

## II B.Sc PSYCHOLOGY

### 21CAPS3A-ORGANISATIONAL PSYCHOLOGY

#### UNIT I

#### INTRODUCTION

*Definition-Evolution of Organisational Psychology-Nature and Scope of Organisational Psychology-Subfields of Organisational Psychology-Employment of Organisational Psychology - Challenges of Organisational Psychology.*

#### DEFINITION:

- ❖ According to Blum (a psychologist), industrial psychology may be defined as the *simple application or for that matter the extension of psychological facts and principles to the problems which cater to the human relations in the business and industry*
- ❖ Society for I/O Psychology defined as “it is the scientific study of human behaviour in the workplace”.
- ❖ Organizational psychology studies human behavior in the workplace.
- ❖ OP deals with the applications of psychological knowledge in human behaviour at the workplace and the organisation.
- ❖ It focuses on evaluating individual, group, and organizational dynamics and using that research to identify solutions to problems that improve the well-being and performance of an organization and its employees.

#### EVOLUTION OF ORGANISATIONAL PSYCHOLOGY

- The study of industrial-organizational (I-O) psychology evolved in the United States in the early 1900s through the work of psychologists Hugo Münsterberg and Walter Dill Scott.
- While it's practical application developed largely by American industrial engineer Frederick W. Taylor.
- ❖ During the 19<sup>th</sup> century World War I, the world started to focus on the industrial problems faced by the humans.
- ❖ By the early 20<sup>th</sup> century, an independent field called I/O Psychology was evolved.
- ❖ 1911-Walter Dill Scott advanced this practice considerably by publishing two works in 1911: *Influencing Men in Business* and *Increasing Human Efficiency in Business*. He applied key psychological practices to concerns such as employee motivation.
- ❖ 1913- Hugo Munsterberg written the book “Psychology and industrial efficiency. He took Industrial Psychology keenly and hence called as Father of Industrial Psychology. This laid the groundwork for what we now refer to as I/O psychology. His goal was to help organizations shape workers as needed to improve general workplace productivity.

- ❖ 1914, Psychological test was used for selection of employees.
- ❖ 1917, the journal publications based on industrial problem was started
- ❖ 1919, Psychologist Scott has opened his own counselling centre specially to look after industrial related human issues.
- ❖ 1921, a new association for Psychology was started.
- ❖ 1927, Elton Mayo has conducted Hawthorne experiment to study the relationship between human behaviour and productivity at industries.
- ❖ 1930, Hawthorne experiment was stopped and finalised that there is a relationship between job satisfactions, relaxation, working condition of employees to increase productivity.
- ❖ The so-called Hawthorne studies consisted of four separate experiments:

<b>HAWTHORNE EXPERIMENT</b>	<b>PURPOSE</b>	<b>RESULT</b>
Illumination Experiments (1924-27)	To establish whether there was a connection between the work environment and productivity	The study found that any change in lighting, regardless of whether it was a positive or negative change, <b>led to a boost in productivity.</b>
Relay Assembly Test Room Experiments	The researcher brought changes in rest periods, the average length of the workday, physical conditions, and overall work structure to see increase in productivity.	An <b>increase in performance was seen when individuals were noticed, watched, or supervised</b> by researchers or their supervisors.
Experiments in Interviewing Workers(1928-30)	To determine the employees' attitudes towards the company, wages, supervision, promotions	This interview experiment provided researchers with valuable information on the overall behaviour across the company.
Bank Wiring Room Experiments(1931,32)	To determine if and how payment incentives would affect productivity.  the experiment featured a group of fourteen men who were in	It was concluded that the productivity of the workers <b>did not improve productivity</b> despite the incentives due to a variety of social factors

	charge of putting together telephone switching equipment	
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- ❖ 1940, after World War II, Industrial Psychology has gained momentum and started to evolve.
- ❖ If World War I helped with the development of I/O psychology, World War II represented its emergence into the mainstream I/O Psychology. At this point, the selection procedures first advocated for during World War I had been refined during WWII.

### SCOPE OF ORGANISATRIONAL PSYCHOLOGY

a) **ECONOMIC, SOCIAL AND PSYCHOLOGICAL ASPECTS OF AN INDUSTRY:**

- It also performs a study of the economic factors and many other factors in the life of a worker that can have immense psychological impact.

b) **STUDY OF THE PHYSICAL ASPECTS OF WORK ENVIRONMENT:**

- Industrial workers are greatly affected by the work environment.
- Proper work conditions involve clean air, appropriate water arrangement for some essential tests, lesser noise, clean environment, sufficient lighting, appropriate sanitation, good employer and employee relationship, etc.

*For example, psychological suggestions can prove to be extremely helpful in light arrangements and even the intensity of the light, the colour of walls, machines, floor and ceiling.*

c) **PRINCIPLES OF HUMAN RELATIONSHIPS:**

- The competence of industrial workers is greatly dependent on the nature of their particular relationships with the management.
- The **presence of trade unions** that protects the interest of the employees and also helps to fulfilling their own desires against the management.

d) **STUDY OF ATTITUDES AND MOTIVES:**

- It is vital to study the rules related to the appropriate attitudes in an industrial environment.
- One instances of the study that an industrial psychology performed is the Hawthorne study to study the influence of the attitude of workers on the production.

e) **STUDY OF THE PRINCIPLES OF MENTAL HEALTH:**

- The mental health or the status of the workers is greatly affected by the work environment and the method of their interaction with other workers.

- Industrial psychology performs a study of factors and lays down principles for maintaining the mental health of workers.

f) **STUDY OF THE RELATIONS:**

- It also studies human relations and discovers general principles which enable the improvement of social relations of the workers and management.

## NATURE OF ORGANISATIONAL PSYCHOLOGY



### a) Scientific method

Industrial psychology makes use of experimental techniques and is therefore, a scientific discipline. After careful observation, it makes a record of all the facts. Once the classification of the interpreted data is performed, a final assumption is drawn.

Scientific method is used as one of the research method to study the behaviours of human as individual and group

#### Elements of scientific methods are:

Observation method

Recording method

Classification method

Generalization method

Verification method

### b) FACTUAL

One can call industrial psychology factual since it designs the factual study of behaviour besides determining behavior and even trying to find laws governing it..

### c) UNIVERSAL

The factual conclusion will be applicable to universal as a whole because all are human behaviours irrespective of color and country. These laws are universal like the situations of work and wages have an effect on quality and also the quantity of production

### d) VALIDITY

Principles of industrial psychology are very relevant in today's times. The reality is that a certain type of dissatisfaction and maladjustment always exists below all labour tensions, the testing of which can be done anywhere.

### e) CAUSE AND EFFECT RELATIONSHIP

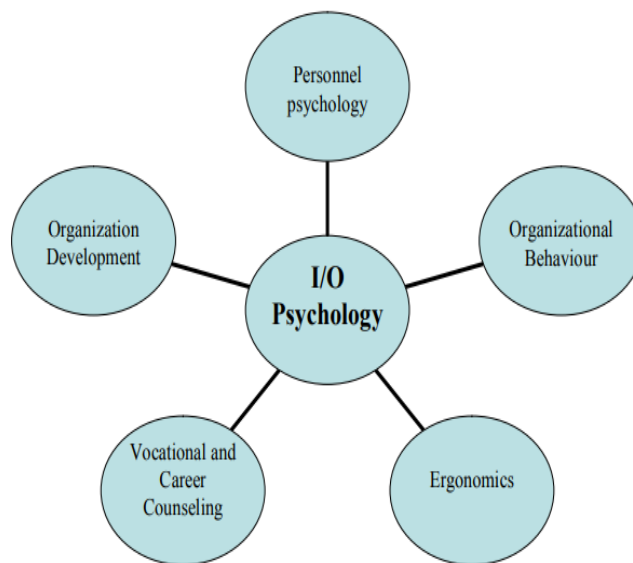
Industrial psychology evaluates the cause-and-effect relationship. Psychologists attempt to find out the cause-and-effect relationship in advertisements.

#### **f) MAKE PREDICTIONS**

The laws of industrial psychology form predictions. Due to its nature of looking for causal relationships that exist in human behaviour, it can form predictions associated with it also.

### **SUBFIELDS OF ORGANISATIONAL PSYCHOLOGY**

Industrial/Organisational Psychology is a diverse field containing several subfields.



#### **Personnel Psychology**

- Personnel Psychology is the oldest and most traditional activities of I/O psychologists.
- It is concerned with individual differences and therefore deals with all aspects of recruiting, selecting and evaluating personnel performance.

A survey by Rassenfoss and Kraut (1988) revealed that the most common activities of personnel psychologists are:

- ✓ Developing, administering and analysing employee attitude surveys.
- ✓ Constructing performance appraisal instruments
- ✓ Validating tests
- ✓ Developing employee selection tests
- ✓ Conducting job analyses.

Eg: Aptitude test

#### **Vocational and Career counselling**

- A cross between counselling and I/O psychology, career counselling is a branch that assists individuals in making decisions about their lifelong roles in the world of work and in solving workplace problems (Crites, 1969).
- Through vocational counseling, individuals can determine the career path that is right for them.

## **Ergonomics**

- Ergonomics This branch (also called engineering psychology) is concerned with modifying the work environment in order to be compatible with human skills and talents.
- Psychologists in this area are involved in workplace design, man-machine interactions, design of equipment and machinery, to minimize fatigue and stress and to maximize productivity and safety.

Eg: Psychologist are part of designing of computer set up, equipment at workplace.

## **Organisational Behaviour**

- Organisational behaviour applies the scientific method to practical managerial problems.
- When applied to organisations and the people in them, the word behaviour can refer to three different levels – individual, group, and organisational.

The study of organisation behaviour thus involves looking at

- ✓ the attitudes,
- ✓ interpersonal relationships,
- ✓ performance,
- ✓ productivity,
- ✓ job satisfaction, and
- ✓ commitment of employees, as well as
- ✓ leader behaviour,
- ✓ organisational commitment, and
- ✓ even the relationship of the organisation with its environment, culture and processes.
  - In contrast to personnel psychology that focuses more on individual-level issues; organisational behaviour is more concerned with social and group influences.

## **Industrial Relation**

- The term industrial relations is made up of two components–industry and relations, and hence addresses the relationship between management and employees, particularly groups of workers represented by a trade union.
- Traditionally, industrial relations is used to cover such aspects of industrial life as
  - ✓ trade unionism,
  - ✓ collective bargaining,
  - ✓ workers' participation in management,
  - ✓ discipline and grievance (மனக்குறை) handling,
  - ✓ Industrial disputes (தொழில் தகராறு) and
  - ✓ rules and code of conduct (நடத்தை நெறிமுறை).



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## **EMPLOYMENT IN I/O PSYCHOLOGY**

- ❖ This growing specialty in the psychology field focuses on improving and increasing workplace flow and productivity.
- ❖ I-O psychologists often apply research psychological principles and theories to the workplace to increasing workplace productivity, selecting employees best suited for particular jobs, and product testing.
- ❖ They provide assistantship to HR department and also act as counselors.

### **Nature of Job as I/O Psychologist:**

On the job, an Industrial Psychologist can expect to:

- ⇒ Use psychological research in the workplace
- ⇒ Help businesses with employee training, performance evaluations, and the company's hiring practices
- ⇒ Train and motivate the labor force, management, and team members.
- ⇒ Study the employee behavior, productivity, and attitudes.
- ⇒ Collaborate with the Human Resources Department to observe employees
- ⇒ Provide a consultative role in the organization
- ⇒ Assess employee job performance
- ⇒ Improve organizational structure
- ⇒ Provide ergonomic consultation to maximize performance and improve comfort

### **Employability as I/O Psychologist in various field:**

Some work in the

- ✓ manufacturing industry,
- ✓ health-care facilities,
- ✓ commercial enterprises, or
- ✓ Labor unions.
- ✓ Many Industrial Psychologists work as consultants or
- ✓ Hold academic positions at universities.
- ✓ They qualify to work as trainers, coaches, and facilitators, working directly with a company's Human Resources Department.

### **Career in the following areas:**

#### *1. Human Resources Organizational Development (OD) Manager*

- Act as liaison and advisor to company leadership.

- The OD Manager plans and coordinates company policies to attract and keep valuable employees

## **2. Trainer**

- A trainer is a company instructor or educator who conveys knowledge and skills to employees. During stressful periods, they may guide workers and provide additional motivation.

## **3. Behavior Analyst**

- A behavior analyst focuses on describing, understanding, predicting, and changing behavior. They consider factors such as biological and environmental influences.

## **4. Human Resources Practice Manager**

- Human resources practice managers specialize in talent selection, performance management, and workplace diversity.
- *According to Paul Muchinsky's Psychology Applied to Work in these six key areas of business as Human Resources Practice Manager*
  - ✓ **Training and development**, where the focus is on identifying roles within the company, and the skills required to perform those roles.
  - ✓ **Employee selection**, where the focus is on helping the company optimize their recruitment procedures,
  - ✓ **Ergonomics**, where the focus is on the layout of the office environment, which can impact employees on a psychological as well as physical level.
  - ✓ **Performance management**, where the focus is on developing methods for measuring employee performance levels.
  - ✓ **Work life**, where the aim is to improve productivity by improving the quality of life for employees in the workplace.
  - ✓ **Organisational development**, where the focus is on the structure of the organisation as a whole, with psychologists advising companies on how to improve productivity through restructure and redesign.

## **CHALLENGES IN INDUSTRIAL PSYCHOLOGY**

Some of the major problems faced by industrial psychology are as follows:

1. The Consultant and the Staff Psychologist
2. Language and techniques
3. Resistance to Change.

### **The Consultant and the Staff Psychologist**

- ❖ A psychologist directly employed full time by a company or by a government agency is often refined to as a “staff” psychologist.
- ❖ Generally speaking, the duties and tasks of the consultant and the staff psychologist overlap.
- ❖ There is no clear-cut difference insofar as type of assignment is concerned.

#### **Language and techniques**

- ❖ Industrial psychology is to gain an important place in industry, psychologists must learn to talk and write in a fashion that is clearly understandable to others.
- ❖ The industrial psychologist learn to communicate adequately with the non-psychologist

#### **Resistance to Change.**

- ❖ Change often upsets people who are not easily corrected, nor are they able to give up habits freely.
- ❖ Resistance comes not only from the employee but from all levels of management and the employer

*Steps to give hope during resistance to change:*

- 1) First, the reasons for the change should be clearly explained.
- 2) Second, those who will be involved in the change should be given enough time to participation in the implementation of that change.
- 3) Third, change should be a two-way affair rather than forced others to a one-sided decision.
- 4) Fourth, the administrator of the change should recognize and eliminate or reduce the possible threat expected out of change.

## UNIT- II

### JOB ATTITUDE AND MOTIVATION

#### JOB ATTITUDE

The job attitude refers to job satisfaction, job involvement and organisational commitment of the employees towards their job

#### JOB SATISFACTION

##### Definition:

- ❖ Job satisfaction is simply how people feel about their jobs and different aspects of their jobs
- ❖ Locke (1976) defined job satisfaction as *a pleasurable positive emotional state resulting from the appraisal of one's job or job experiences.*

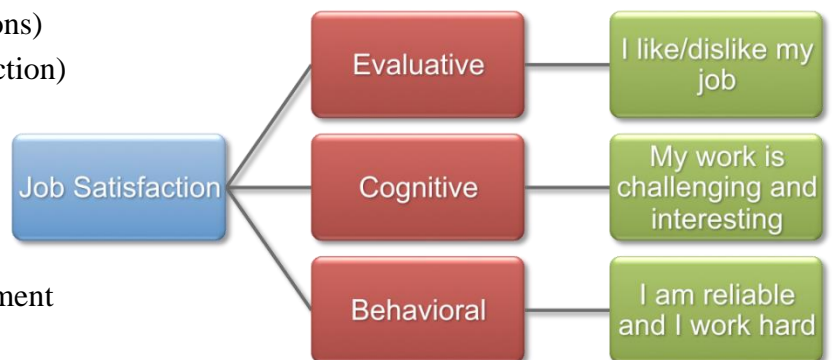
##### Job attitude /Components of job satisfaction:

A work attitude will have three components

- ⇒ Cognitive (Thoughts, beliefs and opinions)
- ⇒ Affective (Feelings and emotions)
- ⇒ Behavioral (an ability to take action)

##### *The cognitive job satisfaction*

- It refers to logical appraisal of working condition,
- Opportunities for self development
- Work output and
- Nature of job



##### *The Affective job satisfaction:*

- It refers to the feelings and emotional that people associated with their own job. Say like happy, sad, and disappointed.

##### *Behavioral job satisfaction:*

- The actual effort taken by an individual to be satisfied or dissatisfied with a job

### **Dimensions of Job Satisfaction:**

- It is an *emotional response to a job situation. It cannot be seen but can only inferred.*
- It is often determined by *how well outcome meets or exceeds expectations.*
- It represents several related attitudes which are most important characteristics of a job say like work itself, pay, promotion, supervision and coworkers.

### **Importance of job satisfaction:**

The importance of job satisfaction plays a major role in our occupational life. It has relation with many aspects because it affects a person's

- Mental Health
- Physical Health
- Increase in output

Besides these it also helps us to measure

- Employee performance
- Reasons for employee absenteeism
- Employee turnover

### **SOURCES /FACTORS INFLUENCING JOB SATISFACTION:**

The three important factors that influence job satisfaction are:

1. **Individual factor**
2. **Job related factor**
3. **Organisational factor**

#### **INDIVIDUAL FACTORS**

##### **a) Status**

It has been found that the higher a person's position within the organization the job satisfaction reported is also high.

##### **b) Age and Seniority:**

[Type here]



With age, people become more mature and realistic and less idealistic so that they are willing to accept available resources and rewards and be satisfied about the situation.

### c) Personality traits

The individual factors includes personality traits which affects one's job satisfaction positively which includes

- ✓ Positive affect
- ✓ Extraversion
- ✓ Conscientiousness
- ✓ Self esteem and efficacy
- ✓ Sense of autonomy
- ✓ Decisiveness

### JOB RELATED FACTORS:

Some of the aspects of the work which affect job satisfaction are:

#### (i) Job Scope:

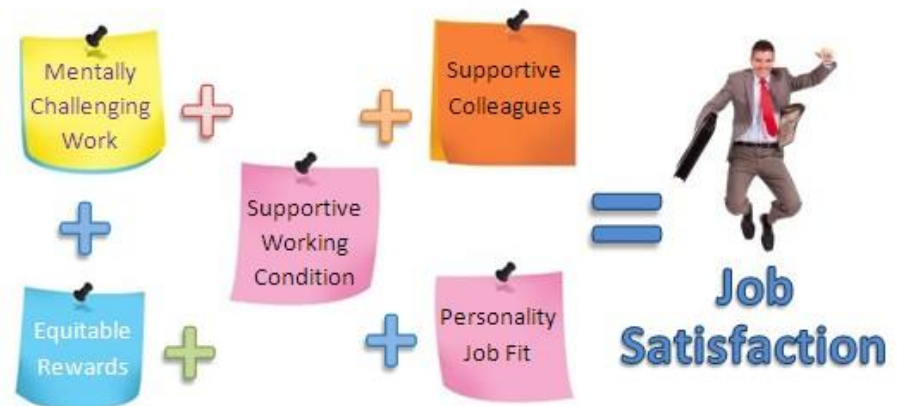
It provides the amount of responsibility, work pace and feedback. *The higher the level of these factors, higher the job scope and higher the level of satisfaction.*

#### (ii) Variety:

A moderate amount of variety is very effective.

*Excessive variety produces confusion and stress and a too little variety causes monotony and fatigue*

#### (iii) Lack of Autonomy and Freedom:



Lack of autonomy and freedom over work methods and work pace can create helplessness and dissatisfaction. *Employees do not like it when their every step and every action is determined by their supervisor.*

**(iv) Role Ambiguity and Role Conflict:**

Role ambiguity and role conflict also lead to confusion and job dissatisfaction because employees *do not know exactly what their task is and what is expected of them.*

**(v) Interesting Work:**

*A work which is very interesting and challenging and provides status will be providing satisfaction to the employees* as compared to work which is boring and monotonous.

**ORGANISATION RELATED FACTORS**

The organizational factors include

**a) Leadership and supervision**

Supportive and participative leadership and supervision is highly expected by employees to remain satisfied in their job.

**b) Coworkers**

Friendly and co-operative group serves as a source of support, comfort, advice and assistance to the individual group members.

**c) Working condition**

Good working conditions are desirable by the employees, such as clean and healthy working environment. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the work place and adequate tools and equipment are the features which affect job satisfaction

**d) Job security**

When an employee's job is assured, the security itself will lead to job satisfaction

**e) Payment and rewards**

Payment and rewards as per their ability at regular basis could enhance one's job satisfaction

**f) Promotion and Compensation**

Promotion and compensation on the other hand are very essential. These can bring a sense of belongingness to the employees

**g) Personal fit**



When individual values matches with organisational values then the personal fit will be very high

#### **h) Recognition**

Every employee is likely to expect that their work is appreciated and recognized monetarily or non monetarily by the organisation

### **ORGANSIATIONAL OURCOMES OF JOB SATISFACTION:**

The following are the positive outcomes of job satisfaction

- ❖ Employee performance
- ❖ Employee absenteeism
- ❖ Employee turnover
- ❖ OCB

#### **Employee performance**

- If people receive rewards they feel are equitable, they will be satisfied, and this is likely to result in greater performance effort.
- Also, research evidence indicates that satisfaction may not necessarily lead to individual performance improvement but does lead to departmental and organizational-level improvement.

#### **Employee absenteeism**

- It does not mean job satisfaction can completely eliminate absents of employee from work but it does can reduce the number of absence due to sense of commitment towards work if a person is highly satisfied with their job

#### **Employee turnover**

- High job satisfaction will not, in and of itself, keep turnover low, but it does seem to help. On the other hand, if there is considerable job dissatisfaction, there is likely to be high turnover. Obviously, other variables enter into an employee's decision to quit besides job satisfaction like better salary elsewhere, Age and some other personal factors

### **Organisational Citizenship behaviour(OCB):**

[Type here]

- OCBs reflects the employee's pre dispositional traits to be cooperative, helpful, caring, and conscientious

OCBs can take many forms, but the major ones could be summarized as:

- (1) *altruism* (e.g., helping out when a coworker is not feeling well),
- (2) *conscientiousness* (e.g., staying late to finish a project),
- (3) *civic virtue* (e.g., volunteering for a community program to represent the firm),
- (4) *sportsmanship* (e.g., sharing failure of a team project that would have been successful by following the member's advice), and
- (5) *courtesy* (e.g., being understanding and empathetic even when provoked).

### **ORGANISATIONAL COMMITMENT**

Job satisfaction is mainly concerned with the employee's attitude toward the job and commitment is treated at the level of the organization.

Due to downsizing, telecommuting, mergers and acquisitions, globalization, and diversity, organizational commitment is seen as the major challenge in modern times.

Organizational commitment is most often defined as

- ❖ a strong desire to remain a member of a particular organization;
- ❖ a willingness to put in high levels of effort on behalf of the organization; and
- ❖ a definite belief in, and acceptance of, the values and goals of the organization.
- ❖ This is an attitude reflecting employees' loyalty to their organization and
- ❖ It is an ongoing process

#### **Factors determine the organisational commitment:**

##### **Personal factors**

The organizational commitment attitude is determined by a number of personal includes

- ❖ age,
- ❖ tenure in the organization,
- ❖ career adaptability, and
- ❖ dispositions such as positive or negative affectivity, or internal or external control attributions

##### **Organisational factors:**

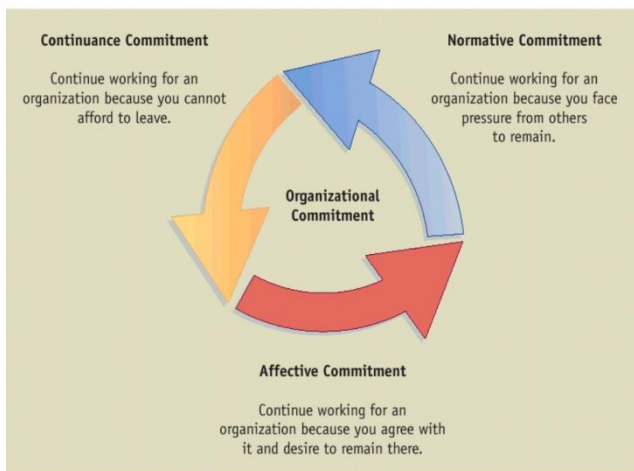
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- ❖ the job design,
- ❖ values,
- ❖ support,
- ❖ procedural fairness, and
- ❖ the leadership style of one's supervisor

### **Components of organizational behavior**

The three-component model proposed by Meyer and Allen.

1. **Affective commitment** involves the *employee's emotional attachment to, identification with, and involvement in the organization.*



2. **Continuance commitment** involves commitment based *on the fact that cost of leaving the organisation is costlier than staying back due to loss of benefits or promotion.*

3. **Normative commitment** involves employees' *feelings of obligation to stay with the organization* because they should; it is the right thing to do.

### **The Outcomes of Organizational Commitment**(use job satisfaction content)

A positive relationship between organizational commitment and desirable outcomes such as

- ⇒ high performance,
- ⇒ low turnover, and
- ⇒ low absenteeism.
- ⇒ There is also evidence that employee commitment relates to other desirable outcomes, such as the perception of a warm, supportive organizational climate

### **Guidelines to Enhance Organizational Commitment**

Dessler suggests the following specific guidelines to implement a management system that should help solve the current dilemma and enhance employees' organizational commitment:

1. Commit to people-first values. Put it in writing, hire the right-kind managers, and walk the talk.

[Type here]

2. Clarify and communicate your mission.
3. Guarantee fair organisation through a comprehensive grievance procedure and two-way communications.
4. Create a sense of community, teamwork and get together.
5. Support employee development.

## MOTIVATION

**Motivation** involves the biological, emotional, social, and cognitive forces that activate behavior to attainment of goal.

Motivation is essentially the underlying drive of individuals to accomplish tasks and goals

Motivation = Intensity + direction + persistence of effort

- **Direction** – focused by goals- What are you going to do?
- **Intensity** – effort allocated- How hard you are going to do?
- **Persistence** – amount of time taken - How long you gonna work on it?

### PROCESS OF MOTIVATION:

The process of motivation goes as follows:

- a) Need
- b) Drive

#### **Need:**

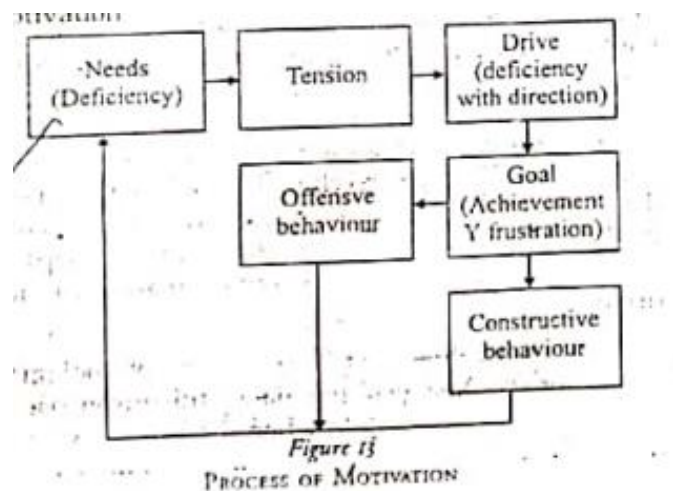
- Need arises whenever there is some physiological or psychological imbalances

Eg: search of water (need) during thirsty(Physical imbalance)

Search of love, friendship (need) when alone (Psychological imbalance)

#### **Drives:**

- This aids with reducing or eliminating the state of disequilibrium caused by the needs.
- A psychological or physical need defines as deficiency with direction (i.e: push the person to achieve something)



- The need for water and friendship would direct the person to fulfill that desire and bring a state of equilibrium.

This goal achievement may result in two behaviours

- ❖ Constructive behaviour
- ❖ Offensive behaviour

⇒ Constructive behaviour is shown when a person succeeds in achieving a goal.

⇒ Offensive behaviour is shown out as frustration if a person fails to achieve a goal.

### **Importance of motivation**

- ❖ Helps to achieve organizational goals
- ❖ Highly motivated employees are more productive as compared to other employees.
- ❖ The motivation will make the employee more quality conscious.
- ❖ The efficiency and productivity shows positive effect on overall organisational profit.

### **MOTIVES OF MOTIVATION:**

Motivation can be intrinsic (arising from internal factors) or extrinsic (arising from external factors).

#### **Intrinsic motives**

- Intrinsically-motivated behaviors are generated by the sense of personal satisfaction that they bring.
- They are driven by an interest or enjoyment in the task itself that comes from the individual, not society.

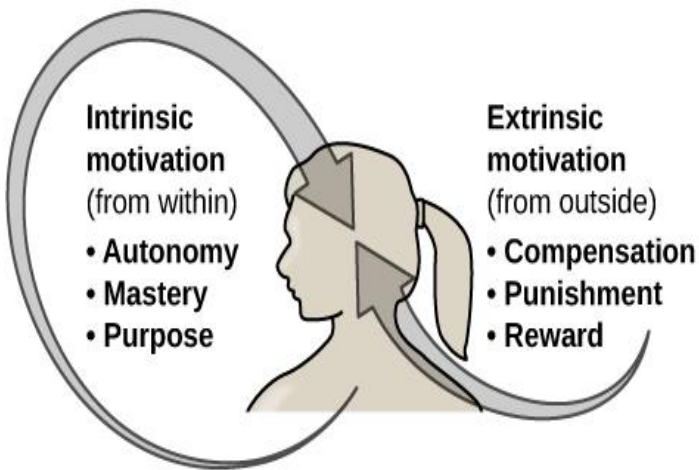
*For example, if you are in college because you personally enjoy learning*

- Intrinsic motivation is a critical element in cognitive, social, and physical development;
- Those individuals who are intrinsically motivated are likely to perform better and improve their skills at a given task.

#### **Extrinsic motives:**

- *Extrinsically-motivated behaviors, in contrast, are performed in order to receive something from others.*
- They do not come from within the individual, but from society—other people.

*For example, employees might do their work because they want the company to pay them, not because they love the work.*



### **Intrinsic and Extrinsic Motivation:**

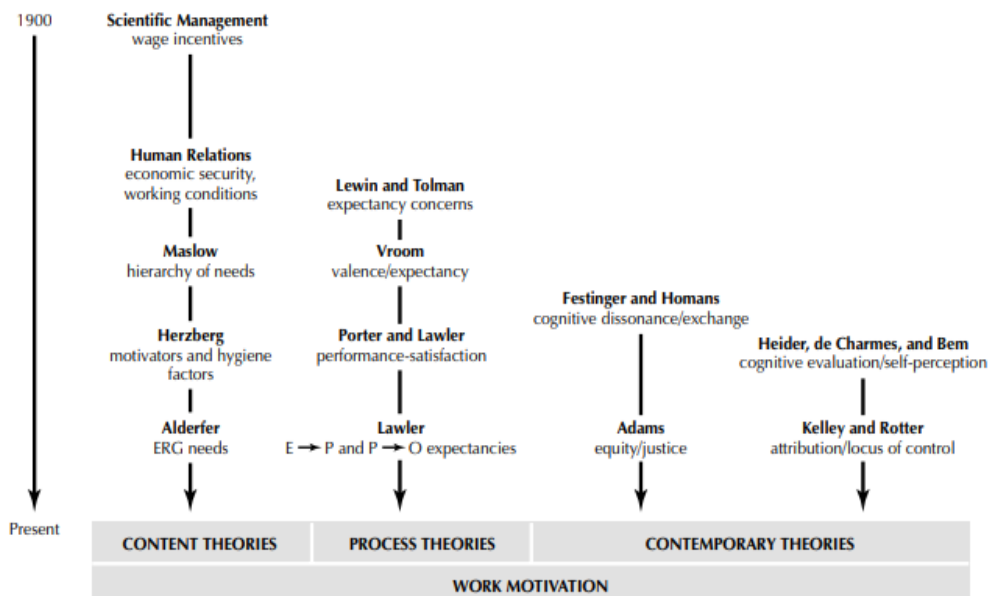
Intrinsic motivation comes from within the individual and results in a sense of autonomy, mastery, and purpose. Extrinsic motivation such as punishments, rewards, and other types of compensation, come from outside the individual.

In reality, our motivations are often a mix of both intrinsic and extrinsic factors, and the nature of the mix can change over time. For example, say cooking is one of your favorite hobbies: you love to cook for others whenever you get a chance, and you can easily spend hours in the kitchen. You are *intrinsically* motivated to cook. Then you decide to go to culinary school and eventually get a job working as a chef in a good restaurant. You are now getting extrinsic reinforcement (e.g., getting paid) for your work, and may over time become more extrinsically than intrinsically motivated.

### **Theories of motivation:**

Many writers and management thinkers have contributed to the theories of motivation.

**FIGURE 6.2 The Theoretical Development of Work Motivation**



Content theories of motivation:

The content theories includes

[Type here]

- a) Maslow's hierarchy of needs
- b) Herzberg two factor theory
- c) Theory X and Y
- d) Alderfer ERG needs

## MASLOW'S HIERARCHY OF NEEDS



This theory was produced in order to answer the question "What motivates an individual". Proposed by Abraham Maslow in his 1943

Every second need comes to force when the first need is satisfied completely.

Maslow explained the hierarchy of needs by grouping them into two: deficiency needs and growth needs.

### Physiological Needs

- ❖ Every individual needs to take care of the basic requirements required to sustain. These requirements include food to eat, clothing to wear and shelter to live in.
- ❖ These necessities are relatively independent of each other but are finite.
- ❖ So here the employee is motivated to earn money i.e Salary

### Safety Needs

- ❖ Safety needs basically includes protection from physiological danger like accident and having economic security like bank accounts, health insurance
- ❖ In an enterprise, it includes job security, salary increment, etc.

The managerial practice to satisfy this involves offering

- ✓ pension scheme,
- ✓ provident fund, gratuity,
- ✓ retirement benefits,
- ✓ life insurance etc.

### Social Needs

- ❖ We have all heard that man is a social animal, we want to be there with those people where we are loved and we are accepted as we are.

[Type here]

- ❖ So here the employees will form a small social formal or informal group within their workplace and share love and affection.

### **Esteem**

- ❖ Esteem means the typical human desire to be accepted and valued by others.
- ❖ People often involve in a profession or hobby to gain recognition, earn fame and respect.

Thus the organisations work on providing recognition to the employees by means of

- ✓ Promotion
- ✓ Job enlargement
- ✓ Healthy competition
- ✓ Appraisal.



### **Self-Actualization**

- ❖ Self-actualization means realizing one's full potential. Maslow describes this as a desire to complete everything that one can, to become the most that one can be.
- ❖ The firms let the employees to develop competency.

### **HERZBERG TWO FACTOR THEORY**

- ❖ Though it is theory of motivation, it mainly focus on satisfaction in job
- ❖ It is also known as dual factor theory of motivation or hygiene theory
- ❖ This theory was conducted by Herzberg and its associates with 250 accountants in Pittsburgh.
- ❖ The content of the theory says that the intrinsic factors such as achievement, recognition, work itself are called satisfiers or motivational or job content factors.
- ❖ Whereas the company policy, salary, working condition are called dissatisfies or hygiene or maintenance or job context factors

[Type here]



- ❖ Here satisfaction and dissatisfaction are not opposites but different dimensions. Satisfaction refers to motivation and dissatisfaction refers to hygiene
- ❖ That is the satisfaction factors in its presence it will give job satisfaction to employee in its absence it will not create dissatisfaction but if hygiene factors not present it will lead to job dissatisfaction.



## THEORY X AND Y

- ❖ In the 1960s, social psychologist Douglas McGregor developed two contrasting theories that explained how managers' beliefs about what motivates their people can affect their management style. He labelled these Theory X and Theory Y.
- ❖ Theory X and Theory Y were first explained by McGregor in his book, "The Human Side of Enterprise," and they refer to two styles of management – authoritarian (Theory X) and participative (Theory Y).
- ❖ *If you believe that your team members dislike their work and have little motivation, then, according to McGregor, you'll likely use an authoritarian style of management. This approach is very "hands-on" and usually involves micromanaging people's work to ensure that it gets done properly. McGregor called this Theory X.*

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

### *Theory X*

- ✚ In Theory X, Douglas McGregor summarizes the traditional view of management in a number of characteristic assumptions in which autocratic leadership style, close supervision and the hierarchical principle are the key elements.
- ✚ Theory X starts from the assumption that
  - ✓ people are naturally lazy,
  - ✓ want to avoid work as much as possible,
  - ✓ do not wish to take responsibility,
  - ✓ They have no ambition and prefer to be supervised.
- ✚ The authoritarian leadership style is therefore the most appropriate leadership style in Theory X.

### *Theory Y*

- ✚ Unlike in Theory X, Douglas McGregor starts from the assumption in Theory Y that people have different needs.
- ✚ Theory Y assumes that people are
  - ✓ inherently happy to work ,
  - ✓ they want to exert themselves and
  - ✓ they are motivated to pursue objectives.
  - ✓ There is no need for the system that involves rewards and punishments.
  - ✓ People are prepared to take responsibility for everything they do.
  - ✓ People want to use their creativity and they like to take a creative problem solving approach.

### **Theory X and Theory Y in the Workplace**

- Most managers will likely use a mixture of Theory X and Theory Y. Although both styles of management can motivate people, the success of each will largely depend on your team's needs and wants and your organizational objectives.
- You may use a Theory X style of management for new starters who will likely need a lot of guidance, or in a situation that requires you to take control such as a crisis .
- Theory Y style of management for a team of experts who works under their own initiative.

### **ALDERFER'S ERG THEORY**

[Type here]

- ❖ Proposed by Alderfer
- ❖ He says that everyone have needs here and it is placed in hierarchy.

He says that the needs are classified into

E-Existence

R-Relatedness

G-Growth

- ❖ This needs does not go as rigid hierarchy process as Maslow as the person can move ahead only if basic need is fulfilled.
- ❖ But here more than one need may present at a time and the person may go to satisfy high or low order as per their wish.

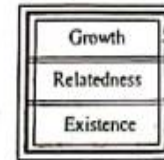


Figure 20  
RELATION BETWEEN MASLOW'S, HERZBERG'S  
AND ALDERFER'S THEORIES

Motivators	Self Actualisation	Growth
	Esteem needs	Relatedness
	Social Needs	Relatedness
	Safety and security needs	Existence
	Physiological needs	Existence
Herbergs Theory		Maslow Theory Alderfers Theory

### **UNIT III**

## **ORGANISATIONAL COMMUNICATION AND DEVELOPMENT**





### **Syllabus**

Communication: Definition-Nature of communication- Process of Communication –Levels of Communication- Types of Communication- Improving Employee Communication Skills.

Organizational Development: Process-Types of OD interventions: Structural intervention: MBO, Quality Circle, TQM, Quality Work Life

## **COMMUNICATION**

### **DEFINITION**

- ❖ The process by which individuals stimulate meaning in the minds of other individuals, by means of verbal and nonverbal messages in the context of a formal organization.
- ❖ Organizational communication will be influenced by organizational structure.
  -  organizational communication flows through its structure, which affects:
  -  behavior
  -  human relations
  -  performance

## **IMPORTANCE OF COMMUNICATION**

Communication is important for

- Planning
- Employee motivation
- Job satisfaction
- Remain committed to organizational goals
- To bring coordination
- For healthy internal environment
- To help with managerial functions like directing and control
- To facilitate leadership
- For smooth functioning of the organization.

## **NATURE OF COMMUNICATION**

Communication has the following features:

**1. Two-way process:**

- ❖ Communication is a two-way process of understanding between two or more persons – sender and receiver. A person cannot communicate with himself.

**2. Continuous process:**

- ❖ Continuous exchange of ideas and opinion amongst people is an ongoing process in business and non-business organization to promotes understanding and for decision-making.

**3. Dynamic process:**

- ❖ Communication between sender and receiver takes different forms and medium depending upon their moods and behaviour. It is, thus, a dynamic process that keeps changing in different situations.

**4. Pervasive:**

- ❖ Communication is a pervasive activity. It takes place at all levels (top, middle, low) in all functional areas (production, finance, personnel, sales) of a business organisation.

**5. Two people:**

- ❖ A minimum of two persons — sender and receiver — must be present for communication to take place.

**6. Exchange:**

- ❖ Communication involves exchange of ideas and opinions. People interact and develop understanding for each other.

**7. Verbal and non-verbal:**

- ❖ Though words are active carriers of information, gestures can sometimes be more powerful than words.
- ❖ Facial expressions, sounds, signs and symbols are the non-verbal forms of communication.

**9. Mutual understanding:**

- ❖ Communication is effective when sender and receiver develop mutual understanding of the subject.
- ❖ If people do not understand each other's' viewpoint, there cannot be effective communication.

**10. Foundation of management:**

- ❖ Though communication is a directing function, it is important for other managerial functions also. Designing plans and organization structures, motivating people to accomplish goals and controlling organisational activities; all require communication amongst managers at various levels.

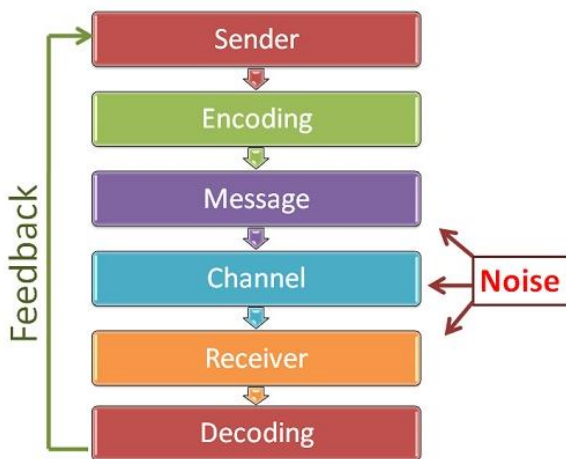
**12. A means, not an end:**

- ❖ Communication is not an end. Effective communication is a means towards achieving the end, that is, goal accomplishment.

- ❖ It smoothen managerial operations by facilitating planning, organising, staffing, directing and controlling functions.

## PROCESS OF COMMUNICATION

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame.



Thus, there are seven major elements of communication process:

- **Sender:** The sender or the communicator is the person who initiates the conversation or idea and conveys it to others.
- **Encoding:** Encoding means converting or translation the idea into a perceivable form that can be communicated to others.
- The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a

message.

- **Message:** After encoding the sender gets a message that can be transmitted to the receiver. The message can be oral, written, symbolic or nonverbal.

For example, when people talk, speech is the message; when people write a letter, the words and sentences are the message; when people cries, the crying is the message.

- **Communication Channel:** Medium is the channel or means of transmitting the message to the receiver. Once the sender has encoded his into a message, the next step is to select a suitable medium for transmitting it to the receiver.

The medium of communication can be speaking, writing, signaling, gesturing etc.

- **Receiver:** The receiver is the person for whom the message is intended or targeted. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.
- **Decoding:** Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

- **Feedback:** The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication.



**Breakdown of communication:**

- ❖ Communication breakdown occurs if there is wrong understanding of the message by the receiver.
- ❖ These breakdown in communication may occurs due to various barriers like
  - (A) External Barriers,
  - (B) Organizational Barriers and
  - (C) Personal or Physiological Barriers.

External Barriers	Organizational Barriers	Personal or Physiological Barriers
<p><b>Semantic barrier</b> (different language of sender and receiver)</p> <p><b>Psychological barrier</b> (the mind set of sender and receiver)</p> <p><b>Physical barrier</b> (the Physical set up , faulty equipment, noise, closed doors and cabins)</p> <p><b>Cultural barriers</b> (lack of similarities due to different cultural background)</p>	<p>Organizational barriers are those barriers that are caused due to the <b>structure, rules and regulations</b> present in the organization.</p> <p>The various types of barriers that can be encountered due to <b>superior subordinate relationships</b> where the free flow of communication is not possible.</p>	<p>barriers arise when a sender or the receiver of the communication is not in a position to express or receive the message with clarity due to some <b>physiological issues like dyslexia, or nerve disorders that interfere with speech or hearing.</b></p>

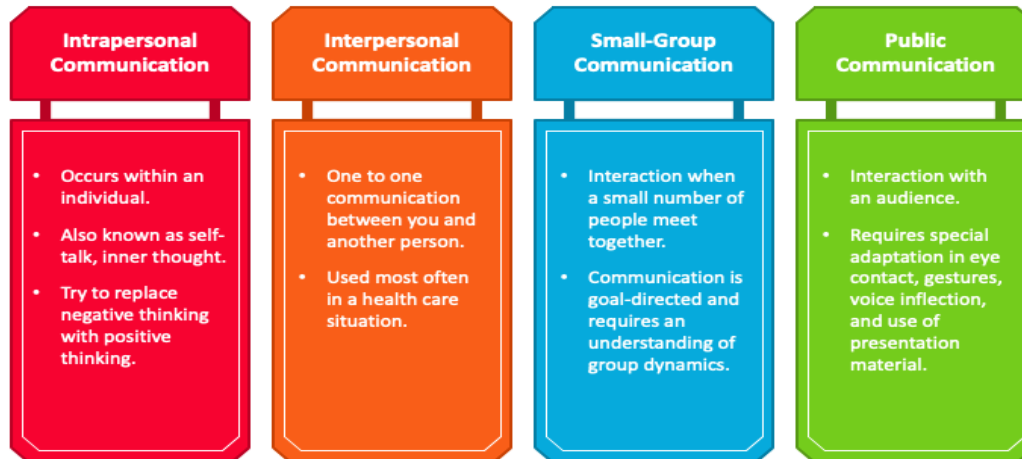
**LEVELS OF COMMUNICATION**

There are five levels of communication namely

1. Intrapersonal Communication
2. Interpersonal Communication
3. Small group Communication
4. Public Communication
5. Mass Communication

## LEVELS OF COMMUNICATION

Enter your sub headline here



### Intrapersonal Communication

▪ Intrapersonal communication is communication with oneself using internal vocalization or reflective thinking.

- Like other forms of communication, intrapersonal communication is triggered by some internal or external stimulus.

Characteristics	Merits	Demerits
<ul style="list-style-type: none"> <li>It takes place <i>only inside our heads</i></li> </ul>	<ul style="list-style-type: none"> <li>Internal vocalization, or talking to ourselves, can <i>help us achieve or maintain social adjustment.</i> <i>For example, a person may use self-talk to calm himself down in a stressful situation</i></li> <li>It helps build and maintain our self-concept</li> </ul>	<ul style="list-style-type: none"> <li>The breakdown in the ability of a person to intrapersonal communicate is associated with <i>mental illness</i></li> </ul>

### Interpersonal Communication

- Interpersonal communication is communication between people whose lives mutually influence one another.
- Interpersonal communication occurs in various contexts such as intercultural communication, organizational communication, health communication, and computer-mediated communication

Characteristics	Merits	Demerits	Requirement
<ul style="list-style-type: none"> <li>+ It can be <i>planned or unplanned</i></li> <li>+ It is <i>interactive</i></li> <li>+ it is usually more <i>structured and influenced by social expectations</i></li> <li>+ It is also more <i>goal oriented</i></li> </ul>	<ul style="list-style-type: none"> <li>+ Interpersonal communication meets relational needs by communicating the <i>uniqueness of a specific relationship</i></li> </ul>	<ul style="list-style-type: none"> <li>+ Couples, bosses and employees, and family members all have to engage in <i>complex interpersonal communication</i>, and it doesn't always go well</li> </ul>	<ul style="list-style-type: none"> <li>+ In order to be a competent interpersonal communicator, one need to have <i>conflict management skills and listening skills</i>, among others, to maintain positive relationships</li> </ul>

### Small Group Communication

- Group communication is communication among three or more people interacting to achieve a shared goal.

Characteristics	Merits	Demerits	Requirement
<ul style="list-style-type: none"> <li>+ It can be <i>more intentional and formal</i></li> <li>+ It is <i>more task oriented</i></li> </ul>	<ul style="list-style-type: none"> <li>+ group work in an academic setting provides useful experience and <i>preparation for group work in professional settings</i>.</li> <li>+ whether we like it or not, groups are <i>an integral part of people's lives</i>.</li> </ul>	<ul style="list-style-type: none"> <li>+ More chances for               <ol style="list-style-type: none"> <li>1. complicated interactions</li> <li>2. Interpersonal conflicts</li> <li>3. misunderstanding</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>+ <i>instruction in group communication</i> can improve people's skills and increase people's satisfaction with their group experiences.</li> </ul>

### Public Communication

- Public communication is a sender-focused form of communication in which one person is typically responsible for conveying information to an audience.

Characteristics	Merits	Demerits	Requirement
<ul style="list-style-type: none"> <li>+ Public communication is the most consistently <i>intentional, formal, and goal-oriented</i></li> </ul>	<ul style="list-style-type: none"> <li>+ public speaking is an important part of our academic, professional, and civic lives .</li> </ul>	<ul style="list-style-type: none"> <li>+ Some people may have stage fear</li> <li>+ Anxiety to face audience</li> </ul>	<ul style="list-style-type: none"> <li>+ Learn to manage public speaking anxiety,</li> </ul>

<i>form of communication</i>	<ul style="list-style-type: none"> <li>it creates face to face interaction with the audience</li> </ul>		<ul style="list-style-type: none"> <li>choosing the appropriate delivery method.</li> <li>practicing your speech, and</li> <li>employing effective vocal and physical delivery to enhance speaker credibility.</li> </ul>
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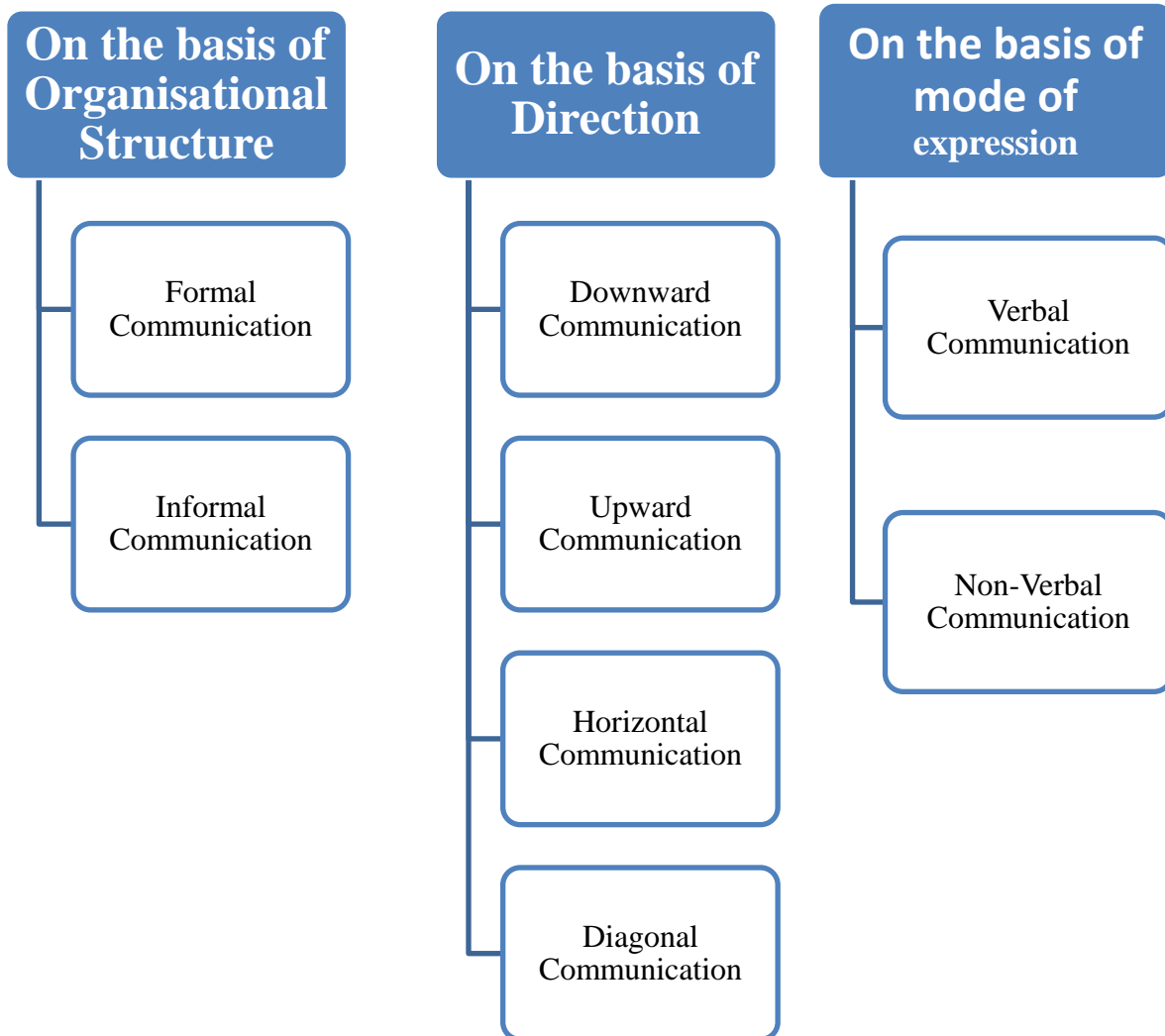
## Mass Communication

- Public communication becomes mass communication when it is transmitted to many people through print or electronic media.
- Print media such as newspapers and magazines, Television, websites, blogs, and social media, Radio, podcasts, and books are other examples of mass media.
- 

Characteristics	Merits	Demerits	Requirement
<ul style="list-style-type: none"> <li>The <i>technology required</i> to send mass communication messages</li> </ul>	<ul style="list-style-type: none"> <li>The technology to mass-produce and <i>distribute communication and reach as many people as possible all over the world at the same time</i></li> </ul>	<ul style="list-style-type: none"> <li>Creating the <i>illusion of a personal connection.</i></li> <li><i>More scope for spreading faulty communication.</i></li> <li>There is <i>no immediate verbal and nonverbal feedback</i> as in public communication</li> </ul>	<ul style="list-style-type: none"> <li>Learn to <i>use media without getting addicted.</i></li> </ul>

## **TYPES OF COMMUNICATION**

Communication implies an exchange of information.




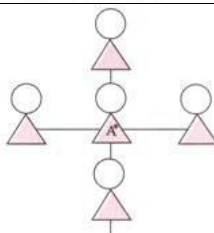
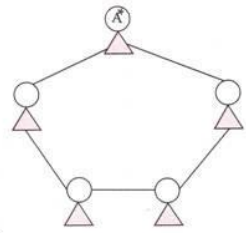
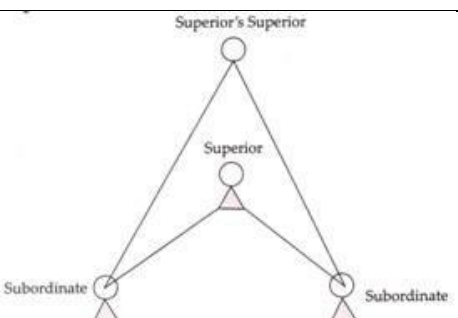
### **(A) ON THE BASIS OF ORGANISATIONAL STRUCTURE**

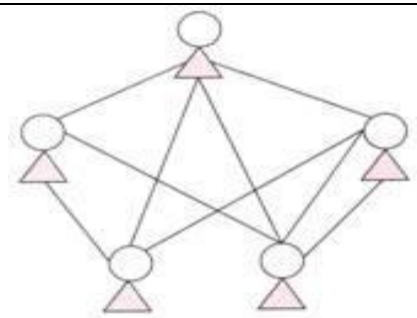
#### **FORMAL COMMUNICATION**

- ✚ Formal Communication refers to the communication taking place through official channels in an organisation.
- ✚ Such type of communication takes place between managers or employees of same cadre or between superior and subordinate and vice versa.

✚ It may be oral or written but complete record of such communication is maintained in an organisation.

### TYPES OF FORMAL COMMUNICATION:

Types of formal communication	Meaning	Diagrammatic Representation
<b>SINGLE CHAIN</b>	Flow of communication from a superior to a subordinate	 <p>*Here 'A' is Superior.</p>
<b>WHEEL</b>	The superior acts as a hub of the wheel and all subordinates under him communicate only through the superior	 <p>*Here 'A' is Superior.</p>
<b>CIRCULAR</b>	The flow of communication is very slow and it also moves in a circle. In this network, each person can easily communicate with his adjoining persons.	 <p>*Here 'A' is Superior.</p>
<b>INVERTED V</b>	a subordinate can communicate not only with his superior but also superior's superior. However, very limited communication takes place in this case.	

<b>FREE FLOW</b>	A fast flow of communication and allow each person to communicate with all others freely.	
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### ADVANTAGES AND DISADVANTAGES OF FORMAL COMMUNICATION:

#### ADVANTAGES

- + The authority of superior subordinate is well maintained
- + Systematic flow of information
- + Helps to maintain secrecy
- + Easy to locate the source

#### DISADVANTAGES

- + Increases the work burden of superiors
- + Passing through many people may damage the information
- + There is no scope for personal touch or good informal human relationship

### INFORMAL COMMUNICATION

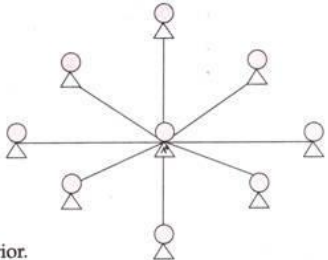
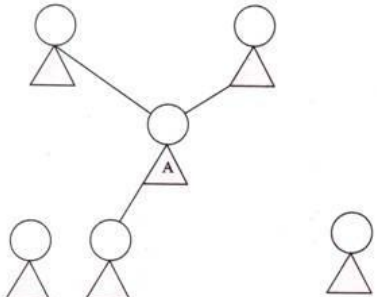
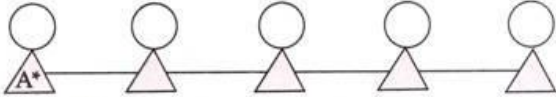
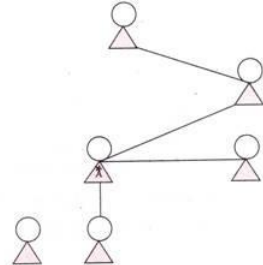
- + Informal communication takes place in an organisation without following the formal lines of communication. Such type of communication usually takes place among the workers to exchange their views and to satisfy their social needs.

*For example, workers talking about the behaviour of their superiors, discussing about some rumours etc. are some of the examples of informal communication.*

- + Such type of communication spreads very fast called as grapevine and it is very difficult to detect the source of same.
- + Sometime, such communication leads to rumours and thus creates confusion in the organisation.

### TYPES OF INFORMAL COMMUNICATION

Types of formal communication	Meaning	Diagrammatic Representation
-------------------------------	---------	-----------------------------

<b>GOSSIP</b>	through just one source, information spreads to many other people.	 <p>*Here 'A' is Superior.</p> <p>Fig. 7.12 Gossip</p>
<b>CLUSTER</b>	This type of network is most common in an organisation. Under this network, an individual communicates only with those persons whom he or she trusts	 <p>*Here 'A' is Superior.</p> <p>Fig. 7.14 Cluster</p>
<b>SINGLE STRAND</b>	each person can communicate with the other person in a sequence only	 <p>* Here 'A' is Superior.</p> <p>Fig. 7.11 Single Strand</p>
<b>PROBABILITY</b>	an individual communicates with other individuals at random.	 <p>*Here 'A' is Superior.</p> <p>Fig. 7.13 Probability</p>

### ADVANTAGES AND DISADVANTAGES OF INFORMAL COMMUNICATION:

#### ADVANTAGES

- ✚ The message flows faster spontaneously
- ✚ It can flow in any direction and degree
- ✚ It increases human relations

#### DISADVANTAGES

- ✚ Nobody holds responsible for the information
- ✚ More chances for unbelievable and misleading information
- ✚ High risk of leakage of information



✚ Act as supplementary for formal communication

✚ Unable to locate the source

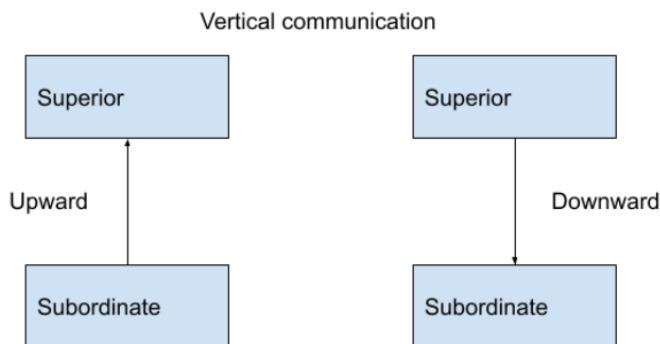
### **(B) ON THE BASIS OF DIRECTION**

#### **UPWARD COMMUNICATION**

- ✚ In the organizational structure, from the bottom to top means the flow of communication from Subordinates to superiors.
- ✚ Whenever information moves from **a lower to higher level in the organization, is termed 'upward communication'**

Needed for:

- 1) To forward employee-feedback
- 2) To report on official matters
- 3) To give voice on the difficulties, grievances, complaints, dissatisfaction, work related demands of employees
- 4) To invite suggestion, creativity & participation in problem solving
- 5) To create a sense of belonging through participation



#### **DOWNWARD COMMUNICATION**

- ✚ In the levels of management, from top to bottom means the flow of communication from the superiors to subordinates.
- ✚ When information comes from **higher level to lower level in the organization structure, it is termed as downward communication.**

Needed For:

- 1) To get the work done.

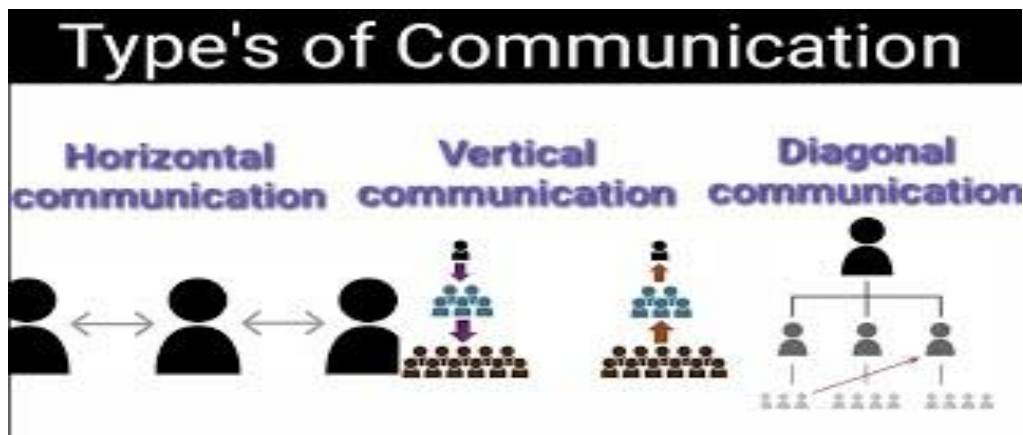
- 2) To prepare the workforce for challenges
- 3) To tackle misinformation & suspicion arising out of it
- 4) To create a feeling of pride & confidence in the workforce in order to motivate it and to boost its morale.
- 5) To transmit work ethics & the organization's culture.

### **HORIZONTAL OR LATERAL COMMUNICATION**

- ✚ It is the flow of information between persons of the same hierarchical level.
- ✚ Formal organization provides for horizontal communication by means of right of persons at any level to consult or work with others at the same level.

#### **Needed for:**

- 1) To exchange official information
- 2) To create understanding and team spirit among members
- 3) To solve difficulties
- 4) To seek and extend co-operation
- 5) To save time when quick decisions have to be made



### **DIAGONAL / CROSSWISE COMMUNICATION**

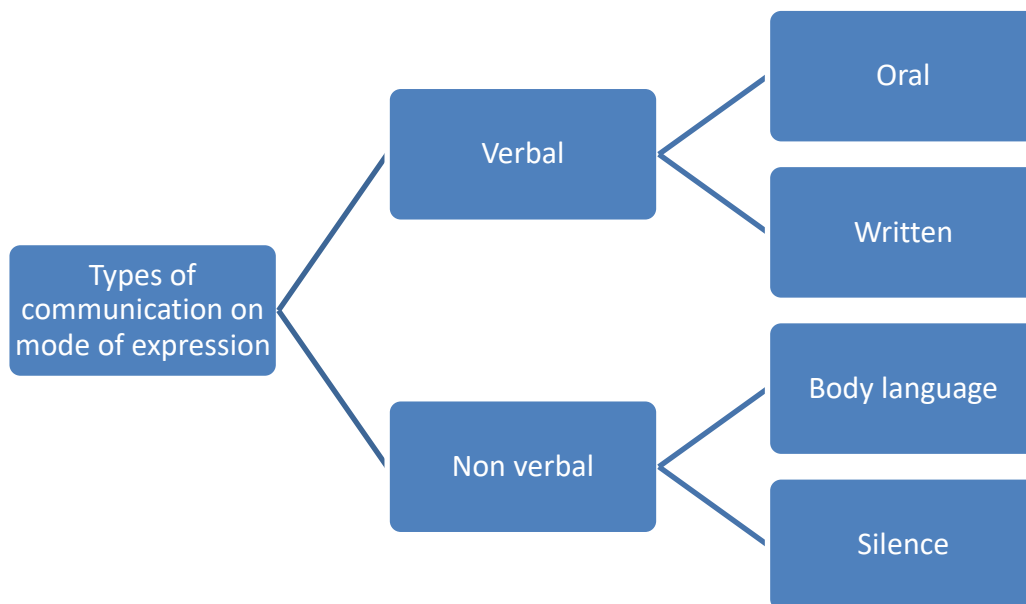
- ✚ This involves inter —departmental communication by people at different levels. It is rarely used.
- ✚ The transfer of information between people who are neither, in the same department nor on the same level of organization hierarchy is called diagonal communication.

For example: when the assistant marketing manager communicates with account clerk directly

Needed for:

- 1) Speeds up the flow of information
- 2) Creates healthy work relationships
- 3) Brings in proper co-ordination among different sections
- 4) Makes problem solving easy

**(C) ON THE BASIS OF MODE OF EXPRESSION**



Verbal		Non-verbal	
ORAL	WRITTEN	BODY LANGUAGE	SILENCE
1. Face-to-face	1. Letters	1. Facial expressions	1. Signs
2. Telephone	2. Memos	3. Gestures	2. Postures
	3. Notices	4. Posters	3. Colours
	4. Circulars	5. Dress & grooming	4. Maps
	5. Reports	7. Proxemics	5. Graphs & 6. Charts

**VERBAL COMMUNICATION**

- Verbal communication can be carried out through oral and written communication

Oral Communication	Written Communication
🚦 Communicated through spoken words	🚦 Communicated through written scripts or signs

<b>Merits:</b> <ul style="list-style-type: none"><li>❖ It saves time and money</li><li>❖ It is persuasive in nature</li></ul>	<b>Merits:</b> <ul style="list-style-type: none"><li>❖ It act as permanent record</li><li>❖ Provides legal validity</li><li>❖ It holds responsibility</li><li>❖ Suits for lengthy messages</li></ul>
<b>❖ Demerits:</b> <ul style="list-style-type: none"><li>❖ More changes for misunderstanding</li><li>❖ It required good speaking skills</li></ul>	<b>Demerits:</b> <ul style="list-style-type: none"><li>❖ Time Consuming</li><li>❖ Problem of Storage</li></ul>

### NON-VERBAL COMMUNICATION

Non-verbal communication is indirect, without words or without verbal messages.

The major elements of non-verbal communication can be divided into body language (Kinesics), vocal tone, space & proxemics, dress & grooming etc.

1. **Eye contact** is a direct and powerful form of non-verbal communication. The superior in the organization generally maintains eye contact longer than the subordinate. The direct stare of the sender of the message conveys candor and openness. It elicits a feeling of trust. Downward glances are generally associated with modesty. Eyes rolled upward are associated with fatigue.
2. **Facial Expressions.** A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are monitored constantly by the recipient. There is evidence that the meaning of these expressions may be similar across cultures.
3. **Gestures:** A gesture is an action of body, hand or head, which conveys a message. Eg: yes, no, Namaste, wait.
  - a. Communicating information: eg: ‘V’ sign, pointing finger etc.
  - b. Communicating information : eg: clapping indicates appreciation, fist-clenching shows aggression, face touching shows anxiety
  - c. Supports speech
  - d. Expressing self image

4. **Posture:** The way we stand or sit, the position of the hand & head, basically how we carry ourselves. Eg. Hunched shoulders show low confidence, in emergency a person tends to sit on the edge of a chair.

Posture can be used to determine a participant 's degree of attention or involvement, the difference in status between communicators, and the level of fondness a person has for the

## 5. Tactile

### Communication

- ❖ Communication through touch is obviously non-verbal. Used properly it can create a more direct message than dozens of words.
- ❖ Touch not only facilitates the sending of the message, but the emotional impact of the message as well.

6. **Dress & grooming :** Uniforms have both a functional and a communicative purpose. Elements such as physique, height, weight, hair, skin color, gender, odors, and clothing send nonverbal messages during interaction.

7. **Proxemics:** Proxemics is the study of how people use and perceive the physical space around them. The space between the sender and the receiver of a message ~~influences~~ the way the message is interpreted. The perception and use of space varies significantly across cultures and different settings within cultures

Space can also be divided into :

- a. Intimate distance
  - b. Personal distance
  - c. Social distance
  - d. Public distance
8. **Paralanguage:** Includes pitch, volume, intonation etc. The tone of voice, rate of speech, pause, accent can not only communicate but alter the meaning significantly

### 9. Silence

Silence can be a positive or negative influence in the communications process.

It can create tension and uneasiness or create a peaceful situation. Silence can also be judgmental by indicating favor or disfavor - agreement or disagreement.

**10. Visual & Auditory Signs & Signals:** The word sign has been derived from the latin word signum which means mark. Signs eg. Plus, minus, multiplication, divisions, can be used in chemistry, maths, music, road signs etc. Auditory signs include door bell, college bell, ambulance siren etc

**10. Posters:** Posters are combination of verbal & non-verbal factors, because they consist of pictures as well as words. Posters have three parts namely:

- e. **Headline:** This is short but catchy slogan
- f. **Illustration:** This is the visual part consisting of pictures or photographs.
- g. **Copy:** This is the written matter, which gives necessary details.

**11. Colors:** Color is a form of non-verbal communication. It is not a static energy and its meaning can change from one day to the next with any individual eg: Signal lights.

### **IMPROVING EMPLOYEE COMMUNICATION SKILLS.**

**a) Be Active Listener**

Active listening is a massively important strategy for improving communication and understanding in the workplace.

The **what:** the actual words they are saying

The **how:** what their tone of voice and body language convey

The **what else:** what they may be implying but not stating outright

**b) Understand Different Communication Styles**

Not everyone communicates in the same way. Some people are direct; others are indirect. Some people are bold, while others are timid.

**c) Schedule Weekly Team Meetings**

It's important to foster an environment where teams can communicate openly outside of scheduled times.

**d) Have Proper Body Language**

Since body language and facial expressions make up a significant part of communication, take some time to evaluate your own.

**e) Know Your Audience**

If you're giving a presentation to others in your business, it's not enough to think about what you would want to learn from the presentation if you were them. You need to know your audience and consider what they likely want to learn from it.

**f) Give Positive Feedback**

No one likes talking to a critic or a harsh taskmaster. If you find yourself in charge of others, go out of your way to give positive feedback when it is earned.  
above.

**g) Offer Constructive Feedback Properly**

There are both good and bad times and ways to offer constructive feedback. If you're offering constructive feedback on a coworker's output, do this in private whenever possible.

**h) Have 1:1 Meetings**

Group meetings seemed to be the norm throughout much of the business world, and they can accomplish a lot. But if all you ever have is group meetings, you are almost certainly missing out on feedback from team members who are timid or reserved.

- i)** When you meet with these individuals one on one, you could be surprised at the depth of insight they're willing to share.

**Learn to Speak to a Group**

- j)** Many students dread public speaking more than just about anything else in college. We get it: Standing up in front of a crowd can be pretty intimidating for most of us.

**k) Communicate Face to Face**

Many digital natives prefer to communicate electronically rather than face to face. And while there are many advantages to electronic communication like email or Slack, nothing quite beats face-to-face communication for conveying tone and attitude.

**l) Documenting Conversations and Send Recaps**

One of the weaknesses of face-to-face communication is that both parties can leave the conversation with significantly different ideas of what was said. The same thing can happen over video conference, too.

If you're communicating in a way that doesn't leave a paper trail, a good rule of thumb is to document important conversations by sending a written recap

**m) Hold Communication Training Sessions**

Leaders in an organization (even at the department level) should consider holding communication training sessions.

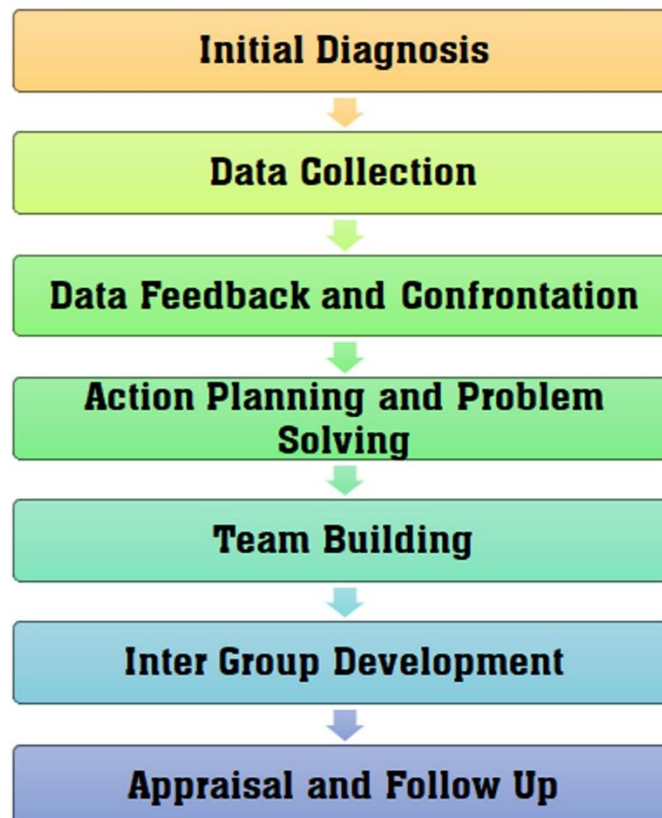
**n) Check your message before you hit send.** Spell and grammar checkers are lifesavers, but they are not foolproof. Double check what you have written, to make sure that your words are communicating the intended message.

**o) Be brief, yet specific.** For written and verbal communication, practice being brief yet specific enough, that you provide enough information for the other person to understand what you are trying to say. And if you are responding to an email, make sure that you read the entire email before crafting your response. With enough practice, you will learn not to ramble, or give away too much information.

**ORGANISATIONAL DEVELOPMENT**

- ❖ OD is a planned process of change in an organization's culture through the utilization of behavioral science technology, research, and theory

**PROCESS OF ORGANISATIONAL DEVELOPMENT**





## **OD Processes**

The Organization Development is a continuous process and being complicated it takes a long time to complete.

It is very difficult to give a specific OD model which is applicable to the entire organization.

OD has various approaches but a whole typical program may include the following steps.

### **a. Initial Diagnosis:**

In the first step, the management should make an effort to find out an overall view of the situation to find the real problem. Top management should meet the consultant and the experts to determine the type of program that is needed. The consultants will, in the first instance, meet various persons in the organization and interview them to collect the needed information.

### **b. Data Collections:**

Survey and interview methods are used to collect the data and information for determining organizational climate and identifying the behavioral problems.

### **c. Data feedback and confrontation:**

Data collected are analyzed and reviewed by various work groups formed for the purpose, in order, to mediate in the areas of disagreement or confrontation of ideas or opinions and established priorities.

### **d. Selection and Design of Intervention:**

The interventions are planned activities that are introduced into the system to accomplish desired changes and improvements. At this stage, suitable interventions are to be selected and designed. We shall be discussing the various interventions in another chapter.

### **e. Implementation of Intervention:**

The Selected intervention should be implemented. Intervention may take the form of workshops, feedback of data to the participants, group discussions, written exercises, on- the – job activities, redesign of control system etc.. But it achieves real and lasting changes in the attitudes and behavior of employees.

### **f. Action planning and problem solving:**

Data are used by the group to suggest specific recommendations for change. They discuss the problems, faced by the organization and sketch specific plans including who is responsible for problems, what is the solution, what action should be taken and at what time.

### **g. Team Building:**

The consultant encourages the group to examine how they work together. The consultant will educate them about the value of free communication and trust for effective group functioning.



**h. Inter group development:**

The consultants encourage the inter group meetings, interactions etc., after the formation of groups / teams.

**i. Evaluation and Follow-up:**

The organization evaluates the OD programmes, finds out their utility, and develops the programmes, further correcting the deviations and/ or improved results.

**TYPES OF OD INTERVENTIONS**

-  Organizational development (OD) interventions are programs and processes designed to improve the organization's functioning.
-  An intervention is a set of sequenced and planned actions or events and planned actions or events intended to help the organization intended to help the organization increase its effectiveness.

**STRUCTURAL INTERVENTION**

**Structural intervention or Techno-structural interventions** are targeted toward structural and technological issues such as organizational design, work redesign, and employee engagement.

**TYPES OF STRUCTURAL INTERVENTION**

The following are the types of structural intervention

1. Management by objectives [MBO]
2. Quality circle
3. Quality Work life [QWL]
4. Total Quality Management [TQM]

**MANAGEMENT BY OBJECTIVES [MBO]**

- Management by objectives (MBO) refers to **the process of setting specific objectives for your employees to work towards.**
- Peter Drucker introduced in 1954
- It is the concept of planning objectives together
- It is accomplishment of objectives through participation of all concerned persons
- MBO is "a process whereby superior and subordinate managers of an Organization jointly define its common goals, define each individual's major areas of responsibility

- in terms Of results expected of him and use these measures as guides for operating the unit and assessing the contribution of each of its members."

### **STEPS IN MANAGEMENT BY OBJECTIVES PROCESS**

#### ***1. Define organization goals***

It needs to include several different types of managers in setting goals. The objectives set by the supervisors should be a SMART goal (Specific, Measurable, Attainable, Relevant and achieve within specified time).



#### ***2. Define employee objectives***

Once the employees are briefed about the general objectives, plan, and the strategies to follow, the managers can start working with their subordinates on establishing their personal objectives. This will be a one-on-one discussion where the subordinates will let the managers know about their targets and which goals they can accomplish within a specific time and with what resources.

#### ***3. Continuous monitoring performance and progress***

Though the management by objectives approach is necessary for increasing the effectiveness of managers, it is equally essential for monitoring the performance and progress of each employee in the organization.

#### ***4. Performance evaluation***

Within the MBO framework, the performance review is achieved by the participation of the managers concerned.

#### ***5. Providing feedback***

The ongoing feedback is complemented by frequent formal evaluation meetings in which superiors and subordinates may discuss progress towards objectives, leading to more feedback. it enables the employees to track and make corrections to their actions

## 6. Performance appraisal

Performance reviews are a routine review of the success of employees within MBO organizations.

### Benefits of Management by Objectives

- Management by objectives helps employees appreciate their on-*the-job roles and responsibilities*.
- The ***Key Result Areas (KRAs)*** *planned are specific to each employee*, depending on their interest, educational qualification, and specialization.
- The MBO approach usually results in *better teamwork and communication*.
- It provides the employees with a *clear understanding of what is expected* of them.
- Employee *develops a sense of loyalty to the organization*.

### Limitations of Management by Objectives

- Management by objectives often *ignores the organization's existing ethos and working conditions*.
- The managers *put constant pressure on the employees to accomplish their goals* and forget about the use of MBO for involvement, willingness to contribute, and growth of management.
- The managers sometimes *over-emphasize the target setting*.
- *Its pressure-oriented goal setting*

## QUALITY CIRCLE

- ✚ Quality circle is a group of labor and management who belong to a single department, do same or similar work, meet periodically to discuss and analyses manufacturing problems (for about an hour per week in paid time) and find solutions to quality problems.

### Process of Quality Circle

- (a) 5-10 people attend the meeting in work-time.
- (b) Supervisor is nominated and he runs the meeting.
- (c) Flip charts, audio-visual equipment, notice boards etc. are utilized.
- (d) Problem areas are put forward by the group.
- (e) Problems are prioritized.
- (f) Information is collected, ideas are generated via brainstorming and force-field analysis.
- (h) Final solution is put forward to manager and implemented by the quality circle group.

### Objectives of Quality Circles:

- (a) To improve the quality of products.
- (b) To improve productivity of the firm.
- (c) To develop sense of confidence in the workers that they can solve their own problems.

- (d) To improve employees' morale and employees' job satisfaction.
- (g) To improve interpersonal relationship between management and workers.
- (h) To improve employees' motivation and communication within the organisation.

**Merits of Quality Circles:**

- (a) They **focus on product quality** in a planned way.
- (b) They **train employees to identify their problems, find solutions** and implement them without seeking the advice of technical experts.
- (d) They **improve members' participation in work-related problems** and enhance their job satisfaction.
- (e) They **promote productivity, efficiency**, cost reduction, design, testing, safety etc. of the products.

**Limitations of Quality Circle:**

1. Higher level **managers may find it as dilution to their authority** for decision-making.
2. **Workers may not have requisite knowledge, skills and qualities** to analyse and solve the organisational problems.

## **QUALITY WORK LIFE**

- ❖ QWL is a process of work organisations which enables its members at all levels to participate actively and efficiently in shaping the organisation's environment, methods and outcomes.
- ❖ It is a value-based process, which is aimed towards meeting the twin goals of enhanced effectiveness of the organisation and improved quality of life at work for the employees."
- ❖ QWL focuses on creating a human work environment where employees work together with satisfaction to achieve the objectives collectively.

**The four basic elements of quality of work life are:**

- (i) The programme is meant for enhancing human dignity and growth opportunities;
- (ii) Employees are to work together to achieve the collective goal(s);
- (iii) Employees decide on work related issues through total participation;
- (iv) The programme integrates the people with the organisation by assimilating individual and organisational goals.

## **STRATEGIES FOR IMPROVEMENT OF QWL**

The quality of work life attempts to fulfill the following needs of the workers:

- ❖ Safer working conditions
- ❖ Equitable and fair play

- ❖ Job satisfaction
- ❖ Autonomy and control
- ❖ Self-managed team work
- ❖ Participative Management
- ❖ Employer employee relationship
- ❖ Work recognition
- ❖ Flexi work schedule
- ❖ Job security
- ❖ Fair promotion

### **MERITS**

- Brings job involvement
- Sense of belongingness among students
- Increase productivity
- Improves positive feelings, physical and psychological health.
- Decreases absenteeism.

### **DEMERITS**

- Cooperation of union is doubtful
- The management find that their authority is diluted.

### **TOTAL QUALITY MANAGEMENT**

- ❖ Total Quality Management (TQM) is a management framework based on the belief that an organization can build long-term success by having all its members, from low-level workers to its highest-ranking executives, focus on improving quality and, thus, delivering customer satisfaction.

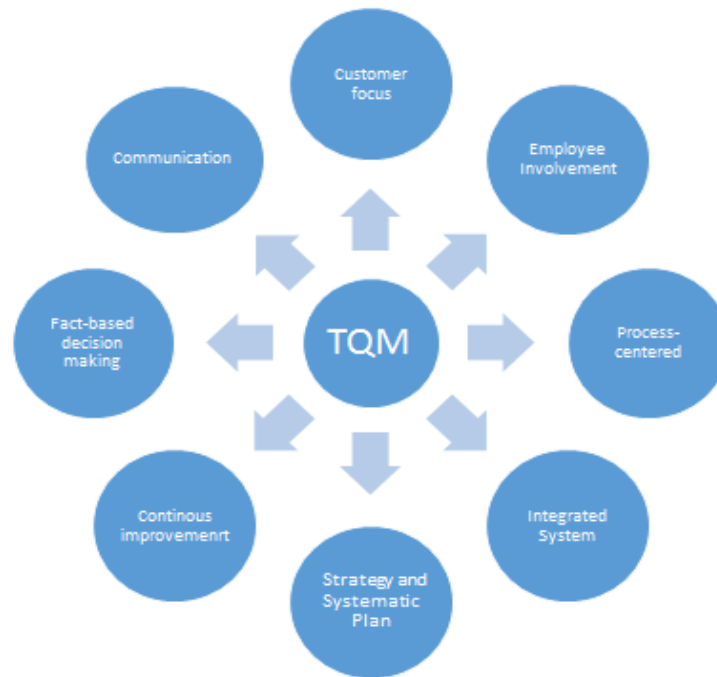
### **PRINCIPLES OF TQM**

#### ***1. Customer Focus***

The purpose of quality management is to provide customer satisfaction. With customer focus as an approach, the organization provides services or products meeting the customer expectations.

#### ***2. Employee Involvement***

The work done by employees should be appreciated and their opinions and feedback are taken into consideration. A workplace that encourages employees to give their best achieves continuous improvement in quality.



### ***3. Process-Centered***

This process needs to be well defined and need to be monitored for any deviation during the execution. Best practices can be adopted in this approach.

### ***4. Integrated System***

Although the processes are divided vertically structured departments, it is horizontally that they interconnect cross-functionally.

### ***5. A Strategic and Systematic Plan***

A strategic and systematic approach is needed to achieve the organization's goals and visions. Incorporating quality as part of the strategic plan as the core element is based in TQM.

### ***6. Continuous Improvement***

One of the popular approaches in quality management is continuous improvement. It implies to finding creative ways to implement existing processes.

### ***7. Fact-Based Decision Making***

The performance of an organization can be found from the data collected and analyzed for various parameters. To improve the decision, this data needs to be considered. An accurate decision can be taken if a proper fact-based decision model is created.

## 8. Communication

This is the building block of a successful business. Communication plan and training employees on communication etiquettes goes a long way in fostering healthy work culture. Communication involves internal amongst the employees and external with the stakeholders. Effective communication makes opinions and feedbacks easier.

### KEY ELEMENTS OF THE TQM

- ✓ Focus on the customer.
- ✓ Employee involvement
- ✓ Continuous improvement



### MERITS AND DEMERITS OF TQM

MERITS OF TQM	DEMERITS OF TQM
<ul style="list-style-type: none"> <li>❖ Strengthened competitive position.</li> <li>❖ Adaptability to changing or emerging market conditions</li> <li>❖ Higher productivity.</li> <li>❖ Enhanced market image.</li> <li>❖ Elimination of defects and waste.</li> <li>❖ Reduced costs and better cost management.</li> <li>❖ Higher profitability.</li> </ul>	<ul style="list-style-type: none"> <li>❖ QM is the need for company-wide commitment to quality improvement, and the difficulty of achieving this commitment</li> </ul>



## UNIT IV

### INDIVIDUAL DIFFERENCES AND GROUP DYNAMICS

*Individual Differences: Personality- Big Five Personality traits –Ability: Intelligence, Physical Abilities and Social Skills.*

*Group Behaviour: Meaning- Types of Groups – Stages of Group Development- Process of Group Decision Making- Techniques of Group Decision Making-Dysfunctions of Groups and Teams- Ways To Enhance Team Effectiveness*

#### **Individual differences**

Individual differences, the ways in which people differ from each other physically, personality, emotional and attributional.

Individual differences may be grouped into two categories:

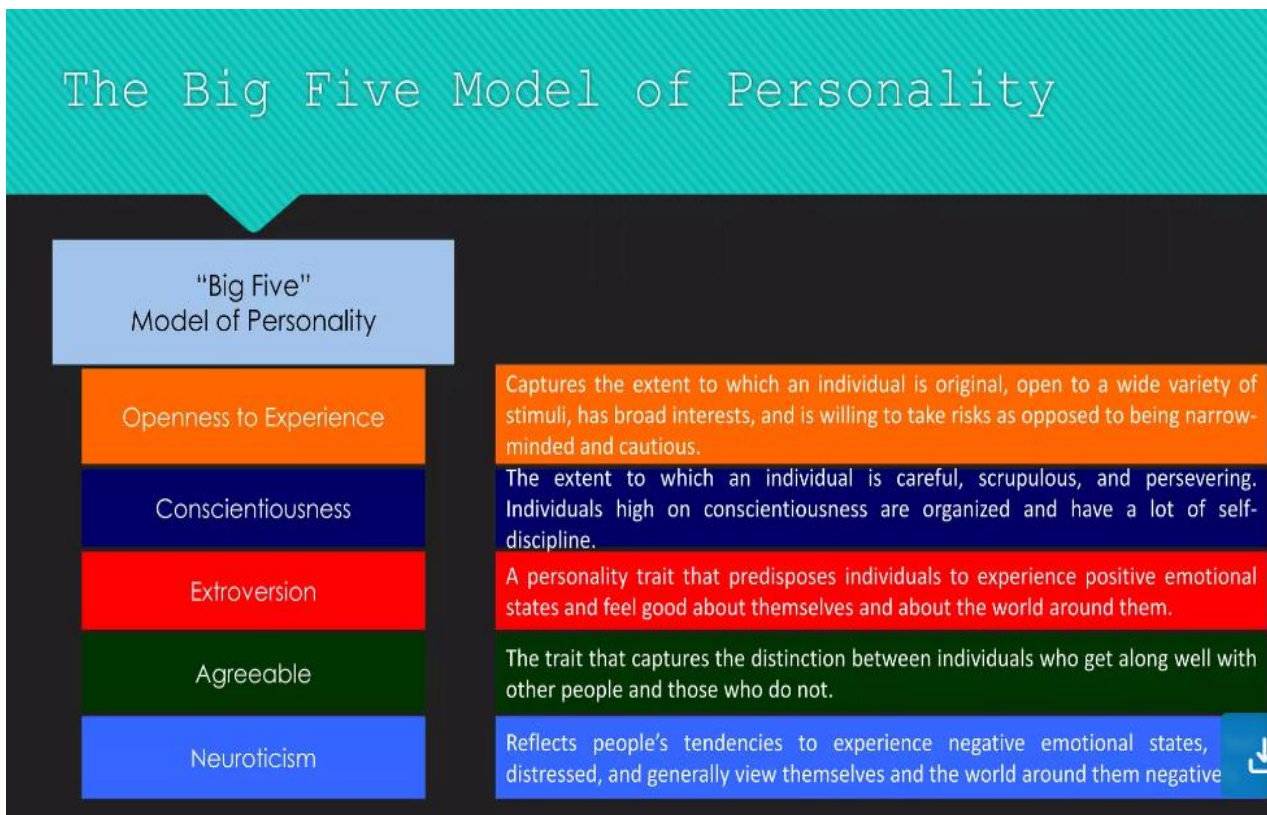
- ❖ Personality differences
- ❖ Differences in ability

#### **PERSONALITY**

- ❖ Personality is the pattern of relatively enduring ways that a person feels, thinks, and behaves.
- ❖ Personality is an important factor in accounting for why employees act the way they do in organizations and why they have favourable or unfavourable attitudes toward their jobs and organizations.

#### **BIG FIVE PERSONALITY TRAITS**

The big five personality traits can be summarized as follows:




1. **Neuroticism** - A tendency to easily experience unpleasant emotions such as anxiety, anger, or depression.
2. **Extroversion** - Energy, surgency, and the tendency to seek stimulation and the company of others.
3. **Agreeableness** - A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.
4. **Conscientiousness** - A tendency to show self-discipline, act dutifully, and aim for achievement.
5. **Openness to experience** - Appreciation for art, emotion, adventure, and unusual ideas; imaginative and curious.

#### HIGH AND LOW SCORES OF OCEAN


### What aspects of personality does this tell me about?

There has been much research on how people describe others, and five major dimensions of human personality have been found. They are often referred to as the OCEAN model of personality, because of the acronym from the names of the five dimensions.


#### Openness to Experience/Intellect

High scorers tend to be original, creative, curious, complex; Low scorers tend to be conventional, down to earth, narrow interests, uncreative.  

**You typically don't seek out new experiences.** (Your percentile: 41)


#### Conscientiousness

High scorers tend to be reliable, well-organized, self-disciplined, careful; Low scorers tend to be disorganized, undependable, negligent.  

**You are well-organized, and are reliable.** (Your percentile: 79)

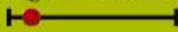
#### Extraversion

High scorers tend to be sociable, friendly, fun loving, talkative; Low scorers tend to be introverted, reserved, inhibited, quiet.  

**You are relatively social and enjoy the company of others.** (Your percentile: 64)

#### Agreeableness

High scorers tend to be good natured, sympathetic, forgiving, courteous; Low scorers tend to be critical, rude, harsh, callous.  

**You are neither extremely forgiving nor irritable.** (Your percentile: 50)

#### Neuroticism

High scorers tend to be nervous, high-strung, insecure, worrying; Low scorers tend to be calm, relaxed, secure, hardy.  

**You probably remain calm, even in tense situations.** (Your percentile: 7)

## OTHER PERSONALITY TRAITS



### 1. LOCUS OF CONTROL

EXTERNAL LOC	INTERNAL LOC
--------------	--------------

<ul style="list-style-type: none"> <li>▪ Tend to believe outside forces are largely responsible for fate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Think their own actions and behaviors have an impact on what happens to them</li> </ul>
<ul style="list-style-type: none"> <li>▪ They see little connection between their own actions and what happens to them</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internals do not need as much direct supervision because they tend to believe their work behaviors influence important outcomes such as how well they perform their jobs and the pay increases, praise, job security, and promotions they receive.</li> </ul>

## 2.SELF MONITORING

HIGH SELF MONITORING	LOW SELF MONITORING
<ul style="list-style-type: none"> <li>▪ High self-monitors want their behavior to be socially acceptable and are attuned to any social cues that signal appropriate or inappropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>▪ People who are low self-monitors are guided by their own attitudes, beliefs, feelings, and principles and are not too concerned about what others think of their behaviors.</li> </ul>
<ul style="list-style-type: none"> <li>▪ They strive to behave in a situationally appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low self-monitors are not particularly sensitive to cues indicating acceptable behavior, nor are they overly concerned about behaving in a situationally appropriate manner</li> </ul>
<ul style="list-style-type: none"> <li>▪ Tailor their behavior to fit a given situation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behave that what they think is true or correct and are not overly concerned about how others will react to them</li> </ul>

## 3.SELF ESTEEM

Self-esteem is the extent to which people have pride in themselves and their capabilities. Self-esteem has several implications for understanding behavior in organizations.

Self-esteem influences people's choices of activities and jobs.

HIGH SELF ESTEEM	LOW SELF ESTEEM
<ul style="list-style-type: none"> <li>▪ Choose challenging careers and jobs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose only easy jobs</li> </ul>
<ul style="list-style-type: none"> <li>▪ Set higher goals for themselves and be more likely to tackle difficult tasks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Remain aimless, less focused, do not make efforts to try difficult tasks</li> </ul>
<ul style="list-style-type: none"> <li>▪ Positive impact on motivation and job satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do not concern about motivation and job satisfaction</li> </ul>

#### 4.TYPE “A” AND TYPE “B” PERSONALITY

TYPE A PERSONALITY	TYPE B PERSONALITY
<ul style="list-style-type: none"><li>▪ An intense desire to achieve, are extremely competitive, have a sense of urgency, are impatient, and can be hostile</li></ul>	<ul style="list-style-type: none"><li>▪ More relaxed and easy-going individuals</li></ul>
<ul style="list-style-type: none"><li>▪ Type A’s would seem to be ideal employees from the organization’s perspective, especially in situations in which a lot of work needs to be done in a short amount of time</li></ul>	<ul style="list-style-type: none"><li>▪ Remain easy going may not be appropriate all the time</li></ul>
<ul style="list-style-type: none"><li>▪ More chances for conflicts and disagreements</li></ul>	<ul style="list-style-type: none"><li>▪ Less chances for conflicts and disagreements</li></ul>

#### 5.NEEDS FOR ACHIEVEMENT

HIGH ACHIEVEMENT	LOW ACHIEVEMENT
<ul style="list-style-type: none"><li>▪ Special desire to perform challenging tasks well and to meet their own personal standards for excellence.</li></ul>	<ul style="list-style-type: none"><li>▪ Less desire to perform challenging tasks well and to meet their own personal standards for excellence.</li></ul>
<ul style="list-style-type: none"><li>▪ Takes personally responsible for what happens to them</li></ul>	<ul style="list-style-type: none"><li>▪ Do not concern about anything happens to them</li></ul>
<ul style="list-style-type: none"><li>▪ willing to take personal responsibility for outcomes, and like to receive performance feedback.</li></ul>	<ul style="list-style-type: none"><li>▪ Blame others for a failed outcome,</li></ul>

#### 6.NEED FOR AFFILIATION

- Individuals with a are especially concerned about *establishing and maintaining good relations with other people.*
- They like working in groups, *tend to be sensitive to other people’s feelings, and avoid taking actions that would result in interpersonal conflict.*
- Individuals with a high need for affiliation may also be *less effective in situations in which they need to evaluate others because it may be hard for them to give negative feedback to a co-worker or a subordinate.*

#### 7.NEED FOR POWER

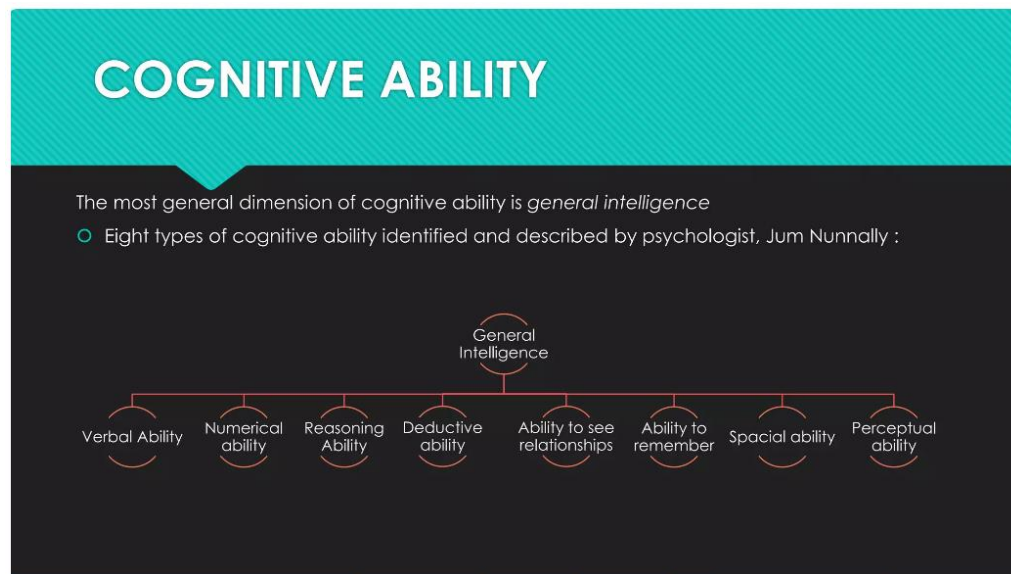
- Individuals with a high need for power have a *strong desire to exert emotional and behavioural control or influence over others.*
- These individuals are especially *likely to be found in managerial jobs and leadership positions, which require one person to exert influence over others.*
- Individuals with a high need for *power may actually be more effective as leaders*



## ABILITY

- ❖ Ability has important implications for understanding and managing organizational behavior.
- ❖ Two basic types of ability affect performance are cognitive or mental ability (Intelligence) and physical ability.
- ❖ Like personality intelligence and physical ability comes from nature and nurture
- ❖ General intelligence is determined by the genes we get from our parents (Nature) or by situational factors (nurture).

### INTELLIGENCE OR COGNITIVE ABILITY



COGNITIVE ABILITY	DESCRIPTION	POSSIBLE EMPLOYABILITY
Verbal Ability	Ability to understand and use written and spoken language	Comedians, teachers, lawyers, writers
Numerical Ability	Able to solve arithmetic problems and deal with numbers	Waiters, investment bankers, engineers, accountant
Reasoning Ability	Ability to come up with solutions for problems and use principles by which different problems can be solved	Therapists, interior designers, mechanics, software designers.
Deductive Ability	Use array of observations to reach appropriate conclusions and evaluate facts	Medical researchers, detectives, scientists

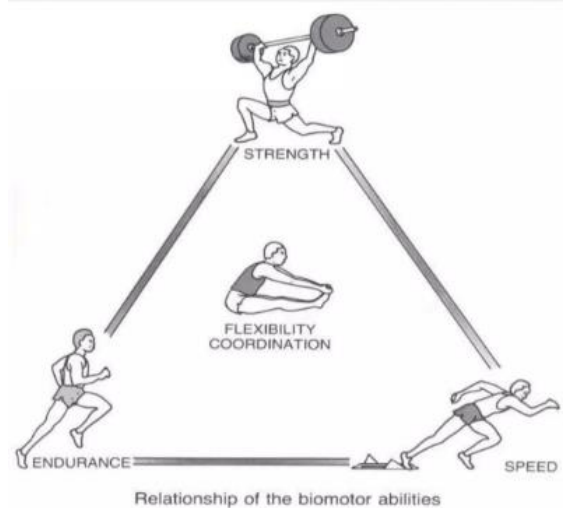
Ability to see relationships	Ability to see how things are related to each other's. Apply knowledge to seek relationship and find solutions.	Consultants, agents, anthropologist
Ability to remember	Able to recall things ranging from simple to complex	Researchers, managers
Spatial Ability	Ability to determine the location or arrangement of objects in relation to one's own position.	Air traffic controllers, clothing designers.
Perceptual	Ability to uncover visual patterns and see relationships within and across patterns	Photographers, airplane pilots, captain.

### **PHYSICAL ABILITY**

- The capacity to do tasks demanding stamina, dexterity, strength and similar characteristics comes under physical abilities.

#### **Nine basic physical abilities:**

- ❖ Dynamic strength
- ❖ Trunk strength
- ❖ Static strength
- ❖ Explosive strength
- ❖ Extent flexibility
- ❖ Dynamic flexibility
- ❖ Body coordination
- ❖ Balance
- ❖ Stamina



### **SOCIAL SKILLS**

- A social skill is any skill facilitating interaction and communication with others.
- Social rules and relations are created, communicated, and changed in verbal and nonverbal ways.
- Social skills are a manifestation of social knowledge

#### **VARIOUS SOCIAL SKILLS**

- 🌈 Cooperation, Sharing, Participation, Being a Friend, Helping Others, Being Patient, Following Directions, Taking Turns, Remaining on Task, Accepting Differences, Listening, Praising Others and Refraining from Put Downs, Positive Communication and Interactions, Being Polite and Courteous, Using Good Manners, Respecting Ourselves and Others, Being Respectful

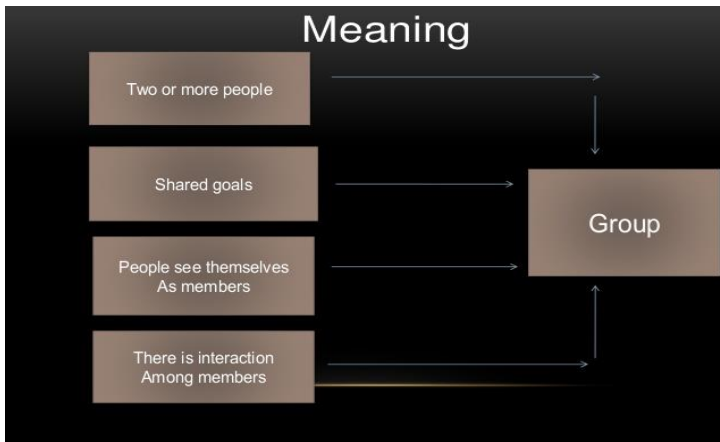
#### **TYPES OF SOCIAL SKILL INTERVENTION**

1. **Description** – oral techniques in which the teacher describes how to perform a skill appropriately.

2. **Modelling** – demonstrations of the social skill either by live models or by film, audiotape or pictorial models.
3. **Rehearsal** – verbal rehearsal of required skill steps to ensure that the individual has memorized the steps in sequence and can instruct himself in what to do next and structures practice.
4. **Feedback** – verbal feedback following rehearsal to inform the individual on what steps he performed well and which behaviour need improvement.



## GROUP BEHAVIOUR



❖ 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.

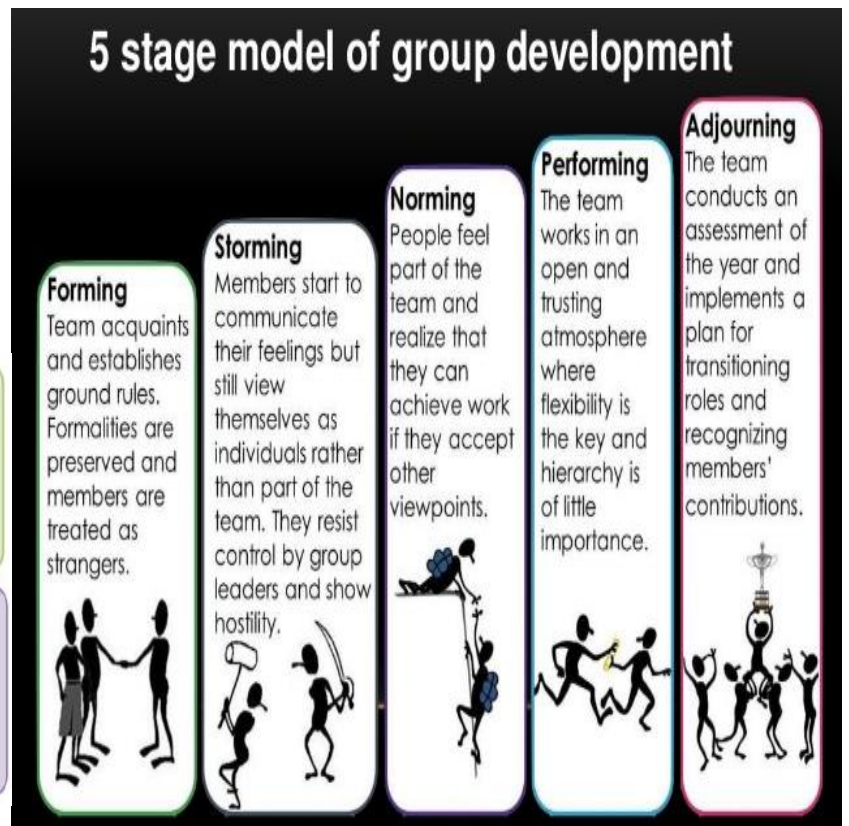
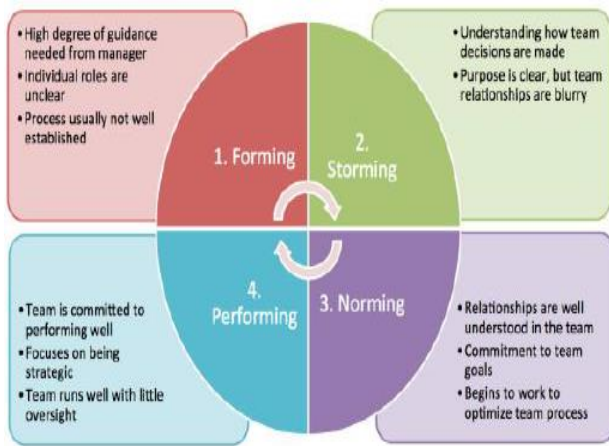
For example – Strike.

## PROCESS/STAGES OF GROUP DEVELOPMENT/EVOLUTION

### (FIVE STAGE MODEL OF GROUP DEVELOPMENT)

- ❖ A team cannot be expected to perform well right from the time it is formed. Forming a team is just like maintaining a relationship.
- ❖ It takes time, patience, requires support, efforts and members often go through recognizable stages as they change from being a collection of strangers to a united group with common goals.

**Bruce Tuckman** presented a model of five stages Forming, Storming, Norming, and Performing in order to develop as a group.



### **I.ORIENTATION (FORMING STAGE)**

- ✚ The first stage of group development is the forming stage.
- ✚ This stage presents a time where the group is just starting to come together and is described with anxiety and uncertainty.

#### **Characteristics:**

- ✓ members seeking either a work assignment (in a formal group) or other benefit, like status, affiliation, power, etc. (in an informal group).
- ✓ Members at this stage either engage in busy type of activity or show apathy.
- ✓ Members are very careful with their behavior just to be accepted by all members of the group.
- ✓ Conflict, controversy, misunderstanding and personal opinions are mostly avoided .

#### **Consequence of forming stage:**

- ✓ understanding the group's purpose and group members.
- ✓ Role perception and responsibilities will be known.
- ✓ discussion on ways to achieve group's goal
- ✓ outlining general group rules

### **II.POWER STRUGGLE (STORMING STAGE)**

- ✚ The second stage of group development is the storming stage. The storming stage is where dispute and competition are at its greatest because now group members have an understanding of the work and a general feel of belongingness towards the group as well as the group members.
- ✚ This is the stage where the dominating group members emerge, while the less confrontational members stay in their comfort zone.

#### **Characteristics:**

- ✓ Members seek out familiar or similar individuals and begin a deeper sharing of self.
- ✓ The subgroup creates a differentiation in the group and tensions across other group.
- ✓ Pairing is a common phenomenon. There will be conflict about controlling the group.

#### **Consequence:**

- ✓ Questions around leadership, authority, rules, policies, norms, responsibilities, structure, evaluation criteria and reward systems tend to arise during the storming stage.

### **III.COOPERATION AND INTEGRATION (NORMING STAGE)**

- ✚ In this stage, the group becomes fun and enjoyable. Group interaction are lot more easier, more cooperative, and productive, with weighed give and take, open communication, bonding, and mutual respect.

#### **Characteristics:**

- ✓ The dyads/triads begin to open up and seek out other members in the group.
- ✓ Efforts are made to establish various norms for task performance.

- ✓ Members begin to take greater responsibility for their own group and relationship while the authority figure becomes relaxed.

**Consequence:**

- ✓ Once this stage is complete, a clear picture will emerge about hierarchy of leadership.
- ✓ The norming stage is set the group structure and a sense of group identity and camaraderie.
- ✓ If there is a dispute or disruption, it's comparatively easy to be resolved and the group gets back on track.

**IV.SYNERGY (PERFORMING STAGE)**

- ✚ Once a group is clear about its needs, it can move forward where the group becomes really united.
- ✚ At this stage, the morale is high as group members actively acknowledge the talents, skills and experience that each member brings to the group.
- ✚ A sense of belongingness is established and the group remains focused on the group's purpose and goal.

**Characteristics:**

- ✓ Members are flexible, interdependent, and trust each other.
- ✓ Leadership is distributive
- ✓ Members see themselves as a group and get involved in the task.
- ✓ Each person makes a contribution and the authority figure is also seen as a part of the group.

**Consequences:**

- ✓ Group norms are followed .
- ✓ The group may redefine its goals
- ✓ Development is seen as team work and show an autonomous will to pursue those goals.

**V.CLOSURE (ADJOURNING STAGE)**

- ✚ This stage of a group can be confusing and is usually reached when the task is successfully completed.
- ✚ At this stage, the project is coming to an end and the team members are moving off in different directions.

**Characteristics:**

- ✓ Some members may feel happy over the performance, and some may be unhappy over the stoppage of meeting with group members.
- ✓ Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group.

**Consequence:**

- ✓ The group decides to disband.

**TYPES OF GROUP**

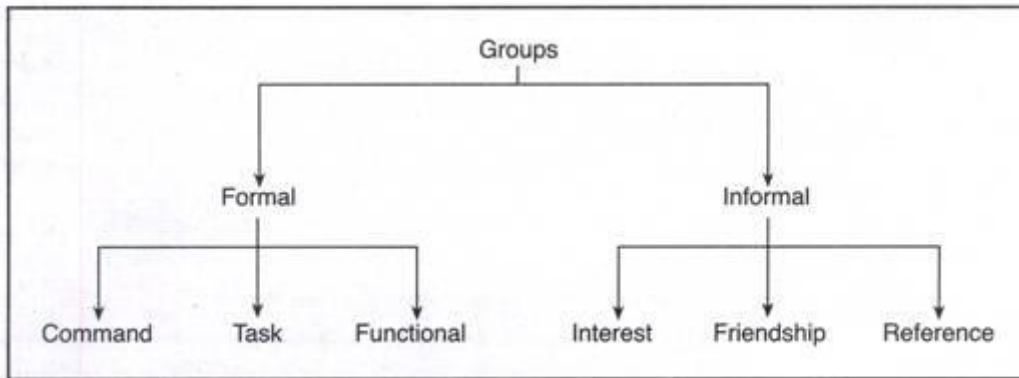
- ✚ One way to classify the groups is by way of formality – formal and informal.

**FORMAL GROUP**

- ✚ While formal groups are established by an organization to achieve its goals, informal groups merge spontaneously.
- ✚ Formal groups may take the form of command groups, task groups, and functional groups.

**The features of formal groups are as follows:**

- (i) Formal groups are **part of the organisational structure**.
- (ii) These are **created deliberately and consciously** by the management
- (iii) The pattern of **communication and the rules are pre defined** to regulate the behaviour of group members.
- (iv) These groups may be either permanent as board of directors or temporary in the form of temporary committees, task force etc.



**Figure 12.2 : Types of Groups**

**Types of formal group:**

- ✓ Command group
- ✓ Task force or task group
- ✓ Functional group.

**1. Command Groups:**

- ✚ Command groups are specified by the organizational chart and often consist of a supervisor and the subordinates that report to that supervisor.

*An example of a command group is a market research firm CEO and the research associates under him.*

**2. Task Groups:**

- ✚ Task groups consist of people who work together to achieve a common task.
- ✚ Members are brought together to accomplish a narrow range of goals within a specified time period.
- ✚ Task groups are also commonly referred to as task forces.
- ✚ The organization appoints members and assigns the goals and tasks to be accomplished.

*Examples of assigned tasks are the development of a new product, the improvement of a production process, or designing the syllabus under semester system.*

*Other common task groups are ad hoc committees, project groups, and standing committees.*

**3. Functional Groups:**

- ✚ A functional group is created by the organization to accomplish specific goals within an unspecified time frame.
- ✚ Functional groups remain in existence after achievement of current goals and objectives.

*Examples of functional groups would be a marketing department, a customer service department, or an accounting department.*

**INFORMAL GROUPS:**

- ❖ In contrast to formal groups, informal groups are formed naturally and in response to the common interests and shared values of individuals.

- ❖ They are created for purposes other than the accomplishment of organizational goals and do not have a specified time frame.

The features of these groups are as follows:

- (i) The informal groups are formed by the **members themselves not by management**.
- (ii) These groups **arise spontaneously** due to social interaction between the people.
- (iii) It forms **based on common interests, language, taste, caste, religion, background** etc.
- (iv) These **groups exist outside the formal system** without any strict rules.
- (v).These groups **have their own structure, with their own leaders, and followers, group goals, social roles and working patterns**.
- (vi).They have their **own unwritten rules and a code of conduct** .
- (vii) The informal groups are **more flexible** than the formal groups.

**Types of informal group:**

- ✓ Interest group
- ✓ Friendship group
- ✓ Reference group
- ✓ Clique group

**i. Interest Group:**

- ✚ Interest groups usually continue over time and may last longer than general informal groups.
- ✚ Members of interest groups may not be part of the same organizational department but they are bound together by some other common interest.
- ✚ The goals and objectives of group interests are specific to each group and may not be related to organizational goals and objectives.

*Eg: Theatre artist*

**ii. Friendship Groups:**

- ✚ Friendship groups are formed by members who enjoy similar social activities, political beliefs, religious values, or other common bonds.
- ✚ Members enjoy each other's company and often meet after work to participate in these activities.

*Eg: Walking friends group, yoga mates, jogging group.*

**iii. Reference Groups:**

- ✚ A reference group is a type of group that people use to evaluate themselves.
- ✚ Reference groups have a strong influence on members' behavior. Such groups are formed voluntarily.

*Eg: Family, friends, and religious affiliations are strong reference groups for most individuals. Eg: Osha.*

**(iv) Cliques:**

- ✚ These groups consist of colleagues or those who commonly associate with each other and observe certain social norms and standards, but the number of members tends to be smaller



*Its further divided as vertical cliques(same department people eg: tradeunion of mechanical enginners) ,Horizontal cliques (same rank or same area people)and mixed cliques.*

**Table 12. : Difference between formal and Informal Groups**

<i>Basis</i>	<i>Formal Group</i>	<i>Informal Group</i>
Formation	Legally constituted, rationally designed, and consciously planned	Emerges naturally and spontaneously
Existence	Normally formal group does not arise because of informal Group	Informal group emerges while working in a Formal Group
Purpose	Well-defined and centres around survival, growth, profit, Service to Society	Ill-defined and centres around friendship, goodwill, unity and so on
Relationship	Superior-subordinate relationship	Personal and social relationship
Influenced by	Rationality and leaves no scope for personal, social, and emotional factors	Personal, social, and emotional factors
Communication	Unity of Command and line of authority followed	Pattern is grapevine, which is natural, haphazard and intricate
Leadership	Based on formal authority and position	Based on individual competence and group acceptance
Boundaries	Operates within set boundaries	No bounds, operates in different directions
Nature & Emphasis	Normative and idealistic, emphasis on efficiency, discipline, conformity, consistency and control bring in rigidity and bureaucracy in processes and practices	Reflects actual functioning, characterised by relative freedom, spontaneity, homeliness and warmth

### GROUP DECISION-MAKING

- ❖ Group decision-making commonly known as collaborative decision-making is a situation faced when individuals collectively make a choice from the alternatives before them.
- ❖ The decisions made by groups are mostly different from those made by individuals
- ❖ According to the idea of synergy, decisions made collectively tend to be more effective than decisions made by a single individual.

### GROUP DECISION MAKING PROCESS







*1) Diagnosing the Problem:* To identify the problems to be solved

2) *Developing Alternatives*: Through different sources like experience, practices in other groups, and ideas & suggestions from different parties involved

3) *Evaluating the Alternatives* :To know their plus & minus points, & then the most appropriate alternative is selected.

4) *Implementation & Monitoring the Decision* :Implementation of selected alternative, checking with reference to the expectations, & making required corrections.

#### **How do group make decisions:**

-  **Group Size** neither too Large, nor too Small. The ideal size is 5 to 7 members for effective decision making.
-  **Group Composition** - it includes higher status of some group members, in terms of background or expertise, influences the other group members opinions.
-  **Unanimity of Group Consensus** - A united group exerts greater pressure to confirm than a group divided by dissension (disagreement).
-  **THE RISKY SHIFT** - PEOPLE TEND TO MAKE MORE RISKY DECISION AS A GROUP, RATHER THAN AS AN INDIVIDUAL

#### **TECHNIQUES OF GROUP DECISION-MAKING**



##### **(i).Brainstorming**

- ❖ Originally adopted by Alex Osborn in 1938 in an American Company .
- ❖ According to him, brainstorming means using the brain to storm the problem.
- ❖ This technique includes a group of people, mostly between five and ten in number, sitting around a table, producing ideas in the form of free association.
- ❖ The main focus is on generation of ideas and not on evaluation of these ideas.
- ❖ All these ideas are written on the blackboard with a piece of chalk so that all the team members can see every idea and try to improvise these ideas.
- ❖ Brainstorming technique is very effective when the problem is comparatively precise and can be simply defined.

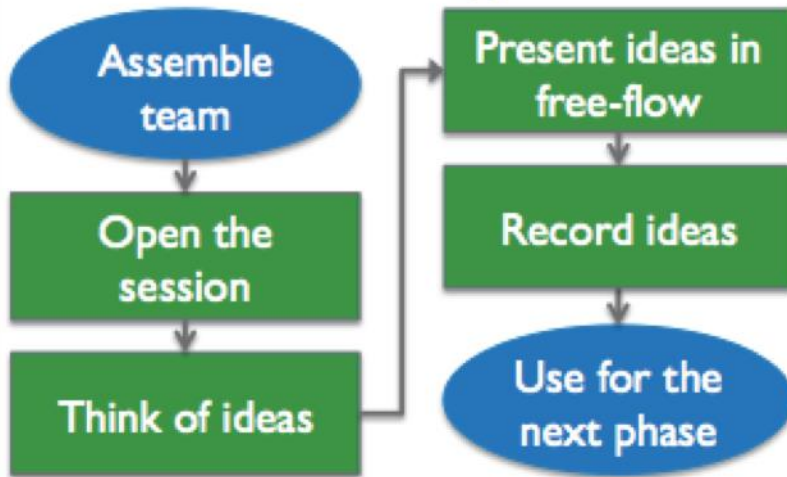
##### **Guidelines:**

- 1) Generate as many ideas as possible.



2) Be creative, freewheeling, & imaginative.

## Brainstorming Process



3) Build upon piggybank, extend or combine earlier ideas. 4) Withhold criticism of others' ideas.

### Merits:

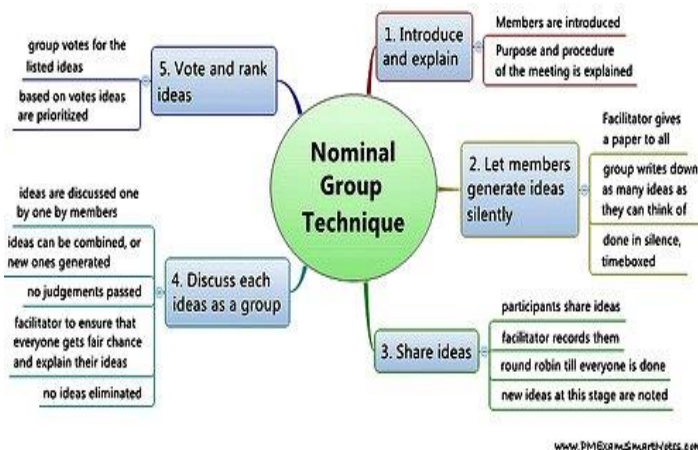
- ✓ Its very effective where the problem is small
- ✓ Easy to use .

### Demerits:

- ✓ Delayed Judgment
- ✓ Quantity breeds quality.

### (ii).Nominal Group Thinking

- ❖ This technique is similar to brainstorming except that this approach is more structured.
- ❖ It motivates individual creativity.



### Process:

- ✚ Members form the group for namesake and operate independently by writing ideas silently.
- ✚ Members do not communicate well with each other .
- ✚ The group coordinator either collects the written ideas or writes them on a large blackboard
- ✚ These ideas are further discussed one by one in turn and each participant is motivated to comment on it.
- ✚ After all these ideas have been discussed, they are

evaluated for their merits and drawbacks and rank it in order from best to worst.

- ✚ The idea with the highest cumulative ranking is selected as the final solution to the problem.

### Advantages:

- ✓ It is Less time consuming
- ✓ Influence of dominant group members over others is minimized
- ✓ Integration of both group creativity & individual creativity
- ✓ Equal participation

### Disadvantage:

- ✓ Members do not have opportunity to benefit from cross-fertilization of ideas.

### (iii).Delphi Technique

- ✚ This technique is the improvised version of the nominal group technique, except that it involves experts opinions.

- ✚ “Delphi” is a place, where the ancient Greeks used to pray for information about the future.
- ✚ In this technique, members selected are experts, & scattered over large distances, having no face-to-face interaction for decision-making.
- ✚ The effectiveness of the technique depends on the adequate time, participants’ expertise, communication skills, & motivation of the members.

**Process:**

- ✓ The problem is identified and a set of questions (a questionnaire) are built relating to the problem.
- ✓ Experts in the problem area are identified and contacted, to whom the questionnaire is sent. They anonymously and independently answers the questions and sends it back to the central coordinator.
- ✓ These responses are compiled and analyzed and on their basis, a second questionnaire is developed, which is mailed back to participating members to comment, suggest and answer the questions, possibly generating new ideas.
- ✓ The responses to this second questionnaire are complied and analyzed and if a consensus has not been reached, then a third questionnaire is developed, pinpointing the issue and unresolved areas of concern.
- ✓ The above process is repeated until a consensus is obtained. Then the final decision is taken.

**Advantages:**

- ✓ Elimination of interpersonal problems among members.
- ✓ Efficient use of the experts’ time.
- ✓ Adequate time for reflection & analysis by respondents.
- ✓ Diversity & quantity of ideas generated.

**Disadvantages:** Complexity High Cost involved Time-consuming

**(iv).Didactic Interaction**

- ❖ This technique is applicable only in certain situations, but is an excellent method when a situation actually demands it.
- ❖ The type of problem should be such that it generates output in the form of yes or no.

Eg: a decision is to be made whether to buy or not to buy a product

**Process:**

- ✓ These types of decision require an extensive and exhaustive discussion and investigation since a wrong decision can have serious consequences.
- ✓ The group that makes the decision is divided into two sub-groups, one in favor of the “go” decision and the opposing in favor of the “no go” decision.
- ✓ The first group enlists all the “pros” of the problem solution and the second group lists all the “cons”. These groups meet and discuss their discoveries and their reasons.
- ✓ After tiring discussions, the groups switch sides and try to find weaknesses in their own original standpoints.

- ✓ This interchange of ideas and understanding of various viewpoints results in mutual acceptance of the facts and final decision is made.

**Merits of group decision making:**

- ✓ Making Compared to an individual, the groups generally have a greater knowledge, expertise, & skill base to make better decisions.
- ✓ . Larger number of members perspectives of problem leads to make quality final decision

**Demerits of group decision making:**

- ✓ It is a time consuming process.
- ✓ . Influencing members usually manipulate the group decision

**BARRIERS TO GROUP DECISION MAKING**

1. **Procrastination:** Replacing high priority tasks with tasks of lower priority.
2. **Bolstering:** Reinforcing a decision by exaggerating its favorable consequences and minimizing the importance of its unfavorable consequences.
3. **Denying responsibility:** No individual can be held accountable for the results.
4. **Cognitive Limitations and Subsequent Errors:** Cognitive and motivational biases can often impact group decision making.

**GROUPS AND TEAMS**

- ❖ Group is two or more people who interact with each other to accomplish a goal
- ❖ Team is a group who work intensively with each other to achieve a specific common goal.

GROUPS VS TEAMS	
3	
<ul style="list-style-type: none"><li>• Self Progress is the prime concern.</li></ul>	<ul style="list-style-type: none"><li>• Team Progress is the prime concern.</li></ul>
<ul style="list-style-type: none"><li>• Participative decision making is not a part of the agenda.</li></ul>	<ul style="list-style-type: none"><li>• Participative decision making is always a part of the agenda.</li></ul>
<ul style="list-style-type: none"><li>• No one respects the quality of the other.</li></ul>	<ul style="list-style-type: none"><li>• Everyone respects the quality of each other.</li></ul>
<ul style="list-style-type: none"><li>• Leadership brings ego.</li></ul>	<ul style="list-style-type: none"><li>• Leadership is flexible with time.</li></ul>
<ul style="list-style-type: none"><li>• </li></ul>	<ul style="list-style-type: none"><li>• </li></ul>

### Types of teams

a. Cross functional teams

These teams are made up of individuals from various departments or functional specialties

b. Virtual team

Members can now communicate at a distance through electronic means, such as e-mail, texting, chat rooms

c. Self managed team

A self-managed work team can be defined as “a group of employees who are responsible for managing and performing technical tasks that result in a product or service being delivered to an internal or external customer

### DYSFUNCTIONS OF GROUPS AND TEAMS

#### The dysfunctions of groups and teams are

1. norm violation and
2. role ambiguity/conflict,
3. groupthink,
4. risky shift, and
5. social loafing.

#### Norm violation

- Group norms that are violated can result in antisocial behaviors. At the extreme, these include sexual harassment and theft. Others include lying, spreading rumors, withholding effort and absenteeism.

### **Role Ambiguity**

- Role ambiguity occurs when the individual employee, “doesn’t know what he’s supposed to be doing.”

### **Role Conflict**

- Role conflict occurs when the employee or team member is:

(1) asked to perform conflicting tasks or

(2) required to perform a task that conflicts with his or her own personal values

### **Risky shift**

- Risky Shift Phenomenon Even before excessive risk taking was brought out by groupthink, the so-called risky shift phenomenon of groups was recognized. Research going back many years has shown that, contrary to popular belief, a group may make more risky decisions than the individual members would on their own

### **Social Loafing**

- Social loafing occurs when people are part of a group.
- When people are in a group, they tend to put forth less effort

## **WAYS TO ENHANCE TEAM EFFECTIVENESS**

The following ways to enhance team effectiveness:

### **I. Team building**

- Quality team-building programs must fit with the corporate culture, have well-designed goals, allow members to translate skills to the workplace, often take place in a separate environment,

### **II.Collaboration**

- Effective group leaders do not act alone. They assemble a group of highly talented people and figure out how to get the most creative efforts out of everyone by effectively organizing their collaborative efforts

### **III.Leadership**

- Group Leadership Whether the assigned head of the team or the emergent leader in self-managed teams, there are two key ways in which leaders may affect performance of groups:

(1) how they select members and

(2) the tactics they use to affect those members.

### **IV. Understanding of cultural issues in global situations**

- To improve global teams, research indicates that creating a “hybrid” team culture can be linked to improved performance. The selection of group members seems to play an important role in the effectiveness of the group. In addition to careful selection, some pragmatic guidelines would include:

- (1) adapting to each culture
- (2) changing implementation of teams for each culture
- (3) respecting local laws

## UNIT V

### OCCUPATIONAL HEALTH

Conflict- Levels of Workplace Conflict: Intraindividual conflict-Interpersonal conflict-Intergroup conflict-Organisational conflict-Workplace Stress due to conflict- Other Sources of Workplace Stress- Effects of Workplace Stress to the Employees: Physical, Psychological and Behavioral- Coping Strategies to manage Workplace Stress.

### CONFLICT

- ❖ Conflict can be defined as a difference that exists between needs, values, and interests of individuals or groups in an organization.
- ❖ Organizational conflicts may be defined as “a situations in which there is a breakdown in decision making, just because of irrational and incompatible stand taken by one or all concerning parties to decision making.”

#### Features of conflict

- It helps in analytical thinking
- It increases cohesion
- It promotes competition and make people to increase efforts
- It gives foundation for organizational development

### TYPES OF CONFLICT

1. *Goal conflict.* Goal conflict can occur when one person or group desires a different outcome than others do. This is simply a clash over whose goals are going to be pursued.
2. *Cognitive conflict.* Cognitive conflict can result when one person or group holds ideas or opinions that are inconsistent with those of others. This type of conflict is evident in political debates.
3. *Affective conflict.* This type of conflict emerges when one person's or group's feelings or emotions (attitudes) are incompatible with those of others. Affective conflict is seen in situations where two individuals simply don't get along with each other.
4. *Behavioral conflict.* Behavioral conflict exists when one person or group does something (i.e., behaves in a certain way) that is unacceptable to others. Dressing for work in a way that “offends” others and using profane language are examples of behavioral conflict.

### LEVELS OF CONFLICT



#### 1. Intra-individual/Intra-personal Conflict

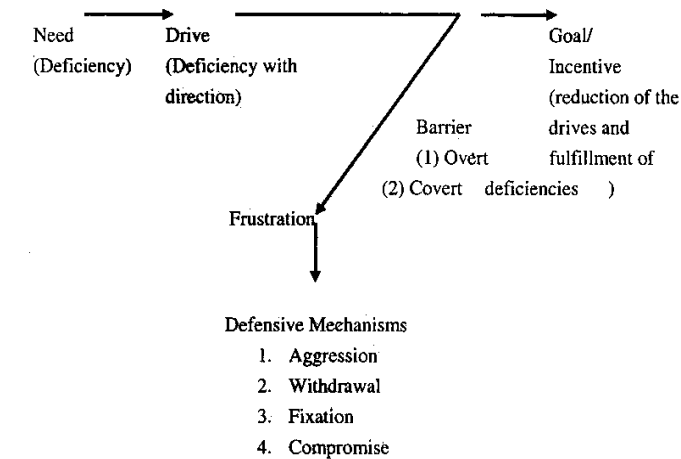
Conflict can be intra-personal, where an individual's objective and vision differ from his/her company's overall vision.



Intra-individual conflict arises from

### (i)Goal conflict

- Another common source of conflict for an individual is a goal that has both positive and negative features or two or more competing goals.
- 3 major forms of goal conflict may be distinguished:
- **Approach-approach conflict**, where the individual is motivated to approach two or more positive but mutually exclusive goals.
- **Approach-avoidance conflict**, The single goal contains both positive and negative characteristics for the individual.
- **Avoidance-avoidance conflict**, where the individual is motivated to avoid two or more negative but mutually exclusive goals.



### (ii)Conflict from frustration

- Frustration occurs when a motivated drive is blocked before a person reaches the desired goal.

The following figure illustrates the way frustration occurs:

- But his attempts to reach the goal are checked by barriers which may be overt (external) or covert (internal).
- External barriers include floods, power failures, and the break-down of

transportation. Internal barriers are personal limitations and disabilities which thwart one's aspirations.

The frustrated individuals adopt any of **four defense mechanisms**: aggression, withdrawal, fixation, or compromise.

- ✓ Aggression refers to the attack of the barrier, physical or symbolically.
- ✓ Withdrawal refers to backing away from the barrier.
- ✓ Fixation refers to the continuation of efforts to break the barrier.
- ✓ Compromise refers to the search for a new goal.

## 2. Inter-personal conflict

- It is between two colleagues – arising from a host of reasons ranging from differences in personality, work-style, and personal background.

4 primary sources of interpersonal conflict are.

Personal Differences	Lack of Information	Role in Compatibility	Environmental Stress
<ul style="list-style-type: none"> <li>▪ upbringing,</li> <li>▪ culture,</li> <li>▪ education,</li> <li>▪ experience,</li> <li>▪ values, and traditions and</li> <li>▪ the family background of the individuals</li> </ul>	<ul style="list-style-type: none"> <li>▪ a result of the communication breakdown in the organization</li> </ul>	<ul style="list-style-type: none"> <li>▪ inter-functional organizations where the task and roles are interdependent</li> </ul>	<ul style="list-style-type: none"> <li>▪ a lack of resources,</li> <li>▪ downsizing,</li> <li>▪ competitive pressures and</li> <li>▪ a high level of uncertainty among the employees of the organization</li> </ul>

### 3. Intra-group Conflict

- When an individual is pitted against a group and is either unwilling or unable to conform to group dynamics, he or she invariably leaves the team due to intra-group conflict.
- Intergroup conflict seems to fall into two distinct categories:

- (1) substantive conflict based on the nature of the task or to "content" issues
- (2) affective conflict associated with emotional responses

### 4. Inter-group conflict

- Organizational conflict arises when the goals, interests or values of different individuals or groups are incompatible and those individuals or groups block or thwart one another's attempts to achieve their objective.

Reasons behind the inter-organizational conflict are summarized below:

Competition for Resources	Task Interdependence	Jurisdictional Ambiguity	Status Struggles
<ul style="list-style-type: none"> <li>• compete for budget funds,</li> <li>• space,</li> <li>• supplies,</li> <li>• personnel, and support services</li> </ul>	<ul style="list-style-type: none"> <li>• If two groups in the organization depend on one another there tends to be more conflict than if groups are independent of one another.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Turf' problems or overlapping responsibilities.</li> <li>• Controlling</li> <li>• Taking credit for others work</li> </ul>	<ul style="list-style-type: none"> <li>• Status inequality</li> <li>• One group feels that they are treated inequally in terms of</li> <li>• rewards, job assignments, working conditions,</li> </ul>

			privileges, or status symbols
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### **WORKPLACE STRESS/OCCUPATIONAL STRESS/JOB STRESS**

- 🌈 Job stress as “a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning.”

### **WORKPLACE STRESS DUE TO CONFLICT**

- ❖ “Too much stress from heavy demands, poorly defined priorities, and little on-the-job flexibility can add to health issues. By leaving stress unaddressed, employers invite an increase in unscheduled time off, absence rates, and health care costs”
- ❖ Beehr and Newman define job stress as “a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning”.

### **STRESS AND CONFLICT CAN ENHANCE OR AFFECT ONCE JOB PERFORMANCE**

- ❖ The performance of many tasks is in fact strongly affected by stress.
- ❖ Performance usually drops off sharply when stress rises to very high levels
- ❖ The problems due to high levels of stress and conflict can be exhibited physically, psychologically, or behaviorally by the individual.
- ❖ Physical problems like poor immune system, cardiac problem, physical strain, tension so on
- ❖ Psychological problem like anger, anxiety, depression, nervousness, irritability, tension, and boredom
- ❖ Behavioral problem like absenteeism and high employee turnover.

### **SOURCES OF WORKPLACE STRESS**

The following are the sources of workplace stress



- The antecedents of stress, or the so-called stressors, affecting today's employee.
- These causes come from both outside and inside the organization, from the groups that employees are influenced by and from employees themselves.
- Those stressors are individual stressors, group stressor and organizational stressor.

#### ▪ **Sources of individual stressors**

There is also more research and agreement on possible situational dimensions and individual dispositions that may affect stress level of a person

Such sources are:

- ✚ Type A and B personality
- ✚ Personal control
- ✚ Learned helplessness
- ✚ Psychological hardiness

<b>Type A and B personality</b>	<b>Personal control</b>	<b>Learned helplessness</b>	<b>Psychological hardiness</b>
Type A personality is characterized by a constant feeling of working and a strong sense of competitiveness. Individuals with a Type A personality generally experience a higher stress level, hate failure .Where as Type B employee stay calm, relax and patient, less ambitious which keeps them cool under pressure	if employees feel that they have little control over the work environment and over their own job, they will experience stress	some employees just seem to have given up their dream and seem to accept stressors in their work environment, even when a change for the better is possible. That makes them accept the situation as such and remain helpless.	once an individual becomes tough and thereby learning to cope with any difficult situation, that person is likely to experience to see the situations as challenging rather than threatening

### Sources of group stressors

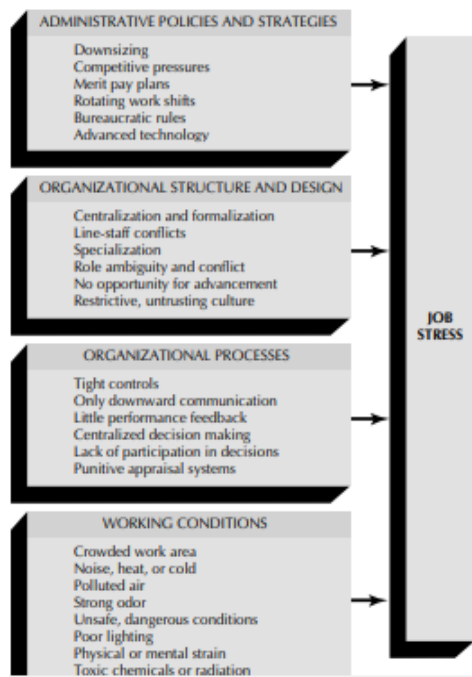
The sources of group stressors are:

- ✚ Bullying
- ✚ Lack of group cohesiveness
- ✚ Lack of social support.

<b>Bullying</b>	<b>Lack of group cohesiveness</b>	<b>Lack of social support</b>
<ul style="list-style-type: none"> <li>▪ Bullying leads to tremendous stress for a victim and even those who witness this</li> </ul>	<ul style="list-style-type: none"> <li>▪ If an employee is denied the opportunity for this cohesiveness( being close together)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employees are greatly affected by the support of one or more members of a cohesive group. By</li> </ul>

<p>problem.</p> <ul style="list-style-type: none"> <li>▪ Bullying is defined as “repeated, health-harming mistreatment that could involve verbal abuse, threatening, humiliating, or offensive behavior or actions; or work interference.</li> </ul>	<p>a. because of the task design,</p> <p>b. because the supervisor is egoistic</p> <p>c. because the other members of the group didn’t like to stay together</p>	<p>sharing their problems and joys with others, they are much better off.</p> <ul style="list-style-type: none"> <li>▪ If this type of social support is lacking for an individual, the situation can be very stressful</li> </ul>
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### Sources of group stressor




Besides the potential stressors that occur outside the organization, there are also those associated within the organization itself. Although the organization is made up of groups of individuals, there are also more macrolevel dimensions, unique to the organization, that contain potential stressors which are as follows:

### **OTHER SOURCES OF WORKPLACE STRESS**

- ❖ Long hours.
- ❖ Heavy workload.
- ❖ Changes within the organisation.
- ❖ Tight deadlines.
- ❖ Changes to duties.
- ❖ Job insecurity.
- ❖ Lack of autonomy.
- ❖ Boring work
- ❖ insufficient skills for the job

- ❖ Over-supervision
- ❖ Inadequate working environment
- ❖ Lack of proper resources
- ❖ Lack of equipment
- ❖ Few promotional opportunities
- ❖ Harassment
- ❖ Discrimination
- ❖ Poor relationships with colleagues or bosses
- ❖ Crisis incidents, such as an armed hold-up or workplace death.

### **EFFECTS OF WORKPLACE STRESS TO THE EMPLOYEES**

 The problems due to high levels of stress and conflict can be exhibited physically, psychologically, or behaviorally by the individual.

#### **Physical Problems Due to Stress and Conflict**

Specific physical health concerns that have been linked to stress include the following:

- (1) immune system problems, where there is a lessened ability to fight off illness and infection;
- (2) cardiovascular system problems, such as high blood pressure and heart disease;
- (3) musculoskeletal system problems, such as tension headaches and back pain; and
- (4) gastrointestinal system problems, such as diarrhea and constipation

#### **Psychological Problems Due to Stress and Conflict**

High levels of stress may be accompanied by

- anger,
- anxiety,
- depression,
- nervousness,
- irritability,
- tension, and
- boredom.

One study found that stress had the strongest impact on aggressive actions, such as

- sabotage,
- interpersonal aggression,
- hostility, and
- complaints

These types of psychological problems from stress, in turn, are especially relevant to

- poor job performance,
- lowered self-esteem,
- resentment of supervision,

- inability to concentrate and make decisions, and
- job dissatisfaction.

### **Behavioral Problems Due to Stress and Conflict**

Direct behaviors that may accompany high levels of stress include

- Undereating or overeating,
- Sleeplessness,
- increased smoking and drinking, and drug abuse
- absenteeism and turnover.
- A drop in work performance
- Problems with interpersonal relationships
- Mood swings and irritability
- Lower tolerance of frustration and impatience
- Disinterest
- Isolation.
- eventually quit or are fired from the job

## **COPING STRATEGIES TO MANAGE WORKPLACE STRESS.**

There are many lists of steps to take in order to avoid stress and burnout found in the practitioner literature

The coping strategies include

- ❖ individual coping strategy and
- ❖ organizational coping strategy

### **Individual coping strategy**

- a. **Exercise.** Today, it is not whether you win or lose, but whether you get some good exercise that counts.

People of all ages are

- ❖ walking,
- ❖ jogging,
- ❖ swimming,
- ❖ riding bicycles, or
- ❖ playing softball, tennis, or racquetball in order to get some exercise to combat stress.

- b. **Relaxation:**

- ❖ Meditation has multiple positive effects on a person's happiness and positive emotions, on physiology, stress, cognitive abilities, and physical health, as well as other harder-to-assess attributes, like 'self-actualization' and moral maturity."

- c. **Cognitive therapy.**

- ❖ A number of clinical psychologists have entered the stress field with cognitive therapy techniques such as Ellis's rational emotive model and cognitive behavior modification have been used as an individual strategy for reducing job stress
- ❖ The goal is to gain or enhance one's sense of efficacy over stressful situations, as an individual coping strategy for stress reduction, through
  - ✓ successful performance experience,
  - ✓ vicarious experience,
  - ✓ social persuasion, and/or
  - ✓ controlling physiological and emotional states

**d. . Networking.**

Widening network and gaining social support can be used as a strategy to reduce job stress, this would entail forming close associations with trusted empathetic coworkers and colleagues who are good listeners and confidence builders

**e. Behavioral self-control.**

By deliberately managing the antecedents and the consequences of their own behavior, people can achieve self-control and eventually manage stress

**f. Work on time management** and avoid procrastination

**Organizational coping strategy**

Organizational coping strategies are designed by management to eliminate or control organizational-level stressors in order to prevent or reduce job stress for individual employees

Organizational stress-coping programs ranging from

- ❖ making performance reviews and
- ❖ Pay fair and equal salary
- ❖ counseling services,
- ❖ lunchtime stress-management seminars,
- ❖ proper safety measures for hazardous workplace
- ❖ work-family initiatives
- ❖ restructuring of jobs and job duties,
- ❖ job sharing, and
- ❖ flexible scheduling
- ❖ work and life benefit policies and programs
- ❖ release time for personal/family events
- ❖ paid leave



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- ❖ work life balance
- ❖ job security
- ❖ empathetic approach towards employee