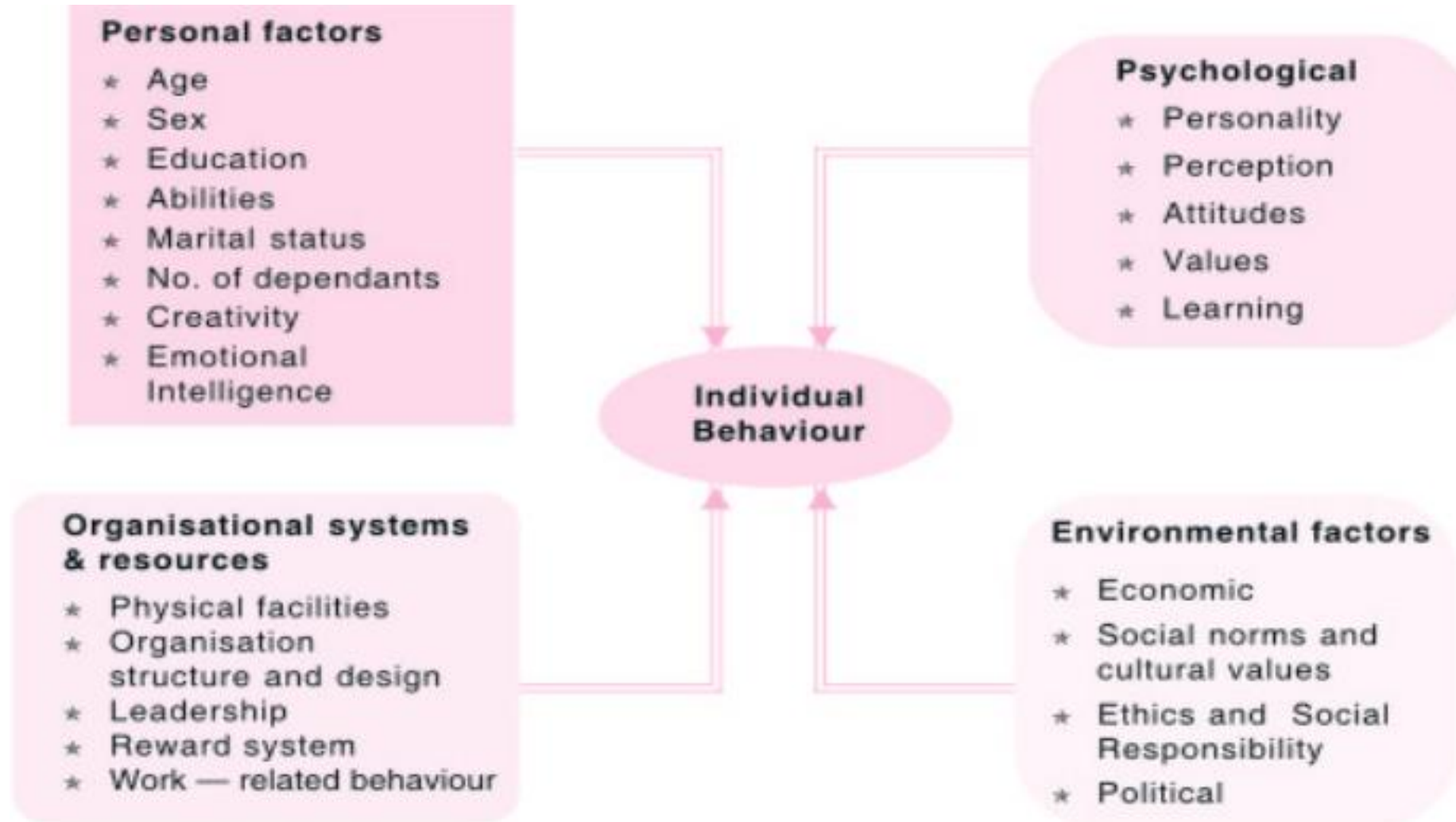# UNIT 2 - ORGANIZATIONAL BEHAVIOR

CONTENT TO STUDY

- Individual Behavior: Personality, Learning, Values and Attitudes, Perception, Learning Behaviorist, cognitive and social learning;

- Stress at work.

- Management's assumptions about people- McGregor's Theory X and Theory Y.

- Motivation - Maslow's Need Hierarchy, Herzberg's Two Factors Theory ; Theory of Intrinsic Motivation by Ken Thomas;

- Work –Designing for creating motivating Jobs;
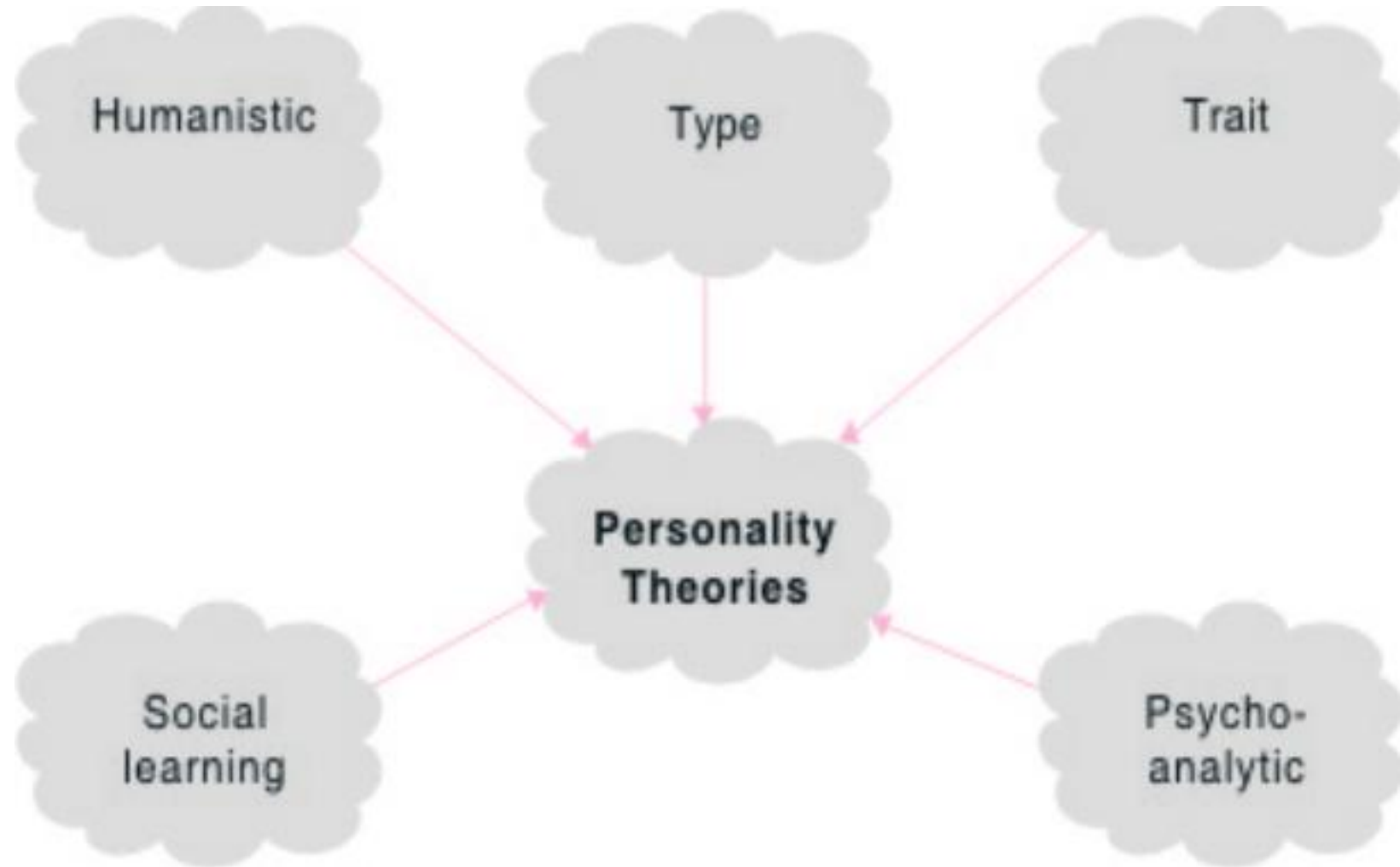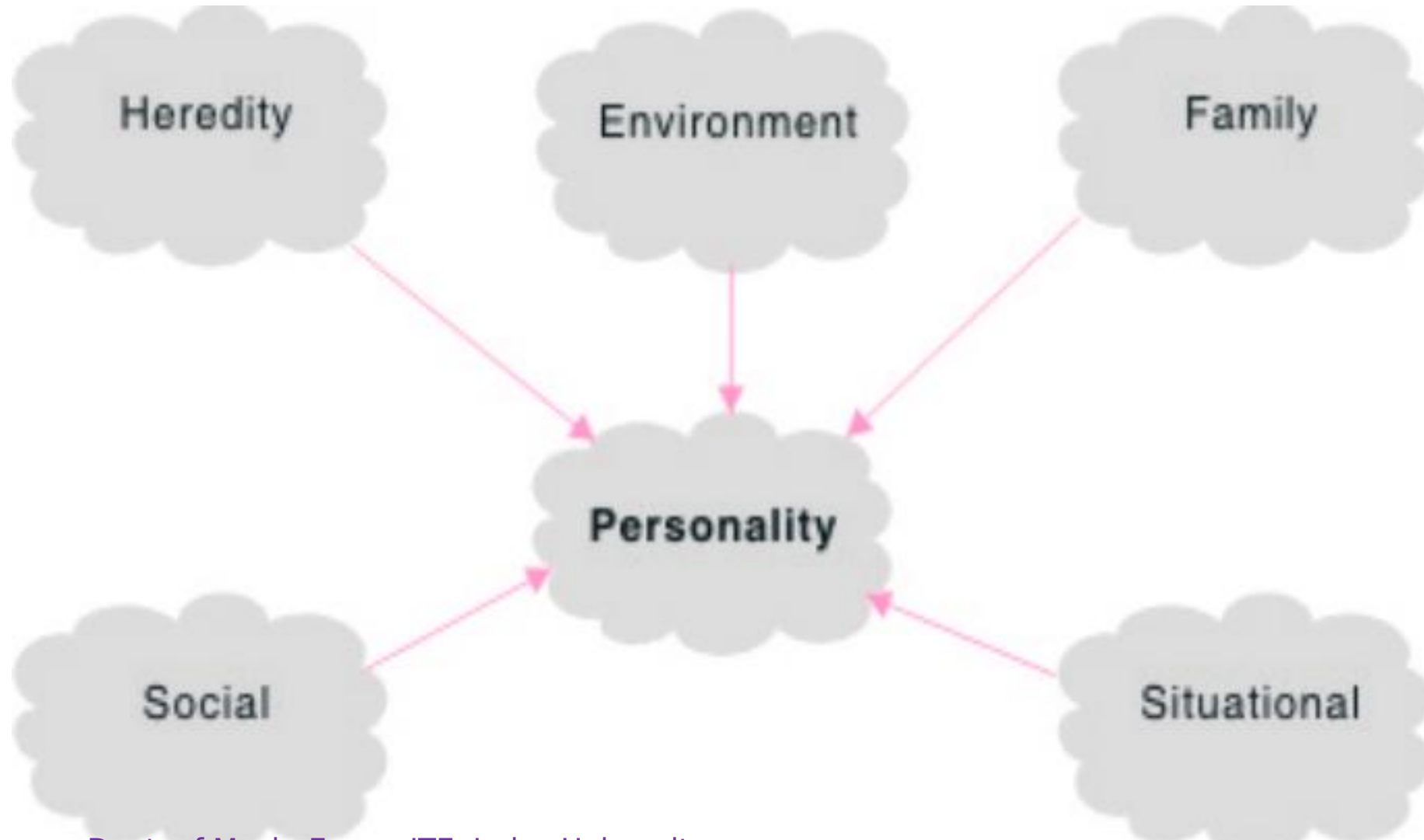
- OB Mod.

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Foundations of Individual Behaviour

Personal factors

* Age
* Sex
* Education
* Abilities
* Marital status
* No. of dependants
* Creativity
* Emotional Intelligence

Psychological

* Personality
* Perception
* Attitudes
* Values
* Learning

Individual Behaviour

Organisational systems & resources

* Physical facilities
* Organisation structure and design
* Leadership
* Reward system
* Work — related behaviour

Environmental factors

* Economic
* Social norms and cultural values
* Ethics and Social Responsibility
* Political

3

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Stages in Organisational Life

By: Mudit M. Saxena, Dept. of Mech. Engg., ITE, Indus University

By: Mudit M. Saxena, Dept. of Mech. Engg., ITE, Indus University

Determinants of Personality

By: Mudit M. Saxena, Dept. of Mech. Engg., ITE, Indus University

The 'Big Five' Personality Traits

Dimension	Characteristics of a person scoring positively on the dimension
Extroversion	Outgoing, talkative, sociable, assertive
Agreeableness	Trusting, good natured, cooperative, softhearted
Conscientious-ness	Dependable, responsible, achievement–oriented, persistent
Emotional Stability	Relaxed, secure, unworried
Openness to Experience	Senstitive, intellectual, imaginative, curious, broadminded

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Personality Traits
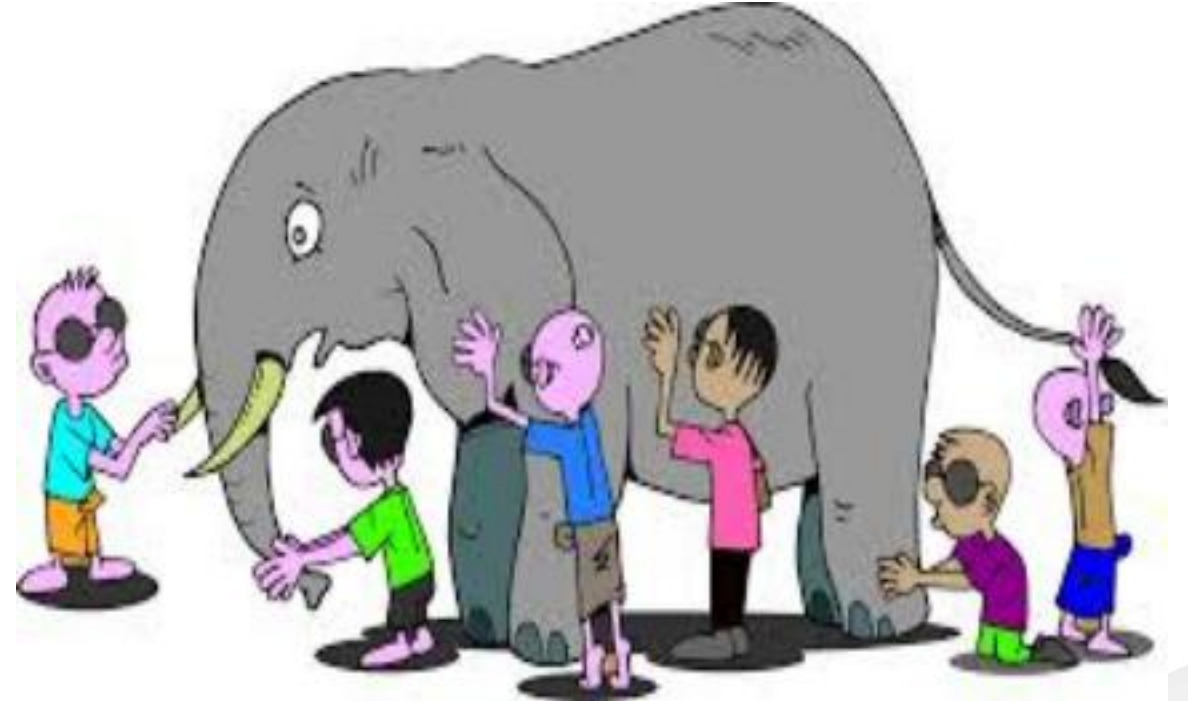
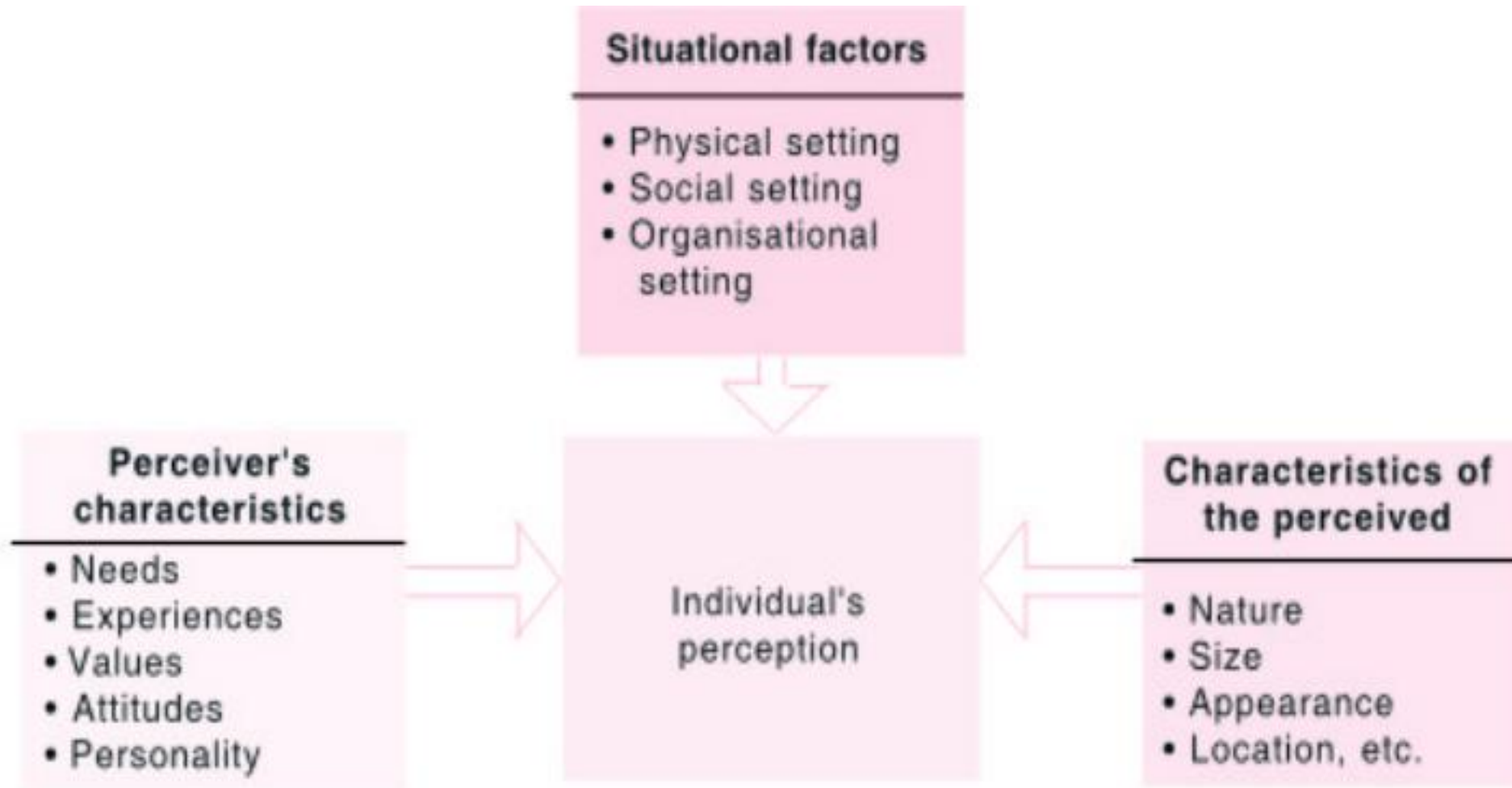By: Mudit M. Saxena, Dept. of Mech. Engg., ITE, Indus University

Individual Behaviour

- Personal factors such as age, sex, education, abilities, marital status, and dependents will have significant influence on the behaviour of an individual.

- Environmental factors include economic status, social and cultural norms, and political factors. These also wield considerable influence on individual behaviour.

- Organisational systems and resources include such variables as physical facilities, organisation structure and design, leadership rewards and work itself. The influence of all these on the behaviour of an individual is no less significant.

- More important are psychological factors like personality, perception, learning, and attitudes.
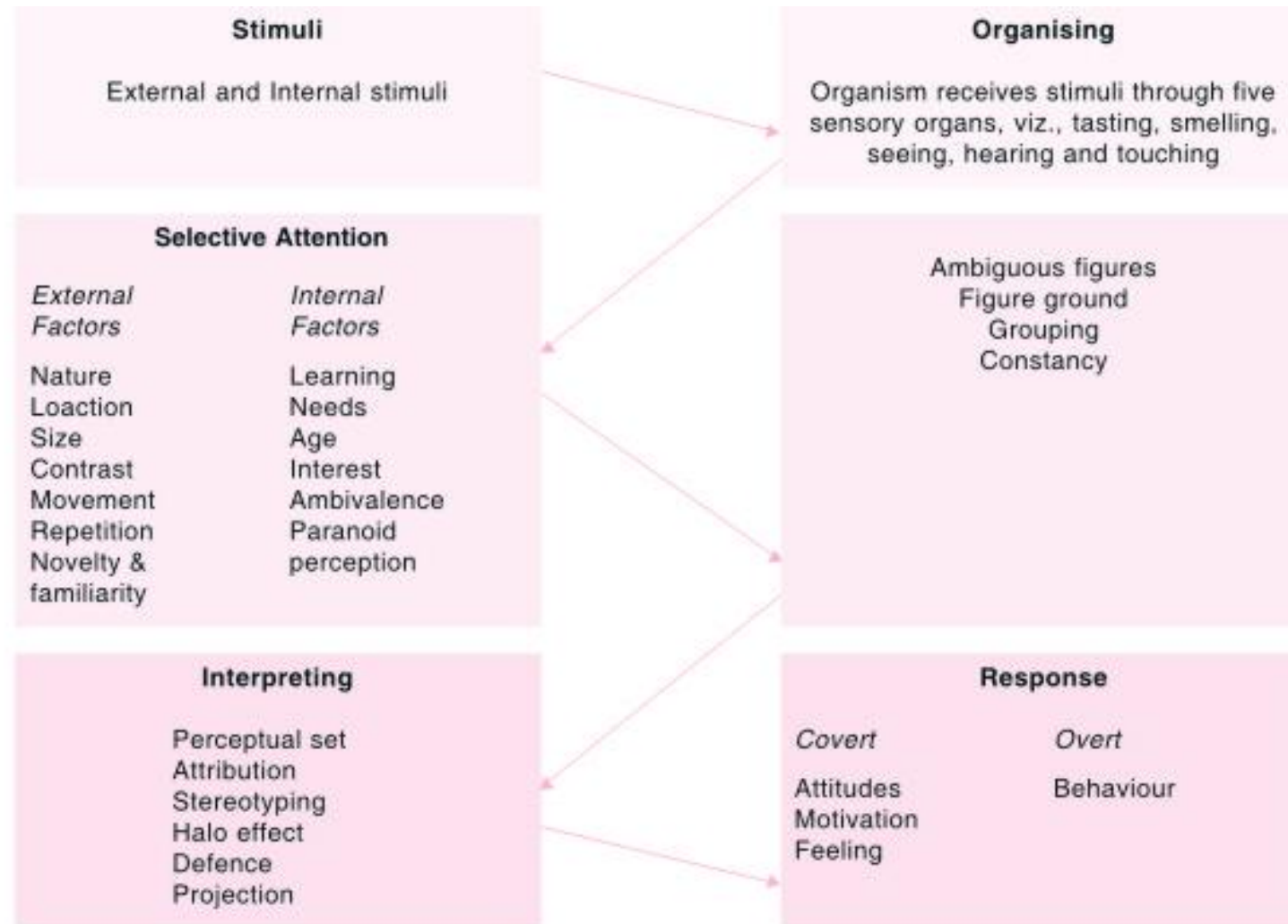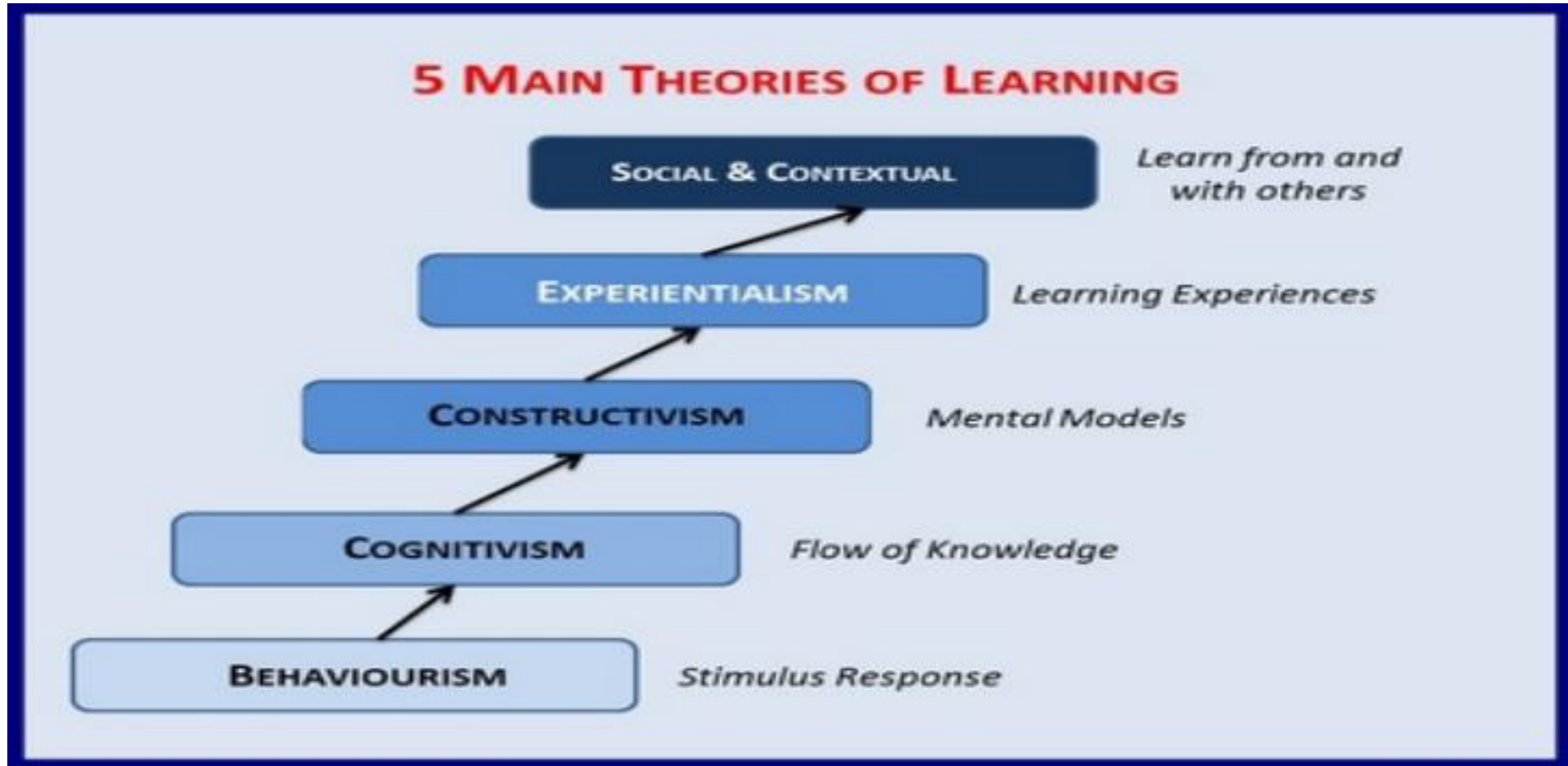
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PERCEPTION

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Factors Influencing Perception

Situational factors

- Physical setting
- Social setting
- Organisational setting

Perceiver's characteristics

- Needs
- Experiences
- Values
- Attitudes
- Personality

Individual's perception

Characteristics of the perceived

- Nature
- Size
- Appearance
- Location, etc.

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Perceptual Process

Stimuli

External and Internal stimuli

Organising

Organism receives stimuli through five sensory organs, viz., tasting, smelling, seeing, hearing and touching

Selective Attention

External Factors	Internal Factors
Nature	Learning
Loaction	Needs
Size	Age
Contrast	Interest
Movement	Ambivalence
Repetition	Paranoid
Novelty & familiarity	perception

Ambiguous figures
Figure ground
Grouping
Constancy

Interpreting

Perceptual set
Attribution
Stereotyping
Halo effect
Defence
Projection

Response

Covert	Overt
Attitudes	Behaviour
Motivation	
Feeling	

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The Effects of Different Colours

Colour	Psychological Effect	Temperature Effect	Distance Effect
Violet	Aggressive and tiring	Cold	Very close
Blue	Restful	Cold	Further away
Brown	Exciting	Neutral	Claustrophobic
Green	Very restful	Cold/neutral	Further away
Yellow	Exciting	Very warm	Close
Orange	Exciting	Very warm	Very close
Red	Very stimulating	Warm	Close

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LEARNING

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Learning

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

» Distinction is made between explicit knowledge and tacit knowledge.

» Explicit knowledge is organized and can be communicated from one person to another.

» Tacit knowledge is what one knows but cannot tell. " I know but cannot express" typifies tacit knowledge. It is the duty of OB expert to convert tacit knowledge in to explicit knowledge.

» Learning occurs through classical conditioning, operate conditioning, cognitive process and observational process.

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Learning

»Operant conditioning refers to the process that our behaviour produces certain consequences and how we behave in the future will depend on what those consequences are.

»Cognitive approach to learning assigns active role to the learning process. It assumes that people are conscious, active participants in how they learn. Organism learns depending on what meaning is assigned to the stimuli.

»Social learning, also called observational learning, occurs by observing others – parents, teachers, peers, film stars and other popular figures in public life. The learner picks up whatever the role model does or does not do.

»Learning becomes effective when it is based on certain principles. Important principles of learning are: motivation, reinforcement, whole versus part learning, learning curves and meaningfullness of material.

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Learning

»Motivation to learn makes learning more effective. Without motivation, learning does not occur.

»Reinforcement refers to the consequences of a behaviour. If consequences of a behaviour are positive, there is a tendency to repeat the behaviour–there is a positive reinforcement. Behaviour does not get repeated when the consequences are negative–there is negative reinforcement. An individual gets motivated to learn more provided his or her earlier learning was adequately rewarded.

»Positive or negative reinforcement is administered through certain schedules. Schedules of reinforcement are fixed interval, variable interval, fixed ratio, and variable ratio. The latter too are more effective than the earlier two.

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Learning

»Another principle of learning is–whole versus part learning. This refers to the decision whether learning the whole job is better or breaking the job into parts and learning the parts is more effective. No definite conclusion has been arrived on their issue.

»The trainer, (for whom the principles of learning are highly useful) should understand that learning proceeds in stages–called curves. There is great enthusiasm to learn at the commencement of a training session (initial spurt), then peaks (plateauing), there is fatigue and spurt at the end of the session.

»Learning becomes effective when the material learnt is meaningful.
»Learning is of great relevance to the study of OB. It stimulates generalization in organizations, stimulates discrimination in organizations, is the major objective in training and solves employee indiscipline.
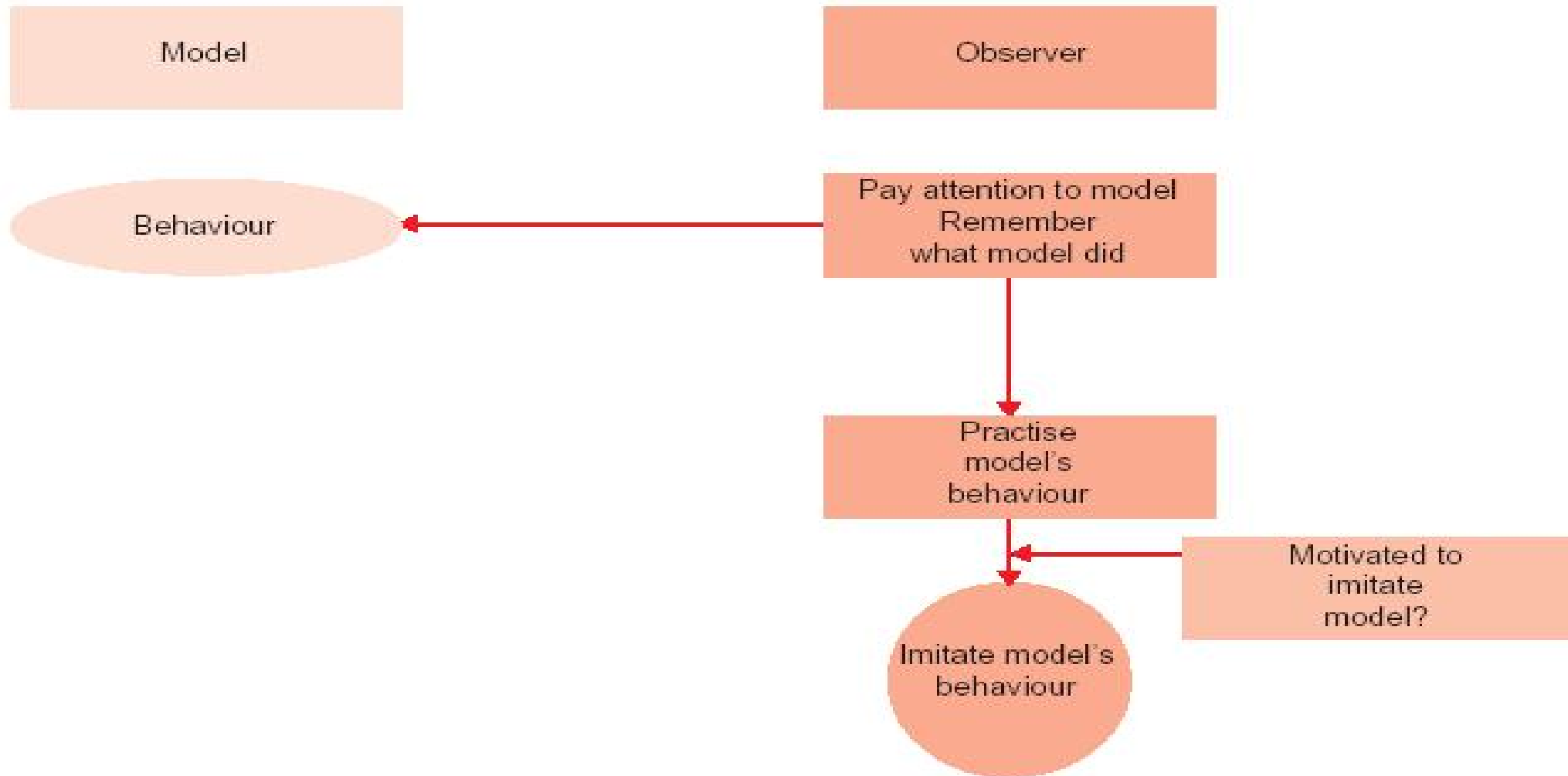
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Theories of Learning

Classical Conditioning

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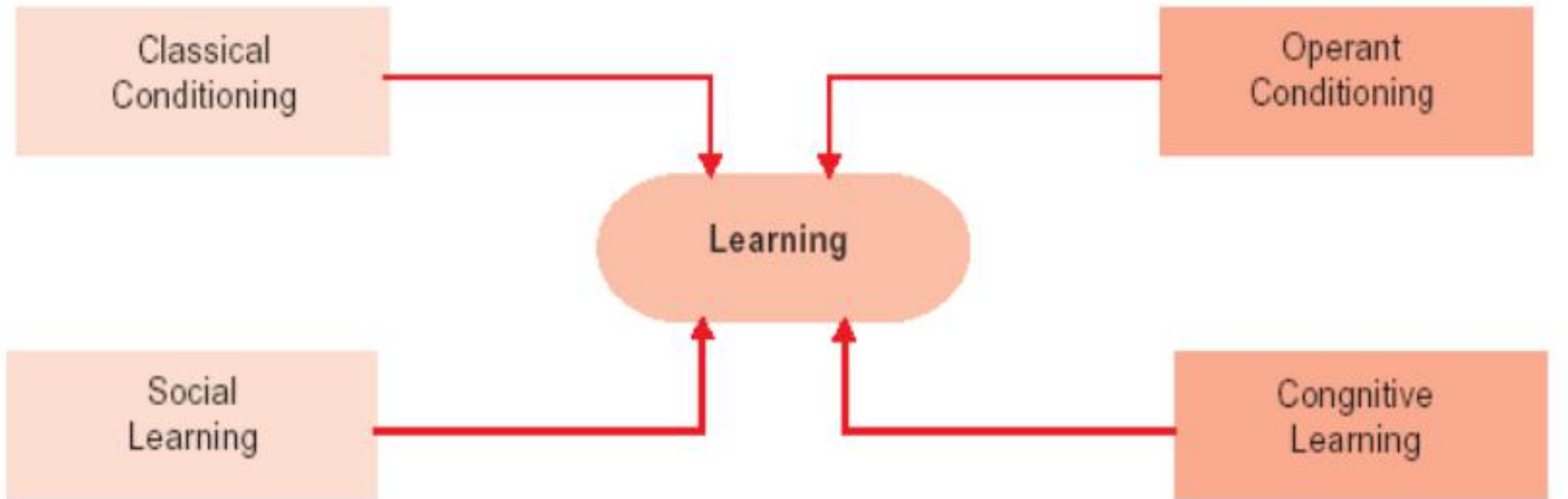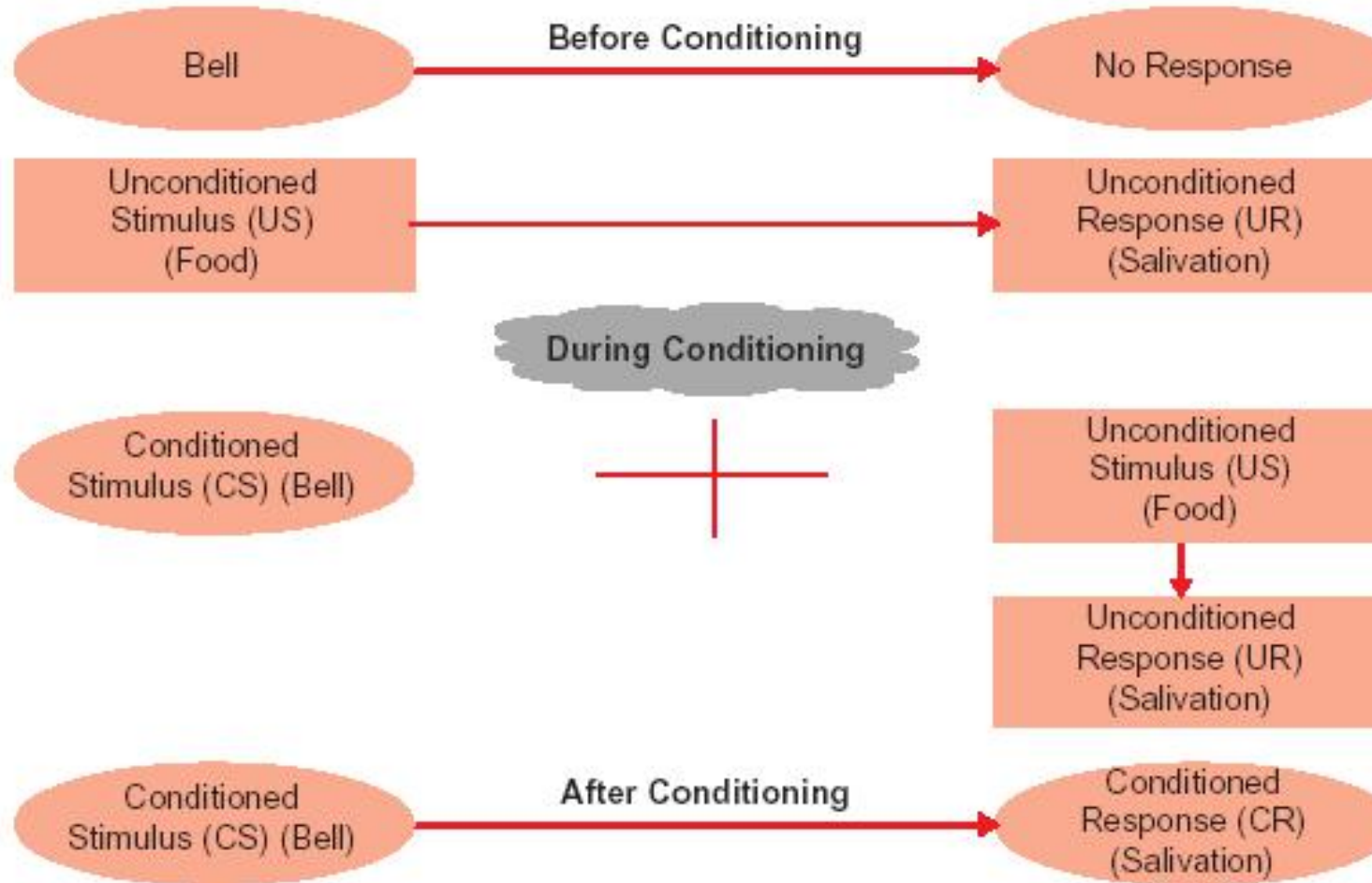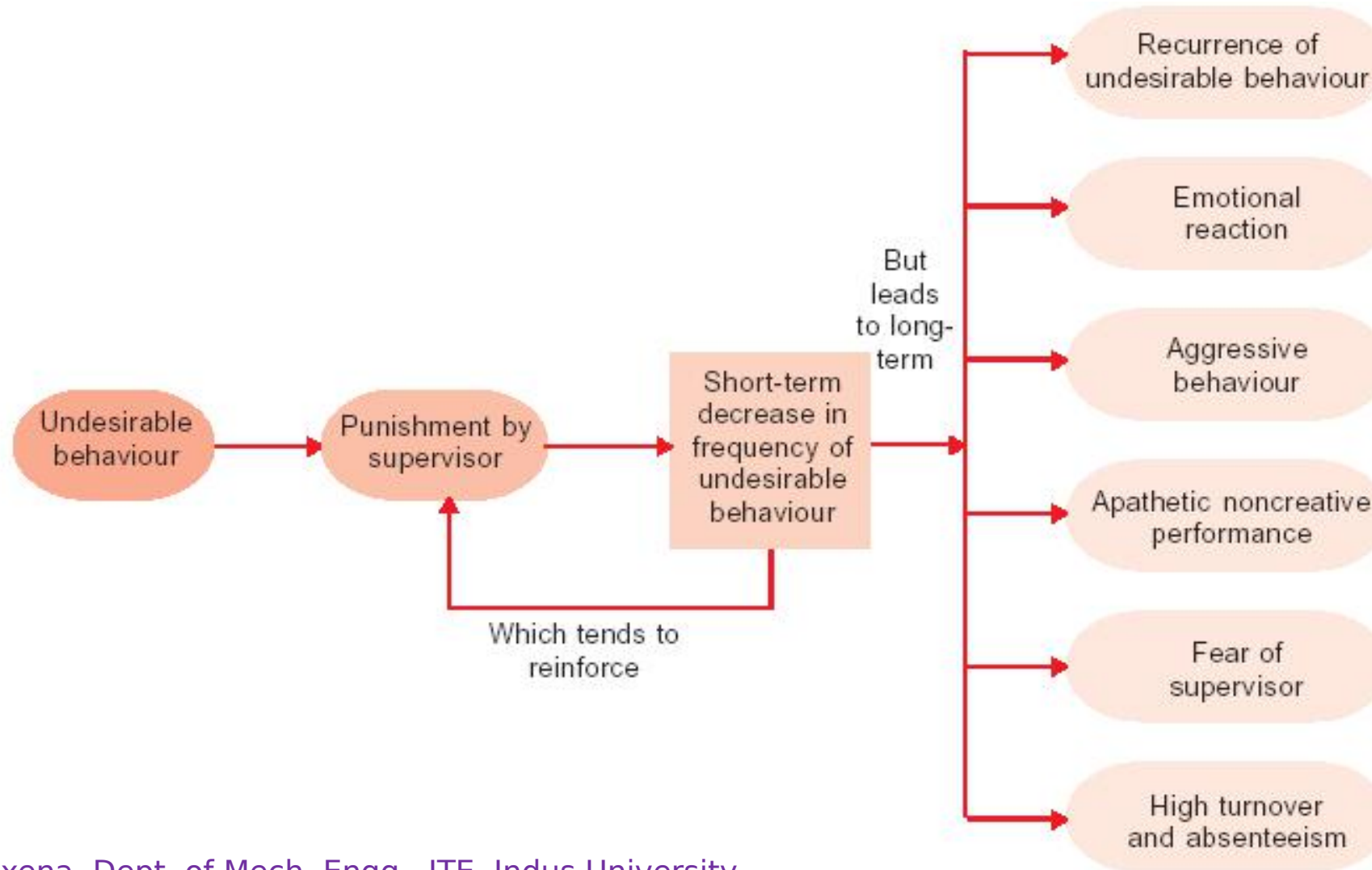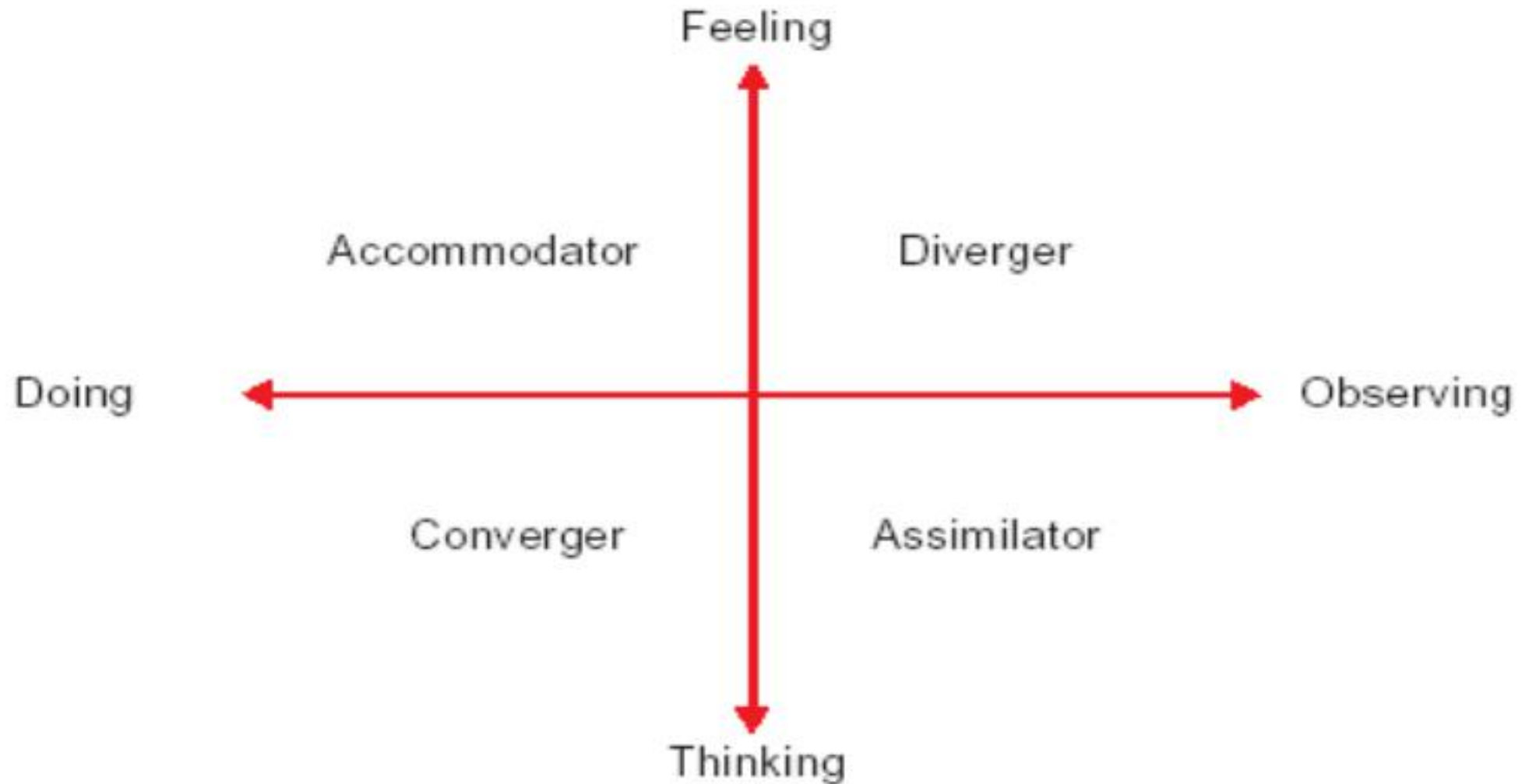
Learning Principles

- Motivation
- Reinforcement, punishment and extinction
- Whole versus part learning
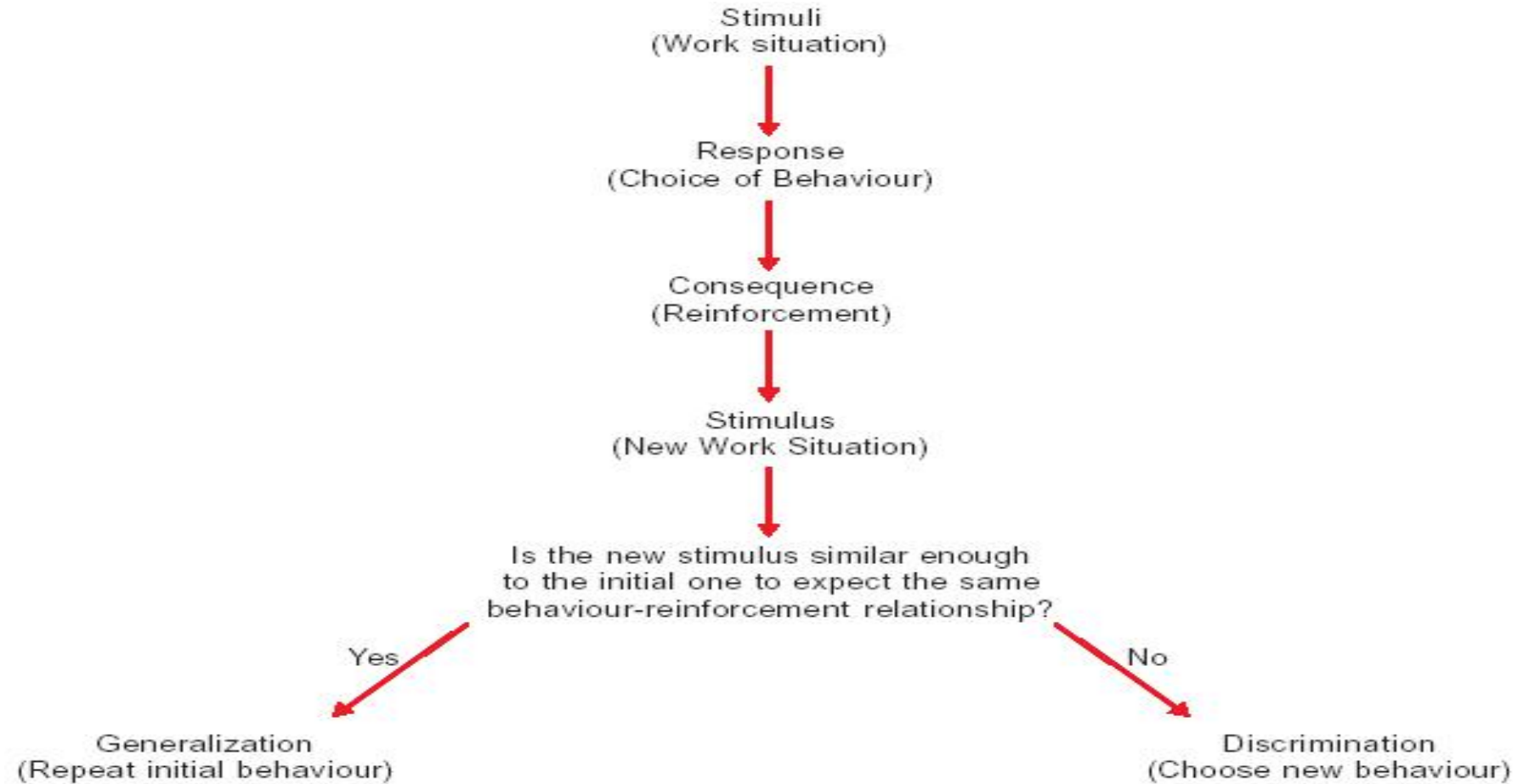- Learning curves
- Meaningfulness of material
- Learning styles

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Negative Effects of Punishment

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Learning Styles

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Stimulus Generalisation and Discrimination

Stimuli
(Work situation)

↓

Response
(Choice of Behaviour)

↓

Consequence
(Reinforcement)

↓

Stimulus
(New Work Situation)

↓

Is the new stimulus similar enough
to the initial one to expect the same
behaviour-reinforcement relationship?

Yes ↙   ↘ No

Generalization
(Repeat initial behaviour)

Discrimination
(Choose new behaviour)

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Cognitive and Social Learning

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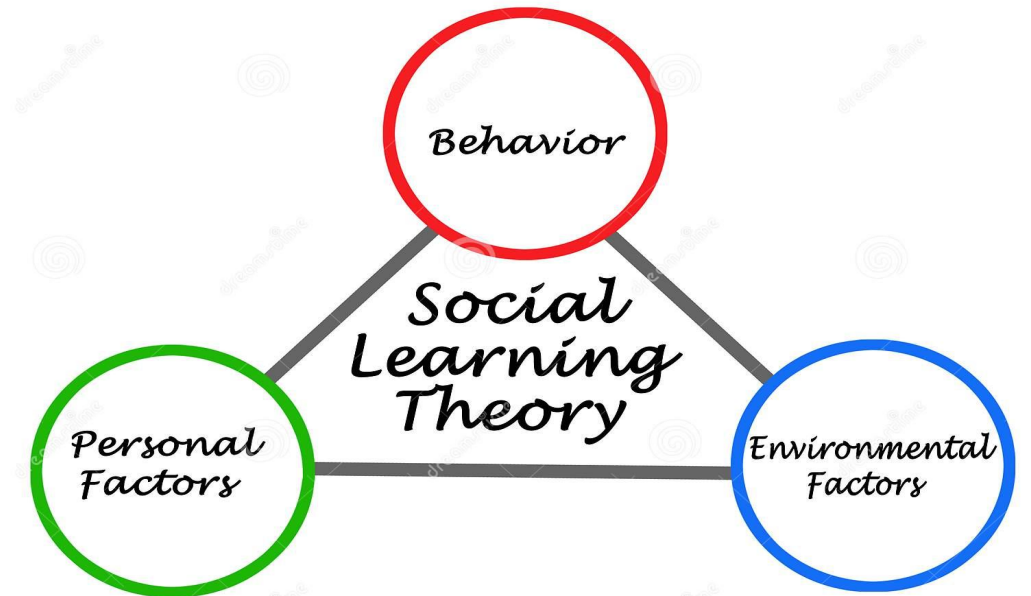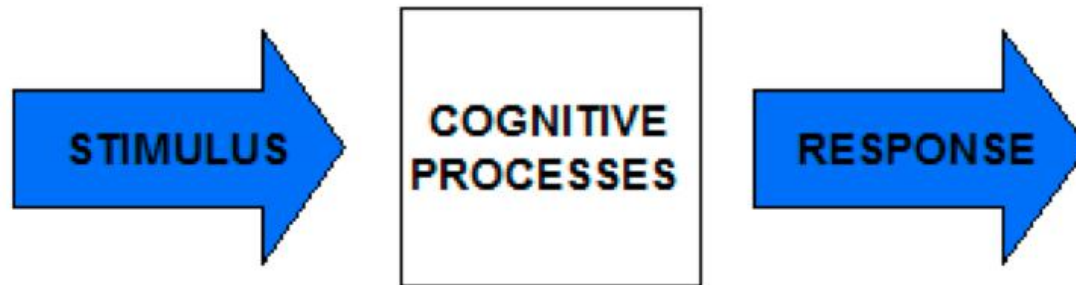
Cognitive learning

- Cognitive learning is a style of learning that focuses on more effective use of the brain. To understand the process of cognitive learning, it's important to know the meaning of cognition.

- Cognition is the mental process of gaining knowledge and understanding through the senses, experience and thought. Cognitive learning theory merges cognition and learning to explain the different processes involved in learning effectively.

- The cognitive learning process aims to chart the learning process for optimal thinking, understanding and retention of what we learn. When you master the fundamentals of cognitive learning, it becomes easy to maintain a lifelong habit of continuous learning. Not only can these strategies make you a better learner, but they can make you more likely to excel in your profession.

- With cognitive learning strategies, you can become a powerful public speaker, a visionary leader or a motivated team player who helps your organization achieve its goals and objectives.

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Functions of cognitive learning

- Cognitive learning is an immersive and active process that engages your senses in a constructive and long-lasting way.

- It teaches you to maximize your brain's potential and makes it easier to connect new information with existing ideas, deepening the memory and retention capacity.

- Instead of emphasizing memorization as in the traditional classroom method of learning, cognitive learning focuses on past knowledge.

- It trains you to reflect on the material and connect it with past knowledge for more robust learning. This not only makes cognitive learning a more effective way of gaining knowledge, but it also makes you a better learner for the long-term.

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Social learning theory

- Social learning theory is a theory of learning process and social behavior which proposes that new behaviors can be acquired by observing and imitating others.

- It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement.

- In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist.

- The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual.

Behaviourist Theory

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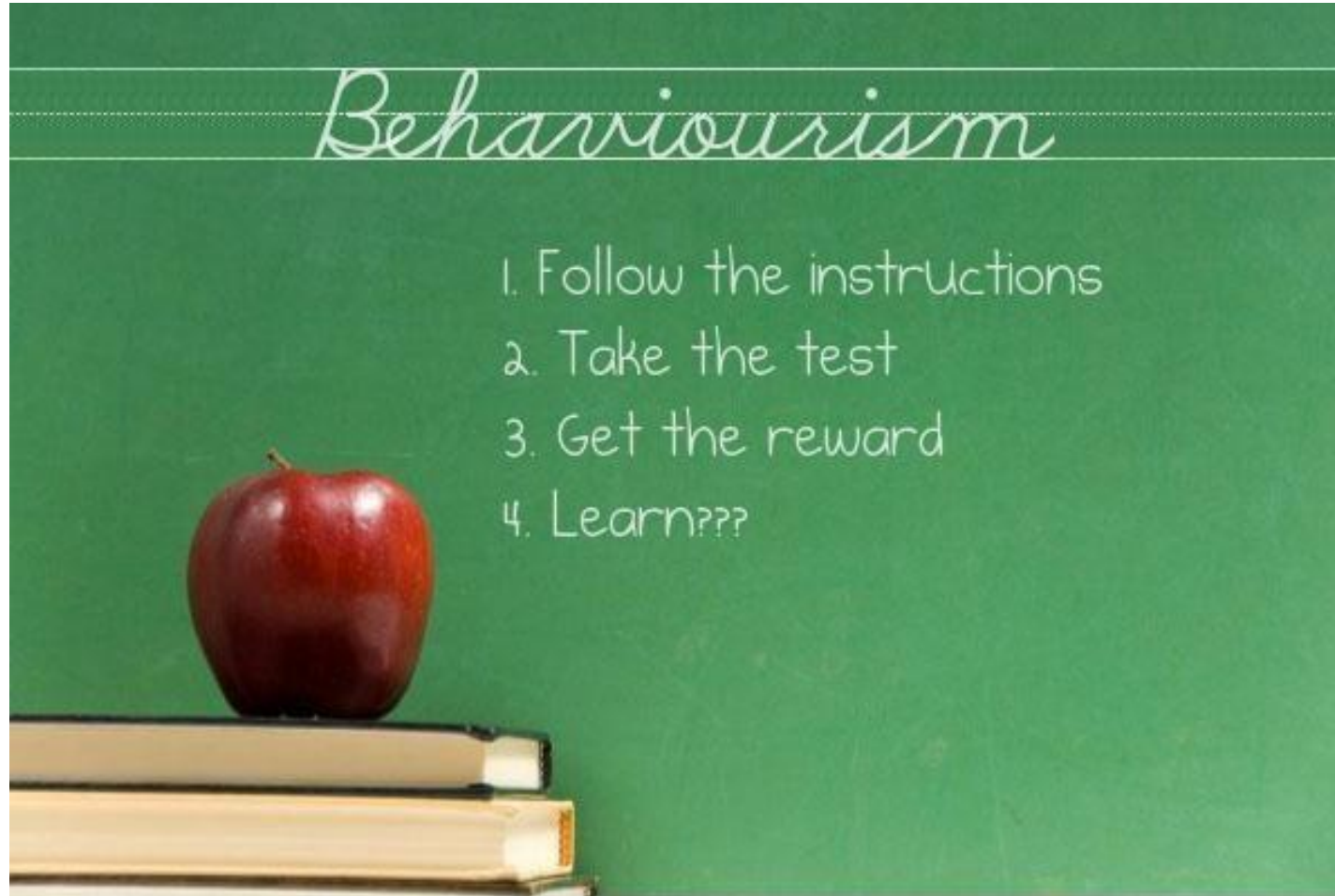
Behaviourist Theory

Behaviorism is a learning theory that studies observable and measurable behavioral changes, which result from stimulus-response associations made by the learner.

- This theory stems from the work of Pavlov who studied animal behavior, and was able to condition a dog to associate the ringing of a bell with food. Pavlovian conditioning is known as classical conditioning.

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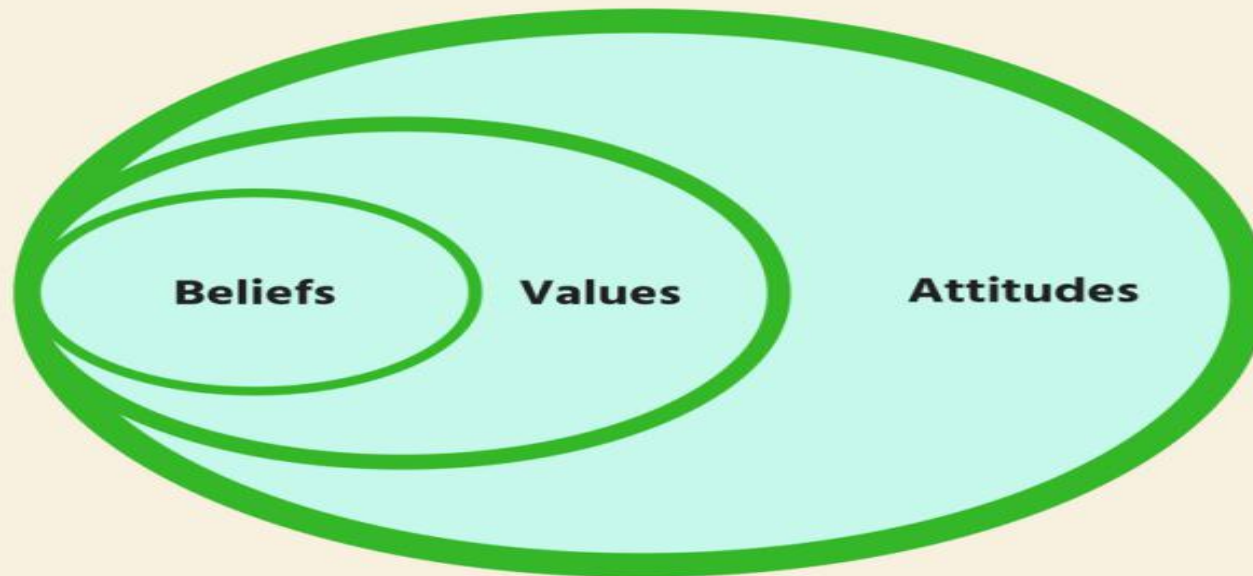
Behaviorism in the classroom

- Behaviorist techniques have long been applied in educational practices, especially in classroom and behavior management.

- The learning process, according to Behaviorism, places the teacher in a primary role wherein he or she adjusts the learner's behavior and directs learning through drill and practice, through habit-breaking, and punishment/reward.

- Conversely, the learner's activity, be it thinking or doing, is confined to the framework of "behavior", and is governed by the stimulus-response-reinforcement process.

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Behaviorism in the classroom

- Behaviorism equates learning with changes in either the form or frequency of observable performance.

- Learning is accomplished when a proper response is demonstrated following the presentation of a specific environmental stimulus. For example, when presented with a math flashcard showing the equation "2 + 4 = ?" the learner replies with the answer of "6." The equation is the stimulus and the proper answer is the associated response.

- The key elements are the stimulus, the response, and the association between the two. Of primary concern is how the association between the stimulus and response is made, strengthened, and maintained.

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ATTITUDES AND VALUES

By: Mudit M. Saxena, Dept. of Mech. Engg., ITE, Indus University

ATTITUDES

»Attitude is an important variable in individual behaviour. Attitude refers to beliefs, feelings and behavioural tendencies of people towards objects, people and ideas. ABC model seeks to better explain the nature of attitude. A stands for affective-feelings; B stands for behaviour – action tendencies; and C stands for cognition– beliefs and opinion.

»Attitudes are formed by direct experience with the object, classical conditioning, operant conditioning, vicarious learning, family and peer groups, neighbourhood and mass communication.

»Positive attitude insures such benefits to the organization as increased productivity, better quality, reduced stress, improved loyalty and the like.
»Attitude serves important functions such as adjustment, ego-defense, value expressive and knowledge.

»Attitudes of individuals and groups need to be changed. But change is difficult because of three barriers – escalation of commitment, cognitive dissonance, and insufficient information.

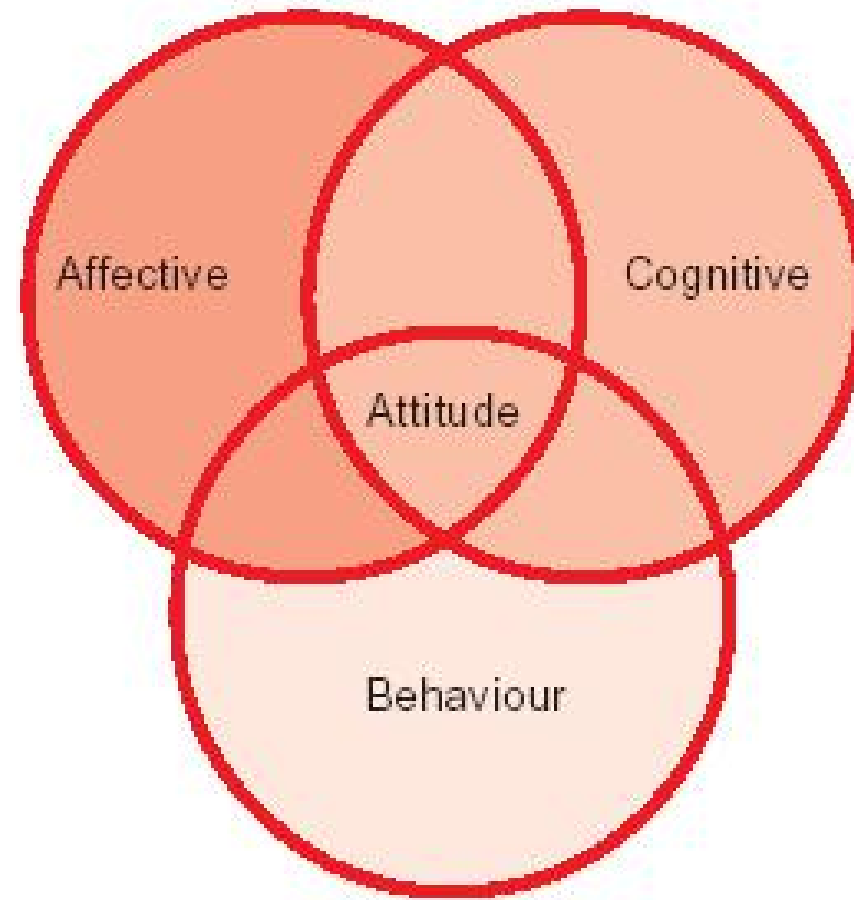»There are hints available to change attitudes both at the individual and group levels.

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ATTITUDES

» Job satisfaction is one type of attitude. It refers to the general attitude of employees towards their jobs. Job satisfaction is the cause for several benefits and consequence of many factors. It is useful to measure job satisfaction and OB experts have suggested several techniques for measuring.

» Another work related attitude is organizational commitment. Organizational commitment refers to the strength of an employee's involvement in the organization and identification with it.

» Organizational commitment varies across countries, Asian countries score high on this variable.

» Values represent stable, long-lasting beliefs about what is important. There are personal as well as organizational values. An individual enters organization with his or her values which often clash with organizational values. They need to be merged for increased organizational effectiveness.

» Attitude is an important concept in the study of OB as it has influence on perception, satisfaction and commitment.

» Values influence attitudes, motivation and perception.

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Nature of Attitudes

» Attitudes are learned. How attitudes are learned will be explained in the next section in this chapter.

» Attitudes refer to feelings and beliefs of an individual or groups of people.

» These feelings and beliefs define one's predispositions towards given aspects of the world.

» Attitudes endure, unless something happens. For example if X is transferred to day shift, his attitude may become positive.

» Attitudes can fall anywhere along a continuum for very favorable to very unfavorable. Such expressions as "This B-School is good", "This leader is corrupt and incompetent" are heard from people.

» Attitudes are organized and are core to an individual.
» All people, irrespective of their status or intelligence, hold attitudes.

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ATTITUDES

Three Components of Attitudes

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ATTITUDES

Work Related
Components
of
Attitudes

STIMULI

Work related factors

| Managerial style |
| Technology |
| Noise |
| Peers |
| Reward system |
| Career opportunities |

↓

Cognition — Beliefs and values → "My supervisor is unfair"
→ "Having a fair supervisor is imporant to me"

↓

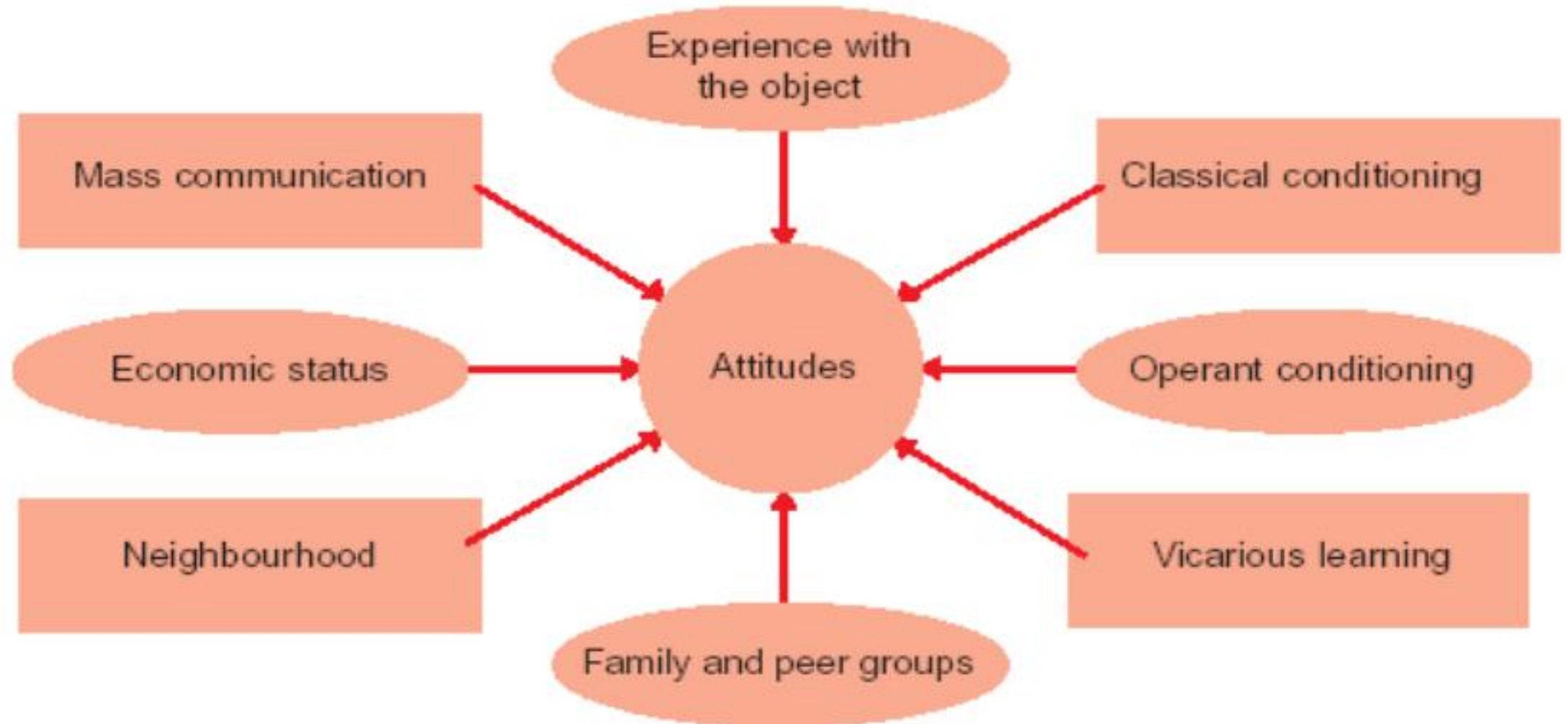Affect — Feelings and emotions → "I don't like my supervisor"

↓

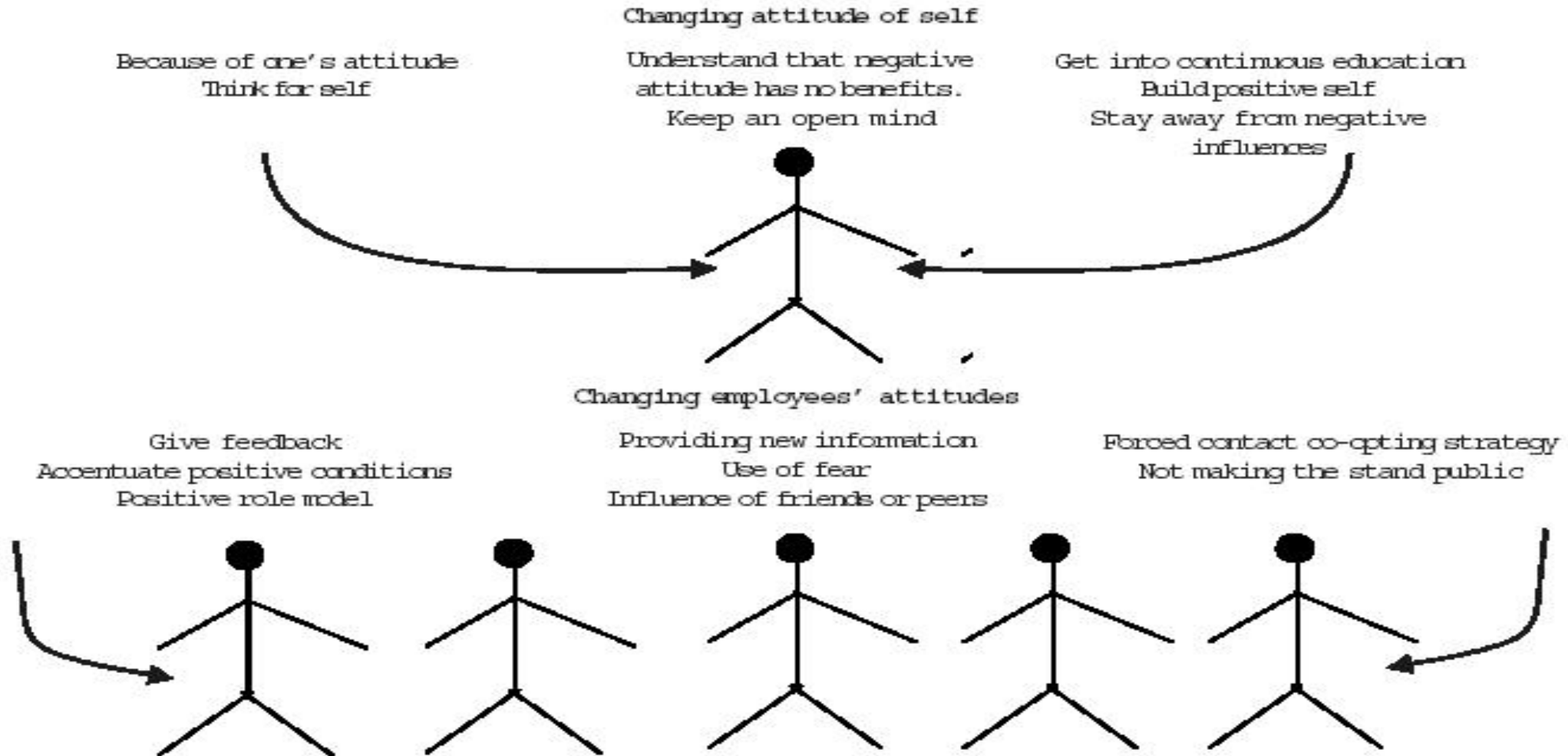Behaviour — Intended behaviour → "I am going to request a transfer"

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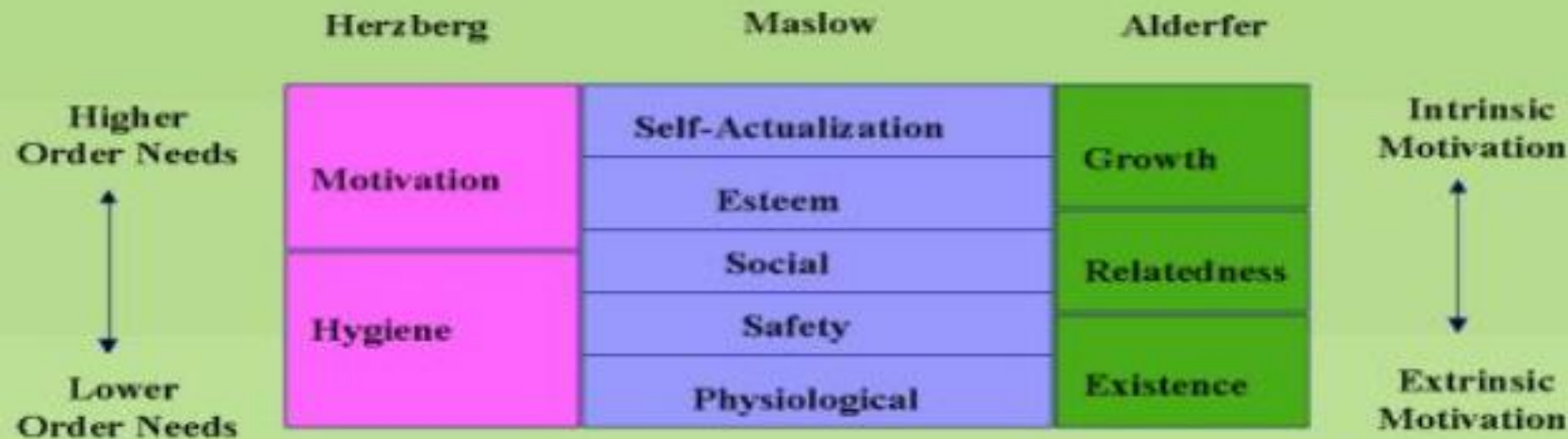# Benefits of Positive Attitudes

- Increases productivity
- Fosters teamwork
- Solves problems
- Improves quality
- Makes for congenial atmosphere
- Breeds loyalty
- Increases profits
- Fosters better relationships with employees, employers and customers
- Reduces stress
- Makes for a pleasing personality.
- Functions of Attitudes

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Changing attitudes

Changing attitude of self

Because of one's attitude
Think for self

Understand that negative
attitude has no benefits.
Keep an open mind

Get into continuous education
Build positive self
Stay away from negative
influences

Changing employees' attitudes

Give feedback
Accentuate positive conditions
Positive role model

Providing new information
Use of fear
Influence of friends or peers

Forced contact co-opting strategy
Not making the stand public

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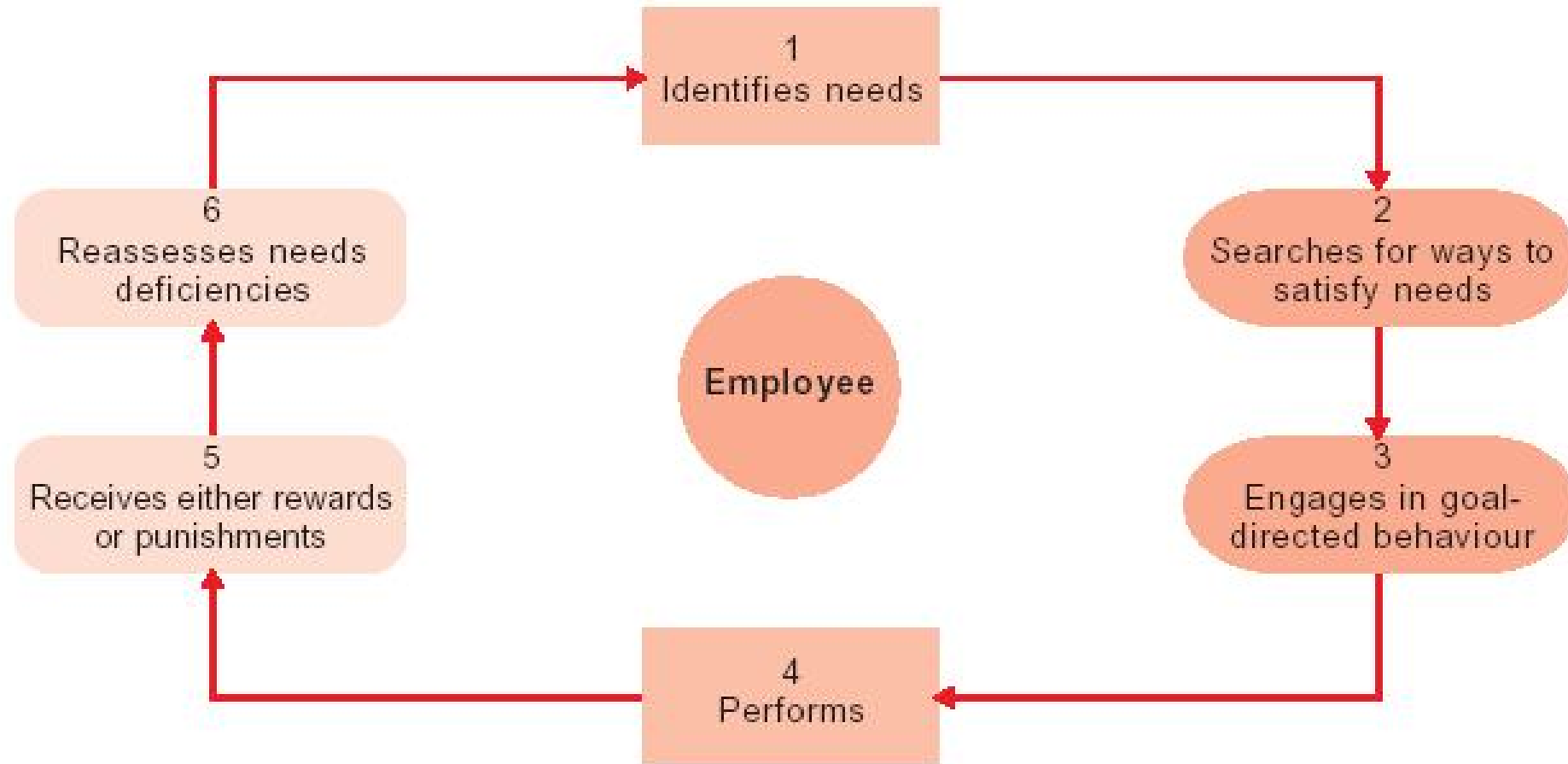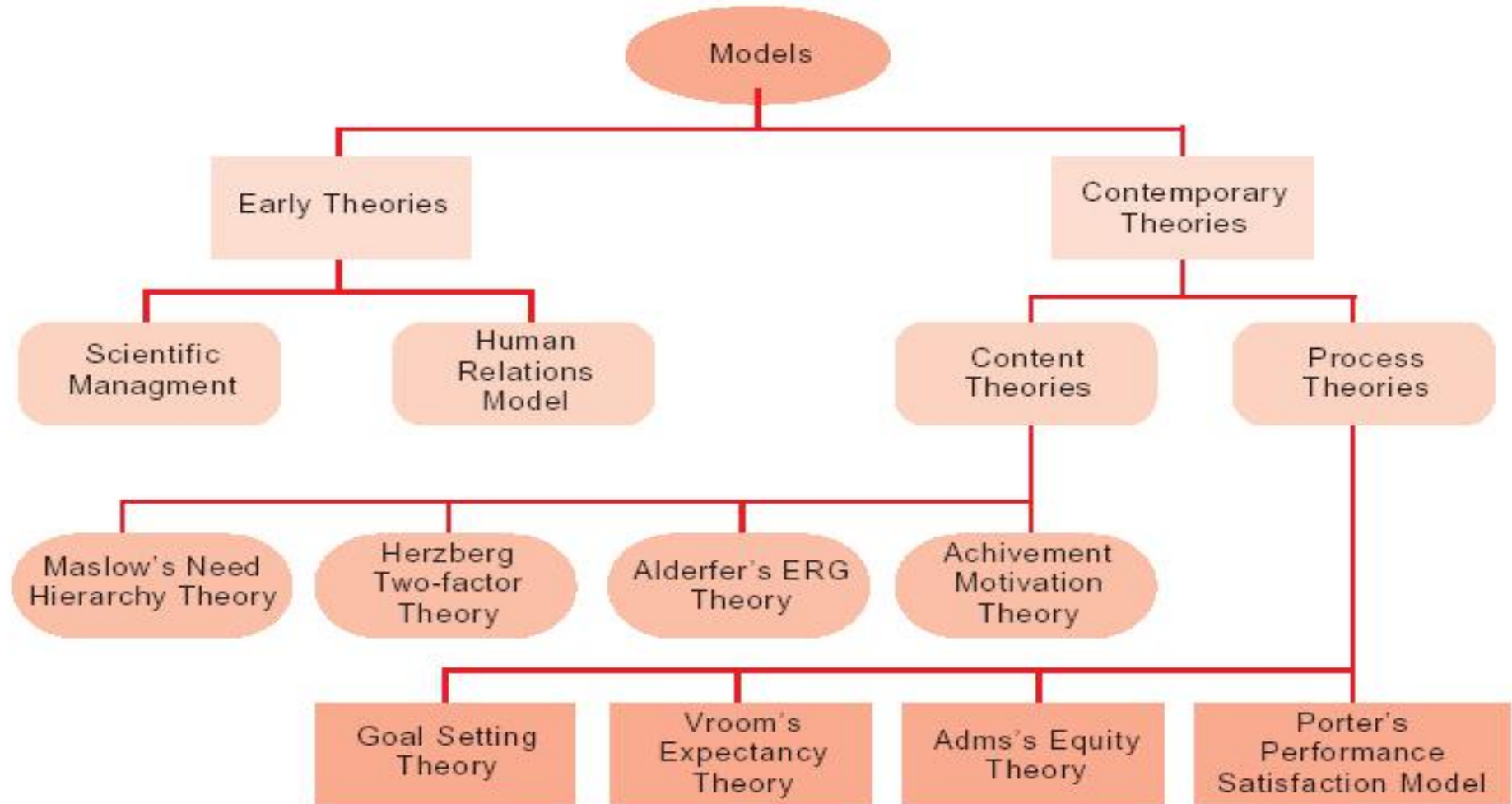
MOTIVATION

1. Motivation refers to a set of forces that energise people to behave in certain ways.

2. Motivation is necessary to accomplish tasks, to produce quality goods and for other related purposes.

3. Motivation is not an easy job. Change of workforce, change of job designs and delayering of organisations make motivation a difficult task.

4. Motivation theories are of two broad categories – early and contemporary theories.

5. Scientific management and human relations model fall under early theories category.

6. Contemporary theories cover content and process models.

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Framework of Motivation

Motivational Models

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Maslow's hierarchy of needs

Maslow's hierarchy of needs — Dominance of Physiological Needs

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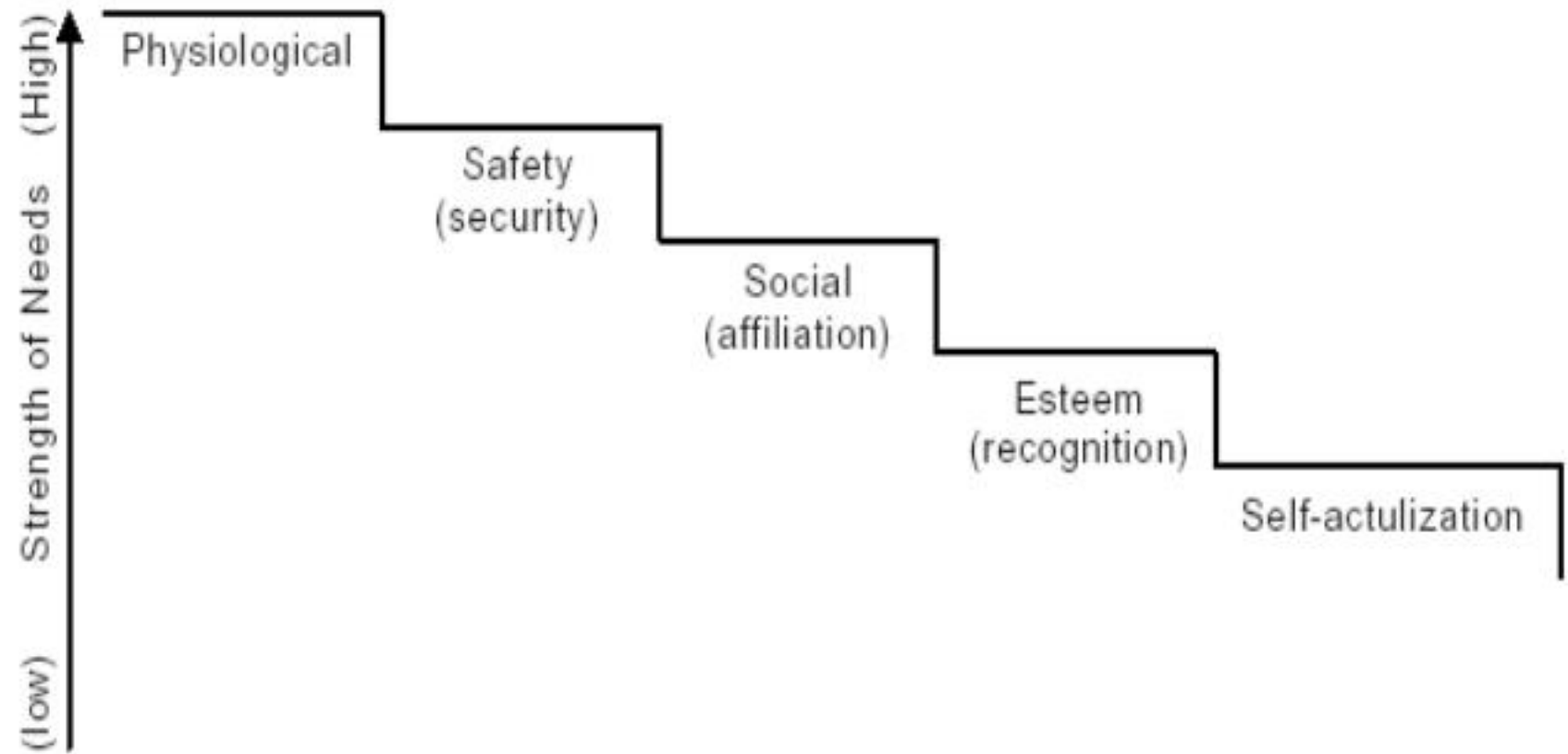
Self-Actulization Needs Dominant In The Need Structure

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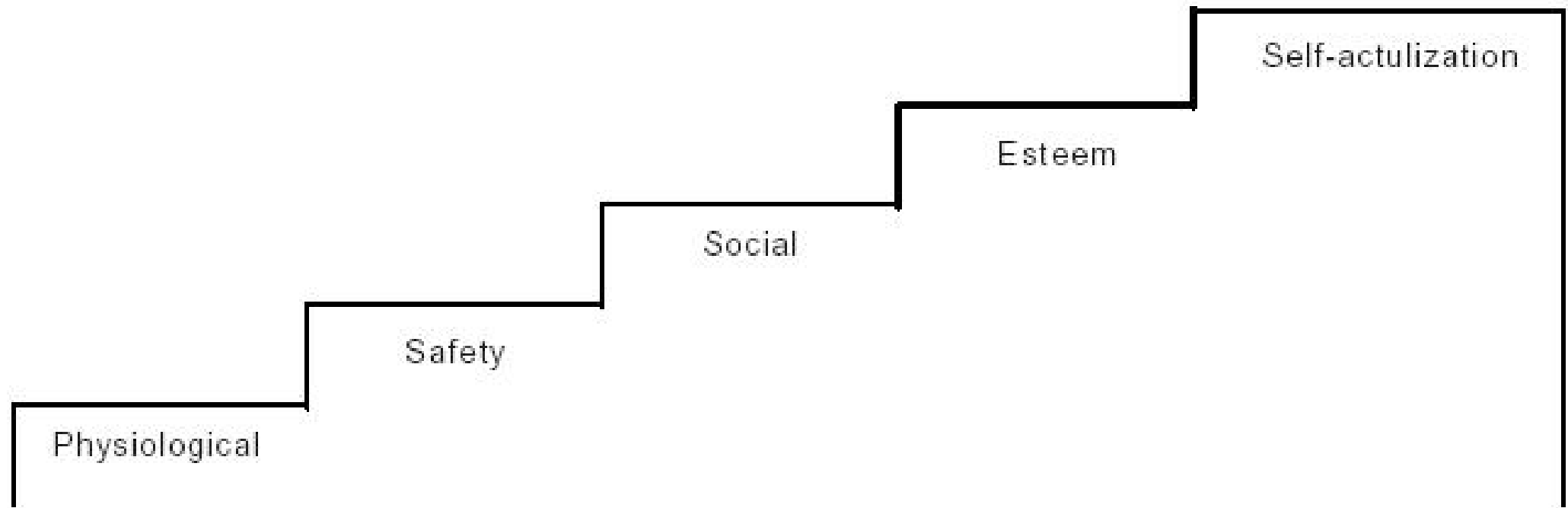
Needs Satisfaction

Flow Diagram of Needs Satisfaction
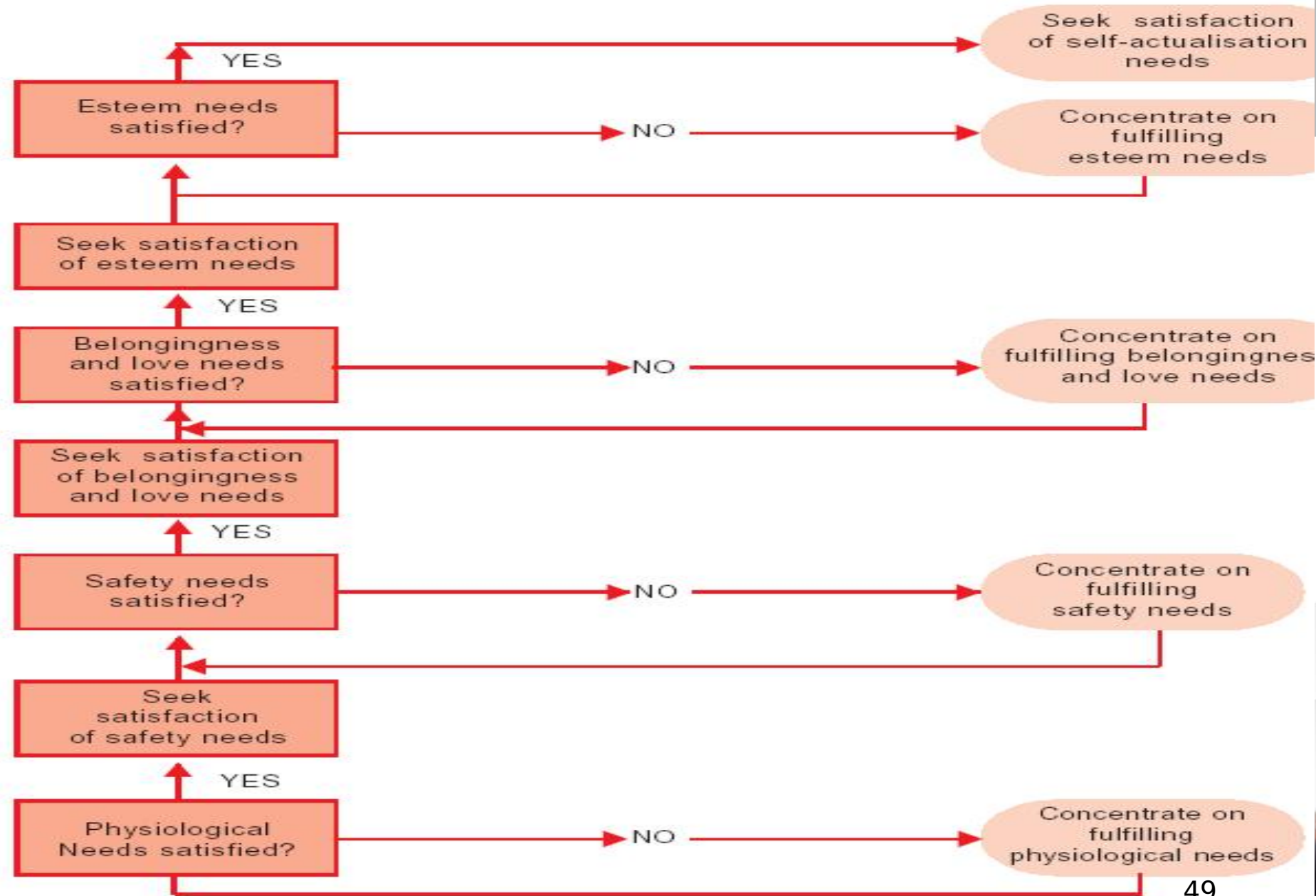
Herzberg's Hygienes and Motivators

Hygiene: Job dissatisfaction	Motivators: Job satisfaction
	Achievement
	Recognition of achievement
	Work itself
	Responsibility
	Advancement
	Growth
Company policy and administration	
Supervision	
Interpersonal relations	
Working conditions	
Salary*	
Status	
Security	

* Because of its ubiquitous nature, salary commonly shows up as a motivator as well as hygiene. Although primarily a hygiene factor, it also often takes on some of the properties of a motivator, with dynamics similar to those of recognition for achievement.
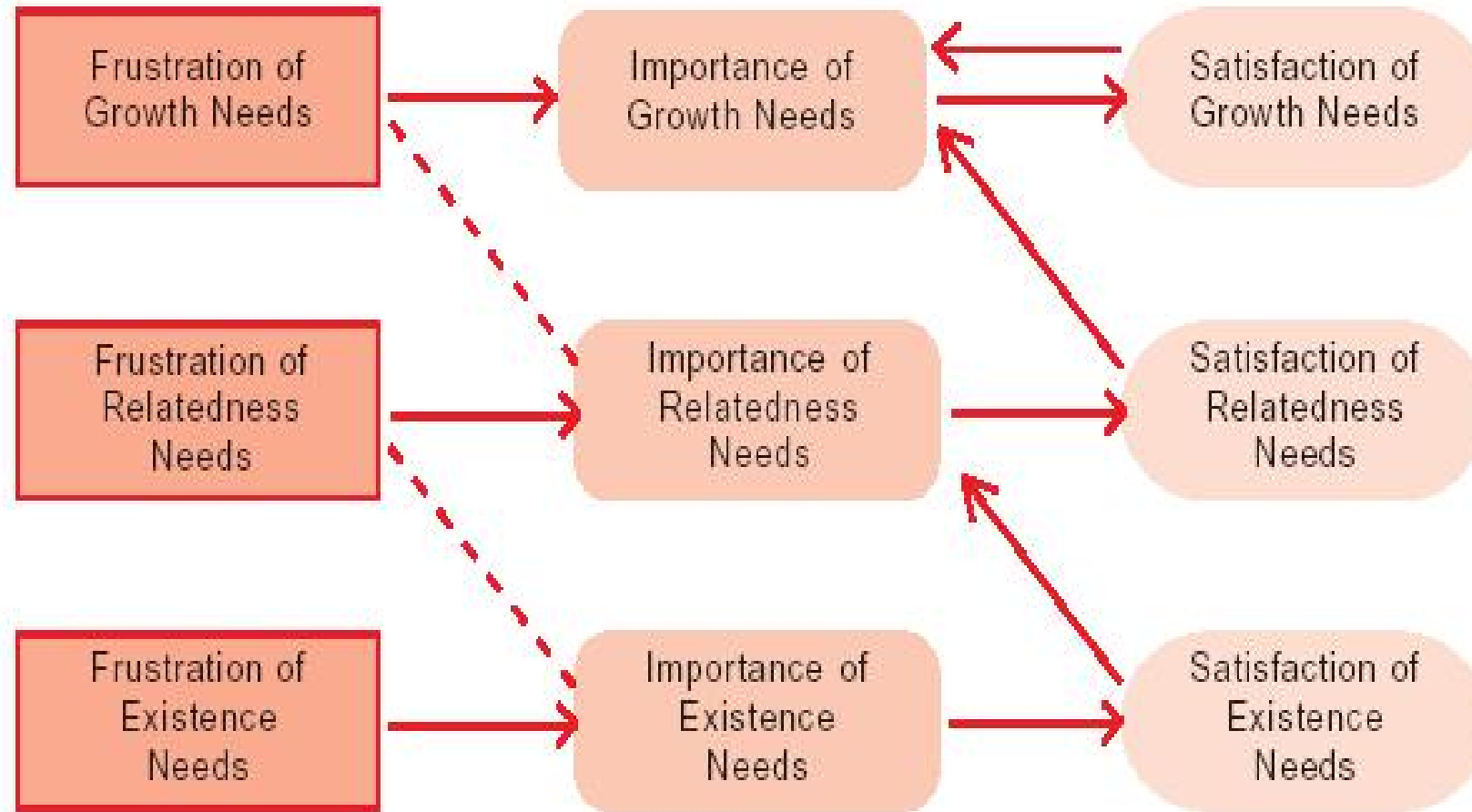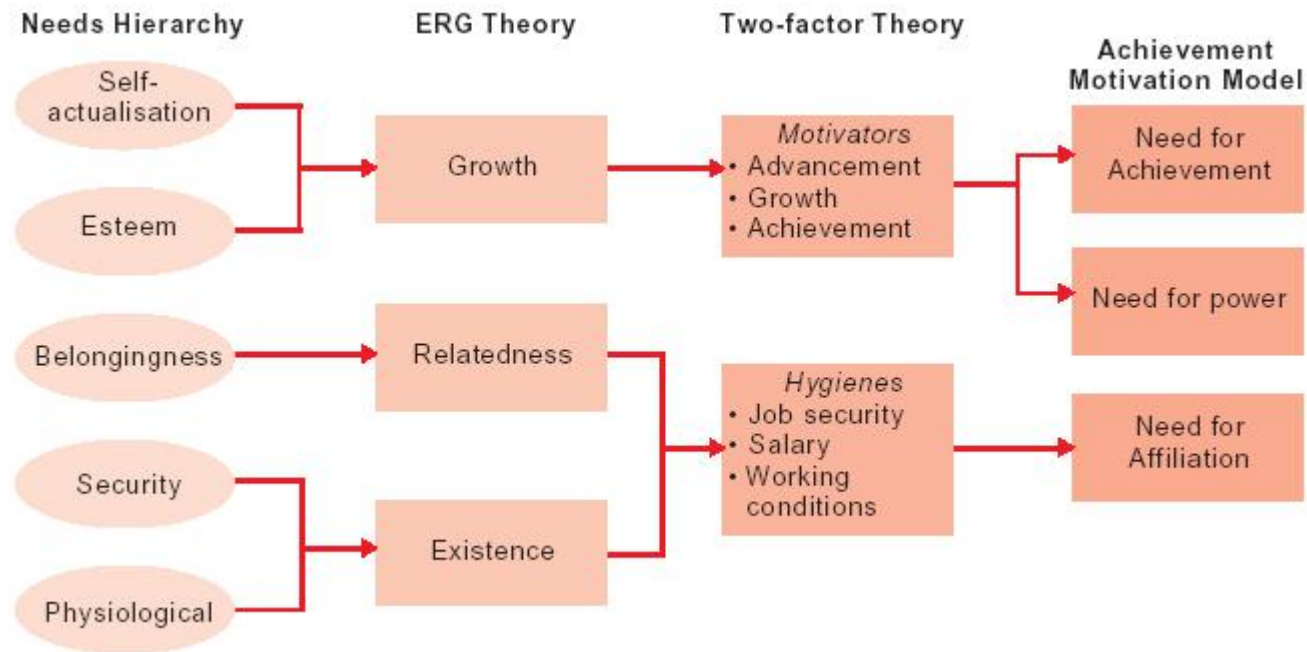
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Difference Between Maslow's and Herzberg's Motivational Theories

Issue	Maslow	Herzberg
Type of theory	Descriptive	Prescriptive
The satisfaction	Unsatisfied needs energise performance relationship	Needs cause performance behaviour, this behaviour causes performance
Effect of need satisfaction actualisation)	A satisfied need is not a motivator not a motivator, other satisfied	A satisfied (hygiene) need is (except self – needs are motivators
Need order	Hierarchy of needs	No hierarchy
Effect of pay	Pay is a motivator if it satisfies needs	Pay is not a motivator
Effect of needs	All needs are motivators	Only some needs are times motivators
View of motivation	Macro view – deals with all aspects	Micro view – deals primarily of existence with work related motivation
Worker level	Relevant for all workers	Probably more relevant to white – collar and professional workers

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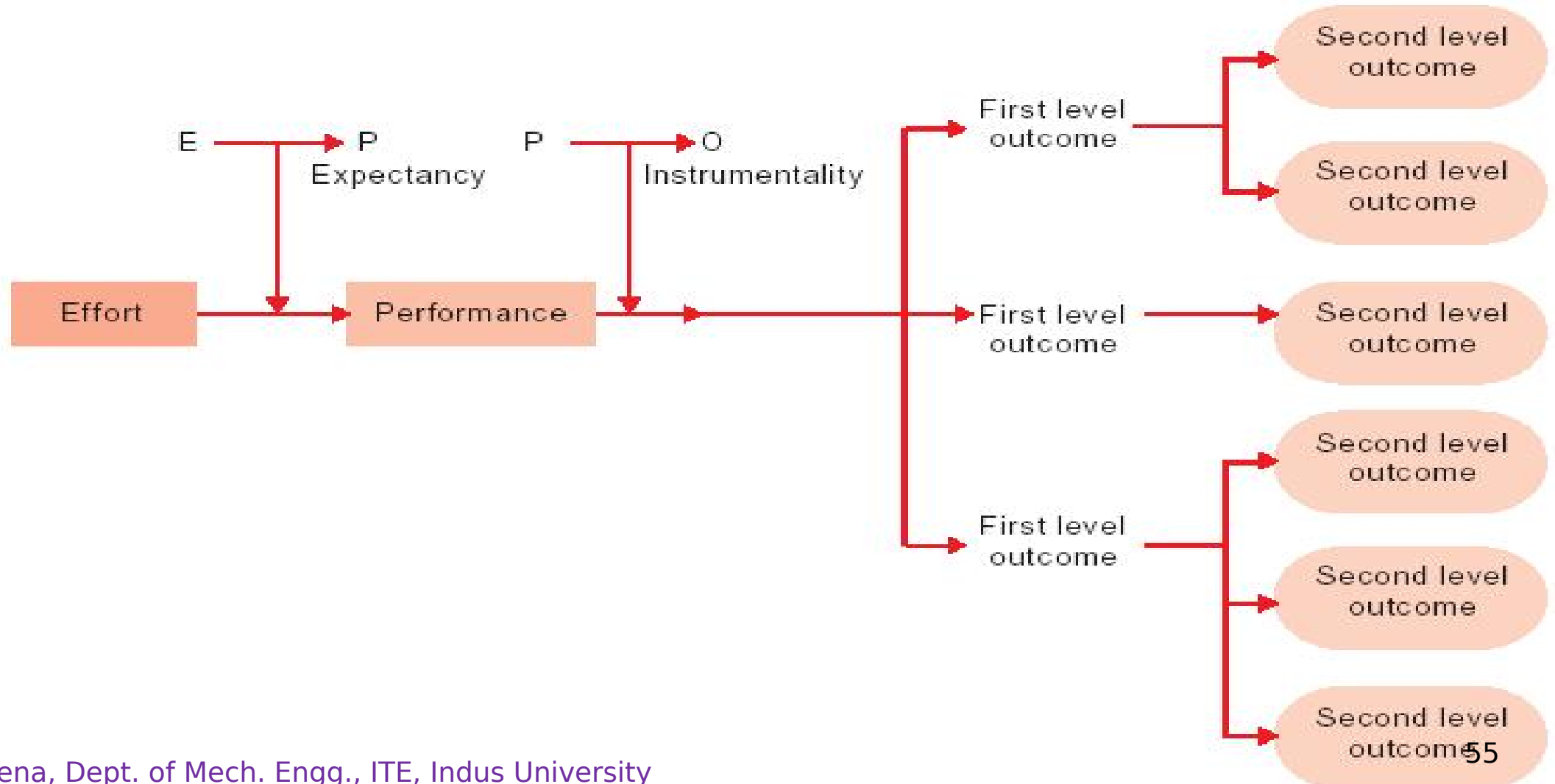
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Matching Content Theories

By: Mudit M. Saxena, Dept. of Mech. Engg., ITE, Indus University

Expectancy Theory

Motivational Theories

CONTENT MOTIVATION THEORIES

Focus on identifying people's needs in order to understand what motivates them.

Needs Hierarchy

Maslow's theory of motivation that is based on five needs.

ERG Theory

Alderfer's classification of needs as existence, relatedness and growth.

Two-factor Theory

Herzberg's classification of needs as hygienes and motivators.

Manifest Needs Theory

McClelland's classification of needs as achievement, power and affiliation.

PROCESS MOTIVATION THEORIES

Attempt to understand how and why people are motivated.

Expectancy Theory

Vroom's formula, which states that Motivation = Expectancy x Instrumentality × Valence.

Equity Theory

Adam's motivation theory which is based on the comparison of perceived inputs to outputs.

Porter and Lawler seek to identify valences and expectancies and link effort with performance and satisfaction.

Goal-setting Theory

Set realistie, attainable, and time-bound goals-performance takes place

Major theories of Motivation

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McGregor X - Y Theories

Theory X	Theory Y
* people need close supervision	* people want independence in work
* will avoid work when possible	* people seek responsibility
* will avoid responsibility	* people are motivated by self-fulfilment
* that they desire only money	* people naturally want to work
* people must be pushed to perform	* people will drive themselves to perform

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Theory X and Theory Y

- Theory X and Theory Y were first explained by McGregor in his book, "The Human Side of Enterprise," and they refer to two styles of management – authoritarian (Theory X) and participative (Theory Y).

- If you believe that your team members dislike their work and have little motivation, then, according to McGregor, you'll likely use an authoritarian style of management. This approach is very "hands-on" and usually involves micromanaging people's work to ensure that it gets done properly. McGregor called this Theory X.

- On the other hand, if you believe that your people take pride in their work and see it as a challenge , then you'll more likely adopt a participative management style. Managers who use this approach trust their people to take ownership of their work and do it effectively by themselves. McGregor called this Theory Y.

- The approach that you take will have a significant impact on your ability to motivate your team members. So, it's important to understand how your perceptions of what motivates them can shape your management style.

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Theory X

- Theory X managers tend to take a pessimistic view of their people, and assume that they are naturally unmotivated and dislike work. As a result, they think that team members need to be prompted, rewarded or punished constantly to make sure that they complete their tasks.

- Work in organizations that are managed like this can be repetitive, and people are often motivated with a "carrot and stick" approach. Performance appraisals and remuneration are usually based on tangible results, such as sales figures or product output, and are used to control staff and "keep tabs" on them.
  - This style of management assumes that workers:
  - Dislike their work.
  - Avoid responsibility and need constant direction.
  - Have to be controlled, forced and threatened to deliver work.
  - Need to be supervised at every step.
  - Have no incentive to work or ambition, and therefore need to be enticed by rewards to achieve goals.

- Although Theory X management has largely fallen out of fashion in recent times, big organizations may find that adopting it is unavoidable due to the sheer number of people that they employ and the tight deadlines that they have to meet.

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- Theory Y managers have an optimistic, positive opinion of their people, and they use a decentralized, participative management style. This encourages a more collaborative , trust-based relationship between managers and their team members.

- People have greater responsibility, and managers encourage them to develop their skills and suggest improvements. Appraisals are regular but, unlike in Theory X organizations, they are used to encourage open communication rather than control staff.

- Theory Y organizations also give employees frequent opportunities for promotion.
    - This style of management assumes that workers are:
    - Happy to work on their own initiative.
    - More involved in decision making.
    - Self-motivated to complete their tasks.
    - Enjoy taking ownership of their work.
    - Seek and accept responsibility, and need little direction.
    - View work as fulfilling and challenging.
    - Solve problems creatively and imaginatively.
- Theory Y has become more popular among organizations. This reflects workers' increasing desire for more meaningful careers that provide them with more than just money.

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Theory X and Theory Y in the Workplace

- Most managers will likely use a mixture of Theory X and Theory Y. You may, however, find that you naturally favor one over the other. You might, for instance, have a tendency to micromanage or, conversely, you may prefer to take a more hands-off approach .

- Although both styles of management can motivate people, the success of each will largely depend on your team's needs and wants and your organizational objectives.

- You may use a Theory X style of management for new starters who will likely need a lot of guidance, or in a situation that requires you to take control such as a crisis .

- But you wouldn't use it when managing a team of experts , who are used to working under their own initiative, and need little direction. If you did, it would likely have a demotivating effect and may even damage your relationship with them.

- However, both theories have their challenges. The restrictive nature of Theory X, for instance, could cause people to become demotivated and non-cooperative if your approach is too strict. This may lead to high staff turnover and could damage your reputation in the long term.

- Conversely, if you adopt a Theory Y approach that gives people too much freedom, it may allow them to stray from their key objectives or lose focus. Less-motivated individuals may also take advantage of this more relaxed working environment by shirking their work.

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Work Stress

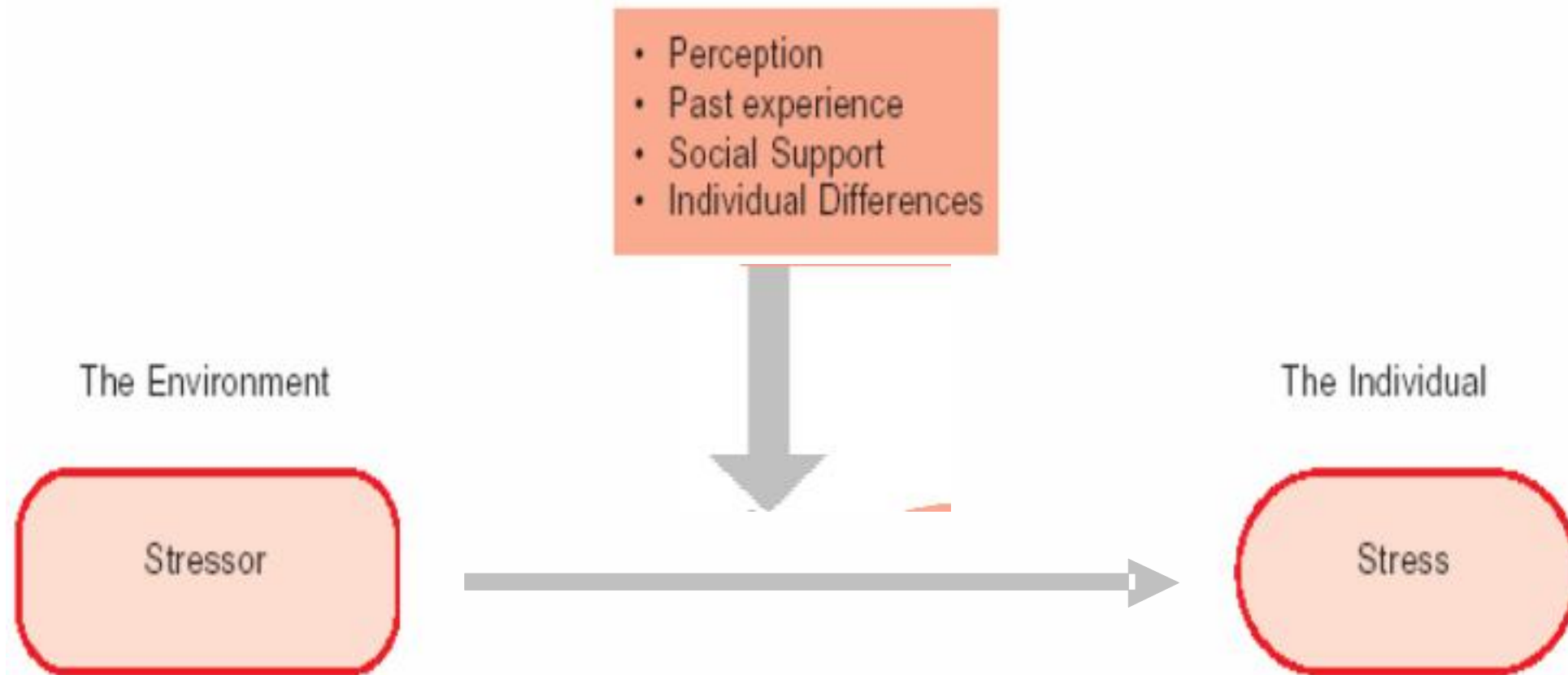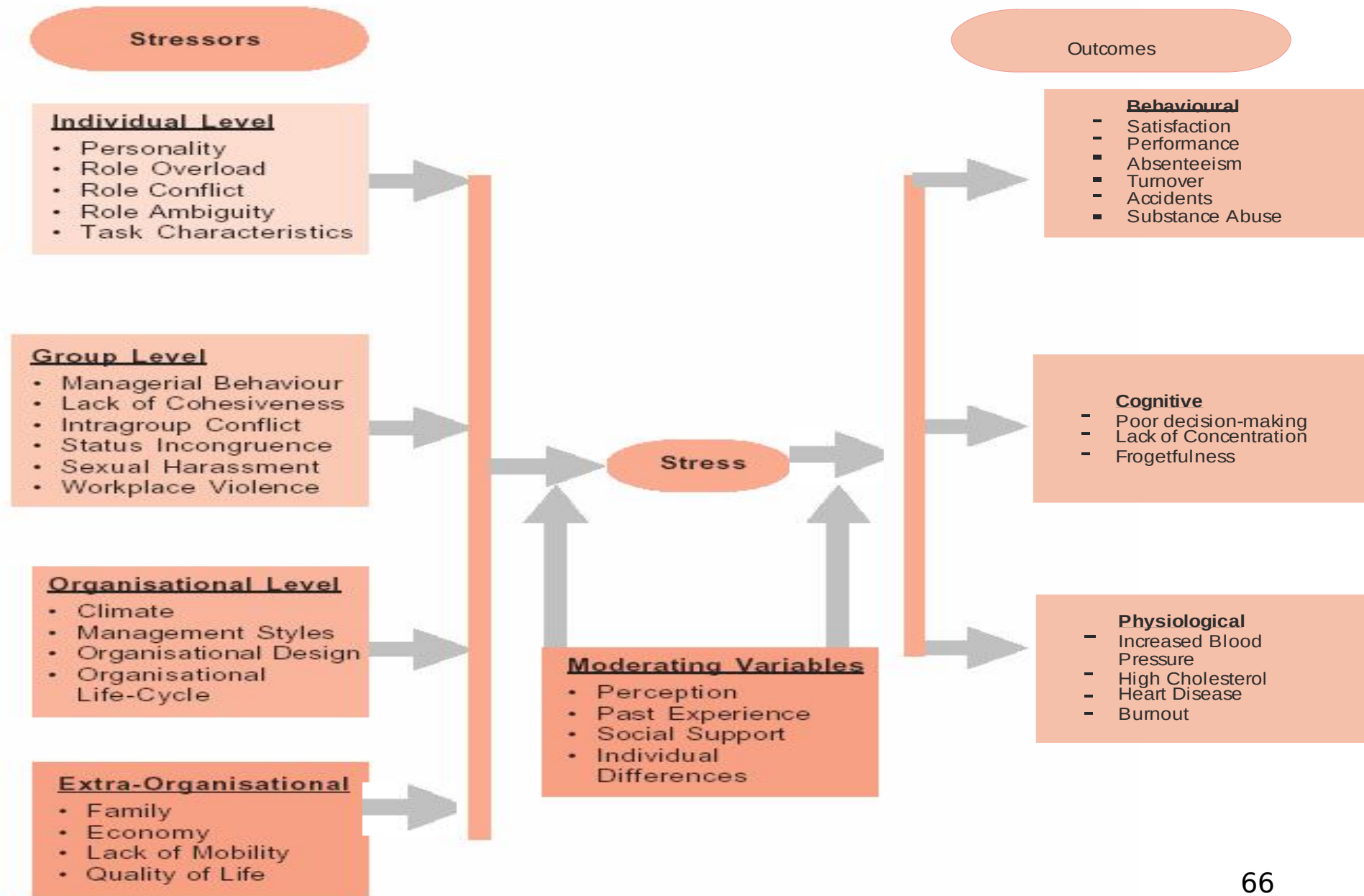By: Mudit M. Saxena, Dept. of Mech. Engg., ITE, Indus University

WORK STRESS

1. Stress is one's reaction to stressors and consequence of such reaction.

2. Impact of stress varies from person to person.

2. Stress originates at the individual, group, organisational or extra-organisational level.

3. Outcomes of stress include physical and physiological problems of employees, increased absenteeism and reduced productivity for organisations.

4. Burnout is the consequence of prolonged exposure to stress.

5. There are individual and organisational strategies to cope with stress.

6. Stress is negatively related to performance.

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WORK STRESS

» Stress is one's response to a disturbing factor in the environment and the consequences of such reaction.

» Response to stress varies between individuals. How an individual experiences stress depends on perception, past experience and social support the individual has.

» Stressors originate at the individual, group, organisational or extra-organisational level.

» Outcomes of stress are very serious. Individual suffers from stress, so also the organisation which has to pay in terms of absenteeism, reduced productivity and claims of damages from affected employees.

» One serious consequence of stress is burnout. Burnout results from prolonged exposure to stress.

» There are individual as well as organisational strategies to cope with stress.

» Stress is negatively related to performance. Higher the stress, lower the performance. The earlier belief that moderate level of stress enhances performance is not held tenable now.

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Relationship Between Stressors and Stress

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A Model of Occupational Stress

Stressors

Individual Level
- Personality
- Role Overload
- Role Conflict
- Role Ambiguity
- Task Characteristics

Group Level
- Managerial Behaviour
- Lack of Cohesiveness
- Intragroup Conflict
- Status Incongruence
- Sexual Harassment
- Workplace Violence

Organisational Level
- Climate
- Management Styles
- Organisational Design
- Organisational Life-Cycle

Extra-Organisational
- Family
- Economy
- Lack of Mobility
- Quality of Life

Stress

Moderating Variables
- Perception
- Past Experience
- Social Support
- Individual Differences

Outcomes

Behavioural
- Satisfaction
- Performance
- Absenteeism
- Turnover
- Accidents
- Substance Abuse

Cognitive
- Poor decision-making
- Lack of Concentration
- Frogetfulness

Physiological
- Increased Blood Pressure
- High Cholesterol
- Heart Disease
- Burnout

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Type A Personality

- Always moves, walks and eats rapidly.
- Feels impatient with the pace of things, hurries others, dislikes waiting.
- Does several things simultaneously.
- Feels guilty when relaxing.
- Tries to schedule more and more in less and less time.
- Uses nervous gestures such as clenched fist, banging the hand on the table.
- Does not have time to enjoy life.

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- Is not concerned about time.
- Is patient.
- Does not brag
- Play to fun, not to win.
- Relaxes without feeling guilty.
- Has no pressing deadlines.
- Is mild-mannered.
- Is never in a hurry

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Attitudinal Characteristics of Burnout

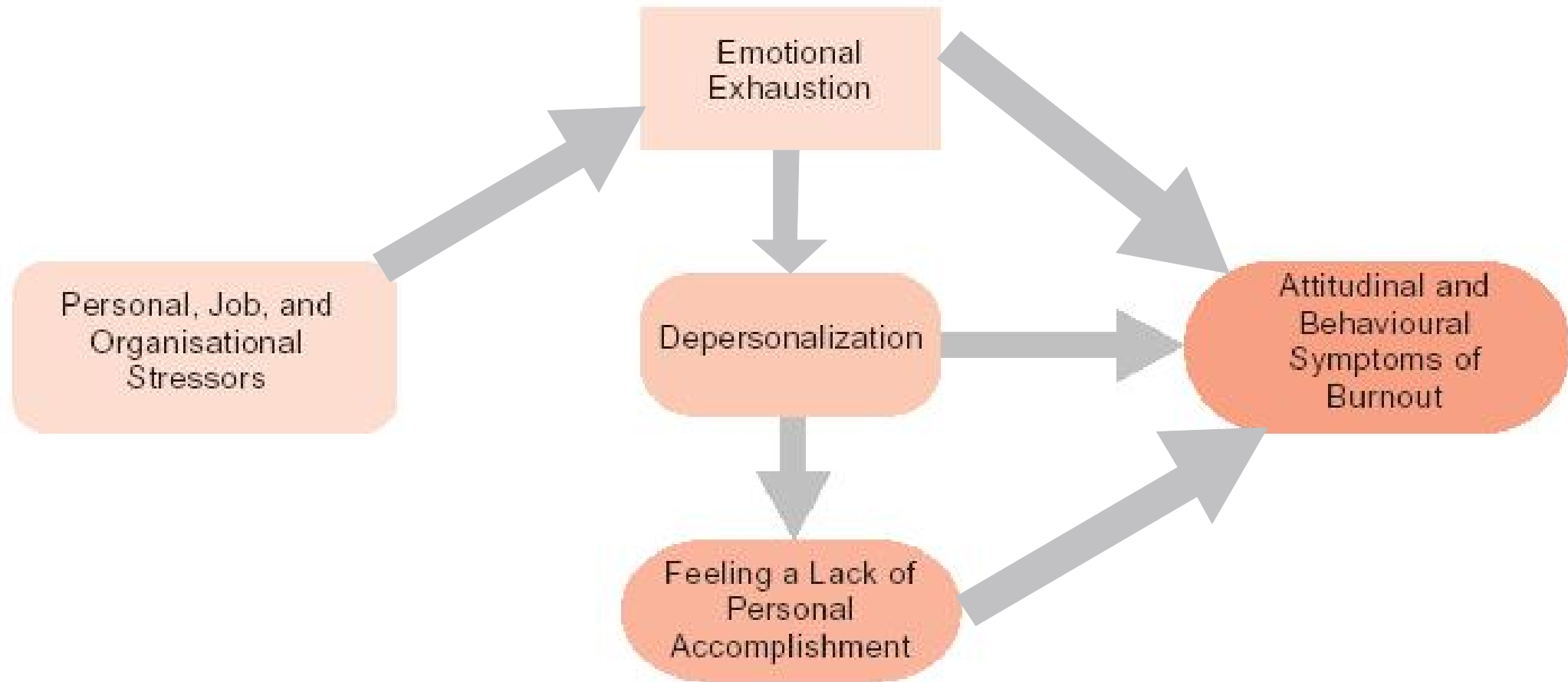| Attitude	Description
Fatalism	A feeling that you lack control over your work.
Boredom	A lack of interest in doing your job.
Discontent	A sense of being unhappy with your job.
Cynicism	A tendency to undervalue the content of your job and the rewards received.
Inadequacy	A feeling of not being able to meet your objectives.
Failure	A tendency to discredit your performance and conclude that you are ineffective.
Overwork	A feeling of having too much to do and not enough time to complete it.
Nastiness	A tendency to be rude or unpleasant to your co-workers.
Dissatisfaction	A feeling that you are not being justly rewarded for your efforts.
Escape	A desire to give up and get away from it all.

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A Model of Burnout

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Stress Vs Burnout

Stress

The person feels fatigued

The person is anxious

The person is dissatisfied with his or her job

The person's job commitment has dropped off

The person feels moody

The person feels guilty

The person is having difficulty concentrating; he or she tends to forget things

The person undergoes physiological changes

Burnout

The individual encounters chronic exhaustion.

The individual is hypertensive.

The individual is bored and cynical about the work.

The individual's job commitment is virtually nil; he or she is mentally detached from the organisation.

The individual feels impatient, irritable and unwilling to talk to others.

The individual encounters mental depression.

The individual does not seem to know where he or she is; forgetfulness is becoming more and more frequent.

The individual begins to voice psychosomatic complaints.such as increased blood pressure and heart beat

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Signs of Stress

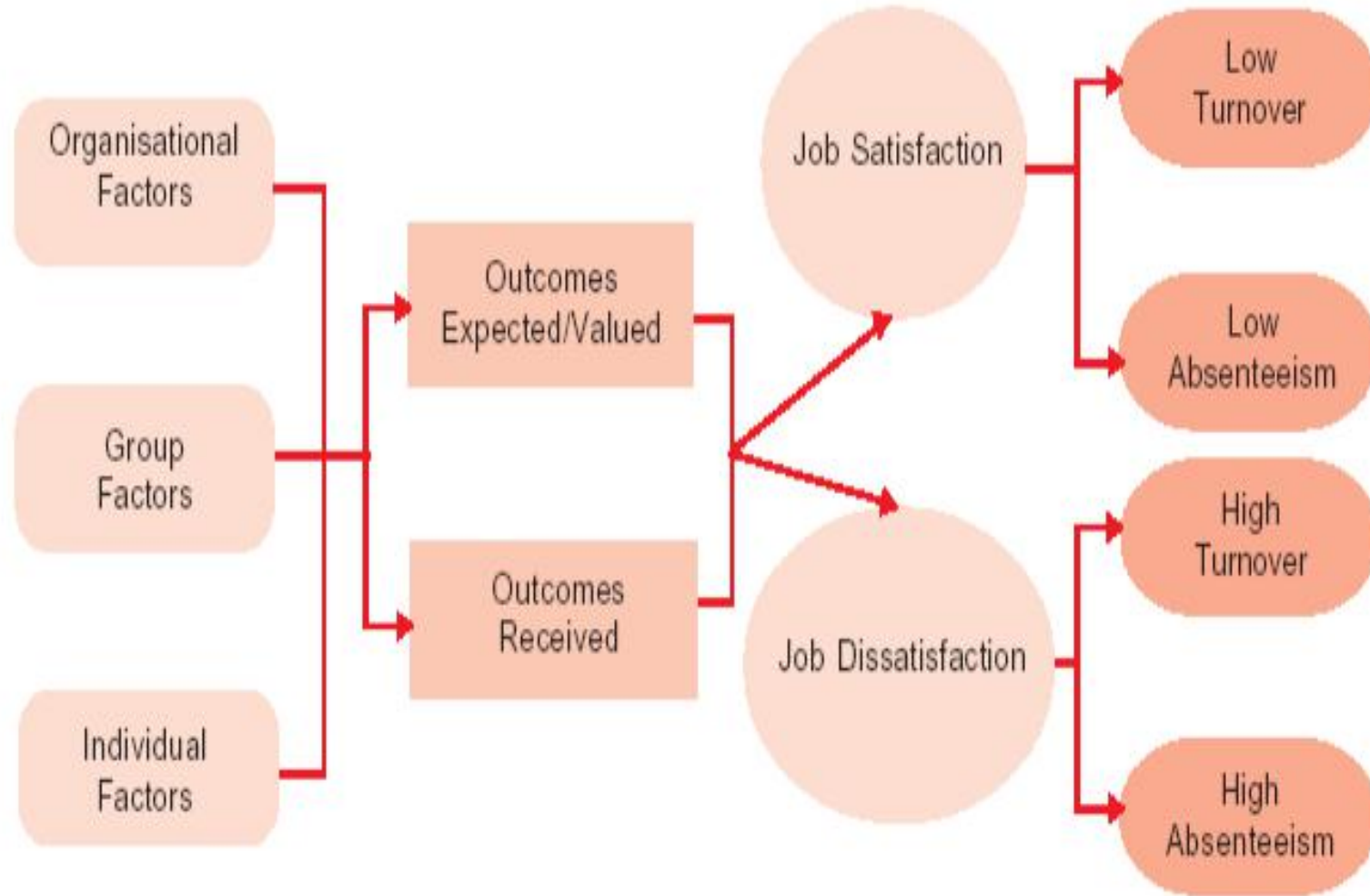| Physical Signs	Emotional Signs	Mental Signs	Relational Signs	Spiritual Signs	Behavioural Signs
Appetite changes	Bad temper	Lacking humour	Isolation	A feeling of emptiness	Pacing
Headaches	Anxiety	Dull senses	Defensive	Apathy	Swearing
Fatigue	Nightmares	Lethargy	Intolerance	Inability to forgive	Substance abuse
Insomnia	Irritability	Boredom	Resentment	Cynicism	Nail biting
Indigestion	Depression	Indecisiveness	Loneliness	Loss of direction	Slumped posture
Colds	Frustration	Forgetfulness	Nagging	Doubt	Restlessness
Weight change	Oversensitivity	Poor concentration	–	Need to prove self	Risk aversion
Teeth grinding	Mood swings outlook	Personality disorders	Aggression	Negative	Eating changes
Tension	Fearfulness	Stuck in past	Abuse	Gloom	Headaches

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Strategies to Eliminate Stress

» Improvements in the physical work environment;

» Job redesign to eliminate stressors;

» Changes in workloads and deadlines;

» Structural reorganization;

» Changes in work schedules, more flexible hours and sabbaticals;

» Management by objectives or other goal–setting programmes;

» Greater levels of employee participation, particularly in planning changes that affect them; and

» Workshops dealing with role clarity and role analysis.

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Job Satisfaction Model

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5 Steps to Design a Job that Motivates Employees

1. Skill Variety

- This refers to the range of abilities needed to perform a job. Employee motivation will increase if your team members are using a variety of diverse skills in their positions, rather than one set skill repeatedly.

2. Task Identity

- Task identity means the extent to which a job involves completing an identifiable piece of work from start to finish, with a visible outcome. Motivated employees will be more likely to complete tasks if they identify with them and have seen them through from start to finish. If you encourage employees to identify with a task, they are more motivated to complete it and achieve the outcome. Employees who contribute a small piece to multiple projects, but never see the outcome will identify less with their work, creating lower employee motivation.

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5 Steps to Design a Job that Motivates Employees

3. Task Significance

- The extent to which a job is important to and impacts others within and outside of the organization is known as tasks significance.

- When employees feel that their work is significant to their organization, they are motivated to do well and this will lead to increased employee productivity. If they feel that their work is going unnoticed, or isn't affecting anyone, this will cause employee engagement to take a hit and your team will be less motivated to complete tasks.

4. Autonomy

- Autonomy means each employee's level of freedom and ability to schedule tasks. Employees like to be able to make decisions and have flexibility in their roles.

- Most employees will have lowered motivation if they feel they have no freedom or are being micromanaged. A certain level of autonomy can lead to an improved employee experience and, as a result, a boost in productivity.

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5 Steps to Design a Job that Motivates Employees

5. Job Feedback

- This refers to the degree to which the employees work receives direct feedback on their performance.

- Your team needs feedback (both positive and negative) in order to remain motivated employees long-term.

- Managers need to provide feedback on performance throughout each employee's tenure, and not just at an annual or biannual performance review.

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Design of a Job that Motivates Employees

- All in all, employee motivation comes from many areas. Though employees need to have some intrinsic motivation (internal motivation) to complete the tasks assigned to them in their roles, they also need to be motivated by their employers.

- By designing jobs that encompass all of the core characteristics, you can help increase employee motivation, in turn improving performance.

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OB MODEL

- Organizational behavior model is a basic structure that shows the relations between variables at different levels in the organization.

- Organization analyze behavior of employees into three basic levels
      known as OB Model. They are :-

    – 1. Individual Level
    – 2. Group Level
    – 3. Organizational system Level

OB Model

Individual Level

- Complex level because employees has different psychology
- Orgn are the purposeful association of individuals.
- Analyze the characteristics & behaviors of employees and thought processes that are attributed to them. such as:-
  - motivation,
  - Perception
  - Personality
  - values and morals
  - Emotions
  - level /amount of stress etc.
  - Mainly here we add to our understanding of behavior in organization.

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Challenges at the Individual Level

- Individual Differences
- Job Satisfaction
- Motivation
- Empowerment
- Behaving Ethically

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Group Level

- Give rise
- Most of individual work in a group. So, group is defined as two or more Individuals ,interacting and interdependent , who has come together to achieve particular objectives. (Formal or informal)
- The structure of orgn along with giving rise to basic orgn culture at orgn system level, also determines the basic type and trust in leadership at group level.
- The trust of leadership and the trust on employees then determines the structure of groups in which the employees are to work.
- The quality of leadership is directly related to the quality of decision making

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OB Model

- The building block of the following:-
  - Group structure
  - Communication
  - Decisions
  - Conflict
  - Work teams
  - Orgn politics
  - Power

- The structure of group can lead to conflict and phenomena like power game and politics. So, better the system's policies better will be the running of an organisation.

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OB Model

Challenges at the Group Level

- Working With Others
- Workforce Diversity:- differences among people by age, sex , gender, ethnicity, physical abilities, disabilities.

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Organizational system Level

- Level at which initial policies, rules and regulation are formed
- serves as the building block of an orgn structure and culture which
- has direct impact on human output which further has different
- variables
- Productivity
- Turnover
- Satisfaction
- Deviant work place behavior

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Focus

- – how people structure their working relationships as well as on how
- – orgn interact with External environment forces major variable for analysis are:-
- – Orgn structure
- – Culture
- – Power and politics
- – Change and development

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Productivity

– A performance measure including effectiveness and efficiency.

Developing Effective Employees

– The achievement of goals

Efficiency of employees

– The ratio of effective work output to the input required to produce the work

Putting People First

– Putting people first generates a committed workforce and positively affects the bottom line.

– People will work harder when they feel they have "more control and say in their work."

Global Competition

– In recent years, businesses have faced tough competition from other countries. For survival they had to reduce costs, increase productivity, and improve quality

– Managing and Working in a Multicultural World

OB Model

- We can say that, each level is constructed upon the previous. Group concepts grow out from the foundation of individual section. We overlay structural constraints on the individuals and group in order to arrive at organizational system level.

- First OB model focuses on the individual level then group level and then towards orgn system level.

- These three levels are linked to a great deal and have a deep impact on each other, starting / moving from individual level to the organizations system level and running side by side are the personal characteristics of the employees. And having right policies with people of right attitude and psychology and right execution can lead to a smooth running profitable organization.

   (OB is just one of the determinants of orgns growth and profitability)

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Question Bank - OB 2

Q 1. Explain learning. What are theories of learning.   Write learning principles.

Q 2. What is attitude. Write the benefits of positive attitude.

Q 3. Explain type A and Type B personolity.

Q 4. Elaborate stress. Explain strategies to Eliminate Stress

Q 5. Draw a block diagram of Job Satisfaction Model.

Q 6. Explain 5 Steps to Design a Job that Motivates Employees

Q 7. Write a note on OB model.

Q 8. Explain theory X and theory Y in the Workplace

Q 9. Explain Cognitive learning and social learning.

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