

University of Global Village

Department of Business Administration

Course Title: Management Organizational Behavior

Course Code: 0413-611; 0413-711	Credits: 03
Semester End Examination (SEE) hours: 03	CIE Marks: 90 SEE Marks: 60

Course Learning Outcomes (CLOs)-after Successful completion of the course students will be able to-

CLOs	
CLO1	Understand, classify and describe the fundamental concepts and theories of organizational behavior, including motivation, leadership, communication, and team dynamics.
CLO2	Apply & demonstrate organizational behavior theories and models to solve workplace challenges and improve individual and team performance.
CLO3	Analyze and differentiate the impact of individual, group, and organizational factors on workplace behavior to identify the root causes of productivity or cultural issues.
CLO4	Evaluate and justify organizational strategies and leadership styles to recommend improvements for achieving organizational goals effectively.

Course plan specifying content, teaching times and CLOs

SL No	Topic	Hours	CLOs
1	Introduction to Organizational Behavior	4	CLO1 CLO2
2	Attitudes and Job Satisfaction	4	CLO1 CLO3
3	Personality and Values	2	CLO1 CLO2
4	Perception and Individual Decision Making	4	CLO1 CLO3
5	Motivation Concepts	4	CLO1 CLO2 CLO3 CLO4
6	Power and Politics	4	CLO1 CLO3
7	Foundations of Group Behavior	4	CLO1 CLO2 CLO3
8	Communication in Business	4	CLO1 CLO2 CLO3
9	Leadership	4	CLO1 CLO2 CLO3 CLO4

Course plan specifying content, CLOs, Teaching Learning and Assessment Strategy Mapped with CLOs : (TLS= Teaching Learning Strategy, AS= Assessment Strategy)

Week	Chapter	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
1	1	Introduction to Organizational Behavior: Functions of Management, management skills, Successful Managerial Activities, Challenges and Opportunities for OB, Developing an OB Model.	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	<ul style="list-style-type: none"> ▪ Quiz ▪ Written Examinations ▪ Assignment 	CLO1 CLO2
2	1	Introduction to Organizational Behavior: Functions of Management, management skills, Successful Managerial Activities, Challenges and Opportunities for OB, Developing an OB Model.	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	<ul style="list-style-type: none"> ▪ Quiz ▪ Written Examinations ▪ Assignment 	CLO1 CLO2
3	3	Attitudes and Job Satisfaction: Components of an attitude, Relationship between attitudes and	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion 	<ul style="list-style-type: none"> ▪ Quiz ▪ Written 	CLO1 CLO3

		behavior, Compare and Contrast the major job attitudes, Defining and Measuring job satisfaction, Main Causes of job satisfaction.		Examinations ▪ Case Study	
4		QUIZ/ASSIGNMENT/CASE STUDY/PRESENTATION	<ul style="list-style-type: none"> ▪ Written exam ▪ MCQ test ▪ Assignment ▪ Presentation 	<ul style="list-style-type: none"> ▪ Written exam ▪ MCQ test ▪ Oral test 	
5	3	Attitudes and Job Satisfaction: Organizational Commitment, Dimension of organizational Commitment, Impact of satisfied and dissatisfied employees in the workplace, Customer satisfaction & productivity, Satisfaction and turnover.	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 		CLO1 CLO3
6	4	Personality and Values Defining personality, Defining values, Linking an individual's personality, Personality Attributes influencing OB, Terminal Values and instrumental Values	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	▪ Question & Answer (Oral)	CLO1 CLO2
7	5	Perception and Individual Decision Making	▪ Lecture	▪ Question & Answer	CLO1

		Factors that influence perception, The link between perception and individual decision making, Decision Making in organization	<ul style="list-style-type: none"> ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	(Oral) ▪ Class Test	CLO3
8	5	Perception and Individual Decision Making Rational Decision making Model, Biases and errors, Ethical framework for decision making, Three Component model of creativity	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	▪ Question & Answer (Oral) ▪ Class Test	CLO1 CLO3
9	6	Motivation Concepts Defining Motivation, Theories of motivation, Using rewards to motivate employees.	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	▪ Question & Answer (Oral) ▪ Class Test	CLO1 CLO2 CLO3 CLO4
10	7	Power and Politics A definition of power, Contrasting leadership and power, Bases of power, Power tactics, Sexual Harassment, Definition of organizational politics, Causes and consequences of political behavior	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion 	▪ Question & Answer (Oral)	CLO1 CLO3

11	8	<p>Foundations of Group Behavior</p> <p>Defining Group, Stages of group development, Group properties, Group decision making</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	<ul style="list-style-type: none"> ▪ Question & Answer (Oral) ▪ Class Test 	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>
12		<p>QUIZ/ASSIGNMENT/CASE STUDY/PRESENTATION</p>	<ul style="list-style-type: none"> ▪ Written exam ▪ MCQ test ▪ Assignment ▪ Presentation 	<ul style="list-style-type: none"> ▪ Written exam ▪ MCQ test ▪ Oral test 	
13	8	<p>Foundations of Group Behavior</p> <p>Effectiveness and Efficiency, Groupthink symptoms, Group Polarization, Group Decision making techniques</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise 	<ul style="list-style-type: none"> ▪ Question & Answer (Oral) ▪ Class Test 	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>
14	9	<p>Communication in Business</p> <p>Business communication, Forms of Business communication, Advantage and disadvantage verbal and non-verbal communication</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	<ul style="list-style-type: none"> ▪ Question & Answer (Oral) 	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>

15	9	<p>Communication in Business</p> <p>Forms of verbal communication, Forms of oral communication, Advantage and disadvantage of oral communication, Written Communication</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	<ul style="list-style-type: none"> ▪ Question & Answer (Oral) ▪ Class Test 	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>
16	10	<p>Leadership</p> <p>Definition of leadership, Four factors of leadership, Style of leadership, Theory of leadership.</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving ▪ Exercise ▪ Assignment 	<ul style="list-style-type: none"> ▪ Question & Answer (Oral) 	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p> <p>CLO4</p>
17	10	<p>Theories of Leadership</p> <p>Trait Theory, Behavioral Theory, FIEDLER'S Contingency Model, Harsey & Blanchard situational Theory, Path-goal Theory, Managerial Grid, Likert Schools of Leadership.</p>	<ul style="list-style-type: none"> ▪ Lecture ▪ Discussion ▪ Problem Solving 	<ul style="list-style-type: none"> ▪ Question & Answer (Oral) 	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p> <p>CLO4</p>

CIE- Continuous Internal Evaluation (90 Marks)

Bloom's Category	Quiz	Assignments	External Participation in Curricular/ Co-curricular activities	Test (45)
Marks (out of 90)	(15)	(15)	(15)	
Remember			Bloom's affective domain: (Attitude or Will) Attendance: 15 Copy or Attempt to copy: -10 Late Assignment: -10	10
Understand	05	05		05
Apply	05			10
Analyze		05		05
Evaluate	05	05		10
Create				05

SEE- Semester End Examination (60 Marks)

Bloom's Category	Test
Remember	10
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	10

Recommended Books:

1. Stephen P. Robbins, Timothy A. Judge, Organizational Behavior, Pearson Education. (18th Edition)

Supplementary Readings:

1. John W. Newstrom, Keith Davis, Organizational Behavior: Human Behavior at Work, McGraw-Hill/Irwin. (16th Edition)

Week 1
Slides 2-22

Chapter-1
Introduction To Organizational
Behavior

After studying this chapter, you should be able to:

1. Describe what managers do.
2. Define organizational behavior (OB).
3. Explain the value of the systematic study of OB.
4. Identify the contributions made by major behavioral science disciplines to OB.
5. List the major challenges and opportunities for managers to use OB concepts.

What Managers Do

Managers (or *administrators*)

Individuals who achieve goals through other people.

Managerial Activities

- **Make decisions**
- **Allocate resources**
- **Direct activities of others to attain goals**

Where Managers Work

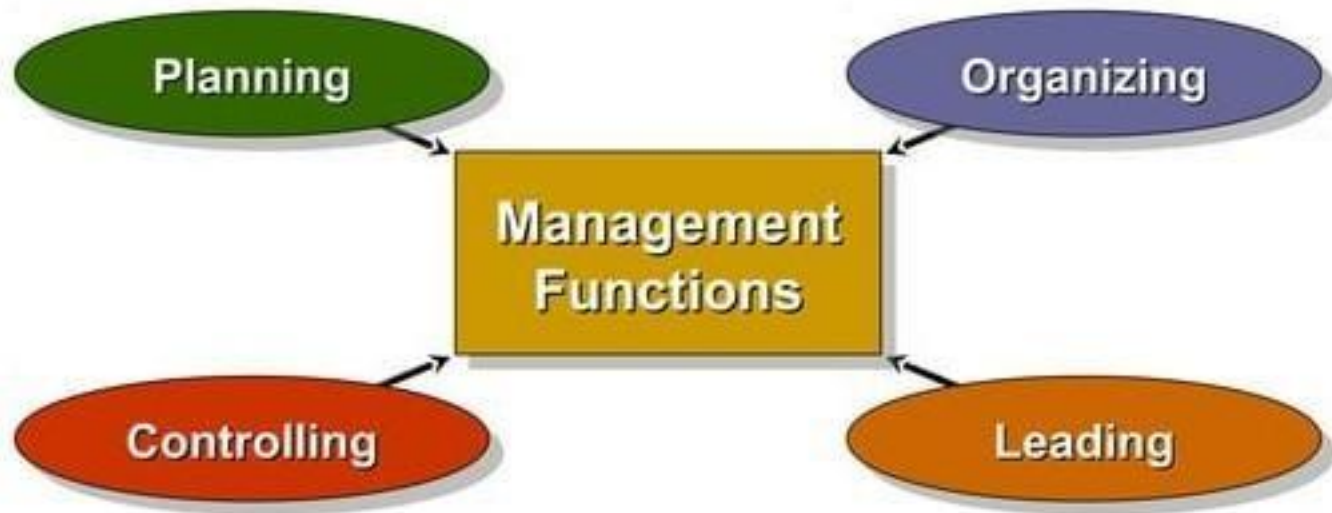
Organization

A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals.

In order to answer the question: *What do managers do?*

French Industrialist, **Henry Fayol** wrote that all managers perform five management functions ; they *plan*, *organize*, *command*, *coordinate* & *control*.

Management Functions



Command + Coordination = Leading

Management Functions (cont'd)

Planning

A process that includes defining goals, establishing strategy, and developing plans to coordinate activities.



Management Functions (cont'd)

Organizing

Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.



Management Functions (cont'd)

Leading

A function that includes motivating employees, directing others, selecting the most effective communication channels, and resolving conflicts.



Management Functions (cont'd)

Controlling

Monitoring activities to ensure they are being accomplished as planned and correcting any significant deviations.

Management Roles

In the late 1960s, *Henry Mintzberg*, undertook a study to determine what managers did on their jobs.

Mintzberg, concluded that managers perform 10 different highly interrelated *roles*.

These 10 roles can be grouped as being primarily concerned with interpersonal relationships, the transfer of information, and decision making.

Mintzberg's Managerial Roles

Interpersonal

Figurehead

Symbolic head; required to perform a number of routine duties of a legal or social nature

Leader

Responsible for the motivation and direction of employees

Liaison

Maintains a network of outside contacts who provide favors and information

Mintzberg's Managerial Roles (cont'd)

Informational

Monitor	Receives wide variety of information; serves as nerve center of internal and external information of the organization
Disseminator	Transmits information received from outsiders or from other employees to members of the organization
Spokesperson	Transmits information to outsiders on organization's plans, policies, actions, and results; serves as expert on organization's industry

Mintzberg's Managerial Roles (cont'd)

Decisional

Entrepreneur	Searches organization and its environment for opportunities and initiates projects to bring about change
Disturbance handler	Responsible for corrective action when organization faces important, unexpected disturbances
Resource allocator	Makes or approves significant organizational decisions
Negotiator	Responsible for representing the organization at major negotiations

Management Skills

- Another way of considering what managers do is to look at the skills or competencies they need to achieve their goals.
- *Robert Katz*, has identified three essential management skills: technical, human, & conceptual.

Management Skills

Technical skills

The ability to apply specialized knowledge or expertise.

Human skills

The ability to work with, understand, and motivate other people, both individually and in groups.

Conceptual Skills

The mental ability to analyze and diagnose complex situations.



Effective Vs. Successful Managers

- *Fred Luthan*, looked at the issue of what managers do from a somewhat different perspective.
- He asked the question: *Do managers who move up most quickly in an organization do the same activities & with the same emphasis as managers who do the best job?*

Effective Versus Successful Managerial Activities (Fred Luthans)

1. Traditional management

- Decision making, planning, and controlling

2. Communication

- Exchanging routine information and processing paperwork

3. Human resource management

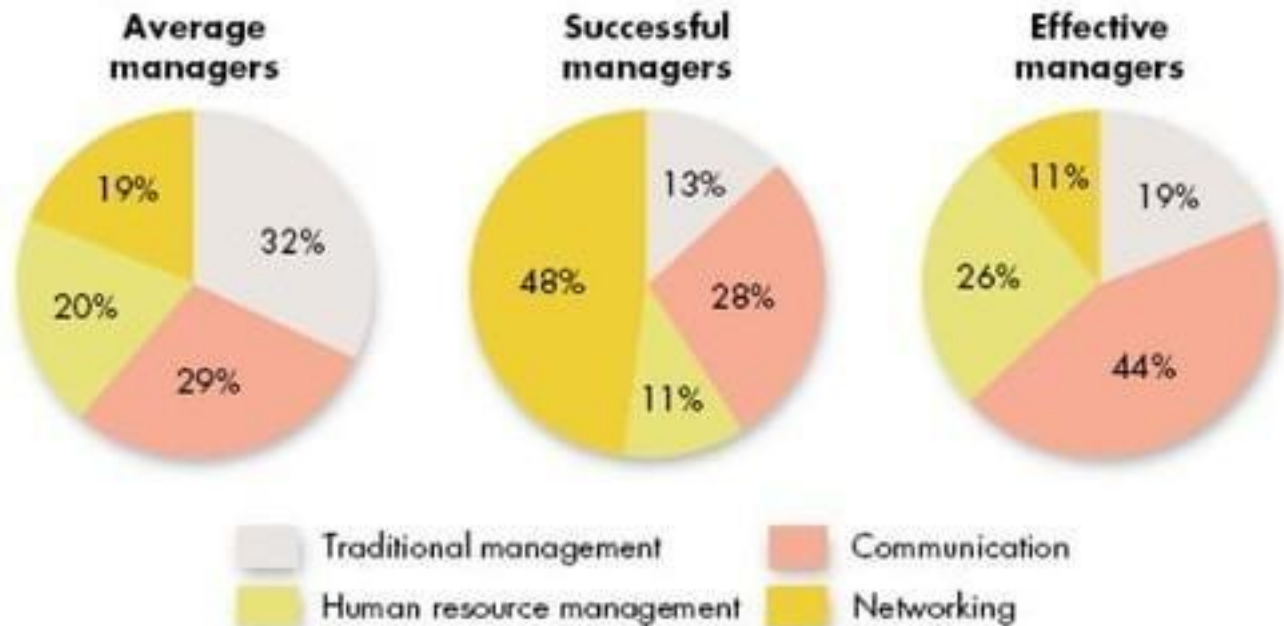
- Motivating, disciplining, managing conflict, staffing, and training

4. Networking

- Socializing, politicking, and interacting with others

Allocation of Activities by Time

Exhibit 1-2 Allocation of Activities by Time



Source: Based on F. Luthans, R. M. Hodgetts, and S. A. Rosenkrantz, *Real Managers* (Cambridge, MA: Ballinger, 1988).

Effective Vs. Successful Managers

Conclusion

- Among *successful managers*, networking made the largest relative contribution to success, and human resource management activities made the least relative contribution.
- Among *effective managers*, communication made the largest relative contribution & networking the least.

Enter Organizational Behavior

Organizational behavior (OB)

A field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

Complementing Intuition with Systematic Study

Intuition

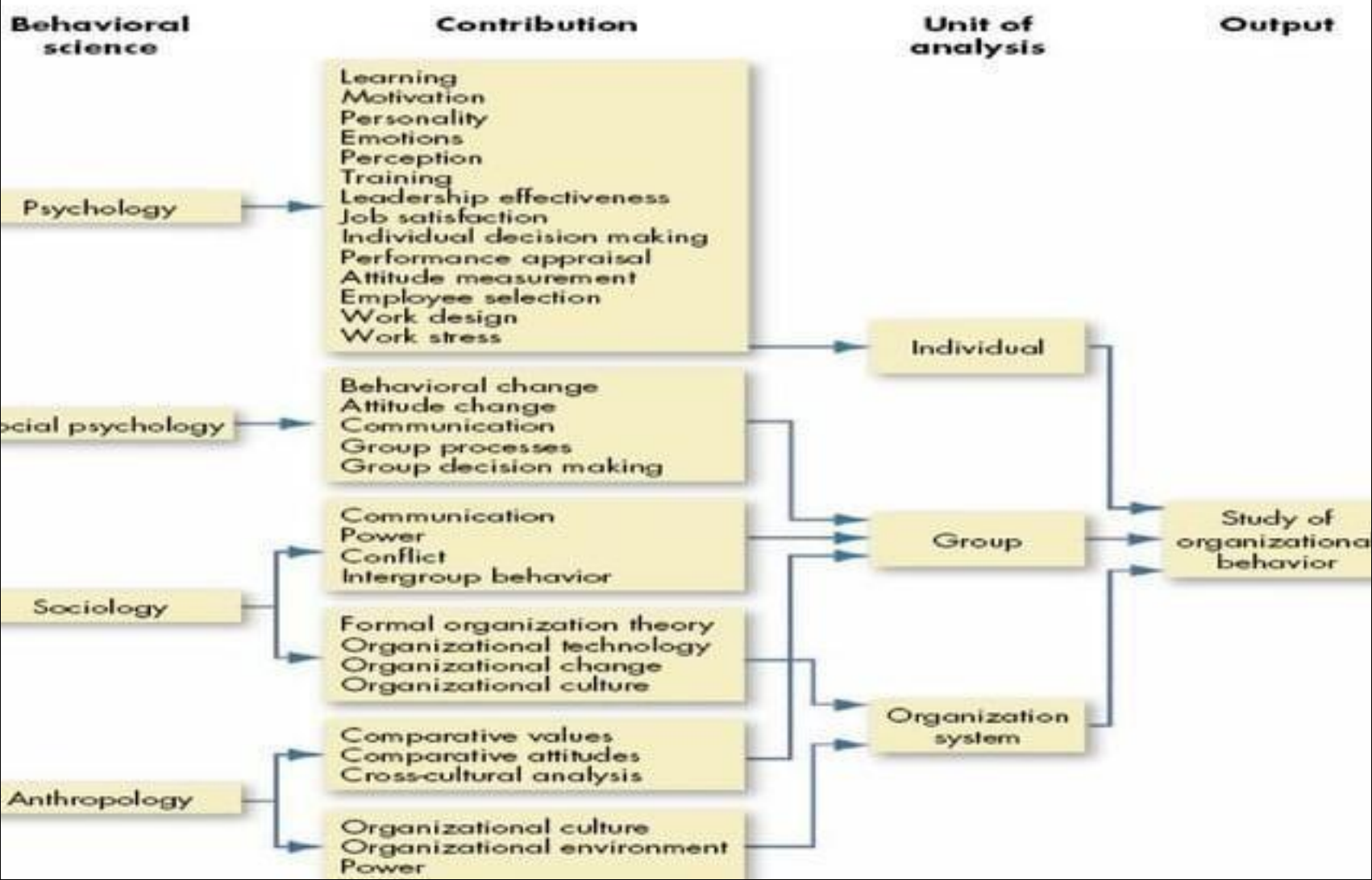
“Gut” feelings about “why I do what I do” and “what makes others tick”.



Systematic study

Looking at relationships, attempting to attribute causes and effects, and drawing conclusions based on scientific evidence.

Provides a means to predict behaviors.

Exhibit 1-3**Toward an OB Discipline**

Week 02
Slides 23-42

Contributing Disciplines to the OB Field

Psychology

The science that seeks to measure, explain, and sometimes change the behavior of humans and other animals.



Contributing Disciplines to the OB Field (cont'd)

Sociology

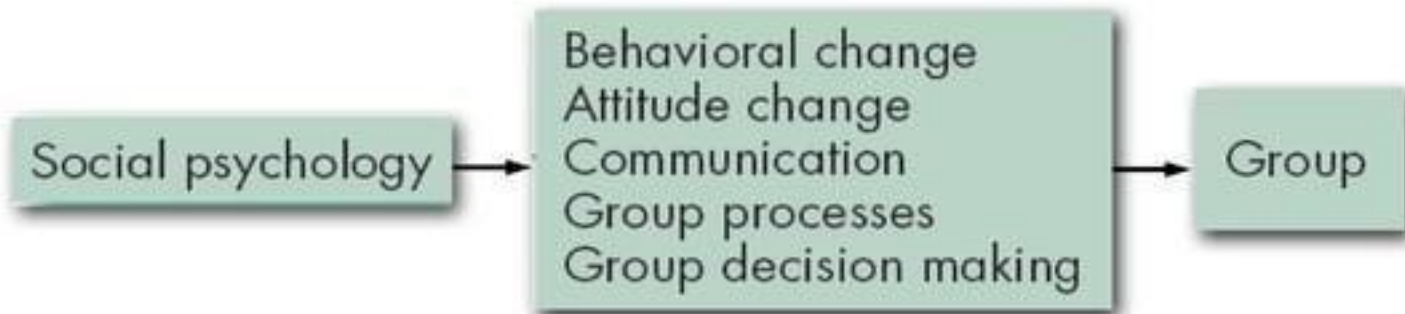
The study of people in relation to their fellow human beings.



Contributing Disciplines to the OB Field (cont'd)

Social Psychology

An area within psychology that blends concepts from psychology and sociology and that focuses on the influence of people on one another.



Contributing Disciplines to the OB Field (cont'd)

Anthropology

The study of societies to learn about human beings and their activities.



There Are Few Absolutes in OB

Contingency variables: "It Depends!!!"

Situational factors that make the main relationship between two variables change---
e.g., the relationship may hold for one condition but not another.

In Country 1

x

May be related to

y

In Country 2

x

May NOT be related to

y

Challenges and Opportunities for OB

- Responding to Globalization
 - Increased foreign assignments
 - Working with people from different cultures
 - Coping with anti-capitalism backlash
 - Overseeing movement of jobs to countries with low-cost labor
 - Managing people during the war on terror.
- Managing Workforce Diversity
 - Embracing diversity
 - Changing U.S. demographics
 - Implications for managers
 - Recognizing and responding to differences

Major Workforce Diversity Categories

Gender

Disability

**National
Origin**

Age

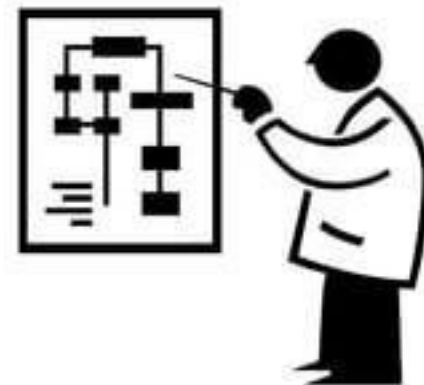
Non-Christian

Race

**Domestic
Partners**

Challenges and Opportunities for OB (cont'd)

- Improving Quality and Productivity
 - Quality management (QM)
 - Process reengineering
- Responding to the Labor Shortage
 - Changing work force demographics
 - Fewer skilled laborers
 - Early retirements and older workers
- Improving Customer Service
 - Increased expectation of service quality
 - Customer-responsive cultures



What Is Quality Management?

1. Intense focus on the customer.
2. Concern for continuous improvement.
3. Improvement in the quality of everything the organization does.
4. Accurate measurement.
5. Empowerment of employees.

Challenges and Opportunity for OB (cont'd)

- Improving People Skills
- Empowering People
- Stimulating Innovation and Change
- Coping with “Temporariness”
- Working in Networked Organizations
- Helping Employees Balance Work/Life Conflicts
- Improving Ethical Behavior
- Managing People during the War on Terrorism

A Downside to Empowerment?

Exhibit 1-5

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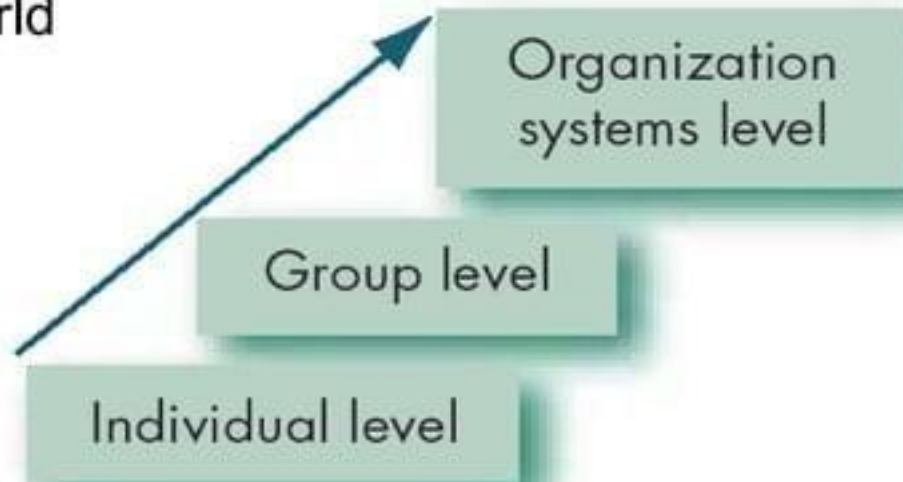
"Congratulations! You're now
empowered to accept all the blame!"

Source: © 2000 Ted Goff.

Basic OB Model, Stage I

Model

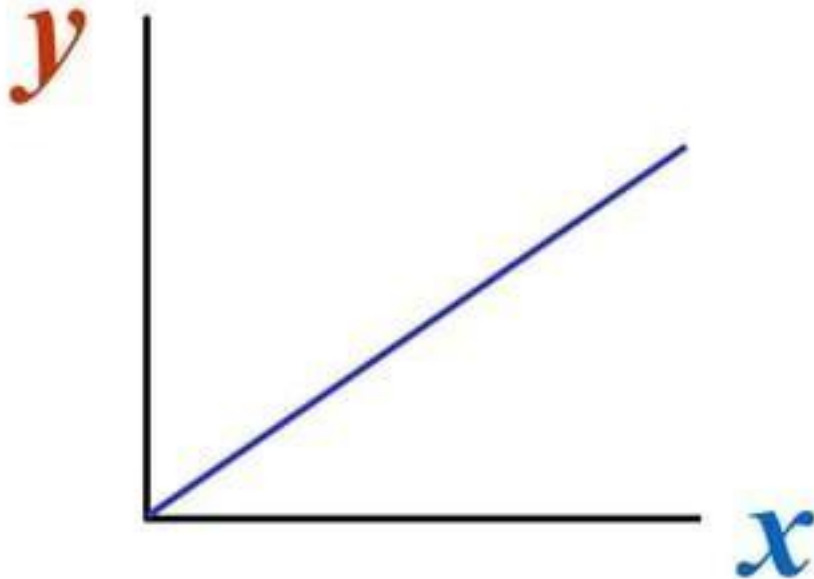
An abstraction of reality.
A simplified representation
of some real-world
phenomenon.



The Dependent Variables

Dependent variable

A response that is affected by an independent variable (what organizational behavior researchers try to understand).



The Dependent Variables (cont'd)

Productivity

A performance measure that includes effectiveness and efficiency.



Effectiveness

Achievement of goals.

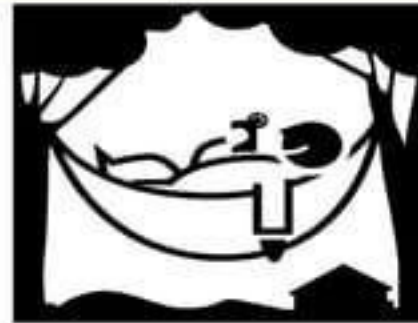
Efficiency

Meeting goals at a low cost.

The Dependent Variables (cont'd)

Absenteeism

The failure to report to work.



Turnover

The voluntary and involuntary permanent withdrawal from an organization.

The Dependent Variables (cont'd)

Deviant Workplace Behavior

Voluntary behavior that violates significant organizational norms and thereby threatens the well-being of the organization and/or any of its members.



The Dependent Variables (cont'd)

Organizational citizenship behavior (OCB)

Discretionary behavior that is not part of an employee's formal job requirements, but that nevertheless promotes the effective functioning of the organization.



The Dependent Variables (cont'd)

Job satisfaction

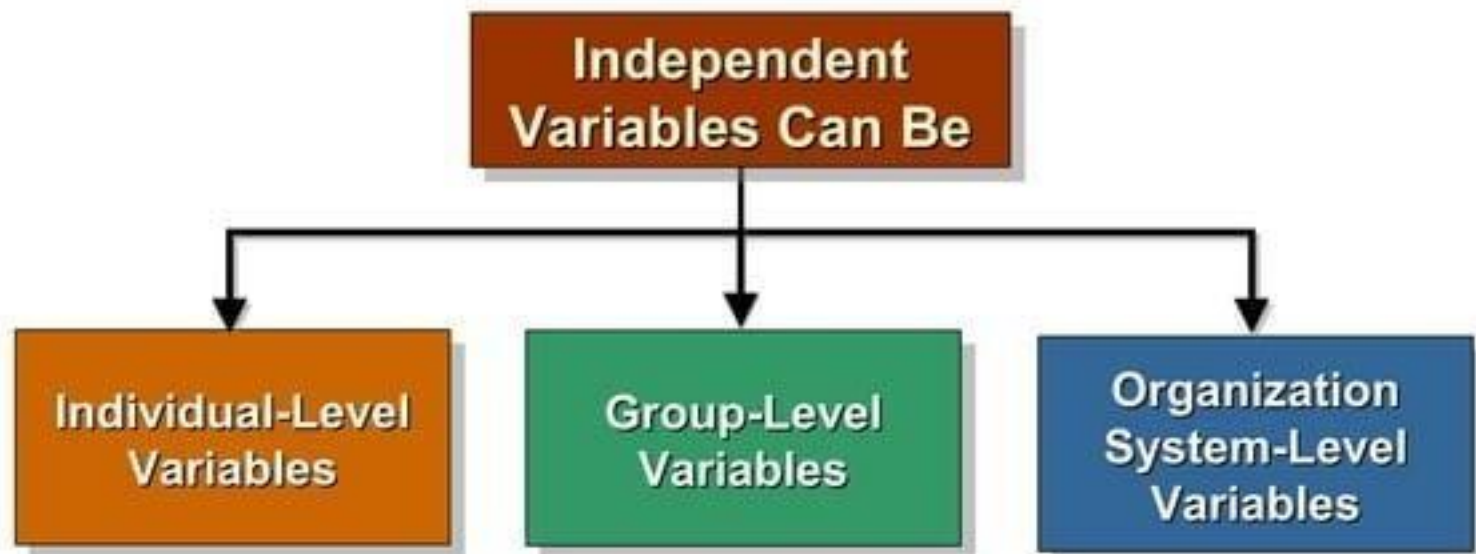
A general attitude (not a behavior) toward one's job; a positive feeling of one's job resulting from an evaluation of its characteristics.



The Independent Variables

Independent variable

The presumed cause of some change in the dependent variable; major determinants of a dependent variable.




Chapter-3

ATTITUDES

- Evaluative statements (either favorable or unfavorable) concerning objects, people, or events.
- reflect how one feels about something.
- ex: “I like my job.”



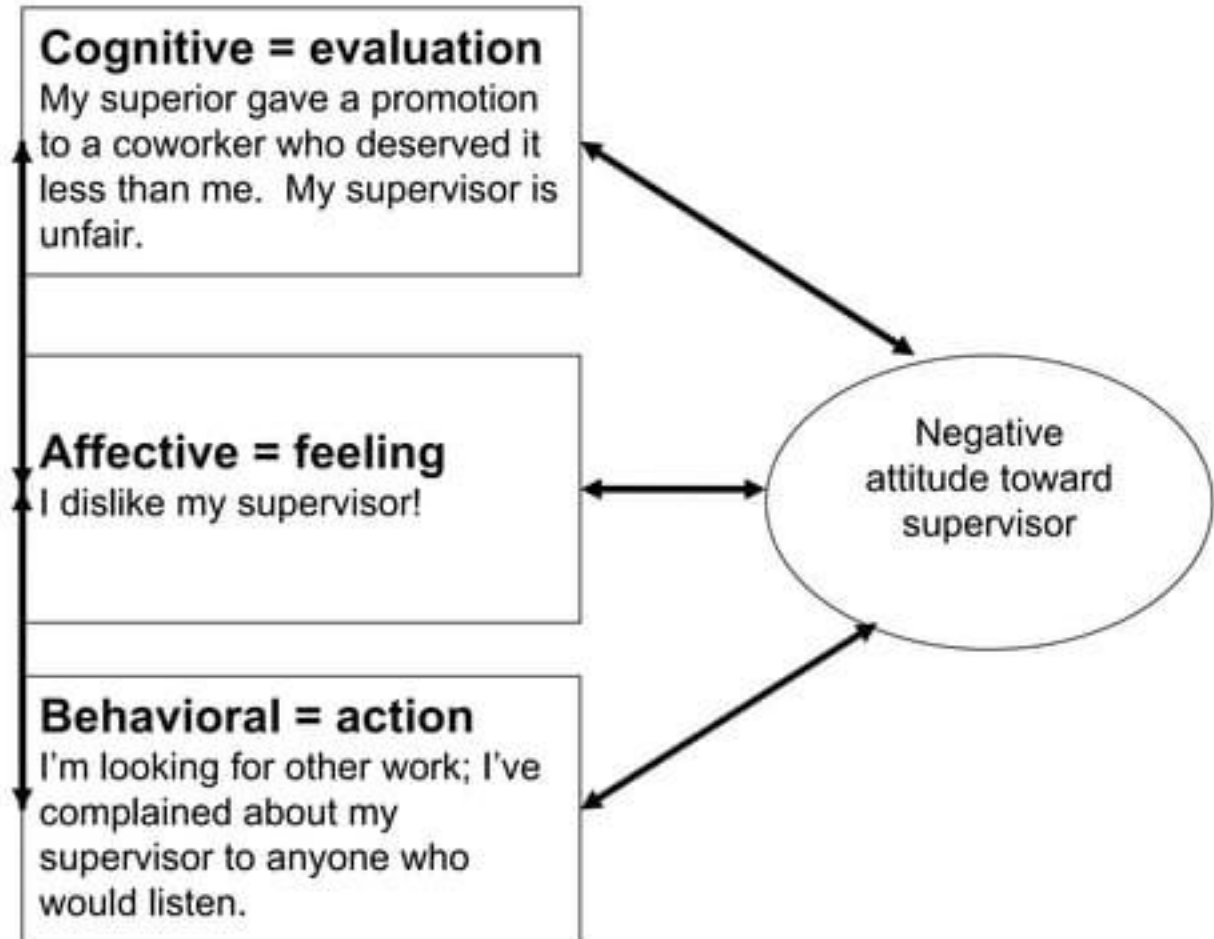
Week 3
Slides 2-18



Six questions that will help understand attitude:

- What are the main components of attitudes?
- How consistent are attitudes?
- Does behavior always follow after attitudes?
- What are the major job attitudes?
- How are employee attitudes measured?
- What is the importance of attitudes to workplace diversity?

Components of attitudes





➤ **Cognitive component of an attitude**


The opinion or belief segment of an attitude

➤ **Affective component of an attitude**

The emotional or feeling segment of an attitude


➤ **Behavioral component of an attitude**

An intention to behave in a certain way toward someone or something



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- 
- People seek consistency among their attitudes and between their attitudes and their behavior.
 - Individuals seek to reconcile divergent attitudes and align their attitudes and behavior so they appear rational and consistent.
 - Attitudes are altered
 - Behaviors are altered
 - Some rationalization for inconsistency is sought.

Cognitive Dissonance (Leon Festinger)

- Any incompatibility between two or more attitudes or between behavior and attitudes.
- Individuals seek to reduce this gap, or “dissonance”

Determinants in coping dissonance proposed by Festinger:

1. **Importance** of the elements creating the dissonance.
2. **Influence** the individual believes he/she has over the elements.
3. **Rewards** that may be involved in dissonance.



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Measuring the A-B Relationship

Recent research indicates that attitudes (A) significantly predict behaviors (B) when moderating variables are taken into account.



Moderating Variables

- Importance of the attitude
- Specificity of the attitude
- Accessibility of the attitude
- Social pressures on the individual
- Direct experience with the attitude

Moderating variables

The most powerful moderators of the attitude-behavior relationship have been found to be:

- *Importance* of the attitude (fundamental values, self-interest, identification with the individuals/groups that a person values)
- Its *specificity*
- Its *accessibility*

whether there exist:


- *Social pressures*
- *Direct experience*

Self-perception theory

Attitudes are used after the fact to make sense out of an action that has already occurred.



Self-perception argues that attitudes are used after the fact to make sense out of an action that has already occurred rather than as devices that precede and guide action.



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Job satisfaction

A positive feeling about one's job resulting from an evaluation of its characteristics.

Job involvement

- The degree to which a person identifies with a job, actively participates in it, and considers performance important to self-worth.
- psychological empowerment

Organizational commitment

The degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

Three separate dimensions:

- **Affective commitment** – an emotional attachment to the organization and a belief in its values.
- **Continuance commitment** – the perceived economic value of remaining with an organization compared to leaving it.
- **Normative commitment** – an obligation to remain with the organization for moral or ethical reasons.

Other job attitudes:

Perceived Organizational Support (POS) – the degree to which employees believe the organization values their contribution and cares about their well-being.

Employee engagement – an individual's involvement with, satisfaction with, and enthusiasm for the work they do.

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Attitude surveys

- Eliciting responses from employees through questionnaires on how they feel about their jobs, work groups, supervisors, and the organization.
- *Employee behaviors are based on perceptions, not reality.*



Week 5
Slides 19-36



Six questions that will help understand attitude:

- What are the main components of attitudes?
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- What are the major job attitudes?
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Attitudes and Workforce Diversity

Training activities that can reshape employee attitudes concerning diversity:

- Participating in diversity training that provides for self-evaluation and group discussions.
- Volunteer work in community and social service centers with individuals of diverse backgrounds.



JOB SATISFACTION

A positive feeling about one's job resulting from an evaluation of its characteristics.

Measuring Job Satisfaction

- **Single global rating**
One-question rating
- **Summation score**
Identifies key elements in a job, individual is then asked to rate on a scale
- **How Satisfied Are People in Their Jobs?**
 - In general, people are satisfied with their jobs.
 - Depends on facets of satisfaction—tend to be less satisfied with pay and promotion opportunities.

Satisfaction in jobs

- What appears well is not be well!!!!
- Pay alone does not bring higher satisfaction level.
- Higher skills, Control, Greater responsibilities, Interest etc all have share in satisfaction.
- Productivity enhancement, strict deadlines, overload of work etc contribute to low satisfaction level.

what causes job satisfaction?

- **Major job satisfaction facets**

work itself, pay, advancement opportunities, supervision, coworkers

- **enjoying the work** itself is almost always the facet most strongly correlated with high levels of overall job satisfaction.

Pay only influences Job Satisfaction to a point


- After about \$40,000 a year, there is no relationship between amount of pay and job satisfaction.
- people who are poor or who live in poor countries, pay does correlate with job satisfaction and with overall happiness. But once an individual reaches a level of comfortable living, the relationship virtually disappears.

Personality can influence job satisfaction:

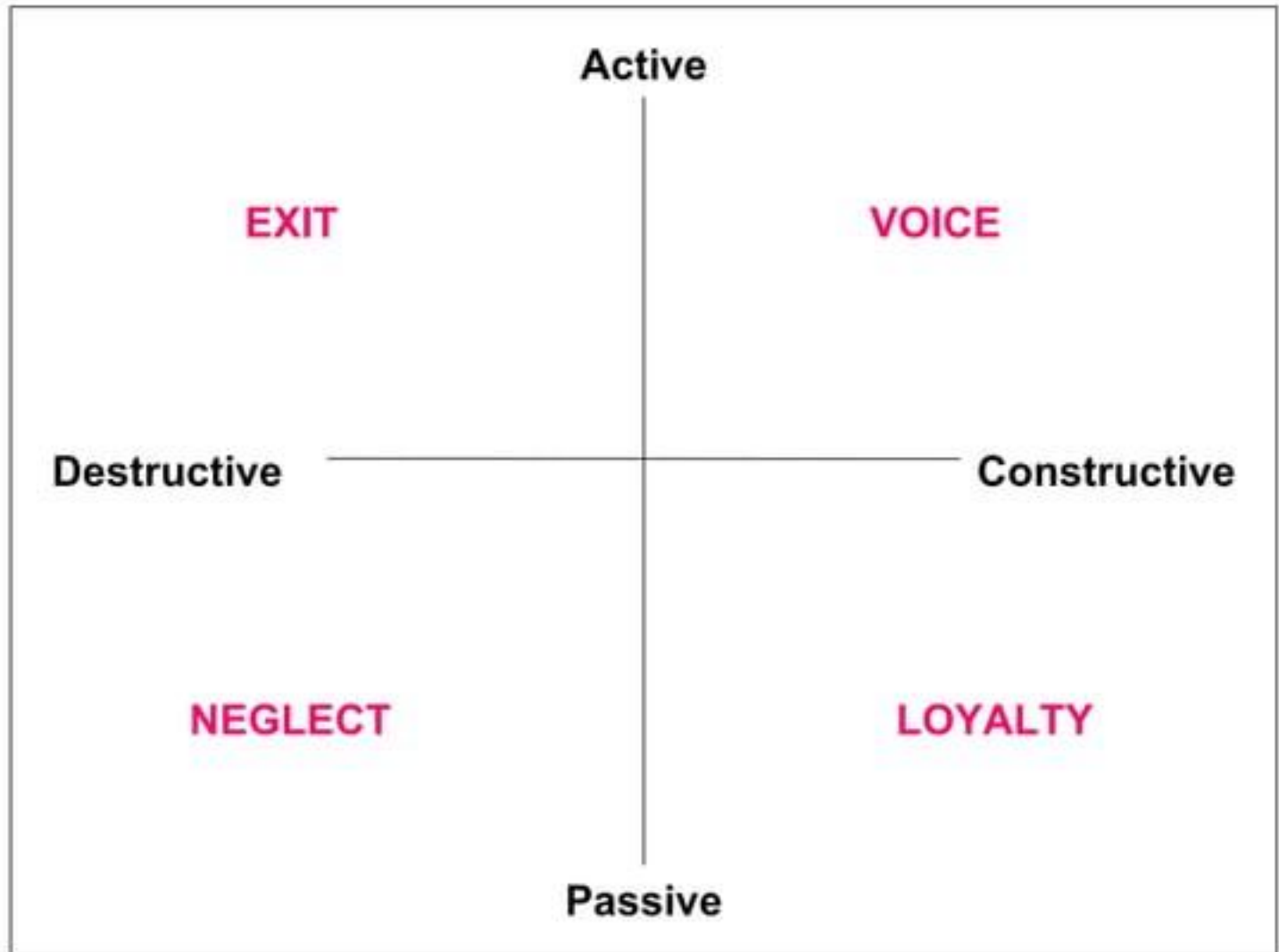
Negative people are usually not satisfied with their jobs

The impact of dissatisfied and satisfied employees on the workplace

- **Exit**
 - Dissatisfaction expressed through behavior directed toward leaving the organization.
- **Voice**
 - Dissatisfaction expressed through active and constructive attempts to improve conditions.
- **Loyalty**
 - Dissatisfaction expressed by passively waiting for conditions to improve.
- **Neglect**
 - Dissatisfaction expressed through allowing conditions to worsen.

- 
- **Exit** and **neglect** behaviors encompass our performance variables (productivity, absenteeism, and turnover).
 - **Voice** and **loyalty** are constructive behaviors that allow individuals to tolerate unpleasant situations or to revive satisfactory working conditions.

Responses to job dissatisfaction



Satisfaction and Productivity

- Satisfied workers are more productive AND more productive workers are more satisfied!
- Worker productivity is higher in organizations with more satisfied workers.
- Satisfaction: individual productivity
- Satisfaction: organization productivity

Job satisfaction & organizational citizenship behavior (OCB)

- Satisfied employees would seem more likely to talk positively about the organization, help others, and go beyond the normal expectations in their job. More recent evidence however, suggests that satisfaction influences OCB, but through perceptions of fairness.
- Satisfied employees who feel fairly treated by and are trusting of the organization are more willing to engage in behaviors that go beyond the normal expectations of their job

Job satisfaction & customer satisfaction

- **Satisfaction and Customer Satisfaction**
Satisfied workers provide better customer service and they increase customer satisfaction and loyalty.
- **Satisfied employees increase customer satisfaction because:**
 - They are more friendly, upbeat, and responsive.
 - They are less likely to turnover, which helps build long-term customer relationships.
 - They are experienced
 - Dissatisfied customers can increase an employee's job dissatisfaction.

Job satisfaction & absenteeism

- A consistent negative relationship between satisfaction and absenteeism, but the correlation is moderate to weak.
- Satisfied employees have fewer avoidable absences.

Job satisfaction & turnover

- Satisfaction is also negatively related to turnover, but the correlation is stronger than what we found for absenteeism. Evidence indicates that an important moderator of the satisfaction-turnover relationship is the employee's level of performance. Level of satisfaction is less important in predicting turnover for superior performers.
 - Satisfied employees are less likely to quit
 - Organizations take actions to retain high performers and to weed out lower performers.

Job satisfaction & workplace deviance

- Job dissatisfaction predicts a lot of specific behaviors, including unionization attempts, substance abuse, stealing at work, undue socializing, and tardiness.
- If employers want to control the undesirable consequences of job dissatisfaction, they had best attack the source of the problem – dissatisfaction – rather than trying to control the different responses.



Thank you

Week-6
Slides 2-19

Chapter-4

Personality and Values



Personality



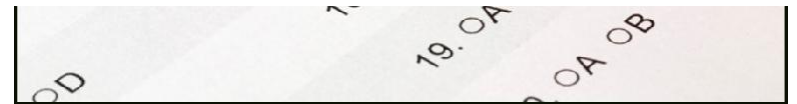
- The sum total of ways in which an individual reacts to and interacts with others
- Most often described in terms of measurable traits that a person exhibits, such as shy, aggressive, submissive, lazy, ambitious, loyal and timid



Measuring Personality

- Self-reports Surveys

- Most common
- Prone to error



- Observer-ratings Surveys

- Independent assessment
- May be more accurate



Personality Determinants

- ✓ Heredity is the most dominant factor
 - Twin studies: genetics more influential than parents
- ✓ Environmental factors do have some influence
- ✓ Aging influences levels of ability
 - Basic personality is constant

Myers-Briggs Type Indicator (MBTI)

- A personality test that taps four characteristics and classifies people into 1 of 16 personality types.



Measuring Personality Traits: Myers-Briggs Type Indicator

- Most widely used personality-assessment instrument in the world
- Individuals are classified as:
 - Extroverted or Introverted (E/I)
 - Sensing or Intuitive (S/N)
 - Thinking or Feeling (T/F)
 - Judging or Perceiving (J/P)
- Classifications combined into 16 personality types (i.e. INTJ or ESTJ)
- Unrelated to job performance



Big-Five Model

- A personality assessment model that taps five basic dimensions.



Measuring Personality Traits: The Big-Five Model

- Five Traits:
 - Extraversion
 - Agreeableness
 - Conscientiousness
 - Emotional Stability
 - Openness to Experience
- Strongly supported relationship to job performance (especially Conscientiousness)



Other Major Personality Attributes Influencing OB



- Core self-evaluation
Self like/dislike
- Type A personality
Competitive, urgent, and driven
- Self-monitoring
Adjusts behavior to meet external, situational factors
- Proactive personality
People who identifies opportunities, shows initiative, takes action and perseveres until meaningful change occurs.

❖ Core self-evaluation :

- ✓ The degree to which an individual likes or dislikes himself or herself, whether the person sees himself or herself as capable and effective, and whether the person feels in control of his or her environment or powerless over the environment.

❖ Self- Monitoring :

- ✓ A personality trait that measures an individual's ability to adjust his/her behavior to external, situational factors.

❖ Type A Personality :

- ✓ Aggressive involvement in a chronic, incessant struggle to achieve more and more in less and less time and, if necessary, against the opposing efforts of other things or other people.



Values

Represent basic, enduring convictions that "a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence."



Value Systems

- A hierarchy based on a ranking of an individual's values in terms of their intensity.



Rokeach Value Survey

- **Terminal values** refers to desirable end-states of existence; Goals that a person would like to achieve during his or her lifetime
- **Instrumental values** refers to preferable modes of behavior, or means of achieving the terminal values



Examples of Terminal Values

- ✓ A comfortable life (a prosperous life)
- ✓ An exciting life (stimulating, active life)
- ✓ A sense of accomplishment (lasting contribution)
- ✓ A world of peace (free of war and conflict)
- ✓ A world of beauty (beauty of nature and the arts)
- ✓ Equality (brotherhood, equal opportunity for all)
- ✓ Family security (taking care of loved ones)
- ✓ Freedom (independence, free choice)
- ✓ Happiness (contentedness)



Examples of Instrumental Values

- ✓ Ambitious (hard working, aspiring)
- ✓ Broad-minded (open-minded)
- ✓ Capable (competent, efficient)
- ✓ Cheerful (lighthearted, joyful)
- ✓ Clean (neat, tidy)
- ✓ Courageous (standing up for your beliefs)
- ✓ Forgiving (willing to pardon others)
- ✓ Helpful (working for the welfare of others)
- ✓ Honest (sincere, truthful)



Personality-Job Fit:

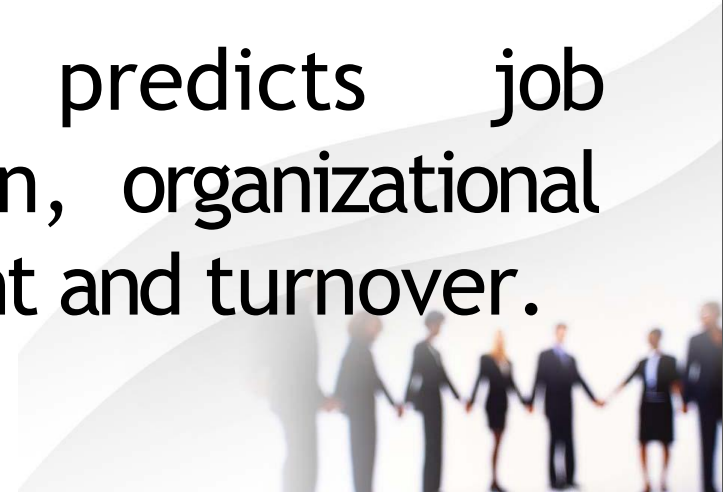
Holland's Hexagon

- A theory that identifies six personality types and proposes that the fit between personality type and occupational environment determines satisfaction and turnover.



Person-Organization Fit

- It is more important that employees' personalities fit with the organizational culture than with the characteristics of any specific job.
- The fit predicts job satisfaction, organizational commitment and turnover.



Hofstede's Framework for Assessing Cultures

Five factors

- ✓ Power Distance
- ✓ Individualism vs Collectivism
- ✓ Masculinity vs. Femininity
- ✓ Uncertainty Avoidance
- ✓ Long-term vs. Short-term Orientation



Question Banks

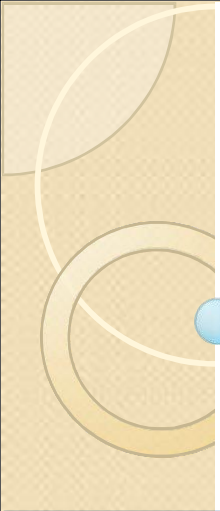
1. What is personality ? How do we typically measure it ? What factors determine personality ?
2. What is MBTI ? And What does it measure ?
3. What are the Big 5 personality traits ?
4. How do the Big Five traits predict work behavior ?
5. Besides the Big Five, What other personality traits are relevant to OB ?
6. What are Values ? What is the difference between terminal and instrumental values ?





Chapter-5

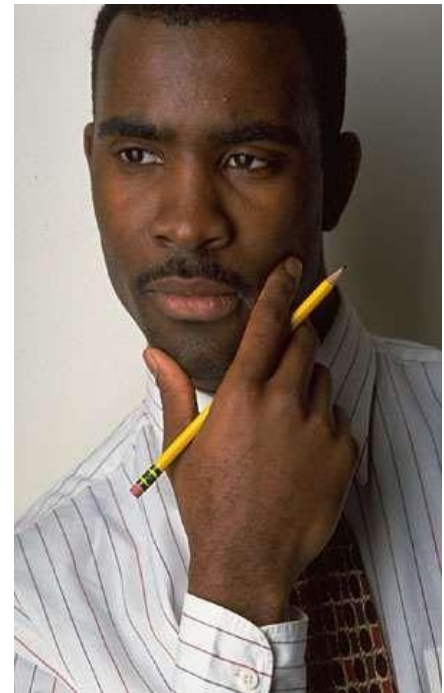
Perception & Individual Decision Making



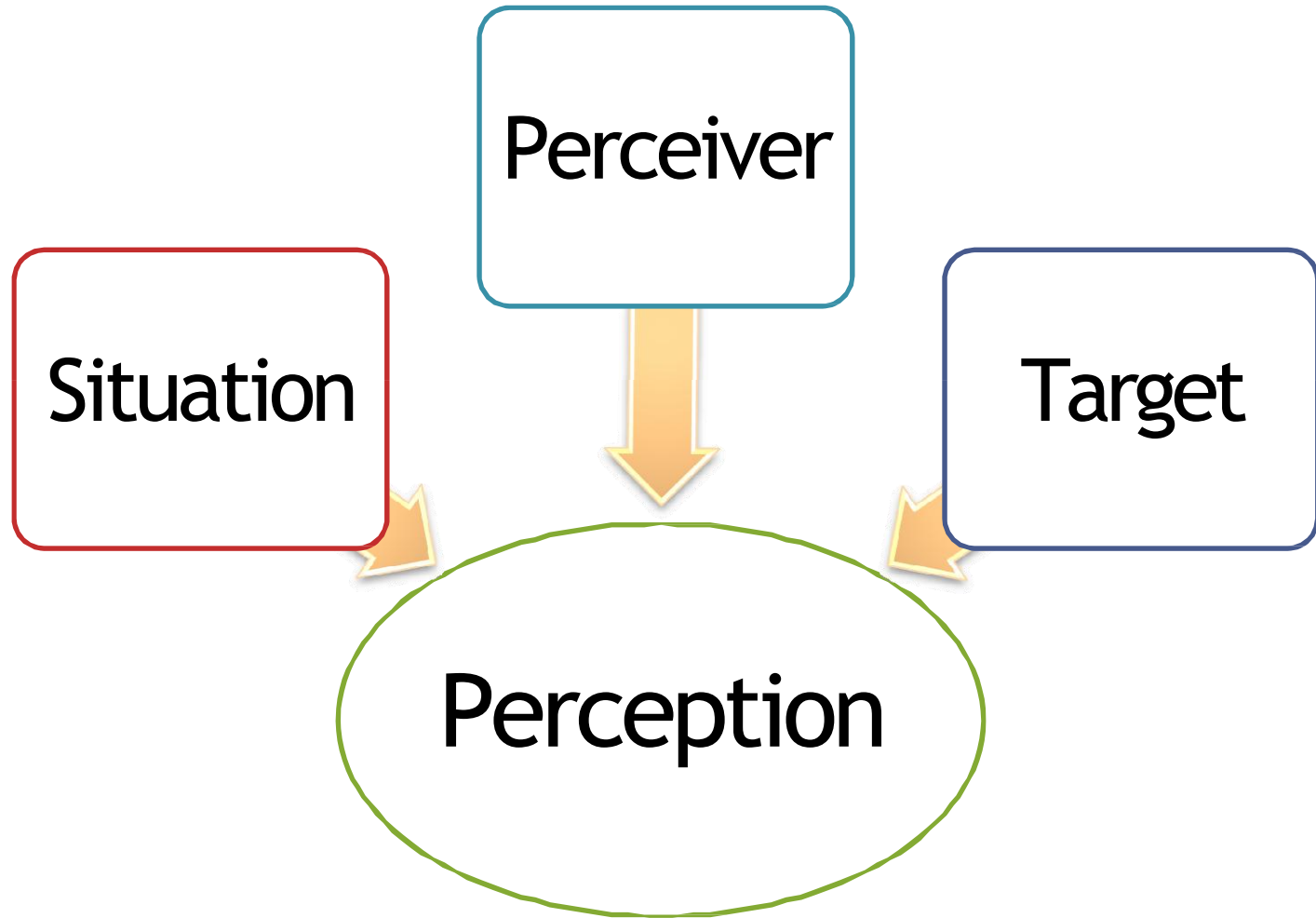
Week 7
Slides 3-12

Perception

- ✓ A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.
- ✓ A belief or opinion, often held by many people and based on how things same.



Factors Influencing Perception





❖ Factors in the situation:

- ✓ Time
- ✓ Work setting
- ✓ Social Setting

❖ Factors in the Perceiver:

- ✓ Attitudes
- ✓ Motives
- ✓ Interests
- ✓ Experience
- ✓ Expectations

❖ Factors in the Target:

- ✓ Novelty
- ✓ Similarity
- ✓ Sounds

Person Perception: Attribution Theory

Suggests that perceivers try to “attribute” the observed behavior to a type of cause:

- Internal - behavior is believed to be under the personal control of the individual
- External -the person is forced into the behavior by outside events/causes

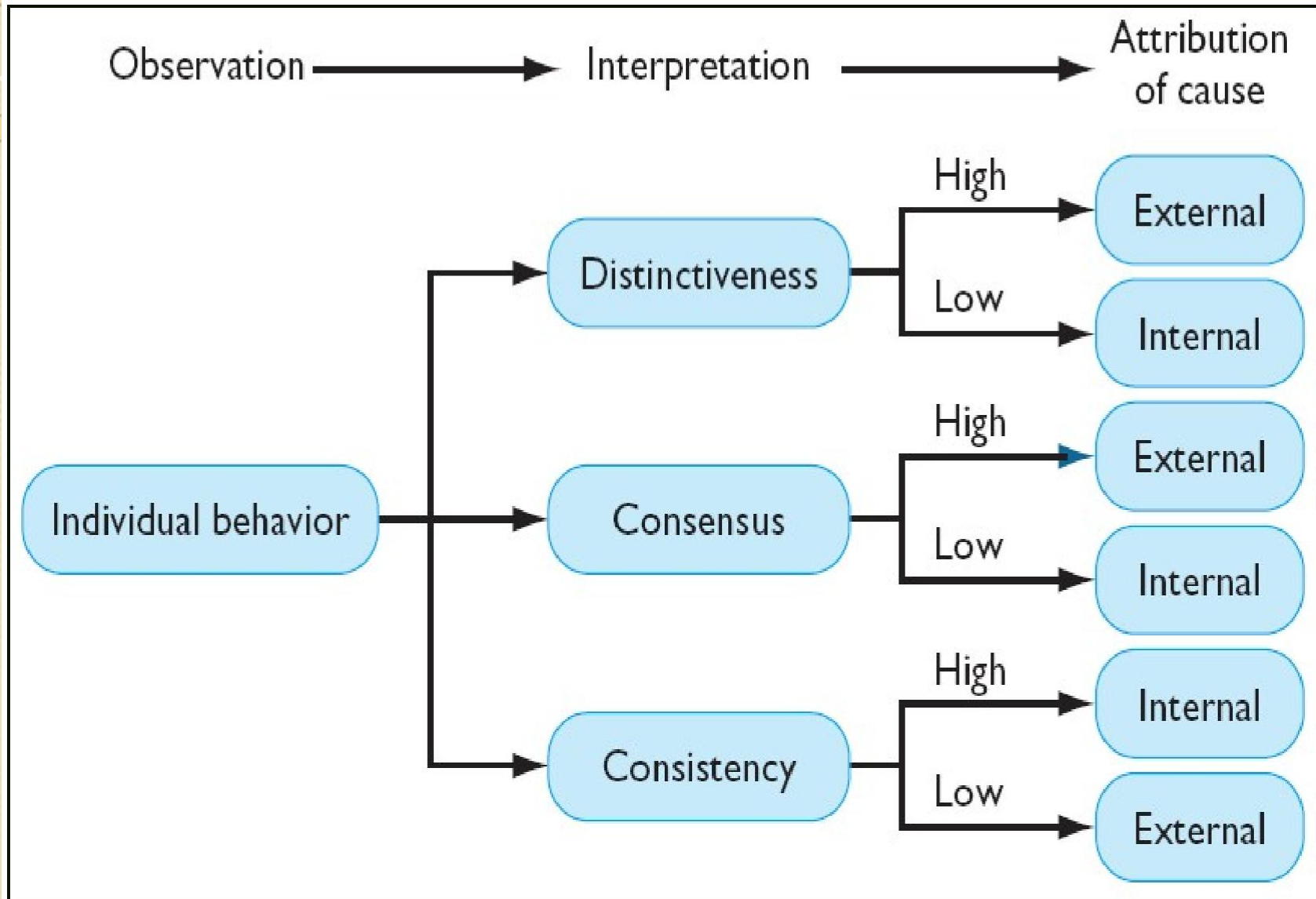
Determinants of Attribution

Distinctiveness - whether an individual displays different behaviors in different situations (the uniqueness of the act)

Consensus - does everyone who faces a similar situation respond in the same way as the individual did

Consistency - does the person respond the same way over time

Determination of Attribution





Attribution Errors

- **Fundamental Attribution Error**

The tendency to underestimate the influence of external factors and overestimate that of internal factors.

- **Self-Serving Bias**

Occurs when individuals overestimate their own (internal) influence on successes and overestimate the external influences on their failures.

Shortcuts Used in Judging Others

- **Selective Perception** - a perceptual filtering process based on interests, background, and attitude. May allow observers to draw unwarranted conclusions from an ambiguous situation.
- **Halo Effect** - drawing a general impression based on a single characteristic.
- **Contrast Effects** - our reaction is influenced by others we have recently encountered (the context of the observation).
- **Stereotyping** - judging someone on the basis of the perception of the group to which they belong.

The Link Between Perception and Decision Making

- ✓ Decision making occurs as a reaction to a perceived problem
- Perception influences:
 - Awareness that a problem exists
 - The interpretation and evaluation of information
 - Bias of analysis and conclusions



Steps Rational Decision-Making Model

1. Define the problem.
2. Identify the decision criteria.
3. Allocate weights to the criteria.
4. Develop the alternatives.
5. Evaluate the alternatives.
6. Select the best alternative.

Rational Decision Making Model :

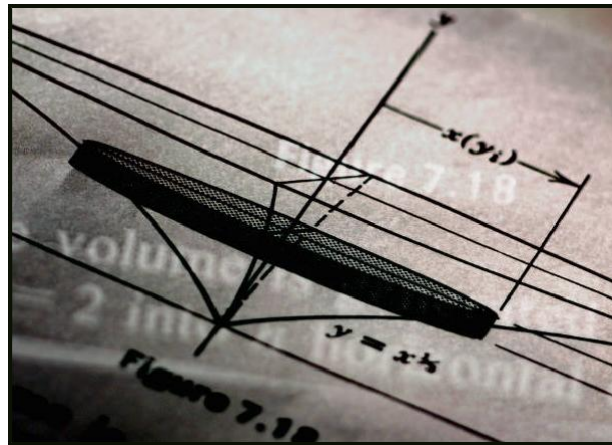
A decision -making model that describes how individuals should behave in order to maximize some outcome.



Week- 8
Slides 13-21

Assumptions of the Model

- Complete knowledge of the situation
- All relevant options are known in an unbiased manner
- The decision-maker seeks the highest utility



Bounded Rationality

- Bounded rationality is the process of making decisions by constructing simplified models that extract the essential features from problems without capturing all their complexity.

Common Biases and Errors

- **Overconfidence Bias**

As managers and employees become more knowledgeable about an issue, the less likely they are to display overconfidence

- **Anchoring Bias**

A tendency to fixate on initial information and fail to adequately adjust for subsequent information

- **Confirmation Bias**

Seeking out information that reaffirms our past choices and discounting information that contradicts past judgments

Common Biases and Errors

- **Availability Bias**

The tendency to base judgments on information that is readily available

- **Escalation of Commitment**

Staying with a decision even when there is clear evidence that it is wrong

- **Hindsight Bias**

The tendency to believe falsely that we could have accurately predicted the outcome of an event after that outcome is already known

Ethical Frameworks for Decision Making



✓ Utilitarian

- Provide the greatest good for the greatest number

✓ Rights

- make decisions consistent with fundamental liberties and privileges

✓ Justice

- impose and enforce rules fairly and impartially so that there is equal distribution of benefits and costs

✓ Whistle-blowers

- Individuals who report unethical practices by their employer to outsiders

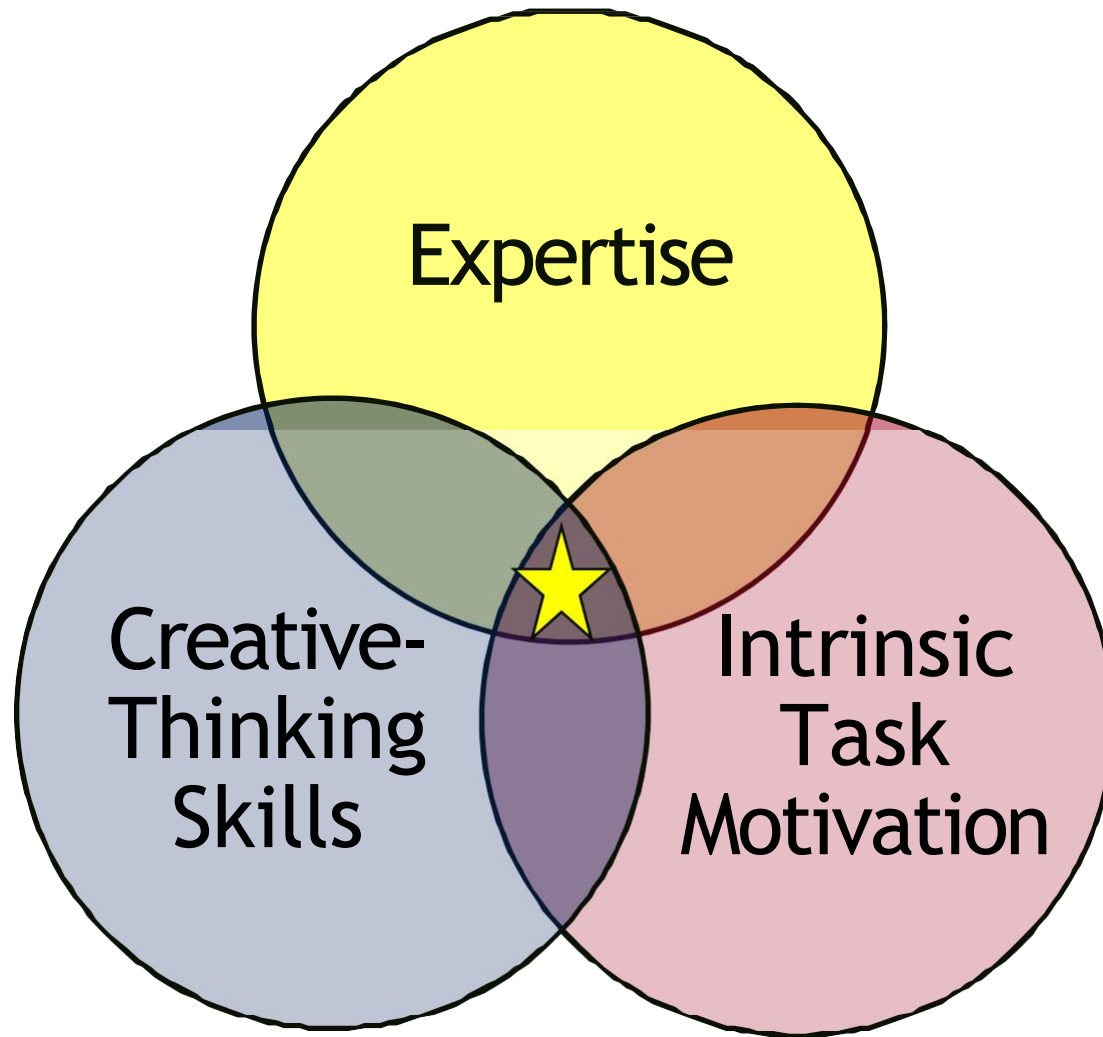
Creativity in Decision Making

The ability to produce novel and useful ideas

- Helps people to:
 - Better understand the problem
 - See problems others can't see
 - Identify all viable alternatives
 - Identify alternatives that aren't readily apparent



Three-Component Model of Creativity



❖ **Expertise**

- ✓ is the foundation of all creative work
- ✓ Potential for creativity is enhanced when individuals have abilities, knowledge, proficiencies, and similar expertise in their field of endeavor.

❖ **Creative-Thinking Skills**

- ✓ The ability to use analogies. It allows decision makers to apply an idea from one context to another.
- ✓ The talent to see the familiar in a different angle

❖ **Intrinsic Task Motivation**

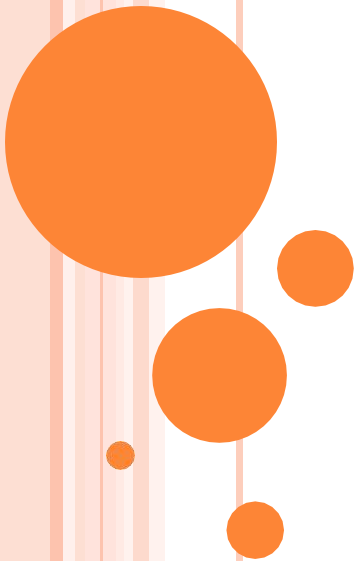
- ✓ Desire to work on something because it's interesting, involving, exciting, satisfying, or personally challenging

Question Banks

- 1) What is Perception and What factors influence our perception ?
- 2) What is attribution theory ? What are the three determinants of attribution ?
- 3) What shortcuts do people frequently use in making judgment about others ?
- 4) What is the rational model of decision making ? Discuss the steps in rational model of decision making.
- 5) What are some of the common decision biases or errors that people make ?
- 6) What is creativity ? And What is the three component model of creativity ?

Week-9
Slides 2-21

Chapter-6
Motivation



WHAT IS MOTIVATION?

- ❖ **Motivation** is the inner drive that directs a person's behavior toward goals. **Motivation** can be defined as a process which energizes, directs and sustains human behavior.

There are three key elements of Motivation:

- ✓ **Intensity** – the amount of effort put forth to meet the goal
- ✓ **Direction** – efforts are channeled toward organizational goals
- ✓ **Persistence** – how long the effort is maintained



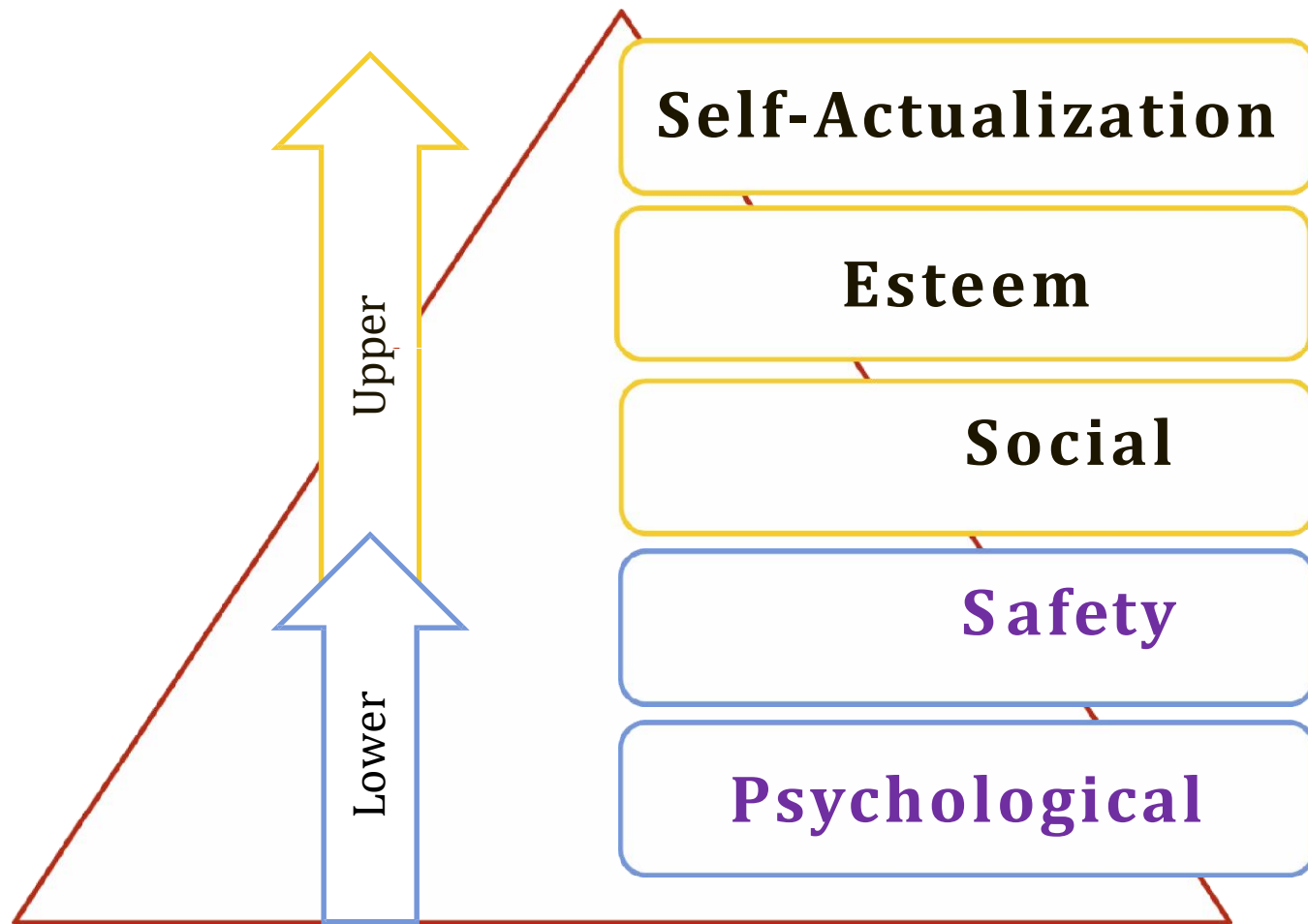
EARLY THEORIES OF MOTIVATION



- ❖ Maslow's Hierarchy of Needs Theory
- ❖ McGregor's Theory X and Theory Y
- ❖ Herzberg's Two-Factor (Motivation-Hygiene) Theory
- ❖ McClellan's Theory of Needs (Three Needs Theory)



MASLOW'S HIERARCHY OF NEEDS THEORY



- The first theory was developed by Abraham Maslow in the 1950's.
- His theory states that with every individual there is a hierarchy of five needs. As each need is met or satisfied the next need becomes dominant. His theory set that individuals are stuck in their existing need level until it is satisfied and then they can move on to the next level.
- For example, until their safety needs are met they will not be able to move on to the social level.



○ **Physiological:**

- ✓ Includes hunger, thirst, shelter, sex, and other bodily needs

○ **Safety:**

- ✓ Security and Protection from physical and emotional harm.

○ **Social:**

- ✓ Affection, Acceptance, and friendship

○ **Esteem:**

- ✓ Internal factors:

- Self-respect
- Autonomy
- Achievement

- ✓ External factors:

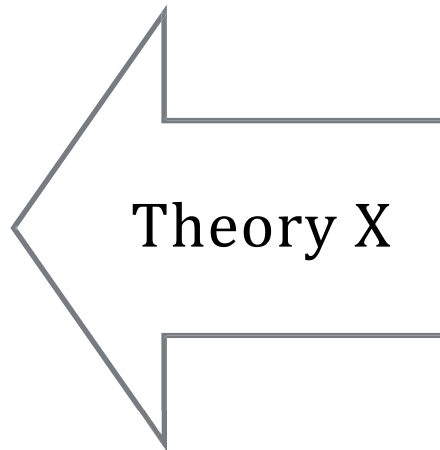
- Status
- Recognition
- Attention

○ **Self-actualization:**

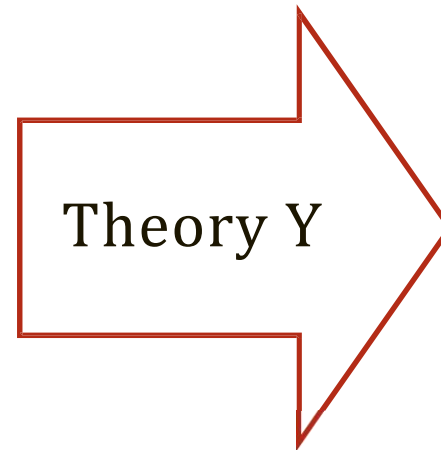
- ✓ Drive to become what we are capable of becoming ;
- ✓ Includes: Growth, achieving our potential and self-fulfillment



DOUGLAS MCGREGOR'S X & Y



- Inherent dislike for work and will attempt to avoid it
- Must be coerced, controlled or threatened with punishment



- View work as being as natural as rest or play
- Will exercise self-direction and self-control if committed to objectives



- Douglas McGregor added to the motivation work done in the 1950's and developed the theory called Theory X, Theory Y.
- He believed that there are two distinct views of human beings that managers hold.
- The Theory X view is basically negative and holds that workers have little ambition, dislike work and avoid responsibility.
- The Theory Y view is in contrast to X and sets forth that workers tend to be self-directed, enjoy work and accept responsibility.
- Managers will modify their behavior toward employees based on what view they hold about them.



HERZBERG'S TWO-FACTOR THEORY

Not Dissatisfied



Hygiene Factors

- **Quality of supervision**
- **Pay**
- **Company policies**
- **Physical working conditions**
- **Relationships**
- **Job security**

Dissatisfied

Satisfied



Motivation Factors

- **Promotional opportunities**
- **Opportunities for personal growth**
- **Recognition**
- **Responsibility**
- **Achievement**

Not Satisfied



- Herzberg's Two-Factor theory is another one of the earlier developed theories.
- This theory sets forth that satisfaction and dissatisfaction are not the opposites, but two separate ideas.
- There are a set of factors that when present will help to avoid dissatisfaction in workers. This group is called the hygiene factors and includes such things as salary, working conditions and company policies.
- There is another set of factors that when present will help to cause satisfaction in workers. This group is called motivators and includes things such as growth, responsibility and achievement.
- These sets are distinct and the presence of hygiene factors does not cause satisfaction, it just helps avoid dissatisfaction.



McCLELLAND'S THEORY OF NEEDS

- **Need for Achievement (nAch)**
The drive to excel
- **Need for Power (nPow)**
The need to make others behave in a way they would not have behaved otherwise
- **Need for Affiliation (nAff)**
The desire for friendly and close interpersonal relationships



- The final earlier theory of needs we will look at is McClelland's need theory.
- He bases his theory on the idea that people are motivated in the workplace by three main needs.
- The first need is the need for achievement or the drive to excel in relation to a set of defined standards.
- The second is the need for power, to make others behave in a way that they would not have behaved otherwise.
- The final need addressed in this theory is the need for affiliation. Affiliation looks at the relationship aspect and the desire for close relationships.
- People will have varying levels of these needs which make this theory difficult to measure.



CONTEMPORARY THEORIES OF MOTIVATION



- ❖ There are a number of contemporary theories of motivation that have utilized the older theories to provide us with a deeper understanding of motivation in the workplace.

- ❖ Self-Determination Theory
- ❖ Goal-Setting Theory
 - ✓ Management by Objectives
- ❖ Self-Efficacy Theory
- ❖ Equity Theory
- ❖ Expectancy Theory



SELF-DETERMINATION THEORY

- People prefer to have control over their actions so when they feel they are forced to do something they previously enjoyed motivation will decrease
- One example is the Cognitive Evaluation Theory proposes that the introduction of extrinsic rewards for work (pay) that was previously intrinsically rewarding tends to decrease overall motivation.
 - Verbal rewards increase intrinsic motivation, while tangible rewards undermine it
 - In addition to extrinsic rewards managers need to realize the importance of using goal setting and verbal rewards as a method to increase motivation.

GOAL-SETTING THEORY

- Edwin Locke developed what is called the goal-setting theory.
- The idea behind this theory is that goals which are specific and effectively difficult can lead to higher performance if they include self-generated feedback.
- A difficult goal will help the individual to focus and direct attention as well as energize them to work harder. The difficulty of the goal will increase persistence and force people to be more effective and efficient.

- Goals increase performance when the goals are:
 - Specific
 - Difficult, but accepted by employees
 - Accompanied by feedback (especially self-generated feedback)



MANAGEMENT BY OBJECTIVES (MBO)

- An implementation of the goal-setting theory is Management by Objectives or better known as MBO.
- Converts overall organizational objectives into specific objectives for work units and individuals
- Common ingredients:
 - Goal specificity
 - Explicit time period
 - Performance feedback
 - Participation in decision making



SELF-EFFICACY OR SOCIAL LEARNING THEORY



- ❖ Another theory of motivation is the self-efficacy theory developed by Albert Bandura.
- ❖ This theory is based on an individual's belief that he or she is capable of performing a task.
- ❖ Higher efficacy is related to greater confidence, greater persistence in the face of difficulties and responding to negative feedback with working harder, not shutting down

Self-efficacy increased by:

- ✓ gain experience
- ✓ see someone else do the task
- ✓ someone convinces you that you have the skills
- ✓ get energized



EQUITY THEORY

- Employees weigh what they put into a job situation (input) against what they get from it (outcome).
- They compare their input-outcome ratio with the input-outcome ratio of relevant others.
- When they see the ratios as equal there is a perceived state of equity and no tension arises.
- However, when they perceive the ratios to be unequal they may experience anger or guilt depending on the result of the equity analysis and then tension can arise. This tension can motivate people to act in a way to bring the situation into a more equitable state.

$$\frac{\text{My Output}}{\text{My Input}} = \frac{\text{Your Output}}{\text{Your Input}}$$



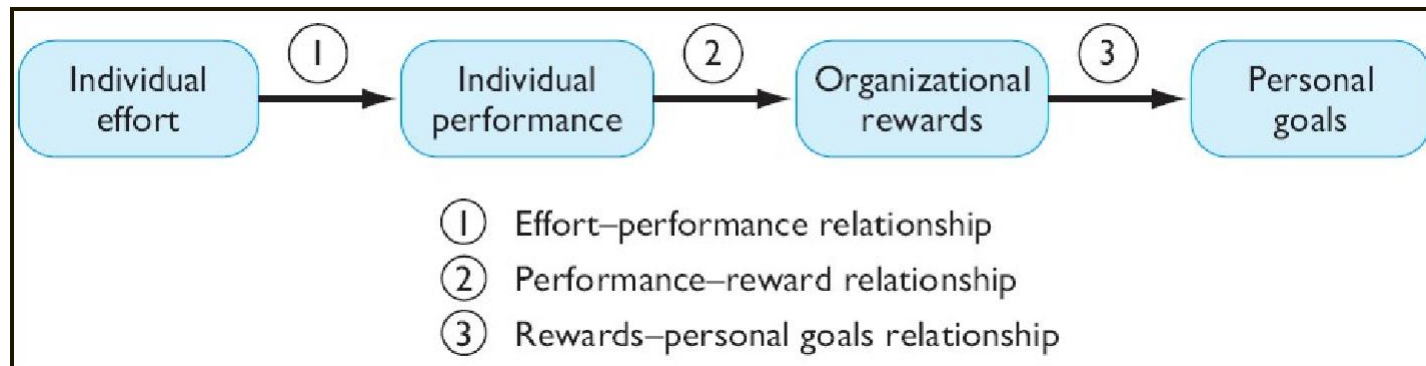
EXPECTANCY THEORY

- ❖ The most commonly used and widely accepted theory of motivation is Victor Vroom's Expectancy Theory.
- ❖ This theory argues that the strength of a tendency to act in a certain way is dependent on the strength of the expectation that they will receive a given outcome and that the outcome is desired.
- ❖ Employees are willing to work harder if they believe that their actions will get them an outcome they desire.
- ❖ For example, employees are willing to work long and hard hours if they know that they will be rewarded through promotion, recognition or pay in response to their hard work.



THREE KEY RELATIONSHIPS

- 1. Effort-Performance:** perceived probability that exerting effort leads to successful performance
- 2. Performance-Reward:** the belief that successful performance leads to desired outcome
- 3. Rewards-Personal Goals:** the attractiveness of organizational outcome (reward) to the individual



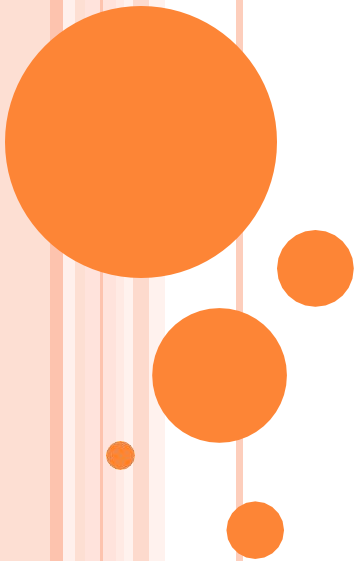
QUESTIONS BANK

- What is Motivation? Describe the three key elements of motivation.
- What are the Early theories of Motivation?
- What is Maslow's Hierarchy of Needs Theory? Evaluate its applicability today.
- What is Douglas McGregor's X & Y? Describe it.
- Explain what Herzberg's Two-Factor Theory is and describe it?
- Define McClelland's Theory of Needs .
- What are the Contemporary Theories of Motivation? Describe it.
- What is Expectancy Theory? Discuss three key relationship of Expectancy Theory.



Week-10
Slides 2-16

Chapter-7
POWER AND POLITICS



A DEFINITION OF POWER

○ Power

- The capacity that A has to influence the behavior of B so that B acts in accordance with A's wishes
- Exists as a potential or fully actualized influence over a dependent relationship

○ Dependency

- B's relationship to A when A possesses something that B requires
- The greater B's dependence, the more power A has



CONTRASTING LEADERSHIP AND POWER

Leadership

- Focuses on goal achievement
 - Requires goal compatibility with followers
 - Focuses influence downward
- Research Focus
- Leadership styles and relationships with followers

Power

- Used as a means for achieving goals
 - Requires follower dependency
 - Used to gain lateral and upward influence
- Research Focus
- Power tactics for gaining compliance



BASES OF POWER: FORMAL POWER

○ Formal Power

- Established by an individual's position in an organization
- Three bases:
 - **Coercive Power**
 - A power base dependent on fear of negative results
 - **Reward Power**
 - Compliance achieved based on the ability to distribute rewards that others view as valuable
 - **Legitimate Power**
 - The formal authority to control and use resources based on a person's position in the formal hierarchy



BASES OF POWER: PERSONAL POWER

- Power that comes from an individual's unique characteristics – these are the most effective
 - **Expert Power**
 - Influence based on special skills or knowledge
 - **Referent Power**
 - Influence based on possession by an individual of desirable resources or personal traits



DEPENDENCY: THE KEY TO POWER

- The General Dependency Postulate
 - The greater B's dependency on A, the greater the power A has over B
 - Possession/control of scarce organizational resources that others need makes a manager powerful
 - Access to optional resources (e.g., multiple suppliers) reduces the resource holder's power
- Dependency increases when resources are:
 - Important
 - Scarce
 - No substitutable



POWER TACTICS

○ Power Tactics

- Ways in which individuals translate power bases into specific actions
- Nine influence tactics:
 - Legitimacy
 - Rational persuasion
 - Inspirational appeals
 - Consultation
 - Exchange
 - Personal appeals
 - Ingratiation
 - Pressure
 - Coalitions



FACTORS INFLUENCING POWER TACTICS

- Choice and effectiveness of influence tactics are moderated by:
 - **Sequencing of tactics**
 - Softer to harder tactics work best
 - **Political skill of the user**
 - **The culture of the organization**
 - Culture affects user's choice of tactic



SEXUAL HARASSMENT: A CASE OF UNEQUAL POWER

- Sexual Harassment:
 - Any unwanted activity of a sexual nature that affects an individual's employment and creates a hostile work environment
 - Overt actions, like unwanted touching, are relatively easy to spot
 - Subtle actions, like jokes or looks, can cross over the line into harassment
- Sexual harassment isn't about sex: it is about abusing an unequal power relationship
 - Harassment can damage the well-being of the individual, work group, and organization



MANAGERIAL ACTIONS TO PREVENT SEXUAL HARASSMENT

- Make sure a policy against it is in place.
- Ensure that employees will not encounter retaliation if they file a complaint.
- Investigate every complaint and include the human resource and legal departments.
- Make sure offenders are disciplined or terminated.
- Set up in-house seminars and training.



POLITICS: POWER IN ACTION

○ Political Behavior

- Activities that are not required as part of one's formal role in the organization, but that influence, or attempt to influence, the distribution of advantages or disadvantages within the organization
- Legitimate Political Behavior
 - Normal everyday politics - complaining, bypassing, obstructing
- Illegitimate Political Behavior
 - Extreme political behavior that violates the implied rules of the game: sabotage, whistle-blowing, and symbolic protest



EMPLOYEE RESPONSES TO ORGANIZATIONAL POLITICS

- Organizational policies may threaten employees:
 - ✓ Decreased Job Satisfaction
 - ✓ Increased Anxiety and Stress
 - ✓ Increased Turnover
 - ✓ Reduced Performance



DEFENSIVE BEHAVIORS

- Employees who perceive politics as a threat have defensive reactions
 - May be helpful in the short run, dangerous in the long run
- Types of defensive behaviors
 - Avoiding Action
 - Over-conforming, buck-passing, playing dumb, stalling
 - Avoiding Blame
 - Bluffing, playing safe, justifying, scapegoating
 - Avoiding Change
 - Prevention, self-protection



IMPRESSION MANAGEMENT (IM)

- The process by which individuals attempt to control the impression others form of them
- IM Techniques
 - Conformity
 - Excuses
 - Apologies
 - Self-Promotion
 - Flattery
 - Favors
 - Association



IM EFFECTIVENESS

- Job Interview Success
 - IM does work and most people use it
 - Self-promotion techniques are important
 - Ingratiation is of secondary importance
- Performance Evaluations
 - Ingratiation is positively related to ratings
 - Self-promotion tends to backfire



QUESTIONS BANK

- How would you define power? How is it different from leadership?
- What are the Five basis of power?
- How would you define Dependency? What creates Dependency ?
- Identify Nine power or influences tactics and their contingencies.
- What Factors Influencing Power Tactics?
- In what way is Sexual Harassment about the abuse of power?
- As a Manager , What actions should you have to take to Prevent Sexual Harassment ?
- Define Political Behavior. Distinguish between legitimate and illegitimate political behavior.
- How Employee Responses to Organizational Politics?
- What is impression management?
- What are the techniques for managing impression in a organization?



Essentials of Organizational Behavior 12e

Stephen P. Robbins & Timothy A. Judge

Chapter 8

Foundations of Group Behavior

After studying this chapter, you should be able to:

1. Define *group* and distinguish the different types of groups.
2. Identify the five stages of group development.
3. Show how role requirements change in different situations.
4. Demonstrate how norms and status exert influence on an individual's behavior.
5. Contrast the strengths and weaknesses of group decision making.

Groups

- ❖ **Group:** Two or more individuals, interacting and interdependent, who come together to achieve particular objectives
 - ✓ **Formal:** Defined by the organization's structure
 - ✓ **Informal:** Neither formally structured nor organizationally determined



Four Types of Groups

Formal Groups

- ✓ **Command** – determined by the organization chart
- ✓ **Task** – working together to complete a job task



Informal Groups

- ✓ **Interest** – affiliate to attain a specific objective of shared interest
- ✓ **Friendship** – members have one or more common characteristics

Why Do People Join Groups?



- ✓ Security
- ✓ Status
- ✓ Self-esteem
- ✓ Affiliation
- ✓ Power
- ✓ Goal achievement

Group Properties

- ✓ Roles
- ✓ Norms
- ✓ Status
- ✓ Size
- ✓ Cohesiveness



Group Property 1: Roles

- ❖ **Role:** The set of expected behavior patterns that are attributed to occupying a given position in a social unit
 - **Role perception** – our view of how we're supposed to act in a given situation
 - **Role expectations** – how others believe you should act in a given situation
 - **Role conflict** – conflict experienced when multiple roles are incompatible

Group Property 2: Norms

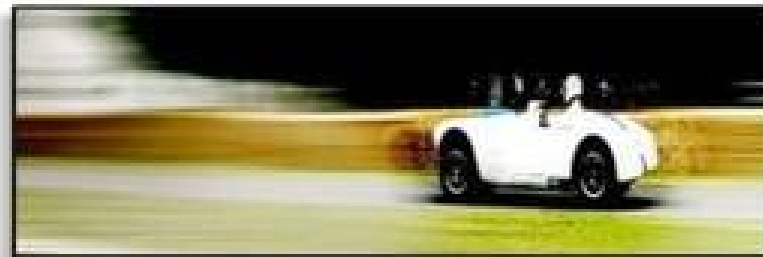
❖ Acceptable standards of behavior within a group that are shared by the group's members



- ❖ Powerful means of influencing behavior
 - Performance norms
 - Appearance norms
 - Social arrangement norms
 - Resource allocation norms

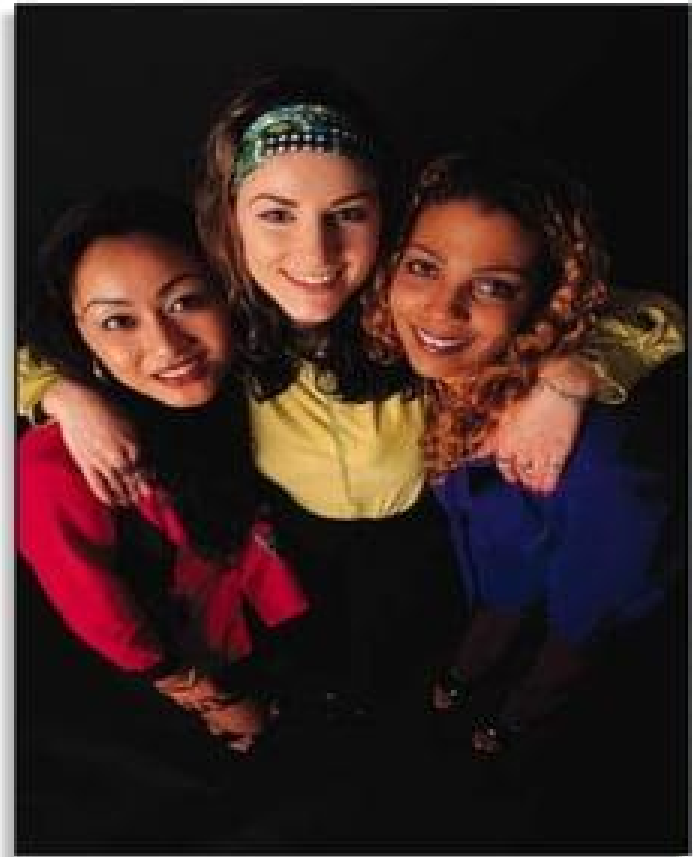
Group Property 3: Status

- ❖ **Status:** A socially defined position or rank given to groups or group members by others
- ❖ Determined by
 - The *power* a person wields over others
 - A person's *ability* to contribute to a group's goals
 - An individual's *personal characteristics*



Group Property 4: Size

- ❖ Smaller groups are faster at completing tasks – members perform better
- ❖ Large groups are consistently better at problem solving



Week 13
Slides 12-18

Social Loafing

Causes:

- ❖ Equity theory – unequal distribution of work
- ❖ Dispersion of responsibility – clouds the relationship between individual inputs and group output



Prevention:

- ❖ Set group goals
- ❖ Increase inter-group competition
- ❖ Engage in peer evaluation
- ❖ Select members who have high motivation and like to work in groups
- ❖ Distribute group rewards based on members' individual contributions

Group Property 5: Cohesiveness

- ❖ **Cohesiveness:** The degree to which members of the group are attracted to each other and motivated to stay in the group
 - Performance-related norms are the moderating variable for productivity and cohesiveness
 - High cohesiveness with high norms gives higher productivity

Group Property 6: Diversity

❖ **Diversity:** the degree to which members of the group are similar to, or different from, one another

- Cultural
- Demographic
 - ✓ Racial
 - ✓ Gender



❖ Diversity increases group conflict, but may improve group performance in the long term

Group Decision Making

Strengths

- ✓ Generate more complete information and knowledge
- ✓ Increased diversity of views
- ✓ Increased acceptance of a solution

Weaknesses

- ✓ Takes longer
- ✓ Conformity pressures
- ✓ Discussions can be dominated by one or a few members
- ✓ Ambiguous responsibility for the final outcome

Effectiveness & Efficiency

❖ Effectiveness

- Accuracy – group is better than average individual but worse than most accurate group member
- Speed – individuals are faster
- Creativity – groups are better
- Degree of Acceptance – groups are better

❖ Efficiency

- Groups are generally less efficient



Groupthink Symptoms

- ❖ **Groupthink:** A deterioration of individual's mental efficiency, reality testing, and moral judgments as a result of group pressures
- ❖ Occurs when members
 - ✓ Rationalize away resistance to assumptions
 - ✓ Pressure doubters to support the majority
 - ✓ Doubters keep silent/minimize their misgivings
 - ✓ Interprets silence as a “yes” vote



Groupshift or Group Polarization

- ❖ **Groupshift:** Group discussions lead members to assume new, more extreme, positions
- ❖ Groups often take positions of greater risk
- ❖ May be due to diffused responsibility



Group Decision Making Techniques

- ❖ **Interacting groups** meet face-to-face and rely on verbal and non-verbal interactions to communicate
- ❖ **Brainstorming**
 - Generates a list of creative alternatives
 - Problem: production blocking
- ❖ **Nominal Group Technique (NGT)**
 - Restricts discussion during the decision-making process to encourage independent thinking

Week-14
Slides 1-14

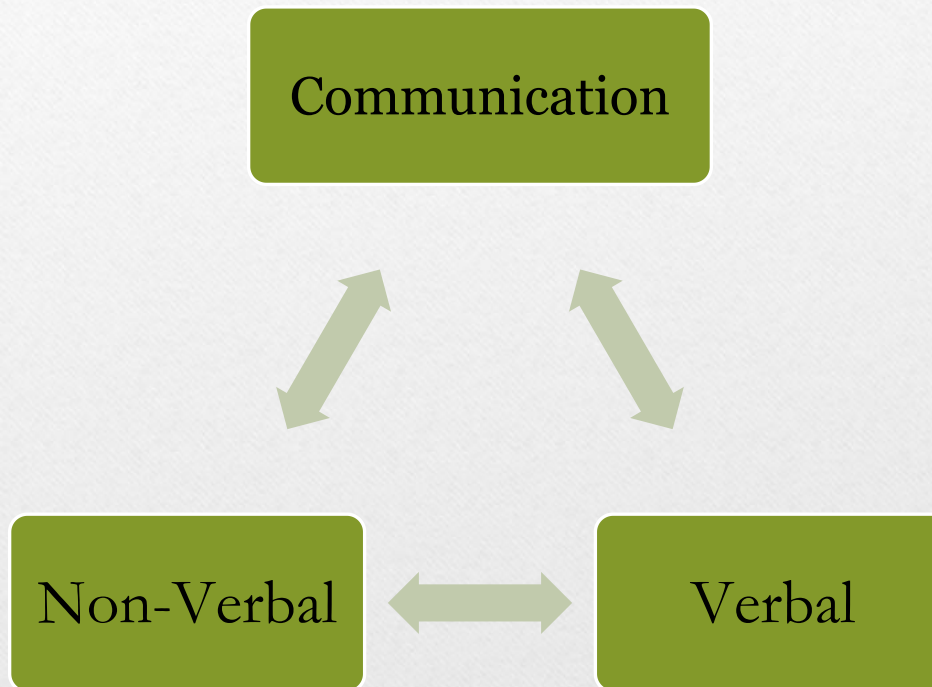
Chapter 9

Communication in the Business

Business Communication

- William G. Scott defines business communication as “Administrative communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals.”
- The last definition covers 4 aspects of administrative communication, as follows: 1) The sender’s ability to transmit his own ideas accurately. 2) The receiver’s mental ability to get the same idea as were transmitted i.e. accurate replication. 3) The feedback or the receiver’s response. 4) Eliciting action which will help to achieve the goals

Forms of Business communication



Non-verbal communication

- ❑ The most basic form of communication is Nonverbal communication, all the cues, gestures, vocal qualities, special relationships, attitudes toward time that allow us to communicate without words.
- ❑ The meaning of nonverbal communication lies with the observer, who both reads specific signals and interprets them in the context of a particular situation and a particular culture.



Non verbal Communication

- ❑ **Facial expression and eye behavior:** Your face is the primary site for expressing your emotions; both the type and the intensity of your feelings. Your eyes are especially effective for indicating attention and interest, influencing others, regulating interaction and establishing dominance.
- ❑ **Gestures and postures:** by moving your body, you can express both specific and general message, some voluntary and some involuntary. A wave of hand, for example, has a specific and intentional meaning.

Non verbal Communication

- ❑ **Vocal characteristics:** Your voice carries both intentional and unintentional message. Your choice can create various impressions. The tone and volume of your voice, your accent and speaking pace and all the little um's and ah's that creep into your speech say a lot about you, your emotions and your relationship with the audience.
- ❑ **Touching:** In business situations, touching suggests dominance, so a higher status person is more likely to touch a lower status person than the other way around. Touching has become controversial, however, because it can sometimes be interpreted as sexual harassment

Non verbal Communication

- **Use of time and space:** Like touch, time and space can be asserting authority. In many cultures, people demonstrate their importance by making other people wait; they show respect by being on time. People can also assert their status by occupying the best space. In US companies, the chief executive usually has the corner office and prettiest view.

How to develop Non-verbal Communication

Nonverbal Communication Skills Development Nonverbal communication can be different for men and women. To improve nonverbal skills, the following guidelines can be followed:

- i) Be honest, especially when communicating emotions.
- ii) Use a firm, friendly handshake when meeting new people.
- iii) Maintain eye contact with your entire audience.
- iv) Reinforce your words with tones and gestures.
- v) Be aware of your posture.
- vi) Use appropriate gestures to support your point

How to develop Non-verbal Communication

- vii) Imitate the posture and appearance of people you want to impress.
- viii) Show respect for speakers and listener.
- ix) Touch people only when appropriate and acceptable.
- x) Smile genuinely, as a fake one will be obvious.

Advantages of Non-verbal Communication

1.Complementary: Non-verbal cues complement a verbal message by adding to its meaning. You can pat someone you offended at the back as you say sorry to him or her.

2.Easy presentation: Information can be easily presented in non-verbal communication through using visual, audio-visual and silent means of non-verbal communication.

1.Substituting: Non-verbal messages may substitute for the verbal message especially if it is blocked by noise, interruption, long-distance, etc. for example; gestures-finger to lips to indicate need for quiet, facial expressions- a nod instead of a yes.

Advantages of Non-verbal Communication

4. Accenting: Often used to accent a verbal message. Verbal tone indicates the actual meaning of the specific words.

5.Repeat: Used to repeat the verbal message (e.g. point in a direction while stating directions.)

Disadvantages of Non-verbal Communication

1. Vague and imprecise: Non-verbal communication is quite vague and imprecise. Since in this communication, there is no use of words or language which expresses clear meaning to the receiver.

1. Continuous: It is possible to stop talking in verbal communication, but it is generally not possible to stop nonverbal cues. Also, spoken language has a structure that makes it easier to tell when a subject has changed.

3. Multi-channel: while watching someone's eyes, you may miss something significant in a hand gesture. Everything is happening at once and therefore it may be confusing to try to keep up with everything. Most of us simply do not do so, at least not consciously

Disadvantages of Non-verbal Communication

- 4. Long conversations are not possible:** In non-verbal communication, long conversation and necessary explanations are not possible. No party can discuss the particular issues of the messages.
- 5. Difficult to understand:** Difficult to understand and requires a lot of repetitions in *non-verbal communication*. Since it uses gestures, facial expressions eye contact, touch, etc. for communicating with others which may not be understandable for the simple and foolish people.
- 6. Not everybody prefers:** Everybody does not prefer to communicate through non-verbal communication with others. Sometimes it cannot create an impression upon people or listeners.

Verbal Communication

Verbal communication refers to the utilization of words to express ourselves in front of other people. Thus it is an inclusion of both spoken and written communication. Although most people prefer verbal communication to describe only spoken communication. The verbal part of communication refers to the words that we choose, and how they are heard and interpreted.

week 15
Slides 16-28

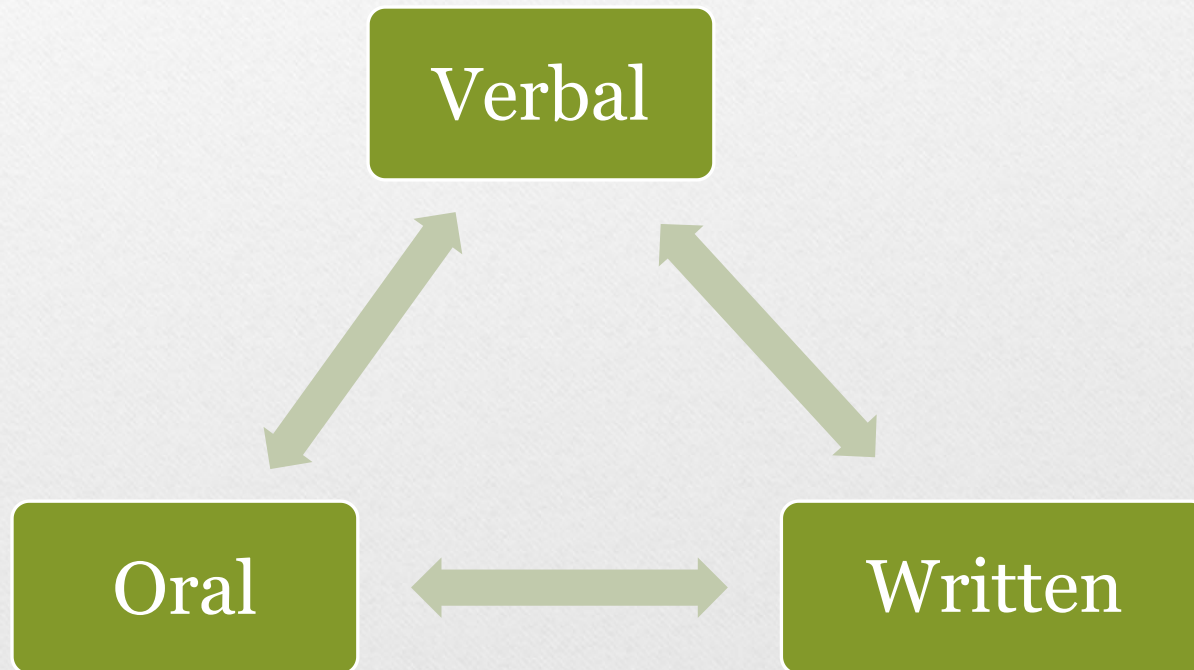
Advantages of Verbal Communication

- 1.Saves a lot of time.
- 2.Saves money too.
- 3.Get feedback quickly.
- 4.Most convenient method.
- 5.Clarity of method
- 6.Ease of preparation.

Disadvantages of Verbal Communication

1. Regional differences are the greatest barrier.
2. Language difference and dialect is also a reason for the communication barrier.
3. Large audience size is also an issue of communication barriers.
4. Receivers may quickly forget what was said to them.
5. All people cannot listen at the same pace.

Forms of Verbal communication



Oral Communication

- ❑ Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.



Forms of Oral Communication

1. Intrapersonal Communication

This form of communication is extremely private and restricted to ourselves. It includes the silent conversations we have with ourselves, wherein we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of communication when analyzed can either be conveyed verbally to someone or stay confined as thoughts.

2. Interpersonal Communication

This form of communication takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

Forms of Oral Communication

3. Small Group Communication

This type of communication can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. Press conferences, board meetings, and team meetings are examples of group communication

4. Public Communication

This type of communication takes place when one individual addresses a large gathering of people. Election campaigns and public speeches are example of this type of communication. In such cases, there is usually a single sender of information and several receivers who are being addressed.

Advantages of Oral Communication

- Immediate Feedback.
- Time Saving.
- Economical.
- Personal Touch.
- Flexibility.
- Group Communication.
- Effectiveness.
- No Record.

Disadvantages of Oral Communication

Poor Retention

The listener cannot retain oral messages in his memory for a long time. The speaker himself may not recall what he actually said.

No Record

Oral communication does not provide any record for future reference. In the absence of a record, oral messages have no legal validity.

Time Consuming

Oral communication may not always be time saving. Precisely because there is no binding medium like a page or a book, this form of communication is virtually endless.

Disadvantages of Oral Communication

❑ Misunderstanding

Oral communications are likely to be misunderstood due to poor expression and noise. The speaker may not be able to make himself quite clear or the listener may be inattentive. This is likely to be truer when the two individuals are not on good terms with each other.

❑ Lengthy Messages

Oral communication is not suitable for transmitting lengthy messages. Some parts of vital importance may not receive adequate attention.

Written Communication

- ❑ A 'Written Communication' means the sending of messages, orders or instructions in writing through letters, circulars, manuals, reports, telegrams, office memos, bulletins, etc.
- ❑ It is a formal method of communication and is less flexible. A written document preserved properly becomes a permanent record for future reference.



Advantages of Written communication

❑ **Authoritative Document**

The main purpose of written communication is the evidence is also known as an authoritative document.

❑ **Easily understanding**

Another reason for the popularity of written communication is easily understanding like if you don't understand something for the first time you have a huge chance to see it next time which not available in oral communication.

❑ **Acceptability**

Written communication has exceptional acceptability to people especially when it formal communication.

Advantages of Written communication


❑ **Effective control**

Written communication can control an organization effectively. This type of communication is mainly used for organizational control.

❑ **Personal Image**

Written communication does not involve any personal issue so, written communication can protect your personal image. It is also helpful to protect the company's image.

Thank You



Week-16
Slides 1-17

Chapter-10

Leadership

Leadership is the ability to develop a vision that motivates others to move with a passion toward a common goal. So leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Definition

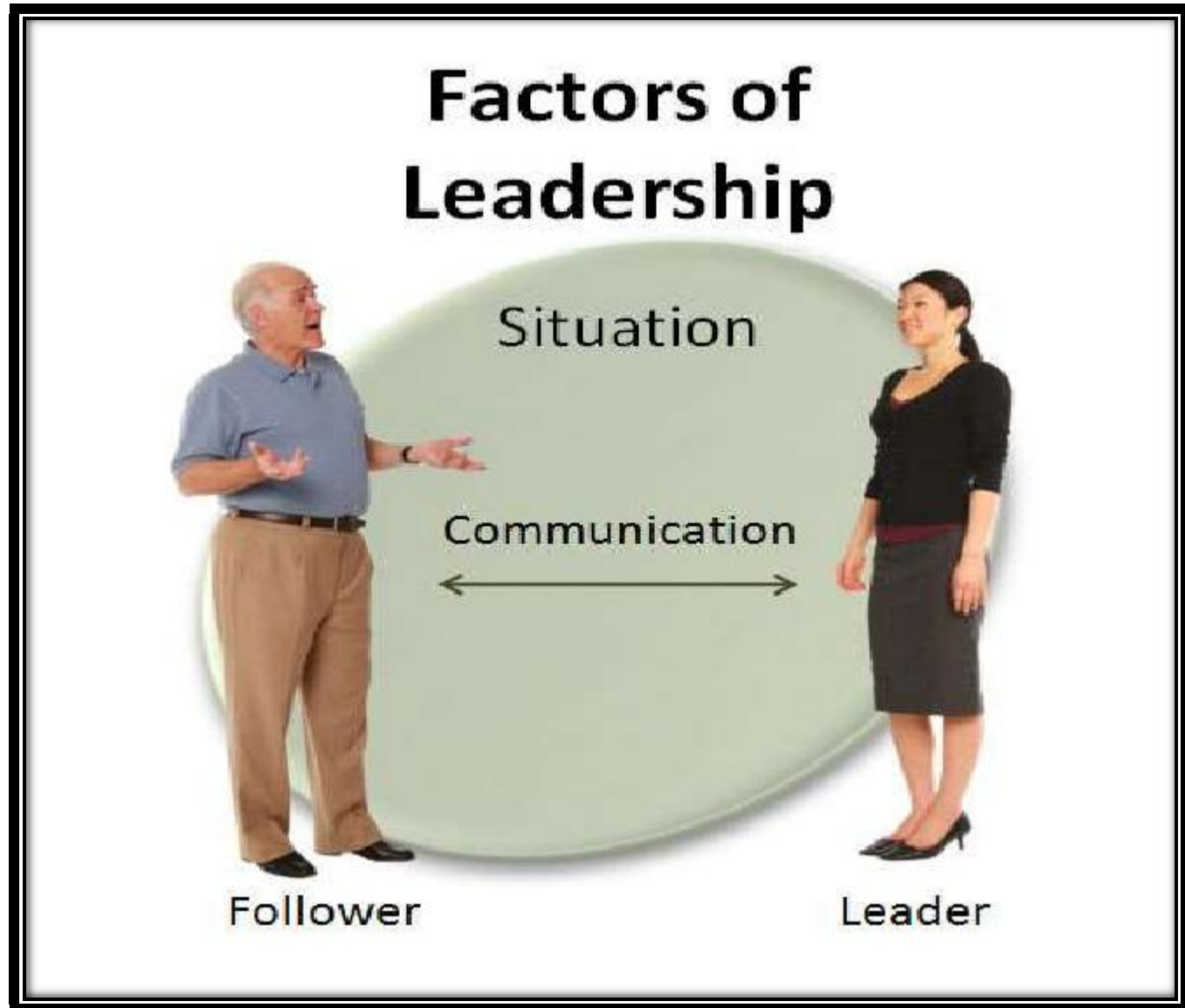
- leadership is the “process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task”.


M Chemers.


- "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen."

Alan Keith.

FOUR FACTORS OF LEADERSHIP



- 
- **Leader** - You must have an honest understanding of who you are, what you know and what you can do. To be successful you have to convince your followers not your superiors, that you are worthy of being followed.
 - **Follower** -You must know your people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions and motivation.

- 
- **Communication**-The nonverbal communication is leading. E.g.- when you set example that communicates to your people that you would not ask them to perform anything that you would not be willing to do. Bad communication harm the relation between leader and employee.
 - **Situation**-We must use our judgment to decide the best course of action and the leadership style needed for each situation. What we do in one situation will not always work in another.

Styles of leadership

The three major styles of leadership are (U.S. Army Handbook, 1973) :

Styles of Leadership



- Authoritarian or autocratic
- Participative or democratic
- Delegation or Free Reign

Autocratic – The authoritarian leader makes decisions alone as power is centralized in one person. Decisions are enforced using rewards and the fear of punishment. it is an abusive, unprofessional style called “**bossing people around.**”



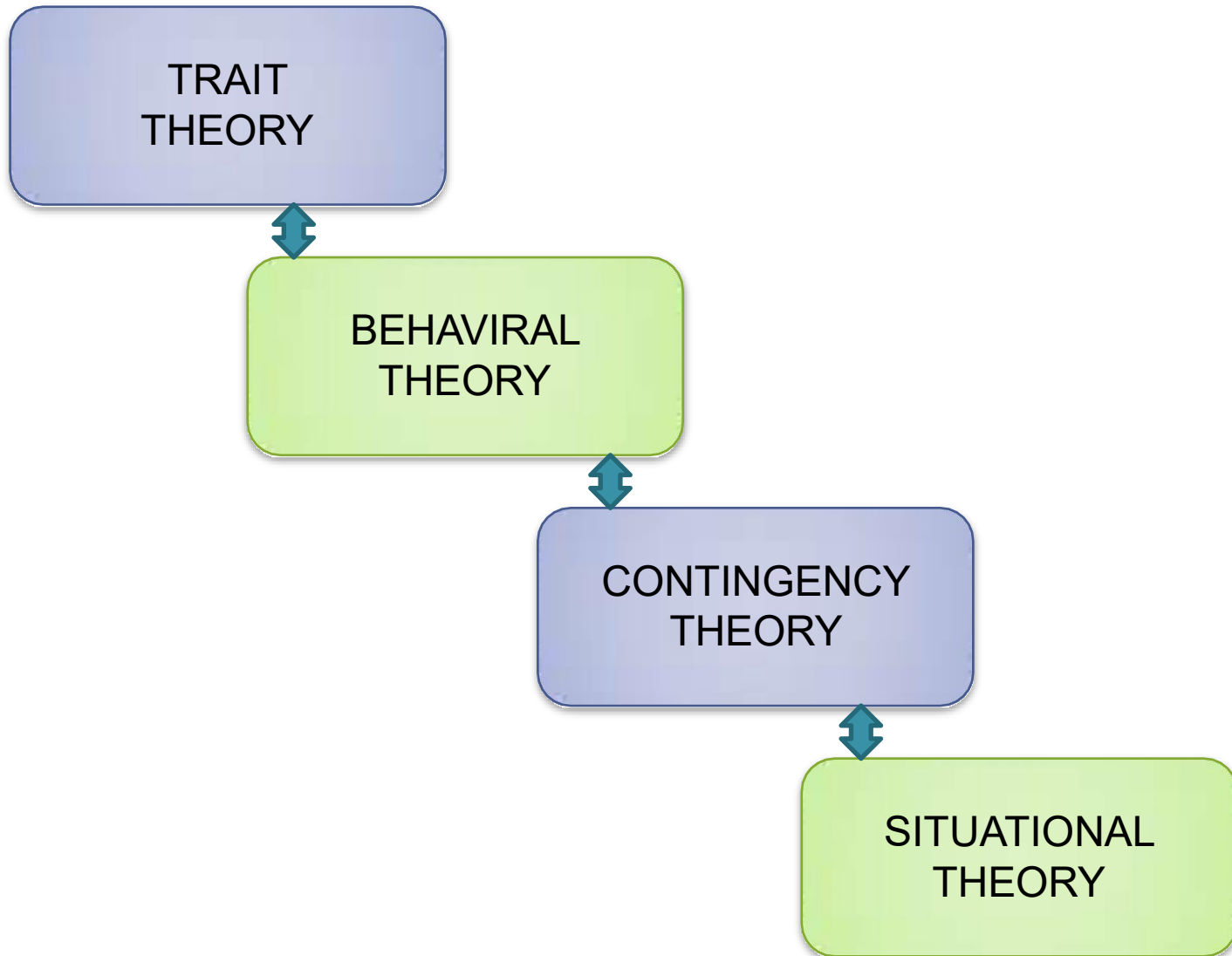
Democratic- The participative leader include one or more employees in the decision making process. Communication flow freely; suggestions are made in both directions. The participation encourages member commitment to the final decision.



Laissez-faire- The free-rein leader gives power to subordinates to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation. Deiligative style is generally not useful.

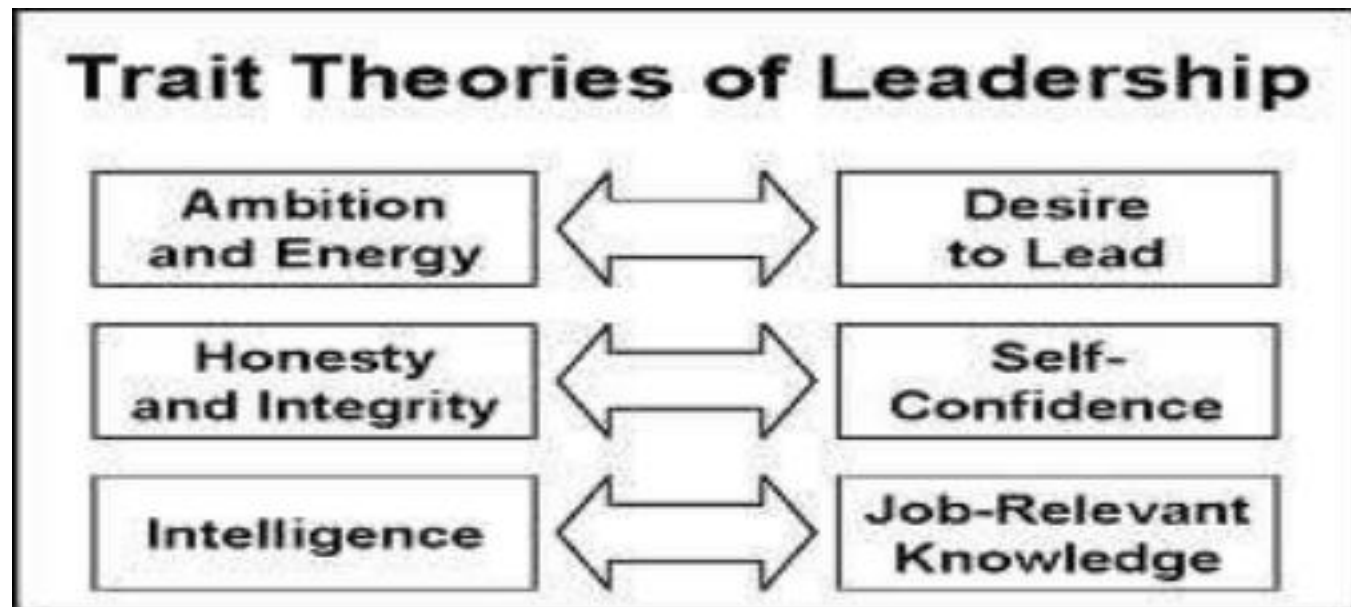


Theories of leadership



Trait theory-

The Trait Approach arose from the “Great Man” theory as a way of identifying the key characteristics of successful leaders. It was believed that through this theory critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. This theory was common in the military and is still used as a set of criteria to select candidates for commissions.



Advantages of Trait Theory -

- **It is naturally pleasing theory.**
- **It serves as a yardstick against which the leadership traits of an individual can be assessed.**
- **It gives a detailed knowledge and understanding of the leader element in the leadership process.**

Limitations of The Trait Theory –

- **There is bound to be some subjective judgment in determining who is regarded as a „good“ or „successful“ leader.**
- **There is also a disagreement over which traits are the most important for an effective leader**

Behavioral Theory-

- These theories of leadership are based upon the belief that great leaders are made, not born.
- Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states.
- According to this theory, people can *learn* to become leaders through teaching and observation.
- The behavior approach says that anyone who adopts the appropriate behavior can be a good leader.


Studies of Behavioral theory

- Ohio state leadership university studies.
- Managerial Grid
- University of Michigan studies

Contingency theory-

In *Contingency theory* of leadership, the success of the leader is a function of various contingencies in the form of subordinate, task, and/or group variables. The Leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change.

This helps to explain how some leaders who seem for a while to have the 'Midas touch' suddenly appear to go off the boil and make very unsuccessful decisions.



Week-17
Slides 18-30



Different Sets/theories of contingency theory :

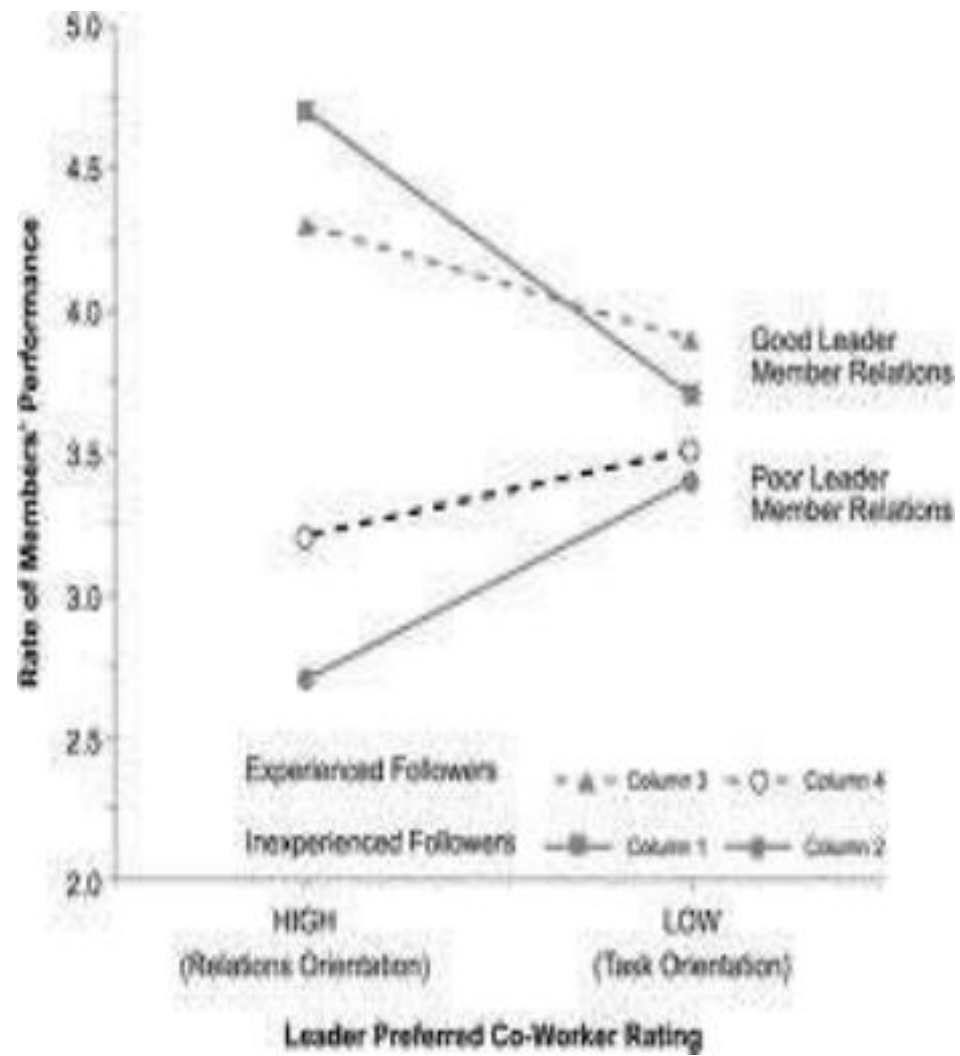
- **FIEDLER'S CONTINGENCY MODEL**
- **HARSEY & BLANCHARD'S SITUATIONAL THEORY**
- **PATH GOAL THEORY**
- **VROOM-JAGO CONTINGENCY MODEL**

FIEDLER'S CONTINGENCY MODEL

Fiedler's model assumes that group performance depends on:

- Leadership style, described in terms of task motivation and relationship motivation.
- Situational favourableness, determined by three factors:
 - a) **Leader-member relations** - Degree to which a leader is accepted and supported by the group members.
 - b) **Task structure** - Extent to which the task is structured and defined, with clear goals and procedures.
 - c) **Position power** - The ability of a leader to control subordinates through reward and punishment.





Blanchard's situational theory-

The Hersey-Blanchard Situational Leadership Theory was created by Dr Paul Hersey and Ken Blanchard. The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they're leading and the details of the task. Using this theory, leaders should be able to place more or less emphasis on the task.



According to Hersey and Blanchard, there are four main leadership styles:

Telling (S1) – Leaders tell their people exactly what to do, and how to do it.

Selling (S2) – Leaders still provide information and direction, but there's more communication with followers. Leaders "sell" their message to get the team on board.

Participating (S3) – Leaders focus more on the relationship and less on direction. The leader works with the team, and shares decision-making responsibilities.

Delegating (S4) – Leaders pass most of the responsibility onto the follower or group. The leaders

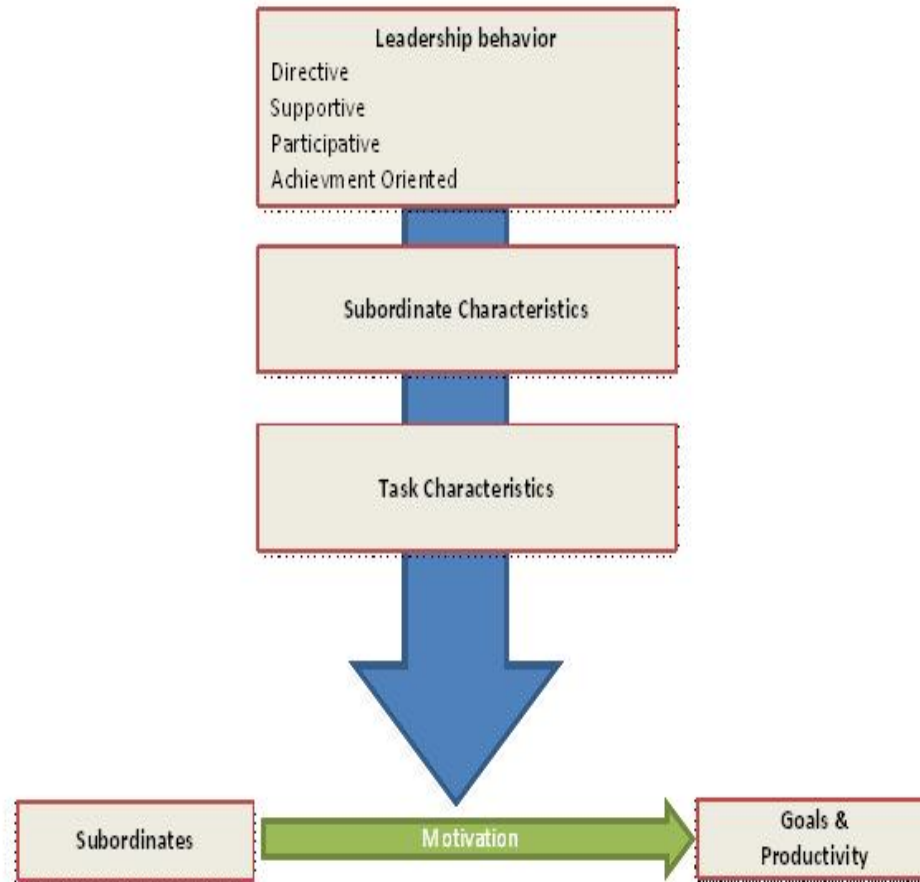
Path-Goal theory-

According to path-goal theory, the leader's responsibility is to increase subordinates' motivation to attain personal and organizational goal. A person may do these by adopting a certain leadership style, according to the situation:

- **Directive leadership** – it tells subordinates exactly what they are supposed to do, which includes planning, making schedules, setting performance goals and behaviour standards.
- **Supportive leadership** - it shows concern for subordinates' well being and personal needs.

Participative leadership - Decision making is based on group consultation and information is shared with the group.

Achievement-oriented leadership - Challenging goals are set and high performance is encouraged while showing confidence in the groups' ability.



Managerial grid

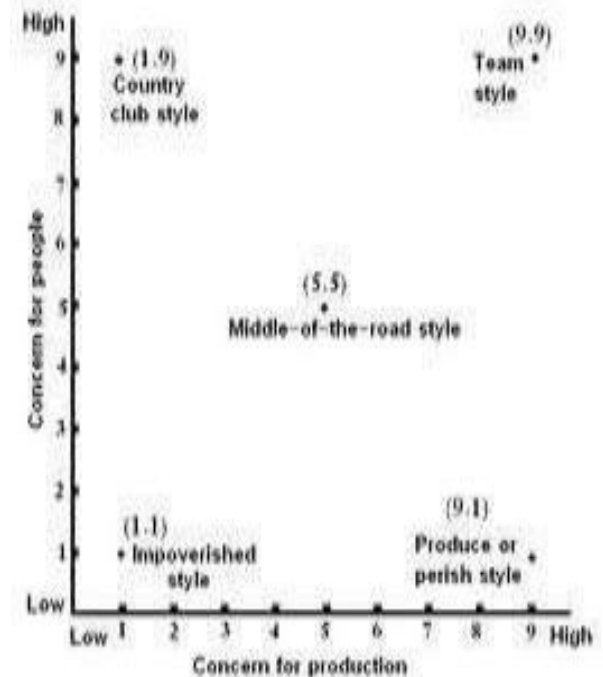
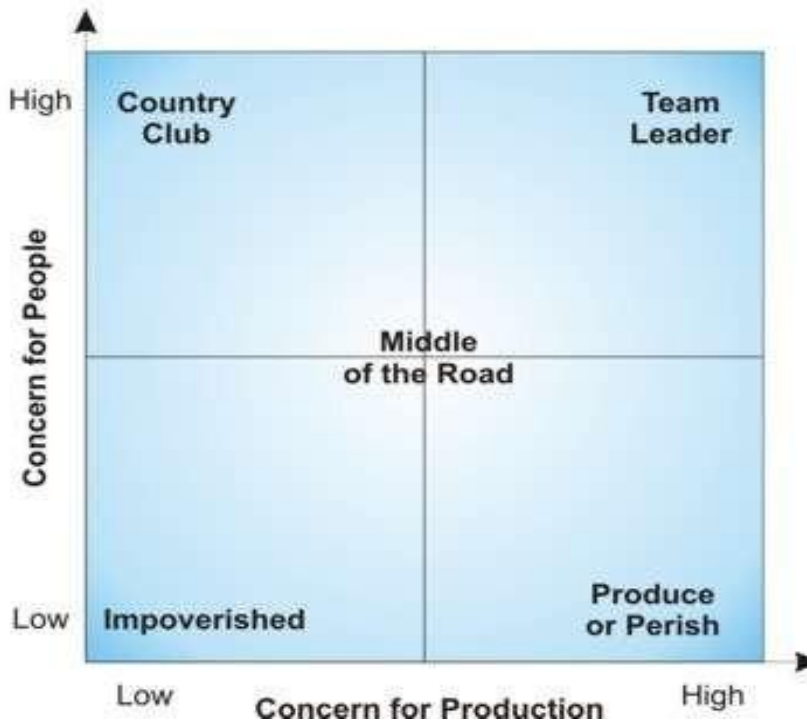
It describes the relationship between the leader's concern for task and concern for people, but this theory differs in its perspective. The managerial grid considers leadership style based on their focus on task and people. The Managerial Grid is based on two behavioral dimensions:

Concern for People – This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task.

Concern for Production – This is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.

Using the axis to plot leadership „concerns for production“ versus „concerns for people“, Blake and Mouton defined the following five leadership styles:

Figure 1: The Blake Mouton Grid




- 
- **Country Club Leadership –(High People/Low Production)**
 - **Produce or Perish Leadership – High Production/Low People**
 - **Impoverished Leadership – Low Production/Low People**
 - **Middle-of-the-Road Leadership – Medium Production/Medium People**
 - **Team Leadership – High Production/High People**

Likert's school of leadership

Dr Rensis Likert (1903 - 1981) was a management theorist. According to Likert, the efficiency of an organisation or its departments is influenced by their system of management. Likert categorised his **four management systems as follows:**

- 1. Exploitive authoritative system**
- 2. Benevolent authoritative system**
- 3. Consultative system**
- 4. Participative (group) system**



Exploitative Authoritative: Responsibility lies in the hands of the people at the upper echelons of the hierarchy.

Benevolent Authoritative: The responsibility lies at the managerial levels but not at the lower levels of the organizational hierarchy.

Benevolent Authoritative: The responsibility lies at the managerial levels but not at the lower levels of the organizational hierarchy.

Participative: Responsibility for achieving the organizational goals is widespread throughout the organizational hierarchy.