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SALEM - 636 011, Tamil Nadu, India.**

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

BACHELOR OF BUSINESS ADMINISTRATION SEMESTER – III

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CORE PAPER: ORGANIZATIONAL BEHAVIOUR

(Candidates admitted from 2024 onwards)

PERIYAR UNIVERSITY

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

B.B.A 2024 admission onwards

CORE- V

ORGANIZATIONAL BEHAVIOUR

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Self-Learning Material Development – STAGE 1	
UNIT 1	**Introduction to Organizational Behavior**

Historical background of OB - Concept Relevance of OB – Contributing disciplines - to the field of OB, challenges and opportunities for OB, foundations of Individual Behavior. Theory **–** social theory Organizational Citizenship Behavior.

Unit Module Structuring

STAGE – 2 – Modules Sections and Sub-sections structuring

Hello Learner…. Welcome you to Understanding the psychological aspects of employee motivation and group dynamics is crucial in the realm of **Organizational Behavior** for fostering a productive and harmonious work environment. Everything you need to know about organizational Behavior….!

Introduction to OB:

The field of organizational Behavior deals with human Behavior in the organization.

It is the multidisciplinary field that seeks knowledge of Behavior in organizational settings by objective based on studying individual, group, and organizational processes.

The role and field of organization Behavior is not only concerned with a particular organization. The concepts and approaches of organization Behavior are also more concerned with the society. The study of Organizational Behavior (OB) is very interesting and challenging too. It is related to individuals, group of people working together in teams. The study becomes more challenging when situational factors interact. The study of organizational Behavior relates to the expected Behavior of an individual in the organization.

No two individuals are likely to behave in the same manner in a particular work situation. It is the predictability of a manager about the expected Behavior of an individual. There are no absolutes in human Behavior. It is the human factor that is contributory to the productivity hence the study of human Behavior is important. Great importance therefore must be attached to the study.

Researchers, management practitioners, psychologists, and social scientists must understand the very credentials of an individual, his background, social framework, educational update, impact of social groups and other situational factors on Behavior.

Various Definitions of OB:

In words of Stephen P. Robbins, "OB is a field of study that investigates the impact that individuals, groups and structures have on Behavior within organizations for the purpose of applying such knowledge towards improving an organization's effectiveness."

According to L. M. Prasad, "Organizational Behavior can be defined as the study and application of knowledge about human Behavior related to other elements of an organization such as structure, technology and social systems."

According to Davis and Newstram, "Organizational Behavior is the study and application of knowledge about how people act within organizations."

According to Fred Luthans, "Behavior is directly concerned with the understanding, prediction and control of human Behavior in organizations."

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 Behavior is essentially an interdisci¬plinary approach to study human Behavior at work. It tries to integrate the relevant knowledge drawn from re¬lated disciplines like psychology, sociology and anthro¬pology to make them applicable for studying and analysing organizational Behavior.

3. An Applied Science:

The very nature of O.B. is applied. What O.B. 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 O.B. is that while the former concentrates of 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 Behavior is a normative science also. While the positive science discusses only cause effect relationship, O.B. prescribes how the findings of applied research 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 Behavior 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 actualise these potentials if they are given proper conditions and environment. Environment affects

performance or 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 Behavioral scientists to analyse human Behavior 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.

Historical background of OB

The field of Organizational Behavior (OB) is a multidisciplinary area of study that focuses on understanding how individuals and groups behave within organizations and how these Behavior's affect the organization itself. It has evolved over time and has been influenced by various historical and theoretical developments. Here is a brief **Historical Background of OB:**

Scientific Management (Late 19th and Early 20th Century):

The roots of OB can be traced back to the late 19th and early 20th centuries when Frederick Taylor introduced Scientific Management. Taylor's work emphasized the importance of efficiency and productivity through the systematic study of work processes and the use of standardized methods.

Human Relations Movement (1930s-1940s):

The Human Relations Movement emerged as a response to the limitations of Scientific Management. Researchers like Elton Mayo conducted studies at the Hawthorne Works of Western Electric, which highlighted the importance of social and psychological factors in employee productivity. This led to the recognition that employees are not just cogs in a machine but have social and emotional needs that impact their work.

Systems Theory (Mid-20th Century):

Systems theory, as applied to OB, views organizations as complex, interrelated systems. This perspective emphasizes the interconnectedness of various organizational elements and how changes in one part of the system can affect the entire organization.

Contingency Theory (1960s):

Contingency theory posits that there is no one-size-fits-all approach to management and organizational design. Instead, the effectiveness of organizational practices depends on the specific circumstances or contingencies. Researchers like Joan Woodward and Paul Lawrence developed this theory, highlighting the importance of aligning organizational practices with the external environment.

Organizational Development (1960s-1970s):

Organizational Development (OD) emerged as a field within OB, focusing on planned efforts to improve organizational effectiveness. OD practitioners use techniques such as team building, change management, and leadership development to enhance organizational performance and well-being.

Diversity and Inclusion (Late 20th Century to Present):

In more recent decades, OB has placed increasing emphasis on issues related to diversity and inclusion. Researchers and organizations have recognized the importance of creating inclusive work environments that value diversity and ensure equal opportunities for all employees.

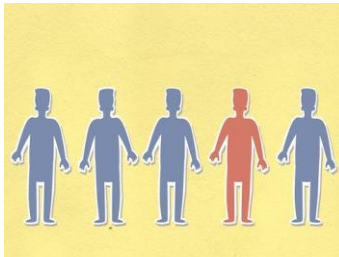## Technology and Globalization (Late 20th Century to Present):

The rapid advancement of technology and globalization has significantly influenced OB. Remote work, virtual teams, and the use of digital tools have changed the way organizations operate and how employees collaborate.

Positive Organizational Behavior (2000s):

Positive Organizational Behavior is a relatively new area within OB that focuses on fostering positive attitudes and Behaviors in the workplace, such as optimism, resilience, and employee engagement.

OB continues to evolve in response to changes in the business environment, advancements in technology, and shifts in societal values. It remains a critical field for understanding and improving the functioning of organizations and the well-being of employees.

Important Key Concepts of OB	
Individual Behavior	OB examines the Behavior of individuals within an organization, looking at factors such as motivation, personality, perception, attitudes, and decision-making. It seeks to understand how these factors affect an individual's performance, job satisfaction, and commitment to the organization.
Group Behavior	Groups and teams play a vital role in organizations. OB studies how groups form, communicate, make decisions, and resolve conflicts. It also looks at the dynamics of leadership within groups and the impact of group processes on organizational outcomes.
Organizational Structure	The structure of an organization, including its hierarchy, culture, and formal processes, has a significant influence on how people behave within it. OB investigates how these structures impact individual and group Behaviors, as well

	as how they can be designed to optimize performance and productivity.
Organizational Culture	The culture of an organization represents its shared values, beliefs, and norms. OB examines how culture shapes behavior, affects employee engagement, and influences the organization's ability to adapt and innovate.
	Leadership is a critical element of OB. It explores different leadership styles, how leaders influence their teams, and the impact of leadership on employee motivation and performance.
Motivation and Job Satisfaction	Understanding what motivates employees and how to enhance their job satisfaction is a key concern in OB. This includes theories like Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and expectancy theory.
Communication	Effective communication is essential for the smooth functioning of an organization. OB studies how communication flows within an organization, the impact of different communication channels, and the role of communication in resolving conflicts and building relationships.

Conflict Resolution	Conflicts can arise in any organization. OB provides insights into the causes of conflicts, different conflict resolution strategies, and how to manage conflicts constructively.
Change Management	In a rapidly changing business environment, managing change is crucial. OB offers guidance on how organizations can navigate change successfully, including aspects like resistance to change and organizational development.
Diversity and Inclusion	In today's diverse workplace, OB addresses issues related to diversity and inclusion, exploring how organizations can create inclusive environments and harness the benefits of diversity.

Historical Background of OB:

Emergence: Organizational Behavior (OB) arose in the late 19th and early 20th centuries, influenced by scientific management principles and early industrial psychology, focusing on efficient work practices and worker productivity.

Human Relations Movement: The Hawthorne studies in the 1920s contributed to the shift in focus from task-oriented approaches to considering the impact of social and human factors on behavior in the workplace.

Evolution: OB evolved from classical management theories to emphasize the significance of human behavior, motivation, group dynamics, leadership,

and organizational culture in shaping work environments.

Relevance of OB:

Understanding Behavior: OB is relevant as it examines how individuals, groups, and structures within organizations impact behavior, leading to insights on employee motivation, decision-making, communication, and productivity.

Organizational Improvement: It contributes to creating more efficient and satisfying workplaces by providing frameworks to manage and improve organizational behavior, fostering better employee performance and organizational success.

Self-Assessment

1. **What major event significantly influenced the emergence of Organizational Behavior?**

A) Industrial Revolution

B) Hawthorne Studies

C) Scientific Management Principles

D) Human Relations Movement

2**. Why is Organizational Behavior relevant in the workplace?**

A) It focuses solely on productivity and ignores human factors.

B) It studies the impact of external market forces on organizations.

C) It provides insights into employee behavior and its impact on productivity and efficiency.

D) It emphasizes hierarchy and strict managerial control.

3**. Which discipline contributes insights into individual behavior and motivation within OB?**

A) Sociology

B) Anthropology

C) Psychology

D) Economics

4. **What aspect of the workplace does OB emphasize as a crucial factor in shaping organizational behavior?**

A) Technology and infrastructure

B) Employee hierarchy and authority

C) Employee satisfaction and engagement

D) External market fluctuations

2.1 Contributing Disciplines to the field of OB are:

Psychology:

Psychology has perhaps the first influence on the field of organizational behavior because it is a science of behavior. A psychologist studies almost all aspects of behavior.

Psychology deals with studying human behavior that seeks to explain and sometimes change the behavior of humans and other animals.

Psychologists are primarily interested in predicting the behavior of individuals largely by observing the dynamics of personal factors.

Those who have contributed and continued to add to the knowledge of OB are teaching theorists, personality theorists, counselling psychologists, and primary, industrial, and

organizational psychologists. Some of the numerous areas of interest within the disciplines of psychology are:

- General Psychology

- Experimental Psychology

- Clinical Psychology

- Consumer Psychology

- Personality and Social Psychology

- Industrial Psychology

- Counselling Psychology

- Educational Psychology

- Consulting Psychology

Understanding Psychological principles and their models helps significantly in gaining the knowledge of determinants of individual behavior, such as

- The learning process,

- Motivation techniques,

- Personality determinants and development,

- Perceptual process and its implications,

- Training process,

- Leadership effectiveness,

- Job satisfaction,

- Individual decision-making,

- Performance appraisal,

- Attitude measurement,

- Employee selection,

- Job design and work stress.

Sociology:

The major focus of sociologists is on studying the social systems in which individuals fill their roles. The focus is on group dynamics. They have made their greatest contribution to OB through their study of group behaviour in organizations, particularly formal and sophisticated organizations.

Sociological concepts, theories, models, and techniques help significantly to understand better group dynamics, organizational culture, formal organization theory and structure, corporate technology, bureaucracy, communications, power, conflict, and intergroup behaviour.

Key concepts of Sociology are.

➢ A social system is an operational social unit that is structured to serve a purpose.

➢ It consists of two or more persons of different statuses with various roles playing a part in a pattern that is sustained by a physical and cultural base.

➢ When analysing organizing as a social system, the following elements exist:

➢ People or actors

➢ Acts or Behaviour

➢ Ends or Goals

➢ Norms, rules, or regulations controlling conduct or behaviour.

➢ Beliefs held by people as actors.

➢ Status and status relationships

➢ Authority or power to influence other actors.

➢ Role expectations, role performances, and role relationships.

Therefore, sociologists view organizations as consisting of a variety of people with different roles, statuses, and degrees of authority. The organization attempts to

achieve certain generalized and specific objectives. The organization's leaders appeal to the shared cultural base to attain some of the abstract ends, such as the development of company loyalty.

Management:

Management plays a critical role in shaping and influencing organizational behaviour. The field of organizational behaviour is concerned with understanding and managing people within an organization to improve performance, productivity, and employee well-being. Here are some of the key contributions of management in shaping organizational behaviour.

Leadership and Direction:

Management provides leadership and sets the direction for the organization. The way managers lead, their vision, and their communication style significantly influence employee behaviour and attitudes.

Goal Setting:

Managers are responsible for setting organizational goals and communicating them to employees. Clear, well-defined goals guide employee behaviour and provide a sense of purpose.

Structure and Design:

Management determines the organizational structure and design. The structure affects how work is organized, how teams are formed, and how people interact, all of which impact behavior.

Policies and Procedures:

Management establishes policies and procedures that govern employee behaviour within the organization. These guidelines set expectations and standards for conduct.

Motivation and Incentives:

Managers are responsible for creating motivation systems and incentives that encourage desirable behaviour. This includes performance-based rewards, recognition, and career development opportunities.

Communication:

Effective communication by management is essential in providing guidance, disseminating information, and fostering a culture of transparency. Poor communication can lead to misunderstandings and conflicts.

Conflict Resolution:

Management is involved in addressing and resolving conflicts within the organization. Effective conflict resolution techniques and processes can lead to more harmonious relationships and better teamwork.

Performance Evaluation:

Managers conduct performance evaluations and provide feedback to employees. This process can shape employee behaviour by reinforcing positive actions and addressing areas needing improvement.

Training and Development:

Management plays a key role in identifying training needs, providing developmental opportunities, and promoting continuous learning. This helps employees adapt to changing work environments.

Employee Engagement:

Engaged employees are more likely to exhibit positive organizational behaviour. Management is responsible for creating an engaging work environment through initiatives like team-building activities and recognition programs.

Management plays a pivotal role in shaping organizational behaviour by providing

leadership, structure, motivation, communication, and direction. A well-managed organization is more likely to exhibit positive and productive behaviours among its employees, contributing to its overall success and effectiveness.

Political Science:

The contributions of political scientists are significant to understanding behaviour in organizations. Political scientists study the behaviour of individuals and groups within a political environment.

They contribute to understanding the dynamics of power centres, structuring of conflict and conflict resolution tactics, allocation of power, and how people manipulate power for individual self-interest.

In the business field, organizations want to attain supremacy in their field and indulge in politicking activities to gain maximum advantages by following certain tasks like Machiavellianism, coalition formation, malpractices, etc.

The knowledge of political science can be utilized in studying the behaviour of employees and executives at the micro and macro levels.

Economics:

Economics contributes to organizational behavior largely in designing the organizational structure. Transaction cost economics influence the organization and its structure. Transaction costs economics implies cost components to make an exchange on the market. This transaction cost economics examines the extent to which the organization structure and size of an organization vary in response to attempts to avoid market failures by minimizing production and transaction costs within the constraints of human and environmental factors. Costs of transactions include both costs of market transactions and internal coordination. A transaction occurs when a good or service is transferred

across a 'technologically separable barrier' Transaction costs arise for many reasons.

Social Psychology:

It has been defined as the scientific investigation of how individuals' thoughts, feelings, and behaviour are influenced by the actual, imagined, or implied presence of others.

It deals with how people are affected by other individuals who are physically present or who are imagined to be present, or even whose presence is implied.

In general, sociology focuses on how groups, organizations, social categories, and societies are organized, function, and change.

The unit of analysis is the group rather than the individuals who compose the group.

Social Psychology deals with many of the same phenomena but seeks to explain whole individual human interaction and human cognition influences culture and is influenced by culture.

The unit of analysis is the individual within the group.

Some forms of sociology are closely related to social psychology.

Social Psychologists study an enormous range of topics, including conformity, persuasion, power, influence, obedience, prejudice, discrimination, stereotyping, sexism and racism, small groups, social categories, inter-group behavior, crowd behavior, social conflict, social change, decision making, etc.

Among them, the most important topics relevant to the organizational behaviour field are behavioural change, attitude change, communication, group process, and group decision-making.

Social psychologists make significant contributions. Social psychologists make significant contributions to measuring, understanding, and improving attitudes and communication patterns in how groups can satisfy individual needs and group decision-making

processes.

Anthropology:

The main aim of anthropology is to better understand the relationship between human beings and the environment.

Adaptations to surroundings constitute culture. The way people view their surroundings is a part of the culture.

Culture includes those ideas shared by groups of individuals and languages by which these ideas are communicated. In essence, culture is a system of learned behavior. Their work on culture and environment has helped us to understand differences in fundamental values, attitudes, and behaviour among people in different countries and within different organizations.

Much of our current understanding of organizational culture, environments, and differences between national cultures are the results of the work of anthropologists or those using their methodologies.

The world is the laboratory of anthropologists, and human beings must be studied in their natural habitat. Understanding the importance of studying man in natural settings over time enables one to grasp the range of anthropology.

Familiarity with some of the cultural differences of employees can lead to greater managerial objectivity and depth in the interpretation of behaviour and performance.

Anthropologists contribute to studying some aspects of organizational settings – similar values, comparative attitudes, and cross-cultural analysis between or among employees.

Challenges and opportunities for OB

Organizational behaviour can be understood as the study of people's behaviour in the organizational environment. Organizational behaviour aims to explore and explain why people behave the way they do in the workplace and how these behaviours impact the overall effectiveness and success of the organization.

In today's workplaces, managers are dealing with various behavioural problems and difficulties. Dealing with challenges such as meeting changing employee expectations, addressing declining loyalty, and managing a diverse workforce. Successfully navigating these issues requires adaptability, effective communication, and creating an inclusive workplace culture.

There are several challenges and opportunities of organizational behavior. Some of them are;

Globalization, Workforce Diversity, Improving People Skills, Quality and Productivity, Empowerment of Employees, Managing Organizational Change, Use of Technology, Managing Temporary Employees, Improving Ethical behaviour, Improving Customer Service.

Globalization   Globalization refers to the integration of economies, societies, and cultures on a global scale. It is caused due to advancements in technology, communication, transportation, and trade, enabling the flow of goods, services, capital,

information, and ideas across national boundaries.

The challenges caused by globalization are organizations face intensified competition globally making it harder to stand out and maintain market share. Globalization exposes organizations to economic fluctuations in different countries and it also makes it difficult in managing diverse cultural contexts, supply chains across multiple countries, international norms, values, and cultures, regulatory framework, advancement of technology, etc.

Workforce Diversity	The term diversity refers to the differences among people. It includes employees having different characteristics, such as gender, race, age, ethnicity, religion, culture, and abilities, working together in a supportive and inclusive environment.
	While managing the workforce conflicts may arise due to differences in cultural backgrounds, perspectives, and communication styles. Diverse perspectives can lead to conflicts or disagreements within teams. Organizations must ensure that diverse employees feel valued, included, and have equal opportunities for growth.
Improving People Skills	Improving people skills refers to enhancing the abilities and qualities that enable individuals to interact effectively with others.
	As competition has grown and people have become more

aware of the importance of quality, there is a greater need for individuals to possess advanced skills and knowledge. For this providing training and re-educating the less skilled employees may become a challenge for the manager.

A skilled employee who is fully trained, developed, and motivated can be a useful asset to the organization. Improving people skills requires practice, self-reflection, and a genuine desire to connect with others.

Quality and Productivity	Quality and productivity influence the success of businesses and organizations across various industries as they are interconnected and impact each other. Maintaining the quality of the product and meeting the expectations of the consumer might be a significant challenge for the manager. Due to globalization, Customers have high standards and demand products or services that are defect-free, reliable, and of superior quality. But increasing quality and productivity helps to acquire more customers even with fewer resources, leading to increased efficiency and cost savings. It also helps in building a strong brand reputation and leads to innovation and product development.
Empowerment of Employees	Employee empowerment is the process of providing employees with the authority, autonomy, resources, and support necessary to make the right decisions at the right time.

Managers are putting employees in charge of what they do as a result they have to learn how to take responsibility for their work and make appropriate decisions. Empowering employees often involves delegating decision-making authority and granting autonomy. But employees lacking the necessary skills, knowledge, or experience may fear taking on additional responsibilities or uncertainties about their new roles.

Empowered employees have the freedom to generate ideas, experiment, and take calculated risks. When employees have a sense of empowerment, they feel valued, trusted, and motivated to contribute to the organization's success.

Managing Organizational Change

In today's organization change is necessary to have progress. Many employees are still resistant to change, they are more concerned about job security, new roles, and responsibilities, or a shift in the organizational culture. Applying many different programs like the reorganization of departments, disposal of poor-performing units, downsizing in the structure, and employee outsourcing might be a significant challenge.

Along with challenges change also brings opportunities. The study of OB helps managers to understand the continual change in a better way. They can learn new skills, expand their knowledge, and adapt to changing market demands.

Use of Technology

This is the era of technology. It has highly influenced the field of management and organizational behaviour.

The use of technology is gradually increasing and with those challenges like maintaining the privacy of the employees, information overload, high demand for training and learning, etc. Rapid technological advancement also needs organizations to constantly adapt and upgrade their systems, which can be costly and time-consuming.

But if the technology is used properly it can help to increase efficiency and productivity, saves time, enhance customer experiences, and innovation, and there is competitive advantage for organizations.

Managing Temporary Employees

Due to globalization, competition among organizations is also increasing. For seasonal jobs, occasional jobs, and less important jobs managers hire temporary employees to cut the cost and long-term burden.

Long-term benefits like provident fund, pension, paid leave, bonus, etc are not available for temporary employees so they might show low motivation and job satisfaction. Providing training and fitting them into the organization's culture might be a challenge for managers.

Hiring temporary employees can be more cost-effective. So managers need to keep them motivated by providing rewards. As temporary employees can bring external expertise and knowledge from different industries or companies, which can benefit the organization and its permanent staff.

Improving Ethical behaviour	Ethical behavior is to behave according to the moral standards set by the society which we live in. It is a belief regarding what is right and wrong or good and bad.
	The main challenge for a manager is to maintain the rules and regulations acceptable to the employees. If employees are not positively aligned with the guidelines, it is important for managers to identify the causes and develop rules that benefit both employees' ethics and the organization's ethics.
	Managers should offer seminars, workshops, and similar training programs to improve the ethical behavior of the employees as it helps to improve an individual's or organization's reputation.
Improving Customer Service	Organizational behavior contributes to improving organizational performance by examining the relationship between employees' attitudes and behavior and customer satisfaction.
	Customers today have high expectations so poor customer service may lead to complaints and criticism which may be a challenge for managers. It is also essential to offer both sales and after-sales service.
	Excellent customer service leads to increased customer satisfaction and loyalty, enhances a company's reputation, and positively impacts its brand image. Organizational behavior (OB) can enhance organizational performance by

demonstrating the link between employee attitudes and behaviors with customer satisfaction.

Contributing Disciplines:

Psychology: Provides insights into individual behavior and motivation.

Sociology: Studies group dynamics and interactions within organizations.

Anthropology: Offers perspectives on organizational culture and behavior.

Management Theories: Contribute frameworks for effective leadership and organizational structures.

Challenges in OB involve managing diverse teams, navigating rapid technological changes, and addressing conflict resolution, while opportunities lie in leveraging diversity for innovation, adapting to evolving technologies, and fostering inclusive and collaborative work cultures.

1. Which field provides perspectives on organizational culture and behavior within OB?

A) Anthropology

B) Economics

C) Political Science

D) Sociology

2. **What is a common challenge in Organizational Behavior (OB)?**

A) Embracing diversity in the workplace

B) Avoiding technological advancements

C) Resolving conflicts among team members

D) Ignoring employee well-being

3. Which factor represents an opportunity in OB for enhanced productivity?

A) Restricting employee autonomy and collaboration

B) Embracing inclusive work cultures

C) Avoiding technological advancements in the workplace

D) Ignoring employee feedback and suggestions

Foundations of Individual Behaviour

Individual behaviour in an organizational context is influenced by a variety of factors, which can be categorized into several key foundations. These foundations help us understand why people act the way they do within an organization. The major foundations of individual behaviour include: Biographical Characteristics, Abilities and Skills, Personality, Values and Attitudes, Perception and Attribution, Motivation, Learning and Conditioning, Self-Concept and, Self-Esteem, Stress and Coping, Work Attitudes, Workplace Norms and Values, Socialization and Role Expectations, Organizational Justice.

Biographical Characteristics	**Age:** Age can affect behavior in terms of career stage, values, and preferences.
	Gender: Gender can influence behavior and the perception of gender roles in the workplace.
	Race and Ethnicity: Cultural and ethnic backgrounds can

shape behavior and experiences in an organization.

Education: Educational background can influence knowledge and skills.

Tenure: Length of time in an organization can impact behavior and relationships with coworkers.

Abilities and Skills	**Cognitive Abilities:** Intellectual abilities, such as problem-solving and decision-making skills, can affect job performance. **Physical Abilities:** Physical strength, dexterity, and coordination is important in certain jobs. **Emotional Intelligence:** The ability to recognize, understand, and manage one's emotions and the emotions of others can impact behaviour in interpersonal interactions.
Personality	Personality traits, such as extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience, can significantly affect how individuals behave in work settings.
Values and Attitudes	**Values:** Personal values, such as integrity, ethics, and cultural values, influence an individual's behaviour and decision-making. **Attitudes:** Attitudes, like job satisfaction, organizational commitment, and job involvement, shape how individuals interact with their work and colleagues.
Perception and	How individuals perceive and interpret their environment

Attribution	influences their behaviour. This includes how they interpret the behaviour of others and attribute causes to events.
Motivation	Motivation refers to an individual's drive or willingness to expend effort to achieve specific goals. It is influenced by factors like needs, rewards, and personal goals.
Learning and Conditioning	Learning involves acquiring new knowledge, skills, and behaviour through experience. Classical and operant conditioning, as well as observational learning, can shape an individual's behaviour in the workplace.
Self-Concept and Self-Esteem	Self-concept is an individual's self-awareness and self-identity. Self-esteem refers to one's self-worth. Both self-concept and self-esteem can impact an individual's behaviour and interactions with others.
Stress and Coping	Individuals respond to stress and their coping mechanisms can influence their behaviour. High levels of stress can lead to burnout and impact job performance.
Work Attitudes	Employee attitudes, such as job satisfaction, affect behaviour in terms of job performance, commitment, and engagement.
Workplace Norms and Values	The norms and values prevalent in an organization can influence how employees behave and interact. They help define the organizational culture.
Socialization and Role Expectations	individuals are socialized into an organization and the expectations placed on them in their roles can shape their

	behaviour within the organization.
Organizational Justice	The perception of fairness in an organization's policies, practices, and procedures can influence how employees behave and interact with colleagues and superiors.

Understanding these foundations of individual behavior is crucial for organizations to manage and motivate their employees effectively. It allows managers to create a work environment that aligns with individual characteristics and motivations, ultimately enhancing employee satisfaction, engagement, and performance.

Theory (Social Theory)

"People are social beings and want interaction, and social learning is the primary form of learning, just as word-of-mouth advertising is the highest form of advertising." - Stephen M.R. Covey.

Attracting and retaining workers is a key challenge for business leaders. So it's worth looking at Albert Bandura's social learning theory. It's known to improve retention, the trust of your team, and your organisational culture.

Recent research shows that when workplaces provide:

➢ Positive leadership

➢ A sense of purpose

➢ Opportunities for meaningful connections with colleagues

Psychologist Albert Bandura in the 1960s proposed four mediational processes (thought processes) when we watch the behaviour of another person:

➢ Attention (Noticing the Behaviour);

➢ Retention (Recalling the Behaviour);

➢ Reproduction (Trying Out the Behaviour);

Motivation (Deciding If the Reward for Performing the Behaviour Outweighs the Costs).

Leaders who understand social and emotional learning can use this theory to spread desirable behaviours (and quash undesirable ones) throughout the organisation.

Attention According to social learning theory, humans learn by observing the behaviour of others. For this observation to be effective, however, one must be paying attention to the model (a live person, a fictional person, a verbal instructional model). Interestingly, Bandura observed that a presenter on a television screen (as most are in 2022) was more powerful in commanding attention than other forms of 'verbal characterisation'.

Conversely, anything that distracts the attention will have a negative effect on observational learning.

For instance, if the speaker is uninteresting or there is nothing novel about the situation, it is less likely that an observer will dedicate their full attention to learning. If the speaker is interesting or there is something new about the situation, it is more likely that an observer will pay close attention and absorb the information being presented.

Therefore, attention plays a critical role in social learning theory and observational learning. This is proven out by a Bandura experiment which involved children watching an adult behave violently towards a bobo doll (one that tips and then rights itself). For all the wrong reasons this certainly got their attention, and afterwards the children imitated the aggression of the adult.

Retention

Retention, or the ability to store information and retrieve it later, is another important aspect of social learning theory. This process is essential for observational learning to take place. Retention can be affected by several factors, such as the type of information being learned, the learner's motivation, and the level of rehearsal or practice.

However, the ability to recall information later and use it in a new situation is key to social learning. Without retention, we would simply forget what we have observed and be unable to apply it to other situations.

You can see from the Ebbinghaus Forgetting Curve (below) that without reinforcing what you have learned, 90% of information is lost within the first 7 days. As the biggest drop happens just hours after you learn new information, it's always a good idea to go back to the training material within the next few days.

From 20-100% of information is retained when demonstrated, discussed, or practised with others, or worked through with a coach.

Reproduction

For social learning to take place, three things must occur: observation (of a model), retention (of the information that was observed), and reproduction (of the behaviour that was observed).

Reproducing the behaviour, especially practicing it over and over, helps you cement the learning and better perform the behaviour. For example, after Growth Faculty masterclasses we encourage teams to use the provided Conversation Starter questions in a team discussion. This is social learning in action and helps retention and reproduction.

As we know, social learning theory indicates people can learn from both live models (the people presenting the information) and symbolic models (such as through books, video/television, and podcasts). Not having a live model to watch and imitate is no barrier to learning new behaviours.

Motivation   "You can lead a horse to water, but you can't make it drink." This famous saying sums up the importance of having the will to emulate a behaviour. We know that the more we imitate a behaviour, the better our chances of success. The key is

motivation. You need both reinforcement and punishment for observational learning to be most effective.

An employee getting rewarded for a behaviour will motivate us to do something similar. An example might be someone speaking up in a meeting and being congratulated by the manager. By contrast, an employee getting punished will demotivate us. An example might be the same employee speaking up in a meeting and being told "That's never going to work!" or "Not now!'

In this way, we are learning the organisational culture through observing the consequences of the actions of those around us rather than from our own experience.

Benefits of Social Learning in the workplace:

Positive behaviour is multiplied. Colleagues will mirror the traits of others who are rewarded for positive behaviours. Rewarding learners will create more learners.

Building connections for remote workers. With more and more people working from home or other remote locations, social learning gives them a sense of belonging, and keeps them communicating, engaged, and maintaining connections at work.

Deepens the understanding of desired behaviours. "Show, don't tell" is a powerful learning tool.

Knowledge management. Research shows most companies credit knowledge sharing for improving productivity by up to 40%.

Positive habits can form. Imitating others with good habits will help to ingrain the learned habit.

Learning from good role models. People want to identify with others and their achievements. Within their own limits, they will see if such behaviours work for them.

Employee engagement and social learning

Research published in HBR links lifelong learning to happiness. Social learning amplifies

this, and improves:

Retention - 94% of employees say they'd stay at a company longer if it invested in their learning development (LinkedIn 2019 Workplace Learning Report)

Performance - Study shows training and development is a significant motivator for employees.

Engagement - Research shows significant effect on job satisfaction, organisational commitment, advocacy, pride, intention to stay, and overall employee engagement score.

Organizational Citizenship Behaviour:

Organizational Citizenship behaviour (OCB) refers to discretionary, voluntary, and extra-role actions or behaviours exhibited by employees in an organization that go beyond their formal job responsibilities. These behaviours are not explicitly rewarded or required but contribute to the overall effectiveness and well-being of the organization. OCB reflects an employee's willingness to contribute to the organization's success in a positive and proactive manner. Here are some key aspects and examples of OCB:

Altruism:

Altruistic OCB involves helping others or assisting colleagues in their tasks. This might include providing guidance, sharing knowledge, or helping with work-related issues.

Conscientiousness:

Conscientious OCB refers to behaviours that demonstrate an employee's commitment to the organization and its goals. This might include working extra hours to meet deadlines, volunteering for additional tasks, or taking on responsibilities outside of one's job description.

Courtesy:

Courtesy OCB involves acts of politeness and respect, such as showing consideration for colleagues, clients, or customers. This may include being polite, respectful, and friendly in interactions.

Sportsmanship:

Sportsmanship OCB relates to the employee's ability to maintain a positive attitude even in the face of challenges or adversity. This might involve refraining from complaining, cooperating with coworkers, and maintaining a positive work environment.

Civic Virtue:

Civic virtue OCB is about participating in the organizational life beyond routine work tasks. This might include attending meetings, providing suggestions for improvement, or volunteering for committees and initiatives.

Examples of OCB:

- ➢ Helping a colleague who is struggling with a project.
- ➢ Staying late to ensure a project is completed on time.
- ➢ Volunteering for a company-sponsored charity event.
- ➢ Providing constructive feedback to colleagues to help them improve.
- ➢ Treating clients or customers with respect and going the extra mile to meet their needs.

> ➢ Attending company meetings and participating in discussions to improve processes.

Organizational Citizenship behaviour is valuable to organizations for several reasons:

Improved Workplace Culture: OCB contributes to a positive workplace culture characterized by collaboration, respect, and a strong sense of community.

Enhanced Team Performance: Employees who engage in OCB help their teams function more effectively, which can lead to improved overall performance.

Customer and Client Satisfaction: When employees go the extra mile to serve customers or clients, it can lead to increased satisfaction and loyalty.

Reduced Turnover: A positive workplace environment created by OCB can contribute to employee satisfaction and retention.

Innovation and Problem Solving: OCB can foster an environment where employees are more likely to suggest innovative solutions and work together to solve problems.

To encourage OCB, organizations should recognize and reward such behaviours, provide opportunities for employees to engage in them, and promote a culture of trust, fairness, and respect. Recognizing and valuing OCB can lead to a more engaged and motivated workforce and a healthier organizational climate.

Let's sum it up...
Foundations of Individual Behavior encompass the study of micro-level actions and decisions within an organizational context, exploring individual motivations and behaviors in the workplace.

Social Theory in OB focuses on how individuals perceive themselves within a social framework, emphasizing the influence of social identity on behavior and

interactions in organizations.

Organizational Citizenship Behavior (OCB) entails voluntary, extra-role actions contributing to organizational effectiveness, such as helping colleagues and engaging in activities beyond formal job descriptions, fostering a positive work environment.

What does the term "Individual Behavior" primarily refer to in an organizational context?

A) Group dynamics and interactions

B) Micro-level actions and decisions of individual employees

C) Organizational structures and hierarchies

D) Market fluctuations affecting employee behavior

According to Social Theory in Organizational Behavior, what does "social identity" emphasize?

A) An individual's personality traits

B) The influence of market forces on behavior

C) How an individual sees themselves within a social context

D) Organizational hierarchies and power structures

Which behavior involves voluntary, extra-role actions that contribute to organizational effectiveness?

A) In-role behavior

B) Organizational Citizenship Behavior (OCB)

C) Counterproductive work behavior

D) Task-oriented behavior

Unit Summary
- OB helps in explaining the interpersonal relationships employees share with each other as well as with their higher and lower subordinates.   - The prediction of individual Behavior can be explained.   - OB balances the cordial relationship in an enterprise by maintaining effective communication.   - OB assists in marketing.   - OB helps managers to encourage their sub-ordinates.   - Any change within the organization can be made easier.   - OB helps in predicting human Behavior & their application to achieve organizational goals.   - OB helps in making the organization more effective.

Glossary	
Organizational Behavior (OB):	The study of how individuals and groups behave within organizations and how these behaviors impact the organization.
Attitude:	An individual's positive or negative feelings and evaluations toward a particular object, person, or situation.
Perception:	The process through which individuals interpret and make sense of their sensory information, often influencing their understanding of the world.
Organizational Culture:	The shared values, beliefs, and norms that shape the behavior and practices within an organization.

Team Dynamics:	The interactions and relationships among team members, including communication, collaboration, and conflict resolution.

Self – Assessment Questions

1. What is Organizational Behavior (OB) and why is it important in the workplace?

2. How does OB help us understand human behavior within an organizational context?

3. What are the primary goals of studying Organizational Behavior?

4. What are some key factors that influence individual behavior in organizations?

5. How does OB contribute to improving productivity and organizational performance?

6. Why is it essential for managers to have a good understanding of OB concepts and principles?

7. What role does OB play in enhancing employee job satisfaction and well-being?

8. How does OB help in resolving conflicts and improving teamwork within organizations?

9. What are some of the emerging trends and challenges in the field of Organizational Behavior?

10. In what ways can an organization benefit from promoting a positive workplace culture through OB practices?

Activities / Exercises / Case Studies	
 Activities	1. Form a small group and discuss a situation where effective teamwork made a significant impact on a project's success. What specific behaviors and dynamics contributed to the positive outcome? 2. Select a company in your city and identify what practices it adopted to be Customer-oriented.
Answers for check your progress	1. B) Hawthorne Studies 2. C) It provides insights into employee behavior and its impact on productivity and efficiency. 3. C) Psychology 4. C) Employee satisfaction and engagement 5. A) Anthropology 6. C) Resolving conflicts among team members **7**. B) Embracing inclusive work cultures 8. B) Micro-level actions and decisions of individual employees. 9. C) How an individual sees themselves within a social context 10. B) Organizational Citizenship Behavior (OCB)

Suggested Readings
1. https://www.sultanchandandsons.com/Images/BookImages/Chapters/579_TC%201240%20OB%20(2)%20(1).pdf
2. https://assets.openstax.org/oscms-prodcms/media/documents/OrganizationalBehavior-OP_TtwWIeQ.pdf
3. https://www.tmv.edu.in/pdf/Distance_education/BCA%20Books/BCA%20VI%20SEM/BCA-629%20OB.pdf
4. https://www.sultanchandandsons.com/Images/BookImages/Chapters/579_TC%201240%20OB%20(2)%20(1).pdf
5. https://backup.pondiuni.edu.in/storage/dde/dde_ug_pg_books/Organisational%20Behaviour.pdf
6. https://ftp.idu.ac.id/wp-content/uploads/ebook/ip/BUKU%20MANAJEMEN%20ORGANISASI/Organization-Behavior-Textbook-2009.pdf
7. https://bdpad.files.wordpress.com/2015/05/fred-luthans-organizational-behavior-_-an-evidence-based-approach-twelfth-edition-mcgraw-hill_irwin-2010.pdf

Open-Source E-Content Links			
1.	Historical background of organizational Behavior	https://www.youtube.com/watch?v=eMZ-iuMQmrw	
2	Contributing disciplines to the field of organizational Behavior	https://www.youtube.com/watch?v=tyruQcjHZC4	

3	Challenges and opportunities of organizational Behavior	https://www.youtube.com/watch?v=IP8btq0HDQM	
4	Foundation of individual Behavior	https://www.youtube.com/watch?v=u3tlz49SHRg	
5	Organizational citizenship Behavior	https://www.youtube.com/watch?v=Yw6cN6i5dJo	

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5. https://www.economicsdiscussion.net/management/organizational-Behavior/31869

6. https://study.com/academy/lesson/what-is-organizational-behavior-definition-and-history-of-the-field.html#:~:text=fields%20of%20study.-,History,broken%20down%20into%20small%20parts.

7. https://theintactone.com/2019/05/07/ob-u1-topic-3-historical-development-of-organizational-behavior/

8. https://www.slideshare.net/SayantaniPandit1/historical-background-of-organizational-Behavior

9. https://ugcnetmanagementcourse.blogspot.com/2014/05/The-concept-and-significance-of-organizational-Behavior.html

10. https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_concepts.htm

11. https://www.mbaknol.com/organizational-behavior/organizational-behavior-definition-and-concepts/

12. https://tyonote.com/contributing_disciplines_to_organizational_behavior/

13. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/commerce/01._management_concept_and_organizational_Behavior/10._contributing_disciplines_to_ob/et/6507_et_com_p1_m10_etext.pdf

14. https://legalpaathshala.com/disciplines-in-organizational-Behavior/

15. https://theintactone.com/2019/05/07/ob-u2-topic-1-foundations-of-individual-behavior/

16. https://eom.org/content-hub-blog/organizational-citizenship-Behaviors

Self-Learning Material Development – STAGE 1

PERSONALITY, PERCEPTION, LEARNING, ATTITUDE & VALUES AND MOTIVATION

Individual Difference - Personality – concept and determinants of personality – theories of personality – type of theories – trait theory – psycho analytic theory -

social learning theory – Erikson's stages of Personality Development Chris Argyris Immaturity to Maturity Continuum. Personality – Job fit.

Perception: Meaning Process – Factors influencing perception – Attribution theory Learning: Classical, Operant and Social Cognitive Approaches – Managerial implications.

Attitudes and Values:– Components, Attitude – Behaviour relationship, formation, values.

Motivation: Early Theories of Motivation – Hierarchy of needs theory, Theory X and Theory Y, two factor theory, McClelland's theory of needs and Contemporary theories of motivation – Self – Determination theory, Job Engagement, Goal Setting theory, Self– efficacy theory, Re – enforcement theory, Equity theory, Expectancy theory.

Unit Module Structuring

1. **Individual difference**
2. **Personality**
3. **concept and determinants of personality**
4. **theories of personality**
5. **type of theories**
6. **trait theory**
7. **psycho analytic theory -**
8. **social learning theory**
9. **Erikson's stages of Personality Development**
10. **Chris Argyris Immaturity to Maturity Continuum.**
11. **Personality Job fit.**
12. **Meaning of Perception**
13. **Process of Perception**
14. **Factors influencing perception**
15. **Attribution theory Learning: Classical, Operant and Social Cognitive Approaches**
16. **Managerial implications.**
17. **Learning: Classical, Operant and Social Cognitive Approaches**
18. **Managerial implications.**
19. **Attitudes and Values:– Components of attitudes & Values**
20. **Attitude**
21. **Behaviour relationship, formation, values.**
22. **Attitudes and Values:– Components, Attitude – Behaviour relationship, formation, values.**
23. **Motivation: Early Theories of Motivation**

24. **Hierarchy of needs theory, Theory X and Theory Y**
25. **two factor theory**
26. **McClelland's theory of needs and Contemporary theories of motivation**
27. **Self – Determination theory**
28. **Job Engagement, Goal Setting theory.**
29. **Self– efficacy theory**
30. **Re – enforcement theory**
31. **Equity theory**
32. **Expectancy theory**

STAGE – 2 – Modules Sections and Sub-sections structuring

Section	Personality	Page No
1.1	Introduction to personality	
	Meaning of personality	
	Individual difference	
	Concept and determinants of personality	
	Theories of personality	
	Type of theories	
	Trait theory	
	Psycho analytic theory -	
	Social learning theory	
	Erikson's stages of personality development	
	Chris Argyris immaturity to maturity continuum.	
	Personality job fit.	
	Meaning of perception	
	Process of perception	
	Factors influencing perception	
	Attribution theory learning: classical, operant, and social cognitive approaches	
	Managerial implications.	
	Learning: classical, operant, and social cognitive approaches	
	Managerial implications.	
	Attitudes and values:– components of attitudes & values	
	Attitude	
	Behaviour relationship, formation, values.	
	Attitudes and values:– components, attitude – behaviour relationship, formation, values.	
	Motivation: early theories of motivation	
	Hierarchy of needs theory, theory x and theory y	
	Two factor theory	
	Mc clelland's Theory of Needs and Contemporary Theories of Motivation	
	Self – determination theory	
	Job engagement, goal setting theory	
	Self– efficacy theory	
	Re – enforcement theory	

	Equity theory	
	Expectancy theory	
	Let's sum up	
	Self-assessment	
	Unit Summary	
	Glossary	
	Answers for Self-Assessments	
	Suggested Readings	

2.1.1– Introduction to Personality

The word personality is derived from a Greek word "persona" which means "to speak through." Personality is the combination of characteristics or qualities that forms a person's unique identity. 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.

Inherited Characteristics

The features an individual acquires from their parents or forefathers, in other words the gifted features an individual possesses by birth is considered as inherited charecteistics. It consists of the following features −

- Color of a person's eye
- Religion/Race of a person
- Shape of the nose
- Shape of earlobes

Learned Characteristics

Nobody learns everything by birth. First, our school is our home, then our society, followed by educational institutes. The characteristics an individual acquires by observing, practicing, and learning from others and the surroundings is known as learned characteristics. Learned characteristics includes the following features −

- **Perception** − Result of different senses like feeling, hearing etc.

- **Values** − Influences perception of a situation, decision making process.

- **Personality** − Patterns of thinking, feeling, understanding, and behaving.

- **Attitude** − Positive or negative attitude like expressing one's thought.

Determinants of Personality

The **determinants of personality** can be grouped in five broad categories:

1. **Biological Factors**
2. **Cultural Factors**
3. **Family Factors**
4. **Social Factors**
5. **Situational Factors**

1. Biological Factors

The study of the biological contributions to personality may be studied under three heads:

I. *Heredity*

Heredity refers to those **factors that were determined at conception**. Physical stature, facial attractiveness, sex, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are considered to be inherent from one's parents.

The heredity approach argues that the ultimate explanation of an individual's personality is the molecular structure of the genes, located in the chromosomes.

II. *Brain*

The second biological approach is to concentrate on the role that the brain plays in personality. The psychologists are unable to prove empirically the contribution of the human brain in influencing personality.

Preliminary results from the **electrical stimulation of the brain** (ESB) research give an **indication that a better understanding of human personality** and behaviour might come from the study of the brain.

III.   Biofeedback

Until recently, physiologists and psychologists felt that certain biological functions such as brainwave patterns, gastric and hormonal secretions, and fluctuations in blood pressure and skin temperature were beyond conscious control.

Now some scientists believe that these **involuntary functions can be consciously controlled through biofeedback techniques**. In BFT, the individual learns the internal rhythms of a particular body process through electronic signals that are feedback from equipment that is wired to the body.

IV.   Physical Features

A vital ingredient of the personality, an individual's external appearance, is biologically determined. The f**act that a person is tall or short**, fat, or skinny, black or white **will influence the person's effect on others** and this in turn, will a**ffect the self-concept**.

2. Cultural Factors

Among the factors that influence personality formation is the culture in which **we are raised, early conditioning, norms prevailing within** the family, friends and social groups and other miscellaneous experiences that impact us.

The c**ulture largely determines attitudes towards** independence, aggression, competition, cooperation, and a host of other human responses.

According to Paul H Mussen, "each culture expects, and trains, its members to behave in ways that are acceptable to the group. To a marked degree, the child's cultural group defines the range of experiences and situations he is likely to encounter and the values and personality characteristics that will be reinforced and hence learned."

3. Family Factors

Whereas the culture generally prescribes and limits what a person can be taught, it is the family, and later the social group, which selects, interprets and dispenses the culture. Thus, the family probably has the most significant impact on early personality development.

A substantial amount of empirical evidence indicates that the **overall home environment created by the parents**, in addition to their direct influence, is **critical to personality development**.

The parents play an especially important part in the identification process, which is important to the person's early development.

According to Mischel, the process can be examined from three different perspectives.

Identification can be viewed as the similarity of behaviour including feelings and attitudes between child and model.

Identification can be looked at as the child's motives or desires to be like the model.

It can be viewed as the process through which the child takes on the attributes of the model.

From all three perspectives, the identification process is fundamental to the understanding of personality development. The home environment also influences the personality of an individual. Siblings (brothers and sisters) also contribute to personality.

4. Social Factors

There is increasing recognition given to the role of other relevant persons, groups and especially organisations, which greatly influence an individual's personality. This is commonly called the socialization process.

Socialization involves the **process by which a person acquires, from the enormously wide range of behavioural potentialities** that are open to him or her, those that are ultimately synthesized and absorbed.

Socialization starts with the initial contact between a mother and her new infant. After infancy, other members of the immediate family – father, brothers, sisters and close relatives or friends, then the social group: peers, school friends and members of the work group – play influential roles.

Socialization process is especially relevant to organisational behaviour because the process is not confined to early childhood, taking place rather throughout one's life.

In particular, the evidence is accumulating that **socialization may be one of the best explanations for why employees behave the way they do in today's organisations**.

5. Situational Factors

Human personality is also influenced by situational factors. The effect of the environment is quite strong. **Knowledge, skill and language** are obviously acquired and **represent important modifications of behavior**.

An individual's personality, while generally stable and consistent, does change in different situations. The varying demands of different situations call forth different aspects of one's personality.

According to Milgram, "Situation exerts an important press on the individual. It exercises constraints and may provide a push. In certain circumstances, it is not so much the kind of person a man is, as the kind of situation in which he is placed that determines his actions". We should therefore not look at personality patterns in isolation.

THEORIES OF PERSONALITY:

A theory is a simple model of reality that helps us understand, explain, predict and deal with reality. We have some theories that explain an individual's personality.
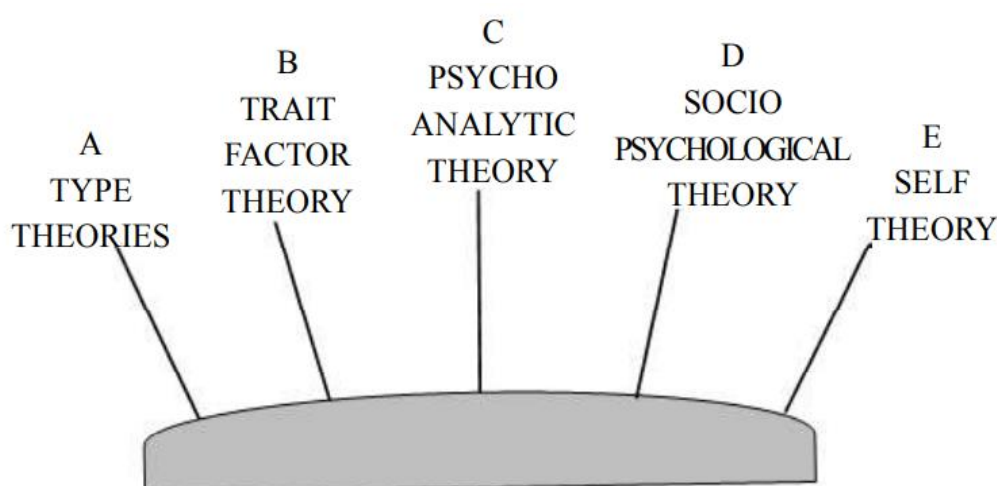
Sigmund Freud's Psychoanalytic Theory

This theory is based on the belief that man is encouraged more by unforeseen forces than the conscious and logical thought. Freud believed that most of the things in life are not present at the conscious level but they are present at an unconscious level.

The features of Freud's theory include three attributes − Id, Ego, and Superego.

- **Id** − It defines the innate component of personality. It is the impulsive and unconscious part of mind that seeks immediate satisfaction. **Example** − A hungry baby cries till he/she is fed.
- **Ego** − It is derived from Id and assists in dealing with the external world. It also helps in translating the inner needs into expressions. It deals with practical and rational thinking process. **Example** − We have a fight with our friend and expect the friend to talk first, even though both of us want to talk.
- **Superego** − It is different from ego and is partially unconscious. It includes the traditional values of society as interpreted by our parents. It also helps in the integral vision of punishment. **Example** − Ram came late today so he is grounded for a week.

2. Erikson Stages:

Freud's theory emphasized the sexual and biological factors in developing the personality. But Erikson criticized this heavy emphasis because he was of the view that more importance should be given to social factors. Erikson describes eight developmental stages as we grow from childhood to adulthood and the trauma of resolving certain critical conflicts we face at each of these stages. Till we resolve the particular conflicts of a particular stage, we cannot move to the next stage.

For many of us these issues are never completely resolved and we struggle with them throughout life even beyond the stage of our adolescence. These problems carry over to the work place as well. The eight developmental stages, the problems encountered at each stage and the impact of these stages on organisation behaviour are discussed below.

Stage 1: Infancy/Trust Vs. Mistrust:

During the first year of life, a child has a great need for dependency. **Feeling of Trust vs. Mistrust** are developed in this state and these feelings depend upon the behaviour of the parents. If the parents care for the infant in a very affectionate way, the child learns to trust other people. Lack of love and affection on the part of the parents results in mistrust. This stage makes a serious impact on a child that influences his behaviour throughout his life.

In the early stages of organisational life when a person knows very little about the job and is dependent on others for guidance, he develops the feelings of trust or mistrust towards others in the organisation depending upon how the other people respond to his needs and help him to find his place in the system.

Stage 2: Early Childhood Autonomy Vs. Shame and Doubt:

In the second and third years of life a child begins to assert independence and experiences a great need to operate on his own. If the child is allowed to control those aspects of life that the child is capable of controlling, a sense of autonomy will develop. If he encounters constant disapproval by parents or elders a sense of self doubt and shame is likely to develop.

Likewise, in the organisation life, a person wants to operate independently after the initial training. If he is allowed to do so, a sense of autonomy will develop. But if he is criticized and disapproved by the others for making mistakes, he will tend to have self doubts about his competency and experience a sense of shame for not doing the things right.

Stage 3: Play Age/Initiative Vs. Guilt:

When a child is four and five years old he tries to discover how much he can do. If the parents and other members of the family encourage the child to experiment and to achieve reasonable goals, he will develop a sense of initiative. But if on the other hand, he is blocked at every stage and made to feel incapable, he will develop a sense of guilt and lack of self confidence. In the same way organisational members try to use their creative and acquired talents as they settle down in their jobs. But if things go wrong, other people make him feel guilty that he has wasted the resources

of the organisation. But if the things go according to his planning, he will develop a sense of initiative.

Stage 4: School Age/Industry Vs. Inferiority:

From ages 6 to 12, as a child grows up but before reaching the stage of puberty, he learns many new skills and develops social abilities. If the child experiences real progress at a rate compatible with his abilities he or she will develop a sense of industry. If the situation is the reverse of it, he will develop a sense of inferiority. Likewise, in our organisational life, we try to work hard to make a position for ourselves. If we are not successful in our efforts, we will develop a sense of inferiority and low esteem otherwise we will develop a sense of industry.

Stage 5: Adolescence/Identity Vs Role Diffusion:

As a child reaches puberty and almost to the end of his adolescence (teenage years) he experiences conflict due to the socially imposed requirements that he should become an independent and effective adult. In this period he has to gain a sense of identity rather than to become confused about who he is. The autonomy, initiative and enterprise developed in the earlier stages are very important in helping the teenager to successfully resolve this crisis and prepare for adulthood.

In the organisational setup also every employee has to make contributions to the institution and establish himself as a high performing member. If he does it, he is identified in the eyes of the management but if fails to establish himself he becomes just another employee in the eyes of the management whose identity is diffused.

Stage 6: Early Adulthood/Intimacy Vs. Isolation:

During young adulthood or the adults during the twenties, need is felt to develop intimate relations with others. The sense of identity developed during the teenage years allows the young adult to begin developing deep and lasting relationships. However, if he feels it awkward to develop such relationships, he will feel isolated. In the organisational life also, people may desire to develop close contracts with others who are significant and important in the system. Those who can do it, have a sense of intimacy. For those others who find it difficult to do it, experience a sense of isolation in the system.

Stage 7: Adulthood/Generatively Vs. Stagnation:

This is the stage of middle adulthood. If a person becomes absorbed in his own career advancement and maintenance and he does not care for the development and growth of his children, which is a socially imposed demand on him, he will have a feeling of stagnation or self absorption in his life. On the other hand, a person who sees the world as bigger than himself and fulfills his social obligations will be generative and have a feeling of generatively.

Likewise in the organisation, as a person reaches his mid career, there is an expectation and need to mentor others in the system and help them to develop and grow in the organisation. If a person does not do this effectively, he senses a feeling of stagnation in the system.

Stage 8: Mature Adulthood/Ego Integrity Vs Despair:

In this stage, a person is developed as a highly mature person. He has gained a sense of wisdom and perspective that can really guide the younger generations. This stage lasts from middle adulthood to death. In this stage conflict is experienced by individuals as their social and biological roles get diminished due to the ageing process and they experience a sense of uselessness. If they resolve the issue, they can experience happiness by looking at their consolidated lifelong achievement. If they fail to do so, they will have a sense of despair.

Assessment Criticism:

Likewise in the organisational life, a person can have a feeling of ego integrity after retirement by looking at his stock of accomplishments or he can leave the organisation with a sense of purposelessness and despair. All the stages are inter linked. If one conflict is not resolved in one stage, it will be carried forward to the subsequent developmental stage. Managers can play a very important role in identifying the unresolved conflicts and try to help the employees in dealing with them.

Chris Argyris's Immaturity Maturity Theory:

Chris Argyris a behavioral scientist, proposes that humans have certain natural development sequence that could either be enhanced or thwarted by the

organization. Like Maslow with his earlier (1943) motivational theory, Argyris felt that growth was a natural and healthy experience for people. He proposes that all people progress from a very immature, dependent personality to a mature, independent one.

Argyris (1972) felt that organizations that acknowledged and aided this growth would be more likely to prosper than those that ignored or actively inhibited this growth. This conflict between organizational needs and personal needs stems from the incompatibility between individual's innate desires to grow and develop their maturing personalities and the repressive qualities inherent in formal organizations.

According to Argyris, many organizations prevent their employees from reaching these desired states of a mature, independent personality through their overreliance on rules, procedures, and rigid formal structures.

In other words, a person's innate desire to become mature and independent is squelched by management principles that seek to keep employees in a dependent state.

Argyris (1971) views the growth process in seven specific stages that transform immature infants into mature adults.

- First, people are transformed from a passive state to a state of activity, becoming more active.
- Second, people seek interdependence with others and grow to an independent state (rather than being dependent).
- Third, people in immature state behave within limited behavior patterns, but when they become mature, they behave in diverse ways exhibiting unlimited behavior patterns.
- Four, immature people have erratic and shallow interests while mature people develop deep and intense interests (not shallow).
- Fifth, people move from a concern only for the here and now (a short time perspective) to a concern for the past, present, and future (a long time perspective).

- Sixth, people move from a subordinate position to an equal or superordinate position.
- Seventh, people develop high awareness and control over self in contrast to low self-awareness which characterizes the immaturity stage.

The table below summarized the immaturity-maturity continuum.

Immature	Trait	Mature
Passivity	Work attitude	Activity
Dependence	Dependence	Relative independence
Behave in few ways	Behavior	Behave in diverse ways
Erratic, shallow interests	Interests	Deeper interests
Short-time perspectives	Concern	Long-term perspectives
Subordinate position	Position	Equal or superior position
Lack of awareness of self	Self-awareness	Awareness and self control

The rigid structure in the work organization prevents this natural growth by keeping people in a more narrowly focused, subordinate state.

According to Argyris, an individual will be regarded as immature, irrespective of his chronological age, when he will be basically dependent and submissive with a few shallow interests and having only a short time perspective.

In contrast, a mature personality will be endowed with relative independence, autonomy, self-control, many abilities and deep-rooted not superficial interests in life. He will also have long time orientation unlike the immature personality.

Essentially, Argyris emphasized that as individuals mature, they have increasing needs to be more active, desires to move from subordinate positions to superordinate ones, needs to develop many new and different ways for behaving, and deeper interests than they did when they were in a more immature state.

Argyris added that organizations that acknowledged and aided this growth would be more likely to prosper than those that ignored or actively inhibited this growth.

Evaluation:

In contrast to the theories of Freud and Erikson, Argyris's Immaturity- maturity Model of personality is specifically directed to the study and analysis of organisational behaviour. Argyris assumes that the personalities of organisational employees can be generally described by the mature end of the continuum. This being the case, in order to obtain full expression of employee's personalities the formal organisation should allow for activity rather than passivity, independence rather than dependence, long rather than short time perspective, occupation of a position higher than that of peers and expression of deep important abilities.

Argyris argues that very often the exact opposite occurs. The mature organisational participant becomes frustrated and anxious and is in conflict with the modern formal organisation. In other words, Argyris sees a basic incongruity between the needs of the mature personality and the nature of the formal organisations.

Criticism:

Argyris's assumption that all organisational men are mature does not always hold good in practice. Moreover, the mature people continue with the organisation in-spite of all aberrations in their personality.

PERSONALITY JOBS FITS THEORY : (Holland's Typology of Personality)

Person-job fit is the compatibility between individuals and the job or tasks they perform at work. This includes compatibility based on employee needs, job supplies available to meet those needs, job demands, and employee abilities to meet those demands

According to Holland, workers are not victims of their environments but actively seek potentially compatible work environments. If an individual's personality and the work environment fit, then the individual will enjoy the work and develop and grow in the career.

Matching people to the organizational culture at the time of hiring should result in higher employee satisfaction and reduced turnover.

Holland has proposed six themes of people and work environments, within

which all jobs can be classified as realistic, investigative, artistic, social, enterprising, and conventional.

The key points of this model are there do appear to be intrinsic differences in personality among individuals, there are different types of jobs, and people in job environments congruent with their personality types should be more satisfied and less likely to voluntarily resign than should people in incongruent jobs.

Holland's Typology of Personality

iEduNote.com

Type	Personal Occupation	Congruent Occupation
Realistic Prefers physical activities that require skill, strength, and coordination.	Shy, genuine, persistent, stable, conforming, practical.	Mechanic, drill press operator, assembly-line worker, farmer.
Investigative Prefers activities that involve thinking, organizing, and understanding.	Analytical, original, curious, independent.	Biologist, economist, mathematician, news reporter.
Social Prefers activities that involve helping and developing others.	Sociable, friendly, cooperative, understanding.	Social workers, teacher, counselor, a clinical psychologist.
Conventional Prefers rule- regulated, orderly, and unambiguous activities.	Conforming, efficient, practical, unimaginative, inflexible.	Accountant, corporate manager, bank teller, file clerk.
Enterprising Prefers verbal activities in which there are opportunities to influence others and attain power.	Self-confident, ambitious, energetic, domineering.	Lawyer, real estate agent, public relations specialist, small business manager.
Artistic Prefers ambiguous and unsystematic activities that allow creative expression.	Imaginative, disorderly, idealistic, emotional, impractical.	Painter, musician, writer, interior decorator.

Holland's Typology of Personality

According to John Holland's theory, most people are one of 6 personality types;

1. Realistic

2. Investigative

3. Artistic

4. Social

5. Enterprising

6. Conventional

The characteristics of each of these are described below:

Realistic – "Do-er"

Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside and do not involve a lot of paperwork or working closely with others.

- ✓ Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others;

- ✓ Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals;

- ✓ Values practical things you can see, touch, and use, like plants and animals, tools, equipment, or machines; and

- ✓ Sees self as practical, mechanical, and realistic.

Investigative – "Thinker"

Investigative occupations frequently involve working with ideas and require extensive thinking. These occupations can involve searching for facts and figuring out problems mentally.

- ✓ Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people;

- ✓ Is good at understanding and solving science and math problems;

- ✓ Values science; and

- ✓ Sees self as precise, scientific, and intellectual.

Artistic – "Creator"

Artistic occupations frequently involve working with forms, designs, and patterns. They often require self-expression, and the work can be done without following a clear set of rules.

- ✓ Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally

✓ avoids highly ordered or repetitive activities;

✓ Has good artistic abilities — in creative writing, drama, crafts, music, or art;

✓ Values the creative arts — like drama, music, art, or the works of creative writers; and

✓ Sees self as expressive, original, and independent.

Social – "Helper"

Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

✓ Likes to do things to help people — like teaching, nursing, giving first aid, and providing information; generally avoids using machines, tools, or animals to achieve a goal;

✓ Is good at teaching, counseling, nursing, or giving information;

✓ Values helping people and solving social problems; and

✓ Sees themself as helpful, friendly, and trustworthy.

Enterprising – "Persuader"

Enterprising occupations frequently involve starting and carrying out projects. These occupations can involve leading people and making decisions. Sometimes they require risk-taking and often deal with business.

✓ Likes to lead and persuade people and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking;

✓ Is good at leading people and selling things or ideas;

✓ Values success in politics, leadership, or business; and

✓ Sees themself as energetic, ambitious, and sociable.

Conventional – "Organizer"

Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than ideas. Usually, there is a clear line of authority to follow.

- ✓ Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities.

- ✓ Is good at working with written records and numbers in a systematic, orderly way;

- ✓ Values success in business; and

- ✓ Sees themself as orderly and good at following a set plan.

PERSONALITY:

Meaning of Personality:

Perception may be defined as "a cognitive process by which people attend to incoming stimuli, organize and interpret such stimuli into behaviour."

Perception can also be defined as "a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment".

Different individuals have different thinking styles, beliefs, feelings and objectives etc. and almost every individual behaves accordingly. Just because of these factors different people take different meaning for the same things.

For some, a particular thing is right where as for some it is totally wrong. It is all because how you take things, what is your point of view, how you look at things. This is perception.

Definition:

Stephen P. Robbins defines perception as:

"Perception may be defined as a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment."

Perceptual Process

Perception is a process consisting of several sub-processes. We can take an input- throughput-output approach to understand the dynamics of the perceptual process. This approach emphasizes that there is input which is processed and give output. The stimuli in the environment-subjects, events, or people can be considered as the perceptual inputs. The actual transformation of these inputs through the perceptual mechanisms of selection, organization, and interpretation can be treated as the throughputs, and the resultant opinions, feelings, attitudes, etc., which ultimately influence or behaviour, can be viewed as the perceptual outputs.

Following is a simplified version of perceptual process. It does not present the whole factors which go in input-throughput-output process of perception.

Perceptual Inputs	Perceptual Throughputs	Perceptual Outputs
Stimuli	Receiving → Selecting → Organizing → Interpreting	Actions
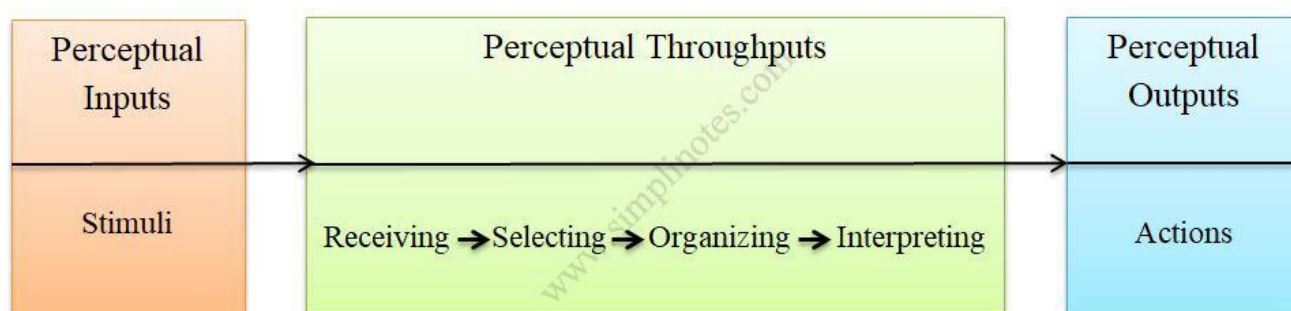
Perception as a complex process presents three basic sub processes or elements of perception. These are existence of stimuli, perceptual mechanism, and perceptual outputs. Perceptual outputs along with other determinants of human behaviour affect and shape behaviour. Let us see how perceptual process works in terms of its three basic elements.

I. Perceptual Inputs

Strictly speaking, perceptual inputs in the form of stimuli are not the part of actual perceptual process though these are necessary for the occurrence of perception. Stimuli may be in the form of objects, events, or people. Thus, everything in the setting where events occur, or which contributes to the occurrence of events, can be termed as perceptual input. Further, the characteristics of stimuli are important as

these affect the extent to which the perceiver is attracted to these which affects the selection of stimuli for perception along with other variables affecting selection of stimuli like

II. Perceptual Mechanism

Perceptual mechanism involves three elements-selection of stimuli, organization of stimuli, and interpretation of stimuli.

1. Selection of Stimuli

After receiving the stimuli from the environment, some are selected for further processing while others are screened out because It Is not possible for a person to select all stimuli which he sees in the environment. There are two types of factors which affect selection of stimuli. These are external and related to stimuli and internal related to the perceiver.

2. Organization of Stimuli

After the stimuli are received, these are organized in some form in order to make sense out of that. The various forms of organizing stimuli are figure-ground, perceptual grouping, simplification, and closure. We shall discuss the Impact of these factors on perception in the section that follows perceptual selectivityperceiver's characteristics and situational variables. When the perceiver interacts with a stimulus, sensation takes place which, we have seen earlier, starts perceptual process

3. Interpretation of Stimuli

The perceptual inputs that have been organized will have to be interpreted by the perceiver so that he can sense and extract some meaning of what is going on in the situation. People interpret the meaning of what they have selectively perceived and organized fit terms of their own assumptions of people, things, and situations. They also become judgmental as well and tend to interpret the things as good/bad, beautiful/ugly, and so on which are quite relative terms. In such a process, there are chances of misinterpretation. Interpretation of stimuli is affected by characteristics of stimuli, situations under which perception takes place, and characteristics of the perceiver.

These factors also affect the total perceptual process. For example, as discussed earlier, the characteristics of stimuli affect their selection for perception. At the same time, these may affect the interpretation also. Similarly, the physical,

social, and organizational settings in which an object is perceive, so affect the interpretation. In interpreting the stimuli, the perceiver may commit mistake in perceiving because of several reason.

III. Perceptual Outputs

Based on perceptual mechanism which ends with interpretation of stimuli, perceptual outputs emerge. These outputs may be in the form of covert actions like development of attitudes, opinions, beliefs, impression about the stimuli under consideration. These outputs along with other factors affecting human behaviour may result in overt behaviour. For overt behaviour to occur, perception is not the sole decider though it is important. For example, when a person sees an advertisement of a product (stimulus), he may perceive that the product is good. This perception, however, may not be enough for the person to buy the product (overt behaviour). The actual buying may depend on the availability of the product, perceiver's need for product, and his propensity and capacity to spend money for buying the product.
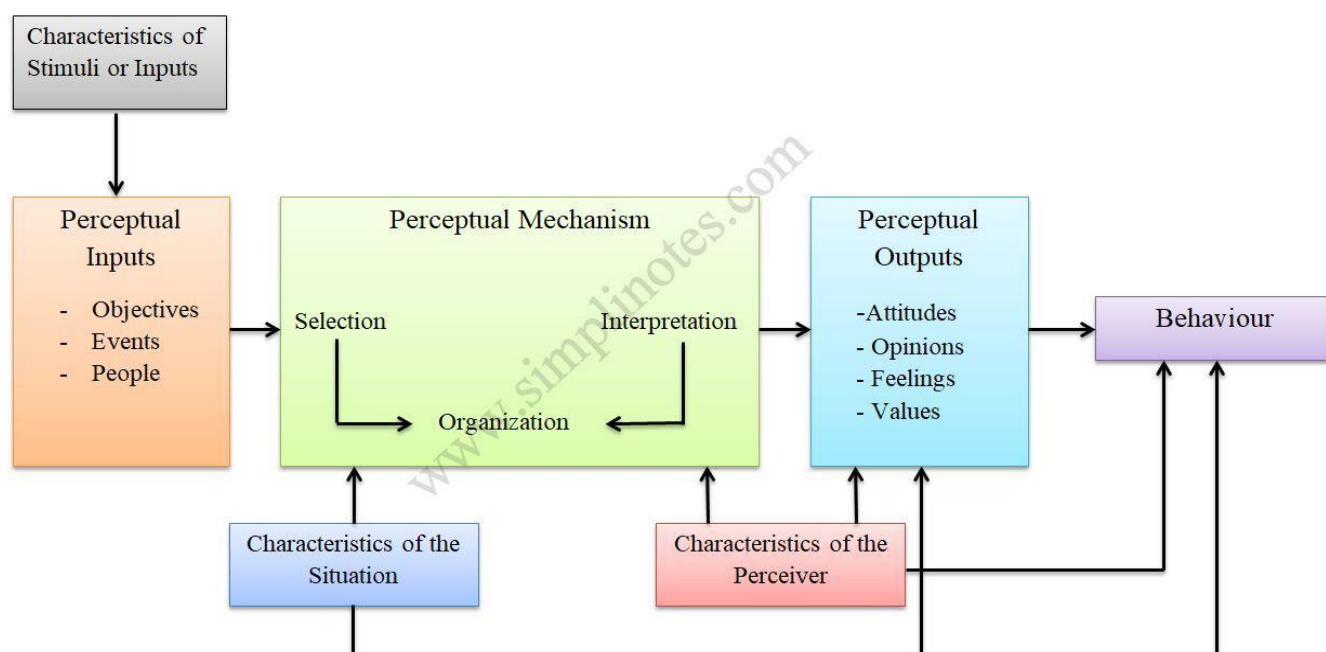
FACTORS INFLUENCING PERCEPTION:

Summary: Perception enables a perceiver to select, organize and interpret a stimulus in a seemingly meaningful manner. The factors influencing perception can

be categorized as factors in the perceiver, factors in the situation, and the target. The factors must know how to differentiate between negative and positive attitudes in all cases besides figuring out the targets based on the personality traits and preparing a rapprochement based on them.

An individual's perception involves the selection, organization and interpretation of stimulants into something meaningful and coherent that is acceptable to them as well as others.

Factors in the perceiver

- Attitudes
- Motives
- Interests
- Experience
- Expectations

Factors in the situation

- Time
- Work setting
- Social Setting

Perception

Factors in the target

- Novelty
- Motion
- Sounds
- Size
- Background
- Proximity
- Similarity
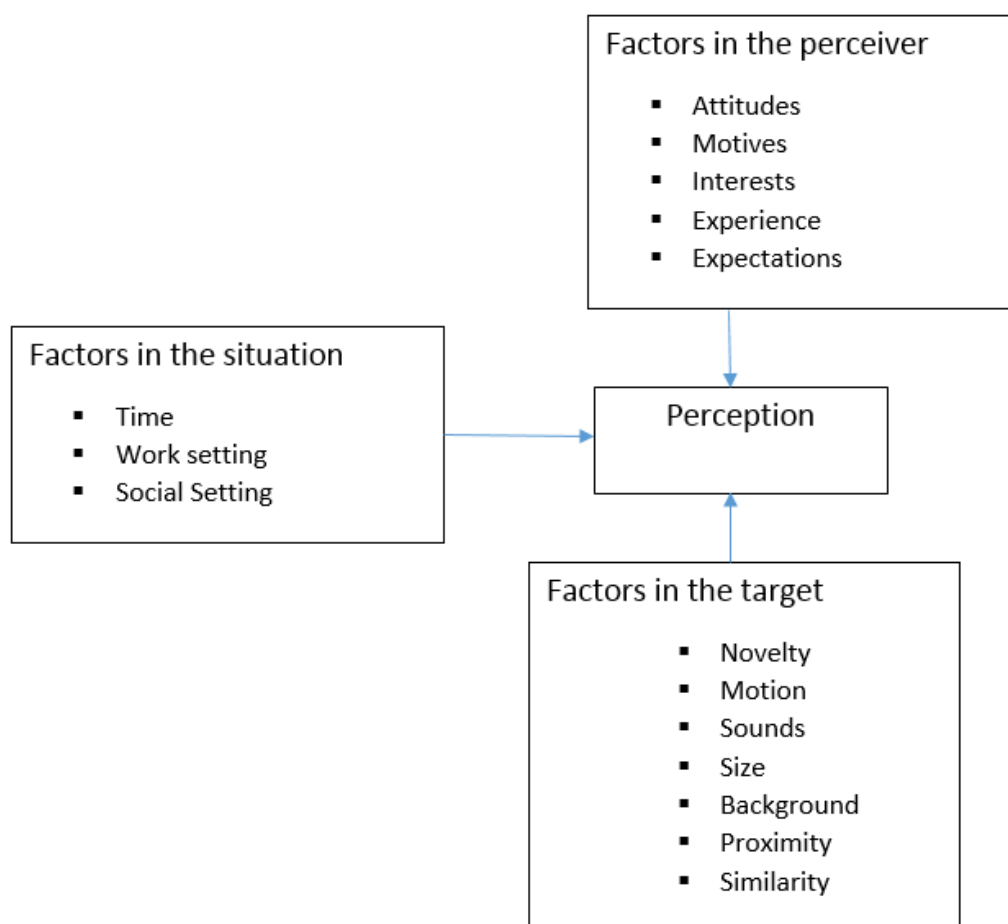
The following are the factors influencing perception:

1. Factors related to the perceiver
2. Factors related to the target
3. Factors related to the situation

Now let's take a closer look at each factor:

Factors related to the perceiver

- **Motives**

Your motives and needs heavily influence the way you perceive things. Feelings of uneasiness or tension arise when you think you lack something or need something. Unfulfilled needs or reasons may also influence your perceptions. Wishful thinking is a means of satisfying desires in a nonexistent fantasy world when one does not receive the fulfillment of their desires. When this happens, you only see things that agree with your preconceived notions. Furthermore, your motivation is another of the factors influencing perception as well. For instance, a deceitful person attributes the same traits to others.

- **Self-concept**

In simple words, self-concept refers to how you see yourself in relation to the people around you and the circumstances you find yourself in. The more you know about yourself, the better you can see the world around you. Confident people, for example, tend to regard others as friendly and welcoming. On the other hand, insecure people tend to focus on the negative aspects of others. A good self-concept goes hand in hand with accurate self-perception.

- **Past experience**

The way you perceive things is often influenced by your experiences and expectations. Your present perspective is shaped by your past experiences. For instance, if you have been duped by a few acquaintances in the past, you may remain skeptical of any new friendships you may form in the future.

- **Psychological state**

Your current emotional and psychological condition can have a significant impact on how you interpret events. When you are depressed, you are more likely to see things differently than when you are cheerful. Similarly, if you are terrified of snakes, you

may mistakenly believe that a rope tucked under your bed is a snake.

- **Belief system**

Perception is heavily influenced by a person's ideas. People create their own reality based on their perception, not what actually exists. As a general rule, the individual suppresses stimuli in order to protect his pre-existing views from being challenged.

- **Expectations**

Your own expectations influence your impression of yourself. The anticipation of a specific action on the part of another person is what you mean when you talk about expectations. The non-technical personnel, for example, are expected not to know a product's technical characteristics.

1. **Factors related to the target**
2. **Physical appearance**

Observing a person's characteristics can influence what is perceived. People generate opinions about others based on people's physical characteristics, such as their appearance, age, gender, communication style, as well as their personality traits and other attributes and behaviours, despite the fact that this goes against logic and objectivity. Loud people, for example, are more likely to be noticed in a crowd than quiet ones.

- **Grouping**

People, objects, and occurrences that are similar tend to be clustered together. Employees in business attire are perceived as higher-ranking, while those in casual attire are viewed as lower-ranking employees by their peers and coworkers.

- **Communication**

Your impression of others is influenced by how you communicate verbally and nonverbally. Your choice of words and the accuracy with which you speak can convey a lot about your intelligence and sophistication. For instance, your mood is conveyed through the tone of your voice. Likewise, one can gauge your intelligence

by the depth of your discussion and the topics you choose to discuss. Similarly, your body language or expressive behavior, such as how you sit or move your eyes, can tell whether you are apprehensive or confident.

- **Social stature, occupation, and wealth**

A person's social stature, occupation, and wealth also affect perception. When you meet a principal of a school where your child is enrolled, a Supreme Court judge, or a famous cricketer, you tend to show more respect. You can get a skewed impression of someone based on what others have heard about them. A person reported to us as pleasant and warm receives different treatment from someone described as cold and calculated.

1. **Factors related to the situation**
2. **Context**

Your perception of things and occurrences is greatly influenced by the context in which you view them. The physical, social, and organizational context of an event or scenario can all affect how you perceive it, as can the pieces that make up that context. There are many situations in which it is better to meet someone for the first time while they are in the presence of a person admired and respected by you than when they are with someone you despise and despise.

Location

An event's exact location has a significant impact on how participants act. Talking with the boss in the casual reception area may be seen differently from having a conversation with the boss in his office with the door closed. Thus, people's behaviour is also influenced by the environment in which they work. When allowed to interact in a pleasant and friendly work environment, people become more trusting and less defensive.

Conclusion

Perception plays a significant role in a professional setting. It influences one's behavior, and this, in turn, affects one's perception of the world. There are instances

where you may not be perceived well by other people. **Personality development training** can help prevent that. On the flip side, sometimes, you may misjudge people and not take their thoughts into consideration. **Empathy skills training** can help you understand the value of empathy to understand others better. In an organization, people should be able to understand and communicate with each other without misperceptions. That is possible if you improve your empathy skills and show compassion for others.

What is Attribution Theory?

Imagine that while driving to work one day you notice that the driver behind you seems very aggressive: She is following your car very closely, honks her horn if you delay even a few seconds when the red light turns green, and finally swerves around to pass you. How will you make sense of, or *attribute,* this behavior?

Attribution theory has been proposed to explain how individuals judge people differently depending on what meaning we attribute to a given behavior.

Attribution theory emphasize people's core social motive to understand each other and to have some control. That is, people need to have some sense of prediction about other people's actions (understanding) and about their own impact on those actions (control).

Specifically, **attribution theory** suggests that, when we observe an individual's behavior, we attempt to determine whether it was internally or externally caused.

	Internal	External
Stable	Ability *I have the talent.*	Task Difficulty *This is hard.*
Unstable	Effort *I worked hard.*	Luck *I just got lucky.*

- Internally caused behavior is believed to be under the control of the individual.

- **Externally caused behavior** results from outside causes; that is, the person is seen as having been forced into the behavior by the situation.

For example, if an employee arrived late for work today, would we think it was internally caused (e.g. as a result of sleeping late) or externally caused (e.g. by a traffic jam)?

That determination depends on three factors. We'll spend the remainder of this entry delving deeper into each, but for now, here they are in order.

1. Distinctiveness,

2. Consensus, and

3. Consistency.

1. Distinctiveness

Distinctiveness refers to whether an individual displays a behavior in many situations or whether it is particular to one situation.

What we want to know is whether this behavior is unusual. If it is, the observer is likely to give the behavior an external attribution. If this action is not unique, it will probably be judged as internal.

Consequently, if the employee who arrived late to work today is also the person that colleagues see as lazy, we are likely to judge the behavior (resuming work late) as internally caused.

2. Consensus

If everyone who is faced with a similar situation responds in the same way, we can say the behavior shows consensus.

Our tardy employee's behavior would meet this criterion if all employees who took the same route to work today were also late.

If consensus is high, you would be expected to give an external attribution to the employee's tardiness, whereas if other employees who took the same route made it to work on time, you would conclude the reason to be internal.

3. Consistency

Finally, a manager looks for consistency in an employee's actions.

Does the individual engage in the behaviors regularly and consistently?

Does the employee respond the same way over time?

Coming in 10 minutes late for work is not perceived in the same way, if for one employee, it represents an unusual case (she hasn't been late for several months), but for another it is part of a routine pattern (he is late for two or three times a week).

The more consistent the behavior, the more the observer is inclined to attribute it to internal causes.

The Figure below summarises the key elements in attribution theory. It tells us, for instance, that if an employee, Michael, generally performs at about the same level on other related tasks as he does on his current task (low distinctiveness), if other employees frequently perform differently—better or worse—than Michael does on this current task (low consensus) and if Michael's performance on this current task is consistent over time (high consistency), his manager or anyone else who is judging Michael's work is likely to hold him primarily responsible for his task performance (internal attribution).

Attribution Theory
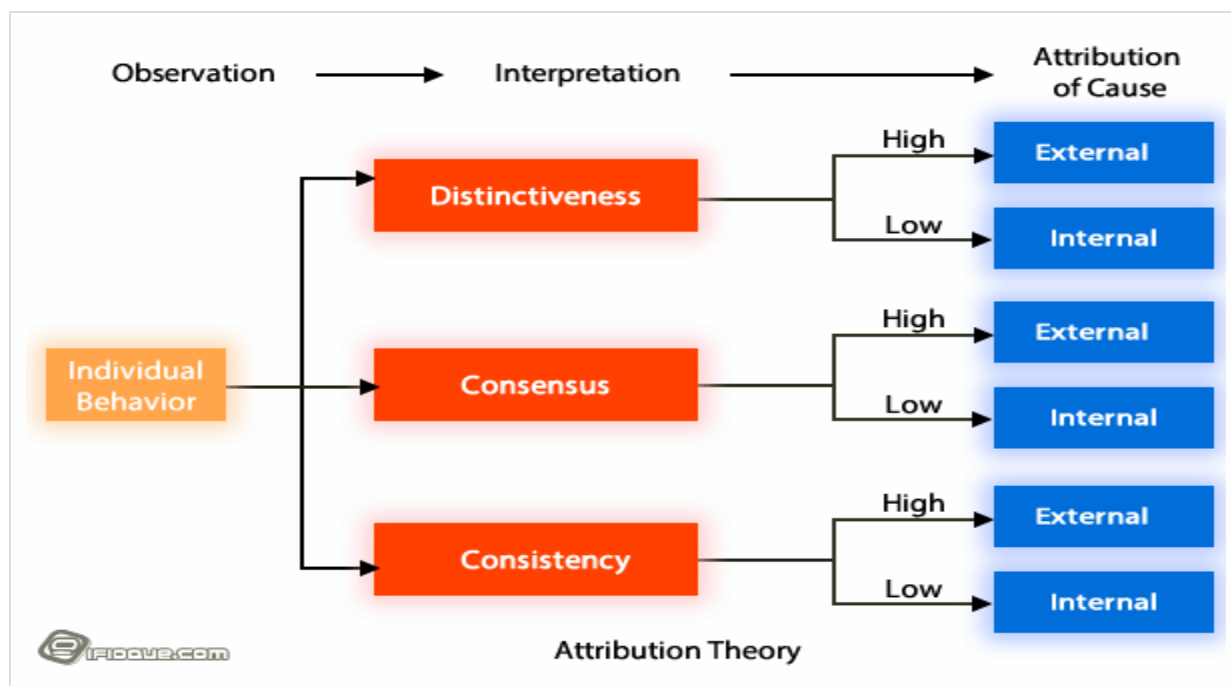
Theories of Learning

Theories of learning have been developed as models of learning which explain the learning process by which employees acquire a pattern of behavior. There are **four theories of learning** discussed below.

Several experts are skeptical about how a new behavior is acquired and this has resulted into the development of several theories of learning.

4 Theories of learning

CLASSICAL CONDITIONING THEORY

Discovered by Russian physiologist Ivan Pavlov, classical conditioning is a type of unconscious or automatic learning. This learning process creates a conditioned response through associations between an unconditioned stimulus and a neutral

stimulus.[1] In simple terms, classical conditioning involves placing a neutral stimulus before a naturally occurring reflex.

One of the best-known examples of classical conditioning is Pavlov's classic experiments with dogs. In these experiments, the neutral signal was the sound of a tone and the naturally occurring reflex was salivating in response to food. By associating the neutral stimulus (sound) with the unconditioned stimulus (food), the sound of the tone alone could produce a salivation response.
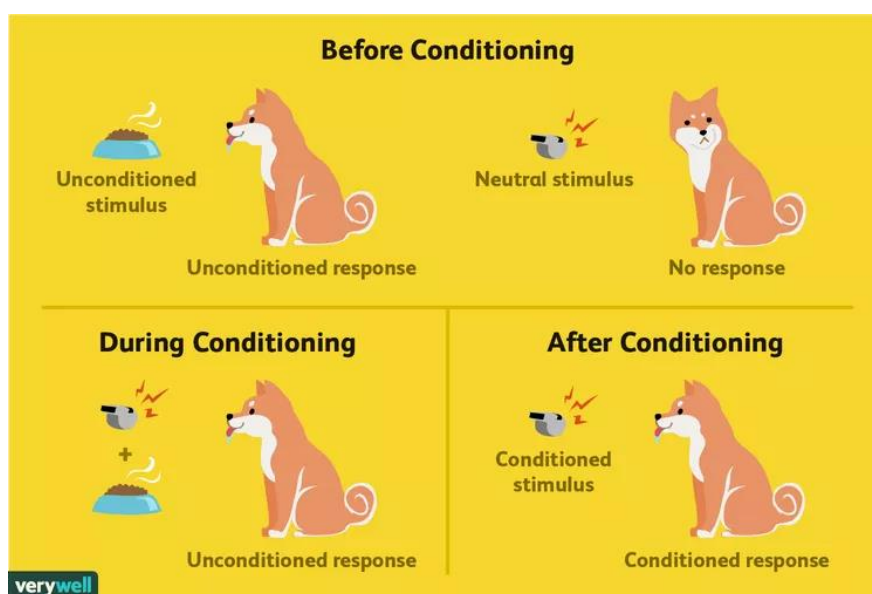
Although classical conditioning was not discovered by a psychologist, it has had a tremendous influence over the school of thought in psychology known as behaviorism. Behaviorism assumes that all learning occurs through interactions with the environment and that environment shapes behavior.

Classical Conditioning Definitions

Classical conditioning—also sometimes referred to as Pavlovian conditioning—uses a few different terms to help explain the learning process. Knowing these basics will help you understand classical conditioning.

Unconditioned Stimulus

An <u>unconditioned stimulus</u> is a stimulus or trigger that leads to an automatic response. If a cold breeze makes you shiver, for instance, the cold breeze is an unconditioned stimulus; it produces an involuntary response (the shivering).

Neutral Stimulus

A neutral stimulus is a stimulus that doesn't initially trigger a response on its own. If you hear a fan but don't feel the breeze, for example, it wouldn't necessarily trigger a response. That would make it a neutral stimulus.

Conditioned Stimulus

A <u>conditioned stimulus</u> is a stimulus that was once neutral (didn't trigger a response) but now leads to a response. If you previously didn't pay attention to dogs, but then got bit by one, and now you feel fear every time you see a dog, the dog has become a conditioned stimulus.

Unconditioned Response

An <u>unconditioned response</u> is an automatic response or a response that occurs without thought when an unconditioned stimulus is present. If you smell your favorite food and your mouth starts watering, the watering is an unconditioned response.

Conditioned Response

A <u>conditioned response</u> is a learned response or a response that is created where no response existed before. Going back to the example of being bit by a dog, the fear you experience after the bite is a conditioned response.

How Classical Conditioning Works

Classical conditioning involves forming an association between two stimuli, resulting in a learned response.There are three basic phases of this process.

Phase 1: Before Conditioning

The first part of the classical conditioning process requires a naturally occurring stimulus that will automatically elicit a response. Salivating in response to the smell of food is a good example of a naturally occurring stimulus.

During this phase of the process, the unconditioned stimulus (UCS) results in an unconditioned response (UCR). Presenting food (the UCS) naturally and automatically triggers a salivation response (the UCR).

At this point, there is also a neutral stimulus that produces no effect—yet. It isn't until the neutral stimulus is paired with the UCS that it will come to evoke a response.

Let's take a closer look at the two critical components of this phase of classical conditioning:

- The unconditioned stimulus is one that unconditionally, naturally, and automatically triggers a response.[4] For example, when you smell one of your favourite foods, you may immediately feel hungry. In this example, the smell of the food is the unconditioned stimulus.
- The unconditioned response is the unlearned response that occurs naturally in response to the unconditioned stimulus. In our example, the feeling of hunger in response to the smell of food is the unconditioned response.
- In the **before conditioning** phase, an unconditioned stimulus is paired with an unconditioned response. A neutral stimulus is then introduced.

Phase 2: During Conditioning

During the second phase of the classical conditioning process, the previously neutral stimulus is repeatedly paired with the unconditioned stimulus. As a result of this pairing, an association between the previously neutral stimulus and the UCS is formed.

At this point, the once neutral stimulus becomes known as the conditioned stimulus (CS). The subject has now been conditioned to respond to this stimulus. The conditioned stimulus is a previously neutral stimulus that, after becoming associated

with the unconditioned stimulus, eventually comes to trigger a conditioned response.[4]

In our earlier example, suppose that when you smelled your favorite food, you also heard a whistle. While the whistle is unrelated to the smell of the food, if the sound of the whistle was paired multiple times with the smell, the whistle sound would eventually trigger the conditioned response. In this case, the sound of the whistle is the conditioned stimulus.

The **during conditioning** phase involves repeatedly pairing a neutral stimulus with an unconditioned stimulus. Eventually, the neutral stimulus becomes the conditioned stimulus.

Phase 3: After Conditioning

Once the association has been made between the UCS and the CS, presenting the conditioned stimulus alone will come to evoke a response—even without the unconditioned stimulus. The resulting response is known as the conditioned response (CR).

The conditioned response is the learned response to the previously neutral stimulus. In our example, the conditioned response would be feeling hungry when you heard the whistle.

In the **after-conditioning** phase, the conditioned stimulus alone triggers the conditioned response.

OPERANT CONDITIONING THEORY:

Operant conditioning, sometimes referred to as instrumental conditioning, is a method of learning that uses rewards and punishment to modify behavior. Through operant conditioning, behavior that is rewarded is likely to be repeated, and behavior that is punished will rarely occur.

For example, when you are rewarded at work with a performance bonus for exceptional work, you will be inclined to continue performing at a higher level in

hopes of receiving another bonus in the future. Because this behavior was followed by a positive outcome, the behavior will likely be repeated.

The Operant Conditioning Theory

Operant conditioning was first described by behaviorist B.F. Skinner. His theory was based on two assumptions. First, the cause of human behavior is something in a person's environment. Second, the consequences of a behavior determine the possibility of it being repeated. Behavior that is followed by a pleasant consequence is likely to be repeated and behavior followed by an unpleasant consequence is less likely to be repeated.

Although Skinner was the pioneer of the operant conditioning theory, his ideas were based on Thorndike's law of effect. Skinner also believed that we do have a mind. Therefore it was more productive to study observable behavior rather than internal mental events.

Skinner was also an exemplary inventor. Among his gadgets was the Skinner Box, which uses subjects like rats and pigeons to record animal behavior in a compressed time frame.

Through his experiments, Skinner identified three types of responses that followed behavior:

Neutral responses. They are responses from the environment that produce no stimulus other than focusing attention. They neither increase nor decrease the probability of a behavior being repeated.

Reinforcers. They are responses from the environment that increase the likelihood of a behavior being repeated. They can either be positive or negative.

Punishers. These are negative operants that make the likelihood of a behavior decrease. Punishment weakens behavior.

Positive Reinforcement

Positive reinforcement involves the presentation of an appetitive stimulus to increase the likelihood of a behavior occurring in the future. For example, if your child does chores without being asked you can reward them by taking them to a park or handing them a treat.

Skinner used a hungry rat in a Skinner box to show how positive reinforcement works. The box contained a lever on the side, and as the rat moved about the box, it would accidentally knock the lever. Immediately after it did so a food pellet would drop into a container next to the lever. The consequence of receiving food every time the rat hit the lever ensured that the animal repeated the action again and again.

Positive reinforcement does not have to involve tangible items. Instead, you can positively reinforce your child through:

Clapping

Cheering

Giving a hug or pat on the back

Give a thumbs-up

Offering a special activity, like playing a game or reading a book together

Telling another adult how proud you are of your child's behavior while your child is listening

Praising them

Giving a high five

Negative Reinforcement

In negative reinforcement, something unpleasant is terminated in response to a stimulus. Over time, the behavior increases with the expectation that the aversive

stimulant will be taken away. If, for example, a child refuses to eat vegetables at dinner time and a parent responds by taking the vegetables away, the removal of the vegetables is negative reinforcement.

Schedules of Reinforcement

A reinforcement schedule is a component of operant conditioning that states which instances of behavior will be reinforced. It involves a set of rules determined by the time and number of responses required to present or remove a reinforcer.

Different patterns of reinforcement have distinctive effects on the speed of learning. Schedules of reinforcement include:

Fixed ratio reinforcement. Rewards depend on the specific number of times a behavior occurs. For instance, a child is applauded after spelling 10 words correctly.

Fixed interval reinforcement. Rewards are provided at consistent times. An example is a weekly paycheck. Another example is a child being rewarded once a week if the dishes are done.

Variable ratio reinforcement. This reinforcement is unpredictable and yields a high number of responses. For example, gambling may offer wins after several unpredictable attempts.

Variable interval reinforcement. Responses are rewarded after an unpredictable amount of time has passed. An example is unpredictable check-ins by a health inspector.

Continuous reinforcement. This is the reinforcement of a behavior every time it happens. An example is rewarding a toddler each time they use the potty.

SOCIAL COGNITIVE LEARNING THEORY:

Social learning theory, introduced by psychologist Albert Bandura, proposed that learning occurs through observation, imitation, and modeling and is influenced by factors such as attention, motivation, attitudes, and emotions. The theory

accounts for the interaction of environmental and cognitive elements that affect how people learn.

The theory suggests that learning occurs because people observe the consequences of other people's behaviors. Bandura's theory moves beyond behavioral theories, which suggest that all behaviors are learned through conditioning, and cognitive theories, which consider psychological influences such as attention and memory.

According to Bandura, people observe behavior either directly through social interactions with others or indirectly by observing behaviors through media. Actions that are rewarded are more likely to be imitated, while those that are punished are avoided.
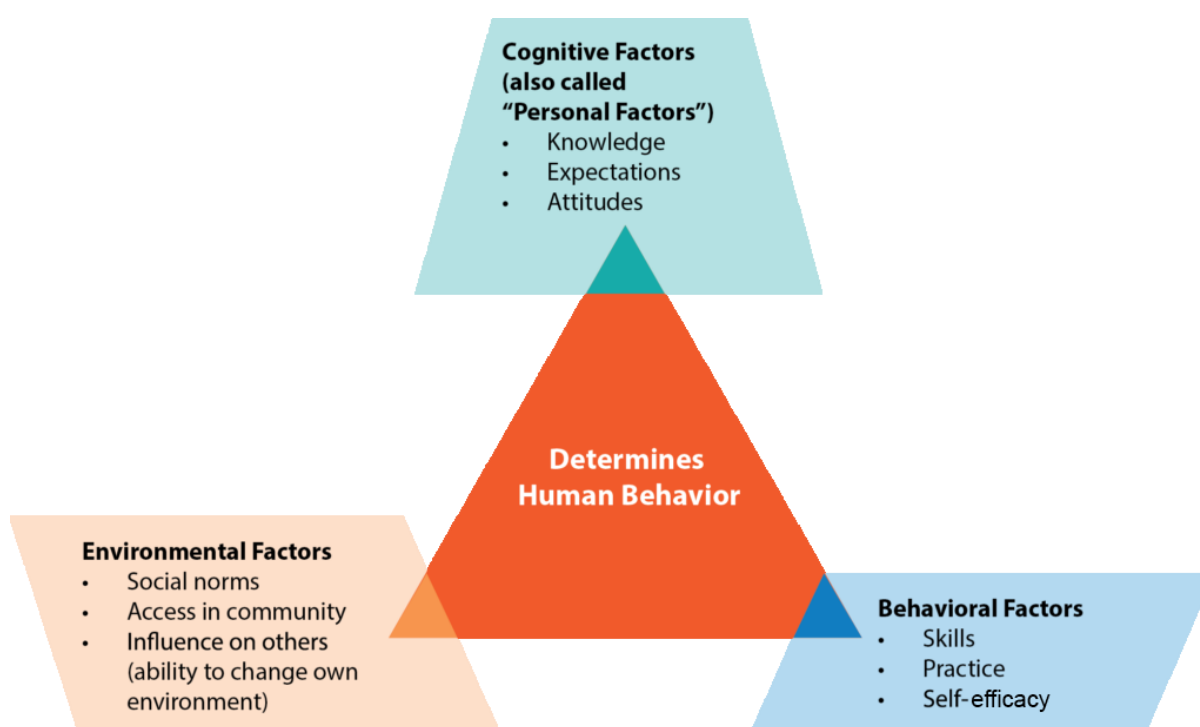
The Social Cognitive Learning Theory acknowledges the constant interaction that exists between the individual and his or her environment, both structural and social, to shape behavior. Three personal cognitive factors that are affected by the environment influence behavior:

- **Observational learning:** Individuals are more likely to perform a desired behavior if they observe others modeling that behavior and experiencing the subsequent positive rewards.
- **Outcome expectations:** Individuals are more likely to practice a desired behavior if they believe the benefits of performing that behavior and outweigh the costs.
- **Self-efficacy:** Individuals are more likely to practice a desired behavior if they perceive that they have the necessary skills and capacity to do so (Bandura, 2001; Glanz & Rimer, 2005).

  This theory may be more appropriate for the evaluation phase of an emergency or post-emergency, as it highlights the importance of creating an enabling structural and social environment. According to this theory, SBCC interventions should:
- **Promote role models who practice the desired behaviors** and experience resulting benefits. This can be done through entertainment education activities such a radio and TV dramas, and through community events in which people performing the desired behaviors are celebrated.
- **Promote the rewards and benefits** that can be expected from engaging in the desired behaviors.
- **Provide information, tools, and skills** to increase people's perceived ability to engage in the desired behaviors.

MANAGERIAL PERCEPTION

What is managerial perception?

Managerial perception, or perception management, is a process in which you can learn about the ways other people interpret your actions and behaviors within a professional setting. Understanding this information can help you make choices that influence the ways others perceive you. This can help you get ahead in a position by demonstrating your skills, abilities and strengths. If you're a manager or hold another supervisory position, you can also use managerial perception to understand and manage how employees perceive the company and its work.

For example, if you'd like to pursue a leadership position, you can use perception management to understand if your supervisors or coworkers consider you to be a strong leader. If you believe there are opportunities for improvement in this area, you

can change your behavior to demonstrate your qualifications. In this way, you can manage their perceptions of you and your skills. Some ways to understand perceptions include distributing surveys, paying close attention to the ways that others react to you or asking others for their opinions.

Factors that influence managerial perception

Here are some of the factors that can influence the ways others perceive you or the company:

Behaviors

One major factor that can determine how someone perceives you is your behavior. In many cases, coworkers consider your behavior to be an outward extension of your personality and beliefs. If they see you behave a certain way, they may be more likely to believe that you are that type of person. For example, if your coworkers often see you helping others within the organization, they may perceive you as a helpful, generous person. As you manage others' perceptions of you, consider noting your behavior and determining if it aligns with the idea you'd like to present of yourself.

Responses

Another major aspect of perception is the way that you respond to stimuli within your position. This can include verbal, behavioral or emotional responses. It can also include the ways that you respond to both positive and negative situations. For example, if you want others to perceive you as calm, you can try to respond in a calm and collected manner even when you're upset or unhappy. Since responses can often be immediate, consider taking a second to pause and reflect on the ways others may perceive you before reacting.

Interactions

Your interactions with others can also influence the ways others perceive you. While your behavior and responses can be a part of these interactions, it can also be important to understand how you relate to others and treat them on a daily basis. For

example, you can create a perception of yourself as being respectful by listening carefully to others when you interact with them, making eye contact and politely shaking hands after the interaction. You can also show your ability to listen and respect others' ideas by asking questions that demonstrate your interest or following up after an interaction.

Management style

Especially if you hold a leadership role within an organization, the ways others perceive you can depend on the ways that you manage those who work under you. This can involve other factors such as the way you interact with or respond to those who you manage. It can also depend on your ability to be fair, provide quality direction and offer strong but supportive leadership.

Since management styles can vary, consider how your style demonstrates qualities that you'd like others to perceive in you. For example, you can choose a more hands-off management style if you'd like others to perceive you as relaxed. A more intensive management style could help others perceive you as a strong, competent leader.

Work environment

If you're interested in managing the ways employees perceive their workplace, one factor to consider is the work environment. The way an office looks and runs can influence employees' ideas about the type of place it is. For example, if an office is clean and uncluttered, employees may perceive the company as being organized and competent. You can similarly use these principles to understand how others may perceive you based on your own personal work environment. Keeping pictures or words of encouragement at your desk, for example, can show others that you have a bright   outlook   and   a   kind   demeanor.

Policies:

Another way to influence the ways that employees perceive you and the company is to understand the way they perceive company policies, especially ones that you've created or implemented. If, for example, a company offers training and continuing

education opportunities for employees, they may perceive the company as caring about them and their education. If you publicly promote those policies, others may also see you as caring and supportive.

ATTITUDES & VALUES:

What Is Maslow's Hierarchy of Needs?

Maslow's hierarchy of needs is a theory of motivation which states that five categories of human needs dictate an individual's behavior. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

What Are the 5 Levels of Maslow's Hierarchy of Needs?

Maslow's theory presents his hierarchy of needs in a pyramid shape, with basic needs at the bottom of the pyramid and more high-level, intangible needs at the top. A person can only move on to addressing the higher-level needs when their basic needs are adequately fulfilled.

Maslow's hierarchy of needs

1. **Physiological needs**: The first of the id-driven lower needs on Maslow's hierarchy are physiological needs. These most basic human survival needs include food and water, sufficient rest, clothing and shelter, overall health, and reproduction. Maslow states that these basic physiological needs must be addressed before humans move on to the next level of fulfillment.

2. **Safety needs**: Next among the lower-level needs is safety. Safety needs include protection from violence and theft, emotional stability and well-being, health security, and financial security.

3. **Love and belonging needs**: The social needs on the third level of Maslow's hierarchy relate to human interaction and are the last of the so-called lower needs. Among these needs are friendships and family bonds—both with biological family (parents, siblings, children) and chosen family (spouses and partners). Physical and emotional intimacy ranging from sexual relationships to intimate emotional bonds are important to achieving a feeling of elevated kinship. Additionally, membership in social groups contributes to meeting this need, from belonging to a team of coworkers to forging an identity in a union, club, or group of hobbyists.

4. **Esteem needs**: The higher needs, beginning with esteem, are ego-driven needs. The primary elements of esteem are self-respect (the belief that you are valuable and deserving of dignity) and self-esteem (confidence in your potential for personal growth and accomplishments). Maslow specifically notes that self-esteem can be broken into two types: esteem which is based on respect and acknowledgment from others, and esteem which is based on your own self-assessment. Self-confidence and independence stem from this latter type of self-esteem.

5. **Self-actualization needs**: Self-actualization describes the fulfillment of your full potential as a person. Sometimes called self-fulfillment needs, self-actualization needs occupy the highest spot on Maslow's pyramid. Self-actualization needs include education, skill development—the refining of talents in areas such as music, athletics, design, cooking, and gardening—caring for others, and broader goals like learning a new language, traveling to new places, and winning awards.

Deficiency Needs vs. Growth Needs on Maslow's Hierarchy

Maslow referred to self-actualization as a "growth need," and he separated it from the lower four levels on his hierarchy, which he called "deficiency needs." According to his theory, if you fail to meet your deficiency needs, you'll experience

harmful or unpleasant results. Conditions ranging from illness and starvation up through loneliness and self-doubt are the byproducts of unmet deficiency needs. By contrast, self-actualization needs can make you happier, but you are not harmed when these needs go unfulfilled. Thus, self-actualization needs only become a priority when the other four foundational needs are met.

Theory X and Theory Y

In **1960, Douglas McGregor** formulated Theory X and Theory Y suggesting two aspects of human behaviour at work, or in other words, two different views of individuals (employees):

1. one of which is negative, called as Theory X and
2. the other is positive, so called as Theory Y

According to McGregor, the perception of managers on the nature of individuals is based on various assumptions.

'Theory X'

management

Theory X - authoritarian, repressive style. Tight control, no development. Produces limited, depressed culture.

staff

'Theory Y'

staff

Theory Y - liberating and developmental. Control, achievement and continuous improvement achieved by enabling, empowering and giving responsibility.

management
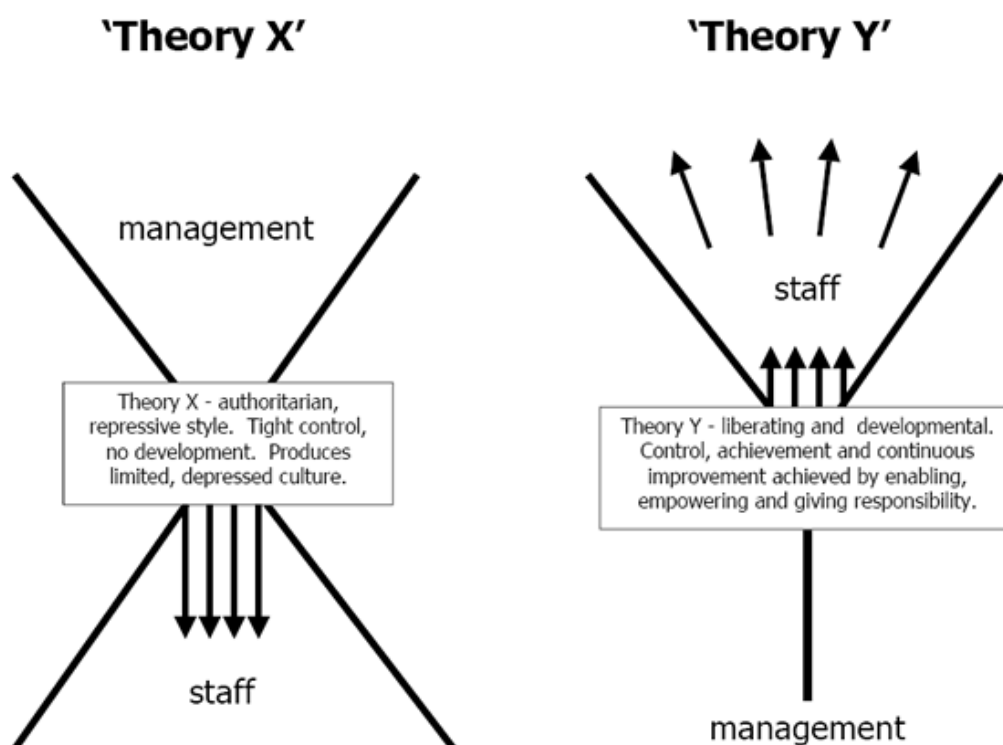
Assumptions of Theory X

- An average employee intrinsically does not like work and tries to escape it whenever possible.
- Since the employee does not want to work, he must be persuaded, compelled, or warned with punishment so as to achieve organizational goals. A close supervision is required on part of managers. The managers adopt a more dictatorial style.
- Many employees rank job security on top, and they have little or no aspiration/ ambition.
- Employees generally dislike responsibilities.
- Employees resist change.
- An average employee needs formal direction.

Assumptions of Theory Y

- Employees can perceive their job as relaxing and normal. They exercise their physical and mental efforts in an inherent manner in their jobs.
- Employees may not require only threat, external control and coercion to work, but they can use self-direction and self-control if they are dedicated and sincere to achieve the organizational objectives.
- If the job is rewarding and satisfying, then it will result in employees' loyalty and commitment to organization.
- An average employee can learn to admit and recognize the responsibility. In fact, he can even learn to obtain responsibility.
- The employees have skills and capabilities. Their logical capabilities should be fully utilized.

  In other words, the creativity, resourcefulness and innovative potentiality of the employees can be utilized to solve organizational problems.

Thus, we can say that Theory X presents a pessimistic view of employees' nature and behaviour at work, while Theory Y presents an optimistic view of the employees' nature and behaviour at work.

If we correlate it with Maslow's theory, we can say that Theory X is based on the assumption that the employees emphasize on the physiological needs and the safety needs; while Theory X is based on the assumption that the social needs, esteem needs and the self-actualization needs dominate the employees.

McGregor views Theory Y to be more valid and reasonable than Theory X. Thus, he encouraged cordial team relations, responsible and stimulating jobs, and participation of all in decision-making process.

Implications of Theory X and Theory Y

- Quite a few organizations use Theory X today. Theory X encourages use of tight control and supervision. It implies that employees are reluctant to organizational changes. Thus, it does not encourage innovation.
- Many organizations are using Theory Y techniques. Theory Y implies that the managers should create and encourage a work environment which provides opportunities to employees to take initiative and self-direction. Employees should be given opportunities to contribute to organizational well-being.

   Theory Y encourages decentralization of authority, teamwork and participative decision making in an organization.

   Theory Y searches and discovers the ways in which an employee can make significant contributions in an organization. It harmonizes and matches employees' needs and aspirations with organizational needs and aspirations.

Herzberg's Two-Factor Theory of Motivation

In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".

MOTIVATORS	
Satisfaction	No Satisfaction

HYGIENE FACTORS	
No Dissatisfaction	Dissatisfaction
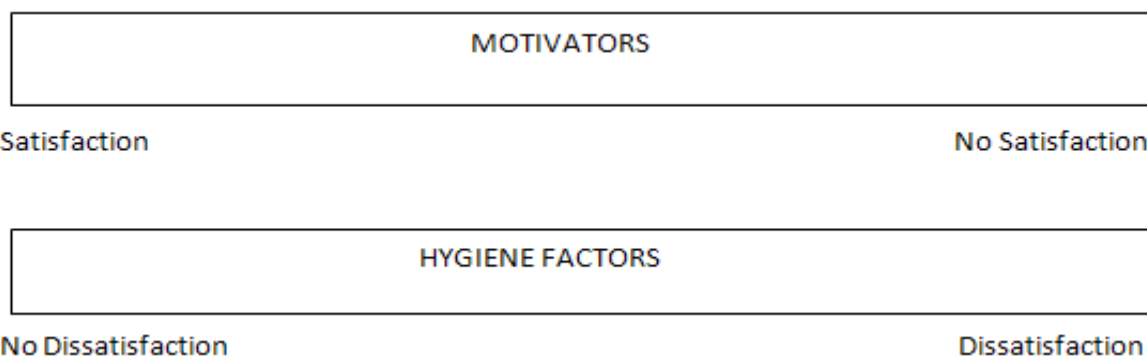
Herzberg's view of satisfaction and dissatisfaction

Herzberg classified these job factors into two categories-

1. **Hygiene factors-** Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent/if these factors are non-existant at workplace, then they lead to dissatisfaction.

   In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work.

   Hygiene factors are also called as **dissatisfiers or maintenance factors** as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

   - **Pay:** The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.
   - **Company Policies and administrative policies:** The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.

- **Fringe benefits:** The employees should be offered health care plans (mediclaim), benefits for the family members, employee help programmes, etc.
- **Physical Working conditions:** The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.
- **Status:** The employees' status within the organization should be familiar and retained.
- **Interpersonal relations:** The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.
- **Job Security:** The organization must provide job security to the employees.

2. **Motivational factors-** According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance.

These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

- **Recognition:** The employees should be praised and recognized for their accomplishments by the managers.
- **Sense of achievement:** The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.
- **Growth and promotional opportunities:** There must be growth and advancement opportunities in an organization to motivate the employees to perform well.
- **Responsibility:** The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

- **Meaningfulness of the work:** The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.
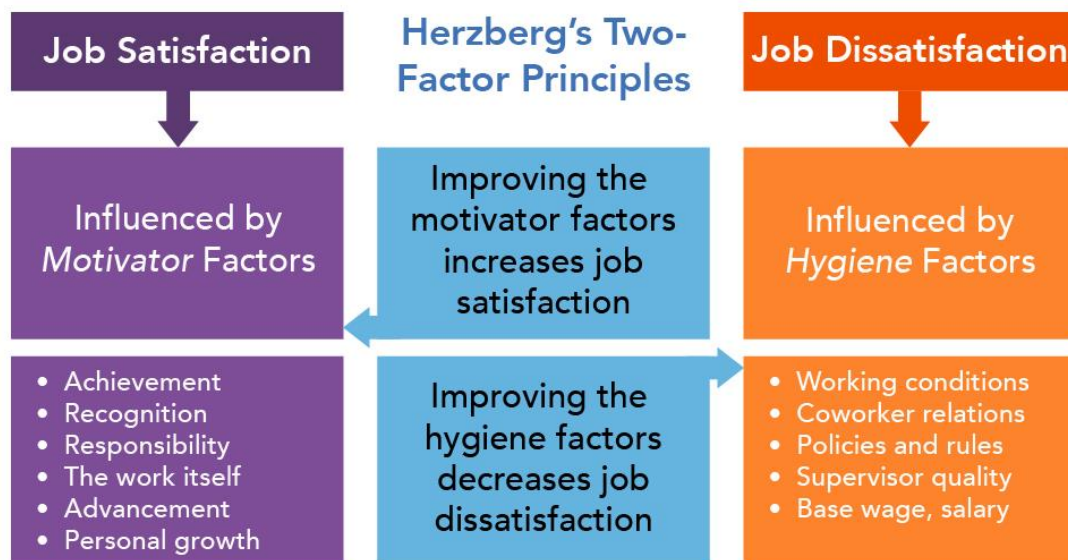
Limitations of Two-Factor Theory

The two factor theory is not free from limitations:

1. The two-factor theory overlooks situational variables.

2. Herzberg assumed a correlation between satisfaction and productivity. But the research conducted by Herzberg stressed upon satisfaction and ignored productivity.

3. The theory's reliability is uncertain. Analysis has to be made by the raters. The raters may spoil the findings by analyzing same response in different manner.

4. No comprehensive measure of satisfaction was used. An employee may find his job acceptable despite the fact that he may hate/object part of his job.

5. The two factor theory is not free from bias as it is based on the natural reaction of employees when they are enquired the sources of satisfaction and dissatisfaction at work. They will blame dissatisfaction on the external factors such as salary structure, company policies and peer relationship. Also, the employees will give credit to themselves for the satisfaction factor at work.

6. The theory ignores blue-collar workers.

Despite these limitations, Herzberg's Two-Factor theory is acceptable broadly.

Implications of Two-Factor Theory

The Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better.

This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the employee's skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

McClelland's Theory of Needs

David McClelland and his associates proposed McClelland's theory of Needs/Achievement Motivation Theory.

This theory states that human behaviour is affected by three needs:

1. Need for Power,
2. Need for Achievement, and
3. Need for Affiliation

Need for **power** is the desire to influence other individual's behaviour as per your wish. In other words, it is the desire to have control over others and to be influential.

Need for **achievement** is the urge to excel, to accomplish in relation to a set of standards, to struggle to achieve success.

Need for **affiliation** is a need for open and sociable interpersonal relationships. In other words, it is a desire for relationship based on co-operation and mutual understanding.

1. The individuals with high achievement needs are highly motivated by competing and challenging work. They look for promotional opportunities in job. They have a strong urge for feedback on their achievement.

   Such individuals try to get satisfaction in performing things better. High achievement is directly related to high performance.

   Individuals who are better and above average performers are highly motivated. They assume responsibility for solving the problems at work. **McClelland called such individuals as gamblers** as they set challenging targets for themselves and they take deliberate risk to achieve those set targets.

   Such individuals look for innovative ways of performing job. They perceive achievement of goals as a reward, and value it more than a financial reward.

2. The individuals who are motivated by power have a strong urge to be influential and controlling. They want that their views and ideas should dominate and thus, they want to lead.

   Such individuals are motivated by the need for reputation and self-esteem.

   Individuals with greater power and authority will perform better than those possessing less power.

   Generally, managers with high need for power turn out to be more efficient and successful managers. They are more determined and loyal to the organization they work for.

   Need for power should not always be taken negatively. It can be viewed as the need to have a positive effect on the organization and to support the organization in achieving it's goals.

3. The individuals who are motivated by affiliation have an urge for a friendly and supportive environment. Such individuals are effective performers in a team. These people want to be liked by others.

The manager's ability to make decisions is hampered if they have a high affiliation need as they prefer to be accepted and liked by others, and this weakens their objectivity.

Individuals having high affiliation needs prefer working in an environment providing greater personal interaction.

Such people have a need to be on the good books of all. They generally cannot be good leaders.

Self-Determination Theory and Motivation

Self-determination theory developed by Richard M. Ryan and Edward L. Deci in the 1980s adopt a humanistic view to look at motivation. This theory strongly believes in the innate positive propensities of human nature. This theory proposes that self-determination is one of the crucial factors which fire the intrinsic motivation in an individual.

This theory states that humans experience the inherent need for growth and have control in their lives. They prefer to be the centre of focus when it comes to the causal factors of any events that may occur throughout their lifetime.

In other words, people naturally possess an internal locus of control over any life instances and this may or may not be influenced by the external factors that hamper its continual sustenance.

What are the two types of motivation?

1. Intrinsic motivation: When a person is motivated to pursue a certain activity because they inherently enjoy the activity and its process, it is called intrinsic motivation.

For example, taking up various hobbies during leisure time because one enjoys engaging in those activities.

2. Extrinsic motivation: The motivation to undertake any activity comes from external sources such as rewards; avoidance of punishment etc. is called extrinsic motivation.

For example, Sarah completes her assignments on time to save herself from getting reprimanded by her school authorities.

What is Self-Determination?

Self-determination is the capacity to make choices or choose between alternatives, without the presence of external pressures or influences that determines action. When an individual is self-determined, any action may spring out of choice rather than obligation or extrinsic rewards. When people are self-determined, they are aware of themselves and their needs and hence choose to take a course of action that helps them fulfil their instinctive needs.

For example, Paola chooses to work as a tutor because she experiences the need to contribute something towards the betterment of the community that she lives in and not just for the bulk remuneration she receives out of it.

Basic assumptions of Self-Determination Theory

The self-determination theory states that an individual strives for three important aspects in life. In other words, a human experiences the psychological need for the following three important things. And they are:

1. **Competence:** This refers to the deep-rooted need people experience to gain mastery over tasks and acquire various skills. This need is backed up by the belief that when people hold the necessary skills, they are likely to take action on the path of growth and success.
2. **Relatedness:** This is the need for belongingness and acceptance they look for in relationships with their family, friends etc.
3. **Autonomy:** This is the need to be independent and take control over one's behaviours and outcomes they face. The choice to take relevant actions brings in a sense of responsibility and thus fuels the behaviour leading to success. Self-determination theory also says that when a person is intrinsically motivated

towards achieving a set goal, they strive towards altering the external factors influencing their circumstances that may hinder their course of action or other aspects.

Implications for Self-Determination Theory

1. Psychotherapy: This is a therapeutic technique directly adopted from many behavioural theories such as classical conditioning and operant conditioning. Although this technique has proved to be very efficient in bringing about positive changes by keeping reward contingencies behind as the motivator, the result can't be assured to sustain on the termination of the therapy.

Since this method is very mechanical , it is difficult to make the clients internalize and integrate this positive change into their lives after the extinction of the rewards. Hence, it is integral to bring in the concept of autonomy to help sustain the changes and generalize it in other aspects of the client's life which have been adopted over the past few years to sustain the positive takeaways from therapy.

It can be achieved by exercising transparency and obtaining direct consent from the clients after educating them about the nature of the therapy and the goals devised.

2. Sport setting: Studies show that engaging in any form of sport can be an intrinsically motivated action. However, when many external factors such as external rewards, recognition, appreciation, fame etc. start playing a role, the nature of motivation is very likely to take a shift. Researchers also found that when players were given autonomy over their actions and performance, they were said to have performed better.

Positive feedback has been said to have improved intrinsic motivation whereas negative feedback decreased intrinsic motivation. Hence, this theory can be applied in sports, where players can be granted a certain amount of autonomy to boost their sense of competence and performance.

3. Work environment: This theory places a strong emphasis on the notion that extrinsic motivation leads to reduced intrinsic motivation. This finding has to be given integral consideration, especially in a work setting, where extrinsic rewards determine the intrinsic motivation to finish assigned tasks.

Employers should remember to not over amplify the number of extrinsic rewards given, but also not cut down too much as it presumably creates a feeling of underappreciation in employees.

Employers should also be considerate about the need for autonomy in employees and assign responsibilities, give them the space to decide their own goals etc. to enhance intrinsic motivation which would, in turn, boost their performance.

Goal Setting Theory of Motivation

In 1960's, **Edwin Locke** put forward the Goal-setting theory of motivation.

This theory states that goal setting is essentially linked to task performance.

It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance.

In simple words, **goals indicate and give direction to an employee** about what needs to be done and how much efforts are required to be put in.

The important **features of goal-setting theory** are as follows:

- The willingness to work towards attainment of goal is main source of job motivation. Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals.
- **Specific and clear** goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding.
- Goals should be **realistic and challenging**. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal.

  The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.

▪ Better and appropriate feedback of results directs the employee behaviour and contributes to higher performance than absence of feedback.

Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction.

▪ **Employees' participation** in goal is not always desirable.

▪ Participation of setting goal, however, makes goal more acceptable and leads to more involvement.

Goal setting theory has certain eventualities such as:

a. **Self-efficiency-** Self-efficiency is the individual's self-confidence and faith that he has potential of performing the task. Higher the level of self-efficiency, greater will be the efforts put in by the individual when they face challenging tasks.

While, lower the level of self-efficiency, less will be the efforts put in by the individual or he might even quit while meeting challenges.

b. **Goal commitment-** Goal setting theory assumes that the individual is committed to the goal and will not leave the goal.

The goal commitment is dependent on the following factors:

i.   Goals are made open, known and broadcasted.
ii.   Goals should be set-self by individual rather than designated.
iii.   Individual's set goals should be consistent with the organizational goals and vision.

Advantages of Goal Setting Theory

- Goal setting theory is a technique used to raise incentives for employees to complete work quickly and effectively.
- Goal setting leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality.

Limitations of Goal Setting Theory

- At times, the organizational goals are in conflict with the managerial goals. Goal conflict has a detrimental effect on the performance if it motivates incompatible action drift.
- Very difficult and complex goals stimulate riskier behaviour.
- If the employee lacks skills and competencies to perform actions essential for goal, then the goal setting can fail and lead to undermining of performance.
- There is no evidence to prove that goal setting improves job satisfaction.

Self-Efficacy Theory:

Self-efficacy theory, proposed by Albert Bandura, revolves around an individual's belief in their own capability to perform tasks and achieve goals. It's not just about having skills but also about the belief in one's ability to apply those skills effectively. People with high self-efficacy are more likely to set ambitious goals, put in effort, and persist in the face of obstacles. Self-efficacy is influenced by past experiences, social persuasion, emotional states, and interpretation of physiological reactions.

Definition: Self-efficacy refers to an individual's belief in their ability to accomplish tasks and achieve specific goals. It's not just about having the skills but also about the confidence in using those skills effectively.

Key Points:

Sources of Self-Efficacy:

Self-efficacy is influenced by four main sources:

Mastery Experiences: Past successes increase self-efficacy, while failures can decrease it.

Vicarious Experiences: Observing others succeed can bolster self-efficacy.

Social Persuasion: Encouragement and feedback from others can impact one's belief in their abilities.

Emotional and Physiological States: Confidence can be affected by emotions and physical feelings.

Impact on Behaviour: High self-efficacy leads to setting challenging goals, greater effort, persistence in the face of obstacles, and resilience in the pursuit of objectives.

Self-Fulfilling Prophecy: Individuals with high self-efficacy tend to approach difficult tasks as challenges to be mastered, while those with low self-efficacy may view them as threats to be avoided.

Reinforcement Theory:

Reinforcement theory, based on the work of B.F. Skinner, emphasizes the relationship between behavior and its consequences. It suggests that behavior can be strengthened or weakened through reinforcement (positive or negative) or punishment. Positive reinforcement involves adding a reward to increase the likelihood of a behavior, while negative reinforcement involves removing an unpleasant stimulus to reinforce a behavior. Punishment, on the other hand, aims to decrease the likelihood of a behavior by adding an unpleasant consequence or removing a positive one.

Definition: Reinforcement theory is based on the idea that behavior is influenced by its consequences.

Types of Reinforcement:

Positive Reinforcement: Adding a positive stimulus to increase the likelihood of a behaviour occurring again.

Negative Reinforcement: Removing an unpleasant stimulus to reinforce a behavior.

Punishment: Adding an unpleasant consequence or removing a positive stimulus to decrease the likelihood of a behavior.

Behavioral Consequences: Reinforcement influences the likelihood of a behavior being repeated or avoided.

Skinner's Operant Conditioning: B.F. Skinner's work emphasizes the role of reinforcement in shaping behavior through operant conditioning.

Equity Theory:

Equity theory, developed by J. Stacy Adams, focuses on the perception of fairness in social exchanges. Individuals evaluate the fairness of their input (effort, contribution) and output (rewards, outcomes) compared to those of others. If they perceive an imbalance or inequity, it can lead to feelings of distress or motivation to restore fairness. This can manifest in various ways, such as changing their inputs or outcomes, seeking justice, or withdrawing efforts.

Definition: Equity theory focuses on perceptions of fairness in social exchanges.

Comparative Evaluation: Individuals compare their inputs (effort, contributions) and outcomes (rewards, recognition) to those of others.

Equity vs. Inequity: Perceived inequity (when inputs and outcomes are imbalanced compared to others) leads to psychological tension and motivation to restore equity.

Strategies to Restore Equity: Individuals may alter their inputs, outcomes, or perceptions of fairness to alleviate feelings of inequity.

Expectancy Theory:

Victor Vroom's expectancy theory centers around the belief that individuals are motivated to act in a certain way based on the expectation of a desired outcome. It comprises three main components: expectancy (the belief that efforts will lead to performance), instrumentality (the belief that performance will lead to a specific outcome), and valence (the value or attractiveness of the outcome). According to this theory, individuals are motivated to exert effort when they believe it will lead to a desirable outcome and when they perceive a strong link between effort, performance, and rewards.

Definition: Expectancy theory emphasizes the relationship between effort, performance, and outcomes.

Components of Expectancy Theory:

Expectancy: Belief that efforts will lead to performance.

Instrumentality: Belief that performance will result in specific outcomes or rewards.

Valence: Value or attractiveness of the outcomes.

Motivation and Expectancy: Individuals are motivated to act when they believe their efforts will lead to desired performance and outcomes that are valuable to them.

Let Us Sum Up	Understanding individual differences in the workplace involves delving into the multifaceted concept of personality, shaped by various determinants, and elucidated through diverse theories such as trait theory, psychoanalytic theory, social learning theory, and Erikson's stages of personality development. Chris Argyris's Immaturity to Maturity Continuum also plays a role in comprehending personality-job fit. Perception, a critical aspect of human cognition, involves a meaning-making process influenced by factors and guided by attribution theory. Learning, from classical to operant and social cognitive approaches, has managerial

	implications. Attitudes and values, with their components and intricate relationships with behaviour, contribute to the organizational landscape. Motivation, explored through early theories like Hierarchy of Needs and Theory X and Theory Y, as well as contemporary theories such as Self-Determination theory and Expectancy theory, shapes employee engagement, goal setting, and overall work dynamics in the organizational context.
Check your Progress	**1. What are the various determinants that shape an individual's personality in the workplace?** A) Personality types B) Environmental factors C) Job titles D) Work hours **2. Which of the following best describes trait theory in the context of understanding individual differences in the workplace?** A) It emphasizes the role of unconscious conflicts. B) It focuses on observable and measurable traits. C) It centres around social learning experiences. D) It highlights the impact of environmental factors. **3. How does psychoanalytic theory impact the understanding of individual differences in the workplace?** A) It focuses on observable behaviors. B) It highlights the role of unconscious conflicts. C) It emphasizes social learning experiences. D) It solely considers environmental factors. **4. What are two potential managerial implications of incorporating social learning theory in the workplace?** A) Increased job satisfaction and enhanced teamwork B) Strict hierarchical structures and individualized tasks C) Autocratic leadership and reduced employee engagement D) Employee turnover and decreased motivation **5. Which stage from Erikson's stages of personality**

development is most relevant to an individual's professional development in a corporate environment?

A) Trust vs. Mistrust

B) Autonomy vs. Shame and Doubt

C) Initiative vs. Guilt

D) Industry vs. Inferiority

6. How can managers practically apply Chris Argyris's Immaturity to Maturity Continuum to enhance personnel management and job fit?

A) By enforcing strict rules and regulations

B) By promoting a culture of open communication and learning

C) By minimizing employee feedback

D) By ignoring individual differences

7. In the workplace, how does attribution theory influence the perception process?

A) It minimizes the impact of personal biases.

B) It discourages employees from making attributions.

C) It guides individuals in making sense of their surroundings.

D) It solely relies on external factors.

8. What is a potential managerial implication of classical learning theory in the context of employee training and development?

A) Providing regular feedback

B) Encouraging self-directed learning

C) Utilizing rewards and punishments

D) Fostering a collaborative work environment

9. Which of the following is a component of attitudes in the workplace?

A) Cognitive dissonance

B) Behavioral inconsistency

C) Emotional intelligence

D) Job satisfaction

10. How can the Self-Determination theory be practically

	implemented to enhance employee engagement in a real-world organizational setting?
	A) Imposing strict rules and regulations
	B) Providing autonomy and opportunities for personal growth
	C) Ignoring employee feedback
	D) Offering limited training opportunities
Self – Assessment Questions	Explain the multifaceted concept of personality and identify two determinants that shape an individual's personality in the workplace.
	Provide a brief explanation of trait theory and discuss how it can be applied to enhance team dynamics in a workplace setting.
	Elaborate on one key impact of psychoanalytic theory on understanding individual differences in the workplace and its implications for organizational behavior.
	Outline the key tenets of social learning theory and highlight two managerial implications of incorporating social learning approaches in the workplace.
	Briefly describe one specific stage from Erikson's stages of personality development and discuss its relevance to an individual's professional development in a corporate environment.
	Explain how Chris Argyris's Immaturity to Maturity Continuum can be practically applied by managers to enhance personnel management and job fit in an organization.
	Define attribution theory and discuss how it influences the perception process in the workplace. Provide an example to illustrate its application.
	Identify one managerial implication each for classical, operant, and social cognitive learning approaches in the context of employee training and development.
	List two components of attitudes and two components of values. Explain how these components contribute to shaping organizational culture.
	Choose one contemporary motivation theory (e.g., Self-Determination theory) and discuss how it can be practically implemented to enhance employee engagement in a real-world organizational setting.
Activities / Exercises / Case Studies	**Case Question on Personality Theories:**
	Case Scenario: A company is undergoing a major organizational change, and employees are responding differently. Apply trait theory, psychoanalytic theory, and social learning theory to analyze and explain the diverse reactions of employees to the change. How can understanding these theories help in managing the transition effectively?
	Activity on Personality- Job Fit:
	Activity: Conduct a personality assessment tool within a team or organization and

	analyze the results. Discuss how these personality traits align or misalign with the requirements of different job roles within the company. What strategies can be implemented to enhance personality-job fit and improve overall team dynamics and performance?
Answers for check your progress	B) Environmental factors B) It focuses on observable and measurable traits. B) It highlights the role of unconscious conflicts. A) Increased job satisfaction and enhanced teamwork D) Industry vs. Inferiority B) By promoting a culture of open communication and learning C) It guides individuals in making sense of their surroundings. C) Utilizing rewards and punishments D) Job satisfaction B) Providing autonomy and opportunities for personal growth
Suggested Readings	https://www.masterclass.com/articles/a-guide-to-the-5-levels-of-maslows-hierarchy-of-needs https://www.linkedin.com/pulse/factors-influencing-perception-joydeep-ghosh/ https://www.simplinotes.com/management-notes-mba-notes-bba-notes-bba-study-material/organisational-behaviour/process-of-perception-perceptual-process/ https://www.economicsdiscussion.net/organisation/organisational-behaviour-perception/31606 https://www.iedunote.com/personality-fit-hollands-typology-of-personality-and-types-of-personality https://www.verywellmind.com/classical-conditioning-2794859
Open Source E-Content Links	(see table below)

Topic	E-Content Link	QR Code
Individual Differences in Organizational Behaviour	https://www.youtube.com/watch?v=hZULvj3Dmlk	
Perception in Organizational Behaviour	https://www.youtube.com/watch?v=BTKnPFZ0JRY	
Learning in Organizational Behaviour	https://www.youtube.com/watch?v=59I5IitGiNM	
Attitude And Values in Organizational Behaviour	https://www.youtube.com/watch?v=KXKxsHI47sw	

		Motivation in Organizational Behaviour	https://www.youtube.com/watch?v=woa2Qa8i80U	
References		https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_personality.htm#:~:text=The%20word%20personality%20is%20derived,a%20person%20plays%20in%20public. https://www.managementstudyguide.com/goal-setting-theory-motivation.htm https://opentextbc.ca/peersupport/chapter/self-determination-theory/ https://www.geektonight.com/personality-in-organisational-behavior-definition-determinants-nature/ https://www.yourarticlelibrary.com/personality/stages-and-theories-of-personality-development/63795 https://www.yourarticlelibrary.com/personality/stages-and-theories-of-personality-development/63795 https://www.managementstudyguide.com/goal-setting-theory-motivation.htm https://www.managementstudyguide.com/herzbergs-theory-motivation.htm https://www.managementstudyguide.com/maslows-hierarchy-needs-theory.htm		

STAGE 1 - Self-Learning Material Development	
UNIT 3	**Group Dynamics and Interpersonal communication**

Group Dynamics – Foundations of Group Behavior – Group and Team - Stages of Group Development– Factors affecting Group and Team Performance - Group Decision making -Interpersonal Communication – Communication Process – Barriers to Communication– Guidelines for Effective Communication.

Unit Module Structuring

1. **Group Dynamics**

2. **Group Development**

3. **Interpersonal Communication**

STAGE – 2 – Modules Sections and Sub-sections structuring

Dear Learners…...!

Welcome to our Group Dynamics and Interpersonal Communication Session!

In this session, we'll explore the intricate dynamics that shape how we interact within groups, the impact of effective communication, and the nuances of understanding and connecting with one another. Our aim is to delve into

the core elements that influence our interactions, collaborations, and relationships within teams.

Our hope is that by the end of this session, each of us will walk away with valuable insights, tools, and a deeper understanding of how to navigate the complex waters of group dynamics and interpersonal communication in various contexts**.**

1.1   Meaning and Definitions of group Dynamics.

Group dynamics refers to the interactions, relationships, and processes that occur between members of a group. It encompasses the study of how individuals within a group interact, communicate, and influence one another, as well as how the group operates. The dynamics within a group can significantly impact its performance, cohesion, and overall effectiveness.

The term **"group dynamics"** has been widely explored and defined by various scholars and researchers in the field of psychology, sociology, and organizational behaviour. One of the influential authors who contributed to the understanding of group dynamics is Kurt Lewin, a prominent psychologist known for his work in social psychology.

Kurt Lewin defined group dynamics as the *"field of study that focuses on the nature of groups and the laws of their development."* He emphasized the importance of studying the interactions, relationships, and processes within a group to understand the forces that shape its behaviour, decision-making, and performance. Lewin's work laid the foundation for modern research on group behaviour and its impact on individuals within a collective setting.

1.2 Importance of Group Dynamics

1.Firstly, a group can influence the way the members think. The members are always influenced by the interactions of other members in the group. A group

with a good leader performs better as compared to a group with a weak leader.

2.The group can give the effect of synergy, that is, if the group consists of positive thinkers, then its output is more than double every time.

3.Group dynamism can furthermore give job satisfaction to the members.

4.The group can also infuse the team spirit among the members.

5.Even the attitude, insights & ideas of members depend on group dynamism. For example, negative thinkers convert to positive thinkers with the help of the facilitator.

6.Also, if the group works as a cohesive group, the cooperation and convergence can result in maximization of productivity.

7.Furthermore, group dynamism can reduce labour unrest. Lastly, it reduces labour turnover due to emotional attachment among the group members.

1.3 Foundations of Group Dynamics

The term "Foundations of Group Dynamics" generally refers to the fundamental principles, theories, and concepts that underpin the study of how individuals behave and interact in group settings. It encompasses the basic building blocks and essential elements that contribute to understanding the dynamics of groups. These foundations might include concepts such as:

Roles and Norms: The roles individuals assume within a group and the established norms or rules guiding their behaviours.

Group Development Stages: Models like Tuckman's stages (forming, storming,

norming, performing, adjourning) outlining the progression of groups and their behaviours over time.

Social Loafing: The phenomenon where individuals exert less effort in a group setting compared to when working individually.

Groupthink: The tendency for a group to prioritize harmony or conformity over critical thinking in decision-making processes.

Understanding these foundational elements is crucial in comprehending the behaviours, interactions, and dynamics that occur within groups and teams.

1.4 Stages of Group Dynamics

Tuckman was responsible for coining the 5 main stages in the process of group discussion. They are also known as Tuckman's 5 stages of group development. Moreover, these stages of group formation are meant to be followed in the exact sequence as they are below:

I.   **Forming**

This is a beginning stage and lasts only a few days (or weeks). Members begin by planning their work and their new roles. Moreover, the emotions here are positive. The groups should begin by learning about team processes in preparation for the rough times ahead.

However, it is crucial for them to learn the aspects of conflict resolution, communication, group decision-making and time management.

II.   **Storming**

There exists a considerable amount of fights and arguments in this stage. People begin to feel the stress of frustration, resentment, and anger. Moreover, as the problem festers, the job remains undone.

Managers also experience frustration and are worried about the situation, thereby, are tempted to intervene. Members experience a drastic emotional roller coaster from elation to depression.

Moreover, the situation seems bleak. Usually, the storming period may last 1-2 months. Also, without effective training and support, the team may experience retarded growth.

Conflicts are usually frowned upon. However, they are the definition of normal, natural, and even necessary events in an organization. It is critical for the group to handle it well because they are great in helping to build skill and confidence for the next stage.

III.   Norming

In the norming stage, the group works through individual and social issues. The group establishes its own norms of behaviour and begin to trust each other. Moreover, as the group develops interpersonal skills, it becomes all the more skilled.

Members begin the art and knack of problem-solving. They also cross-train and learn new and adequate job skills. This stage usually lasts for 4-12 months.

IV.   Performing

In this stage, the group is ready to begin performing its respective task and assigned jobs. In this stage, the group has become well acquainted with one another and has clarity regarding what needs to and has to be done. The performing stage begins when the group is comfortable to work and ends when the job is completed.

V.   Adjourning

Post the performing stage, the group is adjourned. The adjourning stage ends the process of group formation. Because the group is adjourned once the task that is assigned to the group is completed.

1.4 Group and Team:

Group

Definition: A collection of individuals who come together, formally, or informally, with shared interests, objectives, or characteristics.

Interactions: Members interact, communicate, and collaborate within the group but may not necessarily have a unified, collective goal.

Structure: Can be more loosely organized, without clear roles or specific tasks, and can be either formal (such as a department within an organization) or informal (like a group of friends).

Behaviour: Group members may have varied levels of interdependency and might not share the same level of collaboration.

Example of a Group:

Book Club

A book club can be considered a group. It comprises individuals who gather regularly, often informally, to discuss and share thoughts about various books they have read. While they share a common interest in reading, their interactions might be less structured, and members might have diverse reading preferences. They come together for discussions and socializing, but each member might not have a specific task, and the club might not have a unified goal beyond discussing books.

Team:

Definition: A specific type of group with a more defined structure and a shared goal or purpose.

Interactions: Members work together cohesively, leveraging individual skills, with a collective responsibility to achieve a specific task or objective.

Structure: Roles within a team are often well-defined, and there's a high level of interdependency and collaboration.

Behaviour: Team members typically have complementary skills and work towards achieving a common goal or completing a task.

Example of a Team:

Software Development Team

A software development team is a prime example of a team. It consists of software developers, testers, designers, and project managers who collaborate to create a new software application. Each team member has a specific role and responsibility contributing to the overall project. They work together towards a common goal, which is to develop, test, and launch a specific software within a set timeframe. The success of the project is dependent on the coordinated efforts of all team members, who bring together their specialized skills to achieve the common objective.
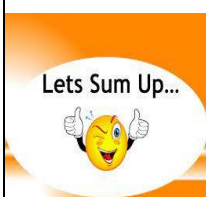
Group Dynamics: Explores interactions, behaviors, and relationships within a group, affecting performance and outcomes based on individual and collective influences.

Foundations of Group Behavior: Studies individual behavior, social identity, group formation, cohesion, conflict, and resolution within group settings.

Group and Team: Defines the distinction between groups and teams, emphasizing roles, objectives, collaboration, interdependence, and the impact on performance and success.

Interactions and Relationships: Group Dynamics studies the social processes and

patterns that shape behavior and decision-making within groups.

➕ **Synergy and Collaboration:** Groups and teams differ in their structure, with teams showcasing higher interdependence, coordinated efforts, and clearer shared goals, often resulting in enhanced performance compared to conventional groups.

1. What is a primary difference between a group and a team?

A) Teams have a designated leader; groups do not.

B) Groups have shared goals; teams have individual objectives.

C) Teams have a collective responsibility; groups focus on individual contributions.

D) Groups emphasize collaboration; teams emphasize competition.

2. Which of the following is an example of a formal group?

A) Friends gathering for a movie night.

B) Departmental team working on a project.

C) Classmates discussing an assignment.

D) Neighbourhood residents organizing a community event.

3. What is the term used to describe the tendency for individuals in a group to exert less effort when working collectively compared to when working individually?

A) Social loafing

B) Groupthink

C) Collaboration effect

D) Team synergy

4. Which factor contributes significantly to effective group performance?

A) Having identical personality types among group members.

B) Strong conformity and uniformity in ideas.

C) Encouraging diverse perspectives and experiences.

D) Minimizing communication within the group.

5. What term describes the phenomenon where a group's desire for harmony or conformity results in an irrational or dysfunctional decision-making outcome?

A) Social facilitation

B) Group polarization

C) Social loafing

D) Groupthink

2.1 Group Development Meaning and Importance:

Group development refers to the evolving process and stages through which a collection of individuals transforms into a cohesive, functional, and efficient unit. It involves the growth, progress, and changes occurring within a group as it moves from its initial formation to accomplishing its objectives.

Importance of Group Development:

Understanding Stages: Recognizing the stages of group development, such as forming, storming, norming, performing, and adjourning, helps in comprehending the group's dynamics and challenges at different points.

Enhancing Teamwork: Recognizing and navigating through the stages allows members to adapt, resolve conflicts, build trust, and establish roles, fostering better teamwork and collaboration.

Productivity and Efficiency: A well-developed group with established norms and roles tends to be more productive, efficient, and better equipped to achieve its goals.

Effective Communication: Understanding the group's developmental stages aids in improving communication, decision-making, and problem-solving, leading to better outcomes.

Overall, the understanding of group development is vital for the success of the group,

as it provides insights into its evolution, enabling effective management of challenges and harnessing the collective potential of its members towards shared objectives.

2.2 Factors affecting Group and Team Performance

Several factors influence the performance of a group or team. Here are some key elements that impact their effectiveness:

- ➢ **Communication:** Clear and open communication among team members is vital for sharing ideas, disseminating information, and coordinating efforts. Effective communication channels and practices can significantly enhance team performance.

- ➢ **Leadership:** Strong leadership with clear direction, guidance, and the ability to motivate and inspire team members plays a crucial role in achieving the team's objectives. A good leader can positively impact team performance.

- ➢ **Diversity and Skill Sets:** Having a diverse team with a variety of skills, backgrounds, and perspectives can be beneficial. Different viewpoints and expertise contribute to innovative solutions and better decision-making.

- ➢ **Conflict Resolution and Collaboration:** The ability to manage conflicts constructively and encourage collaboration is essential. Resolving disputes in a respectful manner and fostering a collaborative environment boosts productivity and morale.

- ➢ **Shared Objectives and Roles:** Clearly defined objectives and roles within the team ensure that everyone understands their responsibilities and how they contribute to the overall goals. When roles are well-defined, it enhances efficiency and minimizes confusion.

- ➢ **Trust and Cohesion:** Building trust among team members and creating a cohesive environment promotes a sense of unity and reliability. Trust enables

smoother workflows and better teamwork.

Understanding and managing these factors is critical in fostering a productive, high-performing team capable of achieving its goals efficiently and effectively.

2.3 Group Decision making

Group decision-making involves the collaborative process where several individuals come together to discuss, analyze, and decide on a course of action or solution to a problem. This approach taps into the collective wisdom, experiences, and expertise of the group members. It's a dynamic process that involves various stages and considerations to arrive at the most appropriate decision. Here is a detailed breakdown of group decision-making:

Key Stages:

Identification of the Problem or Decision to be Made:

The process starts with understanding the issue or decision at hand. It's essential to define the problem clearly and articulate the decision that needs to be made.

Information Sharing and Gathering:

Group members collect relevant information, facts, opinions, and viewpoints related to the decision. Effective communication and sharing ensure that all perspectives are considered.

Discussion and Analysis:

Group members analyze the gathered information, critically evaluating the options available, discussing potential solutions, and assessing their feasibility. It involves brainstorming, debating, and exploring different angles.

Decision-Making Techniques:

Various decision-making techniques might be employed, such as voting, consensus building, averaging opinions, or employing structured methods like SWOT analysis

(Strengths, Weaknesses, Opportunities, Threats) or decision matrices.

Consensus Building:

In many cases, the goal is to achieve a consensus where the majority or ideally all members agree on the decision. This is reached through effective communication, compromise, and understanding.

Factors Influencing Group Decision-Making:

Group Dynamics:

The composition of the group, including diversity, individual roles, and the group's cohesion, influences the decision-making process.

Leadership and Facilitation:

Effective leadership plays a crucial role in guiding the process, managing conflicts, and encouraging participation without dominating the discussion.

Communication Quality:

Open, honest, and respectful communication among members ensures that all ideas are heard, evaluated, and considered.

Groupthink vs. Constructive Debate: Groupthink, where conformity overrides critical thinking, is a potential risk. Encouraging healthy debate and critical evaluation of ideas can mitigate this risk.

Challenges:

Time-consuming:

Group decision-making can take longer due to the need for discussions, evaluations, and reaching consensus.

Conflicts and Dominance:

Conflicts among members or the dominance of a few can hinder a balanced decision.

Effective group decision-making leverages the collective intelligence of the group,

fostering more robust decisions through the integration of multiple viewpoints and expertise. It's a process that requires effective communication, leadership, and a focus on the common goal while navigating potential challenges that may arise during discussions and evaluations.

➕ **Group Development:** Involves stages like forming, storming, norming, performing, and adjourning, guiding how a group evolves and interacts over time.

➕ **Factors Affecting Group and Team Performance:** Influenced by clear communication, defined roles, cohesion, diverse skills, and leadership impacting the effectiveness of the collective effort.

➕ **Group Decision Making:** Involves the process of arriving at a decision through discussions, affected by factors like group dynamics, communication quality, and the potential for groupthink or consensus building.

6. Group development progresses through stages such as _____, _____, _____, _____, and _____.

7. Factors affecting group and team performance include _____, _____, _____, _____, and _____.

8. In group decision making, the phenomenon of _____ often leads to biased or irrational outcomes due to group members' desire for harmony or conformity.

9. Clear _____ and well-defined _____ contribute significantly to the effectiveness of group and team performance.

10. The effectiveness of group decision making relies on factors such as

_____, _____, and the potential for open _____ or constructive debate among members.

a.   Interpersonal Communication Meaning and Importance:

Interpersonal communication is the process of **exchange of information**, ideas and feelings between two or more people through verbal or non-verbal methods.

It often includes face-to-face exchange of information, in a form of voice, facial expressions, body language and gestures. The level of one's interpersonal communication skills is measured through the **effectiveness of transferring messages** to others.

Importance of Interpersonal Skills:

➢ Interpersonal communication is a valuable "soft skill" in many job descriptions. Strong interpersonal communication skills help people better express their emotions and thoughts and cultivate a stronger sense of empathy for others.

➢ Interpersonal communication is also a vital part of being a team player or a group leader, things that recruiters are always looking for.

➢ If you have solid interpersonal communication skills, you can clearly express your intentions and thoughts, enriching your professional relationships and personal life.

So many conflicts stem from simple misunderstandings. Strong interpersonal communication skills help reduce the likelihood of these misunderstandings, which subsequently lowers the risk of arguments, hurt feelings, grudges, and problems with morale.

Elements of Interpersonal Skills:

The communicators: Term communicator refers to both the sender of the information as well as the receiver. In interpersonal communication, there are at least two

communicators involved in the conversation.

The message: One of the most important parts of interpersonal communication is the message. Message can be conveyed in many ways: speech, body language, tone of voice, gestures and other indicators.

Noise: Noise refers to the gap between the message that is received and what it sent. Examples of noise include jargon, language barriers, inattention and more. Noise is the problem that many companies face in the workplace, and the reason why internal communicators are struggling to get the necessary employees' attention.

Channel: Finally, this interpersonal communication element refers to how the communication occurs. A message is sent and received through a specific channel, or medium.

Besides face-to-face communication, some of the most common communication channels in the workplace include, emails and intranets. Identifying and understanding the performance of those communication channels is extremely important for employers.

b.   Communication Process:

The communication process refers to the steps and elements involved in the successful transmission of information and understanding between a sender and a receiver. It's a complex, multi-faceted system encompassing various components. Here's an overview of the communication process:
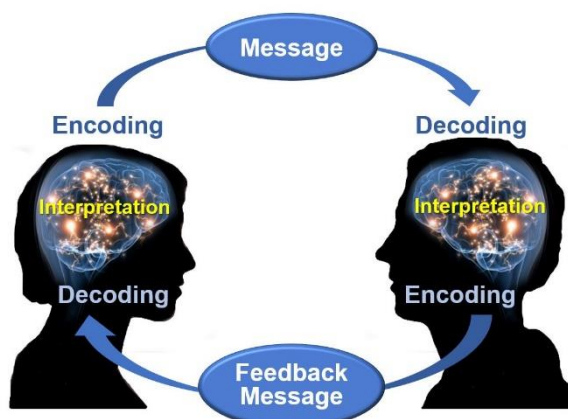
1. Sender:

The communication process starts with a sender, an individual or a group with a message to convey. The sender encodes the message into words, symbols, or other forms to be transmitted.

2. Message:

The message is the information, idea, or content that the sender intends to communicate. It can be verbal, non-verbal, written, or visual, depending on the communication channel and context.

3. Channel:

The channel is the medium through which the message is transmitted. It can be face-to-face conversation, email, phone call, written documents, social media, or any other means that facilitates communication.

4. Encoding:

The sender encodes the message, converting thoughts and ideas into a form that can be transmitted through the chosen communication channel. This could be through language, symbols, or other means of expression.

5. Transmission:

The encoded message is then sent or transmitted through the chosen channel. This process could face potential barriers or noise that might distort or interfere with the message.

6. Reception:

The receiver, or the intended audience, then receives the transmitted message through the chosen channel. This involves interpreting and decoding the message to understand the sender's intended meaning.

7. Decoding:

The receiver decodes or interprets the message, translating it from the symbolic form back into ideas or thoughts for understanding.

8. Feedback:

After receiving the message, the receiver might provide feedback, expressing their understanding, agreement, disagreement, or asking for clarification. Feedback is crucial for confirming whether the message was received as intended.

9. Context:

The context refers to the environment, situation, and conditions in which the communication occurs. It greatly influences how the message is sent, received, and interpreted.

10. Noise and Barriers:

Noise or barriers can disrupt the communication process. These can include physical distractions, language barriers, emotional biases, or misunderstandings that hinder accurate transmission and understanding of the message.

Understanding the communication process helps in improving the effectiveness of communication by recognizing the steps involved and being mindful of potential barriers that might affect the clarity and accuracy of the message.

c.   Barriers to Communication:

The process of communication has multiple barriers. The intended communique will often be disturbed and distorted leading to a condition of misunderstanding and failure of communication. The Barriers to effective communication could be of many types like linguistic, psychological, emotional, physical, and cultural etc. We will see all of these types in detail below:

Linguistic:

The language barrier is one of the main barriers that limit effective communication. Language is the most employed tool of communication. The fact that each major region has its own language is one of the Barriers to effective communication. Sometimes even a thick dialect may render the communication ineffective.

Psychological:

There are various mental and psychological issues that may be barriers to effective communication. Some people have stage fear, speech disorders, phobia, depression etc. All of these conditions are very difficult to manage sometimes and will most certainly limit the ease of communication.

Emotional:

The emotional IQ of a person determines the ease and comfort with which they can communicate. A person who is emotionally mature will be able to communicate effectively. On the other hand, people who let their emotions take over will face certain difficulties.

A perfect mixture of emotions and facts is necessary for effective communication. Emotions like anger, frustration, humour, can blur the decision-making capacities of a person and thus limit the effectiveness of their communication.

Physical:

They are the most obvious barriers to effective communication. These barriers are mostly easily removable in principle at least. They include barriers like noise, closed doors, faulty equipment used for communication, closed cabins, etc. Sometimes, in a large office, the physical separation between various employees combined with faulty equipment may result in severe barriers to effective communication.

Cultural:

As the world is getting more and more globalized, any large office may have people from several parts of the world. Different cultures have a different meaning for several basic values of society. Dressing, Religions or lack of them, food, drinks, pets, and the general behaviour will change drastically from one culture to another.

Hence it is a must that we must take these different cultures into account while communication. This is what we call being culturally appropriate. In many multinational companies, special courses are offered at the orientation stages that let people know about other cultures and how to be courteous and tolerant of others.

d.   Guidelines for Effective Communication:

Effective communication is a part and parcel of any successful organization.

A communication should be free from barriers so as to be effective. Communication is a two way process where the message sent by the sender should be interpreted in the same terms by the recipient.

The characteristics of effective communication are as follows:

1. **Clarity of Purpose:** The message to be delivered must be clear in the mind of sender. The person to whom it is targeted and the aim of the message should be clear in the mind of the sender.

2. **Completeness:** The message delivered should not be incomplete. It should be supported by facts and observations. It should be well planned and organized. No assumptions should be made by the receiver.

3. **Conciseness:** The message should be concise. It should not include any unnecessary details. It should be short and complete.

4. **Feedback:** Whether the message sent by the sender is understood in same

terms by the receiver or not can be judged by the feedback received. The feedback should be timely and in personal. It should be specific rather than general.

5. **Empathy:** Empathy with the listeners is essential for effective verbal communication. The speaker should step into the shoes of the listener and be sensitive to their needs and emotions. This way he can understand things from their perspective and make communication more effective.

6. **Modify the message according to the audience:** The information requirement by different people in the organization differs according to their needs. What is relevant to the middle level management might not be relevant to the top level of management.

   Use of jargons should be minimized because it might lead to misunderstanding and misinterpretations. The message should be modified according to the needs and requirements of the targeted audience.

7. **Multiple Channels of communication:** For effective communication multiple channels should be used as it increases the chances of clarity of message.

   The message is reinforced by using different channels and there are less chances of deformation of message.

8. **Make effective use of Grapevine (informal channel of communication):** The employees and managers should not always discourage grapevine. They should make effective use of grapevine.

   The managers can use grapevine to deliver formal messages and for identification of issues which are significant for the employees. The managers

can get to know the problems faced by the employees and can work upon it.

Let's sum it up...

Interpersonal Communication is the exchange of information and emotions between individuals, vital for building relationships and understanding. It plays a crucial role in personal and professional interactions.

The Communication Process involves encoding, transmitting, receiving, and decoding messages, enabling effective information exchange and understanding among communicators.

Barriers to Communication encompass factors like noise, language barriers, emotional barriers, and physical distractions that hinder the smooth flow of information and understanding between individuals.

Guidelines for Effective Communication include active listening, clarity in message delivery, adapting to the audience, feedback incorporation, and choosing appropriate channels, fostering clearer and more meaningful interactions.

Understanding the Meaning and Importance of Interpersonal Communication, the Communication Process, identifying and overcoming Barriers to Communication, and applying Guidelines for Effective Communication are pivotal for successful, meaningful exchanges and relationships in various contexts.

Check your progress

11. Scenario-Based Reasoning Question:

Scenario:

You have a garden with three types of plants: roses, sunflowers, and tulips. Each row contains one type of plant, and each row has four plants. One rose is next to two sunflowers. There is one tulip between two roses. How many tulips are planted?

Question: How many tulips are in the garden based on the given information?

12. Critical Thinking Reasoning Question:

Statement: "All politicians are self-serving individuals. John is self-serving."

Question: Is John a politician based on the statement? Explain your reasoning.

These questions test different forms of reasoning—logical deduction in the first question and critical thinking in the second.

Illustrations	**Illustration: The Decision-making Process in a Marketing Team**
	Situation: A marketing team in a tech company is tasked with launching a new app. The team consists of ten members with diverse roles: marketing specialists, designers, developers, and a project manager. They are in the initial stages of planning the app launch strategy.
	Group Dynamics and Decision Making:
	✓ Forming Stage: Initially, team members are polite and enthusiastic. Roles are not well-defined yet.
	✓ Storming Stage: Conflicts emerge regarding the design and target audience. Designers emphasize aesthetics while developers focus on functionality.
	✓ Norming Stage: The team establishes norms for design that balance aesthetics and functionality. Consensus starts forming.
	✓ Performing Stage: The team finalizes the app's features and design, capitalizing on each member's expertise.
	Foundations of Group Behavior:
	✓ Role Assignment: Each member's unique skills contribute to

	the overall strategy. Designers focus on the app's visual appeal, developers on functionality, and marketing specialists on the target audience.
	✓ Social Loafing: Initially, some members show reluctance to voice their opinions, leading to unbalanced discussions. The project manager notices this and encourages participation from all members to prevent social loafing.
	✓ Groupthink Prevention: The project manager encourages open discussions, inviting dissenting opinions to avoid the pitfalls of groupthink. Critical evaluation and diverse perspectives are encouraged during decision-making meetings.
	This illustration exemplifies how group dynamics evolve through various stages and how the foundation of the team's behavior—roles, conflicts, and decision-making processes—affects the overall success of their project. It demonstrates the importance of understanding these dynamics for effective teamwork and achieving common objectives while navigating through potential conflicts and reaching consensus.
Unit Summary	✓ Stages of Group Development: Groups go through various stages, including forming, storming, norming, performing, and adjourning, as outlined in models such as Tuckman's stages of group development.
	✓ Roles and Norms: Each member within a group plays a role, and groups often establish norms that guide behaviour and interaction.

	✓ Group Cohesion: The degree of unity or togetherness in a group, which influences members' commitment and performance.
	✓ Formal vs. Informal Groups: Formal groups are structured within an organization to accomplish specific tasks, while informal groups are more spontaneous and evolve based on shared interests or social connections.
	✓ Social Loafing and Groupthink: Social loafing refers to reduced individual effort in a group setting, while groupthink describes a situation where group harmony overrides critical thinking in decision-making.
	✓ Teams vs. Groups: Teams typically have a shared goal, interdependent tasks, and a higher degree of interactivity compared to groups. Teams often involve members with complementary skills working collaboratively.
	✓ Team Effectiveness: Successful teams are characterized by clear communication, trust among members, shared objectives, and an understanding of individual roles within the team.
Glossary	1. **Group Dynamics:** Understanding the way individuals interact within a collective setting. It involves studying the behaviours, attitudes, and relationships within a group and how they influence one another.
	2. **Foundations of Group Behaviour:** Fundamental principles that shape and influence how individuals behave in group

	settings, encompassing concepts such as roles, norms, social loafing, groupthink, and the stages of group development.
	3. **Group:** A collection of individuals who interact, communicate, and work together, either formally or informally, sharing common objectives, characteristics, or interests.
	4. **Team:** A specific type of group with distinct characteristics, such as shared goals, complementary skills, interdependency, and a high degree of collaboration in achieving a common task or objective.
Self – Assessmen t Questions	1. Differentiate between a formal group and an informal group.
	2. Explain the concept of social loafing and suggest one strategy to reduce its occurrence in a team setting.
	3. Describe the stages of group development according to Tuckman's model.
	4. Discuss the advantages and disadvantages of group decision-making compared to individual decision-making.
	5. Elaborate on the key factors that contribute to effective team dynamics in the workplace.
Activities / Exercises / Case Studies	**Case Scenario:**
	The marketing department of a multinational company is tasked with launching a new product in a highly competitive market. The team consists of individuals from diverse backgrounds, skill sets, and levels of experience. The team leader has observed some conflicts arising within the group during the initial planning phase. Some members seem hesitant to voice their opinions, while others dominate

discussions. Deadlines are approaching, and the team needs to come together to finalize the marketing strategy for the product launch.

Questions:

1. Identify and explain the potential causes of conflicts within this diverse marketing team. How might these conflicts impact the team's performance and the success of the product launch?

2. What strategies or interventions could the team leader implement to improve group dynamics, encourage participation, and enhance the team's overall performance and collaboration?

This case scenario presents a situation where diverse team dynamics affect the group's ability to perform effectively. The questions aim to explore the reasons behind the conflicts and suggest strategies to mitigate these issues, fostering a more productive and cooperative team environment for successful project completion.

Answers for check your progress	1. B) Groups have shared goals; teams have individual objectives. 2. B) Departmental team working on a project. 3. A) Social loafing 4. B) Encouraging diverse perspectives and experiences. 5. D) Groupthink 6. Forming, Storming, Norming, Performing, Adjourning 7. Communication, Leadership, Diverse Skills, Cohesion 8. Groupthink 9. Roles, Objectives

	10. Group Dynamics, Communication, Discussion.
	11. There are 4 tulips in the garden. The rows can be represented as follows:
	Rose Sunflower Sunflower Rose
	Sunflower Tulip Rose Sunflower
	Tulip Rose Sunflower Sunflower
	In the second row, there is one tulip between two roses.
	12. Based on the statement, it is not definitive that John is a politician. The statement only establishes that all politicians are self-serving, but it does not indicate that all self-serving individuals are politicians. John could be self-serving without being a politician; the statement doesn't provide enough information to determine his occupation or status.
Suggested Readings	https://mgcub.ac.in/pdf/material/20200412173415466fc431e7.pdf https://www.taxmann.com/post/blog/group-dynamics-meaning-features-and-types-of-group/ https://www.slideshare.net/nishah21/foundation-of-group-behavior-and-understanding-work-team-presentation

Open Source E-Content Links	**Group Dynamic**	https://www.youtube.com/watch?v=1seH_GHxRtl	
	Stages of Group Developme	https://www.youtube.com/watch?v=e_mgaaplQz0	

	nt		
	Interpersonal Communication	https://www.youtube.com/watch?v=j6LufgcHq9g	
	Barriers to Communication	https://www.youtube.com/watch?v=f5Tao6KHV5w	
	Guidelines for Effective Communication	https://www.youtube.com/watch?v=I6IAhXM-vps	
References	https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf https://www.taxmann.com/post/blog/group-dynamics-meaning-features-and-types-of-group/#:~:text=Group%20dynamics%20studies%20the%20nature,a%20lot%20to%20organisational%20goals. https://www.toppr.com/guides/fundamentals-of-economics-and-management/group-dynamics/meaning-and-definitions-of-group-dynamics/ https://mgcub.ac.in/pdf/material/20200412173415466fc431e7.pdf https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf https://www.toppr.com/guides/fundamentals-of-economics-and-management/group-dynamics/meaning-and-definitions-of-group-		

dynamics/#:~:text=It%20can%20be%20used%20as,along%20with%20other%20professional%20tools.

Self-Learning Material Development – STAGE 1	
UNIT 4	**Leadership, Politics, Conflict and Negotiation**

Leadership – Trait, Behavioral and Contingency theories, Leaders vs Managers. Power and Politics: Sources of Power – Political Behavior in Organizations – Managing Politics. Conflict and Negotiation: Sources and Types of Conflict – Negotiation Strategies– Negotiation Process.

Unit Module Structuring

4. **Leadership Traits and Theories**

5. **Power and Politics**

6. **Conflict and Negotiation**

STAGE – 2 – Modules Sections and Sub-sections structuring

Section	Topic	Page No
	1. Leadership Traits and Theories	
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	2. Power and Politics	
2.1	Meaning and Definition of Power and Politics	23
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1. Leadership Traits and Theories:

Dear Leaders…. Welcome again to learn one more additional flavor in our OB… All about leadership and its theories, politics in workplace etc.

"Leadership is the art of guiding and inspiring others, teaching them not only how to lead but also how to collaborate and contribute to a shared vision. Embrace leadership as a journey of learning, growth, and the ability to influence positive change within yourself and your surroundings." Let's lead it now….

1.1 Meaning and Definitions of Leadership:

Leadership - **"The action of leading a group of people or an organization."**

Leadership is **the art or process of inspiring, influencing, and guiding individuals or a group towards achieving a common goal.** It involves setting a vision, motivating others, making decisions, and creating an environment where people feel inspired and empowered to contribute effectively to that vision.

In general, **guiding and influencing others toward a common vision or goal** is called leadership. It entails inspiring and motivating one's team, encouraging collaboration, and making sound decisions. Furthermore, leaders must pay close

attention to their team members and provide guidance and support as needed. They must also empower others by delegating responsibilities and acknowledging their contributions.

In addition, they must promote a positive and inclusive work environment by encouraging innovation and diversity of supposed. Leadership is, therefore, a dynamic process that necessitates effective communication, empathy, and the ability to motivate others to succeed.

Oxford Dictionary defines leadership. In simple words, leadership is about taking risks and challenging the status quo. Leaders motivate others to achieve something new and better. Interestingly, leaders do what they do to pursue innovation, not as an obligation. They measure success by looking at the team's achievements and learning.

"Leadership is the capacity to translate vision into reality." - Warren Bennis

"Leadership is the art of getting someone else to do something you want done because he wants to do it." - Dwight D. Eisenhower

"Leadership is not about being in charge. It's about taking care of those in your charge." - Simon Sinek

1.2 Leadership Styles and Trait

Leadership Style:

A leadership style is a way in which a leader accomplishes their team's objective by motivating employees to work towards the common goal and focusing on their well-being. Understanding leadership style is imperative for a team to work together and keep growing while embracing changes.

Here are some reasons why leadership style matters:

➢ Increases team engagement.

➢ Improves team communication and collaboration.

> ➤ Strengthens the effectiveness of the team.

Different Types of Leadership:

1. Democratic Leadership

A democratic leader makes decisions based on their team's opinion and feedback. In simpler words, they get everyone involved in the decision-making process.

However, this type of leadership cannot be used in the long run because of drawbacks like losing the leader's authority, debates, and miscommunication between team members. Here are some scenarios in which you can adopt a democratic leadership style:

- New project that requires constant brainstorming

- Solve complex business problems

- Tight-knit or small organisations like start-ups, etc.

Here are some features of this leadership style

- Transparent conversations

- Everyone's opinion counts

- Values collaboration and teamwork

- Encourages discussions

2. Autocratic Leadership

This is precisely the opposite of democratic leadership. The opinions of team members are not considered while making any business decision. Instead, leaders expect others to adhere to their decisions, which is not sustainable in the long run.

3. Laissez-faire Leadership

Laissez-faire means "let them do". This leadership style is the least intrusive and ensures that the decision-making authority lies with the team members. This leadership style empowers team members and holds them accountable for their work. This motivates many team members to put their best foot forward, improving the organisation's efficiency and productivity.

4. Strategic Leadership

Strategic leadership is when leaders use their skills and capabilities to help team members and organisation achieve their long-term goals. Strategic leaders strive to get the best out of people or situations.

Here are some unique traits of strategic leaders.

• They are interested in the well-being of others

• They are open-minded

• They are self-aware

• They are good at interpersonal communication

5. Transformational Leadership

Transformational leaders inspire others to achieve the unexpected. They aim to transform and improve team

members' and organisations' functions and capabilities by motivating and encouraging them.

6. Transactional Leadership
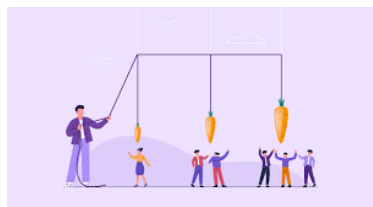
This type of leadership is task-oriented, which means team members who meet the leader's expectations will be rewarded, and others will be punished. It is a prevalent leadership style based on the action-and-reward concept.

7. Coach-Style Leadership

This leadership style focuses on identifying and nurturing a team member's strengths and weaknesses. A coaching leader develops strategies that emphasise team members' success. Though this is like strategic and democratic leadership styles, the focus here is more on the individual.

8. Bureaucratic Leadership

This kind of leadership style sticks to the rules. For example, they might listen to their team members' opinions while deciding.

Leadership Traits:

What are leadership traits?

Leadership traits are essential qualities that make effective leaders in the workplace. Whether you are managing a team, a department or an entire company, these traits

allow you to guide people and projects to success. The most important leadership qualities involve soft skills rather than technical knowledge or industry-specific experience, making leadership traits critical in nearly every occupation.

List of Effective Leadership Traits

A common misconception is that individuals are just naturally gifted with leadership skills. The truth is that leadership traits, like other skills, can be acquired with time and practice. Below are seven traits of an effective leader:

1.   Effective communication

Leaders are excellent communicators, able to explain problems and solutions clearly and concisely. Leaders know when to talk and when to listen. In addition, leaders can communicate on different levels: one-on-one, via phone, email, etc.

2. Accountability and responsibility

Leaders hold themselves accountable and take responsibility for any mistakes. Leader's support and encourage individuality while abiding by organizational structure, rules, and policies that need to be followed.

3. Long-term thinking

Leaders are visionaries. This is evidenced by the leadership trait of being able to plan through concrete and quantifiable goals. They understand the need for continuous change and are open to trying new approaches to solve problems or improve processes.

4. Self-motivation

Leaders are self-motivated and can keep going and attain goals despite setbacks. In addition, good leaders try their best to exceed, not just meet, expectations.

5. Confidence

Virtually all good leaders share the leadership trait of confidence. They can make tough decisions and lead with authority. By being confident, leaders can reassure and inspire others, establish open communications, and encourage teamwork.

6. People-orientation

Leaders are typically people-oriented and team players. They're able to foster a team culture, involve others in decision-making, and show concern for each team member. By being people-oriented, leaders are able to energize and motivate others. By making each individual feel important and vital to the team's success, they secure the best efforts from each member of the team.

7. Emotional stability

Leaders exercise good control and regulation over their own behaviour and can tolerate frustration and stress. Leaders can cope with changes in an environment without having an intense emotional reaction.

Traits of Bad Leaders

Listed below are the traits that bad leaders commonly exhibit:

- Too bossy

- Fearful of change

- Unwilling or unable to communicate effectively.

- Dismissive of ideas other than their own

- Lacking empathy

- Inconsistent

- Prone to blame others rather than accept responsibility themselves.

- Indecisive

1.3 Leadership Theories

Why Are Leadership Theories Important?

Theories of leadership describe how and why particular people develop to be leaders. They lay emphasis on the actions and character characteristics that folks might adopt for improving their leadership skills. Top qualities that leaders cite as essential to effective leadership include Strong moral principles and ethics.

Types of Leadership Theories:

1. The Transactional Theory or Management Theory

Well during Industrial Revolution, this transactional theory was developed to boost company productivity. It is a leadership approach that emphasizes the value of hierarchy for enhancing organizational effectiveness. These managers place high importance on structure and utilize their authority to enforce rules to inspire staff to perform at their best. In accordance with this philosophy, workers are rewarded for achieving their given objectives. The concept also presupposes that workers must comply with managerial directives.

Managers who practice transactional leadership keep an eye on their staff, making sure they are rewarded for reaching milestones and disciplined when they fall short. These executives, however, do not serve as a trigger for a company's expansion. Instead, they concentrate on upholding the organization's policies and standards to ensure that everything goes as planned.

Leaders Who Practice Transactional Leadership:

- Target immediate objectives.

- Favor standardized processes and regulations

- Recent changes

- Discourage original thought

- Emphasis on one's own interests

- Encourage performance

When there are challenges that are clearly stated and the main goal is to finish a work, transactional leadership works well.

2. Theory of Transformation

The relationship between leaders and staff can help the organization, according to the transformational theory of management. This leadership theory contends that effective leaders inspire workers to go above and beyond what they are capable of. Leaders develop a vision for their team members and motivate them to realize it.

Employee morale is raised and inspired by transformational leaders, which helps them perform better at work. These managers encourage staff members by their deeds rather than their words because they specialize in setting an example.

Leaders Who Practice Transformational Leadership:

- Self-manage

- Set an example

- Give interaction a high priority

- Be proactive in your work

- Promote the development of employees

- Receptive to fresh concepts

- Take chances and make difficult choices

Transformational leaders, as opposed to transactional leaders, prioritize failed processes and gather personnel who get along well to accomplish shared corporate objectives. Additionally, effective executives prioritize the requirements of the organization and its employees over their own.

3. The Theory of Contingencies

According to the contingency hypothesis, there is no one right way to run an organization. Determining the optimal strategy for leading an organization to achieve depends on both internal and external considerations. The right candidate should fit

the correct scenario, according to the contingency theory.

The following elements influence the leadership style, based on contingency theory:

- Management approach

- Work speed

- Organizational policies and culture

- Employee spirit

- Employees' level of maturity

- Relationship between coworkers or members of a team

- Organizational objectives

- Environment and routine at work

The management strategy that will help the organization achieve its objectives in a particular situation is decided by the leader.

According to this view, situations determine whether or not leaders are effective. No matter how successful a leader is, the idea explains, difficult situations will always arise. It emphasizes that the leaders are aware that the conditions in combination with their abilities have a role in their achievement.

4. The Theory of Situations

Similar to the contingency theory, this idea emphasizes the significance of context and

holds that a leader should adjust to the shifting context to achieve objectives and make judgments. The level of competence and dedication of the team members can influence how these leaders choose to lead.

Situational leadership, as per situational theory:

- Develop a connection with the workforce

- Encourage employees

- Recognize when alternative leadership philosophies are required in a given situation

- Develop teams and organizational units

The idea also distinguishes four main leadership styles:

1. **Telling:** Managers instruct staff members on what needs to be done and how to go about it.

2. **Selling:** Team members are persuaded to adopt a leader's concepts or ideas.

3. **Participating:** Effective leaders encourage their team members to take an active part in problem-solving and decision-making processes.

4. **Delegating:** Limiting their involvement, leaders hand off most of the work to the team. Such leaders defer to the group for decision-making, but they are always ready for advice.

The theory lists a few essential traits of a situational leader, such as problem-solving

abilities, trust, adaptability, insight, and coaching.

5. The Great Man Theory

One of the first theories on leadership assumes that these qualities are inherent, which indicates that leaders are born, not created, and cannot be learned. This hypothesis asserts that a leader has certain innate human characteristics, such as:

- Glamour

- Decisive

- Wisdom

- Daring

- Assertiveness

- Appeal

This viewpoint emphasizes the fact that individuals cannot be taught to be effective leaders. It's a quality that either you have or you don't. These abilities come naturally, thus you cannot learn them or receive training in them.

In addition, the idea holds that these leadership qualities are constant over time and apply to all organizations, regardless of the setting in which these leaders are employed. The idea that exceptional leaders emerge when they are required is another tenet of this leadership ideology.

6. The Trait Theory

The great man theory is expanded upon by the trait theory of leadership, which is predicated on the idea that effective leaders have personality qualities and features of behavior. They can become effective leaders in a number of circumstances thanks to these qualities. It also promotes the idea that certain people are more naturally gifted as leaders than others. Effective people have hobbies and personality traits that are very different from those of non-leaders.

The main characteristics of a successful leader are:

- Emotional equilibrium

- Acknowledging one's duty

- Competence

- Recognising obstacles

- Thinking with action

- Motivational abilities

- Talents in communication

- Tenacity and flexibility

- Making decisions with assurance

You can learn more about your limitations and strengths with the help of this leadership idea. Then, you can try to strengthen your areas of weakness.The ideal

person for a leadership position is chosen by many organizations using the trait approach.

7. Behaviorist Theory

According to this view, a person's leadership abilities are a product of their environment. Different learning talents contribute to effective management. The behavioral idea holds that leaders are formed and trained, not born, in contrast to the model of leadership. In other words, a leader's performance is not influenced by their inherent traits because leadership qualities are driven by behavior. Anyone is capable of becoming a leader with the right training and instruction.

According to the theory, in order to boost the output and morale of their team, managers should be mindful of their own behavior. This theory classifies managers into the following categories depending on the leadership styles it acknowledges:

- Task-focused managers

- Leaders who put people first

- Apathetic leaders

- Effective leaders

- Dictatorial authorities

- Current authorities

- Reliable leaders

- Shrewd businesspeople

- Daddy-like bosses

- Heads of Country Clubs

It is simple to assess the style of leadership of construction professionals, team leaders, or indeed any skilled leader using the behavioral theory.

8. Behavioral Theory

Behavioral leadership theory focuses on the actions of leaders and holds that other leaders are able to imitate similar actions. Because it is sometimes known, the design theory contends that successful leaders could also be developed through teachable conduct rather than being born with it. The behaviors of a pacesetter are extensively emphasized in behavioral theories of leadership; this theory contends that observing a leader's behavior is the best indicator of how successful their leadership will be. The behavioral learning hypothesis emphasizes behavior instead of traits. Consistent with this idea, observable patterns of conduct are classified as "styles of leadership." Task-oriented leaders, club leaders, people-oriented leaders, dictatorial leaders, status-quo leaders, and more are some samples of leadership styles.

9. Functional Theory

The functional theory of leadership emphasizes how employment or organization is being led rather than who has been formally designated as the leader. Within the functional leadership approach, the power to get things done is supported by a collection of people's behaviours rather than one individual.

10. Integrated Psychological Theory

Integrative leadership may be a new style of leadership that encourages cooperation across a variety of barriers to advance the common good. It combines leadership theories and techniques that have their roots in five important societal spheres: industry, government, nonprofits, the media, and the community.

1.4 Leader Vs Managers

Leaders and managers share some essential characteristics; however, many dissimilarities make them distinct. While leadership is about building a vision for people to follow, management is looking after the day-to-day operations of a business. So, here are some more differences between leaders and managers.

S. No	Basis	Manager	Leader
1	**Origin**	A person becomes a manager by virtue of his position.	A person becomes a leader on basis of his personal qualities.

2	**Formal Rights**	Manager has got formal rights in an organization because of his status.	Rights are not available to a leader.
3	**Followers**	The subordinates are the followers of managers.	The group of employees whom the leader's leads are his followers.
4	**Functions**	A manager performs all five functions of management.	Leader influences people to work willingly for group objectives.
5	**Necessity**	A manager is very essential to a concern.	A leader is required to create cordial relation between person working in and for organization.
6	**Stability**	It is more stable.	Leadership is temporary.
7	**Mutual Relationship**	All managers are leaders.	All leaders are not managers.
8	**Accountability**	Manager is accountable for self and subordinates' behaviour and performance.	Leaders have no well-defined accountability.
9	**Concern**	A manager's concern is organizational goals.	A leader's concern is group goals and member's satisfaction.
10	**Followers**	People follow manager by virtue of job description.	People follow them on voluntary basis.
11	**Role continuation**	A manager can continue in office till he performs	A leader can maintain his position only through day to day wishes of

		his duties satisfactorily in congruence with organizational goals.	followers.
12	**Sanctions**	Manager has command over allocation and distribution of sanctions.	A leader has command over different sanctions and related task records. These sanctions are essentially of informal nature.

Here's a summary of Leadership - Trait, Behavioral, and Contingency theories, and the comparison of Leaders vs. Managers in five points:

Leadership Theories:

Trait Theory: Focuses on identifying inherent characteristics that distinguish effective leaders from non-leaders, emphasizing traits like intelligence, decisiveness, and social skills.

Behavioral Theory: Concentrates on the behaviors of leaders rather than their personal traits, categorizing leadership styles such as autocratic, democratic, and laissez-faire.

Contingency Theory: Asserts that the effectiveness of a leader depends on the situation, proposing different leadership styles for varying situations, like crisis demands an authoritative approach.

Leaders vs. Managers:

Leaders: Focus on setting direction, inspiring and influencing others, nurturing innovation, and steering towards a vision. They are change-oriented and focus

on the 'what' and 'why.'

Managers: Concentrate on planning, organizing, coordinating, and controlling resources and people to achieve organizational goals. They are task-oriented and focus on the 'how' and 'when.'

Leadership theories offer insights into the different aspects of leadership, emphasizing the traits, behaviors, and adaptability to various situations, while the distinction between leaders and managers lies in their focus, approach, and orientation toward tasks and people.

1.   Trait Theory:

Question: Trait Theory of leadership primarily focuses on:

a) The behaviors exhibited by leaders

b) Identifying inherent characteristics differentiating effective leaders

c) Situational factors influencing leadership

d) The adaptability of leadership styles

2. Behavioral Theory:

Question: Behavioral Theory concentrates on:

a) Situational factors influencing leadership

b) Identifying personal traits of leaders

c) Behaviors exhibited by leaders, categorizing leadership styles

d) Contingency analysis in leadership studies

3. Contingency Theory:

Question: Contingency Theory asserts that effective leadership depends on:

a) Inherent traits and characteristics of leaders

b) Situational factors and environment

c) Strict adherence to specific leadership styles

d) Behavioral consistency in leaders

4. Comparison of Leaders vs. Managers:

Question: Leaders are distinguished from managers by their focus on:

a) 'How' and 'When' of achieving goals

b) Task-oriented approach and coordination

c) Change-oriented approach, nurturing innovation, and inspiring others

d) Organizing and controlling resources

5. Leadership and Management Distinction:

Question: Managers primarily concentrate on:

a) Setting direction and inspiring others

b) Coordinating and controlling resources to achieve goals

c) Encouraging change and fostering innovation

d) Focusing on 'What' and 'Why' of objectives

2. Power and Politics:

2.1 Meaning and Definitions of Power and Politics:

Power

Meaning:

Power refers to the ability of an individual or a group to influence or control the behavior, thoughts, or actions of others, shaping decisions and outcomes.

Definitions: Various perspectives describe power, such as:

Max Weber's Definition: "The ability of an individual or group to achieve their own goals or aims when others are trying to prevent them from doing so."

French and Raven's Bases of Power: They identify different types of power: legitimate, reward, coercive, expert, and referent power.

Politics

Meaning: Politics in organizations refers to the use of power, tactics, and strategies to influence decision-making or gain advantages, often for individual or group interests.

Definitions:

Mintzberg's Definition: "The art of the possible."

David Easton's Definition: "The authoritative allocation of values."

Understanding power and politics within an organizational context is crucial for comprehending how influence is wielded, decisions are made, and resources are allocated. It's essential for leaders and individuals within organizations to navigate and comprehend these dynamics for effective functioning.

2.2 Source of Power

The sources of power within an organizational context can be categorized into various forms. Some common sources of power include:

Legitimate Power:

Derived from a person's position within an organization or a social system. It is formal authority given to individuals by the organization.

Reward Power:

Based on an individual's ability to provide rewards or benefits. This power comes from the capacity to provide incentives or benefits for compliance.

Coercive Power:

Involves the ability to administer punishment or negative consequences. It operates through fear of punishment for non-compliance.

Referent Power:

Built on an individual's personal characteristics or charisma that others find attractive. It involves the admiration, respect, or identification others have with the person.

Expert Power:

Arises from an individual's specialized knowledge or skills. It is based on competence, knowledge, or expertise in a particular field.

Informational Power:

Originates from controlling or having access to valuable information that others need. It's derived from the possession or control of information.

Understanding these sources of power helps in recognizing how influence is exercised within an organization. Effective leaders often employ a mix of these powers to achieve their goals and influence others towards desired outcomes.

2.3 Political Behavior in Organizations

Political behavior in organizations refers to the use of power, influence, tactics, and strategies by individuals or groups to promote their own interests or agendas within an organizational setting. It involves actions and behaviors aimed at gaining advantages or influencing decisions, often beyond formal authority or prescribed roles.

Key aspects of political behaviour in organizations include:

Influence Tactics: Individuals or groups employ various tactics to sway decisions or outcomes, such as persuasion, networking, forming coalitions, or manipulation of information.

Resource Control: Control or manipulation of resources, information, or

connections to gain advantages or further personal or group interests within the organization.

Informal Alliances: Creation of informal networks or alliances to promote certain agendas or protect interests, often beyond formal reporting lines or structures.

Image Management: Shaping or managing one's own or others' perceptions to influence how they are perceived within the organization.

Conflict and Negotiation: Engaging in conflicts, negotiations, or bargaining to achieve personal or group objectives.

Decision-Making Influence: Attempting to impact decision-making processes, either overtly or covertly, to direct outcomes favorably.

Understanding political behaviour in organizations is crucial for navigating the complex dynamics within the workplace and recognizing how informal power structures, alliances, and influences shape decision-making and outcomes. Successful individuals within organizations often possess a nuanced understanding of these political behaviours and use them judiciously to achieve their goals while fostering effective collaboration.

2.4 Managing Politics

Managing politics in an organizational setting involves navigating the complex web of power dynamics, influence, and relationships in a manner that ensures alignment with organizational goals while maintaining ethical standards. Here are **some strategies for effectively managing politics in organizations:**

Build Relationships:

Foster strong relationships with key stakeholders, teams, and individuals.

Establishing trust and credibility is vital in navigating political environments.

Stay Informed:

Keep abreast of the organization's politics, power structures, and influential individuals. Understanding the informal networks and power dynamics is essential for effective management.

Remain Neutral and Ethical:

Avoid taking sides and maintain neutrality in conflicts. Upholding ethical standards is crucial in managing politics without compromising integrity.

Focus on Objectives:

Keep focus on organizational objectives and goals. Aligning actions and decisions with the broader aims of the organization helps in mitigating political influence.

Communication and Transparency:

Open, clear, and transparent communication is crucial. Providing information and context can minimize misunderstandings and reduce political manoeuvring.

Seek Consensus and Collaboration:

Encourage collaboration and consensus-building to reduce power struggles. Involving various stakeholders in decision-making fosters ownership and minimizes resistance.

Adaptability and Flexibility:

Adapt to changing situations and be flexible in approaches. Being too rigid may lead to conflicts, while flexibility allows for better navigation of political landscapes.

Negotiation and Compromise:

Engage in negotiations and seek compromises. Finding win-win solutions can mitigate confrontations and foster a more harmonious environment.

Effective management of politics in organizations involves a delicate balance between understanding power dynamics and employing strategies that align with the organization's objectives and ethical principles. It also requires adeptness in influencing, negotiating, and collaborating while maintaining integrity and transparency.
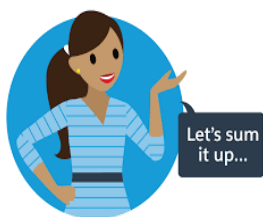
Power and politics play significant roles within organizations, influencing decision-making, relationships, and outcomes. Here's a concise summary:

➢ Power within organizations represents the ability of an individual or group to influence, control, or direct the behavior, thoughts, or actions of others. Different sources of power, such as legitimate, reward, coercive, referent, and expert power, define how individuals or groups exert influence within the organizational context.

➢ Politics in organizations involves the use of power, influence, tactics, and strategies to promote personal or group interests. It includes behaviors, such as influence tactics, resource control, informal alliances, image management, conflict, and negotiation, aimed at achieving specific objectives or gaining advantages within the organization.

Understanding and managing power and politics are essential for individuals within organizations to effectively navigate the complexities of influence, relationships, decision-making, and resource allocation while aligning with the organization's goals and ethical standards. Effective management involves building relationships, staying

informed, focusing on objectives, transparent communication, seeking consensus, adaptability, negotiation, and maintaining ethical conduct.

6. Power in organizations refers to the ability to _____ or _____ others' behavior and decisions.

7. The five main sources of power include legitimate, reward, coercive, referent, and _____ power.

8. Politics in organizations involves using power and tactics to _____ or _____ personal or group interests.

9. Understanding _____ and _____ in an organization is crucial for effective decision-making and managing relationships.

10. To navigate political environments, it's vital to build strong _____, stay _____, and focus on organizational _____.

3. Conflict and Negotiations:

3.1 Meaning of conflict and Negotiations:

Conflict:

Conflict refers to a clash or disagreement arising from a difference in   opinions, interests, or goals between individuals or groups. It may manifest in various forms such as verbal disputes, differing perspectives, or opposing interests, and often arises from perceived incompatibilities.

Negotiation:

Negotiation is a process where individuals or parties engage in discussions to reach a mutual agreement or resolve a conflict. It involves dialogue, compromise, and bargaining to find a solution that addresses the interests of all involved parties.

Successful negotiation requires effective communication, understanding, and often involves give-and-take to achieve a satisfactory resolution.

3.2 Source

The sources of conflict and negotiations within an organizational setting can arise from various factors. Here are the sources for both:

Sources of Conflict:

Differences in Goals and Objectives: When individuals or groups have conflicting interests or goals, it can lead to disagreements and conflicts.

Scarce Resources: Competition over limited resources, such as budget, time, or personnel, can spark conflicts among departments or teams.

Communication Breakdown: Misinterpretation, poor communication, or misunderstandings can lead to conflicts between individuals or groups.

Power Struggles: When there's a struggle for influence, authority, or control, it can lead to conflicts among individuals vying for power.

Personal Differences: Conflicts can also arise due to personality clashes, differing values, or personal disputes between individuals.

Sources of Negotiations:

Conflict Resolution: Negotiations often arise as a means to resolve conflicts and disputes within an organization.

Decision-Making: Negotiations occur when multiple parties need to reach a decision or an agreement on issues or objectives.

Resource Allocation: Negotiations might involve discussions about the allocation of resources, budgets, or other critical assets within the organization.

Contracts and Agreements: Negotiations are prevalent in the process of forming

agreements, contracts, partnerships, or collaborations.

Employee Relations: Negotiations between management and employees regarding issues like salaries, working conditions, or contractual terms can occur to maintain healthy employee relations.

Understanding the sources of conflict and negotiations is essential for effectively managing and resolving conflicts and utilizing negotiations to reach mutually beneficial agreements within an organizational context.

3.3 Types of conflict

Conflicts can manifest in various ways within an organizational setting. Here are common types of conflicts:

Interpersonal Conflict:

Arises between individuals due to differences in personalities, values, or perceptions. It often involves personal disputes or misunderstandings.

Intragroup Conflict:

Occurs within a group or team due to differences in opinions, goals, or working styles among its members.

Intergroup Conflict:

Involves conflicts between different departments or teams within an organization. It may arise due to competition for resources or conflicting goals.

Intrapersonal Conflict:

Refers to a conflict within an individual, typically due to internal dilemmas, moral issues, or cognitive dissonance.

Organizational Conflict:

Involves conflicts stemming from organizational structures, policies, or procedures,

often affecting multiple individuals or departments within the organization.

Understanding these types of conflicts is crucial for effective conflict resolution and management strategies within an organization. Recognizing the specific type of conflict helps in tailoring appropriate approaches to address and resolve the issues at hand.

3.4 Negotiation Strategies

Negotiation strategies involve techniques and approaches used to reach a mutually beneficial agreement between parties. Here are some common negotiation strategies:

Win-Win (Collaborative Strategy):

Focused on creating a mutually beneficial outcome for both parties. Emphasizes open communication, problem-solving, and finding solutions that meet the interests of all involved.

Win-Lose (Competitive Strategy):

Involves prioritizing one party's interests over the other. This approach may result in one party gaining more at the expense of the other.

Compromise (Concessions):

Entails both parties giving up something to reach an agreement. It involves finding a middle ground that satisfies both parties' needs.

Avoidance Strategy:

Avoiding direct conflict and postponing the negotiation, which might be effective in specific situations to allow for emotions to settle or to gather more information.

Accommodation Strategy:

Focusing on meeting the needs and interests of the other party, often at the

expense of one's own, to maintain relationships or to keep peace.

Interest-Based (Principled) Negotiation:

Emphasizes identifying the underlying needs and interests of both parties rather than fixed positions, allowing for creative problem-solving and mutual gains.

BATNA (Best Alternative to a Negotiated Agreement):

Understanding the best alternative if the negotiation doesn't lead to a satisfactory agreement. It helps in evaluating options and making informed decisions.

Emotional Intelligence Strategy:

Involves understanding emotions, empathizing, and managing emotions during negotiation to build rapport, manage conflict, and reach successful outcomes.

Silent Strategy:

Involves intentionally staying silent to encourage the other party to reveal more information or to prompt action.

Choosing the appropriate negotiation strategy depends on the context, the nature of the relationship between parties, the importance of the negotiation, and the desired outcomes. Effective negotiators often combine various strategies based on the situation to achieve successful agreements.

3.5 Negotiation Process

4 Steps of the Negotiation Process

1. **PREPARATION:** Preparing in advance can improve your confidence, give you clear goals to work toward, and provide a strategy to base your approach on.

2. **BARGAINING:** Bargaining is about creating value for both you and other parties despite your differences.

3. **CLOSING:** Closing a negotiation can mean coming to an agreement or ending the discussion without reaching one.

4. **LEARNING:** Reflecting on the process and learning from your experiences enables you to become a better negotiator.

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Nature: Arises from differences in opinions, interests, or goals between individuals or groups.

Types: Includes interpersonal, intragroup, intergroup, intrapersonal, and organizational conflicts.

Impact: Can disrupt relationships, hinder productivity, but can also lead to innovation and growth if managed effectively.

Management: Understanding and addressing conflict is crucial for fostering teamwork, enhancing communication, and driving positive change.

Think of a recent negotiation. Assess the strategies employed and their effectiveness in reaching a satisfactory agreement. What strategies could have improved the negotiation outcome?

Reflect on your approach to negotiations. What negotiation style or strategy resonates most with your typical approach? How does this align with achieving mutually beneficial agreements?

Unit Summary	**Leadership Theories:**
	Trait, Behavioural, Contingency: Leadership theories encompass inherent traits, observable behaviours, and situational adaptability for effective leadership.
	Leaders' vs Managers:
	Leaders: Focus on inspiration, change, and vision, while Managers concentrate on stability, planning, and efficiency in organizational operations.
	Power and Politics:
	Sources of Power: Various means—legitimacy, rewards, coercion, expertise, and influence—shaping individual or organizational control.
	Political Behaviour in Organizations: Actions within an organization influencing decisions, sometimes for personal gain or specific objectives.
	Managing Politics: Strategies for navigating and addressing organizational politics ethically to maintain a positive work environment.

	Conflict and Negotiation: **Sources and Types of Conflict:** Stem from differing values, goals, resources, leading to interpersonal, intragroup, intergroup, and organizational conflicts. **Negotiation Strategies and Process:** Involves techniques for reaching agreements, encompassing both distributive and integrative strategies through a series of steps from preparation to closure.
Glossary	1. **Leaders:** Individuals who inspire, motivate, set visions, and guide their teams or organizations towards a common goal. They focus on innovation, inspiration, and change. 2. **Managers:** Individuals who plan, organize, coordinate, and control activities within an organization to ensure the accomplishment of its objectives. They focus on maintaining stability and efficiency. 3. **Political Behavior in Organizations:** The activities and behaviors of individuals or groups within an organization designed to influence the decision-making process, often for personal gain or in pursuit of specific objectives. 4. **Managing Politics:** The strategies and approaches used to navigate and deal with organizational politics in a way that aligns with ethical standards and maintains a positive work environment. 5. **Negotiation Strategies:** Techniques and approaches used to reach agreements or settlements between parties. These may include distributive strategies (e.g., win-lose) and integrative strategies (e.g., win-win). 6. **Negotiation Process:** The series of steps involved in reaching an

	agreement between parties, typically involving preparation, discussion, clarification of goals, bargaining, and closure.
Self – Assessment Questions	What are some key personal traits you possess that you believe are essential for effective leadership? How do these traits align with the traits often associated with successful leaders? Reflect on your own leadership behaviours. Are you more inclined towards a task-oriented or people-oriented leadership style? How do your behaviours affect your team's dynamics and productivity? In what ways does the situational approach to leadership resonate with your personal experiences? Describe a scenario where your leadership style adapted to different situations for optimal outcomes.
Activities / Exercises / Case Studies	Scenario: Imagine you are the newly appointed CEO of a manufacturing company that has been experiencing a decline in productivity and employee morale. The company is facing increasing competition, and technological advancements are reshaping the industry. As a transformational leader, you are tasked with turning the organization around and leading it through a period of significant change. Question: 1. Describe the key leadership challenges you anticipate in this scenario. What organizational behaviour theories and leadership styles would you consider addressing these challenges effectively? 2. How would you go about communicating a compelling vision for the

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future of the company, and what strategies would you employ to ensure that the vision is embraced by employees at all levels?

3. In the context of this case, discuss the importance of employee engagement and empowerment. What actions would you take to enhance employee engagement and promote a culture of innovation and adaptation to change?

4. Implementing change in an organization often meets resistance. How would you address and manage resistance to change, and what strategies would you employ to create a sense of urgency and enthusiasm for the changes you intend to implement?

5. Evaluate the potential outcomes of your leadership approach, both in terms of organizational behaviour and the company's performance. What key performance indicators and measures of success would you use to assess the impact of your leadership on the organization?

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Answers for check your progress

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1. b)Identifying inherent characteristics differentiating effective leaders

2. c) Behaviors exhibited by leaders, categorizing leadership styles

3. b) Situational factors and environment

4. c) Change-oriented approach, nurturing innovation, and inspiring others

5. b) Coordinating and controlling resources to achieve goals

6. Influence or control others' behavior and decisions.

7. Expert

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	8. Further or protect		
	9. Power and politics		
	10. Relationships, informed, goals		
Suggested Readings	https://www.techtarget.com/searchcio/definition/leadership https://emeritus.org/in/learn/what-is-leadership/ https://hbr.org/2004/01/understanding-leadership https://www.mindtools.com/a2fjsj1/what-is-leadership https://www.thebalancemoney.com/leadership-definition-2948275		
Open Source E-Content Links	1.	Leadership	https://www.youtube.com/watch?v=WOtBp0D85LI	
	2.	Leadership vs Manager	https://www.youtube.com/watch?v=mhkLc0HEtR0	
	3.	Politics	https://www.youtube.com/watch?v=V2uojE0TiAA	
	4.	Conflict and Negotiation	https://www.youtube.com/watch?v=G4W7K-teSAI	
	5.	Stages of Negotiation and process	https://www.youtube.com/watch?v=IzNVIh3cReY	
References	1. https://emeritus.org/in/learn/what-is-leadership/ 2. https://emeritus.org/blog/what-is-leadership/ 3. https://www.indeed.com/career-advice/career-development/top-leadership-traits 4. https://corporatefinanceinstitute.com/resources/management/leade		

rship-traits-list/

5. https://www.google.com/search?q=leadership+vs+managers&sca_esv=578190303&sxsrf=AM9HkKkMq34tLCgKKf_oQyOS7ffRVe8MhA%3A1698772480581&ei=ADZBZaqSI8X3wAOM2YagCg&ved=0ahUKEwiqkonS5KCCAxXFO3AKHYysAaQQ4dUDCBA&uact=5&oq=leadership+vs+managers&gs_lp=Egxnd3Mtd2l6LXNlcnAiFmxlYWRlcnNoaXAgdnMgbWFuYWdlcnMyBRAAGIAEMgcQABiABBgKMgcQABiABBgKMgYQABgWGB4yBhAAGBYYHjIGEAAYFhgeMgYQABgWGB4yBhAAGBYYHjIGEAAYFhgeMgYQABgWGB5InwxQvAVYvAVwAXgBkAEAmAGxAaABsQGqAQMwLjG4AQPIAQD4AQH4AQKoAhTCAgcQIxjqAhgnwgIQEAAYigUY6gIYtAIYQ9gBAeIDBBgAIEGIBgG6BgYIARABGAE&sclient=gws-wiz-serp

6. https://www.managementstudyguide.com/leader_versus_manager.htm

Self-Learning Material Development – STAGE 1	
UNIT 5	**Work Stress and Emotional Intelligence**

Work Stress: Stressors in the Workplace – Individual Differences on Experiencing Stress - Managing Workplace Stress.

Organizational Culture and Climate: Concept and Importance – Creating and Sustaining Culture.

Emotional Intelligence: Work Life Integration Practices. Knowledge based enterprise-systems and Processes; Networked and virtual organizations.

Unit Module Structuring

7. **Work Stress**

8. **Organization Culture and Climate**

9. **Emotional Intelligence**

STAGE – 2 – Modules Sections and Sub-sections structuring

4. Work Stress:

4.1 Stressors in Workplace:

Stressors in the workplace refer to various factors or conditions within a work environment that can cause stress, anxiety, or pressure for employees. These stressors can affect an individual's mental and physical well-being, overall job satisfaction, and productivity. Workplace stressors can be both environmental (related to the work setting) and psychosocial (related to interactions and dynamics within the workplace).

Some common workplace stressors include:

High Workload:

Heavy workloads, tight deadlines, and excessive demands can overwhelm employees, leading to stress.

Lack of Control:

Feeling a lack of autonomy or control over one's work or schedule can contribute to stress.

Job Insecurity:

Concerns about job stability, layoffs, or uncertain future prospects can be a significant stressor.

Poor Work-Life Balance:

When work encroaches on personal life, leading to long hours or an inability to disconnect from work, it can cause stress.

Conflict and Interpersonal Issues:

Workplace conflicts, difficult relationships with colleagues or managers, or bullying can create stress.

Poor Leadership and Management:

Ineffective management, lack of support, unclear direction, or inadequate feedback can contribute to stress.

Organizational Changes:

Reorganizations, restructuring, or frequent changes within the organization can create uncertainty and stress.

Workplace Environment:

Uncomfortable or unsafe physical work conditions, such as excessive noise, poor lighting, or inadequate resources, can be stress-inducing.

Discrimination and Harassment:

Experiencing discrimination, harassment, or unfair treatment can lead to extreme stress.

Career Development and Growth: Lack of opportunities for advancement, skill development, or feeling stagnant in one's career can cause stress.

4.2 Individual Differences on Experiencing Stress:

Individuals have varying responses to and experiences with stress due to a multitude of factors. These differences can be influenced by various aspects of an individual's life, personality, and coping mechanisms. Here are some of the key factors that contribute to individual differences in experiencing stress:

Personality Traits:

Different personality traits, such as resilience, optimism, and emotional stability, can significantly impact how individuals perceive and cope with stress. For

instance, someone with a more resilient and adaptable personality might handle stressful situations better than someone who is more prone to anxiety or pessimism.

Coping Strategies:

Individuals adopt diverse coping mechanisms to manage stress. Some may use problem-solving techniques, seeking social support, engaging in physical exercise, or practicing relaxation techniques, while others might resort to avoidance or other less adaptive coping strategies.

Genetics and Biology:

Genetic predispositions and physiological factors can influence how individuals respond to stress. Some people might have a higher or lower tolerance for stress due to their genetic makeup and hormonal responses.

Past Experiences:

Previous experiences with stress and adversity shape an individual's ability to handle current stressors. Those who have successfully managed stress in the past may be better equipped to handle new stressful situations.

Social Support:

The presence or absence of a support network, including friends, family, or colleagues, greatly influences how an individual manages stress. Strong social support can act as a buffer against stress.

Work and Life Circumstances:

The specific demands and circumstances of an individual's job, family life, socioeconomic status, and cultural background play a significant role in how they experience and respond to stress.

Perception and Appraisal:

How an individual perceives and appraises a situation determines its potential to be stressful. Some may view a situation as a challenge and an opportunity for growth, while others might see it as a threat.

Health and Lifestyle:

An individual's physical health, including factors like diet, exercise, sleep patterns, and overall well-being, can impact their resilience to stress.

Recognizing and understanding these individual differences is crucial in both preventing and managing stress in the workplace and other areas of life. Tailoring support and interventions to suit individual needs and providing resources for coping mechanisms that suit different personality types and circumstances can significantly help in reducing stress and promoting overall well-being.

4.3 Managing Workplace Stress

Workplace stress is highly personal. Some people thrive in fast-paced jobs, such as emergency room nurses, police officers, and air-traffic controllers. These are stressful jobs where making a mistake can put people's lives at risk. The rest of us likely wouldn't last a day in such high-pressure environments. But that doesn't mean our jobs are less stressful. Every job has its own kind of stress. There could be short deadlines, endless paperwork, or the occasional angry customer. Or there may be meetings that drag on for hours, putting everyone even more behind. All can cause stress.

In other words, it's not just the job that creates stress. It's also the way a person responds to the pressures and demands of each workplace that makes them

stressed. Not surprisingly, people respond to stress differently. The way they respond depends on their personality and their workplace culture.

Stress effects

Short-term effects of stress include:

- ➢ Headaches
- ➢ Shallow breathing
- ➢ Trouble sleeping
- ➢ Anxiety
- ➢ Upset stomach.

Long-term constant stress can increase the risk for:

- ➢ Heart disease
- ➢ Back pain
- ➢ Depression
- ➢ Lasting muscle aches and pains
- ➢ A weakened immune system

Here are several strategies to help manage and alleviate stress in the workplace:

Recognize Stress Triggers:

Identify specific stressors that affect you and others in the workplace. This could include high workloads, conflicts, lack of support, or unclear expectations.

Effective Time Management:

Prioritize tasks, set realistic goals, and organize your work to manage time efficiently. Break tasks into smaller, manageable parts and use time management techniques such as the Pomodoro Technique or task scheduling to enhance productivity.

Establish Boundaries:

Set clear boundaries between work and personal life. Avoid overworking and ensure time for relaxation, hobbies, and spending time with family and friends.

Communication:

Open and clear communication is key. Express concerns, seek clarification, and ask for support or help when needed. Effective communication can reduce misunderstandings and conflicts.

Healthy Lifestyle Choices:

Prioritize a healthy lifestyle by eating well, getting regular exercise, and maintaining proper sleep. Physical health greatly affects mental well-being.

Mindfulness and Relaxation Techniques:

Practice mindfulness, meditation, deep breathing, or yoga to manage stress. Taking short breaks to relax and recharge during the workday can significantly reduce stress levels.

Workload Management:

If possible, discuss workload distribution and deadlines with your manager. Delegate tasks when appropriate and ensure a manageable workload.

Support Networks:

Build and nurture a support network at work. Establishing positive relationships and seeking guidance or support from colleagues can alleviate stress.

Professional Development and Training:

Enhance your skills and knowledge. Continuous learning can increase confidence and potentially reduce stress associated with job demands.

Seeking Help:

If stress becomes overwhelming, seek help from HR, Employee Assistance

Programs (EAPs), or professional counsellors. Don't hesitate to reach out for support.

Create a Positive Workspace:

Personalize your workspace with items that make you feel comfortable and relaxed, such as plants, photos, or calming colours.

Employ Stress Reduction Programs:

Encourage or initiate stress reduction programs at the workplace, such as mindfulness sessions, yoga classes, or workshops on stress management.

Stressors in the Workplace: These encompass excessive workloads, job insecurity, poor work-life balance, conflicts, and inadequate support, impacting employee well-being.

Individual Differences on Experiencing Stress: Factors like personality, coping strategies, genetics, past experiences, social support, and perception significantly influence how individuals react to and manage workplace stress.

Managing Workplace Stress: Strategies involve identifying stress triggers, effective time management, setting boundaries, fostering open communication, maintaining a healthy lifestyle, seeking support, and utilizing stress reduction techniques to promote a balanced work environment and employee well-being.

1. What are common stressors in the workplace?

A) Lack of sleep and exercise

B) High workloads, job insecurity, poor work-life balance

C) Frequent team-building exercises

D) Positive work environment and strong leadership

2. What factors contribute to individual differences in experiencing stress?

A) Age and gender

B) Genetic makeup, personality traits, coping strategies

C) Work hours and location

D) Educational background and salary

3. Which of the following is a strategy for managing workplace stress?

A) Avoiding communication with colleagues

B) Overloading oneself with tasks

C) Prioritizing tasks, setting boundaries, and seeking support

D) Ignoring physical health and lifestyle choices

4. What can employers do to help manage workplace stress?

A) Create a toxic work environment

B) Provide clear communication and support networks

C) Implement high workload without support

D) Disregard work-life balance initiatives

5. Organizational Culture and Climate:

5.1 Meaning and Nature:

Organizational Culture Definition:

According to Eliott Jacques, an organizational culture is the customary or traditional ways of thinking and doing things, which are shared to a greater or lesser extent by all members of the organization, which new members must learn and at least partially accept to be accepted into the service of the firm.

Key Aspects:

This includes the organization's core values, mission, vision, ethics, traditions, and the way things are done in the organization. It's reflected in the

organization's stories, rituals, symbols, and the behavior of its members. Organizational culture can be divided into various types such as clan, adhocracy, market, or hierarchy, each representing a different set of characteristics and values.

Organizational Climate Definition:

The definition of organizational climate is the degree to which an organization supports its employees in demonstrating their individuality and creativity in their jobs. Some may define organizational climate simply as an organization's mood, which can develop gradually over time and change regularly based on how attentive an organization is to its organizational climate.

Key Aspects:

Organizational climate involves elements such as the level of morale, job satisfaction, communication patterns, leadership styles, and the perception of fairness and support. It can change over time and might vary in different departments or teams within the same organization.

5.2 Importance of Organizational Culture and Organizational Climate:

The importance of organizational culture and climate lies in their profound impact on the overall effectiveness, success, and well-being of an organization, as well as on the experiences and engagement of its employees. Here are the key reasons why they are significant:

Organizational Culture:

Defines Identity and Unites Employees:

Culture establishes a collective identity, shared values, and common goals, providing a sense of unity and belonging among employees. It shapes the organization's character and guides behavior, fostering a sense of purpose.

Shapes Behavior and Decision-Making:

Culture influences how employees behave, make decisions, and interact within the organization. It provides a framework for problem-solving and decision-making, aligning actions with the organization's core values.

Attracts and Retains Talent:

A strong and positive culture can be a magnet for attracting and retaining top talent. Organizations known for a positive culture are more appealing to prospective employees.

Drives Performance and Innovation:

A culture that encourages innovation, risk-taking, and continuous improvement can lead to higher performance and innovation. Employees are more motivated and engaged in such environments.

Impact on Customer Relations:

Organizational culture influences how employees interact with customers. A positive culture often leads to better customer service and satisfaction.

Organizational Climate

Employee Well-being and Engagement:

A positive climate contributes to higher job satisfaction, well-being, and engagement among employees. It fosters a supportive and conducive working environment.

Adaptability and Flexibility:

Climate can influence how open the organization is to change and how adaptable employees are to new strategies, fostering flexibility in response to evolving challenges.

Enhances Productivity:

A positive climate often leads to increased productivity, collaboration, and teamwork. Employees feel motivated to contribute their best effort.

Communication and Relationships:

Climate affects how effectively communication flows within the organization and how relationships are developed among colleagues, managers, and different departments.

Employee Retention:

A supportive and positive climate can enhance employee retention, reducing turnover rates and associated costs.

By understanding and actively managing both the culture and climate, organizations can create an environment that nurtures employee satisfaction, well-being, productivity, and ultimately, organizational success. It's essential to continuously assess, develop, and refine these elements to meet the evolving needs of the organization and its workforce.

5.3 Creating and Sustaining culture:
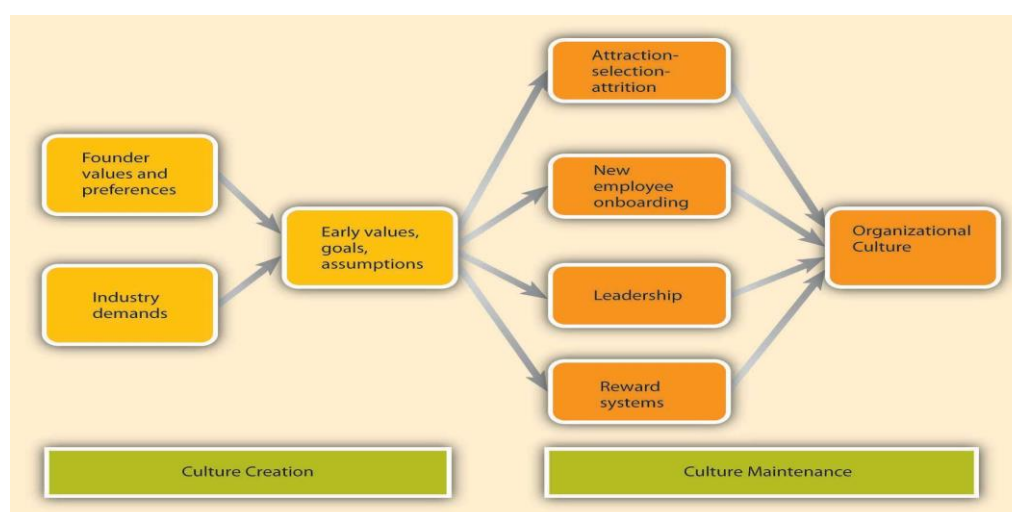
Creating and sustaining a positive and effective organizational culture in Organizational Behavior (OB) involves a deliberate and ongoing process that

incorporates several key steps and strategies:

Define Core Values and Vision:

Begin by defining the organization's core values, mission, and vision. These elements serve as the foundation for the culture and provide a clear direction for all employees.

Leadership Commitment:

Leadership plays a pivotal role in shaping and sustaining organizational culture. Leaders need to embody and actively promote the desired values and behaviors. They should consistently communicate and exemplify the culture they want to establish.

Hiring and Onboarding:

Hire individuals whose values align with the organization's culture. During the onboarding process, introduce new employees to the company culture, emphasizing its importance and integrating them into its practices.

Encourage Open Communication:

Foster an environment where open and honest communication is valued. This includes regular feedback sessions, encouraging employee input, and creating platforms for discussions and idea sharing.

Recognition and Reward Systems:

Implement reward systems that acknowledge and appreciate behaviors that align with the desired culture. This can include incentives, recognition programs, and opportunities for advancement.

Training and Development:

Provide ongoing training that reinforces the values and behaviors of the culture. Offer programs that help employees understand and embody the core principles

and provide tools for effective collaboration and decision-making.

Adaptability and Evolution:

Cultures need to evolve and adapt to changes in the external environment and within the organization itself. Encourage flexibility and openness to new ideas while staying true to the core values.

Consistency and Transparency:

Ensure consistency in applying the values and principles across all levels of the organization. Transparency in decision-making and policies builds trust and reinforces the desired culture.

Feedback and Evaluation:

Regularly assess the culture through employee surveys, focus groups, and other feedback mechanisms. Use this information to adjust strategies and initiatives to further strengthen the culture.

Celebrate Successes and Learn from Failures:

Celebrate achievements that exemplify the desired culture. Equally important, learn from failures or instances where the culture wasn't upheld to improve and reinforce its importance.

Creating and sustaining a strong organizational culture in OB involves a continuous process of reinforcement, adaptation, and genuine commitment from all levels of the organization. It's essential to have a clear vision, the active involvement of leadership, and the support and participation of every individual within the organization.
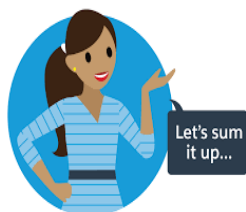
- Culture's birth lies in shared values, shaping behavior, and norms, fostering unity and identity.

- Sustaining it demands continuous nurturing, reinforcing positive customs, and adapting to change resiliently.

- A vibrant culture thrives through active participation, open communication, and leadership exemplifying its principles.

5. What are the foundational elements of establishing a strong organizational culture?

A) Flexible rules

B) Shared values and beliefs

C) Individual competition

D) Relaxed communication

6. How does continuous reinforcement contribute to sustaining a company's culture?

A) It hampers growth and adaptability

B) It fosters rigidity and resistance to change

C) It helps maintain and strengthen desired behaviors and values

D) It encourages favoritism and bias in the workplace

7. Which factor is vital in adapting a company's culture to changing environments?

A) Resisting any change

B) Emphasizing hierarchy

C) Encouraging diversity and inclusion

D) Isolating departments from each other

6. Emotional Intelligence:

6.1 Work life Integration Practices

Work-life integration practices focus on harmonizing professional responsibilities with personal life, aiming for a more balanced and flexible approach that allows individuals to effectively manage and fulfill both their work and personal commitments. This concept goes beyond mere balance, aiming to blend the two spheres cohesively, allowing for increased well-being, reduced stress, and improved productivity. Practices may include flexible work schedules, remote working options, wellness initiatives, and encouraging clear boundaries between work and personal time.

Importance of work-life integration practices stem from several key factors:

Improved Employee Well-being:

Work-life integration practices are essential for fostering the well-being of employees. By allowing them to maintain a balance between work and personal life, these practices reduce stress, prevent burnout, and promote mental health. Employees who feel more in control of their time tend to be happier, healthier, and more satisfied in their roles.

Enhanced Productivity and Engagement:

When employees are empowered to manage their work and personal lives more effectively, they become more engaged and productive. Work-life integration allows individuals to focus on tasks during work hours without the distraction or worry of personal obligations and vice versa, leading to higher efficiency.

Attraction and Retention of Talent:

Companies that offer work-life integration practices are more appealing to prospective employees and have higher retention rates. This benefit allows businesses to attract top talent and retain experienced staff by providing a supportive environment that values the individual's life outside of work.

Flexibility in a Modern Work Environment:

In today's ever-evolving work landscape, flexibility is key. Work-life integration practices accommodate the changing needs of the workforce, such as caring for family members, pursuing further education, or engaging in personal hobbies, fostering a positive company culture.

Positive Organizational Culture:

Organizations that prioritize work-life integration tend to have a more positive and supportive culture. This emphasis on balance and well-being communicates to employees that their overall happiness and success are valued, leading to increased morale and a more committed workforce.

In essence, work-life integration practices are crucial for creating an environment that supports the holistic well-being of employees while driving productivity and a positive organizational culture. It's not just about balance but about weaving work and personal life in a way that best serves the individual and the organization.

6.2 Knowledge based Enterprises.

Knowledge-based enterprises are businesses that rely on leveraging information, expertise, and intellectual capital as primary drivers of growth, innovation, and competitive advantage. These enterprises prioritize the acquisition, creation, and dissemination of knowledge across their operations,

aiming to utilize information as a strategic asset. The importance of knowledge-based enterprises lies in their capacity to adapt, innovate, and create value through the effective utilization of intellectual resources and the generation of new ideas. This focus on knowledge and information underpins their ability to stay competitive and agile in rapidly changing market landscapes.

The scope of knowledge-based enterprises is vast and continuously expanding, encompassing various domains and opportunities:

Innovation and Creativity:

Knowledge-based enterprises thrive on innovation. Their scope involves continuous research, development, and the generation of novel ideas and solutions. These enterprises drive progress through the creation of new products, services, and processes.

Information and Technology:

The scope of knowledge-based enterprises spans information and technology. They leverage data, information systems, and technological advancements to collect, analyze, and disseminate knowledge efficiently. This includes using artificial intelligence, big data, and advanced analytics to extract insights.

Education and Training: These enterprises often extend their scope to education and training. They invest in programs and initiatives to develop the skills and knowledge of their workforce, promoting a learning culture and fostering a continuous improvement mindset.

Cross-Disciplinary Collaboration:

 Knowledge-based enterprises often operate across disciplines. Their scope involves collaboration among experts from diverse fields, encouraging cross-pollination of ideas and expertise to create innovative solutions and address

complex challenges.

Global Reach and Adaptability:

The scope of these enterprises is not confined to local boundaries. They operate globally, utilizing knowledge networks, partnerships, and adaptability to cater to diverse markets and customer needs.

Competitive Edge and Adaptation:

Knowledge-based enterprises focus on gaining a competitive edge through continuous learning and adaptation. Their scope includes staying ahead of industry trends, regulatory changes, and consumer preferences.

Value Creation:

The primary scope of knowledge-based enterprises is to create value. They leverage knowledge to improve efficiency, productivity, and customer satisfaction, thus driving growth and success.

In summary, the scope of knowledge-based enterprises is broad, encompassing innovation, technology, collaboration, global reach, adaptability, and a strong focus on value creation through the utilization of knowledge and expertise. These enterprises play a crucial role in shaping the future of various industries and driving economic growth.

6.3 System and Processes

In the context of Organizational Behavior (OB), systems and processes refer to the structures, procedures, and workflows established within an organization to regulate and streamline its operations. This aspect focuses on how the organization designs and implements systems that govern various functions and activities within the company. It involves the creation and management of frameworks, protocols, and methodologies that optimize efficiency, promote

consistency, and facilitate the achievement of organizational goals.

Systems in OB encompass the interconnected elements that work together, such as communication networks, information systems, and organizational hierarchies. They define how tasks are allocated, how communication flows, and how decisions are made within the organization.

Processes, on the other hand, refer to the specific methods, routines, and steps employed to carry out various functions and achieve specific objectives. This includes workflows, standard operating procedures, and methodologies that guide activities across different departments and levels in the organization.

The focus on systems and processes in OB aims to ensure that the organization operates effectively by establishing efficient frameworks and standardized procedures that optimize performance, ensure quality, and promote a cohesive working environment. It involves continual assessment and refinement to adapt to changing environments and improve overall organizational effectiveness.

6.4 Networked and Virtual Organizations

In the realm of Organizational Behaviour (OB), networked and virtual organizations pertain to a contemporary approach in structuring and conducting business. These models leverage technology to create flexible, interconnected, and often geographically dispersed work environments.

Networked Organizations:

These entities prioritize collaboration, connecting various internal and external stakeholders, fostering communication and sharing resources across departments or even different organizations. They often function more as a network of interconnected units, departments, or even external partners, where information

and resources are easily shared and utilized for common objectives.

Virtual Organizations:

These entities are characterized by remote work, allowing employees to operate from diverse locations, often using digital tools and communication platforms. They may lack a centralized physical office, relying on technology to coordinate and carry out tasks, fostering flexibility and reducing geographic constraints.

The focus of networked and virtual organizations in OB revolves around understanding the dynamics of remote work, virtual team management, communication technologies, and the impact of these organizational structures on productivity, employee engagement, and team collaboration. It includes studying how to maintain effective communication, foster team cohesion, and manage the challenges that arise from working across diverse locations or in a primarily digital environment.

The study of networked and virtual organizations in OB aims to explore the impact of these non-traditional structures on organizational culture, leadership styles, and employee performance, ensuring that these models are optimized for success in the ever-evolving globalized and technologically driven business landscape.

- Emotional Intelligence in the workplace embodies understanding, managing emotions, and fostering effective relationships.

- Work-life integration practices strive to harmonize professional responsibilities with personal life, promoting balance and well-being.

- Knowledge-based enterprises rely on leveraging information and expertise to drive innovation, growth, and competitive advantage.

- System and processes play a vital role in ensuring efficiency, consistency, and optimization within organizational frameworks.

- Networked and virtual organizations thrive on interconnectedness, employing technology to transcend physical boundaries, fostering collaboration, and flexibility.

8. Emotional intelligence primarily involves:

A) Technical skills

B) Social media proficiency

C) Understanding and managing emotions

D) Decision-making based on instinct

9. Work-life integration practices focus on:

A) Separating work from personal life entirely

B) Balancing professional and personal responsibilities

C) Ignoring personal commitments for professional goals

D) Overtime work without boundaries

10. Knowledge-based enterprises emphasize leveraging:

A) Physical assets and resources

B) Traditional business practices

C) Information and expertise

D) Reducing technological advancements

Unit Summary	In today's complex workplaces, stressors abound, affecting individuals differently. Managing workplace stress is crucial, wherein understanding individual differences in stress experiences plays a significant role. Organizational culture and climate are pivotal, emphasizing the importance of creating and sustaining a cohesive, values-driven environment. Emotional intelligence and work-life integration practices serve as critical tools for navigating stress and fostering a balanced lifestyle within knowledge-based enterprises. Integrating efficient systems and processes becomes essential in the framework of networked and virtual organizations, promoting connectivity, flexibility, and collaboration, highlighting the evolving landscape of modern workplaces.
Glossary	**Work Stress:** The pressure and strain experienced in the workplace due to various factors such as workload, tight deadlines, or challenging tasks. **Emotional Intelligence:** The ability to recognize, understand, and manage one's emotions and effectively interact with others based on this awareness. **Organizational Culture:** The shared values, beliefs, and behaviors that define the atmosphere and working environment within a company or organization.

	Work-Life Integration: The practice of harmonizing professional responsibilities with personal life to achieve a balanced and fulfilling lifestyle. **Knowledge-Based Enterprises:** Businesses that rely on leveraging information, expertise, and intellectual capital to drive innovation, growth, and competitive advantage.
Self – Assessment Questions	a. What are the common stressors in your current workplace? How do they impact your productivity and well-being? b. How do you personally experience and manage stress at work? What strategies have you found effective in coping with stressors? c. How would you define the culture within your organization? Does it support your professional growth and values? d. What steps can you take to contribute to or improve the existing organizational culture in your workplace? e. How do you assess your own emotional intelligence? Can you provide an example of a situation where your emotional intelligence positively influenced an outcome? f. What strategies do you employ to balance work and personal life, and how do they contribute to your overall well-being and productivity?

	g. How important is knowledge management in your industry or role? What systems or processes do you use to manage and leverage information effectively?
	h. In what ways can the incorporation of innovative technology improve the efficiency and effectiveness of your work processes?
	i. Have you experienced or worked within a virtual or networked organization? What are the advantages and challenges you encountered in such a setting?
	j. How do you adapt to a collaborative, technology-driven environment, and what skills or strategies do you find most effective in such work settings?
Activities / Exercises / Case Studies	**Presentation and Role-Play:** Ask each group to present their case study to the larger group. Encourage role-playing to demonstrate the application of emotional intelligence in resolving the scenario. Each group can portray different approaches that illustrate emotional awareness, regulation, empathy, and effective communication.
Answers for check your progress	1.B) High workloads, job insecurity, poor work-life balance 2.B) Genetic makeup, personality traits, coping strategies 3.C) Prioritizing tasks, setting boundaries, and seeking

	support.
	4.B) Provide clear communication and support networks.
	5.B) Shared values and beliefs
	6.C) It helps maintain and strengthen desired behaviours and values.
	7.C) Encouraging diversity and inclusion.
	8.C) Understanding and managing emotions.
	9. B) Balancing professional and personal responsibilities
	10.C) Information and expertise.
Suggested Readings	https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=1&contentid=2882
	https://www.justworks.com/blog/10-ways-reduce-workplace-stress
	https://www.mind.org.uk/information-support/tips-for-everyday-living/how-to-be-mentally-healthy-at-work/work-and-stress/
	https://oem.bmj.com/content/59/1/67
	https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/how-managers-can-help-stressed-workers-.aspx
	https://www.quantumworkplace.com/future-of-work/7-ways-employees-can-reduce-stress-in-the-workplace
	https://study.com/academy/lesson/creating-and-

		sustaining-organizational-culture.html	
Open-Source E-Content Links			
1	Work Stress	https://www.youtube.com/watch?v=uSSHDCgq-4k	
2	Organization Culture	https://www.youtube.com/watch?v=4cBN8xH-5Qw	
3	Creating and sustaining culture	https://www.youtube.com/watch?v=3vP1rmMBmOs	
4	Emotional Intelligence	https://www.youtube.com/watch?v=LgUCyWhJf6s	
5	Work life integration practices	https://www.youtube.com/watch?v=nsqgXe_utrE	

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