**ORGANIZATIONAL BEHAVIOUR**

**Various disciplines contributing to study OB.**

Organizational behaviour is an applied behavioural science that is built on contributions from a number of behavioural disciplines. The predominant areas are psychology, sociology, social psychology, anthropology, and political science. Psychology contributions have been mainly at the individual or micro level of analysis, while the other four disciplines have contributed to our understanding of macro concepts such as group processes and organization.

**Psychology**

Psychology is the science that seeks to measure, explain, and sometimes change the behaviour of humans and other animals. Psychologists concern themselves with studying and attempting to understand individual behaviour.

Early, industrial/organizational psychologists concerned themselves with the problems of fatigue, boredom, and other factors relevant to working conditions that could impede efficient work performance. More recently, their contributions have been expanded to include learning, perception, personality, emotions, training, leadership effectiveness, needs and motivational forces, job satisfaction, decision-making processes, performance appraisals, attitude measurement, employee selection techniques, work design, and job stress.

**Sociology**

While psychology focuses on the individual, sociology studies people in relation to their fellow human beings. Specifically, sociologists have made their greatest contribution to OB through their study of group behaviour in organizations, particularly formal and complex organizations. Some of the areas within OB that have received valuable input from sociologists are group dynamics, design of work teams, organizational culture, formal organization theory and structure, organizational technology, communications, power, and conflict.

**Social Psychology**

Social psychology blends concepts from both psychology and sociology. It focuses on the influence of the people on one another. One of the major areas under considerable investigation by social psychologists has been change— how to implement it and how to reduce barriers to its acceptance. In addition, we find social psychologists making significant contributions in the areas of measuring, understanding, and changing attitudes; communication patterns; building trust; the way in which group activities can satisfy individual needs; and group decision-making process.

**Anthropology**

Anthropology is the study of societies to learn about human beings and their activities. For instance, anthropologists work on cultures and environments has helped us understand differences in fundamental values, attitudes, and behaviour between people in different countries and within different organizations. Much of our current understanding of organizational culture, organizational environments, and differences between national cultures is the result of the work of anthropologists or those using their methods.

**Political Science**

Although frequently overlooked, the contributions of political scientists are significantly to the understanding of behaviour in organizations. Political science studies the behaviour of individuals and groups within a political environment. Specific topics of concern here include the structuring of conflict, allocation of power, and how people manipulate power for individual self-interest.

**An account on Hawthorne Studies.**

During the early part of the century, American businesses were swept by Scientific Management, a school of thought largely developed by Frederick Taylor. He pioneered the use of time and motion studies, in which management would carefully break down tasks into simple chunks, then work out the best way for a worker to execute the chunks (all the way down to how long a step to take, how often to break, how much water to drink, etc.). The worker then executed their jobs exactly as they were told, like automatons.

As part of the Scientific Management regime, companies routinely studied the effects of the physical environment on their workers. For example, they varied the lighting to find the optimum level of light for maximum productivity. They piped in music, varied the temperature, tried different compensation schemes, adjusted the number of working hours in a day, etc.

The **Hawthorne studies** were a series of investigations conducted by Elton Mayo and Fritz Roethlisberger were a part of a refocus on managerial strategy with emphasis on the socio-psychological aspects of human behaviour in organizations.

The Hawthorne studies were carried out by the Western Electric company at their Hawthorne plant in the 1920's. Initially, the study focused on lighting.

 Two things emerged from the initial studies:

(1) the experimenter effect, and

(2) a social effect.

The experimenter effect was that making changes was interpreted by workers as a sign that management cared, and more generally, it was just provided some mental stimulation that was good for morale and productivity.

**Scope of Organizational Behaviour.**

[Organizational behaviour](https://liveonedge.com/lifestyle/education/) helps in understanding the various activities and activities of the people in the organization. It also helps in motivating them. People, the environment, technology and structure are the main four elements of organizational behaviour. The scope of this mixture is simply the scope of organizational behaviour.

In a very broad sense, the role of organizational behaviours is to the extent it can control or influence the operation of an organization.

Organizational Behaviour Organizations have a study of human behaviours at work. According to OB’s scope, it involves the study of individuals, groups and organization structure. Organization is a union of individuals.

Organizational behaviour recognizes the causes and effects of human behaviour and puts the light on complex human factors in the organization.

Organization behaviour is called social science because its main concerns are considered by people and their behaviour. It is a field of study that integrates behavioural science like psychology, and anthropology to study human behaviour in the field around the organizations.

## **Organizational behaviour is focused on five levels of analysis:**

* person
* group
* the personality
* Attitude
* feeling

The scope of organizational behaviours integrates 3 concepts, respectively –

### **Individual behaviour**

It is a study of personality, study, attitude, inspiration and job satisfaction of a person. In this study, we interact with others to study them and make their assumptions about them.

**Example –** In addition to the ones mentioned in Resume, a round of personal interview is organized to interact with the candidates to check their skills.

### **Inter-individual Behaviour**

It is a study of people’s leadership qualities, group mobility, group struggle, power and politics, as well as through communication between employees and their subordinates.

**Example –** A meeting to decide the list of new board members

### **Group Behaviour**

Group behaviours studies the structure of organization, formation of organization and effectiveness of the organization.

**Example** – strike, rally etc.

**Procedures of Perception.**

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

It can be divided into six types −

* **Of sound** − The ability to receive sound by identifying vibrations.
* **Of speech** − The competence of interpreting and understanding the sounds of language heard.
* **Touch** − Identifying objects through patterns of its surface by touching it.
* **Taste** − The ability to receive flavor of substances by tasting it through sensory organs known as taste buds.
* **Other senses** − They approve perception through body, like balance, acceleration, pain, time, sensation felt in throat and lungs etc.
* **Of the social world** − It permits people to understand other individuals and groups of their social world. **Example** − Priya goes to a restaurant and likes their customer service, so she will perceive that it is a good place to hang out and will recommend it to her friends, who may or may not like it. Priya’s perception about the restaurant is good.

## **Perceptual Process**

Perceptual process are the different stages of perception we go through. The different stages are −

* Receiving
* Selecting
* Organizing
* Interpreting

### **Receiving**

Receiving is the first and most important stage in the process of perception. It is the initial stage in which a person collects all information and receives the information through the sense organs.

### **Selecting**

Selecting is the second stage in the process. Here a person doesn’t receive the data randomly but selectively. A person selects some information out of all in accordance with his interest or needs. The selection of data is dominated by various external and internal factors.

* **External factors** − The factors that influence the perception of an individual externally are intensity, size, contrast, movement, repetition, familiarity, and novelty.
* **Internal factors** − The factors that influence the perception of an individual internally are psychological requirements, learning, background, experience, self-acceptance, and interest.

### **Organizing**

Keeping things in order or say in a synchronized way is organizing. In order to make sense of the data received, it is important to organize them.

We can organize the data by −

* Grouping them on the basis of their similarity, proximity, closure, continuity.
* Establishing a figure ground is the basic process in perception. Here by figure we mean what is kept as main focus and by ground we mean background stimuli, which are not given attention.
* Perceptual constancy that is the tendency to stabilize perception so that contextual changes don’t affect them.

### **Interpreting**

Finally, we have the process of interpreting which means forming an idea about a particular object depending upon the need or interest. Interpretation means that the information we have sensed and organized, is finally given a meaning by turning it into something that can be categorized. It includes stereotyping, halo effect etc.

## **CONCEPTS OF ORGANIZATIONAL BEHAVIOUR**

Some of the important concepts having relevance to Organizational Behaviour are discussed below.

### **1. Individual Differences in Organization**

People differ not only in their physical attributes but in their psychological qualities as well. For example, there are differences in the capacity of different individuals to understand, learn, memorize, judge, predict, conclude and so on. Knowledge of such individual differences is important for the manager to get the best out of every employee. While assigning work to different employees, these differences will have to be taken into account.

### **2. Perception of employees**

‘One man’s food is another man’s poison’ is a famous quotation. The way a person sees, understands and interprets things is what is called perception. While one employee may welcome a particular policy of the organization, another may oppose it on the ground that it is detrimental to the interests of the employees.

### **3. The concept of Whole Person in Organization**

By this we mean that it is not the skill or the intelligence of the employee alone that is important for the growth of the organization. The personal life of the employee, his emotions, feelings etc. are equally important to get the best out of him.

The manager cannot separate or isolate the home life of employees from his official life. It, therefore, goes without saying that unless steps are taken to satisfy the total individual, it is not possible to benefit fully from his potentials.

### **4. Motivation of employees**

People have different kinds of needs for the satisfaction of which they strive hard. Maslow, for example, has pointed out five different kinds of human needs — Physiological, Safety, Social, Esteem and Selfactualisation needs.

The extent to which the efforts of a person have helped him to fulfill his needs determines behaviour. For example, if, in spite of the hard work done, an employee is unable to get his promotion, he may feel frustrated and the same will be reflected in his behaviour.

### **5. Involvement/Empowerment of employees**

People in the workplace cannot be handled in the manner machines are handled. An employee must be able to fully involve himself in the work he does for best results. In other words, he should not do his work mechanically. The manager, should, therefore, empower the employee by giving him all that is reasonably essential for the effective performance of his tasks. It may be mentioned here that in an organization only human beings can be empowered.

Empowerment gives the employee a sense of belonging and he is able to do his work with involvement.

### **6. Dignity of Labour in an organization**

The employees must be treated with respect and dignity. In a workplace, where the management treats labour as a commodity that can be purchased for a price, human relationships are bound to be poor.

Payment of fair wages, provision of good working environment and job security, creation of facilities for training, encouraging employees’ participation in decision-making etc., indicate that the management respects the dignity of labour.

### **7. Social System**

An organization is a conglomeration of individuals who work for a common goal. The activity of each individual affects and is affected by the activities of others. Two types of social systems exist in any organization — one is ‘formal’ and the other one is ‘informal’.

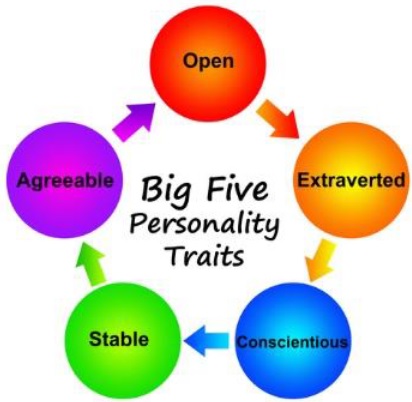
The formal system is developed using the authority — responsibility relationships. It is deliberately and consciously created. The informal system, on the other hand, develops naturally and spontaneously due to such factors as friendship, language, personal likes and dislikes of individuals.

### **8. Mutuality of Interest in organization**

Just like how the organizations need people, people also need organizations. It is only the people who work for the attainment of the organizational objectives. Similarly, it is only the organization that satisfies the needs of the people. Thus, there is mutuality of interest without which the conglomeration of people is meaningless.

**Nature of Individual Behaviour.**

The big five personality model identifies five types of personalities and every individual fall into at least one of these types.



## **Openness to Experience**

Openness flashes the level of intellectual curiosity, creativity and a preference for novelty and variety within a person. It can also be elaborated as the scope to which an individual is imaginative or independent, and portrays a personal preference for a variety of activities over a scheduled routine.

Some debate may occur regarding how to interpret the openness factor, which is also known as "intellect" rather than openness to experience.

It includes inventiveness or curiousness in contrast to consistency or cautiousness. Appreciation for positive arts, emotions, inventions, adventure, unusual ideas, curiosity, and variety of experience is invited.

It is basically the extent to which an individual is original, has immense interests, and willingly takes risk.

## **Conscientiousness**

It is the tendency of being standardized, steady, self-disciplined, acting dutifully, focusing on achieving goals, and prioritizing planned instead of spontaneous behaviour. It contrasts efficient or organized behaviour with easy-going or careless behaviour.

It is the level to which a person is careful, cautious, and honest.

## **Extraversion**

Positive energy, positive emotions, confidence, sociability and the tendency to explore stimulation in the organization with others, and talkativeness is extraversion. It contradicts outgoing or energetic behaviour with solitary or reserved behaviour.

Experiencing positive emotional states and feeling good about oneself and the world around one is extraversion.

## **Agreeableness**

Agreeableness is the tendency of being compassionate and cooperative instead of suspicious and antagonistic towards each other. It is a method of measuring one's trusting and helpful nature, and whether a person has a bad temper or not.

It distinguishes friendliness or compassionate with analytical or detached nature. In simple words, it is the tendency to get along well with others.

## **Emotional Stability**

It contradicts sensitive or nervous nature with secure or confident one. Being bias towards experiencing unpleasant emotions easily, like anger, anxiety, depression, negativity and vulnerability. Neuroticism credits the degree of emotional stability and impulse control, and is frequently known by its low pole, emotional stability.

The tendency to sense negative emotional states and see oneself and the world around one negatively.

**Importance of group dynamics**

**Group dynamics can be used as a means for problem-solving, team work, and to become more innovative and productive as an organisation as whole. The concept will provide you with the strengths, success factors and measures of group dynamics, along with other professional tools.**

#### **Importance of Group Dynamism:**

1. The group can influence the thinking of its members. The members are always influenced by the interactions of other members in the group.

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

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

4. Group dynamism can give job satisfaction to the members.

5. The group can also bring team spirit among the members.

6. Even the attitude, perceptions, and ideas of members depend on group dynamism. For example, the negative thinkers can be converted to positive thinkers with the help of the facilitator.

7. If the group works as a cohesive group, the cooperation and convergence can result in maximiza­tion of productivity.

8. Lastly, group dynamism can reduce the labour unrest and labour turnover due to emotional attach­ment among the group members.

**The determinants of personality.**

Man is not born a person. At birth he is an infant possessing the potentiality of becoming a person. After birth he associates with other human beings and comes under the influence of their culture. As a result of a variety of experiences and social influences he becomes a person and comes to possess a personality.

The nature of personality and to show the role of culture and social experience in the formation of personality along with the problem of personality disorganisation. Since socialization plays the most important part in the development of personality and we have discussed it already, the present discussion, therefore, can only be brief.

### **I. The Meaning of Personality:**

The term ‘personality’ is derived from the Latin word ‘persona’ which means a mask. According to K. Young, “Personality is a …. patterned body of habits, traits, attitudes and ideas of an individual, as these are organised externally into roles and statuses, and as they relate internally to motivation, goals, and various aspects of selfhood.” G. W. Allport defined it as “a person’s pattern of habits, attitudes, and traits which determine his adjustment to his environment.”

(i) Personality is not related to bodily structure alone. It includes both structure and dynamics

(ii) Personality is an indivisible unit.

(iii) Personality is neither good nor bad.

(iv) Personality is not a mysterious phenomenon.

(v) Every personality is unique.

(vi) Personality refers to persistent qualities of the individual. It expresses consistency and regularly.

(vii) Personality is acquired.

(viii) Personality is influenced by social interaction. It is defined in terms of behaviour.

### **II. Determinants of Personality:**

Personality is a result of the combination of four factors, i.e., physical environment, heredity, culture, and particular experiences. Here we discuss each factor determining personality separately.

#### **Personality and Environment:**

Man comes to form ideas and attitudes according to the physical environment he lives in.

To the extent that the physical environment determines cultural development and to the extent, that culture in turn determines personality, a relationship between personality and environment becomes clear. Some two thousand years ago, Aristotle claimed that people living in Northern Europe were owing to a cold climate, full of spirit but lacking in intelligence and skill. The natives of Asia, on the other hand, are intelligent and inventive but lack in spirit, and are, therefore, slaves.

Thus, climate and topography determine to a great extent the physical and mental traits of a people, but it cannot be said that they alone determine human behaviour.

Peoples are monogamous in high altitudes and flat lands, under tropical temperate and arctic conditions. Men’s attitudes and ideas change even when no conceivable geographic change has occurred.

#### **Heredity and Personality:**

Heredity is another factor determining human personality. Some of the similarities in man’s personality are said to be due to his common heredity. Man originates from the union of male and female germ cells into a single cell which is formed at the moment of conception.

He tends to resemble his parents in physical appearance and intelligence. The nervous system, the organic drives and the duchess glands have a great bearing upon personality. They determine whether an individual will be vigorous or feeble, energetic or lethargic, idiot or intelligent, coward or courageous.

A man with a good physical structure and health generally possess an attractive personality. A man of poor health, pigmy size and ugly physical features develops inferiority complex. The growth of his personality is checked. Rejected and hated by the society he may turn out to be a thief, dacoit, or drunkard. It is also probable that he may become a leader, or a genius like Socrates and Napoleon. Likewise, the nervous system and glandular system may affect the personality of an individual.

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In short, heredity can never be considered as charting a fixed and definite course of anyone’s personality.

Heredity only furnishes the materials out of which experience will mould the personality. Experience determines the way these materials will be used. An individual may be energetic because of his heredity, but whether he is active on his own belief or on behalf of others is a matter of his training.

Whether he exerts himself in making money or in scholarly activity is also dependent upon his bringing. If personality is a direct consequence of heredity tendencies or traits then all the sons and daughters of the same parents brought up in the same environment should have identical personalities or at least personalities that are very much alike.

#### **Personality and Culture:**

There can be little doubt that culture largely determines the types of personality that will predominate in the particular group. According to some thinkers, personality is the subjective aspect of culture. They regard personality and culture as two sides of the same coin.

Spiro has observed, ‘The development of personality and the acquisition of culture are not different processes, but one and the same learning process.” Personality is an individual aspect of culture, while culture is a collective aspect of personality.” Each culture produces its special type or types of personality.

Language can be learnt only in society. People who cannot speak exhibit warped personality. Since language is the essential medium through which the individual obtains his information and his attitudes, therefore, it is the principal vehicle for the development of personality. Moreover, speech itself becomes a trait of personality.

Another illustration of the influence of culture on personality is the relationship of men and women. In the earlier period when farming was the principal business, women generally had no occupations outside the home, and naturally, therefore, they were economically dependent upon their fathers or husbands. Obedience was a natural consequence of such conditions. But today hundreds of women work outside the homes and earn salaries.

They enjoy equal rights with men and are not so dependent upon them as they were in the past. Attitude of independence instead of obedience has today become a trait of women’s personality. With the growing realisation of the importance of culture for personality, sociologists have recently made attempts to identify the factors in particular cultures which give a distinctive stamp to the individuals within the group.

The personality of the Hindus in India differs greatly from that of Englishmen. Why? The answer is ‘a different Hindu culture’. The Hindu culture lays emphasis not on material and worldly things, but on things spiritual and religious. In every Hindu family there is a religious environment. The mother gets up early in the morning, takes bath and spends an hour in meditation. When the children get up, they go and touch the feet of their parents and bow before the family gods or goddesses. The Hindu child from the very birth begins to acquire a religious and philosophical personality built on the “inner life.”

No culture yet observed has been able to eradicate the difference in the temperaments of the persons who compose it. It is always a give and take affair.” Linton classified cultural influence into the universals, specialities and alternatives and came to the conclusion that culture makes for uniformity of personality only through the universals and since universals are few in number as compared with specialities and alternatives, the effect of culture is to make for variety as well as uniformity.

#### **Personality and Particular Experiences:**

Personality is also determined by another factor, namely, the particular and unique experiences. There are two types of experiences one, those that stem from continuous association with one’s group, second, those that arise suddenly and are not likely to recur. The type of people who meet the child daily has a major influence on his personality. The personality of parents does more to affect a child’s personality.

If the parents are kind, tolerant of boyish pranks, interested in athletics and anxious to encourage their child’s separate interests the child will have a different experience and there shall be different influence on his personality than the one when the parents are unkind, quick tempered and arbitrary. In the home is fashioned the style of personality that will by and large characterise the individual throughout his life.

Social rituals,’ ranging from table manners to getting along with others, are consciously inculcated in the child by parents. The child picks up the language of his parents. Problems of psychological and emotional adjustments arise and are solved appropriately by each child in terms of the cultural values and standards of the family. The family set up tends to bring the child into contact with his play-mates and teachers. What his play-game members are, and his school teachers are will also determine his personality development.

Group influences are relatively greater in early childhood. This is the period when the relationships of the child with his mother, father and siblings affect profoundly the organisation of his drives and emotions, the deeper and unconscious aspects of his personality.

A certain degree of maturation is needed before the child can understand the adult norms. The basic personality structure that is formed during this period is difficult to change. Whether a person becomes a leader, a coward, an imitator? whether he feels inferior or superior, whether he becomes altruistic or egoistic depends upon the kind of interaction he has with others. Group interaction moulds his personality.

He comes to learn of what belongs to him and takes pride in his possessions. He learns that parts of his body belong to him. He becomes acquainted with his name and paternity and comes to distinguish himself from others. The praise and blame he receives from others account in large measure for his conduct. The development of self leads to the growth of conscience and ego.

Our view of self-conception is usually based on the opinion of others about us. It does not. however, mean that we value all opinions about our conduct equally. We attach importance only to the opinions of those whom we consider for one reason or the other significant than others.

One is the first born, he is the only child until the arrival of the second. The parents do not treat all their children exactly alike. The children enter different play groups, have different teachers and meet different incidents. They do not share all incidents and experiences. Each person’s experience is unique as nobody else perfectly duplicates it. Thus, each child has unique experiences exactly duplicated by no one and, therefore, grows a different personality.

## **Importance of Group Cohesiveness Process:**

When it comes to valuing something in one’s life, then people experience some sort of issues with it. And to understand such importance of that particular thing, a person needs to appreciate its worth, which is possible only by handling all the activities either it is group or individual.

### **1. Performance:**

As has been explained earlier that, the factors which bring up all the importance of cohesiveness of group performance can be measured in terms of their activities.

Performance matters in-group cohesion and especially when it is mattered with the services delivered by each valuable member of the team.

Therefore, performance matters with the activities which are delivered by the group cohesiveness behaviour.

### **2. Satisfaction:**

The main issue that every member of the team faces while working according to the expectation of the group that the team members might feel a bit left out other than a team leader.

Not all the valuable members of the team need to be treated well. It is even expected, especially from the team leader that he or she needs to treat all the members of the team the same so that they can **feel complete satisfaction with their work** assigned by their team.

### **3. Emotional factors:**

Most of the time while working in a team people used to feel a bit attached to others who are active members of the team. And it is normal to feel emotional around them.

It is even possible that all the things which come up or which come along with the help of group cohesive behaviour is quite a result of hard work and team spirit.

Therefore, [**emotional factors**](https://www.sciencedirect.com/topics/social-sciences/emotional-factors) always weigh heavy in terms of group cohesive nature.

### **4. The pressure of assurance:**

It is quite possible with all the element and characteristics of group cohesive behavior that most of the factors comes up with the help of group working or because of the team task.

Therefore, it is very much necessary to understand all the matters which can bring up with the help of all group related behavior and eventually this **creates a level of pressure with an assurance of work completion.**

**Various sources of attitude formation.**

#### **Formation/Sources of Attitudes:**

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

**The Attitudes are acquired but not important sources of acquiring attitudes are as discussed below:**

**1. Direct Personal Experience:**

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

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

**2. Association:**

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

**3. Family and Peer Groups:**

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

**4. Neighbourhood:**

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

**5. Economic Status and Occupations:**

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

**Determinants of learning**

**The important factors that determine learning are:**

The important factors that determine learning are:

1. **Motive:**Motives also called drives, prompt people to action. They are primary energisers of behaviour. They are the ways of behaviour and mainspring of action. They are largely subjective and represent the mental feelings of human beings. They are cognitive variables. They arise continuously and determine the general direction of an individual's behaviour without motive learning cannot occur.
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.
3. **Generalisation:**The principle of generalisation has important implications for human learning. Generalisation takes place when the similar new stimuli repeat in the environment. When two stimuli are exactly alike, they will have probability of eliciting specific response. It makes possible for a manager to predict human behaviour when stimuli are exactly alike.
4. **Discrimination:**What is not generalisation is discrimination. In case of discrimination, responses vary to different stimuli. For example, an MBA student may learn to respond to video teaching but not to the oral lecturing by his professor.
5. **Responses*:***The stimulus results in responses - be these in the physical form or in terms of attitudes or perception or in other phenomena. However, the responses need to be operationally defined and preferably physically observable.
6. **Reinforcement:**Reinforcement is a fundamental conditioning of learning. Reinforcement can be defined as anything that both increases the strength of response and tends to induce repetitions of behaviour that preceded the reinforcement. No measurable modification of behaviour can take place without reinforcement.
7. **Retention:**Retention means remembrance of learned behaviour overtime. Converse is forgetting. Learning which is forgotten over time is called "extinction". When the response strength returns after extinction without only intervening reinforcement it is called "spontaneous recovery".

**Group decision – making process.**

Every organization and its members take several decisions regularly. No business can [function](https://www.toppr.com/guides/maths/relations-and-functions/functions/) without decisions and plans. Decision making is the most fundamental aspect of [management](https://www.toppr.com/guides/business-studies/nature-and-significance-of-management/levels-and-functions-of-management/). Since all decisions of a business have financial implications, one must make them cautiously. Every good decision adds on to an organization’s overall success.

## **Decision making**

Decision making basically involves choosing a course action after carefully considering it. It requires decision makers to evaluate all alternatives at their disposal and select one.

Each step of the management [process](https://www.toppr.com/guides/fundamentals-of-economics-and-management-cma/organising/process-of-organizing/) includes decision making. Firstly, planners have to choose one plan from an array of alternatives after evaluating them individually.

Secondly, managers have to constantly take small decisions to implement these plans. Next, they have to take more decisions while evaluating the success of these plans. Other processes like budgeting also require decisions.

### **Decision Making by Groups**

The way in which groups of people make decisions is different from individuals doing the same. Whenever a group of people makes decisions, accountability rests on all of them collectively. Furthermore, the involvement of many people also makes the process more comprehensive.

It is always up to the senior level managers (like directors) to decide when groups will make decisions. All organizations generally have a policy in place for such matters.

For example, a company may have a policy stating that only the board of directors can unanimously take decisions regarding the hiring of senior managers instead of allowing a single director to do so.

This policy should lay down the exact scope of the group’s authority to make decisions. Unfettered and unbridled [powers](https://www.toppr.com/guides/physics/work-energy-and-power/power/) can lead to exploitation. Decisions made this way may be arbitrary and impractical.

Furthermore, the policy must clearly define which exact persons will make decisions collectively. People without [authority](https://www.toppr.com/guides/fundamentals-of-economics-and-management/organising/concept-of-authority/) must never make decisions.

**Stages of Group Development.**

## **The 5 Stages of Group Formation**

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

### **Forming**

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

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

### **Storming**

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

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

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

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

### **Norming**

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

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

### **Performing**

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

### **Adjourning**

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

**Biographical characteristics that influence individual behaviour.**

**Some of the factors affecting Individual Behaviour in an organization are as follows:**

### I. Personal Factors:

**The personal factors which influence the individual behaviour can be classified into two categories:**

A. Biographic Characteristics

B. Learned Characteristics

#### **A. Biographical Characteristics:**

All the human beings have certain characteristics which are genetic in nature and are inherited. These are the qualities which the human beings are born with. These are the characteristics which cannot be changed; at the most, these can be refined to some extent. If the managers know about the inherited qualities and limitations of the persons, they can use their organisational behaviour techniques more effectively.

**All these characteristics are explained in detail as follows:**

**1. Physical Characteristics:**

Some of these characteristics are related to height, skin, complexion, vision, shape and size of nose, weight etc. All these have an impact on the performance of the individuals. It is sometimes said that the eyes betray the character of a person. Similarly, certain ideas about the behaviour can be formed on the basis of whether the person is fat, tall or slim.

Tall and slim people are expected to dress well and behave in a sophisticated manner and fat people are supposed to be of a jolly nature. Whether there is a correlation between body structure and behaviour or not has not been scientifically proven. Even if there is a correlation between these two, it is very difficult to understand which the independent variable is and which is dependent variable.

**2. Age:**

Age is considered to be an inherited characteristic because it is determined by the date of birth. The relationship between age and job performance is an issue of increasing performance. Psychologically, younger people are expected to be more energetic, innovative, adventurous, ambitious and risk taking. Whereas old people are supposed to be conservative, set in their own ways and less adaptable. Though it is incorrect to generalize all old people as unadoptable, physiologically, performance depends on age.

Performance declines with advancement of age because older people have less stamina, memory etc. Younger people are likely to change jobs to avail better job opportunities, but as one grows old, the chances of his quitting job are less. There is a relationship between age and absenteeism also. Older people tend to absent more from their jobs due to unavoidable reasons e.g. poor health.

Whereas younger people absent themselves from job due to avoidable reasons e.g. going for a vacation. In the organisations which are subject to dramatic changes due to latest innovations, the older people get less job satisfaction as they start feeling obsolete as compared to their younger colleagues. Though there is no clear-cut demarcation between young age and old age but according to Lehman the peak of creative ability is among people between the ages 30 and 40.

**3. Gender:**

Being a male or female is genetic in nature and it is considered to be an inherited feature. Whether women perform as well as in jobs as men do, is an issue which has initiated lot of debates, misconceptions and opinions. The traditional view was that man is tougher than woman or women are highly emotional than men. But these are some stereotyped baseless assumptions. Research has proved that there are few if any, important differences between man and woman that will affect their job performance.

Specially, in some are like problem solving ability, analytical skill, competitive drive, motivation, leadership, sociability and learning ability, there are no consistent male-female differences. Initially, some roles were considered to be exclusive domain of women e.g. nurses, airhostesses etc. but now with the passage of time, we have males in these professions also. Similarly, some jobs which were considered to be exclusive domain of men e.g. pilots, defence jobs, etc. have started accommodating women also, though with some conditions.

Gender has its impact on absenteeism. The tendency to abstain from work is more in females than in men, because historically, our society has placed home and family responsibilities on the females. When a child is ill, or the house is being white washed or some unexpected guests turn up, it is the female who has to take leave.

The turnover is also more in female employees, though the evidence is mixed in this case. Some studies have found that females have high turnover rates, while the others do not find any difference. The reasons for high turnover can be that sometimes the females have to quit their jobs or change into part time jobs to look after the children and their homes.

Sometimes they have to quit their jobs if their husbands get transferred to some other place and the females’ job is non-transferable. Although this trend is changing with the passage of time, but majority of the Indian families still follow these norms.

**4. Religion:**

Though there are no scientific studies to prove it and we cannot generalize it, but religion and religion-based cultures play an important role in determining some aspects of individual behaviour, especially those aspects which concern morals, ethics and a code of conduct. The religion and culture also determine attitudes towards work and towards financial incentives.

People who are highly religious are supposed to have high moral values e.g. they are honest, they do not tell lies or talk ill of others, they are supposed to be contended. But there is another side of the picture also. Though there are no evidences but it has been observed that sometimes people who are highly dishonest and immoral are more religious as compared to the others.

**5. Marital Status:**

There are not enough studies to draw any conclusion as to whether there is any relationship between marital status and job performance. Research has consistently indicated that as marriage imposes increased responsibilities, to have a steady job becomes more valuable and important. Married employees have fewer absences, less turnover and more job satisfaction as compared to unmarried workers. But no research has so far identified the causes for this.

**Historical development of OB.**

The field of O.B. has developed from the studies conducted by behavioural scientists such as industrial psychologists, psychologists and sociologists. The focus of these studies lies in the understanding of the human behaviour in the organisations. The levels at which these studies have been carried out relate to individuals, the small group, the inter-group and the total organization as a socio - economic - technical system.

Some studies have also examined the interaction of the organization with its environment. The discipline of OB is based on empirical studies of human behaviour at the work settings. On the other hand, human relations are the study of behavioural knowledge in working to develop human motivation towards the attainment of organizational goals. Human relations are action oriented and goal directed approach.

According to Keith Davis the difference between the two is that of between a pathologist and the physician. While the pathologist attempts to understand human illness, the physician tends to employ that knowledge to gain results. Thus O.B. and human relations are complimentary to each other.

Behavioural scientists are focusing their attention on organizational theory, especially organizational adaptability, the relationship of organization structure to human behaviour and decision making. The study of managerial behaviour includes not only the tasks of getting things done through others but also why and how an individual behaves as he does. The specific questions which form the subject matter of O.B. are related to individual, interpersonal, small group and intergroup behaviour, interaction of formal organization and the informal groups and organization as a system, etc.

The predecessors of O.B. are:

1. Industrial psychology
2. Scientific management movement
3. Human relations movement.

**a) Industrial psychology:**

Psychology is the “science of human (and also animal) behaviour because it collects facts about behaviour by utilizing methods of science”. Industrial psychology is simply the application or extension of psychological facts and principles concerning human beings operating within the context of business and industry. Industrial psychology draws upon the facts, generalizations and principles of psychology. It uses the methods from the parent discipline. Because it applies the techniques of psychology to the industrial scene and the problems confronting it, industrial psychology formulates and modifies procedures to meet the conditions found in the industry rather than in the laboratory.

During World War I psychologists were quite active in the war effort, developing group tests for army recruits and aiding in the development of procedures for the selection of officer personnel. In fact, many of the post-war developmental areas of industrial psychology such as group testing, trade testing, rating scales, and the personality inventory had their roots in the activities of psychologists in the World War I efforts. During the post-world war, I era industry first began to show an interest in the discipline of industrial psychology. Certain firms such as Proctor & Gamble, the Philadelphia Company and the Hawthorn plant of Western Electric Co. formed their own personnel research programs. In fact, it was at the Hawthorne Western Electric Plant that the famous Hawthorne studies were begun in 1924. These studies provided the foundation and impetus for the expansion of Industrial Psychology beyond the realm of selection, placement and working conditions into the study of motivation and morale and human relations. The depression itself had considerable effect on the development of industrial psychology.

**b) Scientific management movement:**

Frederick W Taylor with his ideas, he called “scientific management”, created the interest in the worker and the supervisor. It was he who advocated parity of wages—the internal as well as external parity. It was he who developed various wage payment plans. It was he who insisted on supervisory training in order to make supervisor a strong link between no management and the management group. F. W. Taylor also recognized the need for giving financial incentives to the workers and therefore developed incentive payments plans too. The changes he brought to the management thought paved the way for later development of O.B.

**c) Human relations movement:**

According to Fred Luthans three events cumulatively ushered in the era of human relations movement.

They are

1. the great depression
2. the Hawthorne experiments
3. rise of trade unionism.

**Various approaches to organizational Behaviour.**

**The four important approaches to the study of organisational behaviour, i.e.,**

**(1) Human Resource Approach, (2) Contingency Approach, (3) Productivity Approach, and (4) System Approach.**

#### **1. Human Resources Approach:**

This approach recognizes that human resources in an organisation are the central force. Their development will contribute to the success of the organisation. Human resources approach provides for the changes in the managerial role. It requires that the managers, instead of controlling the employees, should provide active support to them by treating them as part of the group.

The superiors and managers should practice a style where workers are given the opportunities and encouragement to perform under loose supervision. By treating individuals as mature adults, organisations can increase productivity and at the same time meet the needs of individuals for independence and growth.

#### **2. Contingency Approach:**

The approach stresses that there is no single way to manage effectively under all circumstances. The methods of behaviours which work effectively in one situation may fail in another. The organisational structure and the processes of management are governed by the external environment and several aspects of the internal environment. Effective management processes will vary in different situations depending on the individuals and groups in the organisation, the nature of the job and technology, the environment facing the organisation and its structure.

The manager’s task therefore, is to identify which method will, in a particular situation, under particular circumstances and at a particular time, best contribute to the attainment of organization’s goals. Thus, the manager will have to analyze each situation prior to action and different managerial practices and styles are needed for effective management.

#### **3. Productivity Approach:**

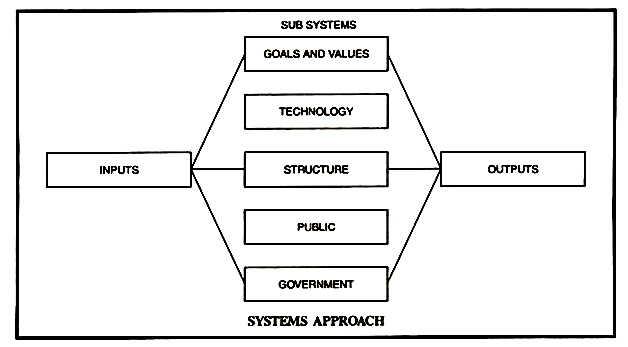
Productivity means the numerical value of the ratio of output to input. Higher the value of this ratio, greater is the efficiency and effectiveness of the management. The traditional concept of productivity was concerned with economic inputs and output only. But nowadays human and social inputs and outputs are equally important. Productivity, a significant part of organisational behaviour decisions, is recognized and discussed extensively. These decisions relate to human, social and economic issues. For example, if better organisational behaviour can reduce worker’s turnover or the number of absentees, a human output or benefit occurs.

#### **4. System Approach**

The systems approach is of the view that an organisation is a powerful system with several subsystems which are highly and closely interconnected. Any action taken to solve the problems in one subsystem will have its effect on the other subsystems as well; since all the parts of the organisation are closely connected. Thus, this approach gives the managers a way of looking at the organisation as a whole, whole group, and the whole social system. Systems approach has become an integral part of modern organisational theory. Organisations are termed as complex systems comprising of interrelated and interlocking systems.

According to this approach, an organisation receives several inputs from its environment such as material, human and financial. These inputs are then processed so as to produce the final output in terms of products or services.

**The following figure shows the relationship clearly:**

**[](http://cdn.yourarticlelibrary.com/wp-content/uploads/2015/08/image1.png)**

The public and government have been included keeping in view the relationship between organisation and external environment. The other subsystems are integral part of overall organisations.

**Characteristics of informal groups.**

**INFORMAL ORGANIZATION**

Informal organization refers to the relationship between people in the organization based on personal attitudes, emotions, prejudices, likes, dislikes etc. an informal organization is an organization which is not established by any formal authority, but arises from the personal and social relations of the people. These relations are not developed according to procedures and regulations laid down in the formal organization structure; generally large formal groups give rise to small informal or social groups. These groups may be based on same taste, language, culture or some other factor. These groups are not pre-planned, but they develop automatically within the organization according to its environment.

**Characteristics features of informal organization**

            Informal organization is not established by any formal authority. It is unplanned and arises spontaneously.

            Informal organizations reflect human relationships. It arises from the personal and social relations amongst the people working in the organization.

            Formation of informal organizations is a natural process. It is not based on rules, regulations and procedures.

            The inter-relations amongst the people in an informal organization cannot be shown in an organization chart.

            In the case of informal organization, the people cut across formal channels of communications and communicate amongst themselves.

            The membership of informal organizations is voluntary. It arises spontaneously and not by deliberate or conscious efforts.

            Membership of informal groups can be overlapping as a person may be member of a number of informal groups.

            Informal organizations are based on common taste, problem, language, religion, culture, etc. it is influenced by the personal attitudes, emotions, whims, likes and dislikes etc. of the people in the organization.

**Benefits of Informal organization**

            It blends with the formal organization to make it more effective.

            Many things which cannot be achieved through formal organization can be achieved through informal organization.

            The presence of informal organization in an enterprise makes the managers plan and act more carefully.

            Informal organization acts as a means by which the workers achieve a sense of security and belonging. It provides social satisfaction to group members.

            An informal organization has a powerful influence on productivity and job satisfaction.

            The informal leader lightens the burden of the formal manager and tries to fill in the gaps in the manager's ability.

            Informal organization helps the group members to attain specific personal objectives.

Informal organization is the best means of employee communication. It is very fast.

        Informal organization gives psychological satisfaction to the members. It acts as a safety valve for the emotional problems and frustrations of the workers of the organization because they get a platform to express their feelings.

        It serves as an agency for social control of human behaviour.

**Difference between formal and informal organization.**

**Formal Organization**

1. Formal organization is established with the explicit aim of achieving well-defined goals.

2. Formal organization is bound together by authority relationships among members. A hierarchical structure is created, constituting top management, middle management and supervisory management.

3. Formal organization recognizes certain tasks which are to be carried out to achieve its goals.

4. The roles and relationships of people in formal organization are impersonally defined

5. In formal organization, much emphasis is placed on efficiency, discipline, conformity, consistency and control.

6. In formal organization, the social and psychological needs and interests of members of the organization get little attention.

7. The communication system in formal organization follows certain pre-determined patterns and paths.

8. Formal organization is relatively slow to respond and adapt to changing situations and realities.

**Informal Organization**

1. Informal organization springs on its own. Its goals are ill defined and intangible.

2. Informal organization is characterized by a generalized sort of power relationships. Power in informal organization has bases other than rational legal right.

3. Informal organization does not have any well-defined tasks.

4. In informal organization the relationships among people are interpersonal.

5. Informal organization is characterized by relative freedom, spontaneity, by relative freedom, spontaneity, homeliness and warmth.

6. In informal organization the sociopsychological needs, interests and aspirations of members get priority.

7. In informal organization, the communication pattern is haphazard, intricate and natural.

1. Informal organization is dynamic and very vigilant. It is sensitive to its surroundings.

**PERSONALITY DEVELOPMENT**

**Definition**

Personality has many definitions in general opinions or in a psychologist’s options but personality word’s origin is from Latin word ‘personare’ whose meaning is ‘to speak through’. The word ‘personality’ is a broad term. It combines in itself the characteristics and qualities which give him a distinct identity. These things distinguish him from others. Thus, personality development is not an overnight task. It requires sufficient time and efforts to groom and shape personality. However, personality development is the outcome of so many factors which include will-power, confidence, concentration, memory, and smile, humour, to name a few.

Personality is the sum total of ways in which an individual reacts and interacts with others. Or personality is generally defined as the deeply ingrained and relatively enduring patterns of thought, feeling and behaviour. In fact, when one refers to personality, it generally implies to all what is unique about an individual, the characteristics that make one stand out in a crowd. Personality is the sum total of individual’s psychological traits, characteristics, motives, habits, attitudes, beliefs and outlooks.

**Determinants of Personality Development**

The following are the determinants of personality development:

**Heredity:** Heredity refers to those factors that were determined at conception. Physical structure, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level and biological rhythms are the characteristics that are generally considered to be either completely or substantially influenced by what your parents were, that is by their biological, physiological and inherent psychological make-up.

**Environment:** The environmental factors that exert pressures on our personality formation are the culture in which we are raised, our early conditioning, the norms among our family, friends and social groups, and other influences that we experience. The environment to which we are exposed plays a substantial role in shaping our personality.

**Situation:** A third factor, the situation, influences the effects of heredity and environment on personality. An individual’s personality, although generally stable and consistent, does change in different situations. The varying demand of different situations calls forth different aspects of one’s personality. We should not, therefore, look upon personality patterns in isolation.

**What is Personality?**

It is the totality of a person’s quality, both desirable and undesirable as revealed in response to the various situations presented to you in life. Your personality is the total impact you make on other people. The personality each one of us has is determined by many factors. The level of one’s intelligence, one’s physical limitations, extent of one’s education, heredity and environment in which one is brought up. It is the strength of our basic emotions and anxiety. According to Bradshaw, “An individual’s personality is an aggregate conglomeration of decisions we have made throughout our lives.” A personality is an improvement in all spheres of an individual’s life, be it with friends, in the office or in any other environment. Personality development is the development of personality cult so as to create a strong positive impression about self with the targeted group. The following are the points for an ultimate personality:

* Appearance
* Intelligence
* Smartness
* High Integrity and Responsible Trustworthy
* In-depth Knowledge
* Management
* Efficiency
* Economic Independence
* Morality / Character.

**Need for Personality Development**

Will-power is one of the key factors necessary to develop personality. It is a phenomenon which lies in human mind. It needs to be groomed, shaped and exploited. Concentration, meditation and faith can be of great help in this regard. All the great men of the world who rose to the height of success were men of strong will. All the geniuses, scholars and eminent personalities had this trait in abundance. It was their will which helped and guided them to rise against all odds. They changed the direction of wind in their favour. Men of will never step back in face of adversaries. They have full confidence in their will. Thus, they believe and taste success at the end of the day.

Strong will leads to the development of self-confidence. Self-confidence is very important to succeed in life. A person who has confidence in his work will not give up in the face of difficulties. He will fight courageously unless and until he succeeds in getting his target achieved. Failures and hardships do not discourage a confident person. It is his confidence which promotes him to try again and again.

Concentration is an important ingredient of personality development. Concentration helps in exploiting the potentiality hidden in human beings. Good habit and memory vitalize the efficiency of mind. They help in acquiring the power of concentration. They contribute in success. It is the power of concentration which gives strength to even the weakest creature.

Memory has close relation with concentration. Memory comprises retention, recollection and recognition. Sharp memory helps to retain and recall various facts, figures and other things whenever required.

Humour adds colour to personality. It makes personality interesting. It removes boredom. It keeps his spirit high. Humour lends charm even to dull and dreary subject of life. A hearty laugh wipes out misery and gloom and kindles a spirit to struggle and fight against adverse situation. Thus, adverse situation fails to bring him down. A humorous person keeps himself above all scares and worries. He spreads cheerfulness around him and becomes popular among his circles.

In addition, a large number of external, inherent and acquired qualities contribute to build up the personality. These qualities include integrity, humility, self-respect, etc. all these factors combine to shape the personality of a man. These cannot be cultivated within a day or two. It should be inculcated from early childhood. Both parents and teachers have a significant role in the personality development of a man.

**Definition** of **power**.

**Power** is the ability to influence other people. It refers to the capacity to affect the behaviour of the subordinate with the control of resources. It is an exchange relationship that occurs in transactions between an agent and a target.

According to Patrick J. Montana and Bruce H. Charnov, “The ability to attain these unique powers is [**what enables leaders to influence subordinates**](https://iedunote.com/leadership) and peers by controlling organizational resources.”

Power may exist but not be used. It is, therefore, capacity or potential. One can have power but not impose it. Probably the most important aspect of power is that it is a function of dependency.

Power is not uniformly distributed to [**all levels in the organization**](https://iedunote.com/management-levels-hierarchy); however, it is confined to certain departments or groups of people depending on the level of responsibility and seniority.

The motive of assigning power to these levels is to streamline the underlying activities by designing work structures, circulars, policies, and their successful implementation for the success of the organization.

## 10 Sources of Power

Power refers to the possession of authority and influence over others. Power is a tool that, depending on how it’s used, can lead to either positive or negative outcomes in an organization.

* Where does power come from?
* What is it that gives an individual or a group influence over others?

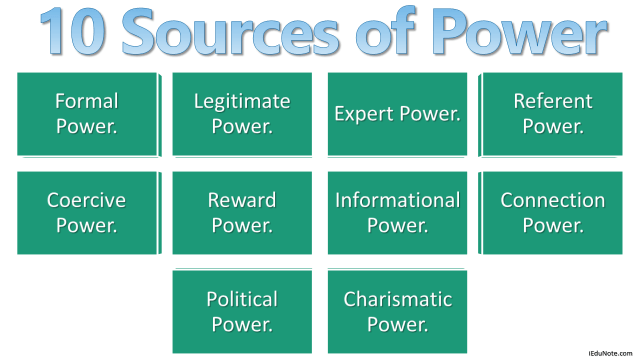
We answer these questions by dividing the bases or sources of power into two general groupings – formal and personal – and then breaking each of these down into more specific categories.

In 1959, American sociologists John French and Bertram Raven published an article, “The Bases of Power”, that is regarded as the basis for classifying power in organizations. They identified some sources of power.

10 sources of power are;

1. Formal Power.
2. Legitimate Power.
3. Expert Power.
4. Referent Power.
5. Coercive Power.
6. Reward Power.
7. Informational Power.
8. Connection Power.
9. Political Power.
10. Charismatic Power.

Let’s explain 10 sources of power.



### Formal Power

Formal power is based on an individual’s position in an organization. Formal power can come from the ability to coerce or reward, from formal authority, or the control of information.

The formal power is based on rank—for example, the fire chief or the captain.

### Legitimate Power

In the formal groups and organizations, probably the most frequent access to one or more of the power bases is one’s structural position. This is called legitimate power.

Legitimate power is also known as positional power. It’s derived from the position a person holds in an organization’s hierarchy.

Job descriptions, for example, require junior workers to report to managers and give managers the power to assign duties to their juniors. For positional power to be exercised effectively, the person wielding it must be deemed to have earned it legitimately.

An example of legitimate power is held by a company’s CEO.

### Expert Power

Expert power is influence wielded as a result of expertise, special skill, or knowledge. Expert power is derived from possessing knowledge or expertise in a particular area.

Such people are highly valued by organizations for their problem-solving skills.

People who have expert power perform critical tasks and are therefore deemed indispensable. The opinions, ideas, and decisions of people with expert power are held in high regard by other employees and hence greatly influence their actions.

Possession of expert power is normally a stepping stone to other sources of power such as legitimate power.

For example, a person who holds expert power can be promoted to senior management, thereby giving him legitimate power.

### Referent Power

Referent power is based on identification with a person who has desirable resources or personal traits.

If I like, respect, and admire you, you can exercise power over me because I want to please you. It is derived from the interpersonal relationships that a person cultivates with other people in the organization.

People possess reference power when others respect and like them. Referent power is also derived from personal connections that a person has with key people in the organization’s hierarchy, such as the CEO.

It’s the [**perception of the personal relationships**](https://iedunote.com/perception) that she has that generates her power over others. •

### Coercive Power

Coercive power is derived from a person’s ability to influence others via threats, punishments or sanctions.

A junior staff member may work late to meet a deadline to avoid disciplinary action from his boss. Coercive power is, therefore, a person’s ability to punish fire or reprimand another employee.

Coercive power helps control the behavior of employees by ensuring that they adhere to the organization’s policies and norms.

### Reward Power

The opposite of coercive power is reward power. People comply with the wishes or directives of another because doing so produces positive benefits; therefore, one who can distribute rewards that others view as valuable will have power over those others.

These rewards can be either financial – such as controlling pay rates, raises, and bonuses; or nonfinancial – including merit recognition, promotions, interesting work assignments, friendly colleagues, and preferred work shifts or sales territories.

In an organization, people who wield reward power tend to influence the actions of other employees. Reward power, if used well, greatly motivates employees.

But if it’s applied through favoritism, reward power can greatly demoralize employees and diminish their output.

### Informational Power

Informational power is where a person possesses needed or wanted information. It comes from access to and control over information. This is a short-term power that doesn’t necessarily influence or build credibility.

For example, a project manager may have all the information for a specific project and that will give him/her “informational power.”

But it’s hard for a person to keep this power for long, and eventually, this information will be released.

This should not be a long-term strategy.

### Connection Power

It is where a person attains influence by gaining favor or simply acquaintance with a powerful person.

This power is all about networking. If I have a connection with someone that you want to get to, that’s going to give me power.

People employing this power build important coalitions with others. It is a natural ability to forge such connections with individuals and assemble them into coalitions that give him/her strong connection power.

### Political Power

This power comes from the support of a group. It arises from a leader’s ability to work with people and social systems to gain their allegiance and support.

It develops in all the state-owned organizations, especially when a certain political party holds power and their supporters show power in many aspects in the organizations.

By using political power, leaders can influence others and get some facilities from the organization.

### Charismatic Power

Charismatic power is an extension of referent power stemming from an individual’s personality and interpersonal style.

Charismatic leaders get others to follow them because they can articulate an attractive vision, take personal risks, demonstrate environmental and follower sensitivity, and are willing to engage in behavior that most others consider unconventional.

But many organizations will have people with charismatic qualities who, while not in formal leadership positions, nevertheless can exert influence over others because of the strength of their heroic qualities.

The above-mentioned bases/types of power are normally practiced in many organizations.

But, indeed, all the powers are not seen in a single organization. The uses of powers vary organization to organization, time to time, person to person, situation to situation, etc.

## Uses of power

Power can be used by a variety of people in a variety of ways. A useful perspective for studying the uses of power is illustrated in the table. The table encompasses two related aspects;

1. power bases, requests from individuals possessing power and probable outcomes as correlated in the form of prescriptions for the manager, and
2. general guidelines for the exercise of power.

The three potential outcomes of a person’s attempted use of power, as indicated in above depend on:

1. The leader’s power base
2. How that power base is operationalized; and
3. Certain characteristics of the follower

Commitment is the likely outcome when the follower identifies with the leader and accepts the leader’s power attempt. Compliance is probably the outcome when the subordinate is willing to accept the leader’s desires, provided acceptance does not require extra effort on the subordinate’s part.

Resistance is the usual outcome when the subordinate is unwilling to comply and may even deliberately neglect to ensure that the leader’s wishes are not realized.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sources of Leader Influence** | **Types of outcome** | | |
| **Commitment** | **Compliance** | **Resistance** |
| Referent Power | Likely, if the request is believed to be important to the leader | Possible, if the request is perceived to be unimportant to the leader | Possible, if the request is for something that will bring harm to the leader |
| Expert Power | Likely, if the request is persuasive and subordinates share the leader’s task goals. | Possible, if the request is persuasive but the subordinates are apathetic about task goals. | Possible, if the leader is arrogant and insulting, or the subordinates oppose task goals |
| Legitimate Power | Possible, if the request is polite and very appropriate. | Likely, if request or order is seen as legitimate | Possible, if arrogant demands are made or request does not appear proper. |
| Reward Power | Possible, if used in a subtle, very personal way. | Likely If used in a mechanical, impersonal way. | Possible If used in a manipulative, arrogant way. |
| Coercive Power | Very unlikely | Possible, if used in a helpful, non-punitive way | Likely, if used in a hostile or manipulative way. |

Characteristics of power:

The power relationship can be better understood by examining some of the characteristics of the target. The following characteristics have been identified as being especially important to the influenceability of targets.

1. Dependency.
2. Uncertainty.
3. Personality.
4. Intelligence.
5. Gender.
6. Age.
7. Culture.

### Dependency

The dependency of the target depends on the resources controlled by the agent. If the dependency is high, power influence will be high or vice-versa.

The greater the target’s dependencies on their relationship to agents, the more targets are influenced.

### Uncertainty

Certainty or uncertainty in the mind of the agent about the appropriateness of his behavior determines his influenceability.

Experiments have shown that more uncertain people are about the appropriateness or correctness of behavior; the more likely they are to be influenced to change that behavior.

### Personality

There are various research studies show a relationship between personality and influenceability. For example, people who cannot tolerate ambiguity or who are highly anxious are more susceptible to influence.

### Intelligence

Though there is no conclusive proof about the direct relationship between intelligence and influenceability, it has been observed that more intelligent people are less susceptible to influence generated by positional power.

### Gender

Although traditionally it was generally thought that women were more likely to conform to influence attempts than men because of the way they were raised, there is no evidence that this is changing.

As women’s and society’s views of the role of women are changing, there is less of a distinction of influenceability by gender.

### Age

A social psychologist has generally concluded that susceptibility to influence increases in young children up to about the age of eight or nine and then decreases with age until adolescence when it levels off.

### Culture

The cultural values of a society have a tremendous impact on the influenceability of its people. Characteristics of culture to which targets belong affect their influenceability.

For example, people coming from a culture that is oriented to authority are highly susceptible to influence while people coming from a culture having low authority orientation are less susceptible to influence.