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Course Book For Under Graduate

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Subject Name: Organizational Behavior

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Organizational Behavior

**Unit I**

Organisation Behaviour : Definition, Nature and scope Models

**Unit II**

Foundation of Individual behavior, Human behavior, Theories of personality - perceptions.

**Unit III**

Concept of Attitude, concepts of value - Learning theories.

**Unit IV**

Group Behaviour - reasons for group formation - Formal and informal groups - group cohesiveness - Job stress - Meaning, different kinds of stressors, coping strategies.

**Unit V**

Leadership - Meaning, definition, functions and styles. Power and Politics - meaning, distinction between power and politics - Organisational politics.

 **Text Book**

Organizational Behaviour - L.M. Prasad, Sultan Chand & Sons.

**Books for Reference**

1. Organisational Behavior - S.S Khanka - S.Chand & Co 2. Organisational Behavior - J. Jayasankar - Margham Publications.

**UNIT – I**

**Organization:**

**Definition :**

According to, Louis Allen, “Organization is the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives.”

* **Organization -** When two or more individual are interacting with each other within a deliberately structured set up and working in an independent way to achieve goals and objective or Organization is an institution.
* **Behavior** - Behavior is a way how people react to certain situation.

**Organizational Behaviour:**

**Meaning :** Organizational behavior can be defined as it is an interdisciplinary subject which covers the study of workers or employees related behavior inside a organization.

**Definition :**

* According to Keith Davis quoted as “Organizational Behavior is the study and application of knowledge about how people act within organization."
* Fred Luthans “Organisational behaviour is directly concerned with the understanding, production and control of human behaviour in organisations.”

## NATURE AND SCOPE (FEATURES) OF ORGANIZATIONAL BEHAVIOUR

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

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

**2. An Interdisciplinary Approach**

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

**3. An Applied Science**

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

**4. A Normative Science**

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

**5. A Humanistic and Optimistic Approach**

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

**6. A Total System Approach**

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

**SCOPE OF ORGANIZATIONAL BEHAVIOUR**

The three internal organizational elements viz., people, technology and structure and the fourth element, i.e., external social systems may be taken as the scope of O.B.

**1. People**

The people constitute the internal social system of the organization. They consist of individuals and groups. Groups may be large or small, formal or informal, official or unofficial. They are dynamic. They form, change and disband. Human organization changes everyday. Today, it is not the same as it was yesterday. It may change further in the coming days. People are living, thinking and feeling being who created the organization and try to achieve the objectives and goals. Thus, organizations exist to serve the people and not the people exist to serve the organization.

**2. Structure**

Structure defines the sole relationship of people in an organization. Different people in an organization are given different roles and they have certain relationship with others. It leads to division of labour so that people can perform their duties or work to accomplish the organizational goal. Thus, everybody cannot be an accountant or a clerk. Work is complex and different duties are to be performed by different people. Some may be accountant, others may be managers, clerks, peons or workers. All are so related to each other to accomplish the goal in a co-ordinated manner. Thus, structure relates to power and duties. One has the authority and others have a duty to obey him.

**3. Technology**

Technology imparts the physical and economic conditions within which people work. With their bare hands people can do nothing so they are given assistance of buildings, machines, tools, processes and resources. The nature of technology depends very much on the nature of the organization and influences the work or working conditions. Thus, technology brings effectiveness and at the same restricts people in various ways.

**4. Social System**

Social system provides external environment which the organization operates. A single organization cannot exist also. It is a part of the whole. One organization cannot give everything and therefore, there are many other organizations. All these organizations influence each other. It influences the attitudes of people, their working conditions and above all provides competition for resources and power.

O.B. is the study of human behaviour at work in organizations. Accordingly, the scope of O.B. includes the study of individuals, groups and organization/structure. Let us briefly reflect on what aspects each of these three cover.

**Individuals**

Organizations are the associations of individuals. Individuals differ in many respects. The study of individuals, therefore, includes aspects such as personality, perception, attitudes, values, job satisfaction, learning and motivation.

**Groups of Individuals**

Groups include aspects such as group dynamics, group conflicts, communication, leadership, power and politics and the like.

**LEVELS OF ANALYSIS IN OB:**

**Individual Level :**

 Individual Level In individual level, organizational behavior involves the study of learning, perception, creativity, motivation, personality, turnover, task performance, cooperative behavior , deviant behavior , ethics, and cognition. At this level of analysis, organizational behavior draws heavily upon psychology, engineering, and medicine. A study of organizational behavior at the individual level of analysis might focus on the impact of different types of overhead lighting on such factors as productivity and absenteeism.

**Group Level :**

 Group Level At the group level of analysis, organizational behavior involves the study of group dynamics, intra- and inter group conflict and cohesion, leadership, power, norms, interpersonal communication, networks, and roles. At this level of analysis, organizational behavior draws upon the sociological and socio-psychological sciences A study of how different personality types correspond to different leadership styles and levels of results operates at the group level of analysis.

**Organizational Level :**

 Organizational Level At the organization level of analysis, organizational behavior involves the study of topics, such as, organizational culture, organizational structure, cultural diversity, inter-organizational cooperation and conflict, change, technology, and external environmental forces. At this level of analysis, organizational behavior draws upon anthropology and political science. The study on organizational cultures, by William Ouchi's classic Theory Z: How American Business Can Meet the Japanese Challenge (1981) is example of organizational behavior conducted at the organization level of analysis.

**MODELS OF ORGANISATIONAL BEHAVIOUR**

 The five models of organisational behaviour are the:

* autocratic model,
* custodial model,
* supportive model,
* collegial model and
* system model.

**Autocratic model**

 Autocratic model is the model that depends upon strength, power and formal authority.In an autocratic organisation, the people (management/owners) who manage the tasks in an organisation have formal authority for controlling the employees who work under them. These lower-level employees have little control over the work function. Their ideas and innovations are not generally welcomed, as the key decisions are made at the top management level.

 The guiding principle behind this model is that management/owners have enormous business expertise, and the average employee has relatively low levels of skill and needs to be fully directed and guided. This type of autocratic management system was common in factories in the industrial revolution era.

 One of the more significant problems associated with the autocratic model is that the management team is required to micromanage the staff – where they have to watch all the details and make every single decision. Clearly, in a more modern-day organisation, where highly paid specialists are employed an autocratic system becomes impractical and highly inefficient.

**Custodial model**

 The custodial model is based around the concept of providing economic security for employees – through wages and other benefits – that will create employee loyalty and motivation.

In some countries, many professional companies provide health benefits, corporate cars, financial packaging of salary, and so on – these are incentives designed to attract and retain quality staff.

 The underlying theory for the organisation is that they will have a greater skilled workforce, more motivated employees, and have a competitive advantage through employee knowledge and expertise.

**Supportive model**

 Unlike the two earlier approaches, the supportive model is focused around aspiring leadership. It is not based upon control and authority (the autocratic model) or upon incentives (the custodial model), but instead tries to motivate staff through the manager-employee relationship and how employees are treated on a day-to-day basis.

 Quite opposite to the autocratic model, this approach states that employees are self-motivated and have value and insight to contribute to the organisation, beyond just their day-to-day role.

 The intent of this model is to motivate employees through a positive workplace where their ideas are encouraged and often adapted. Therefore, the employees have some form of “buy-in” to the organisation and its direction.

**Collegial model**

 The collegial model is based around teamwork – everybody working as colleagues (hence the name of the model). The overall environment and corporate culture need to be aligned to this model, where everybody is actively participating – is not about status and job titles – everybody is encouraged to work together to build a better organisation.

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

**System model**

 The final organisational model is referred to as the system model. This is the most contemporary model of the five models discussed in this article. In the system model, the organisation looks at the overall structure and team environment, and considers that individuals have different goals, talents and potential.

 The intent of the system model is to try and balance the goals of the individual with the goals of the organisation. Individuals obviously want good remuneration, job security, but also want to work in a positive work environment where the organisation adds value to the community and/or its customers.

 The system of model should be an overall partnership of managers and employees with a common goal, and where everybody feels that they have a stake in the organisation.



**UNIT – II**

**MEANING OF INDIVIDUAL BEHAVIOUR**

 •Individual behaviour means some concrete action by a person.

 •It means how an individual behaves, reacts or responds in a given environment.

 •The behaviour of an individual is influenced by various factors.

 •Individual behaviour is the function of person, environment and organization

**FOUNDATIONS OF INDIVIDUAL BEHAVIOR**

 Managers need to know individual behavior (actions) in the context of an organization. Four of the utmost important elements of individual behavior are: biographical characteristics, ability,personality,andlearning.
**BIOGRAPHICAL CHARACTERISTICS:** Out of many physical or personal characteristics, some are especially significant and can be traced from employees’ curriculum vitae (CVs) and personal records.
**1. AGE:** Age of an employee has a significant impact and performance. It is envisaged that younger people are more energetic, skilful and talented than older people. The belief is true but this is not always true because in many cases, older people are highly skilled, regularly updating their skills, well-experienced, persistent, and even physically and mentally fit.
**2. SEX/ GENDER:** Do males perform better then females? The research reveals, no. Females do not perform less then males, if they are equally trained or having similar capabilities.
**3. MARTIAL STATUS:** The scientific studies undercover that married people are more responsible, persistent in nature and undergo less absence and turnover and are more satisfied from their jobs because marriages cause them to accept new responsibilities.
**4. NUMBER OF DEPENDANTS:** The greater the children or other dependants a person has, the lesser is the concentration on work. It has been observed in most cases, that many times, employees especially females with huge children or other persons, such as relatives as dependants make leaves to take care of the schooling and hospitalization needs of their dependants.
**5. TENURE:** Switching jobs or companies is not a big deal/ problem, rather it may be a result of serious need to leave a problematic company or to avail a better opportunity. But the persons that show greater stay (of years) on a job show their persistent nature and an indication of their satisfactory performance.
**ABILITY**
 Ability is the capacity to perform a work or action. A lawyer has the ability to defend legal suits in the court. A swimmer has the ability to swim in the oceans.

**PERSONALITY**
 Personality is a set of distinct characteristics of an individual. Some people tend to be emotional, others intellectual, bold or timid, hesitant or confident, reserved or social, etc. Personality is shaped from heredity and culture and environment, which lead to personality traits.
**LEARNING**
 Learning is defined as many permanent change in behavior as a result of observation and experience. The student who learns their courses and soon after exams, forget the courses is not learning. From OB point of view, learning is permanent and it changes behavior. For example, a typist can type fifty words a minute, after training, he can type eighty five words a minute, is learning. Some of the theories of learning are depicted below:
**FACTORS INFLUENCING INDIVIDUAL BEHAVIOR**

 The way an individual addresses a situation single-handedly or say in a group is influenced by many factors. The key factors influencing an individual’s attitude in personal as well as social life are −

* Abilities
* Gender
* Race and culture
* Attribution
* Perception
* Attitude

Let’s take a quick look over these major elements that imprint a person’s behavior inside and outside of the organization.

## Abilities

 Abilities are the traits a person learns from the environment around as well as the traits a person is gifted with by birth. These traits are broadly classified as −

* Intellectual abilities
* Physical abilities
* Self-awareness abilities

In order to understand how these affect a person’s behavior, we need to know what these abilities are.

* **Intellectual abilities** − It personifies a person’s intelligence, verbal and analytical reasoning abilities, memory as well as verbal comprehension.
* **Physical abilities** − It personifies a person’s physical strength, stamina, body coordination as well as motor skills.
* **Self-awareness abilities** − It symbolizes how a person feels about the task, while a manager’s perception of his abilities decides the kind of work that needs to be allotted to an individual.

Thus the psychological, physical, self-assurance traits owned by a person defines the behavior of a person in social and personal life.

## Gender

 Research proves that men and women both stand equal in terms of job performance and mental abilities; however, society still emphasizes differences between the two genders. Absenteeism is one area in an organization where differences are found as women are considered to be the primary caregiver for children. A factor that might influence work allocation and evaluation in an organization is the manager’s perception and personal values.

## Race & Culture

 Race is a group of people sharing similar physical features. It is used to define types of persons according to perceived traits. For example − Indian, African. On the other hand, culture can be defined as the traits, ideas, customs and traditions one follows either as a person or in a group. For example − Celebrating a festival.

 Race & culture have always exerted an important influence both at the workplace as well as in the society. The common mistakes such as attributing behavior and stereotyping according to individual’s race & culture basically influences an individual’s behavior.

 In today’s diverse work culture, the management as well as staff should learn and accept different cultures, values, and common protocols to create more comfortable corporate culture.

**Perception**

 Perception is an intellectual process of transforming sensory stimuli into 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 namely −

* **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 detect flavor of substances by tasting it through sensory organs known as taste buds.
* **Other senses** − Other senses include 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.

For 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. However, Priya’s perception about the restaurant remains good.

## Attribution

 Attribution is the course of observing behavior followed by determining its cause based on individual’s personality or situation. Attribution framework uses the following three criteria −

* **Consensus** − The extent to which people in the same situation might react similarly.
* **Distinctiveness** − The extent to which a person’s behavior can be associated to situations or personality.
* **Consistency** − The frequency measurement of the observed behavior, that is, how often does this behavior occur.

## Attitude

 Attitude is the abstract learnt reaction or say response of a person’s entire cognitive process over a time span.

**HUMAN BEHAVIOR**

Human behavior is the responses of individuals or groups of [humans](https://en.wikipedia.org/wiki/Human) to internal and external [stimuli](https://en.wikipedia.org/wiki/Stimulus). It refers to the array of every [physical action](https://en.wikipedia.org/wiki/Motion_%28physics%29) and observable [emotion](https://en.wikipedia.org/wiki/Emotion) associated with [individuals](https://en.wikipedia.org/wiki/Individual), as well as the human race. While specific traits of one's [personality](https://en.wikipedia.org/wiki/Personality_psychology) and [temperament](https://en.wikipedia.org/wiki/Temperament) may be more consistent, other behaviors will change as one moves from birth through adulthood. In addition to being dictated by age and [genetics](https://en.wikipedia.org/wiki/Genetics), behavior, driven in part by [thoughts](https://en.wikipedia.org/wiki/Thought) and [feelings](https://en.wikipedia.org/wiki/Feeling), is an insight into individual [psyche](https://en.wikipedia.org/wiki/Psyche_%28psychology%29), revealing among other things [attitudes](https://en.wikipedia.org/wiki/Attitude_%28psychology%29) and [values](https://en.wikipedia.org/wiki/Value_%28personal_and_cultural%29).

**PERSONALITY**

**Meaning :** The word personality is derived from a Greek word “persona” which means “to speak through.” It is the combination of an individual thoughts, characteristics, behaviors, attitude, idea and habits.

## ****DEFINITION OF PERSONALITY****

* Macionis define as “It is the constant pattern of thinking, feeling and acting.”
* Ogburn and Nimkoff define it as the totality of sentiments, attitudes, idea, habits, skills and behaviors of an individual.”

## ****TYPES OF PERSONALITY****

### ****1. Extrovert Personality****

 This type has the tendency to live mostly outside the like to live with others. Those individuals are highly socialized and have contact with outside people in the society. They want to join other groups who are more in number.  These type of people are drivers, excessive drinkers, smokers, robbers, thieves, wicked persons etc. The extrovert is a friendly person who is quick to establish relationships with others. Extroverts are gregarious and display a high level of social engagement. They enjoy being with people and like to be in the company of large groups. Extroverts are active and tend to get involved in many activities. At the opposite end of the spectrum, people with low levels of extroversion feel a greater desire for privacy, avoid large group situations and generally live a more leisurely life.

### ****2. Introvert Personality****

 Introvert is opposite to extrovert. Those people are always live alone in their rooms and do not want to go outside. They have their own imaginary world. They are teachers, scientists, thinkers and philosophers.

### ****3. Ambivert Personality****

 Between extrovert and introvert personalities there is a third one type called ambivert. People belonging to this type enjoy both the groups and attend them. They have middle mind and want to live in both parties.  Sometimes they join outside people but sometimes they live in their own rooms.

## 4. Agreeable Personality

 The agreeable person can cooperate well with other people by putting aside personal needs while getting along with peers. These people trust others and rely on their integrity, character and abilities. Often the agreeable personality feels the need to help other people, and can derive fulfillment by offering support.

## 5. Conscientious Personality

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

## 6. Cautious Personality

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

## 7. Self-Conscious Personality

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

## 8. Adventurous Personality

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

## Personality Development Tips

1. Should be a better listener
2. Good conversation
3. Be positive in outlook and attitude
4. More reading and building interest
5. Should be a good courteous
6. Interaction with new people
7. Helpful to other people
8. Give respect if you want respect
9. Confident about yourself

**DETERMINANTS OF PERSONALITY**

**1. Heredity:** Human behaviour is partly affected by heredity. The parent's qualities are passed on to the children through the molecular structure of genes located in the chromosomes. In our day to day life, so many times we use the term "Like father like son" as "Like Mother like daughter".

**2. Environment :** All personality traits are not determined by heredity. Environment also plays a very important role in the development of personality of a person. Environment comprises of culture, family, social and situational factors.

(a) **Culture :** Culture is sum total of learned believes, values and customs. Cultural factors determine now a person acts whether independently or dependently. Culture establishes norms, attitudes and values that are passed along from generation to generation.

(b) **Family :** Families influence the behaviour of a person especially in the early stages. The nature of such influence will depend upon the following factors :

(i) Socio-economic level of the family

(ii) Family size, (iii) Birth order, (iv) Race, (v) Religion

(vi) Parent's educational level and Geographic location.

(c) **Social :** Socialization is a process by which an infant acquires customary and acceptable behaviour. Social life has a considerable impact on the individual's behaviour. A man is known by the company he keeps. Social groups influence the behaviour of the individuals.

(d) **Situational :** Situational factors also play a very important role in determining the personality of a person. Life is a collection of experiences. Some of the events and experiences can serve as important determinants of his personality.

## PERSONALITY THEORIES

### ****TRAITS THEORY:**** The traditional approach of understanding personality was to identify and describe personality in terms of traits. In other words, it viewed personality as revolving around attempts to identify and label permanent characteristics that describe an individual’s behavior. Popular characteristics or traits include shyness, aggressiveness, submissiveness, laziness, ambition, loyalty, and timidity. This distinctiveness, when they are exhibited in a large number of situations, are called personality traits. The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important that trait is in describing the individual.

**FREUDIAN STAGES OR PSYCHOANALYTICAL THEORY:**

 Sigmund Freud’s Psychoanalytical theory of personality has been based primarily on his concept of unconscious nature of personality. It is based on the notion that man is motivated more by unseen forces than by conscious and rational thoughts. Freud noted that his patient’s behaviour could not always be consciously explained. It was a clinical finding which led him to conclude that the major force which motivates a human being is his unconscious framework. This framework includes three conflicting psychoanalytic concepts the Id, the ego and the super ego.

**Their brief description is as follows:**

**(i) The ID:**  ID is the foundation of the unconscious behaviour and is the base of libido drives. In simple words Id is the sources of psychic energy and seeks immediate satisfaction of biological or instinctual needs. These needs include sexual pleasure and other biological pleasures. Id has animalistic instincts of aggression, power and domination. It demands immediate pleasure at whatever cost. As an individual matures he learns to control the Id, but even then it remains a driving force throughout life and an important source of thinking and behaviour.

**(ii) The EGO:** The Ego is associated with the realities of life. Just as the Id is the unconscious part of human personality. Ego is the conscious and logical part because it is concerned about the realities of external environment. The ego of a person keeps the Id in check whenever it demands immediate pleasure. With its logic and intellect, ego controls the Id so that the pleasures unconsciously demanded by the human beings are granted at an appropriate time and place and in an appropriate manner.

**(iii) The Super EGO:** The Super Ego is the higher level force to restrain the Id and is described as the conscious of a person. The super ego represents the norms of the individual, his family and the society and is an ethical constraint on the behaviour. The conscious of a person is continuously telling him what is right and what is wrong. A person may not be aware of the working of the super ego, because conscious is developed by the cultural values inculcated in a person by the norms of society.

 All these three elements are interred related. In order to create a normal personality, there must be a proper balance in the relationship among these forces. For example, if the super ego is overdeveloped, a man will become very impractical and irrational. He will feel guilty over trivial matters. Such a person cannot exist in the modern life.

**PERCEPTION**

**Menaing :**

* 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.
* Perception means perceiving, i.e., giving meaning to the environment around us. It can be defined as a process which involves seeing, receiving, selecting, organising, interpreting and giving meaning to the environment.

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..

**FACTORS INFLUENCING PERCEPTUAL PROCESS**

**External Factors :**

**1. Size :** Bigger size attracts the attention of the perceiver

**2. Intensity :** A loud sound, strong odor or bright light is noticed more as compared to a soft sound, weak odour or dimlight.

**3. Repetition :** A repeated external stimulus is more attention getting than a single one. Advertisers use this principle.

**4. Novelty and Familiarity :** A novel or a familiar external situation can serve as attention getter.

**5. Contrast :** It is a kind of uniqueness which can be used for attention getting. Letters of bold types, persons dressed differently than others, etc., get more attention.

**6. Motion :** A moving object draws more attention as compared to a stationary object. Advertisers use this principle.

**Internal Factors**

**Self-concept :** The way a person views the world depends a great deal on the concept or image he has about himself. The concept plays an internal role in perceptual selectivity.

**Beliefs :** A person's beliefs have profound influence on his perception. Thus, a fact is conceived not on what it is but what a person believes it to be.

**Expectations :** These affect what a person perceives. A technical manager may expect ignorance about the technical features of a product from non-technical people.

**Inner Needs :** The need is a feeling of tension or discomfort, when one thinks he is missing something. People with different needs experience different stimuli. According to Freud, wishful thinking is the means by which the Id attempts to achieve tension reduction.

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**UNIT – III**

**ATTITUDE**

**Definition:** An attitude is a way of thinking or feeling about something, a certain state of mind at the time.

**Meaning :** Attitude denotes a functional state of readiness which determines the organism to react in a characteristics way to certain stimuli or stimulus situations.

There are said to be three components of an attitude, which can easily be remembered using ‘ACB’. These three components are;

* Affective Component – feelings of an attitude – For example if a person is scared of spiders or dogs.
* Behavioural Component – Predispositions to act towards an attitude. – For example if the person scared of spiders sees one, they will react and scream.
* Cognitive Component – Thoughts about an attitude. – For example this is why they justify their actions against the spider, believing it to be dangerous in some way.

The main point about the ABC model is that we believe a person will be consistent with the attitudes towards things that they have. For example a person will always be scared when they see a spider. However, this is not always true, most people have the attitude that drinking excessively will be damaging to their health, yet despite this their behaviour around alcohol is to carry on drinking.

**ATTITUDE IN THE WORKPLACE**

 Attitudes come into the workplace under four different headings, these are;

* **Work Situation** – Attitude towards the actual job; pay, co-workers, working conditions, etc. – This will influence how the culture is in the company, how people see the work situation will change their behaviours. If they believe they are not being paid enough, they may well act out behaviourally.
* **Personality** – The way someone attitude is in the first place. – Completely dependant on the actual employee and a reason why the hiring process can be such a big part of a business, to ensure that they hire the right personality, the right person whose attitudes and behaviours fit in with those already working in the organisation.
* **Values** – What comes out of the work. – The attitude towards the standard of work.
* **Social Influences** – What co-workers, managers etc. attitudes are like. – If fellow co-workers are lazy, then the attitude is likely to by ‘well why should I work harder?’ and this will cause the behaviour of not working hard enough just because others are.

## TYPES OF ATTITUDE

**There are three types of attitudes. These are job related attitudes. They are:**

1. **Job Satisfaction**: It refers to individual's general attitudes towards his/her job. A person with high job satisfaction holds positive attitude about his job.

2. **Job Involvement**: It is the degree to which a person participates in his job and considers his involvement is important. People with high job involvement care about what kind of work they do.

3. **Organizational Commitment**: The degree to which an employee identifies with an organization and its goals and wishes to maintain the membership in the organization.

**FUNCTIONS OF ATTITUDE:**

 Attitudes function as a source of motivation which helps in the adjustment to the environment. According to Katz (1960), four different personality functions are served by the maintenance and modifications of social attitudes. They are adjustment, value expression, knowledge and ego defence.

**(i) Adjustment Function:**

 The holding of a particular attitude leads to reward or the avoidance of punishment. It is the utilitarian or instrumental function of attitude which motivates the person to adjust with the environment to gain social approval and support of family, friends and neighbours.

In case of certain social issues like marriage, death, democracy, religion, sacrifice and helping others, he holds opinions similar to his parents and relations and friends. Further favourable attitudes are developed towards those stimuli which satisfy one’s needs and unfavourable attitudes towards those which stand on the fulfilment of his needs and motives.

**(ii) Value Expression Function:**

 On the basis of identification with parents and other relatives the child develops certain personal values and self concepts. These values are integrated in the form of different attitudes. Attitudes help in expressing these values. The individual gets satisfaction by expression of attitudes appropriate to his personal values.

 Religious, ideological and patriotic beliefs and values normally are based on this function. People get self satisfaction by engaging themselves in social work, care for the aged persons, by helping at the time of flood and famines, by taking care of the orphans or by raising their voice against corruption and social injustice.

**(iii) Knowledge Function:**

 According to Mann this function of attitude is based on the need to understand, make sense and give adequate structure to the universe. Attitudes have a cognitive function in the sense that they help in understanding things properly for the sake of quick adjustment.

 Attitudes which prove inadequate dealing with new and changing situations are discarded because, otherwise, they lead to contradictions and inconsistency. The need for cognitive consistency, meaning and clarity is fulfilled by the knowledge function of attitude.

**(iv) Ego Defensive Function:**

 The ego defensive function of attitude provides protection against the knowledge and acceptance of basic unpleasant truths about disease, death, weakness, insecurity, frustration, unemployment, illness and various other harsh realities of life.

 By rationalizing and distorting attitudes on the above harsh realities of life the ego tries to defend itself and lead a happy life by avoiding unpleasantness arising out of these unpleasant truths. All these facts lead to believe the tremendous significance of the functions of attitude in human life.

**VALUES**

**Meaning:** Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations.

**The characteristics of values are:**

* + - Values provide standards of competence and morality.
		- Values are fewer in number than attitudes.
		- Values transcend specific objects, situations or persons.
		- Values are relatively permanent and resistant to change.
		- Values are most central to the core of a person.

**IMPORTANCE OF VALUES:**

* + - Values lay the foundations for the understanding of attitudes and motivation.
		- Personal value system influences the perception of individuals.
		- Value system influences the manager’s perception of the different situations.
		- Personal value system influences the way in which a manager views the other individuals and the groups of individuals in the organisation.
		- Value system also influences a manager’s decisions and his solutions to the various problems.

**TYPES OF VALUES:**

**Milton Rokeach Classification:**

 An extensive research conducted by the noted psychologist Milton Rokeach, identifies two basic types of values.

**1. Terminal Values:**

 A terminal value is an ultimate goal in a desired status or outcome. These lead to the ends to be achieved.

The examples of terminal values are:



Instrumental values relate to means for achieving desired ends. It is a tool for acquiring a terminal value.

The instrumental values are given below,



 The combination of terminal and instrumental values an individual has, create an enduring cluster of values which is his value system. Thus, according to this survey, our values and value system are primarily the determinants of who and what we are as individuals.

**Allport, Vernon and Lindzey Classification:**

G.W. Allport, P.E. Vernon and G. Lindzey have categorized values into six major types as follows:

* + **Theoretical:** Interest in the discovery of truth through reasoning and systematic thinking. The ideal theoretical man values the discovery of truth.
	+ **Economic:** Interest in usefulness and practicality, including the accumulation of wealth. The ideal economic man values what is useful and concerned with practical affairs.
	+ **Aesthetic:** Interest in beauty, form and artistic harmony. The ideal aesthetic man values artistic and aesthetic experiences in life, though he himself may not be creative.
	+ **Social:** Interest in people and human relationships. The ideal social man places great values on affiliation and love. He tends to be kind and sympathetic to other individuals.
	+ **Political:** Interest in gaining power and influencing other people. The ideal political man places great value on power.
	+ **Religious:** Interest in unity and understanding the cosmos as a whole. The highest value for the ideal religious man may be called unit. Different people give different importance to the above mentioned six values. Every individuals gives ranking to the values from one to six. This is very important for understanding the behaviour of the people.

**SOURCES OF VALUES:**

**1. Family Factor:**

 The most important factor which influences the value system of an individual is his immediate family. Some values are inculcated in A person learn and develops values from the following sources the individuals from the childhood and remain in his mind throughout his life. The child rearing practices the parents adopt shape the personality of the human being. Family is the most influential factor in the individual’s learning of social behaviour, values and norms.

**2. Social Factors:**

 Out of all the social factors school plays the most important role in developing the value system of an individual. The child learns the basic discipline from the school. Moreover, the interactions with the teachers, classmates and other staff members in the schools and colleges make the child inculcate values important to the teaching-learning process. Other social factors which may affect values are religious economic and political institutional in the society.

**3. Personal Factors:**

 Personal traits such as intelligence, ability, appearance and educational level of the person determine his development of values. For example, if a person is highly intelligent, he will understand the values faster. If he is highly educated, high values will be inculcated in him by his school and college.

**4. Cultural Factors:**

 Cultural factors include everything that is learned and passed on from generation to generation. Culture includes certain beliefs and other patterns of behaviour. An individual is a participant in social culture, group culture and organisational culture. Thus, he is known as a composite of many cultural elements. Culture is based on certain implicit and explicit values. For example, whether a person is co-operative, friendly or hostile depends upon to which culture he belongs to Individual relationships are different in different cultures and within certain groups of society also. Whether, the individual values money making or doing service to the mankind again depends upon his cultural background.

**5. Religious Factors:**

 Individuals, generally, receive strength and comfort from their religion. Religion comprises of a formal set of values which are passed on from generation to generation. Advancement in technology has under viewed faith in traditional religious beliefs and values.

**6. Life Experiences:**

 A man learns the most from his own personal life experience. Sometimes man can learn from the experience of others also. In the long run, most of the values which influence our behaviour are validated by the satisfaction we have experienced in pursuing them. Individuals work out their values on the basis of what seems most logical to them.

 Values carry importance in direct proportion to how much faith the individual has in them. He should have those values which can stand the test of reality. He should not have rigid values but flexible system which can change with the changes in the individual himself, his life situation and the socio-economic environment.

**7. Role Demands:**

 The role demand refers to the behaviour associated with a particular position in the organisation. All organisations have some formal and some informal code of behaviour. Role demand can create problems when there is a role conflict. Thus, the managers will have to quickly learn the value system prevalent in the organisation.

 If they want to move up the ladder of success. For example, if the informal code of behaviour says that the manager must mix up socially with the subordinates, he should learn to do so even though, his personal value system conflicts with his role as a manager.

**8. Halo Effect:**

 The halo effect refers to the tendency of judging people on the’ basis of a single trait, which may be good or bad, favourable or un-favourable. Sometimes, we judge a person by one first impression about him or her. For example, if a person is kind, he will also be perceived as good, able, helpful, cheerful, nice, and intelligent and so on.

 On the other hand, if a person is abrasive, he shall also be perceived as bad, awful, unkind, aggressive, harmful and wicked. Thus, what one sees in the universe depends partly on one’s inner needs. Thus, with the help of halo effect, we see certain values in others which are actually not there, but we perceive them to be there.

**LEARNING**

**MEANING AND DEFINITION**

* Learning is defined as “a relatively permanent change in behavior that occurs as a result of prior experience.”
* Learning is defined as “any relatively permanent change in behaviour that occurs as a result of practice and experience. ”.

**THEORIES OF LEARNING**

**1. Classical conditioning, 2. Operant conditioning, 3. Cognitive learning, and 4. Social learning.**



**1. Classical Conditioning:**

 Classical conditioning is the association of one event with another desired event resulting in a behaviour. The most well known experiments on classical conditioning were conducted by Ivan Pavlov, the Russian psychologist, who won the Nobel Prize for his experiments on this subject. Pavlov conducted an experiment on dogs and tried to establish a Stimulus-Response (S-R) connection. He tried to relate the dog’s salivation and the ringing of the bell. In his experiments, he put some meat in front of dogs.



 The dogs responded to this stimulus by salivating. This response was instinctive or unconditioned. Pavlov next began to ring a bell at the same time as the meat was presented. Ringing the bell in itself, without the presentation of meat, was not connected to any responses. But by ringing the bell at the same time as presentation of meat, Pavlov established a relationship between the two stimuli-the bell and the meat- in the mind of the dogs. By continuing this process, the ringing of bell alone was sufficient stimulus to elicit a response of salivating, even when no meat was presented. Thus, the bell became a conditioned stimulus, resulting in conditioned or learned response.

 The above diagram explains that the meat was an unconditioned stimulus. It caused the dog to react in a certain way i.e. noticeable increase in salivation. This reaction is called the unconditioned response. The bell was an artificial stimulus or conditioned stimulus. But when the bell was paired with the meat (an unconditioned stimulus), it eventually produced a response. After conditioning, the dog started salivating in response to the ringing of the bell alone. Thus, conditioned stimulus led to conditioned response.

**2. Operant Conditioning:**

 Operant is defined as behaviour that produces effect. Operant conditioning is based on the work of B.F. Skinner who advocated that individuals emit responses that are rewarded and will not emit responses that are either not rewarded or are punished. Operant conditioning argues that behaviour is a function of its consequences. Behaviour is likely to be repeated if the consequences are favourable. Behaviour is not likely to be repeated if the consequences are unfavorable. Thus the relationship between behaviour and consequences is the essence of the operant conditioning.

 Based upon this direct relationship between the consequences and the behaviour, the management can study and identify this relationship and try to modify and control behaviour. Hence, certain types of consequences can be used to increase the occurrence of a desired behaviour and other types of consequences can be used to decrease the occurrence of undesired behaviour.

**3. Cognitive Learning:**

 The pioneer of cognitive learning theory is Edward Tolman. He developed and tested this theory through controlled experiments. Using rats in his laboratory, he showed that they learnt to run through a complicated maze towards their goal of food. It was observed that rats developed expectations at every choice point in the maze. Thus, they learnt to expect that certain cognitive cues related to the choice point could ultimately lead to food. The learning took place when the relationship between the cues and expectancy was strengthened because the cues led to expected goals.

 The cognitive theory recognizes the role of an organism in receiving, memorizing, retrieving and interpreting the stimulus and reacting to it. The cognitive explanation of learning differs from classical conditioning (stimulus response learning) and operant conditioning (response stimulus learning). According to Tolman, cognitive approach could be termed as stimulus approach i.e. one stimulus leads to another.

 Cognitive learning is achieved by thinking about the perceived relationship between events and individual goals and expectations. Cognitive theory of learning assumes that the organism learns the meaning of various objects and events and learned responses depend upon the meaning assigned to stimuli.

**4. Social Learning:**

 Individuals can also learn by observing what happens to other people and just by being told about something, as well as by direct experiences. Much of what we have learned comes from observing and imitating models-parents, teachers, peers, superiors, film stars etc. This view that we can learn through both observation and direct experience has called social learning theory.

 This theory assumes that learning is not a case of environmental determinism (classical and operant views) or of individual determinism (The cognitive view). Rather it is a blending of both. Thus, social learning theory emphasizes the interactive nature of cognitive, behavioural and environmental determinants.

**a. Attention Process:**

People learn from a model only when they recognize and pay attention to its critical features. We tend to be most influenced by models that are attractive, repeatedly available, important to us or similar to use in our estimation.

**b. Retention Processes:**

A model’s influence will depend upon how well the individual remembers the model’s action after the model is not longer readily available.

**c. Motor Reproduction Processes:**

After a person has seen a new behaviour by observing the model, the watching must be converted to doing. This process then demonstrates that the individual can perform the modelled activities.

**d. Reinforcement Processes:**

Individuals will be motivated to exhibit the modeled behaviour if positive incentives or rewards are provided. Behaviours that are positively reinforced will be given more attention, learned better and performed more often.



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**UNIT – IV**

**GROUP BEHAVIOUR**

**Meaning:-**

A group can be defined as two or more interacting and interdependent individuals who come together to achieve particular objectives. A group behavior can be stated as a course of action a group takes as a family. For example: Strike.

Group behaviour refers to the situation where people interact inlarge or small groups. The study of group behaviour is essential for an organization to achieve its goals.

**REASONS FOR GROUP FORMATION IN AN ORGANISATION**

**(A) From Members Point of View:**

**1. Companionship:**

 The need for relationship with other people is one of the strongest and most constant of human drives. Relationships give an individual, who earlier felt lonely and miserable, recognition and his work life pleasant and comfortable. Many research studies have indicated that the employees who .have no opportunity for social contacts find their work unsatisfying and this lack of satisfaction often reflects itself in low productivity and high rate of absenteeism and turnover.

**2. Identity:**

 We try to understand ourselves through the behaviour of others towards us. If others praise us, we feel we are great. Groups provide many others who will laugh, praise or admire us. Workers get more identified in small groups and so small groups tend to enjoy high morale as compared to large groups.

**3. Information:**

 The informal group to which a member belongs is a source of communication or information to him. A piece of information available to one member will nearly reach all the members in a short span of time. An individual comes to know about what is happening in an organisation even if he has been on leave or is otherwise away.

 The group may develop a special code or language for speedy communication. The groups help reduce many of the psychological barriers to communication. Sometimes the group will amend, amplify and interpret the news, once it is released. Thus, each person gets a larger, more detailed and meaningful but at times, a distorted and erroneous picture of what is going on in the organisation.

**4. Security:**

 Perhaps, the strongest reason for group formation is the people’s need for security. By joining a group, a person can reduce his insecurity; he feels stronger, has lesser self doubts and is more resistant to threats. A person always derives reassurance from interacting with others and being part of a group. The group protects its members from the arbitrary policies and orders of the formal organisations and provides a psychological buffer between the individual and the organisation. This often explains the concept of unions.

**5. Esteem:**

 Membership in a prestigious group is a source of enhanced self esteem. The members will feel good about themselves by virtue of the group’s power, prestige and social standing. They will get opportunities for recognition and praise that are not available outside the group.

**6. Sense of Belongingness:**

 It is an emotional need for friendship, love, affection and affiliation. Most people have strong need for being with others who can understand, support and help them when they are in need and render them moral and emotional support in time of difficulty. The concept of family and friends fulfill this need. When people are new to an organisation, they are eager to find friends with which they can check their perception of new and uncertain environment.

**7. Outlet for Frustrations:**

 An individual may be faced with several problems relating to his family life and work life. At times, he feels tremendous stress in life and gets frustrated. If he shares his feelings and anxieties with someone, his tension is released to a great extent. The social relations provide an important outlet for frustration. Informal groups serve as safety valves and help release frustrations, thus avoiding any mental or physical breakdown of the individual. Organisations which don’t have the informal groups sometimes rely on the expensive system of employee counselling in which outsiders hear employees’ problems and advise them accordingly.

**8. Perpetuation of Cultural Values:**

 Common cultural background brings people together and is a strong cementing force. People, sharing a common culture, are able to maintain their cultural identity and even propagate their culture. A group with a particular cultural value often takes up activities which help perpetuate those values. This, even gives, psychological satisfaction to members.

**9. Generation of New Ideas:**

 Informal groups are a breeding ground for new ideas as they provide a supportive environment in which the members can engage themselves in creative thinking. Quality circles in Japan are an important example in this regard. Under quality circles, workers meet periodically and discuss problems relating to quality and come out with new ideas to solve the problems.

**10. Self Evaluation:**

 Groups help the members in evaluating themselves as against others. By employing any yard stick, an individual can judge himself against other members of the group. This will help him in having a realistic self assessment and encourage him to acquire the plus point of others or inculcate a competitive spirit. The group also provides acceptable ways of compensating for an individual’s deficiencies.

**11. Job Satisfaction:**

 Many jobs which appear superficially dull and routine are made interesting by the group and spontaneity is encouraged and protected by the group. Certain jobs can be done by the isolated workers, but working as a group often results in higher motivation to the workers.

 **(B) From Organization’s Point of View:**

 Informal group satisfies some of the social and psychological needs of its members on the one hand, and on the other hand, it can also prove useful from the organization’s point of view. In fact, the findings of many social researchers suggest that informal groups are essential for the organisational stability. Such a group can prove useful in the following ways:

**1. Lightening of Responsibility:**

 A cooperate group can always be entrusted with some responsibility which will lighten the manager’s mental burden to some extent.

**2. Filling the Gaps:**

 An enlightened group can also fill in gaps in management’s abilities. Sometimes, a subordinate who has knowledge in the area can help the superior, who does not have adequate grasp over the problem.

**3. Restraining the Authority:**

 A group also helps to keep checks and balances on the manager’s excessive use of authority. A manager is not allowed to cross his limits or bounds.

**4. Proper and Careful Planning:**

 A manager will be very careful in planning and other jobs for the fear of the presence of the group.

**TYPES OF GROUPS**

There can be different types of groups that might exist, the most common way of distinguishing between groups is to categorizing the groups into formal or informal groups.

* Formal groups are deliberately created by the organization in order to help the organizational members achieve some of the important the organizational goals.
* Informal groups, in contrast, develop rather spontaneously among an organization’s members without any direction from the organizational authorities.

There are various types of **formal groups** that are found in an organization. These are:

 **1. Command group** which is determined by the organizational chart depicting the approved formal connections between individuals in an organization. Examples of command group are Director and the faculty members in a business school, school principal and teachers, production manager and supervisors, etc.

 **2. Task groups,** comprising some individuals with special interest or expertise, are created by the organizational authorities to work together in order to complete a specific task. Task groups are often not restricted to the organizational hierarchy

and can be cross functional in nature. Examples of task group might be people working on a particular project.

 **3. Standing committee** is a permanent committee in an organization to deal with some specific types of problems that may arise more or less on a regular basis. Examples of standing committees include the standing committee in a university

to discuss various academic and administrative issues.

 **4.Task force / ad hoc committee**, in contrast, is a temporary committee formed by organizational members from across various functional areas for a special purpose.

Meetings can also come under this category.

Various types of **informal groups** are:

 **1.Interest groups** are formed when a group of employees band together to seek some common objectives, like protesting some organizational policy or joining the union to achieve a higher amount of bonus.

 **2.Friendship groups** develop among the organizational members when they share some common interest like participating in some sports activities or staging the office drama, etc.

 **3.Reference groups** are the groups, with which individuals identify and compare themselves. These could be within the organization when a middle level executive compares himself with the higher level executive and longs for the perks and benefits enjoyed by the latter. The reference group might exist outside the organization as well when an individual compares himself with his batch mates working in other organizations or an ideal group of people he likes to become.

## GROUP COHESIVENESS

Cohesion can be more specifically defined as the tendency for a group to be in unity while working towards a goal or to satisfy the emotional needs of its members

Group cohesiveness can be defined as a group session where in which, group of people connects them with the help of similar interest and program. Moreover, it is a process where a group of people for a group or a team consider their similar interest and ability.

## IMPORTANT FACTORS OF GROUP COHESIVENESS:

 To understand the importance of group cohesiveness, one should well understand the group cohesiveness definition and cohesiveness meaning. Therefore, with this additional info about group cohesiveness one can have a better clarity on it.

### 1. Equal mindset:

 As people join some group with a thinking that they can be a part of that particular group as they share a similar kind of interest, then they definitely should go ahead with their decision and join such team or a group.

### 2. Communication:

 As it is explained earlier that communication between the team and its team members is very much necessary. If there is any sort of mis-communication between the team and its members, then it is quite clear to everyone that there will be all sorts of doubts between the team members.

**3. Trust:**

###  Sometimes trust holds all the main activity between people, whether it is a company, organization and the team. And that is why all the people who are in connection with the team or a group need to maintain a positive trust on their team and their decision. Therefore, it is very much necessary to understand all the factors of trust in the team and their decision and moreover handling all the facts relating to that.

### ADVANTAGES OF GROUP COHESIVENESS:

 All the factors and study elements relating to the group cohesive behavior is a cover up for all [sorts of benefits of group cohesiveness](https://content.wisestep.com/best-strategies-for-conflict-resolution-in-teams-at-work/). Therefore, these advantages or benefits can clear out all the fogs surrounded and can show a ray of sunshine.

### 1. Motivational elements:

 As it is explained earlier that all the elements which help a person to join or to be part of the group are the motivational elements which can be bought from the members of the team and moreover these members can create some sort differentiation between their improvement and courage in terms of their motivating behavior.

### 2. Better cooperation:

 If it is a group of members who share similar interest and attraction as compared to each other, then it is quite clear that all the things which can be delivered with the help of group cohesiveness behavior can definitely produce better cooperation between the team and their members. Therefore, because of group cohesive behavior the group can embrace better cooperation with their rest of the team members.

### 3. Time saving:

 A work or a task allotted to a group of persons instead of work allotted to an individual, can definitely approach a positive side of the work. For instance, when it comes to an individual person, then the person might take a little longer time to solve the issues, but when it comes to group of people, then the solution can be better and quicker as compared to the individual doing the work.

### 4. Improves communication:

 As it is a task of a group or a team, then the team leader might be aware of all the consequences of work assigned to a person. And because of the group cohesiveness, the whole team can experience some sort of change in their communication levels. These communication levels create a difference in their personal and professional life as usual. Moreover, it also provides good confidence to all the members of the team.

## DISADVANTAGES OF GROUP COHESIVENESS:

 Most parts of the study material with the subject line group cohesiveness can clear all the doubts among its readers and with their team. Therefore, it is necessary to know more [about the disadvantages of group cohesiveness](http://smallbusiness.chron.com/advantages-disadvantages-group-cohesiveness-productivity-25046.html), and then these disadvantages can help a group of people with all the growth and success of their daily work.

### 1. Low level of productivity:

 Most of the time, working in a group can not favor a company or an organization with the help of their own group, and that is because all the teams own their own thinking. And in this case of production a group cohesiveness brings it down to a low level because most of the team members available in the team are from the same field of work. Moreover, it is a fast moving generation and that is why it’s necessary to understand the, low level of productivity among the team members.

### 2. Lack of creativity:

 As most of the members of the team share a single and simple interest and eventually this type of similar interest can deliver same sort of results each and every time. Therefore, because of group cohesive behavior the company can lack behind with their creative elements. Moreover, all the elements in the group cohesiveness provide a lower level of creativity among their group or a team.

### 3. Lack of innovation:

 It is quite similar to the topic that one can understand better. At most of the time people involved in a group can come up with a low level of innovation and that eventually lacks creativity in their field of work. Therefore, it is necessary to understand all the things within this group cohesiveness. Moreover, this creates a lack of innovation among their members.

### 4. Domination:

 The domination can be experienced because of the team leaders of each and every group. Most of the these type of group leader domination can never benefit the company, moreover, it can damage the unity of the group. Therefore, all the team leaders need to understand that if they need and want their team members work according to their direction, then they need to treat as equals in the group.

 Finally the bottom line is that at the end of the discussion about group cohesiveness, a person can understand all the definition, factors, importance, advantages or benefits and disadvantages or cons of the study material stated above about group cohesiveness. Therefore, it is advisable to all the interested people that if anyone need to know more about the group cohesiveness, then they can follow and read all the above mentioned discussion and find all the answers to their questions.

**JOB STRESS**

**Definition :** According toWestman, "Job stress arises when demands exceed abilities, while job-related strains are reactions or outcomes resulting from the experience of stress."

**Meaning :** Job stress relates to a serious physiological condition that causes adverse mental and physical reactions to the body as a result of excessive workplace obligations.

**DIFFERENT KINDS OF STRESSORS :**

 Two kinds are eustress and distress. There is a difference between eustress, which is a term for positive stress, and distress, which refers to negative stress. In daily life, we often use the term "stress" to describe negative situations. This leads many people to believe that all stress is bad for you, which is not true. Eustress, or positive stress, has the following characteristics:

* Motivates, focuses energy
* Is short-term
* Is perceived as within our coping abilities
* Feels exciting
* Improves performance

In contrast, Distress, or negative stress, has the following characteristics:

* Causes anxiety or concern
* Can be short- or long-term
* Is perceived as outside of our coping abilities
* Feels unpleasant
* Decreases performance
* Can lead to mental and physical problems

 It is somewhat hard to categorize stressors into objective lists of those that cause eustress and those that cause distress, because different people will have different reactions to particular situations. However, by generalizing, we can compile a list of stressors that are typically experienced as negative or positive to most people, most of the time.

Examples of negative personal stressors include:

* The death of a spouse
* Filing for divorce
* Losing contact with loved ones
* The death of a family member
* Hospitalization (oneself or a family member)
* Injury or illness (oneself or a family member)
* Being abused or neglected
* Separation from a spouse or committed relationship partner
* Conflict in interpersonal relationships
* Bankruptcy/Money Problems
* Unemployment
* Sleep problems
* Children's problems at school
* Legal problems

Examples of positive personal stressors include:

* Receiving a promotion or raise at work
* Starting a new job
* Marriage
* Buying a home
* Having a child
* Moving
* Taking a vacation
* Holiday seasons
* Retiring
* Taking educational classes or learning a new hobby

Work and employment concerns such as those listed below are also frequent causes of distress:

* Excessive job demands
* Job insecurity
* Conflicts with teammates and supervisors
* Inadequate authority necessary to carry out tasks
* Lack of training necessary to do the job
* Making presentations in front of colleagues or clients
* Unproductive and time-consuming meetings
* Commuting and travel schedules

## COMMON CAUSES OF STRESS AT WORK

 It's important to recognise the common causes of stress at work so that you can take steps to reduce stress levels where possible. Some common causes of stress include:

* Excessively **high workloads**, with unrealistic deadlines making people feel rushed, under pressure and overwhelmed.
* **Insufficient workloads**, making people feel that their skills are being underused.
* A **lack of control** over work activities.
* A lack of interpersonal support or poor working relationships leading to a sense of isolation.
* People being asked to do a job for which they have insufficient experience or training.
* Difficulty settling into a new promotion, both in terms of meeting the new role's requirements and adapting to possible changes in relationships with colleagues.
* Concerns about job security, lack of career opportunities, or level of pay.
* **Bullying or harassment**.
* A **blame culture** within your business where people are afraid to get things wrong or to admit to making mistakes.
* **Weak or ineffective management** which leaves employees feeling they don't have a sense of direction. Or **over-management**, which can leave employees feeling undervalued and affect their self-esteem.
* Multiple reporting lines for employees, with each manager asking for their work to be prioritised.
* Failure to keep employees informed about significant changes to the business, causing them uncertainty about their future.
* A **poor physical working environment**, eg excessive heat, cold or noise, inadequate lighting, uncomfortable seating, malfunctioning equipment, etc.

**COPING STRATEGIES :**

Here are seven ways to deal with stress:

1. **Keep a positive attitude** – sometimes the way you think about things can make all of the difference. Your attitude can help offset difficult situations.
2. **Accept that there are events you cannot control** – when you know there are times when you have given all that you can to a situation, it allows you to expend energy where it can be more effective.
3. **Learn to relax** – purposeful relaxation, such as deep breathing, muscle relaxation and meditation is essential in training your body to relax. Relaxation should be a part of your daily regimen.
4. **Be active regularly** – being active also helps your body more easily fight stress because it is fit.
5. **Eat well-balanced meals** – staying on track with healthy eating habits is a great way to manage stress.
6. **Rest and sleep** - your body needs time to recover from stressful events, so sleep is an important part of caring for yourself.
7. **Find your stressors and effective ways to cope with them** - remember that you can learn to control stress because stress comes from how you respond to stressful events.

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**UNIT – V**

**LEADERSHIP**

**Meaning :**

* Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.
* Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

**Definition :** According to Keith Davis, “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.”

**IMPORTANCE OF LEADERSHIP :** Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. The following points justify the importance of leadership in a concern.

1. **Initiates action-** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.
2. **Motivation-** A leader proves to be playing an incentive role in the concern’s working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.
3. **Providing guidance-** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
4. **Creating confidence-** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
5. **Building morale-** Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
6. **Co-ordination-** Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader.

**LEADERSHIP FUNCTIONS:**

**1. Setting Goals:** A leader is expected to perform creative function of laying out goals and policies to persuade the subordinates to work with zeal and confidence.

**2. Organizing:** The second function of a leader is to create and shape the organization on scientific lines by assigning roles appropriate to individual abilities with the view to make its various components to operate sensitively towards the achievement of enterprise goals.

**3. Initiating Action:** The next function of a leader is to take the initiative in all matters of interest to the group. He should not depend upon others for decision and judgment. He should float new ideas and his decisions should reflect original thinking.

**4. Co-Ordination:** A leader has to reconcile the interests of the individual members of the group with that of the organization. He has to ensure voluntary co-operation from the group in realizing the common objectives.

**5. Direction and Motivation:** It is the primary function of a leader to guide and direct his group and motivate people to do their best in the achievement of desired goals, he should build up confidence and zeal in the work group.

**6. Link between Management and Workers:** A leader works as a necessary link between the management and the workers. He interprets the policies and programmes of the management to his subordinates and represents the subordinates’ interests before the management. He can prove effective only when he can act as the true guardian of the interests of his subordinates.

**QUALITIES OF A GOOD LEADER:**

1. Good personality, Emotional stability.

3. Sound education and professional competence.

4. Initiatives and creative thinking, Sense of purpose and responsibility.

6. Ability to guide and teach, Good understanding and sound judgment.

8. Communicating skill, Sociable, Objective and flexible approach.

9. Honesty and integrity of character.

10. Self confidence, diligence and industry, Courage to accept responsibility

## LEADERSHIP STYLES

**1. Autocratic Leadership**

 Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility.

In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership.

Some of the leaders that support this kind of leadership include: Albert J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others.

**2. Democratic Leadership**

 In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this headship is centered on subordinates’ contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects.

 The most unique feature of this leadership is that communication is active upward and downward. With respect to statistics, democratic leadership is one of the most preferred leadership, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.

### 3. Laissez-faire Leadership

 Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

**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. They identified five sources of power, namely: coercive, referent, legitimate, expert and reward power.

**Sources of Power in Organizations**

## 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 that held by a company's CEO.

## Expert power

 Knowledge is power. 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 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 arises from charisma, as the charismatic person influences others via the admiration, respect and trust others have for her. 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 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

 Reward power arises from the ability of a person to influence the allocation of incentives in an organization. These incentives include salary increments, positive appraisals and promotions. 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.

**POLITICS**

**Meaning:** Organization politics can be defined as the accomplishment of the individual motives and upholding of individual interest over the organizational interest, without regard to the impact on the organization. Although politics is generally regarded as negative and undesirable, but politics may be both sometimes good for the organization. Politics is inevitable in any organization.

**Definition :** According to Farrell and Peterson “Politics is defined as those activities that are not required as a part of one’s formal role in the organization, but that influence, or attempt to influence the distribution of advantages and disadvantages within the organization.”

**Organizational politics is the process of using an informal network to gain power and accomplish tasks to meet a person's wants or needs.** Organizational politics may be a positive practice when the greater good of the company is affected. However, it can also be negative when people promote self-interests.

## ADVANTAGES OF ORGANIZATIONAL POLITICS

1. **Motivating employees**:  Due to the presence of organizational politics, employees may be motivated with the hope that their interest would not be hampered.
2. **Resisting indiscipline**: Indiscipline from the employees side may be resisted with the help of organizational politics.
3. **Increased productivity**: For the sake of increasing productivity level, employees may be involved with organizational politics.
4. **Influencing employees**: At the presence of political influence, employees may be convinced about the plans and goals of the organization
5. **Gaining dignity and recognition**: Employer or management might give dignity and recognition to the employees’ hopes and aspiration.
6. **Successful bargaining**: Successful bargaining may take place in the presence or organizational politics and democratic system.
7. **Using group effort**: Organizational politics can use group effort successfully for achieving goals of any enterprise.
8. **Selection of suitable leader**: If organizational politics works well, suitable candidates as well as leaders may be selected and organization can run well.

**EFFECTS OR DISADVANTAGES OF POLITICS ON ORGANIZATION AND EMPLOYEES:**

1. **Decrease in overall productivity**
	* Politics lowers the output of an individual and eventually affects the productivity of the organization.
	* Common observation says that individuals who play politics at the workplace pay less attention to their work.
	* They are more interested in leg pulling and back biting. They spend most of their times criticizing their fellow workers.
	* As a result of politics at the workplace, employees fail to achieve targets within the stipulated time frame. Work gets delayed in such an organization.
2. **Affects Concentration**
	* Individuals find it difficult to concentrate on their work. They are more interested in spoiling the other person’s image in front of the superiors.
	* An individual involved in politics is bound to make more mistakes as his focus is somewhere else.
3. **Spoils the Ambience**
	* Politics leads to a negative environment at the workplace.
	* It spoils the relationships amongst individuals. An individual playing politics at the organization is disliked by all.
4. **Changes the Attitude of employees**
	* Politics changes the attitude of the employees.
	* Even the serious employees lose interest in work and attend office just for the sake of it.
	* Internal politics do not allow employees to give their hundred percent at work.
	* No matter how much hard work an employee puts in, it goes unnoticed in a politically driven organization.
5. **Demotivated employees**
	* A non performer can be the apple of his boss’s eye simply due to politics, thus demotivating the performers.
	* Discussions are essential at the workplace to extract the best out of employees. Evaluating the pros and cons of an idea always helps in the long run. Employees playing politics always look for an opportunity to tarnish the image of the fellow workers.
	* Employees feel demotivated when they are not rewarded suitably or someone who has not worked hard gets the benefits due to mere politics.
6. **Increases Stress**
	* It is rightly said that problems evaporate if discussed. Individuals find it difficult to confide in any of their fellow workers due to the fear of secrets getting leaked.
	* Politics increases the stress level of the employees. Individuals are not machines who can work continuously for 8-9 hours without talking to others. It is important to have friends at the workplace who help you when needed.
	* Individuals fail to trust each other.
7. **Wrong Information**
	* Employees indulged in politics manipulate information and it is never passed on in its desired form.
	* Superiors get a wrong picture of what is actually happening in the organization.
	* A wrong person walks away with the credit in an organization where employees are indulged in politics.

**DISTINCTION BETWEEN POWER AND POLITICS**

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| --- | --- |
| **POWER** | **POLITICS** |
| **1.** The potential ability to influence behavior, to change the course of events, to overcome resistance, and to get people to do things that they would not otherwise do. | **1.** [Influence](https://en.wikipedia.org/wiki/Social_influence) by individuals may serve personal interests without regard to their effect on the organization itself. |
| **2.** Power is necessary in an organization because it helps managers fulfill their leadership responsibilities. | **2.** Office politics creates morality among the employees with the increased delegation of concerned authority. It motivates the employee to work. It also increases the confident level of the employees. |
| **3.** a) The individuals can misuse the power in the organization that would affect the overall performance of the organization, and is considered as the main disadvantage of power.b) The managers are free to promote illegal or unethical actions in the organization. | **3.** a) When the politics and gossips go on around the organization, individuals find it difficult to concentrate on their assigned work. They are more interested in spoiling the image of others in front of the senior.b) Office politics increases stress that is cause of wrong information. If he/she has to maintain secrets then their stress level increases when the secret about this politics is leaked. |

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