had already planned his keywords, expression according to the situation. And prepares how to express his thoughts and feelings. They understand how important it is to have good communication skills. They are very conscious and learn from others' behaviors, which gives them a deep understanding of human complexities.

8 Maintain High-Level of Enthusiasm

A leader should always maintain a high level of enthusiasm. As it will give the leader curious behavior. Enthusiasm means having an intense and eager interest in something. A leader should always have curious behavior. As followers do not want to learn too much and know the WHY? before anything. A follower does not ask you much Why?. But as a leader, you should know the Why? before anything. There is a quality of a leader is the ability to organize details. So as a leader you should know the why and have a curiosity to know anything new. You should have an eager interest or enjoyment for something.

9 Keeping your feet on the ground

Keeping your feet on the ground means not be excited too. No matter you have a high level of enthusiasm, you should always keep your feet on the ground. I have seen many people that they enjoy success very enjoyably. But if you enjoy your and your team's success that much that your team forgets about work always focus on that. A bad impact would be created on your follower. Do not overdose success. As a leader, it's necessary to maintain self-discipline and social humility. Always remember this point as it will help you very much. As a leader, you must maintain self-discipline. If you want your followers to maintain self-discipline and social culture, first you have to apply this. As followers copy their leader as if as a leader you do not maintain it, then how can you expect that from your followers.

10 Help others, develop along the way

A leader's first and most important work is to make others successful, make their team successful by helping them. As a leader, your priority is to make others make your followers successful and help them to be successful. You have to develop along the way. Because if your followers would be team would be successful then automatically you would be successful. Always your priority should be to make your team successful. And if your want priority will be finished, you will see yourself successful.

TYPES OF LEADERSHIP STYLES

- Autocratic style
- Laissez-faire style
- Democratic style
- Transformational style
- Transactional style
- Bureaucratic style
- Charismatic Style

Autocratic leadership style

Also called the “authoritarian style of leadership,” this type of leader is someone who **is focused primarily on results and efficiency**. They often make decisions alone or with a small, trusted group and expect employees to do exactly what they’re asked. It can be helpful to think of these types of leaders as military commanders.

Autocratic style can be useful in organizations with strict guidelines or compliance-heavy industries. It can also be beneficial when used with employees who need a great deal of supervision—such as those with little to no experience. However, this leadership style can stifle creativity and make employees feel confined.

You may be an autocratic leader if you:

Have self-confidence

Are self-motivated

Communicate clearly and consistently

Follow the rules

Are dependable

Value highly structured environments

Believe in supervised work environments

Benefits: Autocratic leaders can promote productivity through delegation, provide clear and direct communication, reduce employee stress by making decisions quickly on their own.

Challenges: Autocratic leaders are often prone to high levels of stress because they feel responsible for everything. Since they lack flexibility and often do not want to hear others’ ideas, these leaders are often resented by the team.

Example: Before an operation, the surgeon carefully recounts the rules and processes of the operation room with every team member who will be helping during the surgery. She wants to ensure everyone is clear on the expectations and follows each procedure carefully and exactly so the surgery goes as smoothly as possible.

Laissez-faire or hands-off leadership style

Laissez-faire style is the opposite of the autocratic leadership type, focusing mostly on delegating many tasks to team members and providing little to no supervision. Because a laissez-faire leader does not spend their time intensely managing employees, they often have more time to dedicate to other projects.

Managers may adopt this leadership style when all team members are highly experienced, well-trained and require little oversight. However, it can also cause a dip in productivity if employees are confused about their leader's expectations, or if some team members need consistent motivation a

nd boundaries to work well.

You may be a laissez-faire leader if you:

- Effectively delegate
- Believe in freedom of choice
- Provide sufficient resources and tools
- Will take control if needed
- Offer constructive criticism
- Foster leadership qualities in your team
- Promote an autonomous work environment

Benefits: This style encourages accountability, creativity and a relaxed work environment which often leads to higher employee retention rates.

Challenges: Laissez-faire leadership style does not work well for new employees, as they need guidance and hands-on support in the beginning. This method can also lead to a lack of structure, leadership confusion and employees not feeling properly supported.

Example: When welcoming new employees, Keisha explains that her engineers can set and maintain their own work schedules as long as they are tracking and hitting goals they set together as a team. They are also free to learn about and participate in projects outside of their team.

Democratic or participative leadership style

The democratic style (also called the “participative style”) is a combination of the autocratic and laissez-faire types of leaders. A democratic leader is someone who asks for input and considers feedback from their team before making a decision. Because team members feel their voice is heard and their contributions matter, a democratic leadership style is often credited with fostering higher levels of employee engagement and workplace satisfaction.

You may be a democratic/participative leader if you:

Value group discussions

Provide all information to the team when making decisions

Promote a work environment where everyone shares their ideas

Are rational

Are flexible

Are good at mediation

Benefits: Under this leadership style employees can feel empowered, valued and unified. It has the power to boost retention and morale. It also requires less managerial oversight, as employees are typically part of decision-making processes and know what they need to do.

Challenges: This leadership style has the potential to be inefficient and costly as it takes a long time to organize big group discussions, obtain ideas and feedback, discuss possible outcomes and communicate decisions. It also can add social pressure to members of the team who don't like sharing ideas in group settings.

Example: As a store manager, Jack has hired many brilliant and focused team members he trusts. When deciding on storefronts and floor design, Jack acts only as the final moderator for his team to move forward with their ideas. He is there to answer questions and present possible improvements for his team to consider.

Transformational leadership style

The transformational style it focuses on clear communication, goal-setting and employee motivation. However, instead of placing the majority of the energy into each employee's individual goals, the transformational leader is driven by a commitment to organizational objectives. Because transformational leaders spend much of their time on overarching goals, this style of leading is best for teams that can handle many delegated tasks without constant supervision.

You may be a transformational leader if you:

Have mutual respect with your team

Provide encouragement

Inspires others to achieve their goals

Think of the big picture

Places value on intellectually challenging your team

Are creative

Have a good understanding of organizational needs

Benefits: Transformational leadership values personal connections with their teams, which can boost company morale and retention. It also values the ethics of the company and team instead of being entirely goal-oriented.

Challenges: Since transformational leaders look at individuals, it can cause team or company wins to go unnoticed. These leaders can also overlook details.

Example: Reyna is hired to lead a marketing department. The CEO asks her to set new goals and organize teams to reach those objectives. She spends the first months in her new role getting to know the company and marketing employees. She gains a strong understanding of current trends and organizational strengths. After three months, she has set clear targets for each of the teams that report to her and asked individuals to set goals for themselves that align with those.

Transactional leadership style

A transactional leader is someone who is laser-focused on performance,. Under this leadership style, the manager establishes predetermined incentives—usually in the form of monetary reward for success and disciplinary action for failure. Unlike the pacesetter leadership style, though, transactional leaders are also focused on mentorship, instruction and training to achieve goals and enjoy the rewards.

You may be a transactional leader if you:

Value corporate structure

Micromanage

Don't question authority

Are practical and pragmatic

Value goal-hitting

Are reactionary

Benefits: Transactional leaders facilitate the achievement of goals, through short-term goals and a clearly defined structure.

Challenges: Being overly focused on short-term goals and not having long-term goals can cause a company to struggle with adversity. This style stifles creativity and is unmotivating to employees who are not incentivized by monetary rewards.

Example: A bank branch manager meets with each member of the team bi-weekly to discuss ways they can meet and exceed monthly company goals to get their bonuses. Each of the top 10 performers in the district receives a monetary reward.

Bureaucratic leadership style

Bureaucratic leaders are similar to autocratic leaders in that they expect their team members to follow the rules and procedures precisely as written.

The bureaucratic style focuses on fixed duties within a hierarchy where each employee has a set list of responsibilities, and there is little need for collaboration and creativity. This leadership style is most effective in highly regulated industries or departments, such as finance, health care or government.

You may be a bureaucratic leader if you:

Are detail-oriented and task-focused

Value rules and structure

Have a great work ethic

Are strong-willed

Have a commitment to your organization

Are self-disciplined

Benefits: The bureaucratic leadership style can be efficient in organizations that need to follow strict rules and regulations. Each person in the team/company has a clearly defined role which leads to efficiency. These leaders separate work from relationships to avoid clouding the team's ability to hit goals.

Challenges: This style does not promote creativity which can feel restricting to some employees. This leadership style is also slow to change and does not thrive in an environment that needs to be dynamic.

Example: Managers at a Department of Motor Vehicles office instruct their employees to work within a specific, defined framework. They must take many steps to complete a task with strict order and rules.

Charismatic leadership

Charismatic leadership is defined by a leader who uses his or her communication skills, persuasiveness, and charm to influence others. Charismatic leaders, given their ability to connect with people on a deep level, are especially valuable within organizations that are facing a crisis or are struggling to move forward.

You may be a bureaucratic leader if you:

Strong communicator

Empathetic and relatable

Confident

Motivational

Engaging and charming

Optimistic

LEADERSHIP THEORIES

1. Contingency theory of leadership

Often called the situational leadership theory, it is one of the versatile leadership theories that suggest that different leadership styles suit different situations. In these types of leadership theories, leaders must adapt their leadership style depending on their situation, which increases innovation and effectiveness.

The leadership theory helps leaders become versatile and adapt to different situations easily. It makes their transition from one phase to another easy and also gives them the skills and knowledge required to tackle difficult situations.

2. Transformational theory of leadership

The transformational theory emphasizes leaders that share a good relationship with their team members. Transformational leaders greatly influence their teams and focus on achieving business goals through influence and inspiration. They also ensure that the team's goals are aligned with the business's objective to avoid issues.

In the current business environment, transactional leadership theory can be used to pursue a positive change in the organization. It can also help develop a strong bond between the leaders and their teams.

3. Transactional leadership theory

This type of leadership theory has a basic framework that revolves around reward and punishment. So, whenever a team member achieves the target set out by the leader, they are rewarded, and vice-versa. Generally, transactional leadership theory focuses on achieving the business goal. In this theory, the manager and employee do not share a bond or connection.

4. Great man leadership theory

There are some traits that all great leaders have, and this type of leadership theory asserts that great leaders are born with these traits. It is one of the first leadership theories that has stood the test of time and is gaining momentum in the recent business environment, especially because it believes that great leaders are born, not made.

Some of the personality traits of great leaders are charm, confidence, intellect, communication skills, and social aptitude. This theory empathizes with the leader and concentrates on leaders that can bring a positive change to the organization.

5. Behavioral leadership theory

This type of leadership theory focuses on a leader's actions and behaviour, with very little emphasis on their qualities and traits. According to behavioural leadership theory, an effective leader has many acquired skills. In addition to it, the theory also considers that an individual can learn skills to become a good leader.

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UNIT-05-DYNAMICS OF ORGANIZATIONAL BEHAVIORS

organizational culture and climate-meaning, importance, factors influencing organization, climate, organizational change- importance-Change process, Resistance to change, managing change, organizational development: Nature, objectives, benefit, OD process.

What do you mean by organization culture?

Organizational culture is generally understood as **all of a company's beliefs, values and attitudes, and how these influence the behaviour of its employees**. Culture affects how people experience an organization—that is, what it's like for a customer to buy from a company or a supplier to work with it.

Organizational culture is the collection of values, expectations, and practices that guide and inform the actions of all team members. Think of it as the collection of traits that make your company what it is. A great culture exemplifies positive traits that lead to improved performance, while a dysfunctional company culture brings out qualities that can hinder even the most successful organizations.

QUALITIES OF A GREAT ORGANIZATIONAL CULTURE

- **Alignment** comes when the company's objectives and its employees' motivations are all pulling in the same direction. Exceptional organizations work to build continuous alignment to their vision, purpose, and goals.
- **Appreciation** can take many forms: a public kudos, a note of thanks, or a promotion. A culture of appreciation is one in which all team members frequently provide recognition and thanks for the contributions of others.
- **Trust** is vital to an organization. With a culture of trust, team members can express themselves and rely on others to have their back when they try something new.
- **Performance** is key, as great companies create a culture that means business. In these companies, talented employees motivate each other to excel, and, as shown above, greater profitability and productivity are the results.
- **Resilience** is a key quality in highly dynamic environments where change is continuous. A resilient culture will teach leaders to watch for and respond to change with ease.
- **Teamwork** encompasses collaboration, communication, and respect between team members. When everyone on the team supports each other, employees will get more done and feel happier while doing it.
- **Integrity**, like trust, is vital to all teams when they rely on each other to make decisions, interpret results, and form partnerships. Honesty and transparency are critical components of this aspect of culture.
- **Innovation** leads organizations to get the most out of available technologies, resources, and markets. A culture of innovation means that you apply creative thinking to all aspects of your business, even your own cultural initiatives.

• **Psychological safety** provides the support employees need to take risks and provide honest feedback. Remember that psychological safety starts at the team level, not the individual level, so managers need to take the lead in creating a safe environment where everyone feels comfortable contributing. Now that you know what a great culture looks like, let's tackle how to build one in your organization.

CHARACTERISTICS OF ORGANIZATIONAL CULTURE

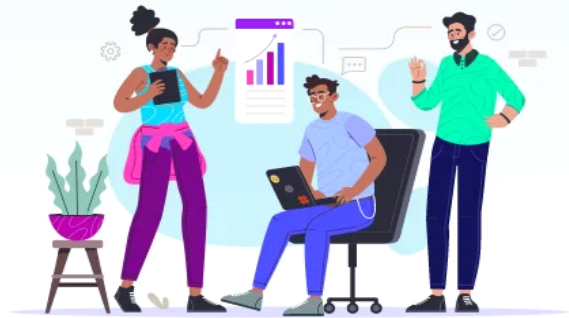


- **Innovation and Risk-Taking:** The extent to which employees are motivated to become innovative, willing to experiment and take risks.
- **Attention to detail:** The standard to which organizations workers are expected to work on precision, analysis and pay attention to details.
- **Outcome Orientation:** The degree to which the company's management is oriented towards the outcomes instead of the strategies and processes employed to achieve them.
- **People Orientation:** The extent to which the impact of the decisions made and the consequences of these decisions on people of the organization are considered by the management, through greater participation. Hence, it is all about the degree of value and respect for people working in the organization.
- **Team Orientation:** The extent to which relevance is given to effective teamwork in comparison to the individual efforts and contributions to the organization, by way of collaborative problem-solving.
- **Aggressiveness:** It is all about the employee's approach to the work, i.e. the extent to which employees show competitiveness towards work, instead of having a casual approach.
- **Stability:** It determines how open an organization is, with respect to change. Moreover, it is also associated with the company's status quo, i.e. to what extent the company gives preference on maintaining the statement of affairs.

IMPORTANCE OF ORGANISATIONAL CULTURE

FACTORS INFLUENCING

- Give a **sense of identity** to the community.
- Improve **productivity**.
- **Empower your talents**, favoring their adaptability to new challenges.
- Define **limits and differences** with other companies (it makes you unique).
- Strengthen **human relationships** and give importance to emotions.
- Attract **new young talent with digital knowledge**.
- Motivate employees to do their best, resulting in higher and **better overall business productivity**.
- Provide a **cultural organization**.



FIVE FACTORS THAT AFFECT ORGANIZATIONAL CULTURE:

1. Top Leadership Principles

How an organization's leadership team runs the business affects the policies, procedures and rules set for employees. Look at any great leader and you'll see that the values and philosophies of that leader trickle down to employees to deliver end results for the organization.

Howard Schultz, the executive chairman and former CEO of Starbucks, is a leader that has a simple leadership philosophy: treat people with dignity and respect. This one philosophy appears time after time in the Starbucks organizational culture, and can be measured in the quality of service a customer experiences.

2. Nature Of The Business

The purpose, market and operations of an organization have an impact on employees' behavior. Does your organization make a meaningful difference through your products and services in the lives of your clients and customers? That has a direct impact on your organizational culture and how your employees feel about working for you.

3. Company Values, Policies and Work Ambiance

Employees develop the values emphasized in the policies, procedures and work environment. At TruPath, we asked our employees to identify and define the fundamental truths that serve as the foundation for our system of beliefs and behaviors.

Our employees created five “TruPrinciples” and offered their definitions for each:

The TruPrinciples, or company values, guide our policies and behaviors to help promote an organizational culture that we all want to be a part of.

4. Clients and External Parties

Who you work with is one thing, but who you work for is another. The clients that the company serves are an often overlooked factor that affects organizational culture.

Why are clients part of the culture? Because these are the people that directly affect the employee's well being. If a customer is upset and takes it out on an employee, that employee's behavior directly impacts those around them. If a client has a big success and thanks the employee for a job well done, that employee can uplift their whole team.

5. Recruitment and Selection

Perhaps no factor is more important to organizational culture than recruiting and selecting the right types of employees. The type of employees hired by an organization has the largest effect on its culture – especially when a company is in high growth mode and is rapidly adding new employees.

ORGANISATION CLIMATE

Organizational climate is a concept that has academic meaning in the fields of organizational behavior and I/O psychology as well as practical meaning in the business world. There is continued scholarly debate about the exact definition of organizational climate for the purposes of scientific study.

CHARACTERISTICS OF ORGANISATIONAL CLIMATE

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 THAT AFFECT ORGANIZATIONAL CLIMATE OR**DIMENSIONS OF ORGANIZATIONAL CLIMATE**

- Structural dimensions – Referring to organizational structure
- Interactive dimensions – How members of an organization interact with each other
- Perceptual dimensions – How individuals perceive the climate within an organization

Let's have a look in more detail at some examples of organizational climate dimensions as defined by Litwin and Stringer (1968).

Organizational structure

Structure forms the basis of interpersonal relations between those leading and those being led.

Who works under whom, and who is responsible for whom? Centralization of authority has been proven to reduce participation from subordinates in decision-making. On the other hand, decentralization encourages it.

Conflict

The organizational climate depends on how effectively all types of conflict are managed.

Effectively managed conflict will create an atmosphere of cooperation and facilitate mature conversations. Conversely, mismanaged conflict will create an atmosphere of distrust and non-cooperation where gossip and slander are common.

Risk-taking

If an employee has the freedom to explore new ideas without fear of failure or consequences, they won't hesitate to act quickly or take calculated risks, leading to an atmosphere of creativity and innovation. Whereas in a risk-averse organization, a cautious approach stunts employee growth and minimizes innovation.

Individual responsibility

Responsibility refers to the amount of autonomy, freedom, authority, and power employees have in the workplace. When given enough autonomy, employees will get to define their work and activities, which also reduces the workload of managers. In a climate of low responsibility and autonomy, employees are passive and forced to work to a specific pre-approved structure and set of tasks. This often leads to frustration.

Rewards

If rewards are distributed fairly and purely based on performance and productivity, employees will engage in healthy competition and want to work hard. Any bias in the distribution of rewards will damage employee morale.

Warmth and support

This dimension refers to the level at which employees help each other in their work and also feel that they will get support from their colleagues and managers in challenging times. A strong level of fellowship between employees leads to confidence in sharing ideas and opinions without fear of ridicule or reprimand.

factors affecting organizational climate:

- Management support
- Management structure
- Concern for new employees
- Inter-agency conflict
- Agent dependence
- General Satisfaction

In general, there are many factors that affect organizational climate, including:

- Working with a competent manager
- Working with cooperative, agreeable employees
- Perception of risk

- Levels of conflict and how it is dealt with
- Having confidence in the appropriate records
- Employee responsibility
- Operating procedures
- The degree of centralization
- Employee safety
- Physical space
- Organizational values
- Leadership and decision making styles
- The goals and mission of the organization

ORGANISATIONAL CHANGE



Organizational change refers to **the actions in which a company or business alters a major component of its organization**, such as its culture, the underlying technologies or infrastructure it uses to operate, or its internal processes.

ESSENTIALS OF ORGANIZATIONAL CHANGE

1. Organisational design,
2. Leadership capabilities, and

3. Employee engagement.

1. Organisational Design:

As an Organisation's strategy shifts to respond to the change, so must its design. The design of an organisation includes a number of important levers that work together to ensure the achievement of the organisation's strategy. These levers include-organisational structure, processes, metrics and reward systems, and people practices. These systems, working in harmony, create focus and harness the collective energy of the organisation.

Realigning these key levers after a major organisational change is often not a top priority, as senior executives are typically focused on the bottom line, shareholder value and employee retention. While a full-scale redesign may not be possible or practical, organisations can begin bringing their systems back into alignment with the new reality by targeting three critical areas-

(i) Values:

Having a shared set of values provides a clear sense of purpose to employees and serves as the foundation on which to rebuild the house.

(ii) Goals:

Once the foundation has been secured, leaders must ensure that everyone knows what needs to be done to stabilise and start rebuilding. Leaders need to communicate how the goals have changed and how they link to the strategy.

(iii) Roles:

Leaders must be clear with employees about how they fit into the newly defined organisation. Do they have new roles and new people they need to interact with to do their jobs? Are their roles the same, but are they part of a different team? Have teams merged? Team leaders should understand the scope of change for each person on their team and be sure to clearly identify the level of change to enable maximum productivity.

2. Leadership Capabilities:

Challenging times require a different type of leadership. There are five core leadership competencies critical to driving and enabling change. The logic behind these competencies is simple- a layoff, restructuring, or merger or acquisition causes major disruption, and leaders must focus their capabilities on a narrow list of priorities.

The priorities include:

(i) Setting Direction:

Leaders must define the focus for the organisation and its people by restating the vision and ensuring that the sense of purpose is clear and articulated.

(ii) Aligning Employees:

Once leaders have set the course, they must make the goals, objectives and mission clear to employees to gain their support.

(iii) Motivating and Inspiring People:

Enduring a major change can be difficult for the remaining employees and may drain productivity. Leaders can motivate and inspire people by focusing on the organisation's future success.

(iv) Communicating:

Change can be unsettling, but people will be more productive if they know what's going on. Leaders must demonstrate strong communication skills and must be honest with employees about the changes in the organisation.

(v) Managing Talent:

Leaders must scrutinise the redefined organisation's talent needs and secure that talent.

While simple in theory, in practice, the focus and discipline required to successfully execute on these capabilities is not easy. In all likelihood, formal leadership development efforts are no longer practical. However, targeted coaching, action learning and on-the-job tools can help develop these competencies in real time and not only support leaders through the change, but strengthen their capabilities in the process.

3. Employee Engagement:

During a workforce reduction, company leaders can be so focused on the employees they're laying off that they overlook the impact of the change on those who stay. To survive and rebuild, it is vital for the organisation to support its people and teams as changes occur.

One way to do this is by directly enlisting employees to play a role in shaping the future of the organisation. Understand what they need to be more individually resilient and provide the training and support to build this capability. While often formed early in life, personal resiliency can be developed, and strengthening personal resilience enables organisational change to be absorbed with minimal impact on productivity and morale.

Leaders also can perform a quick pulse survey, asking employees to answer these key questions:

1. Do I know what is expected of me?
2. Do I have the right skills, abilities and potential?
3. Do I belong here?
4. How can I learn, grow or innovate?

Communication is also vital component of employee engagement. Employees should be kept informed through regular communication, such as newsletters and manager roundtables. The communication channels should be two-way, open and honest, and frequent. The more information employees have, the less time they spend guessing about the direction of the company and the more time they have to focus on their work.

While there is no way to predict what changes might affect an organisation in the future, leaders who prepare for the change and its aftermath will ensure their organisations can thrive through the challenges ahead.

WHAT IS CHANGE MANAGEMENT?

Organizational change refers broadly to the actions a business takes to change or adjust a significant component of its organization. This may include company culture, internal processes, underlying technology or infrastructure, corporate hierarchy, or another critical aspect.

Organizational change can be either adaptive or transformational:

- **Adaptive changes** are small, gradual, iterative changes that an organization undertakes to evolve its products, processes, workflows, and strategies over time. Hiring a new team member to address increased demand or implementing a new work-from-home policy to attract more qualified job applicants are both examples of adaptive changes.
- **Transformational** changes are larger in scale and scope and often signify a dramatic and, occasionally sudden, departure from the status quo. Launching a new product or business division, or deciding to expand internationally, are examples of transformational change.

Change management is the process of guiding organizational change to fruition, from the earliest stages of conception and preparation, through implementation and, finally, to resolution. An effective management strategy is crucial to ensure businesses successfully transition and adapt to any changes that may occur.

5 STEPS IN THE CHANGE MANAGEMENT PROCESS

1. Prepare the Organization for Change

For an organization to successfully pursue and implement change, it must be prepared both logistically and culturally. Before delving into logistics, cultural preparation must first take place to achieve the best business outcome.

In the preparation phase, the manager is focused on helping employees recognize and understand the need for change. They raise awareness of the various challenges or problems facing the organization that are acting as forces of change and generating dissatisfaction with the status quo. Gaining this initial buy-in from employees who will help implement the change can remove friction and resistance later on.

2. Craft a Vision and Plan for Change

Once the organization is ready to embrace change, managers must develop a thorough and realistic plan for bringing it about.

The plan should detail:

- Strategic goals: What goals does this change help the organization work toward?
- Key performance indicators: How will success be measured? What metrics need to be moved? What's the baseline for how things currently stand?
- Project stakeholders and team: Who will oversee the task of implementing change? Who needs to sign off at each critical stage? Who will be responsible for implementation?
- Project scope: What discrete steps and actions will the project include? What falls outside of the project scope?

While it's important to have a structured approach, the plan should also account for any unknowns or roadblocks that could arise during the implementation process and would require agility and flexibility to overcome.

3. Implement the Changes

After the plan has been created, all that remains is to follow the steps outlined within it to implement the required change. Whether that involves changes to the company's structure, strategy, systems, processes, employee behaviors, or other aspects will depend on the specifics of the initiative.

During the implementation process, change managers must be focused on empowering their employees to take the necessary steps to achieve the goals of the initiative and celebrate any short-term wins. They should also do their best to anticipate roadblocks and prevent, remove, or mitigate them once identified. Repeated communication of the organization's vision is critical throughout the implementation process to remind team members why change is being pursued.

4. Embed Changes Within Company Culture and Practices

Once the change initiative has been completed, change managers must prevent a reversion to the prior state or status quo. This is particularly important for organizational change related to business processes such as workflows, culture, and strategy formulation. Without an adequate plan, employees may backslide into the "old way" of doing things, particularly during the transitory period.

By embedding changes within the company's culture and practices, it becomes more difficult for backsliding to occur. New organizational structures, controls, and reward systems should all be considered as tools to help change stick.

5. Review Progress and Analyze Results

Just because a change initiative is complete doesn't mean it was successful. Conducting analysis and review, or a "project post mortem," can help business leaders understand whether a change initiative was a success, failure, or mixed result. It can also offer valuable insights and lessons that can be leveraged in future change efforts.

WHAT IS RESISTANCE TO CHANGE?

Resistance to change is the reluctance of adapting to change when it is presented. Employees can be either overt or covert about their unwillingness to adapt to organizational changes. This can range from expressing their resistance publicly, to unknowingly resisting change through their language or general actions.

Individual resistance vs organizational resistance

- **Individual resistance** occurs when employees resist change based on their unique perceptions, personalities, and needs. Things like job security, habit, and economic factors have a massive influence on individual resistance.
- **Organizational resistance** is the tendency for an organization as a whole to resist change and want to maintain the status quo. Companies that suffer from organizational resistance become inflexible and are unable to adapt to environmental or internal demands for change. Some of the signs that organizational resistance is in play include internal power struggles, poor decision-making processes, and bureaucratic organizational structures.

5 Most Common Reasons For Organizational Change Resistance

1. Mistrust and lack of confidence

When employees don't trust or feel confident in the person making the change, their resistance to it can be a huge barrier. Change advisor and author Rick Maurer believes that lack of confidence in change-makers is the most overlooked cause of resistance to change in organizations.

2. Emotional responses

Changing the status quo is difficult, and some people may have emotional reactions to anything that disrupts their routine. This is a natural and inevitable response. Brushing it off will only lead to stronger resistance.

Use change management models that focus on emotional reactions to change, such as the Kübler-Ross Change Curve or Bridges Transition Model, to mitigate this common cause of resistance to change. Both models recognize that change can lead to feelings of loss and grief. As such, change-makers must be prepared to manage these emotions and move people towards acceptance of the change.

Start by coaching change leaders to approach resistance to change with empathy, acknowledging that people may have a wide range of emotional reactions. Some may even skip steps in the Kübler-Ross Change Curve, slide back into old habits, or have negative reactions multiple times throughout the transition.

To manage these reactions, change leaders should clearly explain the need for change while also listening attentively to the feedback from those affected by it. People want to feel heard. Make it clear that their opinions are valuable to the change process.

Change leaders should also check in frequently to provide support, gather additional feedback, and nudge people towards change acceptance and adoption.

3. Fear of failure

People won't support a change if they're not confident in their abilities to adapt to it. When people feel threatened by their shortcomings (real or imagined), they protect themselves from failure by resisting the change.

Ability is more about self-confidence. After training, people need to feel comfortable applying the knowledge they have acquired. Give employees enough hands-on experience to develop and test their new skills before fully launching the change.

4. Poor communication

The key to excellent change management communication is to create an active conversation. When you talk **at** people as opposed to **with** people, you're bound to get pushback and resistance to change.

Start by making a change communication plan. Before you initiate change, you should have several communication actions planned, such as the announcement of the change, small group discussions, one-on-one meetings, and methods for gathering feedback.

When talking with employees about change, answer the questions, "What's in it for me?" (WIIFM) and "What does it mean to me?" (WDIMTM). When you address individual concerns, you increase their engagement. People want to know how the change will impact them specifically and what they will need to do to implement and solidify the change.

Furthermore, providing continuous motivation throughout the change process is essential. Kotter's 8-Step Change Theory highlights the importance of focusing on short-term wins in step six of the eight-step change process. When employees are recognized for their efforts, it builds their enthusiasm and desire to support the change.

5. Unrealistic timelines

Find a balance between creating a sense of urgency and allowing time to transition. Don't force change too quickly – when you push too hard for a change to happen, it's easy to get tunnel vision and neglect important elements of your change plan.

Start with a change implementation timeline. Map out every action and set deadlines so you have a general idea of how long the entire transformation will take. Often, designing the path between the current state and change adoption helps you identify additional steps needed to facilitate the transition.

Of course, you shouldn't be afraid to make adjustments. If your team needs more time to understand the change or would benefit from additional training, make it happen.

7 TIPS TO OVERCOME RESISTANCE TO CHANGE

Here are a few of the best strategies to overcome change resistance in your organization.

1. Show value through education and training

To avoid change resistance, provide proof that a new process, tool, or change will greatly benefit your employees. Prioritize educating your teams on how this new change will directly make their lives better and improve their day-to-day, and provide ongoing training to ensure they feel confident and comfortable navigating the new change.

2. Collect employee input prior to change

Many times, employees resist change because they believe their opinion doesn't matter and wouldn't impact the decision to make an organizational change. Run surveys with your team on how they feel about the change and how they would make the process easier.

3. Come to an agreement with your employees

Never make a decision without consulting those on the front lines – your employees. After consulting with your team, come to an agreement on the timeline and overall plan for managing and implementing a new change.

4. Include employees in the change management plan

Employees feel they are taken seriously and their opinion matters when they're included in processes. Be sure to add key members of your team into the change management and implementation process so they feel ownership of the project.

5. Support your employees during organizational transformation

Don't leave your employees out on an island – support your team members with resources, change management tools, knowledge bases, and training on the new process or tool you're implementing. This will help your employees find value in a new system quickly, causing them to build trust with you when it

6. Communicate clearly and frequently

Letting employees know about changes to the status quo as soon as possible helps to build a bridge between employees and management.

Share any information you have with employees that you are able to share. If you're not sure about an answer or simply cannot provide an answer, it's okay to say something like, "I'll look into that and follow up with you" or, "I'll share that information with you as soon as I have it." The more open and honest your communication with them, the less likely they are to speculate and spiral.

7. Measure the performance of your organizational change

Measurement is a key factor in the change process because it allows organizations to understand how the implementation influences overall business performance. If something doesn't go as planned, there's an opportunity to change it or include it in the next phase of the change implementation.

TYPES OF RESISTANCE TO CHANGE

The types of resistance to change are stated below:

1. Logical Resistance: Such resistances come in with the time genuinely required in adaptation and adjustment to changes. For example, with the advent of talkies, the movie production houses had to shift techniques in the change from silent movies to talkies. This, in a very logical sense, took time for the sound engineers and even the filmmakers to adapt.

2. Psychological Resistance: Often resistance to change in change management comes with the psychological factor of fear of embracing the unknown, or even from hatred for the management and other mental factors like intolerance to changes.

3. Sociological Resistance: Sometimes resistances come not for particular individuals but from a group of individuals. In such cases, individuals do not allow their acceptance with the fear of breaking ties with the group.

MANAGING RESISTANCE TO CHANGE

An organization's effort in managing resistance to change should come with proper education and training of the employees of the changes implemented. For a smooth change to facilitate, the organization has to take care of the considerations stated below:

- Changes should come in stages. A one-time major change would straightaway put operations into a stop.
- Changes should not affect the security of workers.
- Leadership qualities in managers with initial adaptations would gradually encourage employees to do so.
- An opinion must be taken from the employees who will ultimately be subject to the changes.
- Educating the employees and training them with the new methodology will boost up their confidence and build their efficiency.

The basic resistance to change theory defines the resistance to change meaning as the reluctance of people to adapt to the changes and to cling to the pre-existing customs and methods, mostly due to the fear of facing the unknown and its possible negative effects. The management of an organization must be well aware of the various aspects of resistance to organizational change and be trained if the need arises, in methods of managing resistance to change. This is crucial for a smooth transition and restoration of organizational harmony.

OVERCOMING RESISTANCE

Although change will always come with opposition, it is certainly possible to overcome it. Managers should strive to help their employees adapt to changes and facilitate new variations in performance.

First, managers must be able to convince employees that the changes they propose are necessary. They should show how employees and the organization itself will benefit from these changes.

Second, managers can keep the following in mind to make changes smoothly:

- Changes should not happen all at once because they are easy to apply in stages.
- Changes should never create safety issues for employees.
- Managers should consider the views of all employees who will influence the proposed change.

- If managers show leadership by first adapting to the changes themselves, the staff is less likely to resist.
- Adequate staff training in advance can help them to accept change with confidence.

ORGANIZATIONAL DEVELOPMENT IN ORGANIZATIONAL BEHAVIOR?

Organizational Development as per Scholar

Beckhard (1969), "Organization Development is an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's 'processes,' using behavioral-science knowledge."

Cummings and Worley (1997), "Organization Development is a system-wide application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures, and processes for improving an organization's effectiveness."

Organization development (OD) is **an effort that focuses on improving an organization's capability through the alignment of strategy, structure, people, rewards, metrics, and management processes.**

BENEFITS OF ORGANIZATIONAL DEVELOPMENT

Increasing productivity and efficiency comes with many benefits. One of the best ways to encourage positive results in these metrics is by using a well-thought-out organizational development structure. Organizational development is used to equip an organization with the right tools so that it can adapt and respond positively (profitably!) to changes in the market. The benefits of organizational development include the following:

1. Continuous development

Entities that participate in organizational development continually develop their business models. Organizational development creates a constant pattern of improvement in which strategies are developed, evaluated, implemented, and assessed for results and quality.

In essence, the process builds a favorable environment in which a company can embrace change, both internally and externally. The change is leveraged to encourage periodic renewal.

2. Increased horizontal and vertical communication

Of considerable merit to organizational development is effective communication, interaction, and feedback in an organization. An efficient communication system aligns employees with the company's goals, values, and objectives.

An open communication system enables employees to understand the importance of change in an organization. Active organizational development increases communication in an organization, with feedback shared continuously to encourage improvement.

3. Employee growth

Organizational development places significant emphasis on effective communication, which is used to encourage employees to effect necessary changes. Many industry changes require employee development programs. As a result, many organizations are working toward improving the skills of their employees to equip them with more market-relevant skills.

4. Enhancement of products and services

Innovation is one of the main benefits of organizational development and is a key contributing factor to the improvement of products and services. One approach to change is employee development – a critical focal point is a reward for motivation and success.

Successful engagement of employees leads to increased innovation and productivity.

Through competitive analysis, consumer expectations, and market research, organizational development promotes change.

5. Increased profit margins

Organizational development influences the bottom line in many different ways. As a result of increased productivity and innovation, profits and efficiency increase. Costs come down because the organization can better manage employee turnover and absenteeism. After the alignment of an entity's objectives, it can focus entirely on development and product and service quality, leading to improvements in customer satisfaction.

CHARACTERISTICS OF ORGANIZATIONAL DEVELOPMENT



Long Term Plan

OD is a planned approach to manage change. It emphasizes a long-term plan to improve the working efficiency of the organization.

Broad Based

OD is a broad-based approach implemented to a comprehensive change in the overall system of the organization. These changes involve organizational redesign, change in organizational philosophies, culture, system, and skills, etc. These changes are initiated to adapt the organizational performance on the basis of time.

Dynamic Process

OD is a dynamic process and amendable on the basis of requirements. It needs investment in huge capital and time to modify its systems and procedures. It is an ongoing and interactive process up to the functioning of the organization.

System Perspective

OD is an overt and wide system. All the subsystems of an organization are interrelated to each other. Only some changes in subsystems may become worthless if they can not affect the whole system. So, it emphasizes change on the whole system on the basis of requirements.

Focus on Behavior

OD focuses on behavior science rather than the mechanistic approach. It primarily emphasizes the organizational process. The record of action and reaction of people in each stage of work is taken into account for future plans.

Research Based

Interventions of OD are based on research and experiments. OD experts collect data and information and analyze information through relevant tools for taking decisions. It facilitates implementation.

Empowered Process

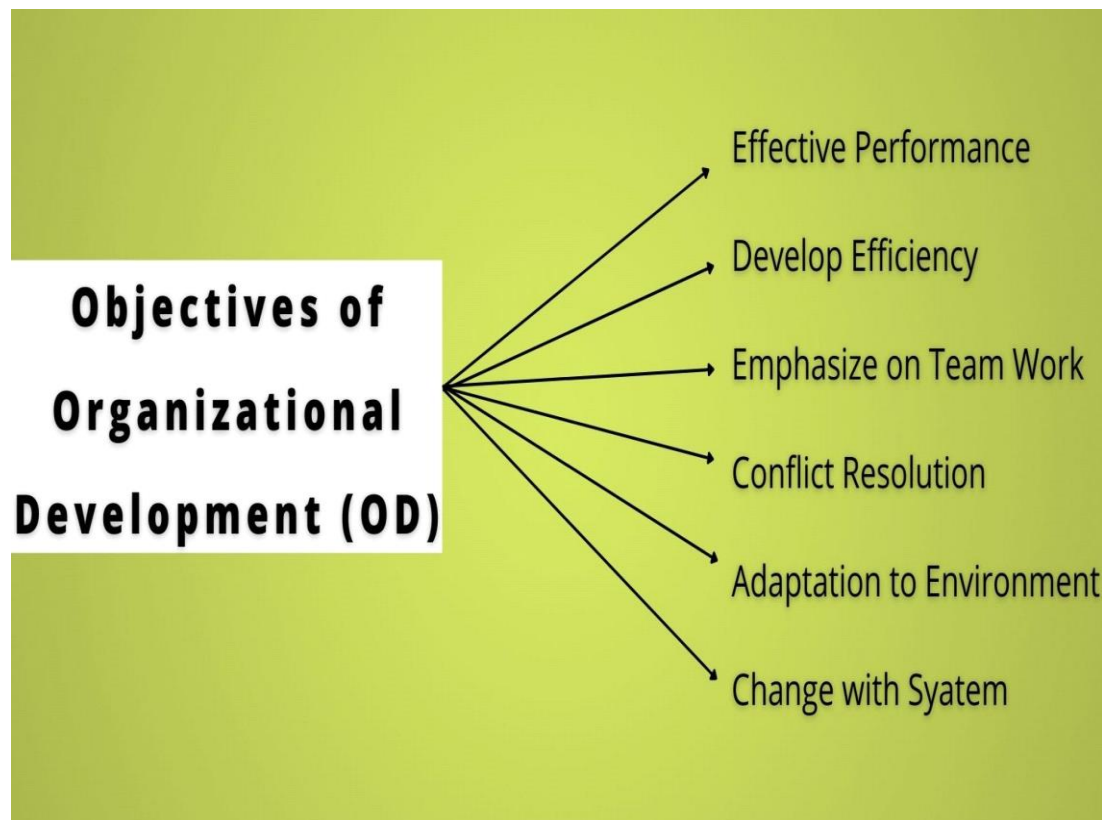
It emphasizes employees utilize their full potentiality and talent. They are independent to take a decision for the work they are responsible for. They can use their own idea and knowledge to complete the assigned job.

Team Work

OD emphasizes collaborative and group effort. It recognizes that teamwork would be a strength for the achievement of the goal.

OBJECTIVES OF ORGANIZATIONAL DEVELOPMENT (OD)

The main objective of organizational development is to develop working efficiency and effectiveness in organizational activities. The common objectives/importance of OD are as follows:

**Effective Performance**

One of the objectives of organizational development is to bring effectiveness to organizational performance. It emphasizes cooperation, independence, and mutual support among the members. It facilitates proper acquisition and utilization of resources in changing environments to meet objectives.

Develop Efficiency

OD emphasizes efficiency development and providing incentives to employees. It helps to improve employee efficiency through training, workshop, seminar, interpersonal competency, education, etc. It also seeks to improve living standards through a proper incentives system, a good working environment, etc.

Emphasize on Team Work

OD emphasizes teamwork. Team members are complementary in skills and supportive to each other. It helps to promote cooperation, learning, and effectiveness in organizational performance.

Conflict Resolution

One of the objectives of organizational development is to resolve conflict in organizational performance. When employees work in a group conflict is natural. However, OD emphasizes taking initiative to resolve conflict. It is essential for smooth functioning for the organization.

Adaptation To Environment

OD focuses on adaptation to changing environment of society. It emphasizes training, counseling, orientation, encouragement for employees to accept the change to meet the common goals.

Change with System

Organizational development emphasizes making changes on the basis of organizational systems and procedures. All members should perform activities according to new programs. Change with the system encourages teamwork and mutual cooperation to meet objectives.

OBJECTIVES OF ORGANIZATIONAL DEVELOPMENT

Organizational development strategies help organizations to achieve their objectives and goals of the organization. There are many objectives of organizational development which can be summarized below-

- To align employees with the organization's mission and vision,
- To handle organizational conflict in an effective manner,
- To increase the satisfaction and commitment level of the employees,
- To increase the interpersonal trust level of the employees,
- To solve problems effectively rather than neglect,
- To increase employee collaboration etc.

7 STEPS FOR EFFECTIVE ORGANIZATIONAL DEVELOPMENT

- **Initial Consultation:** Meet with an organizational development consultant (or an expert in your company) to discuss your goals for the process. The consultant will then determine the most effective way to proceed.
- **Data Collection:** The organizational development consultant will use surveys, interviews, and other feedback collection techniques to collect data about the problem. They'll meet with employees at all levels of the organization. Download Employee Satisfaction Survey.
- **Data Feedback and Discussion:** The data is now made available to the groups involved in the organizational development process. These groups have time to review the data and provide any feedback.
- **Action Planning and Problem Solving:** The groups involved use the data and feedback to create an action plan. This will be used to solve the problem and create a more positive work environment.
- **Team Building or Team Formation:** Conduct team meetings and team-building activities throughout the entire organizational development process to help foster a healthy company culture.
- **Inter-Group Development:** In addition to the traditional small groups, create larger inter-team groups (teams made up of members from different departments). This is a great way to increase communication and collaboration throughout your company. An Org Chart can help you keep track of these new teams.
- **Appraisal and Follow-Up:** Finally, the organizational development consultant reviews the process and determines if a follow-up is needed. It's common to do another targeted organizational development process after the first is finished if additional work is needed.
