

## SYLLABUS

### Class - B.Com (Hons.) IV Sem.

#### Subject - Human Behavior at Work

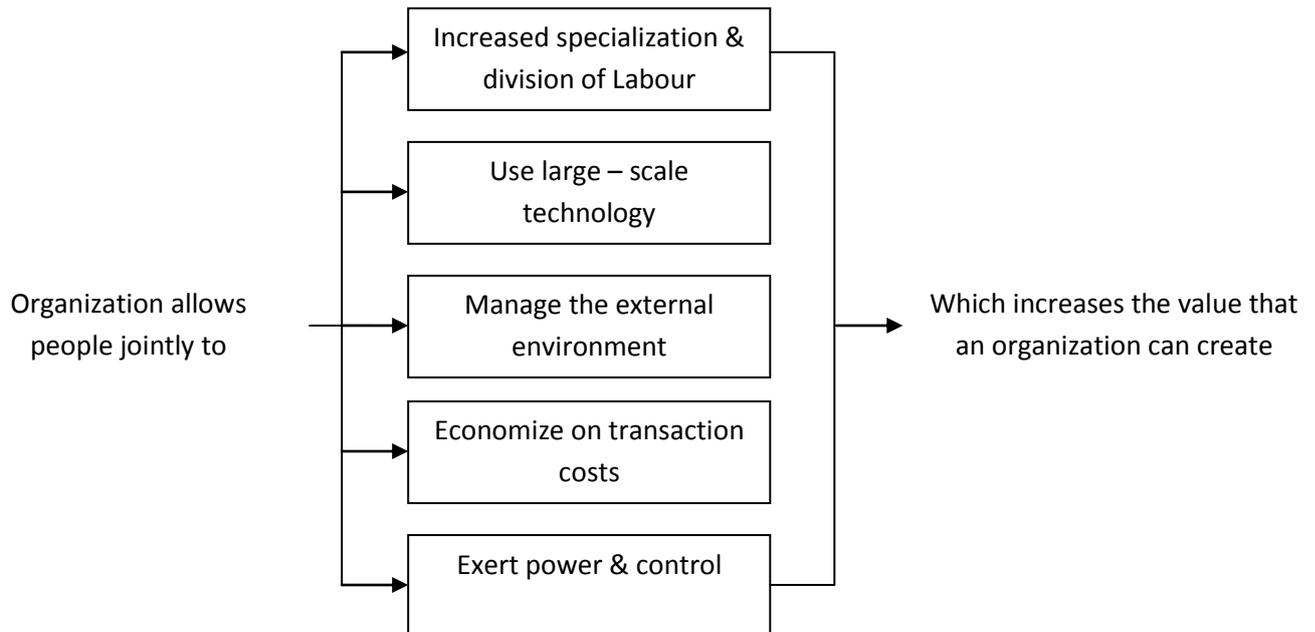
Unit I	<p><u>Foundation of Organizational Behavior:</u> Organization behavior model. The Hawthorne Studies, Understanding behavior in organization, <u>FOUNDATION OF INDIVIDUAL BEHAVIOR:</u> Personality, Learning, Creativity</p>
Unit II	<p>Perceptions &amp; Individual Decision Making: Factors influencing perception, Perceptions &amp; Decision making, Counseling. Values, Attitudes &amp; Job Satisfaction: Importance &amp; Types Of Values. Attitudes &amp; Consistency,(Cognitive Dissonance Theory), Job Satisfaction-Meaning Its Determinants &amp; Implication.</p>
Unit III	<p>Basic Motivation Concepts: Maslow's Hierarchy OF Human Needs, Herzberg's Two Factor Hygiene Theory, Mc Gregor's Theory N &amp; Y, William Ouchi's Tazory Z. Employee-Centered Supervision Theory, Motivation Process, Types &amp; Tools,</p>
Unit IV	<p>The Group Behavior : Classifying Groups: Stages Of Group development, External Conditions Imposed On The Groups, Group Decision Making,</p>
Unit V	<p>Conflict And Stress Management: Transitions In Conflict Thought, Functional &amp; Dysfunctional Conflict. The Conflict. Process, Causes and Management of Stress.</p>

## Unit - 1

### What is Organization?

Organization according to Gary Johns – “are social inventions for accomplishing goals or objectives through group efforts.”

### Five Reasons Why Organization Exist



### What is OB?

#### 1. The Behavior of people in organizations

OB draws on psychology, anthropology & sociology to gain insight into the behavior of individuals in organizational settings. This include –

- Perception, cognition, learning
- Personality & motivation
- Leadership, power, conformity communication
- Decision, making etc.

#### 2. Organizational structure

Organizations consist of people organized to achieve organizational to achieve organizational goals. One of the most important strategic elements of an organization is its structure: how the people are arranged so as to produce what the organization produce. This include –

- Task identification & division of labour
- Departmentation
- Coordination & control mechanisms
- Process & procedures such as promotion. Hiring policies, compensation
- Organizational form
- Size
- Centralization of decision-making
- The relationships among these variables

#### 3. Behavior of Organizations –

Some of the behaviors of organization are as follows –

- **Adoption of new practices such as**
  1. Downsizing
  2. Team – based structure
  3. Domestic partner benefits
  4. Re-engineering
  5. Environmental protection
- **Adaptation of changing conditions**
  1. Global competition
  2. Increasing pace of technological change
  3. Changing social structure

### Definitions of OB

- “OB is concerned with the study of the behavior of people within an organizational setting. It involves the understanding, prediction & control of human behavior & the factors, which influence the performance of people as members of an organization.
  - – Fred Luthans
- Organizational behavior as knowledge that can be applied to predicting, understanding & controlling behavior in work organizations’
  - – Raman J. Aldag
- Organizational as the study of individuals and group in organizations.
  - – Wood et al

### Roles Performed by a Manager

#### a. Decisional Role

- Entrepreneur
- Disturbance Handler
- Resource allocator
- Negotiator

#### b. Intern personal Role

- Figure head
- Leadership
- Liaison

#### c. Information Role

- Monitor
- Disseminator
- Spokes person

### Characteristics of OB

1. Science as well as art
2. Human tool
3. Action and goal
4. Levels of Analysis –
  - a. Individual behavior
  - b. Group behavior
  - c. Behavior of the organization itself
5. Commonality of Interest
6. Integrated Approach
7. Holistic concepts – Board view – (i) whole people (ii) Whole group, (iii) organizations as whole system

8. Behavioral Approach to management – OB is a part of management & not whole of it

### Models of OB

1. Autocratic
2. Custodial
3. Collegial
4. Supportive

1. **Autocratic Model** – As the term itself suggests, this model totally depends upon the power of the boss. The managers exercise their command over employees. They give orders & employees have to obey it.

Thus, the employee's orientation towards the managers/ bosses is obedience.

Under autocratic conditions, employees usually give minimum performance & in turn, get minimum wages.

The autocratic model has been successful in situations where the workers are actually lazy & have a tendency to shirk work. The threat generally used by the managers is that the reward or wages will be withheld if the workers do not obey them.

Now-a-days, this model is not applicable in the strict sense because there are minimum wages laws in most of the countries. Thus, the managers cannot threaten to cut down the wages or rewards of the workers. Moreover, the workers are educated & organized, thus they cannot be dictated by the managers all the time.

2. **Custodial Model**

While working in the autocratic model employees feel frustrated or harassed. They often feel insecurity in terms of their job, their family & even for their life.

Managers started thinking about employee's satisfaction & security. This is called for introduction of welfare programmes to satisfy security needs of the employees. Welfare programmes lead to employee dependence on the organizations rather than on the boss. Even after providing so many benefits we cannot be totally secure that satisfied workers will give their best productivity.

This model is based upon the premises that money is the best way to motivate. A good manager needs to hit on other needs of the workers so as to get the work done, like physiological needs.

3. **Supportive Model**

The main features of this model are as follows –

1. The supportive model depends on leadership instead of power or money
2. The leader assumes that the workers will take responsibilities, make their contributions & improve themselves, if given a chance. It is assumed that the workers are not lazy & work shirkers by nature. If properly motivated they can be self-directed & creative.
3. It is the orientation of the management to support the employee's job performance, rather than simply giving them payments & benefits as in the custodial approach.
4. This model takes care of the psychological needs of the employees in addition to their subsistence & security needs. It is similar to McGregor's Theory Y.

4. **Collegial Model**

The main features of this model are as follows –

1. This model creates a favourable climate in the organization as the workers feel that they are the partners in the organization

2. This model inculcates team spirit in the organization. The workers accept responsibilities, this helps in developing a system of self-discipline in the organization.
3. Under the collegial environment, the workers have job satisfaction, job involvement, job commitment and some degree of fulfillment.
4. The collegial model is especially useful in research laboratories & similar work situations.

### **The Hawthorne Studies**

“The Hawthorne Studies were conducted from 1927-1932 at the Western Electric Hawthorne Works in Chicago, where Harvard Business school Professor Elton Mayo examined productivity and work conditions.”

“Mayo wanted to find out what effect fatigue & monotony had on job productivity & how to control them through such variables as rest breaks, work hours, temperatures & humidity.”

### **The experiments**

#### **Lighting Conditions**

The studies began prior to Mayo's involvement with an experiment at the Hawthorne works. To discover the effect of different intensities of lighting on the production line had on the productivity of its staff. A control group of staff with constant lighting & an experimental group with various forms of lighting were studied closely. The findings were that the productivity of both groups increased.

This result led the researchers to question what effect other changes in working conditions would have on output.

#### **The Relay Assembly Group**

A small group of staff were taken to work in a relay assembly room and various conditions such as break length, working hours, type of work & so on.

The changes were always discussed with the staff in question before hand.

The result of this phase was that, in general, regardless of the nature and amplitude of the change in working conditions the productivity of the small group increased. This became known as the “Hawthorne effect.”

#### **Interviews**

Interviews were conducted with the staff of the Hawthorne workers, in order to establish the staff's attitude towards their jobs. Relationships with supervisors & co workers were revealed to be highly important.

#### **Bank Wiring observation Room**

This phase of the experiments was conducted without alteration in working conditions by the researchers. A group of 14 staff were taken from the production line & set to work, to be observed over 6 months.

In that time, the group developed its own procedure to protect its interests. Productivity remained constant, & was unaffected by pay incentives.

#### **Personnel Counseling**

Sessions with a personnel counselor were scheduled for the staff, where problems with the job were discussed.

### Conclusions

- Employee must be considered as part as well as individuals
- Status within a group often means more to an employee than pay & favourable working conditions
- Informal group have a strong effect on behavior

### Personality

- The term 'personality' had been derived from the Latin term 'per sona' which means to 'speak through'.
- The Latin term denotes the masks worn by the actors in the ancient Greek dramas. In this way, personality is used in term of physical attractiveness.

### Definitions

- "Personality can be described as how he understands and view himself & his pattern of inter & outer measurable traits." – Ruch
- "The dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment". – Allport
- "Personality may be understand as the characteristics patterns of behavior & modes of thinking that determine a person's adjustment to the environment. – Hilgard et al

### Personality Factors/ Determinants of Personality

The factors' which shape the personality of an individual are discussed as under –

#### 1. Biological Factors

- a. **Heredity** – The contribution of heredity to personality development is vividly clear for developing external appearances, behavior, organizing traits etc. for example, heredity is generally more important in determining a previous temperament than his values & ideals.
- b. **Brain** – There is a general feeling that brain plays an important role in the development of one's personality. However, no conclusive proof is available so far about the nature of relationship between the brain & personality.
- c. **Physical features** – An individual external appearance may have a tremendous effect on his personality. Such factors include height, weight, colour, facial features, etc. Good physical appearance is an asset for the job of a sales person & public relations.

#### 2. Family & Social Factors

The development of individual's personality is also influenced by his family & other social groups. Children learn from their parents, sisters & brothers. Family is the first factor affecting personality development after heredity.

The mother is the first teacher in initiating personality development. The fathers motivate & modify the behavior. The infant acquires those behavior patterns that are customary & acceptable to the standards of the family & the community where the family lives. The status of the family in the society influences individual's perception about self, others, work, money etc.

#### 3. Situational Factors

- a. Culture – The accepted norms of social behavior is referred as culture. Culture is based on tradition. Modern cultural outlook of family & society has inspired children to become independent, free thinking & self developing. The personality attributes of independence, aggression, competition & cooperation are the outcome of cultural interaction.
- b. Religion – Religion play a significant role in shaping one’s personality. Hindus have different personality from those of Muslims & Christians

#### 4. Other factors

- a. Temperament – Temperament is the degree to which one responds emotionally.
- b. Interest – the individual normally has many interests in various areas. The successful persons in the same occupation have to a large extent, the same interests.
- c. Schema- It is an individual’s belief from of reference, perception & attitude which the individual possesses towards the management. It also depends upon the individuals belief towards religion, government & the satisfaction derived from environment & cultural influences of his community.
- d. Character – Character primarily means honesty & integrity, character integrity & morals of high standards is a very important requirement for responsible jobs.
- e. Motives – Motives are the inner drives of the individual. The behavior of an individual to accomplish the goal varies because of his inner drives.

### Learning

Learning is understood as the modification of behavior through practice, training or experience.

#### Definitions

- “Learning is any relatively permanent change in behavior that occurs as a result of experience.” – Stephen P. Robbins
- “The process of having one’s behavior modified, more or less permanently, by what he does & the consequences of his action, or by what he observes.” – Munn et.al
- “Learning can be defined as relatively permanent change in behavior potentiality that results from reinforced practice or experience.” – Steers & Porter

#### Determinants of Learning

The importance factors that determine learning are –

1. **Motive** – Motives also called drives prompt people to action. They are the primary energizers of behavior. They arise continuously & determine the general direction of an individual’s behavior.
2. **Stimuli** – Stimuli are objects that exist in the environment in which a person lives. Stimuli increase the probability of eliciting a specific response from a person viewed from this angle. Stimuli may be of two types –
  - a. **Generalization** – It takes place when the similar new stimuli repeat in the environment when two stimuli are exactly alike, that will have probability to elicit a specific response. It makes possible for a manager to predict human behavior when stimuli are exactly alike.
  - b. **Discrimination** – What is not generalization is discrimination. It has wide applications in organizational behavior in view of individual differences in various aspects. For example, a supervisor may respond to a high producing worker in a positive manner, but in a different manner to one producing very less.

3. **Responses** – the stimulus results in response- be these in the physical form or in terms of attitudes or physical form or in terms of attitudes or perception or in other phenomena. However, the responses need to be operationally defined & preferably physically observable.
4. **Reinforcement** – It can be defined as anything that both increases the strength of response & tends to induce repetitions of the behavior that preceded the reinforcement.
5. **Retention** – Retention means remembrance of learned behavior over time. Converse is forgetting. Learning which is forgotten over time is called ‘extinction’.

### Creativity

**Definition**

"the evaluative aptitude of a system"

- Binnig

This definition includes 3 fundamental concepts:

1. **Aptitude** – it is strictly connected with the idea that creativity is not just a condition, but it is a capability of modifying changing and innovating Every system has this aptitude for changing
2. **System** – it is concerned with the subject of creativity, that is to say a system. Not just individuals can be defined as creative, but also social systems, organizations, enterprises, as they all require the capability of changing
3. **Evolution** – change is a necessary, but not sufficient condition in order to define creativity. Creativity means that systems are able to self-evolve without any external intervention. Then we could define a system as creative in case it is able to evolve in a not known, not predetermined and not definable way.

**Kinds of Creativity**

		Individual creativity	
		low	high
<b>Organizational creativity</b>	high	<ul style="list-style-type: none"> <li>▪ Organizations based on <b>continuous development</b>, on systematic research of efficiency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Successful organizations</li> <li>▪ High rate of <b>innovations</b></li> </ul>
	low	<ul style="list-style-type: none"> <li>▪ Few innovations, <b>just imitations</b></li> <li>▪ Not effective organizations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low rate of innovations, sometimes radical, based on <b>entrepreneurial spirit of individuals</b></li> </ul>

**Creative thinking process**

**Creativity** – the application of imaginative thought which results in innovative solutions to many problems.

1. Preparation
2. Incubation
3. Illumination
4. Verification

## **Unit II**

Perceptions and Individual Decision making : Factors influencing perception, perception and decision making, counseling.

Values, Attitude and Job satisfaction: importance and types of values. Attitude and consistency, (cognitive dissonance theory), job satisfaction – meaning, its determinants and implications.

### **Meaning of Perception**

Behaviour of people working in an organization differs not only in terms of physical characteristics, such as age, sex, etc., background characteristics, such as training and education; and personality traits, such as extroversion or aggressiveness but also perception. One of the consequences of such differences is that they do not view things the same way. There is difference of opinion and evaluation. People differ in their reaction due to differences in perception they have about things. The psychological processes that allow an individual to adjust his behavior are called perception.

### **Definition**

According to Udai Pareek and others' "Perception can be defined as the process of receiving, selecting, organizing, interpreting, checking and reacting to sensory stimuli or data".

Stephen P. Robbins' defines perception as "a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment".

Fred Luthans' opines that "Perception is an important mediating cognitive process through which persons make interpretations of the stimulus or situations they are faced with".

### **Factors Affecting Perception**

Factors that influence perception relate to the perceiver, perceived and situation. All these factors are two kinds – (i) Internal (Endogeneous) Factors, and (ii) External (Exogeneous) Factors.

#### **Internal Factor**

These factors reside in person concern. These include one's needs, desires, personality and experience.

1. **Needs and Desires** – An individual's perception about stimuli is influenced upon variations, in his/her needs and desires from time to time.
2. **Personality** – Closely related to needs and desires is the personality of the perceiver, which affects what is attended or perceived in the given situation. As mentioned earlier, research studies suggest that secure individuals tend to understand or perceive others as warm and self-accepting individuals perceive themselves as liked, wanted and accepted by other'.
3. **Experience** – Experience and knowledge serve as basic for perception. While one's successful experience enhance his/her perceptive ability, failure endorse his/her self-confidence. Successful experience also helps perceiver understand stimuli with more accuracy.

#### **External Factors**

The external factors relate to what is to be perceived and situation. These are size, intensity, frequency, status, etc.

1. **Size** – The Principle of size says that the larger the object, the more is the probability that it is perceived. Size attracts the attention of the individual. A full-page spread advertisement attracts more attention than a few lines in a classified section. The reason is not difficult to seek. The size establishes dominance and enhances perceptual selection.
2. **Intensity** – Intensity is closely related to size. The intensity principle of attention states that the more intense the stimuli, the more likely it is to be perceived. As an example, a loud noise or strong odour will be noticed more than a soft sound and weak odour. Following the intensity principle, the superiors may yell at their subordinates to gain attention. Advertisers also use intensity to attract and gain the consumer's attention.

3. **Frequency/ Repetition** – The repetition principles states that a repeated external stimulus is more attention-getting than a single one. It is for this reason that advertisers go for repetitions advertising to gain the customers' attention to their product.
4. **Contrast** – As per contrast principle, the external stimuli which stands out against the background will receive more attention. For example, plant safety signs with black lettering on a yellow background or while lettering on a red background are more attention-attracting.
5. **Status** – Status held by an individual also influences his/her perception about things or events. Researchers suggest that people with high status often exert more influence on the perception of an individual as compared to those holding low status.
6. **Movement** – The movement principle says that people pay more attention to a moving object than the stationery ones. People will be attracted more b a running train than one standing on the platform.

### **Perception and its Application in OB**

The word 'organization', among other things, implies where host of individuals work together for achieving the organizational and individual goals. In this process, they are always judging each other on a continuous basis. One tries to evaluate how much effort his/her co-workers is putting into his/her job. Even when a new worker joins a department, he/she is immediately sized up by the other departmental workers.

**Employment Interview** – Interviews make perceptual judgments that are often incurable. Different interviewers try to see different things in the same candidate and, thus, arrive at different perception about the same candidate. Who one think is a good candidate and who another thinks is a bad one may differ markedly. Importantly, interviewers form early impression about the candidate that weights in the final selection of the candidate.

**Performance Appraisal** – Assessment of an employee's performance very much depends on the perception of the evaluator about the employee. In practice, an employee's future is closely tied to his or her performance appraisal. Promotions, pay raised and continuation of job are the most obvious and common outcome of the employee's performance. Performance appraisal is both objective and subjective. It may be objective when performance can easily be quantified.

**Performance Expectation** – New employees during their selection process acquire a set of expectations both about the organization and about the job he is expecting to achieve. In case, there is a big difference between what expected and what actually acquired, it result in increased employee absenteeism and turnover.

**Employee Effort** – In many organizations, the level of an employee's performance is given high importance. Hence, an employee's future is an organization depends on his/her effort made for achieving the organizational goals. However, assessment of an individual's performance is a subjective judgment and thus, susceptible to perceptual distortions and bias also.

**Employee Loyalty** – While assessing employees, the managers also make another important decision whether the employees are loyal to organization or not. Like effort, assessment of loyalty is also a subjective judgment susceptible to perceptual distortions and bias. As an example, an employee's looking for greener pastures outside the organization may be labeled as disloyal to the organization. As a resultant behavior, the organization may cut off his advancement opportunities.

### **Decision - Making**

#### **Meaning**

- Decision making is a process of selection & the aim is to select the best alternative.

- A decision is an act of choice where in an executive forms a conclusion about what must & must not be done in a given situation.

**Definition**

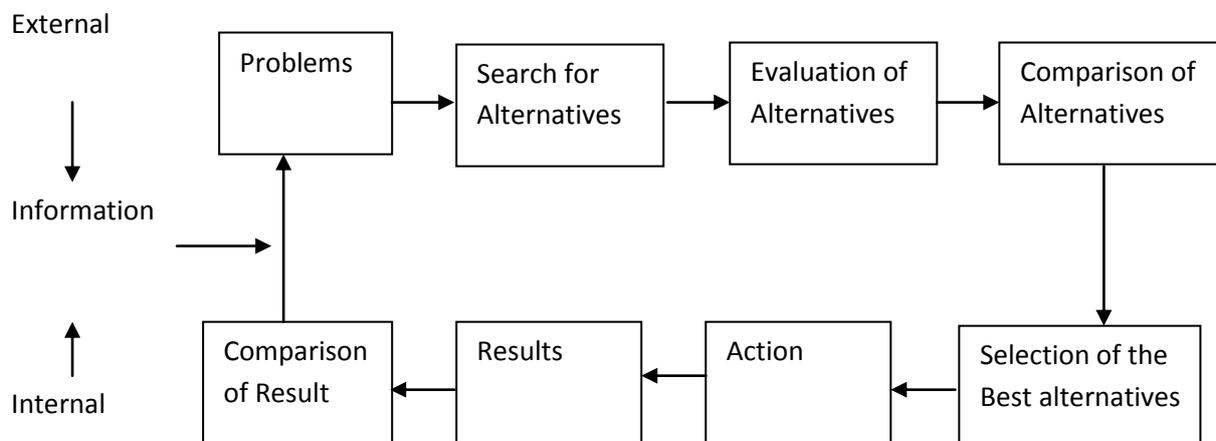
“A decision is an act of choice where in executive forms a conclusion about what must be done in a given situation, a decision represents a course of behavior chosen from a number of responsible alternatives.”

- **D.E. Mc Farland**

“Decision Making is the selection based on some criteria from two or more possible alternatives.

- **George R. Terry**

**The Decision Making Process**



**Meaning of Counseling**

- The term ‘counseling’ includes work with individuals & with relationship which may be developmental, crisis support, psychotherapeutic, guiding or problem solving.
- The task of counseling is to give the ‘client’ an opportunity to explore, discover & clarify ways of living more satisfyingly & resourcefully.
- Counseling denotes a professional relationship between a trained counselor & a client. This relationship is usually person to person although it may sometimes involve more than two people.
- It is designed to help clients to understand & clarify their views of their life space, & to learn to reach their self-determined goals through meaningful, well informed choices & through resolution of problems of an emotional or interpersonal nature.

**Counseling Process**

- Background information collection
- Identification of core issues
- Case formulation
- Goal setting for the therapy process
- Implementation of intervention
- Evaluation of intervention
- Closure

**People who offer counseling**

- Counselors
- Psychotherapists

- Family Therapists
- Financial counselors
- Social workers

**Concept of value**

Values are general beliefs tinged with moral flavor containing an individual’s judgmental ideas about what is good, right or desirable. In other words, the answers to the questions-what is right or wrong and good or bad-are value laden. A few definitions of value will help us understand the meaning of value in a better manner.

Rockeach defined value as “a specific mood of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.”

According to white and Bednar, “Value is a concept of the desirable, an internalized criterion or standard of evaluation a person possesses. Such concepts and standards are relatively few determine or guide an individual’s evaluations of many objects encountered in everyday life.”

Thus, values are the basic convictions that give us a sense of right and wrong, good and bad. In this way, values form the basis for ethical behaviour. Like attitudes, an individual may have numerous values. A hierarchy based on a ranking of an individual’s values in terms of their intensity forms his/her value system. All of us have a value system.

**Types of values**

Milton rokeach, a pioneer in studying human values, conducted a research survey on human values. On the basis of his research findings, he identified two basic types of values: terminal value and instrumental value.

**Terminal Values** – Terminal values represents the desirable end-states of existence; the goals an individual would like to achieve during his/her life time. Rokeach identified 18 terminal values.

**Instrumental Values** – Instrumental values reflect the way to achieving goals. In other words, these represent preferable modes of behaviour or means of achieving one’s terminal values. Rokeach identified another set of 18 instrumental values.

Both terminal and instrumental values work in concert to provide individuals with goals to strive for and acceptable ways to achieve the goals. A complete list of Rokeach’s terminal and instrumental values is presented in table.

**Terminal and Instrumental Values**

<b>Terminals values</b>	<b>Instrumental values</b>
World peace	Honesty
Happiness	Forgiving Nature
Equality	Helpfulness
Achievement	Self-control
Inner Peace	Independence
Beauty in Nature	Obedience
Family Security	Ambition
Self-Respect	Open –mindedness
Salvation	Cleanliness
Friendship	Affection and Love
Mature Love	Politeness
Pleasure	Rationality
Freedom	Responsibility
Wisdom	Courage
Prosperity	Competence

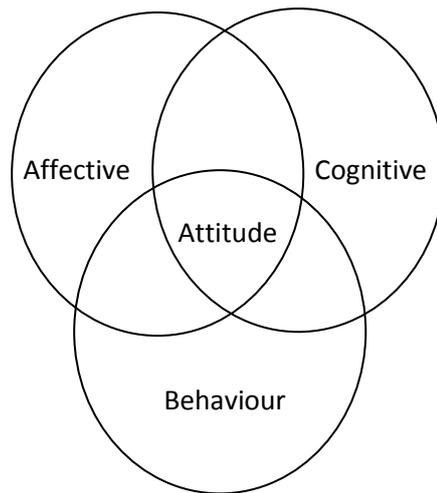
National Security	Cheerfulness
Social Respect	Intelligence
Exciting Life	Imagination

Allport and associates in their Study of Values, identified six types of values as follows –

1. Theoretical – Accords high importance on the discovery of truth through a critical and rational approach.
2. Economic – Emphasis on the usefulness and practicability.
3. Aesthetic – Places the top most importance on form and harmony.
4. Social – Accord the highest value to the love and affection of mankind.
5. Political – Assigns importance to the acquisition of power and influence.
6. Religious – Have concern with the unity of experience and understanding of the cosmos as a whole.

**Meaning of Attitude**

Attitudes are understood as the beliefs, feelings and action tendencies of an individual or group of individuals towards objects, ideas and people. This simple meaning has important implications for managers.



- An affective component – the feelings, sentiments, moods and emotions about some idea, person, event or object;
- A cognitive element – the beliefs, opinion, knowledge, or information held by the individual; and
- A behavioral component – the predispositions to get on a favorable or unfavorable evaluation of something

Some of the important **definitions** of attitudes are as follows –

“An attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.

– **G.W. Allport**

“An attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain way.”

– **Katz and Scotland**

“An attitude is a predisposition to react to a situation, person, or concept with a particular response. This response can be either positive or negative. It is a learned reaction – one that results from an individual’s past observations, direct experience, or exposure to others’ attitudes.”

– **Samuel C. Certo**

**Salient Features**

The salient features of attitudes following from above definitions are summarized as follows –

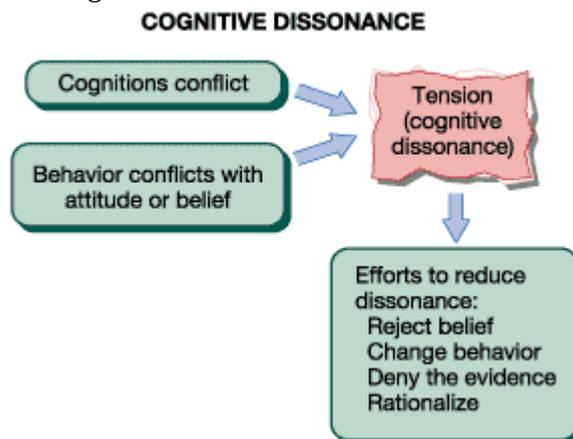
1. Attitudes are related to the feelings and beliefs of people.
2. Attitudes respond to persons, objects or events.

3. Attitudes affect behaviour either positively or negatively.
4. Attitudes undergo changes.

**Cognitive Dissonance Theory**

Cognitive dissonance theory propounded by Festinger is the best known and most researched framework pertaining to attitude change. According to their theory, attitude change is caused by inconsistency, or say, dissonance in beliefs. The reason is not difficult to seek. One cannot remain for long in inconsistent belief system. One needs to remove inconsistency in beliefs by resuming to one belief as good or right. To show how attempts to avoid cognitive dissonance may be involved in changing our own attitudes, let us consider an imaginary example.

Suppose, you say one thing but another (e.g., claim you like administration (job A) but take teaching (job B). one attitude you hold is inconsistent with another (e.g., you cherish your health but also enjoy drinking alcohol). Then, an unpleasant state known as ‘cognitive dissonance’ arises. What happens is you feel uneasy about the inconsistencies between your words and deeds, or between your various attitudes, and you are tempted or motivated to change your attitude as to resolve the dissonance. What we are saying, in its most general form, is that for the most cases, people’s attitude towards selected alternatives tend to become more positive, and towards rejected alternatives more negative. This is because people derogate the characteristics of an alternative they do not accept and tout the advantages of the one they take as an attempt to avoid cognitive dissonance.



**Concept of Job Satisfaction**

Job satisfaction is a positive attitude towards one’s job. A few importance definitions on job satisfaction are produced here.

According to **Feldman and Arnold**, “Job satisfaction will be defined as the amount of overall positive affect (or feeling) that individuals have towards their jobs.”

**Locke** defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.”

In the opinion of **Dais and Newstrom**, “job satisfaction is a set of favorable or unfavorable feelings with which employees view their work.”

Thus, job satisfaction means good or positive attitude or feeling towards one’s job. It is important to mention that an individual may hold different attitudes towards various aspects of the job. For example, a university Professor may like his job responsibilities but be dissatisfied with the opportunities for promotion. Characteristics of individuals also influence job satisfaction. Individuals with high positive affectivity are more likely to be satisfied with their job. Reserve is true for individuals with high negative affectivity.

There are three important dimensions to job satisfaction. These are –

First, job satisfaction being an emotional response to a job, cannot be seen. As such, it can only be inferred.

Second, job satisfaction is often determined by how satisfactorily outcomes meet or exceed one's expectations.

Third, job satisfaction represents an employee's attitudes towards five specific dimensions of the job: pay, the work-itself, promotion opportunities, supervision, and co-workers

**Determinants of job satisfaction**

Organizational Determinants	Individual Determinants
<ul style="list-style-type: none"> <li>• Pay</li> <li>• Work itself</li> <li>• Quality or Supervision</li> <li>• Working conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Status</li> <li>• Marital status</li> </ul>

**Organizational Determinants**

**Pay** – There are reasons and evidences available to believe that pay, also known as reward system, is highly related to job satisfaction. The research reveals that employees are found satisfied with their jobs when they feel that they are remunerated in a fair manner. It was also found that flexible benefit plan gives more satisfaction to employees than a common benefit plan offered to all employees.

**Work Itself** – The employees those who like and love their jobs experience job satisfaction. In other words, feeling of work is worship gives job satisfaction. As regards relationship between job (work) and job satisfaction, the views of Harvey McKay on it seem worth citing. "Find a job (work) what you love and you'll never have to work a day in your life."

**Quality of supervision** – Quality of supervision is yet another organizational determinant of job satisfaction. Research evidence reports that employees experience higher level satisfaction when their supervisors are competent, treat their employees with respect and dignity, and show their sincere concern for employees' welfare. Poor quality of supervision and/or supervisory apathy towards employees has been found causing dissatisfaction to the employees. So much so dissatisfied employees leave the (poor) supervisor not the organization

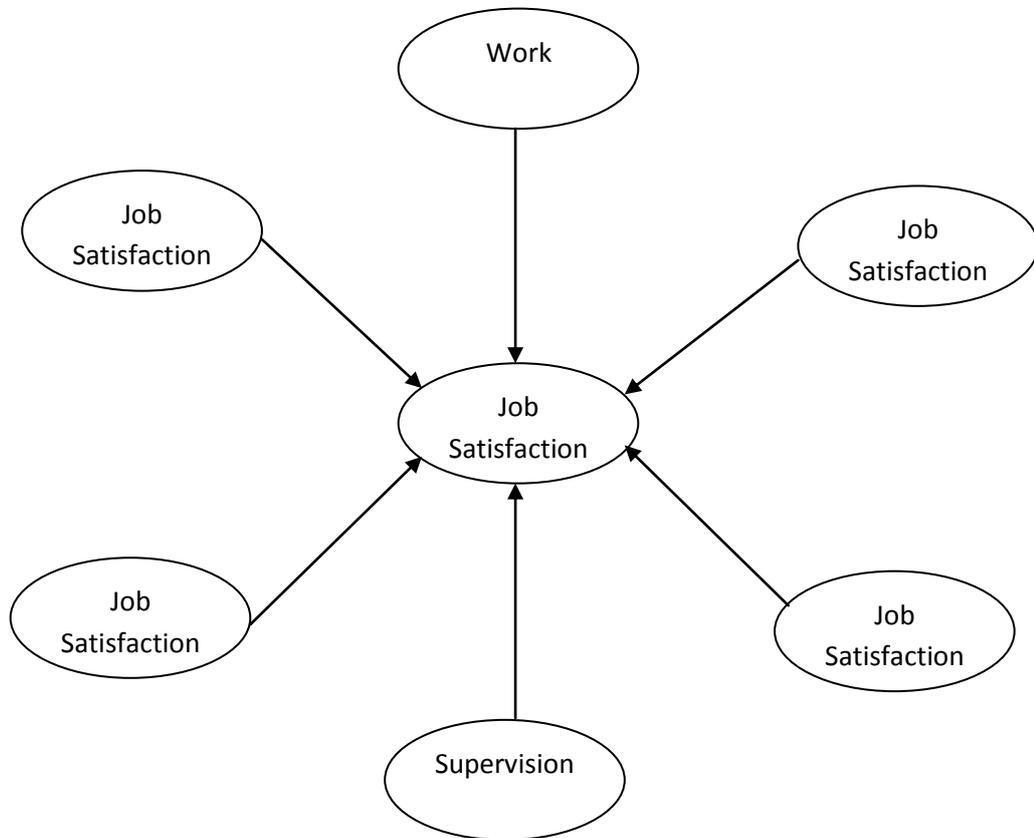
**Working Conditions** – though scholars have been inconclusive in listing what constitutes working especially quality of working conditions, the broad consensus is that the context in which work is performed constitutes working conditions. On the contrary, poor working conditions such as overcrowded conditions, and dark, noisy environments with extreme temperature and poor air quality cause job dissatisfaction, just like quality of supervision, quality of co-workers also affects employee job satisfaction

**Individual Determinant**

**Age** – Research indicates that younger employees are more satisfied with their jobs than their elder counterparts. This could be explained by the fact that younger employees have not yet gained especially much experience about the job and organization and, hence they like the job and feel job satisfaction. On the other hand, evidence generally indicates that an employee's loyalty with their job and organization tends to decrease with advancement in his/her age.

**Gender** – Evidence generally indicates that women are more satisfied with their jobs than their male counterparts. The general tendency of men employees, to some extent, by the fact that persons at higher level of organizational hierarchy usually enjoy better working conditions and higher level rewards than those placed at lower levels of hierarchy.

**Material Status** – The findings on relationship between marital status and job satisfaction are not in congruence. Some studies report no relationship between the two. But, some studies report that married women are less satisfied with their jobs mainly because of their role conflicts as an employee and a housewife. That marries people with less number of children experience more job satisfaction is also reported in some other studies.



### UNIT-III MOTIVATION

#### INTRODUCTION

Motivation could be defined as an inner state that activates, energizes or moves behavior towards goals. People are uniquely different and complex entity. What motivates one person may not motivate the another. People are motivated by certain situations and actions. Some situations and actions are more interesting and highly inspiring than others are used for motivational purpose. The job-design, managerial relationship, performance appraisal system and interaction with employees are important components of motivation.

#### MEANING OF MOTIVATION

The term motivation has its origin in the Latin word “movere” which means to move”. Thus, the word motivation stands for movement.

#### DEFINITION OF MOTIVATION

“A motive is an inner state that energizes, activates or moves and directs or channels behavior towards the goal”.

- Bernard Berelson and Gary A Steiner

“Motivation is the willingness to exert high levels of effort towards organizational goals,, conditional by the effort and ability to satisfy some individual needs.”

-S.P. Robbins

#### FUNCTIONS OF MOTIVATION

The following may be expected if the employees are properly motivated:

1. Greater productivity or efficiency
2. Greater satisfaction
3. More job involvement and less stress
4. Good human relations
5. Lower turnover and absenteeism
6. Better public image
7. Lesser grievances.

#### Parameters of Motivated Behavior:

“Motivation is responsible for variation in direction, intensity and persistence of behavior” hence it is responsible for:

1. What we do (where energized behavior is directed)
2. How hard we work at a task (intensity)
3. How long we work at task (persistence/duration)

#### MOTIVATIONAL FRAMEWORK: WANTS, NEEDS, INCENTIVES AND MOTIVES

According to Keith Devis “Wants are environmentally conditioned forces or driven towards particular goals.”

A need is an internal state that makes certain outcome attractive.

Incentive is anything which incite or tend to incites towards some specific goal.

#### THEORIES OF MOTIVATION

Motivation theories are generalization about the “why” and “how” of employee’s behavior. They are the result of management researches. They suggest the different ways of motivating people. Some important motivational theories are as follows:

1. Maslow’s Need Hierarchy Theory
2. McGregor’s Theory ‘X’ and Theory ‘Y’
3. Herzberg’s Two Factor Theory
4. William Ouchi’s Theory ‘Z’
5. Victor Vroom’s Expectancy Theory

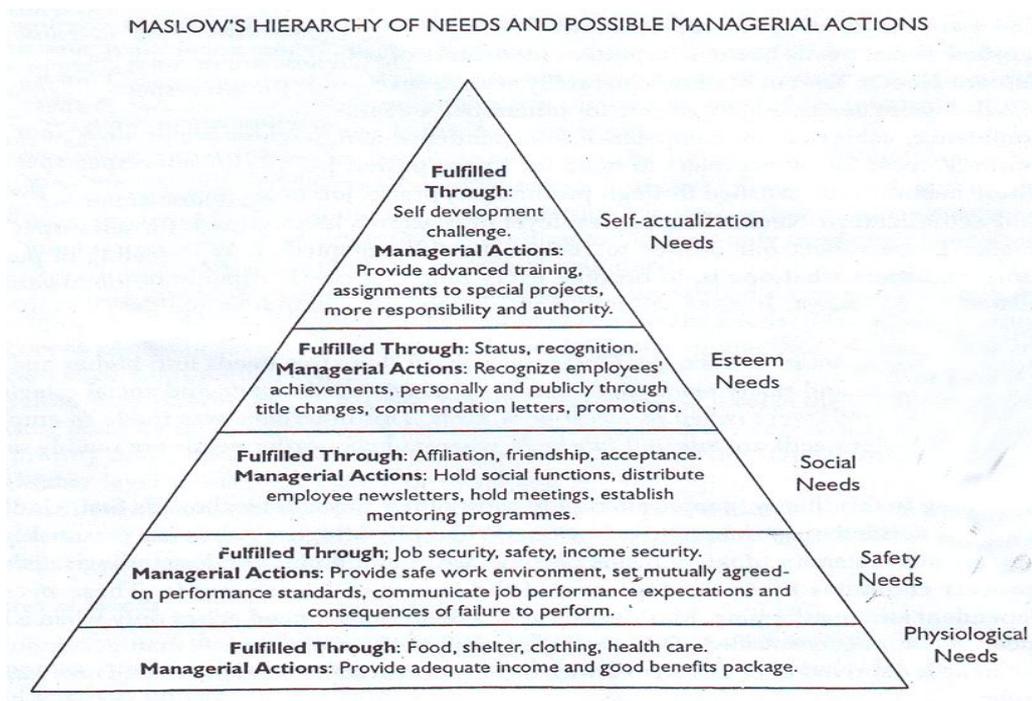
#### Maslow’s Need Hierarchy Theory

The best-known theory of motivation is probably Abraham Maslow's hierarchy of needs theory. He proposed that people are motivated by a predictable five step hierarchy of needs. According to Maslow, most individuals are not consciously aware of these needs; yet we all supposedly proceed up the hierarchy of needs, one level at a time.

**Categories of Needs**

Maslow hypothesized that within every human being, there exists a hierarchy of needs. He says that a man's motivation occurs in terms of a predetermined order of needs. He described five classes of needs as under:

1. **Physiological Needs:** needs for food, water, sleep, and sex.
2. **Safety Needs:** Consist of Physical safety against fire, accident, murder criminal assault or any other danger, Maslow also stressed emotional safety.
3. **Social or Love Needs:** wants love, affection, friendship, and association with social groups.
4. **Self-actualization Needs:** related to self-concept. Gives self-fulfillment. Requires continuous self-development.



**Herzberg's Two Factor Theory**

During the 1950s, Frederick Herzberg proposed a theory of employee motivation based on satisfaction. Herzberg concluded that two separate factors influenced motivation. These two classes of factors were associated with employee's satisfaction and dissatisfaction. Hence, his concept has come to be called Herzberg's two-factor theory. These factors are called. Hygiene factors and. motivators.

**Herzberg's Two-Factor Theory of Motivation**

Hygiene Factors/Dissatisfiers	Motivators/Satisfiers
1. Company policy and administration	1. Achievement
2. Supervision	2. Recognition
3. Relationship with supervisor	3. Work itself
4. Work conditions	4. Responsibility

5. Salary 6. Relationships with peers 7. Personal life 8. Relationship with subordinates 9. Status 10. Security	5. Advancement 6. Growth
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**Maslow Vs. Herzberg**

Points of difference	Maslow Model	Herzberg Model
<b>1. Basis</b>	Human needs	Reward and incentives
<b>2. Order of needs</b>	Hierarchy	Not such sequence
<b>3. Nature of theory</b>	Descriptive	Prescriptive
<b>4. Proposition</b>	Unsatisfied needs motivate persons	Satisfied needs regulate behavior
<b>5. Motivator</b>	Any need can be a motivator, if it is not met	Only higher needs act as motivators
<b>6. Applicability</b>	It applies to all workers	It applies to managerial and upper level employees
<b>7. Classes of derives</b>	It has five levels of needs	It has two classes of derive factors.

**McGregor's Theory 'X' and 'Y'**

**Theory X**

Under Theory X, the **assumptions** held by a manager are:

1. Employees inherently dislike work and, whenever possible, will attempt to avoid it.
2. Since employees dislike work, they must be coerced, controlled, or threatened with punishment to achieve desired goals.
3. Employees will shirk responsibilities and seek formal direction whenever possible.
4. An average human being is inherently self-centered and indifferent to organizational goals or needs.
5. The average person is resistant to change.
6. The average person desires job security and economic rewards above all else. The motivation occurs only at the physiological and safety levels.

**Theory. Y**

In contrast to these negative views of human nature, McGregor formulated few other assumptions under Theory Y:

1. Employees can view work as being as natural as rest or play.
2. Employees will exercise self-direction and self-control if they are committed to the organizational goals.
3. The average person can learn to accept, even seek, responsibility.
4. The ability to make good decisions is widely dispersed throughout the organisation and is not necessarily the sole province of managers.
5. Commitment is a crucial factor in motivation, and it is a function of the rewards associated with their achievement.
6. Motivation occurs at the social, esteem, and self-actualization levels, as well as at the physiological and security levels.

Under the conditions of modern industrial life the intellectual potentialities of the average human being are only partially utilized.

### William Ouchi's Theory 'Z'

According to Koontz and Wehrich, "In Theory Z, selected Japanese managerial practices are adapted to the environment of the United States. It puts emphasis on the interpersonal skills that are needed for group interaction.

### **Features or Assumptions of Theory Z**

1. **Workers and their Trust:** According to Theory Z. "workers are the key to increased productivity.
2. **Subtlety:** The other important lesson that Theory Z preaches is 'subtlety'.
3. Intimacy
4. Lifetime Employment
5. Evaluation and Promotion
6. Non-specialised Career Paths
7. Implicit Control Mechanisms
8. Collective Decision Making
9. Collective Responsibility and Values
10. Wholistic Orientation
11. Concern for People
12. Mutual Respect

### Vroom's Expectancy Theory

Victor Vroom is an important contributor to our understanding of motivation. Basing on the earlier work of Tolman, Lewin, and Atkinson, he presented a process theory of work motivation which is the most widely accepted explanation of processes involved in motivation. This theory is also called as **instrumentality or valence theory**.

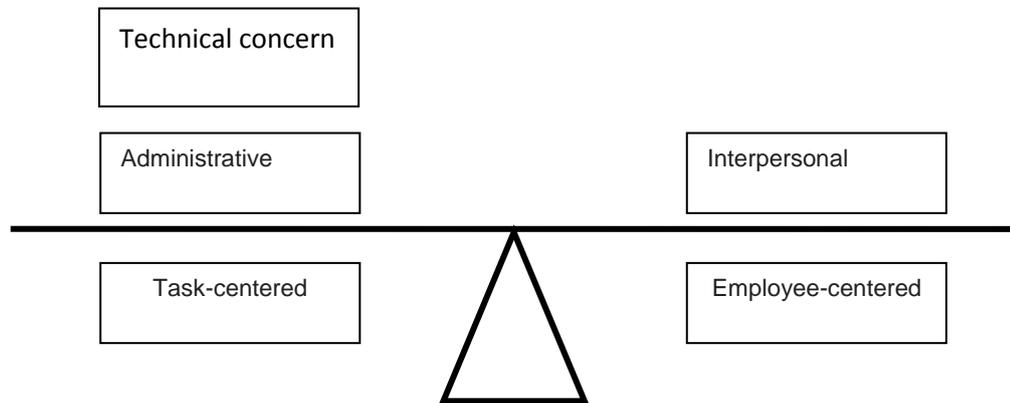
### **Some important features of this theory are as follows:**

1. It characterizes workers as being rational and thinking beings
2. It has its roots in the cognitive and utility concepts.
3. It relates to choice behaviours. It assumes that "the choices made by a person among alternative courses of action are lawfully related to psychological events occurring contemporaneously with the behavior."
4. It explains how the goals of individuals influence their effort.
5. It assumes that people are motivated to work when they have the expectancy that the work environment will provide them with the things they are looking for.
6. It is based on the perceptual perspective of the individual worker. Therefore, two workers would likely exhibit different patterns of motivation.

Supervisors must balance their task-centered concerns with their employee-centered concerns. In other words, be as **employee centered** as you are **job or task centered** in your interests.

**Employee-centered supervision:** A method of supervision that places an emphasis on a genuine concern and respect for employees, and on the maintenance of effective relationships within a work group.. Supervisor spend as much time maintaining individual satisfaction, group cohesiveness, direction, and morale as you do pushing for productivity or task accomplishment.

**Task-centered supervision:** A method of supervision that places an emphasis on the job or task that employees are expected to perform to produce results.



**Qualities in a supervisor include the following:**

Job-related technical competence: Job knowledge, Grasp of financial information, Results orientation. Career-related skills may include Problem solving, Communication, Leadership, Teaching ability (rapid and willing learner), Ability to adapt to change, Capacity to build a cohesive team, Demonstrated ability to get along with people, Capacity to present oneself professionally in public.

Personal characteristics of the supervisor comprises of Integrity and credibility, Tenacity, dedication, and perseverance, Flexibility, Risk-taking propensity, Willingness to take initiative, Tolerance for stress, Positive attitude, Dependability and reliability, Creativity, Energy and good health.

**Motivational Process**

1. **Need Identification:** First phase of motivation process is need identification where the employee feels his/her some unsatisfied need. The motivation process begins with an unsatisfied need, which creates tension and drives an individual to search for goals that, if attained, will satisfy the need and reduce the tension.
2. **Searching Ways to satisfy needs:** Second phase is finding the different alternatives that can be used to satisfy the needs, which were felt in first stage. These needs lead to thought processes that guide an employee's decision to satisfy them and to follow a particular course of action
3. **Selecting Goals:** Once if the need is assessed and employee is able to find out the way to satisfy the need than next phase is selection of goals to be performed.
4. **Employee Performance:** These needs lead to thought processes that guide an employee's decision to satisfy them and to follow a particular course of action in form of performance.
5. **Consequences of performance Reward/punishments:** If an employee's chosen course of action results in the anticipated out come and reward, that person is likely to be motivated by the prospect of a similar reward to act the same way in the future. However, if the employee's action does not result in the expected reward, he or she is unlikely to repeat the behavior.
6. **Reassessment of Need deficiencies:** Once felt need is satisfied through certain rewards in response to performance than employee reassesses any deficiencies and entire process is repeated again.

**Types of Motivation**

Motivation shall be person/individual oriented as it is expected to be need satisfying. This would, in turn lead to organizational effectiveness based on this it is to be decided that which tools are more significant and effective to be used in motivating employees in business organization. Motivation can be two types:

1. Monetary

2. Non – Monetary

Monetary motivations have an important contribution to malice with in the total motivation pattern. There are payments directly or indirectly given in financial form. They have extra-motivation effect by rewarding the work over & above his regular pay for performing more than tayeted work. Trade unions all over the world carry financial motivator and attract employees based on monetary reward.

**Financial incentives can be of following types**

1. Individual incentives – Reward or incentives are solely based on individual performance. Such plans induce extra efforts in an individual to achieve high performance so as to earn higher financial rewards.
2. Group incentives provide the payment of bonus/rewards either equally or proportionately to individuals within a group/ team. It is measured on the basis of its output of its team & are divided among the members or proportionally.
3. Organization wide incentives involve co-operation & collective efforts of its employees & management to accomplish the objectives.

Non Monetary types of incentives are in its nature of better status, recognition, participation, job security, greater authority, higher responsibility, improved working conditions etc. non financial motives are great motivators & helps in fulfilling Psychological needs of its employees.

**Motivational Techniques/ Tools**

1. Monetary incentives
2. Job-based techniques
3. MBO Techniques
4. Leadership Techniques
5. Sensitivity Training Tech.

**Motivation Cycle or Process**

Motivation cycle aims at accomplishing some specific goals & behaviours. Motives provide as activating thrust towards reaching goal. These motives are directed towards goals. Attainment of these goals help restore balance between physiological & psychological imbalance of state which is created by these motives. Behaviour is a series of activity to be undertaken your goals inspire your behavior they are directed to achieve a goal. Smooth flow of these elements reduces tension on complexity.

**UNIT-IV  
 GROUP DYNAMICS**

**Group Dynamics**

A group is a collection of 2 or more individuals, interacting & interdependent, who have come together to achieve particular common objectives.

**Definitions -**

“A group consists of 2 or more people who interact with each other consciously for the achievement of certain common objectives, the members of the group are mutually interdependent & they are aware that they are part of a group”

- Martin E. Shaw -

“A group is any number of people who interact with one another, are psychological aware of one another and perceive themselves to a group

- Edgar Schein -

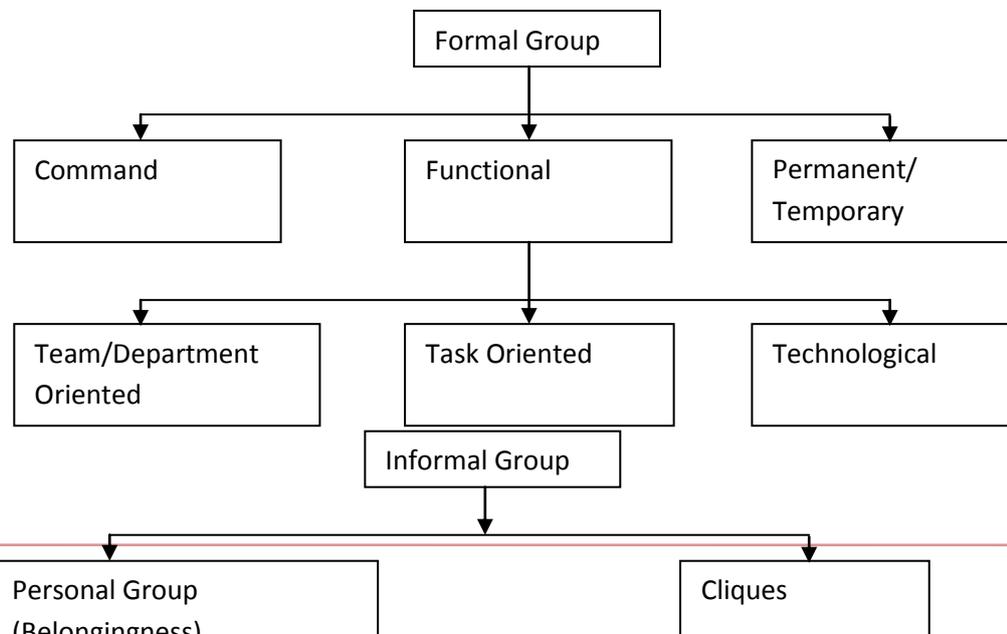
**Based on above definition following characteristics can be drawn -**

1. It has two or more persons
2. Collective identity (each one knows one another)
3. Interaction among members of the group members.
4. Common purpose or objective of the group members
5. Cohesion quality is present as group develops to satisfy certain needs of the members.
6. There are certain norms of each group which represent its culture or ethos.

**Objectives of group Formations:**

1. Safety and security needs
2. Relatedness on Belongingness needs
3. Esteem needs
4. Represents power - there is a strength in numbers as united we stand, divided we fall.
5. Members get identity as an individual in a group.
6. For purpose of common goal or growth
7. For interactive and networking.

**Types of Group**



**Formal** – Group formed or established by the organization for accomplishment of organizational goals. In formal group, members exhibit behavior that are stipulated by organization. Following are the sub classification of group.

- Command – Determined by organizational chart where reporting directly to supervisor is important.
- Functional group comprise of person working together to complete the assignments or common tasks. These could be department oriented, project oriented or technology oriented.
- Formal group may also be permanent or temporarily formed based on the nature of work

**Informal** – Groups that are neither formally created nor controlled by the organizations these are formed in working conditions that appear in response to the need for social contact. Personal group and cliques (colleagues' social association) are its types. This personal association may be vertical, horizontal or even inter departmental in organization.

### Stages of Group

Bernard M. Bars & Edward C. Ryter band –

They report that groups develop through 4 processes.

1. Mutual acceptances
2. Communication & Decision Making
3. Motivation & productivity
4. Controlling

Most widely accepted stages of group development are by B.W. Tuchman & M.A. Jensen. They are as follows

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

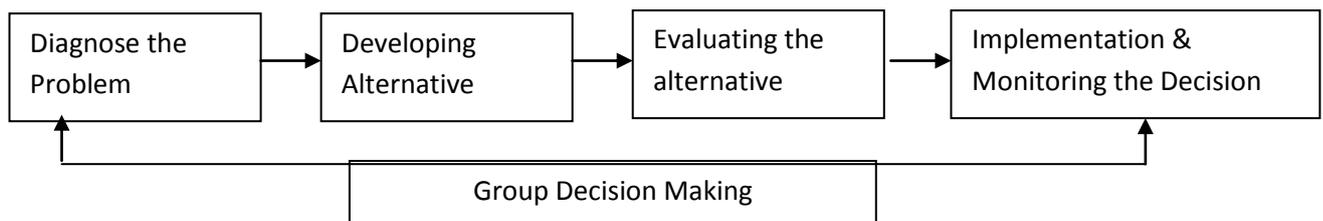
**Forming** – Deals with caution, confusion, courtesy and uncertainty about group's purpose, structure & leadership. At this level members get to know each other and seek to establish ground rules.

**Storming** – Members come to resist control by group leaders and show hostility. It is characterized by conflict, confrontation, concern and criticisms.

**Norming** – Close relation among members develops. Group is cohesive and assumes to certain identity. Members work together and develops close relationships.

**Performing** – group members work towards getting their job done in appropriate manner. Group maturity is highest at this level. Team work, role clarity & focus is motivated among members. Conflict can be resolved with discussions.

**Adjourning** – Group at this stage may disband either after accomplishing their goals or because of other factors such as conflict, which may lead to discontinuing of group.



**Factors affecting group decision making**

1. Group size – Number of members in a group affects problem solving efficiency and it increases after certain level. The quality of decisions also tends to decrease in group.
2. Group composition – group comprises of different categories of individual. Qualification of members’ status, backgrounds, expertise sway the decision of other members also in particular direction.
3. Unanimity of group consensus – United group exerts, greater pressure to control or confirm, compared to group divided by dissension. In group it is important to notice that consensus does not require unanimity.
4. Risky shift – In group risk taken factor increases when compared to individual, it is because the decision is shared by all members rather than shouldering entire burden on one member. This phenomenon is also known as risky shift.

**Group Decision Making Methods –**

1. **Brain Storming** – Originally adopted by Alex Osborn in 1938 in American firm, during creative thinking exercise (in groups of 6-8 people). It means use of brain to storm the problem. Participants are directly or closely related to situation or condition. It encourages creative & imaginative maximum idea and with holds critics of others ideas. Principle of deferred judgment and quantity breeds quality decision making underline this concept.
2. **Nominal Group Technique** – Member are presented a problem. Each members develops solutions/ideas independently & writes on cards & forwards in round robin procedure. After clarification of ideas, group, individually rank their preferences by secret ballot after which best alternative is selected & announced.
3. **Delphi Tech** – Delphi means shrine to which ancient Greeks use to pray for information about the future. Effectiveness of Delphi Decision making depends upon adequate time, expertise of participants, communication skills etc. small panel of experts create a list/question which is completed by large respondents based on which analysis of responses and selection of best solution is done.

4. **Consensus Mapping** – In this decision making technique, decision is done by pooling the ideas together generated by several task sub-groups. Ideas generated by cluster task sub groups are narrowed in smaller number and collectively all ideas are consolidated into a structure called 'strawman map'

### UNIT-V Conflict

#### Define conflict

“The struggle between incompatible or opposing needs, wishes, ideas, interests or people”

- Chung & Megginson

“It is the disagreement, presence of tension or some other difficulty within or between two or more parties it can be approached rationally on irrationally.”

- According to Kolls & Bartinek

#### Sources of conflicts

There are various sources that lead to conflict. It can be classified into two broad categories – structural factors which can be from the nature of organization & the way in which the work is organized. Another factors can be personal in nature. They arise from differences among individuals.

**Structural factors** – Specification, interdependence, differences in goal, authority relationships, status and jurisdictional ambiguities

Personal factors may be based on skills, Abilities personalities, perspectives, values, Ethics emotions, communication barriers or Cultural Difference.

#### Types of Conflicts –

Conflicts can be intra means “within” or inter means “between”. Intra occurs within an individual as a result of conflicting role taken by the individual e.g. worker clashes with their role at home interpersonal conflict is between two or more people which could arise due to individual differences and perspectives.

#### Functional and Dys-functional Aspects of Conflicts –

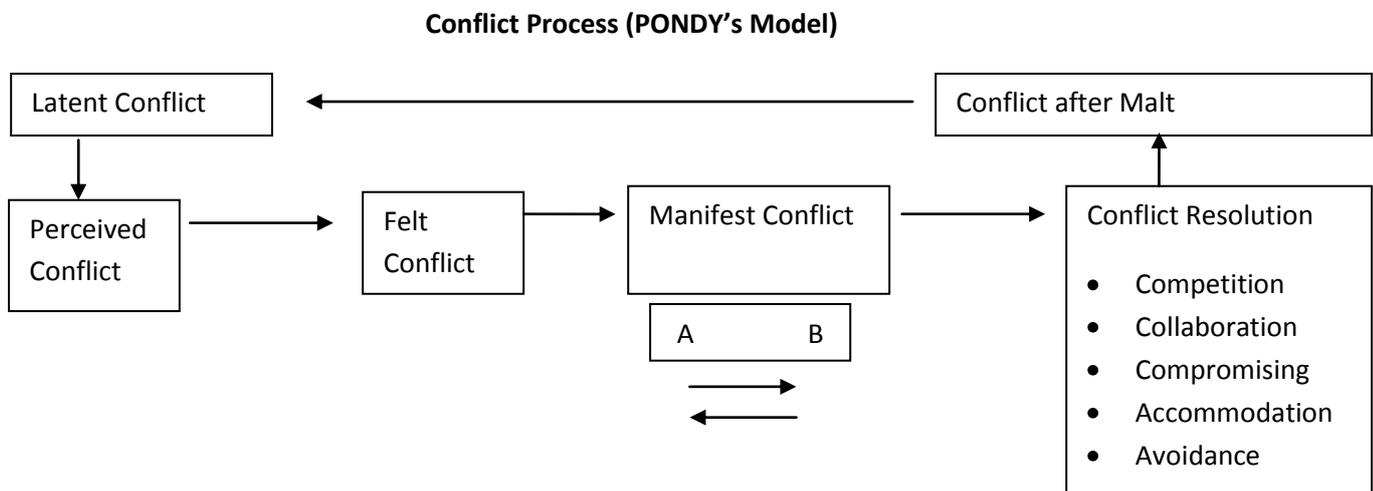
Functional - These are conflicts which supports or improve group performance. They may not help but many be a necessary condition for improvement following are some positive aspects of conflicts in organization.

- Bring cohesiveness in group
- Motivate group members to have concern for organization.
- Improves creativity among members.
- Lead to innovation & improvement
- Promote change
- Lead to high quality of decisions

Dysfunctional conflicts hinders group performance or destroy the achievements or group goals. Organizations tends to deteriorate, destroys working relationship between employees & reduces the level of organizational efficiency.

Four stages in conflict process –

- 1) Potential opposition (Communication, structural, personal variable etc.)
- 2) Cognition & Personalization
- 3) Intentions & actions (Accommodating, problem solving, compromising, dominating, avoiding)
- 4) Outcomes



1. **Latent Conflict** – Factors such as scarce resources, communication barriers, divergence of goals or role ambiguities which can become potential forces to induce conflict in the organization.
2. **Perceived** – If latent conditions are not in existence in the system sometimes conflicts may be perceived. Such situation may arise when one party perceives other to be likely & frustrate.
3. **Felt Conflict** – Anxiety, tense, frustration & hostility is created by emotional involvement in conflict. When perceived conflict is actually felt & cognized, this stage is reached.
4. **Manifest** – Both parties confront by engaging & behaving in different forms such as open aggression, apathy, withdrawal statement, actions & reactions are visible in parties at this stage.
5. Conflict may be solved to normalize the conditions if both parties agrees to either compromise, avoid, cooperate with thoughts, ideas & other perspective.
6. **Conflict Aftermath** – Finally, the action-reaction resolution interplay between the confronting parties results in certain consequences, this may be functional/ dysfunctional. If tensions are merely resolved or not suppressed, it will have residual tension which will serve as basis of latent conflict for the next cycle.

### Stress causes & management

This concept is borrowed from the natural science, first introduced by Hass Selye in 1936 in the life science. In general sense, stress is the pressures people feel in the life due to their reactions to different situations.

According to Beehr & Newman “stress is a condition arising from the interactions of people & their job, it is characterized by change within people that force them to deviate from their normal functioning. This sides is called distress & if it is positive it is known as eustress. Eustress motivates & activates to achieve the goal.

### Causes of stress

Causes of stress may be either personal or occupational or may also be environmental in nature. Broadly following are some reasons that causes stress in occupational or organizational sense.

1. Role overload, ambiguity, Conflict
2. Group/Peer pressure

- |                                       |  |
|---------------------------------------|--|
| 3. Responsibility for persons         | 8. Low status                              |
| 4. Under participation                | 9. Unhealthy working conditions            |
| 5. Powerlessness (un authorized role) | 10. Unprofitability                        |
| 6. Poor peer relations                | 11. Lack of group cohesiveness             |
| 7. Intrinsic improvement              | 12. Lack of acceptability & social support |

Stress can be managed by putting efforts to master conditions causing stress. This could be done either at individual level or organizational level.

**Individual level** – Under this category stress may be reduced by adopting any of the following methods.

- Physical exercise
- Behavioural self control
- Social support
- Yoga & Meditation
- Pampering & Warming up oneself
- Rearranging one's schedule
- Changing gear or shifting attentions

**At organizational level things are more systemized**

- Changing the structure of the organization
- Increasing the levels of integration in the organization.
- Using cross functional teams to resolve conflict between departments.
- Changing the organizational culture
- Overlapping authority, managerial disputes can be fixed at the source.
- Neutralizing negative behavior, Redirecting & staying flexible.